

Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2008

CPSY 541

Prevention in Educational Settings/ Introduction to Comprehensive Assessment



Instructor: Cynthia Velasquez Bogert M.S. -School Psychologist

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Meeting Place & Time: Rogers 105

May 8th –July 10th

Thursday 5:30-8:30 p.m.

Text: Sattler, Jerome M. & Hoge, Robert D. (2006) *Assessment of Children- Behavioral, Social, and Clinical Foundations-5th edition*

Jerome M. Sattler, Publisher, Inc. San Diego, California

Catalogue Description:

This course is the first of a three-part assessment sequence that addresses prevention, intervention, psycho-educational, social/ emotional and behavioral assessment of children and adolescents from birth through age twenty-one. In this course, the focus is on gaining competency with the skills and tools needed to collect and present data using observations, interviews, rating scales, functional behavioral assessments and response to intervention.

Course Purpose:

The purpose of the course is to develop familiarization with overall procedures of intervention, collection and analysis of information in order to understand individual factors and function in reference to students within a school community. Cultural and linguistic diversity will also be incorporated into the information presented in lecture. Class assignments will focus on working within groups in a collaborative manner to develop questions, team planning and interventions for students.

Course Expectations:

Students are expected to submit assignments on due dates, unless there is an emergency or illness. Any absence needs to be reported prior to class time and make up work may be assigned and dependent on lecture in the classroom. Participation in class activities and discussion within the course is paramount. If you are in need of any modification or accommodation due to individual learning needs, please find time to speak with me.

Evaluation:

Quizzes are a fact of the course and will be based on information presented in the text or in class discussion. The quizzes will be in a question format and their purpose is to examine your comprehension of the topic and analytic skills. Quizzes will be open note/textbook.

Assignments:

There will be three assignments, one of which will be completed in class in small group. Two assignments will be completed individually and involves observation of a child and teacher interview within a school environment.

Assignment 1.)

A student profile will be reviewed in a group and key information will be summarized in a brief presentation and questions about the student will be developed and submitted.

Assignment 2.)

A student must be observed for a minimum of an hour and observation must be written in a narrative manner and/ or an interval data observation will be collected to address specific behaviors i.e. out of seat, speaking out of turn or hitting. Additional information will be presented in class in reference to time interval observation. The conclusion of the observations should include specific questions you have formulated about the observed student's behavior or any additional information that may require more exploration.

Assignment 3.)

The purpose of the final assignment is a synthesis of initial questions about the student, observations and input from the teacher. Additionally, suggested interventions about the student should be included. The suggested reading below will guide you in possible interventions. The format for the final assignment is attached to the syllabus.

Suggested Reading pp.345-349, 361& pp.422-427- Sattler

Weekly Readings:

Students will select a paragraph of interest from the assigned reading and to be discussed in class.

Percentage Allocation for Assignments & Quizzes:

File review (group)	10%	Each quiz will be 5% (total of 8 quizzes)
Observation/Teacher Interview	25%	
Intervention (group)	25%	
Total: 100% of grade		

95-100% = A

90-94% = -A

85-89% = B

80-84% = -B

5/8/2008

Introductions

Overview of Assessment Sequence

Purpose of CPSY 537

Overview of Assignments

Discussion of modern day stressors/ factors of academic difficulties, behavioral disorder/ emotional disturbance

Description of child in small group- initial thoughts

Developing questions about the child

Assigned Readings: Chapter 1 & 3 pp.54-61

5/15/2008

Discussion of text

Referral/ Student Study Teams

Assignment # 1 (small group): Review of file/ developing referral questions

Resources of school setting- Title I/ ELL

Quiz # 1 (open textbook)

Assigned Reading: Chapter 8-Sattler (Observational Methods-I)

5/22/2008

Discussion of text

Overview of Types Observations

Conducting Interviews/ Developmental History

Group Activity

Quiz # 2 (open textbook)

Assigned Reading: Chapter 4 (Culturally/ Linguistically Diverse Children) & Chapter 5 (General Interviewing Techniques)- Sattler

5/29/2008

Guest Speaker: Johanna Cena- Tigard/ Tualatin School District -Assistant Director of ELL/ Title I

Discussion of text: Cultural/ Linguistic Factors

Review of interview techniques

Quiz # 3

Assigned Reading: pp.412-416(RTI)-Sattler & Additional reading TBA

6/5/2008

Observation/ Teacher interview DUE

Discussion of RTI & Patterns of Strengths/ Weakness

RTI Module/ Discussion

RTI vs. Patterns of Strength & Weakness

Quiz # 4 (open note)

Assigned Reading: CBM article/ Chapter 13-Sattler (Functional Behavior Assessment)

6/12/2008

CBM/ DIBELS

Functional Behavior Assessment introduction

Positive Behavior Support film

Quiz #5

Assigned Reading: PBS (Sprague)

6/19/2008

Chris Borgmeier- Portland State University

Development of Tier interventions- Group activity

Discussion of PBS articles

Quiz #6

Assigned Reading: Chapter 10 (Behavior) & Chapter 11 (Adaptive)-Sattler

6/26/2008

Behavioral/ Adaptive Scales

Cultural impact

Review of behavioral scales/ results in small group

Develop questions about results

Quiz #7

Assigned Reading: Chapter 14-Sattler

7/3/008

Final Project Due - Designing Interventions for Academic/ Behavioral concerns

Discussion of Interventions

Behavior Disorders/ Emotional Disturbance

Quiz #8

Class Evaluation

Assigned Reading: Chapter 22-Sattler

7/10/2008

This class will start at 5pm...if possible

Autism Spectrum Disorder

ASD Eligibility

Potluck Dinner & Film: "Autism-The Musical"

"There will come a time when you believe everything is finished. Yet that will be the beginning."

- Louis L'Amour

Student Intervention Assignment

Name of student:

School:

Teacher:

Grade:

Age:

Reason for Referral:

Who is referring the student?

Why is the student being referred?

Primary concerns?

What are the specific reasons for referral?

What is the intention of team?

Referral Questions:

What would you like to know about the student?

Background Information:

School/ Information from classroom teacher

Home/ Cultural Information

Language Information

Observation:

Include previous observation in this area

Current Interventions:

What have you tried?

Suggested Interventions:

Description of intervention

What does the intervention look like?

Do you have the resources or curriculum?

Who will be responsible?

How long will you carry out the intervention?

How will you monitor the intervention?

Assignment #2- Observations/ Teacher Interview

Purpose:

The purpose of this assignment is to observation a student in the classroom setting in order to gain knowledge of strengths and challenges. Additionally the student will interview the classroom teacher in order to gain more information about the individual student's learning style and needs. The conclusion of the assignment will have specific questions about the student in order to develop possible interventions and incorporated into assignment #3.

Observation:

The observation may be in a narrative fashion with detailed information about the student's appearance, classroom setting, interactions with peers/ adults, and specific information about mannerisms or behaviors noted. If the student has specific behavioral occurrences then a partial time interval observation may be utilized in order to note the behavioral intensity.

Teacher Interview:

The teacher interview should contain information regarding the student's strengths and challenges. The interviewer will ask about specific teaching strategies that have assisted the student in the classroom and strategies which have not worked for the student. Information about the teacher's perspective of the student and how the student functions in the classroom compared to peers.