

Lewis and Clark College  
Graduate School of Education and Counseling  
SPSY 543: Assessment and Intervention III  
Course Syllabus Spring 2016  
Tuesdays 9:00am-12:00pm

**Instructor:**

Erin Grady, PhD  
Email: eringrady@lclark.edu  
Office Hours: By appointment

**Prerequisite:** SPSY 542

**Credit:** 3 semester hours

**Required Texts:**

Kaufman, A.S. & Rayford, S.E.. *Intelligent Testing with the WISC-V*. (2016) Guilford.

(Readings listed in syllabus as "WISC-V")

Lichtenberger, E.O., Mather, N., Kaufman, N.L., & Kaufman, A.S. (2015). *Essentials of Assessment Report Writing*. New Jersey: Wiley & Sons, Inc. **–This text is available to check out online through the library**

(Readings listed in syllabus as "Essentials")

Online textbooks

Flanagan, D. P., & Alfonso, V. C. (2010). *Essentials of specific learning disability identification* (Vol. 82). John Wiley & Sons.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (Vol. 84). John Wiley & Sons.

Walker, H. M., & Gresham, F. M. (Eds.). (2013). *Handbook of evidence-based practices for emotional and behavioral disorders: Applications in schools*. Guilford Publications.

Additional readings will be made available online or in class

**Course Description:**

This course is the third and final 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 and academic measures.

This course is designed to prepare students to 1) critically evaluate methods and approaches to assessment of learning and other disabilities in schools, 2) develop competency and fluency in the assessment (problem solving) process, 3) employ an empirically-based method of analyzing information obtained during the assessment process and linking data to interventions, 4) communicate assessment findings orally and in writing in a clear and professional manner to a variety of audiences, and 5) 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 methods and measures discussed in the course will be presented as tools that comprise a multi-faceted assessment. Beyond the "how to" administer specific tests, this course emphasizes critical evaluation and selection of tools to answer referral questions 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.

**Course Goals and Objectives:**

1. Demonstrate skills for selecting, using, and interpreting assessment tools.
2. Demonstrate competency in 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. Demonstrate an appreciation and awareness of the use and limitation of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds
5. Describe the contributions, relevance, and limitations of intellectual assessment for making important decisions about children.
6. 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.
7. Describe the applications of assessment within a problem-solving and Response to Intervention model for educational decision-making.
8. Demonstrate competence in the standardized administration, scoring, interpretation, and reporting of the WJ-IV COG, WISC-V, WJ-IV ACH, WIAT-III and other key measures.
9. Demonstrate basic knowledge of psychometrics and test development including an application of psychometric theory in practice.
10. Examine and describe test performance in terms of the behaviors required for successful completion.
11. Demonstrate an ability to effectively describe and integrate data from a variety of sources and methods, including information from tests, observations of behavior, and interviews.
12. Develop proficiency in writing a comprehensive, integrated psycho-educational report.

The following NASP domains are addressed in this course:

**2.1 Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**2.2 Consultation and Collaboration**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**2.3 Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

### **2.8 Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

#### **Course Requirements and Assessment information:**

1. This is an application course that requires a degree of mastery of administration and scoring of specific cognitive, academic, and behavioral assessment tools. This course consists of a seminar (lecture & discussion), lab meetings and group activities, student presentations, and peer consultation. Students are expected to spend considerable time outside of class (and in practicum) engaged in readings, test review, rehearsal, observation, administration, scoring, interpretation of data, and report writing.
2. 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 students will be by a fake name.
3. Legal Custodial parental informed consent and permission will be obtained for all minor volunteers at your school site.
4. Test Kits: for some assignments, 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. 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). At your return 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.
5. 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.
6. 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.

7. 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 & Requirements:**

1. **Attendance & Participation. (50 points)**
2. **Psychoeducational Assessment, Written Report, & Presentation: (200 points)**

Students will arrange to co-conduct a comprehensive psycho-educational (special education) evaluation under the supervision of their practicum supervisor (a licensed school psychologist) at their practicum site.

  - a. **Required assessment activities include:**
    - i. Participation in intake meeting
    - ii. Clinical interviews (student, parent, teacher)
    - iii. Record Review
    - iv. Classroom Observation
    - v. Administration & scoring of standardized behavior questionnaires
    - vi. Direct assessment of cognitive functioning and academic achievement
    - vii. Participation in feedback meeting
  - b. **Report:** Each student will write a comprehensive psycho-educational report for your case. 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. (see program rubric)
  - c. **Case Presentation:** Each student will present on their assessment case including case conceptualization, assessment procedures followed, assessments findings & conclusions, eligibility determination, and recommendations.
3. **Peer Reviews (50 points total)-** students are required to review (provide written feedback) on a peer's full written report. Reviews are due to peer one week from the date the write up was due.
4. **Class Presentations/Projects (100 points total):**
  - a. **State & District Guidelines Special Education Eligibility & Assessment—**description will be provided in class. (25 points)
  - b. **Cognitive & Academic Assessment Instrument Review—**small group project—description will be provided in class. (25 points)
  - c. **Recommendation Resources—**small group project—description will be provided in class. (50 points)

**Total Points Possible: 300 points**

**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.

Date	Topic	Reading/Assignment Due
January 12	Intro	None
January 19	<b>Lecture/Discussion:</b> Review final syllabus/schedule; SPED eligibility (presentations); Procedural safeguards (discussion); Intake meetings	-OR/PPS SPED eligibility & assessment guidelines -Procedural Safeguards <i>Due:</i> 1) Highlight notes on procedural safeguards 2) What procedures does your supervisor follow for SLD identification?
January 26	<b>Lecture/Discussion:</b> Clinical interviewing & collecting child history; assessment report writing; <b>Activity:</b> Interviewing practice <b>Writing Lab:</b> History	-SCICA protocol -Teacher interview protocols (Functional + Academic) -BP Ch. 21 Best Practices in - Clinical Interviewing (Mazza) -BP Ch. 28 Best Practices in Writing Assessment Reports (Walrath et al.) -Essentials Ch. 1-3 <i>Due: Request a de-identified report from your district</i>
February 2	<b>Lecture/Discussion:</b> Behavior Observations; Testing Observations <b>Writing Lab:</b> Observations <b>Activity:</b> Case study + report reviews	-BP Ch. 63 Best Practices in the Systematic Direct Observations of Student Behavior (Hintze) -BOSS + Functional Assessment Observation handouts -Essentials Ch. 4 <i>Due: Bring a de-identified report from your district; Schedule your classroom observations</i>
February 9	<b>Lecture/Discussion:</b> Brief review of CHC Theory & purpose of cognitive testing; review of WISC-V assessment & interpretation; sample case <b>Activity:</b> <i>Cognitive &amp; Academic Assessment Instrument Review</i>	-Flanagan, Ortiz, Alphonzo Ch. 1 (CHC Theory)* -WISC-V CHC Theory handout -Decker et al. (Ch. 20) -Gresham, Restori, Cook (Old Habits Die Hard) -TBD (WISC-V interpretation) -Flanagan & Alphonso Ch. 10*
February 16	<b>Lecture/Discussion:</b> Selecting your	-Fletcher et al. (2005)

	assessment battery; SLD Assessment Part I; special topics—ELL, DD. <b>Activity:</b> <i>Cognitive &amp; Academic Assessment Instrument Review</i>	-Unruh & McKellar (2013) -Flanagan & Alphonso Ch. 1-5, 8* <i>Due: Cognitive &amp; Academic Assessment Instrument Review</i>
February 23	<b>Lecture/Discussion:</b> SLD assessment Part II; <u>Guest lecture</u> on X-Battery Assessment; Rtl for SLD <b>Consultation Groups:</b> case conceptualization, test selection	-Flanagan, Ortiz, Alphonzo Ch. 4-6* -Flanagan & Alphonso Ch. 6-8* -LDA Response final paper -Reading TBD
March 1	<b>Lecture/Discussion:</b> Assessment of social, emotional, and behavior disorders; special populations: ED, ASD, ADHD. <b>Activity:</b> Case studies	-Hanchon & Allen (2013) -BP Campbell & Hammond -Walker & Gresham (Ch. 3)* -Gresham et al. (2013) -Morris & Mather Ch. 3-6 <i>Due: written report parts A, B for peer review</i>
March 8	<b>Consultation Groups</b> <b>Report Writing Lab:</b> interpretation & assessment summaries; case studies	<b>Essentials Ch. 5</b> <i>Due: written report part C for peer review</i>
March 15	<b>Lecture &amp; Discussion:</b> Synthesizing your findings: pulling it all together; Recommendations Part I	<b>Essentials Ch. 6</b> TBD <i>Due: written report part D for peer review</i>
March 22	Spring Break	
March 29	<b>Activity:</b> Group presentations on recommendation resources	<b>Essentials Ch. 8</b> TBD <i>Due: written report part E for peer review</i>
April 5	Case conferences with Dr. Grady	<i>Due: written report part F for peer review</i>
April 12	Presentations	<i>Due: Final Reports Due to Dr. Grady</i>
April 19	Presentations	
April 26	Presentations/Final Class celebration	<i>Due: Revised reports</i>