

Summer 2015 SPSY 541

Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2015

SPSY 541

Introduction to Comprehensive Assessment-I



Instructor: Cynthia Velasquez -School Psychologist

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Meeting Place & Time: York Graduate Center Room 107

May 15th –July 31st

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

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.

Note: This schedule is provided as a guide and may be subject to change.

Proposed Schedule of Classes

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

	Date	Topic	Assignment
1	5/13	Introductions/ Discussion of Expectations What is intervention and assessment? How do we gather information? (Small Group Activity) Chronological Age Fun! “Kid President – Pep Talk”	
2	5/20	File Reviews/ IDEA-IA 2004 / (Small Group Activity) Thinking About a Problem	Articles (to be provided)
3	5/27	RTI/ PSW/ SLD DIBELS/ “Big 5” Interventions/ (Small Group Activity)	RTI Article Assignment (1)
4	6/3	Language Acquisition/Immigration/ Acculturation Lau vs. SFUSD Short Documentary: “Immersion”/ Small Group Discussion	Sattler Chp.4
5	6/10	ELPA Night- Chris Pierce	ODE ELPA doc/article CLD & Sped
6	6/17	Developmental History –What is considered typical? Red Flags in development & Developmental forms used	Sattler Chp.5
7	6/24	Film: “ Babies” -Review of Developmental Histories -Group Activity: Review Developmental histories/ Practice	Sattler Chp.6 Resource Guide Appendix A&B
8	7/1	Behavioral Disorders -ED vs. Social Maladjustment -Factors/ Characteristics -CLD/ LGBT -Scales- Reliability & Validity - Intro to BASC-2	SM vs. ED Article (Merrell & Walker 2004)
9	7/8	BASC-2 Night -Review Case Study “Michael” -Scoring & Analysis of BASC-2 in class -Sample of Compuscore -Review Results - Discuss information and case study integration	Sattler Chp.10 & 14
10	7/15	Intellectual Disability/ Other Health Impairment -What is ID/ OHI? -Medical Statement/ Release of Information -Factors	Sattler Chp. 18

		-Culturally Diverse Populations & Factors -Intro Vineland-2 Adaptive Scales	
11	7/22	Vineland Night -Case Study -Practice Vineland Interview -Score Vineland Adaptive -Compuscore results & review -Template	Sattler Chp.11 Assignment (2)
		NO CLASS 7/29	
12/13	7/31 9am -4:30 pm	Intro to ASD- History/ Theories & Research Theory of Mind/ "Mind-Blindness" ASD Characteristics/ Eligibility	Baron-Cohen Article & Watch "Refrigerator Mothers" Wwww.snagfilms.com / Sattler Chp.22
		Speaker: Matt Intro to ASD Scales/ Practice Scoring Discuss Small Group/ Film " For the Love of Dogs" (aeon.com)	Assignment (3) Due

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

- Louis L'Amour

