

Graduate School of Education and Counseling
Lewis and Clark College

Class	Assessment and Intervention II CPSY 542-01
Term	Fall , 2011
Faculty Information	Ruth Gonzalez, PhD, NCSP 503-768-6068 Rogers Hall #422 Gonzalez@lclark.edu

TSPC Guiding Principles/Standards Addressed in Course:

Teaching Approaches: Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Assessment: Assess, document, and advocate for the successful learning of all students and school stakeholders.	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

Authorization Levels: *R = Readings and In-class Discussions *P = Practicum

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R,P
Middle Level 5 th -9 th Grades in a Middle/Jr High School	R,P
High School 7 th -12 th Grades	R,P

NASP Domains Addressed:

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Syllabus
CPSY 542-01: Assessment and Intervention II
Fall, 2011

Meeting: Tuesdays, Sept. 15 – Dec. 22 2011; 5:30-8:45
Rogers Hall, #105

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

Catalog Description: This course is the second of a three-part assessment sequence that addresses psychoeducational, 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 collect, interpret and present data using psychoeducational assessments involving cognitive, academic, and adaptive measures. 3 semester hours; prerequisites: CPSY 541 and permission of instructor.

Textbooks:

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-5th Ed.* San Diego: Jerome M.Sattler, Inc.

Thomas, A.& Grimes, J. (2008). *Best practices in school psychology V.* Bethesda, MD: NASP.
Chapter 17 Best Practices in Identification of Learning Disabilities
Chapter 39 Best Practices in Cognitive Assessment

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 explain their reasons for assessment processes and procedures and results to a variety of audiences.
2. Students will be able to identify a wide variety of appropriate formal and informal assessment tools necessary to respond to common evaluation referrals in the school.
3. Students will be able to select, administer, score, and informally interpret results from psychological evaluations with cognitive (WISC, DAS, WJ-Cog), academic (WJ Ach, WIAT), and adaptive measures.

Course Requirements:

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, scoring, and basic interpretation of psychoeducational information.
2. Students will participate in an on-line (Moodle) collection of descriptions of formal evaluation tools
Purpose: To develop an initial data file of tools for clinical use in the schools.
3. Students will write a series of short papers. 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.
4. Reports: Students will assess a child, write the first few pages of a psychoeducational evaluation and present the results in class.

Each report must include the following information:

Student information and background information

The referral question(s)

Observations

Parent or teacher interview

Child interview

Cognitive and academic results in a table.

A summary of information about the child.

An oral report, which must be made in jargon-free language appropriate to the parent.

Purpose: To demonstrate clinical competence in communication and the evaluation process.

5. Students will demonstrate the ability to correctly administer and score the DAS, the WISC, the Woodcock-Johnson (Cognitive Abilities and Academic Achievement), the WIAT, and one adaptive behavior scale.

Purpose: To demonstrate clinical competence in test administration and scoring.

6. A summary and reaction to Chapters 17 and 39 from Pest Practices V. Purpose: To demonstrate a broad perspective of the assessment process in public schools.

Grading:

Task:	Points:
Moodle Report: Evaluation Tools With oral presentation to class	10
Short Papers	
Purpose of Evaluation	10
Compare/Contrast (Cog)	10
Report and oral report	30
Administration and scoring	
WISC (2)	10
DAS (2)	10
WJ – Cognitive (2)	10
Integration Paper on Chapters 17 and 39 from Best Practices V	10

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, students will be required to complete and write a third comprehensive evaluation. If this is not completed, ten points will be taken off of the final grade in the class.

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

Schedule:

Date:	Due:	Topics:
Sept.8	--	Welcome; Introduction to course; review of A/I sequence; review of syllabus. Set up groups; review test check-out procedure. Purpose of evaluations in schools. Four pillars of assessment. Roles and Competencies Essay. Discuss Program Handbook; updates.

- Sept. 15 Sattler (Cog) Ch.1, 9 Purpose of evaluations in schools
Bring WISC Introduction/demonstration/practice WISC
Paper (Purpos: Eval.) Principles of assessment (reliability, validity,
cultural/linguistic/economic diversity)
Confidentiality and limits
- Sept. 22 Review WISC Manual WISC practice
Clinical interviews; work prior to formal evaluations
Answering the referral question
- Sept. 29 Sattler (Cog) Ch.10,11 WISC Administrations
- Oct. 6 Sattler (Cog) Ch. 17 WISC Administrations
DAS Introduction/Demonstration
Two WISC Protocols
Moodle Assessment tools
- Oct. 13 OSPA
- Oct. 20 Read DAS manual DAS practice
Sattler, Ch. 2, 3 Challenges in Assessing Children
Legal/Ethical/Diversity/ Professional Considerations
Historical Issues with Administration
Presentation on 3 assessment tools
- Nov. 3 Signed statement: Woodcock-Johnson Cognitive
DAS Administrations Clinical Interviews
Presentations of WIAT and WJ-Academic
Presentations on 3 assessment tools
- Nov. 10 Report Woodcock-Johnson Cognitive
Two DAS protocols Presentation on 3 assessment tools
- Nov. 17 Paper: Compare/Contrast Discuss IDEIA, DSM, ICD-10, 504
Presentation on 3 assessment tools
W-J Academic; WIAT, Adaptive scales.
- Nov. 24 Thanksgiving
- Dec. 1 Two WJ Cog protocols Differences between diagnosis and handicapping condition
DSM; ICD-10
IDEIA and 504
Presentation on 3 assessment tools
Oral Reports
Final Assessment tool presentations
- Dec. 8 Integration Essay-Ch. Oral Reports
17, 39
- Dec. 15 Make up day; Course Evaluations

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.

Please note that a grade for the class will not be given until all testing materials are turned in to the CPSY office.

Specific grading rubrics:

Moodle Report

Choose one assessment battery from a list given in class. Review the test kit and manuals. Check Tests and Measurements or online for further description if necessary. Summarize the tool. Describe what the test measures and which population it is designed for. Give validity and reliability information.

Short Papers

Purpose of evaluation: Write a one-page paper using words that you would use with a neighbor, that describes why we assess kids in schools. Please edit this paper for good construction and grammar prior to turning it in.

Compare and Contrast the WISC, DAS, and Woodcock Johnson (Cognitive). Using a table format may be most helpful. Summarize the test, mention its strengths and weaknesses, and tell when you would use it.

Reports

Find a child. Meet the parent and develop testing/referral questions. Review the child's history, including family history, health history, educational experiences, and so forth. Choose an assessment tool for cognitive testing. Administer the test as well as parent and child interviews. Observe the child. Find out the child's current academic successes and concerns. Write a report including:

- Student information and background information
- The referral question(s)
- Observations
- Parent or teacher interview
- Child interview
- Cognitive and academic results in a table.
- A summary of information about the child.

Administration/Scoring

	DAS	WISC	WJ Cognitive
Administer-practice/score			
Administer-practice/score			

Administrations and may be documented by listing the date the administration was completed, the person's name and age with a copy of the protocol. If significant errors are found, another administration/scoring may be required.

Oral Report

This report is to be delivered to the class, as though you were giving a report at a staffing, with your

primary audience being the child's parent. You must include information about the child, a brief history of education, health, and family histories, and a brief summary of what you've found in your psychoeducational evaluation.

Integration Paper

This is a final paper. Please read the chapters, form the ideas in your mind, and report on them. Give your reaction to these ideas. Include the chapters as references, in APA format. The paper will be graded on organization of ideas, clarity of information, completeness of information, correct grammar/word choices. If it is not written at a graduate level, it will need to be rewritten after editing.