# Lewis and Clark College- Graduate School of Education and Counseling

#### Summer Semester 2011

#### **CPSY 541**

# Introduction to Comprehensive Assessment-I



Instructor: Cynthia Velasquez Bogert-School Psychologist

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Meeting Place & Time: South Conference Center Room 115 May  $12^{th}$  –July  $23^{rd}$ 

Thursdays 5:30-8:30 p.m./ 7/23 2:30-5:30 pm

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

## **Course Objectives:**

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 (3) journal articles/ summary/ reflection. The second paper is an analysis of the BASC-II and will be completed in class, independently. The final project will involve a provided case study and examination of risk factors and resiliency and include interventions developed by the student.

## **Assignment 1.)**

# Student Case Study/ Behavior Scale Analysis

A student profile will be provided and students will complete the Behavior Assessment System for Children-2<sup>nd</sup> edition (BASC-II) questionnaire. The students will hand and computer score the questionnaire and then review results 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	(3) Journal Articles/ Summary/ Reflection	5/20	30
2	Behavior Scale Scoring & Analysis	6/24	20
3	Case Study/ Analysis	7/8	30
4	Participation		20
	TOTAL		100

Grade Calculation: 97-100%= A 85-88% = B-

93-96% = A- 87-84% = C

89-92% = B

#### **Participation Disclaimer:**

I will allow ample time to process information and have a discussion, but if you don't talk... I will.

# 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	5/12	Introductions/ Discussion of Expectations	
		What is intervention and assessment? How do we	
		gather information? (Small Group Activity)	
		Chronological Age Fun!	
2	5/19	IDEA-IA 2004 /Resiliency/ Stressors/Protective	Resiliency Article
		Factors/Family Systems/ (Small Group Activity)	Sattler p.16-25
3	5/26	File Reviews/ Interventions/Pre- Referral/ (Small	Best Practice Vol.2
		Group Activity)	Chp.16
			Article (1) DUE
4	6/2	RTI/ PSW/ DIBELS/ "Big 5"/ SLD	RTI Article
5	6/9	Language Acquisition/Immigration/ Acculturation Lau vs. SFUSD	Sattler Chp.4
6	6/16	ELPA Night @ Glenfair Elementary w/ Chris Pierce	ODE ELPA doc
		Short Documentary: "Immersion"/ Small Group	Article (2) DUE
		Discussion	
7	6/23	Observations/ Interviewing	Sattler Chp.8
8	6/30	Intro to Behavioral Disorders	SM vs. ED Article
		What is ED? ED vs. Social Maladjustment	(Merrell & Walker
		Factors & Characteristics	2004) & Sattler
		(Small Group Activity)/ Complete BASC-2	Chp.14
9	7/7	Intro to Behavior Scales	Sattler Chp. 10
		Types of Scales/ Review Case Study "Michael"	Article (3) DUE
		Complete BASC-II in class	
10	7/14	BASC-2 Scoring & Analysis	Sattler Chp.10
		Review Features of BASC-2/ Introduce Computer	p.278-280
		Scoring	
11	7/21	OHI/ Release of Information/ Medical Statement/ MR	Sattler Chp.11
		vs. Intellectually Disabled/Adaptive Scales	
12/13	7/23	Intro to ASD- History/ Theories & Research	Article TBA
	2:30	Theory of Mind/ "Mind-Blindness"	DUE: Assignment 2
	-8:30	ASD Characteristics/ Eligibility/ Speaker: Matt	Baron-Cohen Article &Watch
	pm	Intro to ASD Scales/ Practice Scoring Discuss	"Refrigerator
		Interventions/ Small Group "Autism the Musical" 02 min & Bet Luck!	Mothers"/ Sattler
		"Autism the Musical" 93 min & Pot Luck!	Chp.22
			Cnp.22
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<sup>&</sup>quot;There will come a time when you believe everything is finished. Yet that will be the beginning."

- Louis L'Amour