

Summer 2014 SPSY 541

Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2014

SPSY 541

Introduction to Comprehensive Assessment-I



Instructor: Cynthia Velasquez Bogert-School Psychologist

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Meeting Place & Time: York Room 101

May 7<sup>th</sup> –July 30<sup>th</sup>

Wednesday 5:30- 9:00 p.m.

**Text:** Sattler, Jerome M (2014) *Foundations of Behavioral, Social, and Clinical Assessment*  
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.

**SPSY 541 Assessment and Intervention I**

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

**CPSY Departmental Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**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 writing an observation and an analysis of the BASC-II. For the 2<sup>nd</sup> 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.) Observations Part (1) & Part (2)**

An observation assignment will be completed that involves **two types of observations: narrative and interval.**

**Part (1)**

The narrative observation will be completed independently and will require that you observe an individual child or adult for 20-30 minutes in any setting i.e. park or play space. The goal of the narrative is to develop objective observational skills (use p.264-265 Sattler as a guide and example).

**Part (2)**

The **second part** of the observations will involve a separate interval recording that will be done in class and will include some observational notes and a summary of the observation. After the interval recording is completed the following is **expected:**

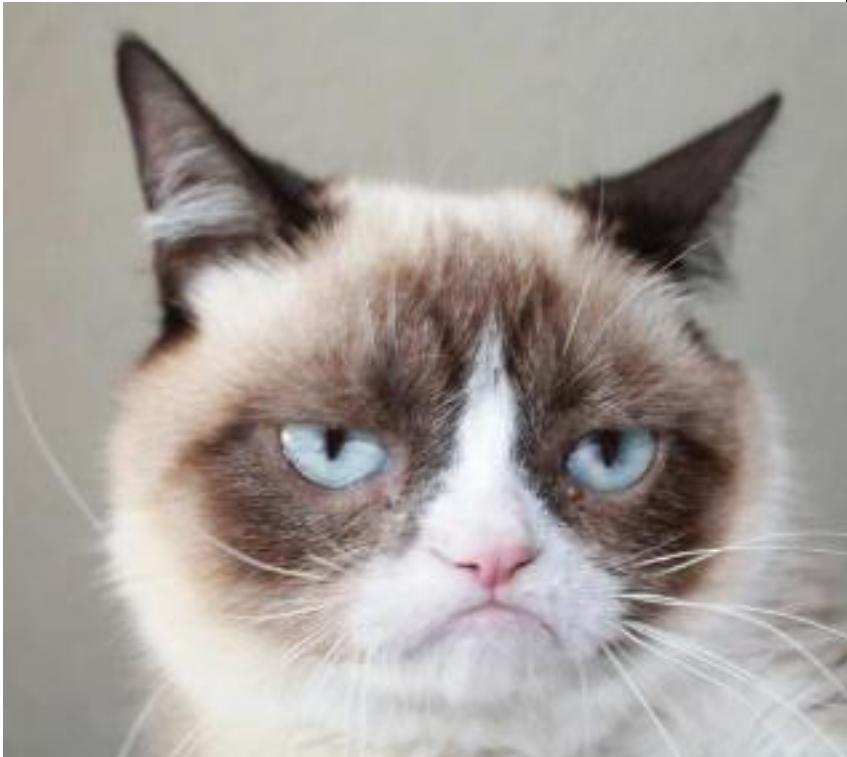
- \* recorded data
- \* observational notes and a summary of what was observed in regards to possible issues, opinion and independent reasoning in regards to how to improve the observation or how to gather more specific data.

**Assignment 2.)**

**Student Case Study/ Behavior Scale Analysis**

A student profile will be provided and students will complete the Behavior Assessment System for Children-2<sup>nd</sup> edition (BASC-II) questionnaire. The students will computerscore 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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|-------------|------|---|--|
| 8           | 6/25 | <p>Intro to Behavioral Disorders<br/>                     ED vs. Social Maladjustment<br/>                     Factors &amp; Characteristics<br/>                     (Small Group Activity)/ Complete BASC-2</p>  | <p>SM vs. ED Article<br/>                     (Merrell &amp; Walker<br/>                     2004)</p> <p><b><u>OBSERVATIO<br/>                     N<br/>                     PARTS 1 &amp; 2<br/>                     DUE</u></b></p> <p>...Sorry, Grump Cat.<br/>                     ( If you doodle on me<br/>                     and make me look<br/>                     spectacular...maybe<br/>                     extra credit! )</p> |
| 9           | 7/2  | <p>Intro to Behavior Scales<br/>                     Types of Scales/ Review Case Study “Michael”<br/>                     Scoring &amp; Analysis of BASC-II in class</p>   | <p>Sattler Chp.14</p>  |
| 1<br>0      | 7/9  | <p>Presentation of Behavior Scales in Class</p>   | <p>Sattler Chp. 10<br/>                     &amp;Chp.13</p>  |
| 1<br>1<br>1 | 7/16 | <p>OHI/ Release of Information/ Medical Statement/Intellectual<br/>                     Disability/Adaptive Scales</p>  | <p>Sattler Chp.11 &amp;<br/>                     Chp.18</p> <p><b><u>DUE: 2<sup>nd</sup><br/>                     Assignment</u></b></p>   |
| 1<br>2      | 7/23 | <p>Intro to ASD- History/ Theories &amp; Research<br/>                     Theory of Mind/ “Mind-Blindness”<br/>                     ASD Characteristics/ Eligibility</p>   | <p>Baron-Cohen<br/>                     Article &amp; Watch<br/>                     “Refrigerator<br/>                     Mothers”/ Sattler<br/>                     Chp.22</p>  |
| 1<br>3      | 7/30 | <p>Speaker: Matt<br/>                     Intro to ASD Scales/ Practice Scoring Discuss<br/>                     Small Group/ Film</p>  | <p>Grumpy Cat<br/>                     Doodle Contest!</p>   |

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

