Summer 2013 CPSY 541

Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2013

CPSY 541

Introduction to Comprehensive Assessment-I

Instructor: Cynthia Velasquez Bogert-School Psychologist
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Meeting Place & Time: Rogers Hall 219
May 8th –July 31st
Wednesday 5:30- 9:00 p.m.

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, rating scales, and intervention.

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.
**Assignments:**
The assignments for the course will involve a research paper focusing on your practicum district and an analysis of the BASC-II. For the 2nd assignment, a case study will be provided and examination of risk factors, resiliency and interventions will be developed and included by the student.

**Assignment 1.)**
How does the district in which you will do your practicum stand in terms of the following: RTI, PSW, ELL, Behavior rating scales, Teams that meet in the process of instructional/behavioral support. This assignment will require independent research via gathering of district information and journal article. The purpose of this assignment is to think about the individual needs of your practicum district, factors to consider and thoughts about addressing issues. Please contact your supervisor and reference district documents as you complete this 5 page paper which will be turned in for credit as well as also being discussed in class.

**Assignment 2.)**
**Student Case Study/ Behavior Scale Analysis**
A student profile will be provided and students will complete the Behavior Assessment System for Children-2nd edition (BASC-II) questionnaire. The students will computer score the questionnaire and then review and provide an analysis of the results. In addition the student will present additional questions to the team and possible ideas in gathering information and possible interventions.

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<thead>
<tr>
<th>Overview of Course Assignments &amp; Course Grading</th>
<th>Due</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>1 School District Research Paper</td>
<td>6/12</td>
<td>30</td>
</tr>
<tr>
<td>2 Case Study/ Analysis</td>
<td>7/17</td>
<td>30</td>
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<tr>
<td>3 Participation</td>
<td></td>
<td>40</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100</strong></td>
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**Grade Calculation:**
- 97-100% = A
- 93-96%  = A-
- 89-92%  = B
- 85-88%  = B-
- 87-84%  = C

**Participation:**
Participation in class is paramount and enables us to develop questions and have meaningful discussions about topics you will encounter as school psychologists. When we have discussions we take issues that we have learned in class and are able to develop more depth in our learning. I expect students to develop questions, consider multiple perspectives, and challenge issues.
### Proposed Schedule of Classes

(Reading chapters refer to the Sattler book unless otherwise noted.)

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| 1 5/8 | Introductions/ Discussion of Expectations  
What is intervention and assessment? How do we gather information? (Small Group Activity)  
Chronological Age Fun! | |
| 2 5/15 | File Reviews/ IDEA-IA 2004 / (Small Group Activity)  
Thinking About a Problem | Articles (to be provided) |
| 3 5/22 | RTI/ PSW/ SLD DIBELS/ “Big 5”  
Interventions/ (Small Group Activity) | RTI Article |
| 4 5/29 | Language Acquisition/Immigration/ Acculturation Lau vs. SFUSD Short Documentary: “Immersion”/ Small Group Discussion | Sattler Chp.4 |
| 5 6/5 | ELPA Night @ Glenfair Elementary w/ Chris Pierce | ODE ELPA doc |
| 6 6/12 | Observations/ Activity: Fish Bowl Fun! | Sattler Chp.8  
DUE: 1ST Assignment |
| 7 6/19 | Developmental History Forms/ Typical Development & Red flags | Sattler Chp.5 |
| 8 6/26 | Intro to Behavioral Disorders  
ED vs. Social Maladjustment Factors & Characteristics (Small Group Activity)/ Complete BASC-2 | SM vs. ED Article (Merrell & Walker 2004) |
| 9 7/3 | Intro to Behavior Scales  
Types of Scales/ Review Case Study “Michael” Scoring & Analysis of BASC-II in class | Sattler Chp.14 |
| 10 7/10 | Presentation of Behavior Scales in Class | Sattler Chp. 10 |
| 11 7/17 | OHI/ Release of Information/ Medical Statement/Intellectual Disability/Adaptive Scales | Sattler Chp.11  
DUE: 2nd Assignment |
| 12 7/24 | Intro to ASD- History/ Theories & Research Theory of Mind/ “Mind-Blindness” ASD Characteristics/ Eligibility | Baron-Cohen Article &Watch “Refrigerator Mothers”/ Sattler Chp.22 |
| 13 7/31 | Speaker: Matt Intro to ASD Scales/ Practice Scoring Discuss Small Group/ Film | |

“There will come a time when you believe everything is finished. Yet that will be the beginning.” - Louis L’Amour