

PSYCHOLOGICAL TESTING FOR SOCIAL WORKERS *(Required for Home and School Visitor Certificate)*

Instructor: Joan Manhardt, PhD, is a licensed and certified school psychologist at the Child Study Institute, Bryn Mawr College, where she provides child and family therapy. She also conducts evaluations and provides psychological services for a local public school district.

Psychological Testing for Social Workers (Part I)

Reading requirement: Straight Talk about Psychological Testing for Kids, by Ellen Braaten and Gretchen Felopulos, Guilford Press, 2004. Assigned chapters: Chapter 2 (What Is Involved in a Testing Evaluation?); Chapter 4 (The Tests: What Are They and What Do They Do?); and Chapter 5 (What Do All the Numbers Mean?) *(Students are responsible for acquiring the text.)*

An estimated 8-16% of children and teens are identified with learning or attention problems, with psychological evaluations at the core of the identification process. Social workers in school settings often play a key role in supporting students and their families throughout these diagnostic processes, in making sense of evaluation reports, and in ensuring that students' strengths and needs are understood. In this course, participants are introduced to issues in school-based psychological testing, and learn how to assist families in understanding assessment results, with specific attention to the assessment of cognitive functioning and development in children and adolescents. The Wechsler Intelligence Scale for Children IV is described and demonstrated, as are other commonly-used cognitive measures. The historical context of psychological testing is also discussed. Upon completion of Part I of this course, participants will have learned: (1) the role of norm-referenced testing within the broader process of comprehensive, ecologically-based assessment (2) to define psychometric concepts as they apply directly to the use of major tests; and (3) to assist parents in understanding psychological test results. No prior experience in conducting psychological assessments or interpreting test data is required for this course. There will be a brief quiz on the assigned readings at the beginning of Part II. This two-part course is required for those in the Home and School Visitor Certificate program.

(continued)

PSYCHOLOGICAL TESTING FOR SOCIAL WORKERS *(Required for Home and School Visitor Certificate)*

Psychological Testing for Social Workers (Part II)

Reading requirement: Straight Talk about Psychological Testing for Kids, by Ellen Braaten and Gretchen Felopulos, Guilford Press, 2004. Assigned chapters: Chapter 6 (Dyslexia) and Chapter 7 (Attention-Deficit/Hyperactivity Disorder).

A brief quiz is administered at the beginning of this session that covers previously assigned readings. Drawing on the foundation provided in Part I of this course, Part II addresses issues in intelligence testing, including the major forms of test bias, and introduces participants to guidelines for culturally competent school-based consultation. Also explored are tests of information processing, academic achievement, and social/emotional functioning currently used in schools, as well as links between assessment and intervention in a school context. The impact of federal IDEA legislation on the identification of learning disabilities is discussed. Upon completion of Part II of this course, participants: (1) understand the cultural issues and biases inherent in the use of standardized tests; (2) are familiar with issues in identification of students' needs within public school systems; (3) continue to learn and practice how to speak with parents and students about the results and reports of psychological test findings. Completion of Part I of this course is a prerequisite for enrollment in Part II. Both sessions are required for students in the Home and School Visitor Certificate program.