Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2013

CPSY 541

Introduction to Comprehensive Assessment-I



Instructor: Cynthia Velasquez Bogert-School Psychologist

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Meeting Place & Time: Rogers Hall 219 May 8th –July 31st

Wednesday 5:30- 9:00 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, rating scales, and intervention.

The objective 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. According to the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology are based on domains that must be addressed in the course context and structure as follows:

- NASP 2.1 Data-Based Decision-Making and Accountability
- NASP 2.2 Consultation and Collaboration
- NASP 2.3 Effective Instruction and Development of Cognitive/ Academic Skills
- NASP 2.4 Socialization and Development of Life Skills
- NASP 2.5 Student Diversity in Development and Learning
- NASP 2.8 Home/ School/ Community Collaboration
- NASP 2.9 Research and Program Evaluation
- NASP 2.11 Information Technology

Professional Standards:

Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor toward students, parents, professional peers, and others. Students need to be timely in completing work; they must honor class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work, but if two classes are missed, the student is in danger of failing the class. If students miss a class, they need to discuss required make-up work with the instructor. Students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Students are expected to be aware of and respect diversity and multicultural issues.

Students with Special Needs:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact the Student Services Office at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Assignments:

The assignments for the course will involve a research paper focusing on your practicum district and an analysis of the BASC-II. For the 2nd assignment, a case study will be provided and examination of risk factors, resiliency and interventions will be developed and included by the student.

Assignment 1.)

How does the district in which you will do your practicum stand in terms of the following: RTI, PSW, ELL, Behavior rating scales, Teams that meet in the process of instructional/behavioral support. This assignment will require independent research via gathering of district information and journal article. The purpose of this assignment is to think about the individual needs of your practicum district, factors to consider and thoughts about addressing issues. Please contact your supervisor and reference district documents as you complete this 5 page paper which will be turned in for credit as well as also being discussed in class.

Assignment 2.)

Student Case Study/ Behavior Scale Analysis

A student profile will be provided and students will complete the Behavior Assessment System for Children-2nd edition (BASC-II) questionnaire. The students will computer score the questionnaire and then review and provide an analysis of the results. In addition the student will present additional questions to the team and possible ideas in gathering information and possible interventions.

	Overview of Course Assignments & Course Grading	Due	Point Value
1	School District Research Paper	6/12	30
2	Case Study/ Analysis	7/17	30
3	Participation		40
	TOTAL		100

Grade Calculation: 97-100%= A 85-88% = B-93-96% = A- 87-84% = C

89-92% = B

Participation:

Participation in class is paramount and enables us to develop questions and have meaningful discussions about topics you will encounter as school psychologists. When we have discussions we take issues that we have learned in class and are able to develop more depth in our learning. I expect students to develop questions, consider multiple perspectives, and challenge issues

Note: This schedule is provided as a guide and may be subject to change. Proposed Schedule of Classes

(Reading chapters refer to the Sattler book unless otherwise noted.)

	Date	Topic	Assignment
1	5/8	Introductions/ Discussion of Expectations	g
		What is intervention and assessment? How do we	
		gather information? (Small Group Activity)	
		Chronological Age Fun!	
2	5/15	File Reviews/ IDEA-IA 2004 / (Small Group Activity)	Articles (to be
		Thinking About a Problem	provided)
3	5/22	RTI/ PSW/ SLD DIBELS/ "Big 5"	RTI Article
		Interventions/ (Small Group Activity)	
4	5/29	Language Acquisition/Immigration/ Acculturation	Sattler Chp.4
		Lau vs. SFUSD Short Documentary: "Immersion"/	1
		Small Group Discussion	
5	6/5	ELPA Night @ Glenfair Elementary w/ Chris Pierce	ODE ELPA doc
6	6/12	Observations/ Activity: Fish Bowl Fun!	Sattler Chp.8
		·	DUE: 1 ST
			Assignment
7	6/19	Developmental History Forms/ Typical Development	Sattler Chp.5
		& Red flags	_
8	6/26	Intro to Behavioral Disorders	SM vs. ED Article
		ED vs. Social Maladjustment	(Merrell & Walker
		Factors & Characteristics	2004)
		(Small Group Activity)/ Complete BASC-2	
9	7/3	Intro to Behavior Scales	Sattler Chp.14
		Types of Scales/ Review Case Study "Michael"	
		Scoring & Analysis of BASC-II in class	
10	7/10	Presentation of Behavior Scales in Class	Sattler Chp. 10
11	7/17	OHI/ Release of Information/ Medical	Sattler Chp.11
		Statement/Intellectual Disability/Adaptive Scales	DUE: 2 nd
			Assignment
12	7/24	Intro to ASD- History/ Theories & Research	Baron-Cohen
		Theory of Mind/ "Mind-Blindness"	Article &Watch
		ASD Characteristics/ Eligibility	"Refrigerator
			Mothers"/ Sattler
			Chp.22
13	7/31	Speaker: Matt	
		Intro to ASD Scales/ Practice Scoring Discuss	
		Small Group/ Film	

[&]quot;There will come a time when you believe everything is finished. Yet that will be the beginning." - Louis L'Amour