

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Course Name and Number	Assessment and Intervention III CPSY 543-01
Term	Spring, 2014
Department	Counseling Psychology/ School Psychology
Faculty Name	Colleen M. Hanson, EdD Phone 503 998-7827 cmhanson@lclark.edu forskykids@yahoo.com

Catalog Description:

This course is the third of a three-part assessment sequence that addresses 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 required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats. 3 semester hours; prerequisites: CPSY 541 and CPSY 542. Need permission of instructor to enroll.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood: Age 3-4 th Grade	R
Elementary: 3 rd -8 th Grades in an Elementary School	P, R
Middle Level: 5 th -9 th Grades in a Middle or Junior High School	P, R
High School: 7 th -12 th Grades in a Mid- or Sr.-High School	P, R

COURSE SYLLABUS
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CPSY 543-01: Assessment and Intervention III
Spring, 2014

Instructor: Colleen M. Hanson, EdD
503-998-7827; cmhanson@lclark.edu or forskykids@yahoo.com
Class mtgs: Tuesday evenings, 5:30-8:30
January 07 – April 22, 2014

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Textbooks [Required]:

Sattler, J.M. (2008). Assessment of children: Cognitive foundations- 5th Ed. San Diego: Jerome M. Sattler, Inc.
Sattler, J.M. (2008) Assessment of children: Behavioral, social, and clinical foundations – 5th edition. San Diego: Jerome M. Sattler, Publisher, Inc.

Textbooks [Optional]:

Lichtenberger, E. Mather, N., Kaufman, N. & A. (2004). Essentials of Assessment Report Writing. New Jersey: John Wiley & Sons, Inc

Professional Standards: Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor towards 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 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.

COURSE GOALS:

1. Students will be able to identify appropriate formal and informal assessment tools necessary to respond to common evaluation referrals in the schools.
(NASP Domains: 2.1 (Data-Based Decision Making and Accountability), and 2.5 (Student Diversity in Development and Learning)).
2. Students will be able to administer, score, and interpret results from psychoeducational evaluations, including results from both formal and informal measures.
(NASP Domains 2.1 and 2.5)
3. Students will be able to integrate information from formal and informal cognitive, academic, emotional/behavioral/social, and RtI (Response to Intervention) results into a comprehensive written report and an oral report for a variety of audiences.
(NASP Domains:2.1, 2.5, 2.8 (School/Community Collaboration), 2.11 (Information Technology)).
4. Students will develop a bank of recommendations and interventions that can be used as part of the comprehensive psychoeducational report.
(NASP Domains: 2.1, 2.2 (Consultation and Collaboration), 2.3 (Effective Instruction and Development of Cognitive/Academic Skills), 2.4 (Socialization and Development of Life Skills), and 2.5).
5. Students will be able to explain their reasons for assessment selection, procedures, and results to a variety of audiences.
(NASP Domains 2.2, 2.8)

ASSIGNMENTS:

1. Students will complete the readings and exercises required for each class session. They will participate in class discussions and practice sessions.
Purpose: To develop knowledge and clinical skills for administration, interpretation, and integration of psychoeducational information.
2. Students will develop an on-line collections of evaluation measures/descriptions, recommendations, and interventions.
Purpose: To develop an initial data file of appropriate measurement tools and recommendations to use in clinical practice in schools.
3. Students will write a series of short papers [3 /4 pages]. **5 points each**
Students will have an opportunity to re-write papers for completeness and accuracy.
Purpose: To display an ability to correctly explain common school psychology principles and techniques. Papers will address the following topical questions:

A. What is the purpose of evaluation in schools? [Due Jan. 14]

B. How do you evaluate a preschool child without using formal measures? Due [Jan. 28]

C. Using results from two evaluations, give a description of the patterns of strengths and weaknesses and provide subtest interpretation. [Due Feb. 11]

D. Compare and contrast cognitive measures including the WISC-IV, the WJ-III, the Stanford Binet V and the DAS-II. [Due Feb. 25]

E. How do school psychologists use behavioral assessments and management plans? [Due March 11]

F. Gathering and using Advice from teachers/administrators/interns/parents. [Due March 25]

Total 30 points

4. Reports:

A. Students will write a psychological report given data from someone else's administration of cognitive and academic measures. Students will have an opportunity to re-write this report to ensure all standards are met. **20 points**

B. Students will write one comprehensive psychoeducational report and present the results and corresponding recommendations to members of the cohort in a mock staffing format. The **written report** will be a compilation of all report components discussed in this course, including legal and efficacy information. Report components should also include: demographic data, referral questions, a file review, background information, formal and informal interviews, observations, and assessment results (cognitive, academic, and behavioral) with test descriptors. Finally, the report will include interpretation, conclusions, and recommendations/interventions. Students will have an opportunity to re-write this report to ensure all standards are met. **30 points**

Purpose: To demonstrate clinical competence in evaluation processes.

5. Students will write an essay regarding why and how we assess children and adolescents in the schools. Questions to be answered: What is the role of the school psychologist in the evaluation and intervention process in the school setting? How do school psychologists perform those tasks? How do they know if what they do is effective? **20 points**

Purpose: to integrate professional knowledge into easily-understood language.

GRADING

100-90 points = A; 89-80 points = B; 79 or fewer points = No credit

Please note: Attendance is vital to successful completion of this course. If an assignment is late, 5 points will be deducted for the assignment.

CALENDAR

Optional: We may choose, as a class, to hold a “mock staffing” at the end of the semester. If so, each student who participates could earn up to ten extra credit points. Details will be discussed in class.

JANUARY 07 (Class 1)

- Topics:**
1. Overview of Course
 2. Review of Syllabus
 3. School Psych Practicum Handbook:
Review Assessment Rubric: pg. 13
 4. Review Historical Influence of Intellectual Theory
 5. Why Do We Evaluate/What Do We Ask?
 6. Report Designs: Why Write Them?
 7. What Goes Where & Why???

- Readings:** Sattler: NA
Handouts:
1. History of Intelligence Chart
 2. Normal Curve Distribution
 3. Use & Understand Test Scores
 4. Conversion Chart: SS & %
 5. New York Times: Learning to Take Tests

- Due:**
1. NA

JANUARY 14 (Class 2)

- Topics:**
1. Preschool/Kindergarten Assessments [Formal & Informal]
 2. Review Develop. Stages: Birth to 5 yrs
 3. Review Classroom/Testing Observations
 4. Learning Styles
 5. Overview: The Psychoeducational Report

- Readings**
1. Sattler: Review Chapter 11 (WPPSI)
Handouts:
 1. Brigance document
 2. Procedures to Establish Eligibility
 3. Learning Styles: Intellectual Areas
 4. Language/Cognitive Development

5. LD/ADHD
6. Kindergarten Failure: Inclusion
7. Inclusion: Mainstreaming
8. Parent Input Planning document
9. Play Therapy handout
10. Dragon Reinforcement Chart
11. School Age Transition document

- Due:**
1. Short Paper A: Purpose of Evaluation
 2. Bring a Sample Report to Class

JANUARY 21 (Class 3)

- Topics:**
1. Con't The Psychoeducational Report
 2. The Cognitive Report: Formatting & Interpretation
 3. WISC-IV Subtest Interpretation
 4. WJ-III (Cog) Subtest Interpretation
 5. DAS-II Subtest Interpretation
 6. Stanford Binet –V Subtest Interpretation

- Readings**
- | | |
|-----------------|---|
| Sattler: Review | Chptr 9 (WISC-4 subtests)
Chptr 10 (Interp. WISC-4)
Chptr 14 (Stanford Binet-5)
Chptr 15 (DAS-2)
Chptr 16 (WJ-R Cog)
Chptr 21 (Report Writing) |
| Read | |

Handouts:

1. Factor Groupings
2. WISC IV & Stanford Binet-5 Interp. Doc
3. Factors Involved in the WISC-IV Chart
4. Cheat Sheet WISC-IV
5. Test Descriptions document
6. CHC Broad Abilities Chart
7. WISC-IV Handout

- Due:**
1. NA

JANUARY 28

(Class 4)

- Topics:**
1. **Guest Speaker: Culturally Diverse Populations [Priscilla Smith: School Psych./Beaverton SD]**
 2. **Patterns of Strengths & Weaknesses**
- Readings** **Sattler: Review** **Sec. VII 19 Culturally & Linguistically Diverse Children**
- Due:**
1. **Short Paper B: Assessing the Preschooler**

FEBRUARY 4

(Class 5)

- Topics:**
1. **The Academic Report**
 2. **Adding the Academic Information: Report Formatting & Interpretation**
 3. **WJ-III (Academic) Subtest Interpretation**
 2. **WIAT-2 Subtest Interpretation**
 3. **Academic Error Analysis**
- Readings** **Sattler: Review** **Chptr 17 (Achievement & Language Abilities)**
- Handouts:**
1. **Written Expression document**
- Due:**
1. **NA**

FEBRUARY 11

(Class 6)

- Topics:**
1. **Guest Speaker: RTI [David Putnam, ODE]**
- Readings** **Sattler: TBA**
Handout: Harvard: RTI document
- Due:**
1. **Short Paper C: PSW/Interpretation**

FEBRUARY 18 (Class 7)

- Topics:**
1. Writing the PreSch/Kindergarten Report
 2. Vineland Adaptive Behavior Scales and other measures
 3. Review: Behavior Intervention Plans & Functional Analysis

- Readings** Sattler: TBA
Handouts:
1. Single Session Functional Assessment
 2. TBA

- Due:**
1. First Draft: Cognitive/Academic Report
 2. Bring & Discuss Behavior Scales

FEBRUARY 25 (Class 8)

- Topics:**
1. Writing & Using Behavior Intervention Plans
 2. Self-Report Measures
 3. Writing the Comprehensive Report
 4. Writing Recommendations

- Readings** Sattler: TBA
Handouts:
1. Comprehension/Knowledge document

- Due:**
1. Short Paper D: WISC-4/WJ-III/SB/DAS-2
 2. Bring & Discuss Behavior Intervention Plans

MARCH 4 (Class 9)

- Topics:**
1. Whoa !!...Catch up on Left Overs !!!!!!!!
 2. Working with Difficult Parents, Teachers & Schools
 3. Where is my Allegiance: District, School, Parent, Child
 4. Pre-Referral Process – Crucial to a good SpEd Team

- Due:**
1. Bring ex: pre-referrals, SST's, etc.

MARCH 11

(Class 10)

- Topics:**
1. **Merging Memory & Learning info into Reports**
 2. **Verbal Consultation: Knowing Your Audience**
 3. **Practice Case Studies**

- Readings**
- Handouts:**
1. **Do's & Don'ts with Teachers**
 2. **Parent Conference Tips document**
 3. **Parent/Teacher Conference document**
 4. **Neurological factors pf WISC4, WJ3, SB5**

- Due:**
1. **Short Paper E: Use of Behavior Plans**

MARCH 18

SPRING BREAK – NO CLASS

MARCH 25

(Class 11)

- Topics:**
1. **Legal Issues & Ethics to Consider & Remember**
 2. **Cross Battery Assessments**
 3. **Practice Case Studies**

- Readings**
1. **Sattler:TBA**

- Due:**
1. **First Draft: Comprehensive Report**

APRIL 1

(Class 12)

- Topics:**
1. **Report Writing Issues/Questions**
 2. **Do's and Don't's of Recommendations**
 3. **Report Presentations to Cohort**
 1. _____
 2. _____
 3. _____
 4. _____

- Readings**
- Handouts:**
1. **Parent Connection Packet**

- Due:**
1. **Short Paper F: Gathering & Using Advice**

APRIL 8

(Class 13)

- Topics:**
1. **Report Writing Issues/Questions**
 2. **Low Incidence & Medically Fragile Evaluations**
 3. **Report Presentations to Cohort**

1. _____
2. _____
3. _____
4. _____

- Due:**
1. **Essay 1st Draft**

APRIL 15

(Class 14)

- Topics:**
1. **Report Writing Issues/Questions**
 2. **Overview of IFSP/IEP – Your Role**
 3. **Report Presentations to Cohort**

1. _____
2. _____
3. _____
4. _____
5. _____

- Readings:**
- Handouts**
1. **Dr. Seuss IEP**

- Due:**
1. **Bring & Discuss IFSP & IEP**

APRIL 22

(Class 15)

- Topics:**
1. **Delivering Difficult Findings (possible extra credit – mock staffing)**

- Readings**
- Handouts:**
1. **Interview Questions**

- Due:**
1. **All Final Reports & Essay Write-Ups**
 2. **Course Evaluations**