

ESP-Education School Psychometry

ESP 600. Seminar in School Psychometry. 3 Hours.

This course is designed to address the professional roles and services of school psychometrists including the historical foundations, ethical guidelines and standards, legal issues, roles and functions, and contemporary professional issues in the field of school psychometry. Emphasis is placed upon skills to consult, collaborate, and communicate effectively with others to problem solve, plan, and promote accountability systems (such as PowerSchool) and decision-making processes with diverse school personnel, families, community professionals in their work in regards to diverse issues in learning, development, and behavior. Candidates will learn to serve as advocates for students and for the school psychometrist's professional role.

ESP 627. Practicum in Schl Psych. 1 Hour.

The purpose of this one-hour course is to ensure that the candidate has met proficiency criteria in areas related to conducting non-biased psychological and psycho-educational assessment including formal assessment instruments, procedures, and techniques in interviews, observations, behavior evaluations, personal-social adjustment, intelligence, adaptive behavior, language, environmental-cultural factors, and vocational interests. Emphasis is placed upon the context in which assessments take place and their use.

ESP 628. Indiv Assess Child/Youth I. 3 Hours.

This course is designed to prepare candidates to conduct psychological and psycho-educational assessments on children and youth in a school setting. Candidates are prepared to appropriately select, administer, and interpret non-biased formal assessment instruments, procedures, and techniques such as interviews, observations, assessments of personal-social adjustment, cognition, behavior, language, academic achievement, environmental-cultural influences and vocational interests. Emphasis is placed on using assessment data for decision making, accountability, special education eligibility decisions, and intervention planning. Technology is utilized within this course to enhance the assessment and decision-making processes.

ESP 629. Indiv Assess Child/Youth II. 3 Hours.

In this course, candidates are prepared to use assessment data for decision making, accountability, special education eligibility decisions, intervention planning, and the facilitation of the delivery of special education services. Candidates will be taught to develop direct and indirect interventions for individuals, small groups, and whole-class that will enhance cognitive, affective, social, and vocational development. The candidates will prepare an in-service to help parents and teachers implement the developed interventions. Candidates will be taught to apply diversity knowledge (culture, ethnicity, language, disability characteristics, SES, etc.) in development and learning when engaging in databased decision making and intervention and service planning. Technology is integrated and utilized within this course to enhance assessment, decision-making processes, and intervention planning.

ESP 630. Applied Neuropsychology in the School. 3 Hours.

ESP 630 is designed to provide foundational content in organization of the human nervous system and brain behavior relationships to inform functional skills in interpretation of cognitive test performance from neuropsychological perspective and administration of screening tests. This course will also include hands-on practical administration, scoring, and interpretation of the well-known neuropsychological test battery: NEPSY-II. Upon completion of this course, students should be familiar with how such assessments relate to educational diagnoses, special education eligibility, interventions and recommendations. Minimum grade of C required.

ESP 631. Crisis Intervention & Prevention in Schools. 3 Hours.

This 3 hour course will train candidates in the PREPaRE School Crisis Prevention & Intervention Model on how to establish and serve on school safety and crisis response teams. Incorporates (a) prevention (b) protection, (c) mitigation, (d) response, and (e) recovery. It also incorporates the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) guidance, and the Incident Command System (ICS) as delineated by the National Incident Management System (NIMS) from the Federal Emergency Management Agency (FEMA). Upon completion of this course candidates will receive PREPaRE Certificates of Completion. Minimum grade of C required.

ESP 632. Consultation & Intervention for Learning & Behavior Problems. 3 Hours.

This 3 hour course will provide candidates with the knowledge base needed to design, implement, and evaluate effective academic interventions and prevention programs. The course is designed to build on consultation and assessment skills to work with teachers to develop programs for students in general and special education. Issues pertaining to interventions with students from culturally diverse groups will be presented. Minimum grade of C required.

ESP 689. Internship-School Psych. 3-12 Hours.

This culminating course is a daily, 300-hour participatory experience in a school setting supervised by a certified, qualified School Psychometrist. Under the supervision of an appropriately credentialed and trained Internship Site Supervisor, candidates must demonstrate competency in all identified knowledge and ability standards for school psychometrists. Interns are engaged in the full scope of school psychometry activities including individual assessment, data-based decision-making, accountability, special education referral and eligibility meetings, and other appropriate duties. Interns will independently complete all components of 10 special education re-evaluations (case studies) for diverse special education students at the placement site. Interns also participate in a monthly seminar hosted by the University Supervisor, where the candidates evaluate and synthesize a cumulative body of research and its findings as a foundation for service delivery.

ESP 690. Internship in School Psychology. 3-12 Hours.

Graduate students enrolled in the educational specialist program at UAB are required to complete 12 credit hours of ESP 689 Internship in School Psychology. The course is a field-based experience for supervised professional experience in school setting or approved setting. The primary purpose of the internship in school psychology is to help develop the intern into a competent, adaptive school psychologist. The internship integrates previous training experiences with practical application of these skills in the school environment. The internship will consist of duties, which school psychologists usually perform such as assessment, intervention, consultation, prevention, education/training, and research. Such activities will primarily take place in a school setting; however, additional experiences may be obtained in a hospital, clinic, or community mental health agency that serves the psychological and educational needs of children. The key assessments for this course are the Academic & Behavioral Case Studies.