CENTRAL WASHINGTON UNIVERSITY

SCHOOL PSYCHOLOGY

PROGRAM

(Ed.S. and Certification)

PRACTICUM HANDBOOK
2023-2024

SCHOOL PSYCHOLOGY PROGRAM COMMITTEE

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INTRODUCTION

Practicum experiences provide opportunities for candidates to begin using their knowledge and skills in applied settings under the supervision of practicing school psychologists and university faculty. The CWU School Psychology practicum experiences are designed to provide supervised experiences in core school psychology roles in the areas of assessment, consultation, and intervention.

Timing of practicum experiences vary for on-campus and Summer Cohort students. For on-campus students, practicum experiences begin in the first year of the program with PSY591A Practicum: Academic Assessment and Intervention, PSY591B Practicum: Psychoeducational Assessment, and a practicum in Interviewing Skills. In the second year, students complete PSY591C Practicum: School-Based Interventions in the Fall, then in Winter begin a 2-quarter sequence (PSY592A and PSY592B) where they are placed in a school district under the supervision of a practicing school psychologist in the host district. For Summer Cohort students, practicum students complete practicum experiences over the course of three academic years. Practicum placements for on-campus students are made by the program, while summer cohort students complete practicum in their host school districts.

The practicum experiences prepare candidates for the full-year, 1200-hour internship to be completed at the culmination of the program.

PRACTICUM COURSEWORK

Foundational Experiences	Course Units	Practicum Hours
Winter Year 1 PSY581A Practicum: Academic Assessment and Intervention Placement: Reading Intervention Center and local school districts **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Demonstrate competence administering various academic assessments. • Demonstrate competence administering universal screening and progress monitoring assessments for academic skills.	1	40
Spring Year 1 PSY581B Practicum: Psychoeducational Assessment Placement: Reading Intervention Center and local school districts **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Administer standardized psychoeducational assessments. • Write psychoeducational reports. • Provide feedback on assessment results.	1	40

Advanced Skill Development		
Fall Year 2 **PSY581C Practicum: School-Based Interventions** Placement: Reading Intervention Center (30 hours) and school district school psychology placement (10 hours) **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Demonstrate fluency in provision of chosen school-based intervention. • Evaluate the effectiveness of the intervention by analyzing data. • Apply changes to intervention procedures based on intervention effectiveness data to improve service delivery. • Communicate intervention data to stakeholders.	1	40
Winter Year 2 **PSY592A Practicum in School Psychology I** Placement: School district school psychology placement (125 hours) **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Describe the components of the K-12 public school district, including personnel, special education policies, learning standards, curriculum, and typical classroom teaching approaches at each grade level. • Describe various programs and classrooms designed for children with special needs. • Apply their knowledge of laws and regulations affecting the operation of special education and the role of the school psychologist to processes and situations observed in the school-based practicum site. • Demonstrate skills in case conceptualization of referrals, design of psychoeducational evaluations, assessment and test administration, test interpretation and eligibility determinations, psychological report writing, and providing feedback. • Evaluate current approaches to the assessment of culturally and linguistically diverse learners and apply best practices in their evaluation decisions.	3	125
Spring Year 2 **PSY592B Practicum in School Psychology II** Placement: School district school psychology placement (125 hours) **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Demonstrate knowledge of crisis intervention as it relates to the school system. • Employ collaboration techniques in team meetings. • Be able to synthesize assessment results. • Consult with parents and school staff to support evidence-based learning practices. • Problem-solve and collect data to evaluate the efficacy of interventions.	3	125
PSY594 Practicum in Child Counseling **Learner Outcomes:** Upon successful completion of this course, the student will be able to: • Apply child and adolescent counseling skills. • Design evidence-based treatment plans for assigned clients. • Implement treatment plans with appropriate fidelity. • Evaluate progress towards treatment goals utilizing data-based decision making. • Prepare case studies for supervision. • Demonstrate the ability to understand and provide child counseling services within the context of both state and federal laws, such as the Washing Code Annotated, the Family Educational Rights and Privacy Acts (FERPA), Health Insurance Portability and Accountability Act (HIPAA)	3	40
TOTAL HOURS	12	410

CORE PRACTICUM ACTIVITIES

Listed below is an outline of various core activities that students engage in during the various practicum experiences. Completing these activities provides applied practice in developing competencies in each of the Domains in the NASP Practice Model. Students complete practicum activities in a variety of settings, including school districts, the Community Counseling and Psychological Assessment Center, and the Reading Intervention Center.

Practicum Activities for Developing Competencies	Course	NASP 2020 Domains
Special Education Services and the Role of the School Psychologist • Shadow school psychologist, interview key sped personnel. • Learn and observe district special education procedures. • Observe classrooms at various grade levels. • Observe pre-referral/student assistance team, IEP, and eligibility meetings. • Observe special education classrooms and special programs. • Participate in various school-based teams. • Practice the role of the school psychologist under supervision	**581A, 581C, 592A, 592B**	**3, 4, 5**
Academic/Cognitive Assessment • Administer and interpret standardized achievement and cognitive tests • Administer and interpret curriculum-based measures • Conduct interviews with teachers, parents, and students • Write up assessment activities for evaluation reports • Conduct classroom observations, file reviews, and developmental history • Review and/or administer academic screening and progress monitoring data • Attend and participate in pre-referral/IEP/Eligibility meetings • Report results of assessment findings for parents/caregivers and school teams	**581A, 581C, 592A, 592B**	**1, 3**
Behavioral and Social/Emotional Assessment and Intervention • Conduct behavioral and social-emotional evaluations • Administer standardized behavior rating scales, conduct interviews, and perform behavior observations • Observe PBIS and MTSS systems • Observe/assist in Functional Behavior Assessments (FBA) and development of Behavior Intervention Plans (BIP) • Assist in implementation of Social-Emotional Learning implementation, screening, and progress monitoring • Assist in behavior intervention planning and development • Observe manifestation determination meetings	**581B, 592A, 592B, 593A**	**1, 4**
Comprehensive Evaluations for Disabilities • Conduct comprehensive psychoeducational evaluations in the Community Counseling and Psychological Assessment Center • Write up psychological reports including assessment results and recommendations. • Provide feedback on assessment results to clients, families and school personnel • Develop family collaboration skills • Plan and conduct psychoeducational evaluations and reevaluations in school district placements • Participate on special education eligibility evaluation teams in school district placements. • Conduct nonbiased assessments and consider linguistic and cultural factors in assessment and intervention recommendations	**592A, 592B**	**1, 2, 3, 4, 7, 8, 10**
Academic Interventions • Provide evidence-based intervention services to the community through the Reading Intervention Center • Conduct reading assessments and develop targeted interventions in areas of need • Conduct screening and progress monitoring for academic skills. • Provide academic assessment and intervention services in the school district setting. • Attend and participate in pre-referral/IEP/Eligibility meetings addressing academic concerns.	**581A, 581C, 592A, 592B**	**1, 2, 3, 9**

	592A, 592B	2, 5, 6,
• Collaborate and consult with teachers on various academic intervention issues. • Observe and evaluate Tier 1, II, and III services in school district setting.		
Consultation and MTSS • Identity different prevention practices being used at the district and school level • Identify team structure and roles at the district and school level • Participate in various building level teams surrounding intervention, pre-referral, and MTSS • Observe and/or participate in systems level discussions at the school and district level regarding MTSS • Identify data screening and monitoring practices at the district and school level • Identify data-decision making process at the district and school level • Engage in formal and informal consultation experiences under supervision • Collaborate about academic and behavioral interventions in class and educational placements with staff and parents • Participate in IEP and Eligibility team meetings	592A, 592B	2, 5, 6,
Counseling and Mental Health Services • Provide individual and/or group counseling skills • Develop behavior intervention techniques • Develop BIP and collaborate with teachers, parents, and students • Conduct FBA and collaborate with teachers, parents, and students • Observe structure of counseling and mental health services in the school setting • Review crisis response and prevention systems in the school setting • Collaborate with school personnel on enhancing social-emotional learning and wellness	592B, 593A	2, 4, 6, 8, 10

PRACTICUM GUIDELINES

It is the practicum student's responsibility to inform the University Supervisor if he or she is experiencing difficulties with the practicum experience. If situations arise that cannot be dealt with within the school district, then the University Supervisor must be informed.

It is expected that during all facets of the Program, including practicum experiences, students will conduct themselves in an ethical manner. Students should consult the ethical standards provided NASP and APA. Students will also follow all WAC Codes while completing practicum experiences.

PROGRAM POLICIES RELEVANT TO PRACTICUM

BACKGROUND CHECK
During the internship students need to have an updated background check through OSPI. The initial background check completed at CWU is good for two years, so many students will need to redo their background check prior to or during the internship year. This will meet district and future first employer requirements. In addition, a currently valid background check is needed in order for CWU to issue your ESA School Psychologist certificate upon graduation. Background checks can be completed at any ESD office in the state.

PROFESSIONAL LIABILITY INSURANCE
While in the Program, all students are required to purchase professional liability insurance. This can be obtained through the University or from other organizations. Information and materials may be obtained at the clinic desk.

RESPONSIBILITIES OF THE FIELD-BASED PRACTICUM SUPERVISOR

The Field-Based Practicum Supervisor will:
- Have at least one year of experience and hold a valid ESA School Psychologist certificate (or equivalent if placed out of the state of Washington).
- Arrange experiences for the practicum student in compliance with the Practicum Agreement (This Document) between the district and the CWU School Psychology Program.
- Provide direct supervision of the practicum student as necessary.
- Complete the Field-Based Practicum Supervisor Evaluation Form each quarter and review with the practicum student.
- Contact the University Supervisor if any significant problem occurs with the practicum student's assignment.
- Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

RESPONSIBILITIES OF THE UNIVERSITY-BASED SUPERVISOR

The University-Based Internship Supervisor will:
- Ensure that the district has a commitment to the practicum as a training experience.
- Monitor and ensure that the practicum plan is consistent with Program goals and objectives.
- Be responsible for no more than 12 practicum students at any given time.
- Maintain an ongoing relationship with the practicum student and the field-based supervisor.
- Be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or practicum student.
- Document that the practicum student is meeting University Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
- Document to the University when the student has completed all requirements of the practicum.

STUDENT EVALUATION AND FEEDBACK

During practicum and internship, a student's ability to practice school psychology is assessed continuously by the Field-based and University-based supervisor. Specific areas that will be evaluated include motivation, adaptability, productivity, personal stability, professional image, knowledge of ethics, conscientiousness, and communication skills. In addition, professional knowledge and skills will be evaluated. Practicum students also complete in depth case studies that evaluate their ability to analyze, synthesize and integrate skills over various domains including consultation, assessment, and intervention.

PRACTICUM EVALUATION RATING FORMS

PSY 592A, B

CENTRAL WASHINGTON UNIVERSITY
SCHOOL PSYCHOLOGY 592A/B PRACTICUM EVALUATION

Field Supervisor Rating Form

Name of Student: _____ **Placement:** _____

Date: _____ **Quarter:** _____

Directions: Ratings are intended to guide the student and the program in evaluating readiness for internship. Please use the following rating scale to identify strengths and targets for growth. Ratings are made on a scale ranging from 0 (Unsatisfactory) to 4 (Expert). A rating of 2 indicates the knowledge or skill is satisfactory and at the expected level for practicum students. Practicum students are evaluated twice over the course of the school psychology practicum; at the end of PSY592A (March) and PSY592B (June). The June rating is considered the "Final Evaluation" for practicum skills.

NA- No Opportunity to Observe

0- **Unsatisfactory (Does not meet minimal competence)**: The student does not demonstrate minimal competence in this knowledge area or skill. Immediate attention is needed to address the deficiency.

1- **Emerging (Beginning to develop knowledge or skill):** The student demonstrates emerging competency, but additional knowledge and/or skill development is needed.

2- **Intermediate (Demonstrates knowledge or skill appropriate for basic practice):** The candidate's knowledge and/or skill development in this area is competent for a practicum student. The skill could be practiced at a basic level with minimal to no supervision. Additional supervision would enhance the effectiveness and efficiency of the skill. **It is expected that at the end of practicum (June), the student will attain a 3 in all areas.**

3- **Advanced (Demonstrates advanced competence at a level appropriate for a certified school psychologist):** The student functions at an advanced level, demonstrating knowledge or skill above what is typical at the practicum level.

4- **Expert (Demonstrates expert level knowledge or skill):** The candidate functions at an expert level with recognized expertise in the area. Demonstrates leadership and advanced ability to communicate expertise to others.

Professional Work Characteristics and Dispositions	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
Reflective Practice: Student engages in reflective professional practice to improve skills as a practitioner, evaluate individual skills and abilities, and incorporate feedback to change or maintain performance.	0 1 2 3 4 NA
Accountability for Learning: Student is active participant in professional development and learning, seeks supervision and feedback to actively solve problems, and changes performance with feedback and support.	0 1 2 3 4 NA
Professionalism: Student presents self in a professional way (appearance, written and verbal communication, and interactions), is timely and responsive, and takes responsibility for own actions.	0 1 2 3 4 NA
Oral Communication: Student has effective oral communication with students, school personnel, parents, and others.	0 1 2 3 4 NA
Promptness: Student is on time to meetings and professional activities; submits work in a timely manner; communicates with others in a prompt manner.	0 1 2 3 4 NA
Flexibility: Student makes appropriate adjustments to his or her professional practice when expectations, roles, or responsibilities change or vary.	0 1 2 3 4 NA
Self-Awareness: Student has awareness of own skills and abilities and how these impact his or her work in the field.	0 1 2 3 4 NA
Responsiveness to Feedback: Student responds to feedback in a positive way and further integrates feedback into work.	0 1 2 3 4 NA
Rapport with Staff: Student has developed and maintained good working relationships with school personnel.	0 1 2 3 4 NA

Knowledge and Skills by NASP Standard

Domain 1: Data-Based Decision Making	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Demonstrates knowledge of various assessment methods.	0 1 2 3 4 NA
2. Identifies advantages and disadvantages of various assessment methods for comprehensive evaluations.	0 1 2 3 4 NA
3. Plans comprehensive evaluations based on referral questions.	0 1 2 3 4 NA
4. Identifies important information needed for record reviews.	0 1 2 3 4 NA
5. Competently administers standardized assessments.	0 1 2 3 4 NA
6. Displays effective interviewing skills.	0 1 2 3 4 NA
7. Displays effective observation skills.	0 1 2 3 4 NA
8. Integrates assessment information from various methods.	0 1 2 3 4 NA
9. Writes effective psychoeducational/eligibility reports.	0 1 2 3 4 NA
10. Effectively communicates assessment information to parents/caregivers	0 1 2 3 4 NA

Domain 1: Data-Based Decision Making	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
11. Describes assessment instruments and constructs in parent – friendly language	0 1 2 3 4 NA
12. Summarizes assessment findings adequately for school teams/parents	0 1 2 3 4 NA
13. Effectively interprets progress monitoring data	0 1 2 3 4 NA
Comments:	

Domain 2: Consultation and Collaboration	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Establishes collaborative relationships with teachers and other school staff.	0 1 2 3 4 NA
2. Establishes collaborative relationships with parents and/or caregivers.	0 1 2 3 4 NA
3. Interacts effectively with team members in IEP/Eligibility meetings.	0 1 2 3 4 NA
4. Engages in informal consultation with teachers on a regular basis.	0 1 2 3 4 NA
5. Engages in consultation with the principal or other administrators.	0 1 2 3 4 NA
6. Contributes to meetings and conferences with professional staff.	0 1 2 3 4 NA
7. Works effectively with teachers to identify target behaviors/skills.	0 1 2 3 4 NA
8. Demonstrates appropriate assertiveness and advocacy.	0 1 2 3 4 NA
9. Establishes rapport with children and adolescents.	0 1 2 3 4 NA
Comments:	

Domain 3: Academic Interventions and Instructional Supports	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Understands tiers of academic support within the school setting.	0 1 2 3 4 NA
2. Demonstrates knowledge of academic expectations (common core standards) in literacy/reading.	0 1 2 3 4 NA
3. Demonstrates knowledge of academic expectations (common core standards) in math.	0 1 2 3 4 NA
4. Demonstrates knowledge of academic expectations (common core standards) in writing.	0 1 2 3 4 NA

Domain 3: Academic Interventions and Instructional Supports	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable					
5. Designs evaluations to identify academic skills in need of intervention.	0	1	2	3	4	NA
6. Effectively interviews teachers regarding academic behavior of referred students.	0	1	2	3	4	NA
7. Effectively observes students during instruction.	0	1	2	3	4	NA
8. Identifies possible environmental factors impacting learning during instruction.	0	1	2	3	4	NA
9. Demonstrates knowledge of school-wide academic assessment data.	0	1	2	3	4	NA
10. Effectively communicates with teachers and staff about student academic performance.	0	1	2	3	4	NA
11. Identifies targets for academic interventions.	0	1	2	3	4	NA
12. Develops appropriate recommendations for intervention of academic skills.	0	1	2	3	4	NA
13. Displays knowledge of learning principles (e.g. reinforcement, practice) and how these can be used to support students.	0	1	2	3	4	NA
14. Demonstrates ability to assess and monitor intervention fidelity, progress, and outcomes.	0	1	2	3	4	NA
Comments:						

Domain 4: Mental and Behavioral Health Services and Interventions	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable					
1. Displays effective individual counseling skills.	0	1	2	3	4	NA
2. Displays effective group counseling skills.	0	1	2	3	4	NA
3. Effectively develops, or contributes to the development of, behavior intervention plans (BIP).	0	1	2	3	4	NA
4. Effectively conducts Functional Behavior Assessment (FBA).	0	1	2	3	4	NA
5. Identifies children or adolescents who may need counseling or mental health support.	0	1	2	3	4	NA
6. Demonstrates understanding of community-based supports for mental and behavioral health.	0	1	2	3	4	NA
7. Demonstrates knowledge of the influence of context and systems on a client's behavior.	0	1	2	3	4	NA
8. Effectively consults with teachers on behavior concerns.	0	1	2	3	4	NA
Comments:						

Domain 5: School-Wide Practices to Promote Learning	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Identifies essential elements of RTI/MTSS models.	0 1 2 3 4 NA
2. Promotes best practices in tiered levels of academic and behavioral/mental health support for students.	0 1 2 3 4 NA
3. Identifies system-level needs for behavioral and mental health support.	0 1 2 3 4 NA
4. Describes MTSS models for identifying Specific Learning Disability.	0 1 2 3 4 NA
5. Consults on best practices for Special Education eligibility practices.	0 1 2 3 4 NA
6. Communicates with staff about best practices in instruction and intervention.	0 1 2 3 4 NA
7. Identifies gaps in systems of support within assigned schools.	0 1 2 3 4 NA
8. Manages eligibility/IEP meetings effectively.	0 1 2 3 4 NA
Comments:	

Domain 6: Services to Promote Safe and Supportive Schools	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g. PBIS, discipline policies).	0 1 2 3 4 NA
2. Contributes to positive school climate by supporting classroom-wide and school-wide prevention programs.	0 1 2 3 4 NA
3. Demonstrates knowledge of community resources providing services to children and youth.	0 1 2 3 4 NA
4. Describes evidence-based strategies and district protocols for responding to crises such as suicide, death, natural disaster, violence, etc.	0 1 2 3 4 NA
5. Demonstrates knowledge of several evidence-based prevention and intervention programs that can be implemented across individual, group, classroom, or school settings.	0 1 2 3 4 NA
Comments:	

Domain 7: Family, School, and Community Collaboration	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Communicates effectively with parents / caregivers.	0 1 2 3 4 NA
2. Is proactive in establishing helping relationships with parents/caregivers.	0 1 2 3 4 NA
3. Engages effectively with parents/caregivers in eligibility/IEP meetings.	0 1 2 3 4 NA
4. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.	0 1 2 3 4 NA
5. Demonstrates understanding of community resources for families.	0 1 2 3 4 NA
6. Promotes and seeks collaboration and participation between the home and school.	0 1 2 3 4 NA
Comments:	

Domain 8: Equitable Practices for Diverse Student Populations	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Demonstrates knowledge of best practices when evaluating diverse students.	0 1 2 3 4 NA
2. Documents consideration of cultural factors in evaluations.	0 1 2 3 4 NA
3. Demonstrates cultural responsiveness in interactions with diverse students and families.	0 1 2 3 4 NA
4. Advocates for the needs of individuals with diverse backgrounds.	0 1 2 3 4 NA
5. Considers cultural factors in the development of interventions.	0 1 2 3 4 NA
6. Interacts appropriately with students from diverse cultural backgrounds.	0 1 2 3 4 NA
7. Informs others of the impact of culture and diversity on the functioning of students.	0 1 2 3 4 NA
Comments:	

Domain 10: Legal, Ethical, and Professional Practice	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
1. Demonstrates awareness of ethical concerns in practicum.	0 1 2 3 4 NA
2. Incorporates knowledge of WACs in report writing.	0 1 2 3 4 NA
3. Understands special education eligibility process.	0 1 2 3 4 NA

Domain 10: Legal, Ethical, and Professional Practice	0 = Unsatisfactory 1 = Emerging 2 = Intermediate 3 = Advanced 4 = Expert NA = Not Applicable
4. Understands special education law, including section 504.	0 1 2 3 4 NA
5. Writes evaluation/eligibility reports in accordance with Washington Administrative Code (WAC) requirements.	0 1 2 3 4 NA
6. Communicates effectively with staff regarding legal and ethical requirements.	0 1 2 3 4 NA
7. Demonstrates appropriate professional assertiveness related to ethical and legal issues.	0 1 2 3 4 NA
Comments:	

General Comments:

Student:_____ Date:_____

Field Supervisor (592A/B):_____ Date:_____

University Supervisor (592B):_____ Date:_____

REQUIRED DOCUMENTS TO BE SUBMITTED TO UNIVERSITY SUPERVISOR DURING PRACTICUM
(Additional documents may be required by practicum instructor –
these will be noted on the syllabus)

PRACTICUM LOG

QUARTERLY FIELD-BASED SUPERVISOR EVALUATIONS

Each quarter the Field-Based Supervisor will complete an evaluation form. This form should be reviewed with the practicum student and then sent to the University Supervisor.

Appendix A: CCPAC Test Scoring Software

The following instruments are available either on the test scoring computer or online through various online assessment manager systems. See Program Coordinator for Passwords

Assessment	Instructions for Accessing
Woodcock-Johnson IV Tests of Achievement Tests of Cognitive Ability Woodcock-Munoz Language Survey - III	Scored online at https://www.wjscore.com/
Piers-Harris Self-Concept Scale - 3	Administered and scored through Western Psychological Systems Online Evaluation Systems https://platform.wpspublish.com/
K-TEA – 3 K-ABC II NU WIAT – IV BASC-3 Vineland-3	Available through Q-Global system