

Lewis and Clark College
Graduate School of Education and Counseling
SPSY 543: Assessment and Intervention III
Course Syllabus Spring 2017

Instructor: Pamela Vohnson, Ed.S., NCSP
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Class Day and Time: Wednesday 5:30-8:45pm
Class Location: Rogers, Room 219
Office Hours: By appointment

Prerequisite: SPSY 542
Credit: 3 semester hours

Catalog description:

Assessment and Intervention III

This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats.

Required Texts:

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2015) *Essentials of Assessment Report Writing*. Hoboken, N.J.: Wiley & Sons, Inc.

Sattler, J. M., Dumont, R., & Coalson, D. L. (2016) *Assessment of Children: WISC-V and WPPSI-IV*. San Diego: Jerome M. Sattler, Publisher, Inc.

Online textbooks

Flanagan, D. P., & Alphonso, V. C. (2011). *Essentials of specific learning disability identification*. Hoboken, N.J.: Wiley & Sons, Inc.

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016) *Essentials of WJ IV Cognitive Abilities Assessment*. Hoboken, N.J.: Wiley & Sons, Inc.

Course Description:

As the third course of a three-part assessment sequence that addresses psychoeducational, academic, social, emotional, and behavioral assessment of children and adolescents from birth to age twenty-one, this course focuses on integrating assessment skills gained in the previous two courses. Students will develop competency in using those skills to collect, synthesize, interpret, and integrate data collected in all of the above areas, and in communicating those results in written and consulting formats. In addition to communicating assessment results,

students will make recommendations to a team of professionals to assist in educational programming for the child who has been evaluated.

The course is designed to continue to prepare students to

1. understand and learn the process of assessment
2. critically evaluate standardized and non-standardized approaches used to measure cognitive, achievement, and social-emotional-behavioral functioning
3. employ an empirically-based method of analyzing and interpreting information obtained during the assessment process
4. link data to interventions
5. communicate assessment findings orally and in writing in a clear and professional manner to a variety of audiences
6. understand the theoretical constructs and psychometric properties that underlie cognitive and achievement assessment tools

This course consists of seminar activities (lecture and discussion), lab meetings and group activities, student presentations, and peer consultation. Students will be spending time outside of class and in practicum engaged in readings, test review, rehearsal, observation, administration, scoring, interpretation of data, and report writing.

SPSY Departmental Attendance Policy:

Class attendance is required. If a special circumstance present 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 for obtaining any information in the event of a missed or tardy class. If a student misses more than one class during the semester the student will be at risk of failing the course. Missed classes will require a makeup assignment: a one page bulleted summary of 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.

Professional Standards:

Students are expected to know and follow the standards of professional conduct and academic integrity, including adherence to legalities and ethics. Students need to show a respectful demeanor toward students, parents, professional peers, and others. As in SPSY 542, careful consideration must be given to environmental conditions during testing. The confidentiality of all test and assessment 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.

Legal Custodial parental informed consent and permission will be obtained for all minor volunteers at your school site.

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 kit 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 and Thursday 9:00-5:00). 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, if any are missing.** 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.

Disability Services Statement: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

Class Assignments, Requirements, and Grading:**1. Attendance and Participation. (30 points)**

<i>Rubric: Standards and Skills for Class Participation, Discussion, Weekly Assignments</i>	
Rating Scale	0=does not meet criteria 1=meets criteria minimally 2=meets criteria appropriately 3=meets criteria exceptionally
	Student demonstrates thoughtful, timely, and effective engagement in all aspects of the class and makes the effort to contribute positively.
	Student consistently demonstrates strong and effective skills in verbal, nonverbal, and written communication.
	Student demonstrates the ability to receive, integrate, and utilize feedback and is able to give feedback respectfully.
	Student respects cultural, familial, and individual differences relating to age, gender race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
	Student works responsibly with peers on all collaborative activities, demonstrating respect and thoughtful support.
	Student shows evidence of having read and reflected upon the week's reading assignments.
	Student relates to peers, faculty, supervisors, and other professionals in a respectful, ethical, and appropriate manner.
	Student exhibits appropriate levels of self-assurance and confidence, and balances this with a healthy sense of humility and openness to learning.
	Student demonstrates a continuing capacity for openness to points of view, theories, experiences, and perspectives different from their own.
	Student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.

2. **Psychoeducational Assessment, Written Report, and Presentation. (60 points)**

Students will arrange to co-conduct a comprehensive psychoeducational (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 the intake/evaluation planning meeting
 - ii. Clinical interviews (student, parent, teacher)
 - iii. Record review
 - iv. Behavioral observations (classroom, testing)
 - v. Administration and scoring of standardized social-emotional-behavioral rating scales
 - vi. Direct assessment of cognitive functioning and academic achievement
 - vii. Participation in feedback meeting
 - b. **Report:** Each student will write a comprehensive psychoeducational report for your case. More information and examples will be shared in class as you're working on gathering the information for the report. Reports must be typed in 12-point, single-spaced format. Students must include photocopies of the front of the test record forms and attach computer scoring, where available. Students will have an opportunity to rewrite this report to ensure all standards are met (see School Psychology Program: Practicum Handbook Practicum CCE Rubric: KA3.1 Assessment and Intervention).
 - c. **Case presentation:** Each student will present the assessment case including case conceptualization, assessment procedures followed, assessment findings and conclusions, eligibility determination, and recommendations.
3. **Peer Reviews. (20 points total—5 points each for sections AB, C, D, E)**

Students are required to provide written feedback on a peer's written report. Reviews are due to the peer one week from the date the written section was due.
4. **Class presentations and projects (20 points total)**
 - a. **State and District Guidelines for Special Education Assessment and Eligibility:** detailed description will be provided in class on 1/11/17. Presentations due 1/18/17. (5 points)
 - b. **Cognitive and Academic Assessment Instrument Review:** small group project; description will be provided in class on 1/11/17. Presentations due on 2/8/17 and 2/15/17. (5 points)
 - c. **Recommendation Resources—Roundtable:** small group project; description will be provided in class. Some time to work on this in class will be provided; roundtable on 3/22/17. (5 points)
 - d. **Reflection papers (two: one page each):** summary and reflections on two podcasts to be listened to for the class on 2.22.17 details to be provided in class and on Moodle (5 points)

Total points possible: 130 points**100-130=A****90-99=A-****80-89=B****70-79=C****69 or below=F**

Late policy: All 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).

Course Schedule:

This schedule is designed to be our schedule for spring semester. It will usually be followed without modification, but it may be modified 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 11	Introduction; review of syllabus Assignment of eligibility presentations.	none
January 18	Lecture/Discussion: Review final syllabus/schedule Presentations: SPED eligibilities Discussion: Procedural Safeguards Intake/Evaluation Planning meetings	-Procedural Safeguards -OARs: see assignment on Moodle <i>Due: 1. Highlight notes on Procedural Safeguards</i> <i>2. What procedures does your site supervisor use for SLD identification?</i> <i>3. Request a developmental history questionnaire from your district</i>
January 25	Lecture/Discussion: Clinical interviewing; collecting background information; assessment report writing Activity: Interviewing practice Writing lab: history	Essentials (Lichtenberger et al.) Ch. 1-3 BP Ch. 21: BP in Clinical Interviewing (Mazza) BP Ch. 28: BP in Writing Assessment Reports (Walrath et al.) SCICA protocol <i>Due: Request a de-identified report from your district</i>
February 1	Lecture/Discussion: Behavioral observations; Testing observations; How to learn a test battery Writing lab: observations Activity: Assessment review work groups	BP V Ch. 63: BP in the Systematic Direct Observation of Student Behavior (Hintze et al.) Essentials (Lichtenberger et al.) Ch. 4 Sattler: Ch. 1 (review of Ch. 6 in <i>Assmt of Children: Cog Fndtns</i>)

		<i>Due: Bring a de-identified report from your district; schedule your classroom observations</i>
February 8	Lecture/Discussion: Review of CHC theory, purpose of cognitive testing; review of WISC-V assessment & interpretation Activity: Cognitive and Academic Assessment review	Sattler: Ch. 4, 5 Essentials (Flanagan & Alphonso) Ch. 10 <i>Due: Request a report template from your district</i>
February 15	Lecture/Discussion: Selecting your assessment battery; SLD Assessment: Cross-battery assessment; special populations: ELL Activity: Cognitive and Academic Assessment review	Essentials (Schrank et al) Ch. 4 Essentials (Flanagan & Alphonso) Ch. 1-5 BP V Ch. 40: BP in Nondiscriminatory Assessment (Ortiz) <i>Due: Report template from your district</i>
February 22	No class Listen to podcasts: (see links and activities on Moodle) 1. Transforming EBD Identification; 2. Engaging Ways to Communicate Assmt Findings	Essentials (Flanagan & Alphonso) Ch. 6-8 LDA Response Final White Paper Decker et al. (2013)
March 1	Lecture/Discussion: RTI for SLD; Assessment of social, emotional, behavioral disorders, Special populations: ADHD, ED, ASD	BP Ch. 19: BP in Rating Scale Assessment of Children's Behavior (Campbell & Hammond) Hanchon & Allen (2013) <i>Due: Podcast assignment</i>
March 8	Consultation groups Report writing lab: interpretation and assessment summaries; case studies	Essentials (Lichtenberger et al.) Ch. 5 Sattler Ch. 8 <i>Due: Written report parts A, B for peer review</i>
March 15	Lecture/Discussion: Synthesizing your findings Consultation groups: recommendation resources	Essentials (Lichtenberger et al.) Ch. 6 <i>Due: Written report part C for peer review; peer review for parts AB</i>
March 22	Activity: roundtable on recommendation resources	Essentials (Lichtenberger et al.) Ch. 8 <i>Due: Written report part D for peer review; peer review for part C</i>
March 29	Spring Break	
April 5	Individual case conferences	<i>Due: Written report part E for peer review; peer review for part D</i>
April 12	Presentations	<i>Due: Final reports due; peer review for part E</i>
April 19	Presentations	
April 26	Presentations	<i>Due: Revised reports</i>