

SYLLABUS CPSY543-01 - ASSESSMENT AND INTERVENTION III
Revised 2/6/2013

Term: Spring, 2013

Meeting: 01/10/2013-04/18/2013 Lecture Thursday 05:30PM - 08:45PM, Corbett Annex, Room 100

Faculty: Philip B. Bowser, M.A., 6th year, NCSP (Ret.)

Office: by appointment only

Phone: (cell) 503-201-3749

Email: pbowser@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 CPSY 542. Need permission of instructor to enroll.

Note: you will need to submit two reports based on data obtained by administering tests to school-aged children. **Please start looking for practice subjects with no known disabilities or likelihood of needing to be assessed for any reason within the near future.**

TEXTBOOKS

Required

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

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, Publisher, Inc.

Note: An on-line tutorial about APA style basics is available at <http://flash1r.apa.org/apastyle/basics/index.htm>

Optional

Grimes, J. & Thomas, A. (2011). *Best Practices in School Psychology V.* Bethesda: National Association of School Psychologists.

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.

Additional readings will be discussed in class. The professor will carefully consider and follow copyright laws when selecting materials for educational use.

PROFESSIONAL STANDARDS

- Demonstrate exceptional academic integrity as discussed in the Student Handbook: "Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique

enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice. We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite! Note that this policy does not preclude you collaborating with your classmates, and in fact, we encourage you to discuss assignments, the paper, and your presentation with your classmates."

- When making products for distribution to the class as a whole, conduct a copyright Fair Use Analysis as described at <http://library.lclark.edu/reserves/fairuse.htm>.
- Since you are preparing for work as a school psychologist, you are expected to behave in accordance with the 2010 edition of the National Association of School Psychologists (NASP) Principles for Professional Ethics. (See www.nasponline.org/standards/2010standards.aspx.)
- The Publication Manual of the American Psychological Association (6th ed.) should guide your preparation of written work and especially citations. (See www.apastyle.org/apa-style-help.aspx for assistance.)
- Professional behavior also includes arriving on time, having all assignments completed before the deadline, and participating fully with a positive attitude in all class activities.

SUBJECTS FOR REPORT WRITING PRACTICE

Early in the semester, you will need to find two school-aged students who you will test to generate data for two practice school psychological reports. These students should have no known disabilities or learning problems and no anticipated need for testing in the next few years. You may NOT test a child in the school setting where you are placed. You MUST represent yourself as a trainee who is practicing test administration, which means that none of the results are reliable nor valid and therefore cannot be revealed in any way. Before you work with the student, you MUST have a signed parent/guardian permission form in your hands. (I believe Sattler has a sample release form you can use.) In your reports, change the names of the student, teacher, school building, school district, address, etc. so you do not accidentally provide information about the student that is so specific that others could easily guess the identity of anyone connected with the project (besides yourself). Adults pretending to be youth are not acceptable substitutes for the report-writing assignments.

CPSY543 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. (Since this class involves several writing assignments, if you do NOT consider yourself to have a disability - but you struggle with writing - please talk to me as soon as possible.)

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 psychological examinations, 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 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 (S/C Collabor.), 2.11 (Info Tech).

4. 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), and 2.5).

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

- A) Students will complete readings, exercises and simulations for each class session, participating fully in discussions, practice opportunities, and critiques. *Purpose:* To develop essential knowledge and rehearse clinical skills required to integrate psycho-educational information into a written report.
- B) Students will help to compile reference materials on various topics. *Purpose:* To develop a data file of evidence-based tools and interventions for clinical use in the schools. We will use Google's collaboration tools to generate short explanations of interventions/recommendations.
- C) Students will write a series of short papers in class. *Purpose:* to learn the style of school psychological reports, broaden and improve vocabulary, and to rehearse key concepts to automaticity.
- D) Students will write select portions of and two full psychological evaluations. *Purpose:* to at first rehearse for instructor feedback and later to demonstrate clinical competence in the evaluation/report writing process. (Both should be full reports, but the second should be perfect and wonderful in every way - something you would be proud to show a prospective employer.)
- E) Students will demonstrate the ability to explain test data and implications to simulated professional and non-professional audiences. *Purpose:* to become fluid and natural in explaining complex theoretical constructs using everyday speech to maximize understanding.
- F) Students will participate in a culminating exam intended to provide an opportunity for reflection and review of key concepts covered in the course. *Purpose:* to measure acquired knowledge and provide a final opportunity to reflect on content covered during the term.

NASP GOALS AND ASSIGNMENTS MATRIX

<p>1. Students will be able to identify appropriate formal and informal assessment tools necessary to respond to common evaluation referrals in the schools. <i>NASP Domains: 2.1 (Data-Based Decision Making and Accountability), and 2.5 (Student Diversity in Development and Learning).</i></p>	<ul style="list-style-type: none"> ● Participate in classroom lecture/discussion regarding various assessment tools. ● Interpret formal (written reports and conference simulations). ● Interpret informal (written reports and conference simulations). ● Topics also covered in collaborative compilations of reference materials and assigned readings.
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<p>2. Students will be able to administer, score, and interpret results from psychological examinations, including results from both formal and informal measures. <i>NASP Domains 2.1 and 2.5.</i></p>	<ul style="list-style-type: none"> ● In pairs, students pick a test from the locker to study and practice. Demonstrate test to the class explaining apparent strengths/weaknesses, interpretations, recommendations. ● Rehearse assessment procedures and interviewing techniques in classroom simulations. ● Demonstrate assessment competency by testing two student volunteers and preparing two full written reports. ● Assigned readings.
<p>3. 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. <i>NASP Domains: 2.1, 2.5, 2.8 (S/C Collabor.), 2.11 (Info Tech).</i></p>	<ul style="list-style-type: none"> ● Classroom discussions of using all information to build a sympathetic understanding of the referred student. ● Simulate oral case presentations with educational professionals and less well educated non-educators. ● Critique a "bad" report and use this to develop a list of characteristics of a "good" report. ● Using word processor tools, develop three visually different report layouts and isolate those components that produce a professional presentation. ● Rewrite sections of less well-written sample reports. ● Assigned readings.
<p>4. Students will develop a bank of recommendations and interventions that can be used as part of the comprehensive psychological report. <i>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).</i></p>	<ul style="list-style-type: none"> ● Using online collaboration tools, write paragraphs describing relevant general recommendations for students in a variety of common situations so that the text can be easily incorporated into future reports. This task requires researching evidence based practices in a variety of sources.
<p>5. Students will be able to explain their reasons for assessment procedures and results to a variety of audiences. (<i>NASP Domains 2.2, 2.8).</i></p>	<ul style="list-style-type: none"> ● Study in pairs of 5 different tests with demonstration and explanation to the class. ● Rehearse jargon-free explanations of assessment constructs. ● Guest lecturers will explain RTI/PSW ● Interpret and integrate in conference simulations. ● Classroom summaries of research reports released at NASP convention.

COURSE DESCRIPTION AND ASSIGNMENTS MATRIX

<p>Gaining competency with the skills and tools required to interpret & integrate multiple assessment measures</p>	<ul style="list-style-type: none"> ● In pairs, pick a test from the locker to study and practice. ● Demonstrate test to the class explaining apparent strengths & weaknesses. ● Rehearse assessment procedures and interviewing techniques in classroom simulations. ● Demonstrate assessment competency by testing two student volunteers and preparing two full written reports. ● Participate in lecture/discussion of the uses and characteristics of various measurement tools. ● Reading assignments. 	
	Written	Verbal
<p>Reporting</p>	<ul style="list-style-type: none"> ● Critiquing and writing the nine sections of a full Sattler-style report. ● Two full reports (interpret and integrate) that justify selections. ● Reading assignments. 	<ul style="list-style-type: none"> ● Interpret and integrate in conference simulations (professional staff and parents). ● Reading assignments.
<p>Consulting</p>	<ul style="list-style-type: none"> ● Jargon-free explanations of assessment terms. ● Collaborative compilations of reference materials. ● Practice in simulated interviews and case presentations. ● Reading assignments. 	<ul style="list-style-type: none"> ● Two case presentations that include recommendations ● Reading assignments.

SCORING

To give students a preview of the rating system that will be used during internship, a three-point rubric will be used to grade all materials. The rubric consists of three quality levels, *Needs Improvement*, *Sufficient*, and *Very Effective*. Assignments that are inaccurate or missing key sections of the assignment will be rated "*Needs Improvement*". Assignments that are accurate and minimally meet all assigned criteria will be considered as "*Sufficient*". Assignments that are well integrated, succinct, and thorough will be considered "*Very Effective*".

GRADING

Letter grades will be awarded according to the following scale:

- 100-95%=A
- 94~90%=A-
- 89~85%=B+
- 84~75%=B
- 74-70%=B-

Grades are based on the total number of points earned as divided by the total of all possible points. Each assignment has a weight that corresponds its difficulty level. For example, a 10-page paper would have a heavier weight than a one-page paper. To calculate the point value of an assignment, the weight is multiplied by a factor set by the rubric rating. Rubric multipliers are as follows:

Needs Improvement = 1.0 Sufficient = 2.0 Very Effective = 3.0

Late assignments will suffer a 15% deduction of points. If you are unsure about the quality of a project, bring it to the professor early for feedback.

Calculation Examples:

A 10 point activity rated Needs Improvement, 10 points x 1.0 = 10 points

A 10 point activity rated Sufficient, 10 points x 2.0 = 20 points

A 20 point activity rated Very Effective, 20 points x 3.0 = 60 points

A 20 point activity rated Very Effective, but turned in late, 20 points x 3.0 = 60;
60 x .85 = 51 points

CHECKING-OUT TEST MATERIALS

Contact Nichole Smithson (503-768-6089 or nsmithson@lclark.edu) in the school psychology program office (only after 2pm!) Due to a large number of students taking assessment courses this term, materials can only be checked out for a maximum of one week at a time. You will need to bring in the test kits for your presentation, but you also may want to spend time with the materials earlier in the term; you may need to check out twice. Plan accordingly! All test materials MUST be returned before your grade for this class will be released. Any missing/damaged materials must be purchased by the student.

CALENDAR

Jan 10:

Welcome! Review syllabus, grading, due dates. Assess prior learning & entering skills. Determine what students need to learn. Discuss life cycle of a referral, helping referral teams to create good referral questions, characteristics of a good report. Discuss "how to self-study test administration". Demonstrate online document collaboration to generate list of recommendations for a students at the following IQ levels: Very Superior, Superior, High Average, Average, Low Average, Borderline, Extremely Low. (Remaining recommendation collaborations will be done outside of class. Tag each of your contributions with your initials.)

15 pt. Assignment-Break into teams of two and pick a test to learn from this list (BRIEF, Children's Memory Scale, DAS, Process Assessment of the Learner, or Wide Range Assessment of Memory and Learning). Be prepared for your team to demonstrate and explain this test to the class and assist them to learn administration techniques.

10 pt. project-Read and critique a "bad example" report. Brainstorm a list of the characteristics of a "good report"

Read & Study: Sattler-Cognitive (SatCog) ch 19; Sattler-Behavioral (SatBeh) ch 12 and p291~2; Best Practices-V (BP) Ch 10 (linking assessment to intervention); BP Ch 12 (quality interventions)

Jan 17:

Professor orientation to use of visual-motor tests (Beery, Bender, Draw-A-Person) as a "warm-up" activity.

Discussion of Sattler report sections *Identifying Information, Assessment Instruments, Reasons for Referral*.

10 pt. collaboration- between 1/10 and 1/17, generate an online list of recommendations for a student functioning at a low-average level who fails to qualify for special education. Due today. Write them so they could be smoothly cut and pasted into one of your reports.

10 pt. project-Working independently in *Google Docs*, type an imaginary *Identifying Information* section in at least three different ways. Vary typographic layout, font families, type sizes, type weight and ornamentation. Pick the one that appears to be the most "professional" and easy to read and explain why. Share this document with pbrowser@lclark.edu for grading.

10 pt. project-Given poorly formed *Reasons for Referral*, rewrite them as questions that could be answered by a school psychologist. Share this Google doc with the professor for grading.

Read & Study: pakistan-psychological-assessment-2011.pdf (shared Google doc)

Jan 24:

15 pt. project-Today the BRIEF team reports!

Class will discuss obtaining data for the *Background Information and Observations During Assessment* report sections.

10 pt. collaboration-between 1/17 and 1/24, generate an online list of recommendations for a student scoring at the High Average range in most areas, but does not qualify for Talented and Gifted (TAG) services. Due today. Write them so they could be smoothly cut and pasted into one of your reports.

10 pt. projec-Practice smoothly asking interview questions for background information in the fishbowl.

10 pt. project-As a group, collaborate on one list of observations that can be made during assessment. Share this Google doc with the professor for grading.

Read & Study: SatCog p682~684; BP Ch 15 (exit decisions); BP Ch 125 (continuing professional development)

Jan 31:

Professor orientation of the KABC.

Discussion of the "Assessment Results" and "Clinical Impressions" report sections.

10 pt. collaboration-between 1/17 and 1/31, generate an online list of recommendations for a student with a Learning Disability (LD). When you add to the list, group your recommendations together (for example, all the reading recommendations together.) Share the Google doc with the professor for grading.

Read & Study: SatBeh pp.412~430; BP Ch 16 (diagnosis); BP Ch 17 (LD identification)

Due to student concerns about collaborative assignments and rehearsing skills before a large group, the original syllabus was revised.

Feb 7:

Justin Potts and Karen Apgar will visit class to describe Eugene 4J's RTI/PSW system.

10 pt. Weekly Recommendation-Find a research article describing an intervention that likely would apply to a student receiving services through the public schools. Summarize the intervention in a short paragraph or two, writing in such a way that the paragraph could easily be "cut and pasted" into some future report you may write. Make enough hard copies for everyone in class, including the professor. Be prepared to distribute these copies in class tonight. (See 2013 Recommendations Rubric for an example, detailed instructions, and scoring rubric.)

Read & Study: SatBeh pp. 155-161; SatBeh ch.7; BP ch 106 (resource teams)

Feb 14:**No class due to the NASP Convention!**

Convention attendees should be ready to share what they learned at the convention in a 15 min presentation for the class on 2/21. Those who did not attend NASP should check out a test that they wish to practice more thoroughly, and spend at least 3 hours rehearsing administration. Prepare a short, written, hard copy report describing: a) what you did to learn the test, b) which parts of the test were tricky, c) which parts were easy, d) what advice you would give to others trying to self-instruct on the test, and e) whether the activities in the test seem to you as though they would be a good way to measure the constructs named in the test manual (aka "face validity"). Submit this report to the Professor on 2/21. As you might expect, the scoring rubric will involve: a) technical adequacy, b) providing all required components, and c) succinct and thorough writing.

Feb 21:

Hear reports from the NASP Convention (15 min each).

Work on report #1, and first oral report, both of which are due next week.

10 pt. Weekly Recommendation- See Feb 7 for instructions.

Project-Professor mid-course critique.

Read & Study: alpha.fdu.edu/psychology.htm (*Process Assessment of the Learner* review); BP Ch 103 (instructional consultation); BP Ch 134 (display of data)

Feb 28: REPORT #1 DUE TODAY!!! (worth 40 pts.)

15 pt. project-Process Assessment of the Learner Team reports!

20 pt. assignment: Students should be prepared to orally explain the results of the report due today. (See 2013 Oral Explanation assignment/example/rubric sheet for details.) To minimize public exposure, you will give your oral explanation twice. The first time you will rehearse with a class member, who will provide feedback. The second time you will orally explain the results to the professor. While waiting your turn with the Professor, work on the following 10 pt. project in class.

10 pt. project-working individually or in small groups, write a Summary section given sample data. Attempt to complete the assignment during class time. Bring the printout to the March 7 class.

10 pt. Weekly Recommendation- See Feb 7 for instructions.

Read & Study: SatBeh ch. 11; www.aaid.org/content_106.cfm?navID=23 (also navID=24); BP Ch 37 (adaptive behavior); <http://www.apa.org/science/programs/testing/fair-code.aspx#d> (code of fair testing practices in education)

March 7:

Professor orientation to the Vineland and the upcoming DABS.

Discuss graphic display of data to assist understanding.

Activity: In pairs or small groups, practice interpreting test results provided by professor.

10 pt. Weekly Recommendation- See Feb 7 for instructions.

Read & Study: http://www4.parinc.com/WebUploads/samplerpts/WRAML2_Interp_Report.pdf

March 14:

15 pt. project-WRAML Team reports!

Activity: In pairs or small groups, practice interpreting test results provided by professor.

10 pt. Weekly Recommendation- See Feb 7 for instructions.

Read & Study: BP Ch 57 (communication with families)

March 21:

15 pt. project-DAS Team reports!

Professor orientation to old style ability/achievement methods for determining eligibility for LD (it's still in use!)

Activity: In pairs or small groups, practice interpreting test results provided by professor.

10 pt. Weekly Recommendation- See Feb 7 for instructions.

Read & Study: www.pearsonassessments.com (Search for "differential ability scales". On that page, read the information, including the sample report which is a button near the bottom of the page.) Also, BP Ch 40 (non-discrimination)

March 28: Spring Break! Enjoy! ...or work on report #2...

10 pt. Weekly Recommendation- See Feb 7 for instructions. Submit no later than April 4.

Read & Study: SatBeh p.280~284 and 365~366; www.aseba.org; BP Ch 19 (functional behavior assessment); BP Ch 42 (ED/BD assessment)

April 4:

Professor orientation to the Achenbach, Conners, Reynolds Child Depression Scale.

Work on report #2.

No Weekly Recommendation-polish Report #2 and rehearse your oral explanation.

Read & Study: BP Ch 59 (school-family meetings)

April 11: Report #2 due! (50 pt. project)

20 pt. assignment: NOTE: this assignment will be conducted using the "fishbowl" arrangement. Students should be prepared to orally explain the results of the report due today. Assume you are doing an exit interview with a parent who reads below the high school level. Be professional in appearance and demeanor. Strongly limit technical jargon, except perhaps to name the tests. Give plenty of common-sense examples. Explain why you selected the tests that you did (you will have to creatively "simulate" the *Reason for Referral* and referral questions you are expected to answer.) Explain the test construct, the scores, and make a few recommendations based on your results. Good charts/graphs should make your task easier. If each presentation is about 12 minutes, we should be able to finish within 120 minutes.

10 pt. Weekly Recommendation- See Feb 7 for instructions.

Read & Study: BP Appendix II (guidelines for provision of SP services); BP Ch 93 (crisis response); BP Ch 139 (program evaluation)

April 18:

15 pt. project-Children's Memory Scale Team reports!

10 pt. Weekly Recommendation- See Feb 7 for instructions.

Professor orientation to projective instruments used as structured interviews.

Discuss how to create a report of one's own school psychological services to the school board.

As time permits, discuss "after action reports" from Crisis Response Teams.

Final exam.

Professor evaluation.

Course Syllabus Cover Sheet

Lewis & Clark College
Graduate School of Education and Counseling

Course Name & Number: Assessment and Intervention III, CPSY 543

Term: Spring, 2013

Department: Counseling Psychology/School Psychology

Faculty: Philip B. Bowser, M.A., 6th year, NCSP (Ret.)

Office: office hours by appointment only

Phone: (cell) 503-201-3749

Email: pbowser@lclark.edu

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X

<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	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 and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

10. Authorization Levels (for education courses only)

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 Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary 3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level 5th-9th Grades in an elementary, middle, or junior high school, or high school.	X
High School 9th-12th Grades in Subject/Dept. Assign. in a High School.	X

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

--Thanks to Ruth Gonzales for her assistance in the development of this syllabus!