

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

<b>Course Name</b>	<b>Assessment and Intervention II</b>
<b>Course Number</b>	<b>SPSY 542</b>
<b>Term</b>	<b>Fall 2014</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Elena Lilles Diamond, PhD, NCSP</b>

**Catalogue Description:**

Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice.

Prerequisite/Restriction: CPSY 581 and consent of instructor.

**Guiding Principles/Standards Addressed in Course:**

<b><u>Learning and Living Environments</u></b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<b><u>Disciplinary Knowledge</u></b> 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.	<b>X</b>
<b><u>Professional Practice</u></b> 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.	<b>X</b>
<b><u>Connection to Community</u></b> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	<b>X</b>
<b><u>Professional and Technological Resources</u></b> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	<b>X</b>
<b><u>Assessment</u></b> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<b><u>Research and Reflection</u></b> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<b><u>Leadership and Collaboration</u></b> 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 well-being.	<b>X</b>
<b><u>Professional Life</u></b> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels (for TSPC-approved programs only):**

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

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

**Lewis and Clark College**  
**Graduate School of Education and Counseling**  
SPSY 542: Assessment and Intervention II  
Course Syllabus Fall 2014  
Tuesdays 5:30-8:45pm  
York 121

**Instructor:**

Elena Lilles Diamond, PhD, NCSP  
Phone: w) 503-768-6057  
Email: ediamond@lclark.edu  
Office: 335 Rogers Hall  
Office Hours: By appointment

**Prerequisite:** SPSY 541

**Credit:** 3 semester hours

**Required Texts:**

1. Sattler, Jerome M. (2008). *Assessment of Children: Cognitive Foundations – 5th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.
2. Schrank, F. A., Miller, D. C., Wendling, B. J., Woodcock, R. W. (2010). *Essentials of WJ III Cognitive Abilities Assessment—2<sup>nd</sup> Edition*. New Jersey: Wiley & Sons, Inc.
3. Mather, N., Wendling, B. J., Woodcock, R. W. (2001). *Essentials of WJ III Tests of Achievement Assessment*. New Jersey: Wiley & Sons, Inc.
4. Flanagan, Dawn P. & Kaufman, Alan S. (2011). *Essentials of WISC-IV Assessment –2nd Edition*. New Jersey: Wiley & Sons, Inc.
5. Additional readings will be made available online or in class

**Required Materials:**

Stopwatch  
Clipboard  
2+ DVDs  
Test protocols as needed

**Course Description:**

This course is the second of a three-part assessment sequence that addresses psychoeducational, 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.

This course is designed to prepare students to (a) understand and learn the process of assessment, (b) critically evaluate various standardized measures of cognitive and achievement functioning, (c) employ an empirically-based method of analyzing information obtained during the assessment process and linking data to interventions, (d) communicate assessment findings orally and in writing in a clear and

professional manner to a variety of audiences, and (e) appreciate the theoretical constructs and psychometric properties that underlie cognitive and achievement assessment instruments.

Students will utilize empirically supported procedures for collecting, analyzing, and presenting assessment data used in making educational and clinical decisions. All measures discussed in the course will be presented as *tools* that complement other facets of assessment. The course emphasizes both “how to” administer specific tests, as well as general principals and theoretical grounding to guide the use and application of these and other assessment tools throughout the individual’s professional career. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of intellectual assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. *Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.*

**Course Goals and Objectives:**

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. Exhibit interpersonal relationship skills including the ability to develop rapport with an examinee and communicate in a sensitive manner when providing feedback.
4. Develop an appreciation and awareness of the use and limitation of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds
5. Demonstrate initial competence in the standardization administration, scoring, interpretation, and reporting of the WJ-III ACH, WJ-III COG and the WISC-IV.
6. Become familiar with additional cognitive and academic measures by conducting a test review and a classroom presentation
7. Develop proficiency in writing “Report of Cognitive Ability” and “Report of Academic Ability”
8. Demonstrate basic knowledge of psychometrics and test development including an application of psychometric theory in practice.
9. Become familiar with ethical and legal standards and responsibilities in regard to test materials
10. Describe the contributions and relevance of intellectual assessment for making important decisions about children and adults.
11. Describe the applications of assessment within a problem-solving and Response to Intervention model for educational decision-making.
12. Examine and describe test performance in terms of the behaviors required for successful completion.
13. Integrate information from tests, observations or behavior, and interviews in a written report suitable for parents/clients.
14. Demonstrate knowledge of issues surrounding the intellectual assessment of children and adults from special populations, such as preschoolers, children/adults with disabilities, and children/adults for whom English is a second language.

**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 Requirements and Assessment information:**

1. This is an application course that requires a degree of mastery of administration and scoring of specific cognitive assessment tools. This course consists of a seminar portion and lab meetings. Students are expected to spend considerable time outside of class engaged in readings, test review, rehearsal, observation, administration, scoring, interpretation of data, and report writing.
2. **TEST RESULTS AND/OR REPORTS MAY NOT BE SHARED WITH STUDENTS, ADULTS, PARENTS, OR OTHER INTERESTED OR CONCERNED PARTIES. THESE RESULTS MAY NOT BE USED FOR INSTRUCTIONAL PLANNING, SCREENING, CLASSIFICATION, PROGRAMMING DECISIONS, OR RECOMMENDATIONS. This condition must be clarified with parents and volunteers prior to their participation.**
3. The confidentiality of all test results, protocols, conclusions and recommendations will be strictly maintained in class discussions and peer review. Any identifying information will not appear on any protocols, reports, in class discussions, or peer reviews. All references to volunteers will be by a fake name.
4. Legal Custodial parental informed consent and permission will be obtained for all minor volunteers. Adult volunteers will provide informed consent. All materials for Instructor review must be accompanied by a signed informed consent form.
5. Test Kits: You will be sharing test kits with students enrolled in the course 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 in and out by **making an appointment** with Emily Morin at emorin@lclark.edu during her regular office hours (Tuesday & Thursday 9:00-5:00; Wednesday 9:00-4:00). 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 Emily 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.
6. Attendance: Students must attend all class and scheduled training sessions, come prepared with completed assignments, and actively participate in class discussion and activities. If a special circumstance prevents a student from attending a class or session, the student must notify the instructor in advance. Students are expected to be to class on time. Students are responsible to obtain any information in the event of a missed or tardy class. 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.
7. All assignments must be completed and submitted by the scheduled final time. Incompletes will be awarded only under rare and unusual circumstances and with prior instructor approval.

8. Late Policy: Assignments and papers are due in class on the day specified in the syllabus or by the instructor. Points will be deducted for assignments not turned in on time (-10% per day late).

**Class Assignments:**

1. **Observation:** Arrange to observe a licensed school psychology at your practicum setting administer a standardized cognitive or achievement assessment (e.g., WJ-III ACH, WJ-III COG, WISC-IV; WAIS-IV; UNIT, etc.). 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 firsthand 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 protocol. 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 assessment (e.g., rapport building skills, organization of materials, ways of recording responses, etc. Refer to Sattler, Resource Guide, pp. 40-50). **(50 points)**.
2. **Class Presentation:** Co-present a review of one of the assigned cognitive or achievement assessments (see schedule for assigned week). This will include providing an overview of the test materials including a discussion of strengths and limitations of the assessment (approximately 20 minutes including time for some discussion). The presentation should include an activity to provide an opportunity for comment. Think of ways to involve your audience through demonstration or audience participation (e.g., example activity, assessment data, anecdotal evidence, interpretation questions). **(30 points)**.
3. **Test Administration (300 points total):** Every student is responsible for achieving competency on the administration of the WJ-III COG (standard and extended battery) and the WISC-IV (core and supplemental subtests). Students may be required to submit additional protocols or videotaped administrations until competency is achieved. Students will also gain a thorough understanding of the WJ-III ACH, DAS and UNIT. The test administration assignment is broken down into a series of smaller assignments:

**WJ-III COG:**

- a. Administer the WJ-III COG test with a group of your peers. As a group of 3-4, you are responsible for completing one full administration (alternating roles as examiner, examinee, and observer). Turn in one completed protocol (with all of your names on it) and one hand scored protocol. Each group will turn in a WJ-III Examiner Training Checklist for the tests that you observed. Each individual will turn in a short reflection about the assessment, highlighting areas of strength in the administration and areas for further improvement moving forward.
- b. Complete a skills check with the instructor and demonstrate proficiency in administering the WJ-III COG. You will be asked to individually administer a few selected subtests. You will be evaluated on your proficiency with these administrations and students may be required to complete additional administrations if basic proficiency is not demonstrated.
- c. Administer the WJ-III COG assessment measure to an individual unfamiliar with the assessment and video your administration. Turn in (a) the completed protocol (b) the

Compuscore printout, (c) a self-evaluation of your assessment administration, (d) parental or adult consent for the assessment, and (d) the video of the administration.

- d. Peer review a classmate's video of assessment and provide corrective feedback regarding following administration and scoring criteria.

#### **WISC-IV**

- a. Administer either the WISC-IV test with a group of your peers. As a group of 3-4, you are responsible for completing one complete administration (alternating roles as examiner, examinee, and observer). Turn in one completed protocol (with all of your names on it) and one hand scored protocol. Each individual will turn in a short reflection about the assessment, highlighting areas of strength in the administration and areas for further improvement moving forward.
- b. Administer the WISC-IV assessment measure to **a child** unfamiliar with the assessment and video your administration. Turn in (a) the completed protocol (b) the Compuscore printout, (c) a self-evaluation of your assessment administration, (d) parental or adult consent for the assessment, and (d) the video of the administration.
- c. Peer review a classmate's video of assessment and provide corrective feedback regarding following administration and scoring criteria.

#### **WJ-III ACH, UNIT, DAS**

- a. On separate occasions, administer the WJ-III ACH, the UNIT and the DAS tests with a group of your peers. As a group of 3-4, you are responsible for completing one complete administration (alternating roles as examiner, examinee, and observer). Turn in one completed protocol (with all of your names on it) and one hand scored protocol. Each individual will turn in a short reflection about the assessment, highlighting areas of strength in the administration and areas for further improvement moving forward.

4. **Reports (150 points total).** Throughout the course each student will write three brief psychoeducational reports/ sections of psychoeducational reports. More information and examples will be shared in class. Reports must be typed, 12 point, single spaced, and have photocopies of the front of the test record form and computer-scoring attached. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(See outline of report online).**
5. **Final (100 points).** Each student will complete a comprehensive final written assignment that will be due at the beginning of the final class period (12/9/2014). More information and instructions will be shared in class.

#### **Grades:**

90-100% = A

80-89 = B

70-79 = C

Below 70 = F

**Course Schedule\***

\* This syllabus and schedule are subject to change at the instructor's discretion, in response to student learning or extenuating circumstances. If you are absent from class, it is your responsibility to ask about announcements and assignments given while you were absent.

<b>Week</b>	<b>Topic</b>	<b>Lab</b>	<b>Readings/Assignments</b>	<b>Items Due/Exams</b>
Week 1 9/2	Course Overview & Expectations  What is Intelligence?  Background/ Contemporary Issues in Assessment	Course Logistics; Assessment Procedures & Consent  Introduction to WJ-III COG		Review Syllabus
Week 2 9/9	Ethical Practice and Assessment  History of Assessment  WJ-III COG Overview: Theory and Foundations	WJ-III COG Administration Procedures	Sattler (2008) Ch. 3, 7, 8  Schrack (2010) p. 1-23	Sign Out WJ-III COG (in groups)—Bring to Class  Sign up for Presentation Topic
Week 3 9/16	Psychometric Foundations of Assessment  WJ-III COG Continued: Understanding the Subtests	WJ-III COG Practice	Sattler (2008) Ch. 1,2  Schrack (2010) p. 24-76  WJ-III COG Examiner's Manual – Chapters 2, 3, 4 (pp. 11-64)	Group WJ-III COG Record form due (with Examiner Training Checklist, Reflections, Questions)
Week 4 9/23	WJ-III COG Interpretation & Recommendations	Scoring of WJ-III COG Using Compuscore  <i>Competency Administration of WJ-III COG with Instructor</i>	Sattler (2008) Ch. 4  Schrack (2010) p. 77-178  WJ-III COG Examiner's Manual – Chapter 5 (pp. 65-93)	WJ-III COG Administration Questions
Week 5 9/30	Wrap up WJ-III COG  Introduction to Report Writing	Practice Profiles	Sattler (2008) Ch. 6, 19	Competency Administration of WJ-III COG with Instructor Complete
Week 6 10/7	WISC-IV Overview: Theory and Foundations	Introduction to the WISC-IV	Sattler (2008) Ch. 9, 10  Flanagan (2009) Ch. 2	WJ-III COG Individual Administration Due  Sign Out WISC-IV (bring to class)
Week 7	WISC-IV Continued:	WISC-IV	Flanagan (2009) Ch. 3	WJ-III COG Peer

10/14	Understanding the Subtests	Practice	WISC-IV Administration Manual	Review Due
Week 8 10/21	WISC-IV Interpretation & Recommendations	Address WISC-IV Follow Up Questions	Sattler (2008) Ch. 11 Flanagan (2009) Ch. 4	Observation of Assessment Write Up Due  WJ-III COG Report Due  WISC-IV Record form Due (with Administrative Checklist, Reflections, and Questions)
Week 9 10/28	Wrap up WISC-IV	Presentation on WPPSI  Practice Profiles	Sattler (2008) Ch. 13	Individual WISC-IV Record form Due
Week 10 11/4	Nondiscriminatory Assessment  Nonverbal Measures	Presentation on UNIT; CTONI-2	Sattler (2008) Ch. 18  Schon, Shaftel & Markham (2008)	WISC-IV Peer review due
Week 11 11/11	Nondiscriminatory Assessment Continued	Presentation on DAS; CAS; Stanford Binet	Sattler (2008) Ch. 16. 17	WISC Report Due  Group UNIT Record Form and Reflection Due
Week 12 11/18	Introducing Achievement Assessments  Understanding Cognitive and Achievement Assessments Together	Presentation on WIAT-IV WJ-III ACH	Mather (2001) p. 1-99	Group DAS Record Form and Reflection Due
Week 13 11/25	Response to Intervention at a Glance		TBD	Group WJ-III ACH Record Form and Reflection Due
Week 14 12/2	Introduction to Adaptive Measures	Presentation on the Vineland	TBD	
Week 15 12/9	Moving Forward in the Field			Final Due
<b>Have a nice winter break!</b>				