	Lewis & Clark College		
	Graduate School of Education	and Counseling	
	Assessment and Intervention III CPSY 543-01		
Term	Spring, 2011		
Faculty Name	Ruth Gonzalez, PhD, NCSP 503-768-6068		
	Rogers Hall #433		
	Gonzalez@lclark.edu		
Guiding Principles/St	andards Addressed in Course:		
			Х
Learning Environments: Ci practiced and diverse pers	eate democratic learning communities in which caring, $\epsilon$ pectives, supported.	equity, social justice, and inclusion are	
			х
	ate fundamental and emergent components of disciplina neir own and students' capacity to solve problems.	ary knowledge in ways that extend learners'	
			Х
	gage students and school personnel in meaningful learni elopmental levels, and cultural contexts.	ing experiences responsive to individual	
			Х
Connection to Community:	Design educational activities that cultivate connections	between learners and communities.	~
Educational Resources: Ir	corporate a wide range of teaching and technological re	esources from the school and community into	Х
experiences that support le			
Accession and Accession along			Х
Assessment: Assess, doc	ument, and advocate for the successful learning of all stu	udents and school stakeholders.	
Research and Reflection:	Adopt habits of personal and scholarly reflection that exa	amine professional practice and lead to	Х
systemic renewal.			
Leadershin and Collaborat	ion: Lead and collaborate with others to plan, organize,	and implement educational practices and	Х
	impact of societal and institutional barriers to academic		
			Х
Professional Life: Pursue	a professional identity that demonstrates respect for dive	erse peoples, ideas, and cultures.	
Authorization Levels:			
	preparation at specific authorization.		
Early Childhood		R	
Age 3-4th Grade			
Elementary		R,P	

3<sup>rd</sup>-8<sup>th</sup> Grades in an Elementary School Middle Level 5<sup>th</sup>-9<sup>th</sup> Grades in a Middle or Junior High School 
 High School

 7th-12th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School

 \*R = Readings and In-class Discussions
 \*P = Practicum

R,P

R,P

## Syllabus: CPSY 543-01: Assessment and Intervention III

## Summer, 2011

Meeting: Tuesdays, May 10 through Aug. 9, 3:00-7:00; SCCC #115

## Instructor: Ruth Gonzalez, PhD, NCSP; 303-768-6068; Gonzalez@lclark.edu

## 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 542. Need permission of instructor to enroll.

## Textbooks:

Required:

Sattler, J.M. (2008). Assessment of children: Cognitive applications- 5th Ed. San Diego: Jerome M. Sattler, Inc.

Sattler, J.M (2008). Assessment of children: Behavioral, social and clinical applications-5<sup>th</sup> Ed. San Diego: Jerome M. Sattler, Inc.

## Optional:

Shinn, M.R. & Walker, H.M. (2011). Interventions for achievement and behavior problems in a three-tier model including RTI. New Jersey: John Wiley and Sons.

Wendling, B.J. & Mather, N. (2009). Essentials of evidence-based academic interventions. New Jersey: John Wiley and Sons.

## 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 children, 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 prior to the next class. 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.

## Course Goals and Objectives:

- 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 2.5 (Student Diversity in Development and Learning).
- 2. Students will be able to administer, score, and interpret results from psychological evaluations, including results from both formal and informal measures. (NASP Domains 2.1 and 2.5).
- Students will be able to integrate information from formal and informal cognitive, academic, emotional, behavioral, and social assessment tools into a comprehensive written report and an oral report for a variety of audiences. (NASP Domains 2.1, 2.5, 2.8 (School-Home Collaboration) and 2.11 (Information Technology).
- Students will develop a bank of recommendations and interventions that can be used as part of the comprehensive psychological 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).
- 5. Students will be able to explain their reasons for assessment procedures and results to a variety of audiences. (NASP Domains 2.2, 2.8).

#### **Course Requirements:**

2.

- 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. Students will participate in on-line collections:
    - a. Options of Evaluation tools
    - b. Recommendations and Interventions
    - c. Advice from three people: a parent, an administrator, and a school psychologist.
    - Purpose: To develop an initial data file of tools for clinical use in the schools.
- 3. Students will write a series of short paper. Each paper will need to be re-written until it is complete.
  - a. What is the purpose of evaluation in schools? Audience: Neighbor
  - b. Compare and contrast cognitive measures including the WISC, the WJ-Cognitive, and the DAS. Audience: Other school psychologists.
  - c. Concluding project: a one-page essay regarding why and how we assess children and adolescents in schools. Questions to be answered: What does a school psychologist do for the assessment/intervention process: How do school psychologists know if what the y do is working? Audience: PTA
  - Purpose: To display an ability to correctly explain common school psychology principles and techniques.
- 4. Reports: Students will write two full psychoeducational evaluations and present the results and corresponding interventions.
  - Each report must include the following information:
  - Student information and background information
  - The referral question(s) Permission to test Observations Parent or teacher interview Child interview Cognitive results Academic results Social/emotional Results Behavioral results (opt.) A table of assessment score results An integrated review of pertinent information A summary
  - Purpose: To demonstrate clinical competence in the evaluation process.
  - Report 1 will be about information/results gathered in class.
  - Report 2 will be on an individual child.
- 5. Students will demonstrate the ability to correctly administer, score, and interpret the DAS and the WISC.
  - Purpose: To demonstrate clinical competence.
- 6.An oral report, which must be made in jargon-free language appropriate to the parent. Purpose: Clinical competence in communication.

#### Grading:

Task:	Points:	
Moodle Reports		
Evaluation Tools	5	
Interventions	5	
Advice	5	
Short Papers		
Purpose of Evaluation	5	
Purpose of Evaluation	5	
Compare/Contrast Tools	5	
Administration		
WISC	5	
DAS	5	
Report #1	25	
Report #2	25	
Oral Report	10	
Dianco noto that attandance or	ad timeliness are vital t	~ ~

Please note that attendance and timeliness are vital to successful completion of this course. If work is late, 10 percent of its score will be deleted. If a class is missed, a third, comprehensive psychological evaluation and report will be written. If this is not completed, ten points will be taken off of the final grade in the class.

5

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

Sch	edule:		
5011	Date: March 10	Due: 	Topics: Introduction to course; review of general topics in testing; review of papers required; Review of specific report; Set up dates and groups; review test check-out procedure.
	May 10	Bring WISC	Welcome; Review of syllabus Why do we evaluate? How? Moodle Assignments Review/Practice WISC Confidentiality
	May 17	Review WISC Manual Informal Assessments Short Paper: Purpose of Evaluation Read Sattler (Cog), Ch. 19 Write a sample report: Information, Reason for Referral, Background	WISC administrations Clinical interviews; work prior to formal evaluations Test interpretation (will be continued weekly) Introduction to DAS Answering the referral question Review of report-writing
	May 24	Signed statement of 3 WISC administrations Read Sattler (Cog). Ch. 17	WISC Administrations DAS practice (Interpretation) Begin intervention project
	May 31	Paper: Compare/contrast WISC, DAS, W-J Cognitive Sattler (BSC) Ch. 6, 10, 13 Continue sample report with Observations	DAS Practice (Interpretation; Interventions) Response to intervention Patterns of Strengths and Weaknesses
	June 7	Read DAS manual Moodle: Evaluation tools Report #1 Sattler(BSC) Co. 14. 15, 22	DAS Administrations (Interpretation, Interventions) Legal/Ethical/Diversity Considerations
	June 14	Signed statement: 3 DAS administrations	DAS Administrations Introduction to Emotional/Social/Behavioral assessment Handicapping Condition v. Diagnosis (DSM, ICD 10, IDEIA, 504) Observations Clinical Interviews
	June 21	Rewrite of Report #1	Five Factor Personality Inventory – Children Draw-a-Person Kinetic Family Drawing Practice interpretation of Social/Emotional assessments
	June 28	Interventions (paper And Moodle)	DSM; ICD-10 IDEIA and 504 Sentence Completion and Projectives
	July 5	Report #2	
	July 12	Signed statement of 3 social/emotional evaluations	
	July 19	Rewrite: Report #2 Moodle Advice	Oral reports

July 26One-page essayAugust 2Colleen HansonAugust 9Make-up day

# Guidelines:

# Non-discrimination policy and special assistance:

Lewis & Clark College adheres to a nondiscriminatory policy. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible. The Student Support Services Office, located in 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.

Oral reports Course evaluations

Calendar:

May 10, 17, 24, 31, and June 7, 14:	3:00- 6:00 (Groups 1 and 2) 4:00-7:00 (Groups 3 and 4)
June 21, 28; July 5,12,19,26	3:00-6:30 (everyone) 6:30-7:30: Individual conferences
Aug. 2:	3:00-6:00: Follow up of Colleen Hanson's CPSY 540 class.