

Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2009

CPSY 541

Prevention in Educational Settings/ Introduction to Comprehensive Assessment



Instructor: Cynthia Velasquez Bogert-School Psychologist

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Meeting Place & Time: South Conference 101 (near student lounge)

May 14 –July 16th

Thursday 5:30-8:30 p.m.

Text: Sattler, Jerome M. & Hoge, Robert D. (2006) *Assessment of Children- Behavioral, Social, and Clinical Foundations-5th 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 using observations, interviews, rating scales, functional behavioral assessments and response to 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.

Evaluation:

| | Date | Topic | Assignment |
|-----------|-------------|---|---|
| 1 | 5/14 | Introductions/ Risk-Stressors/Pre-referral/ Child Study Teams Description of child in small group- initial thoughts Developing questions about the child Assignment # 1 (in class) | |
| 2 | 5/21 | Observation/ Interviews/ In class observation practice | Read Chapter 8 Sattler |
| 3 | 5/28 | Language Acquisition/ Acculturation/ Ecological Impact | Articles TBA |
| 4 | 6/4 | Speaker: Virginia Nelson- Discussion of ELL Programs/ | Article TBA Test #1 |
| 5 | 6/11 | Intro Reading/DIBELS/CBM/ SLD Intro to RTI&PSW | Read Chapter 16 &17 Assignment #2 DUE |
| 6 | 6/18 | *FBA overview/ Behavior Disorders/Emotional Disturbance | Read Chapter13 &14 |
| 7 | 6/25 | “On the Spectrum” Documentary-Film 6:30 pm 300 BoDine (Bring Friends) | |
| 8 | 7/2 | Behavior Scales | Read Chapter 10 Test #2 |
| 9 | 7/9 | Autism Spectrum Disorder Part-I overview/ in class discussion and activities | Read Chapter 22 Assignment #3 DUE |
| 10 | 7/16 | *Autism Spectrum Disorder Part II /In class discussion “Autism the Musical”-Documentary/ Film & Pot Luck | Article TBA |

***One hour of class will be made up on 7/2 & 7/16, please arrive to class by 5:00 pm**

“There will come a time when you believe everything is finished. Yet that will be the beginning.”

- Louis L'Amour

Assignment #2- Observations/ Interview

Purpose:

The purpose of this assignment is to observe a student in the classroom setting in order to gain knowledge of strengths and challenges. Additionally the student will interview the classroom teacher in order to gain more information about the individual student's learning style and needs. The conclusion of the assignment will have specific questions about the student in order to develop possible interventions and incorporated into assignment #3.

Observation:

The observation may be in a narrative fashion with detailed information about the student's appearance, classroom setting, interactions with peers/ adults, and specific information about mannerisms or behaviors noted. If the student has specific behavioral occurrences then a partial time interval observation may be utilized in order to note the behavioral intensity.

Teacher Interview:

The teacher interview should contain information regarding the student's strengths and challenges. The interviewer will ask about specific teaching strategies that have assisted the student in the classroom and strategies which have not worked for the student. Information about the teacher's perspective of the student and how the student functions in the classroom compared to peers.

Final Assignment # 3**Student Intervention Assignment****Name of student:****School:****Teacher:****Grade:****Age:**

Reason for Referral:

Who is referring the student?

Why is the student being referred?

Primary concerns?

What are the specific reasons for referral?

What is the intention of team?

Referral Questions:

What would you like to know about the student?

Background Information:

School/ Information from classroom teacher

Home/ Cultural Information

Language Information

Observation:

Include previous observation in this area

Current Interventions:

What are the current interventions?

Suggested Interventions:

Description of intervention

What does the intervention look like?

Do you have the resources or curriculum?

Who will be responsible?

How long will you carry out the intervention?

How will you monitor the intervention?

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

| | |
|----------------------|--|
| Course Name | <u>Assessment & Intervention I</u> |
| Course Number | <u>CPSY 541</u> |
| Term | <u>Summer 2009</u> |
| Department | <u>Counseling Psychology</u> |
| Faculty Name | <u>Cynthia Velasquez Bogert</u> |

Catalogue Description: Theory, techniques, and contemporary issues (including diversity) regarding personality assessment of children and adolescents. Examines a variety of assessment devices including play and classroom observation, diagnostic interviewing, and collateral information gathering. Intensive training with selected personality tests includes practice administrations, test interpretation, and report writing.

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 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 reexamine 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 |

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

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

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