

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

Please attach completed cover sheet to course syllabus.

Course Name	Assessment & Intervention II
Course Number	542
Term	GF 2010
Department	CPSY
Faculty Name	Todd Nicholson

Catalogue Description (*copy from current catalogue*): This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using observation, interviews, behavior rating scales, functional behavioral assessments, response to intervention, and assessments for children with pervasive developmental disabilities. **Prerequisite:** CPSY 530, 531. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> 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
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> 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
<u>Professional Life</u> 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	X
Elementary 3 rd -8 th Grades in an Elementary School	X
Middle Level 5 th -9 th Grades in a Middle or Junior High School	X
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	X

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) 9-10 of this syllabus (student performance includes goals, evidence, and levels of performance).

LEWIS AND CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

COURSE and TERM: CPSY 542 – Assessment and Intervention II
Fall 2012

CLASS MEETING TIME: THURSDAY, 5:30–8:45 PM

INSTRUCTOR: Todd Nicholson, M.S.
TELEPHONE: (503) 314-7801

OFFICE HOURS: by appointment

EMAIL: tnicholson@lclark.edu

Texts:

Sattler, Jerome M., & Hoge, Robert D. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations - 5th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

Sattler, Jerome M. (2008). *Assessment of Children: Cognitive Foundations – 5th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

Optional/Recommended Texts:

Flanagan, Dawn P. & Kaufman, Alan S. (2011). *Essentials of WISC-IV Assessment –2nd Edition*. New Jersey: Wiley & Sons, Inc.

Schrank, Fredrick A, Flanagan, et. al. (2011). *Essentials of WJ-III Assessment –2nd Edition*. New Jersey: Wiley & Sons, Inc.

Additional readings may be handed out in class.

Catalogue Description:

This course is the second 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 needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures.

Prerequisite: CPSY 541.

Credit: 3 semester hours.

Course Description:

The primary purpose of this course is to teach the administration, scoring, interpretation, and use of individual tests of cognitive ability, social-emotional status, adaptive behavior, and academic achievement. Students will receive practical experience with the three measures of

cognitive functioning most prevalently used in the field of school psychology. In addition, we will practice administering, scoring, and interpreting an adaptive scale. Students will become familiar with an academic achievement test as it relates to Pattern of Strengths and Weaknesses theory. This course will address fundamental principles of assessment, basic concepts of validity and reliability, theories of intelligence, and test selection and rationale. Issues of culture, linguistic diversity and socio-economic differences will also be explored and taken into consideration.

Course Goals and Objectives:

In this course students will:

- 1) Recognize measurement principles for selecting, using, and interpreting assessment tools
- 2) Become familiar with ethical and legal standards and responsibilities in regard to test materials
- 3) Develop an appreciation and awareness of the use and limitation of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds
- 4) Demonstrate proficiency in administering, scoring, and interpreting the WISC-IV, WJ-III COG, and UNIT
- 5) Administer, score and interpret the WJ-III Test of Achievement
- 6) Develop proficiency in writing “Report of Cognitive Ability” and “Report of Academic Ability”
- 7) Become familiar with additional cognitive and academic measures by conducting a test review and a classroom presentation

The following NASP standards are addressed in this course:

- 2.1 Data-Based Decision-Making and Accountability
- 2.3 Effective Instruction and Development of Cognitive and Academic Skills
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.11 Informational Technology

Course Expectations:

Participation in class activities and discussion within the course are paramount, therefore regular and timely attendance is expected. Students are expected to attend all classes on time unless an illness or emergency occurs. All other absences should be discussed with the instructor in advance. More than one absence from class may result in a failing or incomplete grade. If a student plans to leave class early, he or she needs to alert the instructor in advance and complete required work. Missed classes will require a make-up assignment: a one page bulleted summary of the information presented in the class you missed, gathered via interview with your classmates, *and* an article review on a topic related to the missed class with a two page written review and reflection.

All assigned readings should be completed prior to each class –plan on 250-300 pages of reading per week. Students are expected to contribute to the class discussions and exercises. It is expected that students will demonstrate their knowledge of assigned material. The final grade will reflect attendance, readings and participation. Late assignments will result in losing 15% of designated points. You are welcome to turn in your assignments early for feedback and an

opportunity to resubmit your work for a better grade.

Because the majority of our class will be spent on the practice, administration, and discussion of numerous assessments, it is imperative that you come to class prepared for these activities. It will be critical for you to organize your time effectively. For your assignments, you will need to find three volunteers to practice the tests with. Finding test subjects might be difficult; if you have a problem, other students in the class may have ideas to help you.

You will be sharing test kits with students in your assigned groups under considerable time pressure, so please make sure that you sign out the test only for the day (or two) you will be administering it. If you check out a kit for the test we are discussing in class (see class outline), please bring it to the class. Test kits will be checked out to a group of students in class on the day the test is introduced. Each test kit group will be responsible for their test kit throughout the semester. Before the last day of class at the end of the semester, one or more members from each group will contact Juleen Norling at (503) 768-6062 or jnorling@lclark.edu to set up an appointment during regular office hours (Monday-Friday, 9:00am – 5:00pm) to bring in all test kits for final check-in. During this appointment, the contents of each kit will be inventoried, using the enclosed list of components. Each member of the group will be financially responsible for all missing components. An essential aspect of professional courtesy is to return or pass on a kit in perfect condition, ready to be used by the next person.

In this class, students are expected to follow the Lewis and Clark School Psychology guidelines of Professional Standards as detailed in form SP 5 (included in the School Psychology Handbook.)

Class Assignments

Assignment 1

Observation of test performance and recording responses of a school age student while s/he responds to WISC-IV items administered by a licensed school psychologist at your practicum setting.

Purpose of Assignment:

The purpose of this assignment is twofold: 1) to learn from an experienced school psychologist how to create a comfortable testing environment in a standardized fashion, 2) to experience first hand how to collect observational data and accurately record students' responses during administration of the cognitive test.

Requirement:

You may ask any school psychologist in your practicum setting for permission to be present during the testing. You will not be able to interact with the examinee in any way during or after testing. Please refer to a student only by his/her first name to protect confidentiality - however, you need to record the student's birth date for scoring purposes. You are welcome to ask the school psychologist questions regarding the test administration after testing sessions.

This assignment has two parts:

- 1) You will write a summary of the student's test behavior including his/her responses to environment, examiner, and task approach. In addition, you will score his/her WISC-IV protocol. Refer to Sattler, *Cognitive Foundations* pp.196-214 and 293-362. You will need to submit a scored protocol and typed observation.
- 2) You will write a reflective paper (1-2 pages) of practical strategies you noted while observing the school psychologist administering the WISC-IV, e.g. rapport building skills, organization of materials, ways of recording responses, etc. Refer to Sattler, Resource Guide, pp. 40-50

Assignment 2

Administering, scoring and interpreting the WISC-IV.

Purpose of Assignment:

The purpose of the assignment is to develop acute test administration and interpretation skills, as well as integrating information from various sources.

Requirement:

Review/Read Sattler, *Cognitive Foundations*, Chapters 9, 10 and 11 and WISC-IV examiner's manuals.

This assignment consists of three parts:

- 1) You will be required to administer, score, and interpret the WISC-IV to two subjects. The first subject can be an adult, peer, or first year school psychology student. You will submit the completed protocol.
- 2) The second subject must be a child aged 6 years, 0 months to 16 years, 11 months as dictated by the administration manual.
- 3) For the second subject, you will write a summary of your findings (observation, test results, and interpretation) in the format provided to you.

Assignment 3

Administering, scoring, and interpreting WJ-III COG and WJ-III ACH.

Purpose of Assignment:

The purpose of the assignment is to learn the administration of the WJ-III tests and their relationship to Pattern of Strengths and Weaknesses theory.

Requirement:

Refer to your notes from CPSY 541 regarding Pattern of Strengths and Weaknesses.

This assignment consists of three steps:

- 1) You will administer and correctly score WJ-III COG Extended Battery (14 tests) to a child age 7-18.

- 2) You will administer and correctly score WJ-III ACH, which is comprised of 11 tests that contribute to the Total Achievement score. It is important that you administer both the WJ-III cognitive and achievement tests to the same child.
- 3) You will write a summary of your results (observations, test results, and interpretation) in a format of Pattern of Strengths and Weaknesses. You will be given a report format to summarize your findings or you can use other compatible formats.

Assignment 4

Administration, Scoring and Interpretation of the UNIT.

Purpose of the Assignment:

The purpose of the assignment will be to examine the validity of the UNIT as it applies to assessment of students from a diverse background.

It is highly recommended that you find a child age 5 to 10 whose first language is other than English. Please be sure, however, that you are able to communicate with his/her parent to obtain a permission to test. In other words, a parent needs to be proficient in English or other languages that you speak. This assignment is due at the end of this course, but please start searching for the testing subject as soon as possible. If you have trouble finding a student for this assignment, please contact me.

Requirement:

Refer to Sattler, Cognitive Foundations pp. 691–692, and UNIT Examiner’s Manual.

- 1) You will write a summary of your interview for determining a child’s degree of acculturation (Sattler, Table 5-3 p.140), which will include concise information about the student’s use of first and second languages based on your informal interview with the student.
- 2) You will be required to administer the UNIT to a child age 5 to 10 years old whose first language is other than English. You will write a summary of your findings, , test observation, test results, and interpretation. The format of your summary will be provided.

*If you are unable to meet both requirements 1) and 2) with the same student, you may be able to meet the requirements by working with two different students –please pre-approve with the instructor.

Assignment 5

Purpose:

The purpose of this assignment is to learn how to review an assessment tool (of your choice) on your own using independent reviews, assessment manuals and professional judgment. The selected instrument must be one other than the WISC-IV, UNIT, WJ-III.

Requirement:

You will orally report (up to 10 minutes) and provide a handout on one of the tests (SB-V, CTONI, DAS, KABC-II, WIAT-II, WAIS-IV, WPPSI – III). Your presentation and handouts will include information about reliability, validity, norms, administration and interpretation of the test.

Grading:

Class Attendance/Participation	10
Assignment 1	10
Assignment 2	20
Assignment 3	20
Assignment 4	10
Class Presentation	10
Final Exam	10
Mid-Term Exam	10
Total Points:	100

100-95 points = Grade of A Exemplary
94-90 points = Grade of A- Excellent
89-85 points = Grade of B+ Very Good
84-75 points = Grade of B Generally Good
74-70 points = Grade B- Acceptable etc...etc...etc...

Considerations

How to Access Students for Testing and Parent for Administration of Rating Scales

You will need to recruit three students ages 6–16, 7–18, and 5-10 (the last one should be an ELL student) to volunteer for your assignments. You may also practice administer one instrument on a first year school psychology student. You may not, under any circumstances, test a child in a school setting where you are placed. You may not represent yourself as anything but a trainee, and you cannot promise or give feedback on any testing you conduct. You are a graduate student in training, and it would be unethical at this point to present your findings as professional results. It is advised that you do not select individuals who are suspected or known to have any disability. Parents/Legal Guardians of your volunteers must sign a written informed consent form and be aware that the process will be time consuming and they will not receive any results. In your assignments, it is best to call the subject by a fictitious first name. Protection of the individual's identity is an ethical responsibility, so be sure to eliminate all identifying information (teacher's name, district name, school name, etc.) in your summaries and case presentation.

Course Outline

Course outline is tentative and subject to change. Changes will be announced in class.

Date	Topic	Assigned Reading	Due Dates (and weeks testing should occur)
September 6	Course overview, Check out materials Group Discussion “School Psychologist Role in Cognitive Assessment” “What is Intelligence?”		Begin scheduling examinees
13	Concepts of Intelligence History of Intelligence testing Why Assess? General Assessment and Testing Issues	Sattler Cog. Foundations CH 7, 8 <i>Best Practices in SP</i> Chapter 39 Sattler Cog. Foundations Chapters 1-3.	Please bring work samples from CPSY 541
20	Test Observation WISC-IV Administration – Demonstration and practice in triad	Sattler Resource Guide pp. 40-50 Sattler Cog. Foundations CH 6, CH 10 WISC-IV Manual pp. 1-39 <i>Best Practices in SP</i> Chapter 18	(Observing administration of WISC-IV for Assignment #1)
27	WISC–IV Administration/Scoring Statistical and Measurement Concepts	WISC-IV Manual pp. 39-57, 59-202 Sattler Cog. Foundations CH 9 Sattler Cog. Foundations CH 4 skim	(WISC-IV testing) Bring WISC- IV protocol from Assignment#1 if possible
October 4	WISC-IV Interpretation	Sattler Resource Guide pp. 155-184 Sattler Cog. Foundations CH11	<u>Assignment 1 due</u>

11

No Class: OSPA Conference

**Assignment/Alternative activity will be discussed in class prior to conference

18	WISC-IV interpretation continuation		
	WJ-III COG Administration/ Scoring	Sattler Cog. Foundations pp. 697-700, WJ-III COG Examiner's Manual pp. 1-48 Essentials of WJ-III chapters 1-3	(WJ-III COG testing)
	Mid-Term Exam (open notes)		<u>Assignment 2 due</u>
25	WJ-III COG Scoring/ Interpretation	WJ-III COG Examiner's Manual pp. 65-93 Essentials of WJ-III chapters 3-4 Mid-Term Course Evaluation	Bring WJ-III COG protocols to class if possible
November 1	WJ-III ACH - Administration/Interpretation	WJ-III ACH Examiner's Manual pp.1-46 pp.69-92	<u>Assignment 3 part 1 due</u> (WJ-III Ach. Testing)
November 8	Guest Lecture: Anne May, MS, NCSP Q/A - Academic Assessment Pattern of Strengths and Weaknesses Learning Disability Considerations and Assessment Requirements	<i>Best Practices in SP</i> Chapter 36 <i>Best Practices in SP</i> Chapter 17 <i>Best Practices in SP</i> Chapter 16	<u>Assignment 3 part 2 due</u>
15	Nonverbal measures (CTONI, Leiter -R) UNIT Administration/Scoring/Interpretation	Sattler, Cog. Foundations pp. 680-681, 685-687 Sattler, Cog. Foundations pp. 691-693 UNIT Examiner's Manual pp. 1-96	<u>Assignment 3 part 3 due</u> (UNIT testing)
22	No Class – Happy Thanksgiving!		
29	Controversial Issues – Group differences Guest Lecture: Priscilla Smith, MS NCSP Use of IQ tests with minority groups	Sattler, Cog. Foundations Chapter 5 <i>Best Practices in SP</i> Chapter 40	
December 6	Cross Battery Assessment Working with an interpreter		

Assessment Presentations

9 Additional Topics: Play Assessment, others as needed
Assessment Presentations (cont.)
What to expect for in-class final

Assignment 4 due

16 Final Exam