

**Lewis and Clark College  
Graduate School of Education and Counseling  
School Psychology Program  
Summer Semester 2017**

**SPSY 541  
Assessment and Intervention I**

Instructor: Martha Villegas-Gutiérrez, Ph.D. Licensed Psychologist  
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Meeting Place & Time: York 116  
May 9<sup>th</sup> to June 27  
Tuesday 5:30- 8:45 p.m.  
Saturday June 10, June 24 & July 8 9- 5pm

**Text:** Sattler, Jerome M (2014) *Foundations of Behavioral, Social, and Clinical Assessment*  
Jerome M. Sattler, Publisher, Inc. San Diego, California

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

**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 intervention procedures, information collection and analysis to understand individual factors and function about students within a school community. Cultural and linguistic diversity will also be incorporated in the lecture presentations. Class assignments will focus on working in groups in a collaborative manner to develop questions, team planning and interventions for students. In accordance with the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology, the course context and structure are based on the following NASP Standards:

- NASP 2.1 Data-Based Decision-Making and Accountability
- NASP 2.2 Consultation and Collaboration
- NASP 2.3 Intervention and Instructional Support to Develop Academic Skills
- NASP 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- NASP 2.5 School-Wide Practices to Promote Learning
- NASP 2.7 Home/ School/ Community Collaboration
- NASP 2.8 Student Diversity in Development and Learning
- NASP 2.9 Research and Program Evaluation

**SPSY 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 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 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.

**Inclusion Services:**

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 each student’s individual needs. 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 let me know if you need accommodations in class.

**Assignments:**

<b>Assignment 1.) Student File Review Write Up</b>
<b>Purpose:</b> The purpose of this assignment is to review a student file in class and develop questions, consider factors and develop further thoughts to assist the school based team.
<b>Requirements:</b> <ul style="list-style-type: none"><li>• A cumulative school file will be reviewed in the classroom setting within a small group</li><li>• The small group will develop questions about the students and respond to questions provided with the file</li><li>• Each group member is responsible for contributing and taking notes about the student which will later be integrated into a final individual paper in regards for the student</li><li>• <b>The write up will include a description of the student and responses to the following questions:</b></li><li>• <i>Description of the student</i></li><li>• <i>Reason for concerns/ areas you see as initial concerns?</i></li></ul>

<ul style="list-style-type: none"> <li>• <i>What specific areas appear to be a strength or weakness for the student?</i></li> <li>• <i>Are there any issues related to academic performance or behavioral concerns?</i></li> <li>• <i>What is your general hypothesis of the student?</i></li> <li>• <i>What types of questions do you have for the school team?</i></li> <li>• <i>What will be the next steps for the team?</i></li> </ul>
<p><b>Paper:</b> The paper will integrate information about the student and include responses for the above questions and will follow this style of template:</p> <p>Student Name:    Grade:            School:    Primary Language:            Background Information: (<i>Description of Student</i>)            Reasons for Concerns:            Strengths and Weaknesses:            Academic Performance/ Behavior:            Hypothesis:            Questions:            Suggestions/ Recommendations:</p>

<p><b>Assignment 2.) Student Case Study/ Behavior Scale Analysis</b></p> <p><b>Purpose of Assignment:</b>            A case study will be provided and students will complete the Behavior Assessment System for Children-3rd edition (BASC-3) questionnaire in class. The purpose of the assignment is to understand how specific behavior scales function and subscale questions are developed to understand how they generate results. The final paper will involve a synthesis of the background information, scale results, summary of results and possible suggestions/ interventions for the student.</p> <p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Review the case study provided and develop questions about student</li> <li>• Complete and score BASC-3 parent form in class</li> <li>• Interpret results and how they relate to the case study</li> <li>• Write report (samples and template provided)</li> </ul>
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<p><b>Assignment 3.) Culture/ Language Interview</b></p> <p><b>Purpose:</b>            The purpose of the assignment is to understand the impact of culture/ language and how they contribute to better understand a student’s development. A culture and language questionnaire will be developed in small groups and shared in class. Examples will be provided.</p> <p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Collaborate with peers to develop a cultural and language questionnaire</li> <li>• The questionnaire needs to take into considerations language acquisition/ development, acculturation, social and school based observations of language.</li> <li>• The questionnaire will be discussed in class and shared</li> </ul> <p>Suggestion: Work in Google Docs for better collaboration</p>
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<b>Overview of Course Assignments &amp; Course Grading</b>		<b>Due</b>	<b>Point Value</b>
<b>1</b>	Assignment .1		<b>20</b>
<b>2</b>	Assignment .2		<b>30</b>
<b>3</b>	Assignment .3		<b>30</b>
<b>4</b>	Participation		<b>20</b>
<b>TOTAL</b>			<b>100</b>

**Grade Calculation:** 97-100%= A  
 93-96% = A-  
 89-92% = B

85-88% = B-  
 87-84% = C

### **Participation:**

Participation in class is paramount and enables us to develop questions and have meaningful discussions about topics you will encounter as school psychologists. When we have discussions, 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 respectfully.

	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>1</b>	<b>5/9</b>	Introductions/ Discussion of Expectations What is intervention and assessment? How do we gather information? Chronological Age Fun! (Small Group Activity) File Review	
<b>2</b>	<b>5/16</b>	File Reviews/ IDEA/ (Small Group Activity) Thinking About a Problem	Articles (to be provided)
<b>3</b>	<b>5/23</b>	RTI/ PSW/ "Big 5" Interventions/ (Small Group Activity)	RTI Article <b>Assignment (1) DUE</b>
<b>4</b>	<b>5/30</b>	Behavioral Disorders -ED vs. Social Maladjustment -Factors/ Characteristics -CLD -Scales- Reliability & Validity - Intro to BASC-2 BASC-2 -Review Case Study "Michael" <b>Work in Class</b>	SM vs. ED Article (Merrell & Walker 2004)
<b>5</b>	<b>6/6</b>	-Scoring & Analysis of BASC-2 in class -Sample of Compuscore -Review Results - Discuss information and case study integration <b>Work in Class</b>	Sattler Chp.14
<b>6</b>	<b>6/10 9:00 AM to</b>	Developmental History –What is considered typical? Red Flags in development & Developmental forms used Film: " Babies" -Review of Developmental Histories	Sattler Chp.5 Resource Guide Appendix A&B

	<b>4:00 PM</b>	-Group Activity: Review Developmental histories	
<b>7</b>	<b>6/13</b>	Language Acquisition/Immigration/ Acculturation Lau vs. SFUSD Short Documentary: "Immersion"/ Small Group Discussion ELPA - Computer Lab Culture/ Language Questionnaire in Class	Sattler Chp.4 ODE ELPA doc/article CLD & Sped <b>Assignment (2) DUE</b>
<b>8</b>	<b>6/20</b>	Intellectual Disability/ Other Health Impairment -What is ID/ OHI? -Medical Statement/ Release of Information -Factors -Culturally Diverse Populations & Factors -Intro Vineland-2 Adaptive Scales -Case Study -Practice Vineland Interview -Score Vineland Adaptive	Sattler Chp. 10
<b>9</b>	<b>6/24 9:00 AM to 4:00 PM</b>	Functional Behavioral Assessment -When is Functional Behavioral Assessment needed? -Functions of Challenging Behavior -Assessing Behavior through Observations -Thinking through the Issues	Chp.13
<b>10</b>	<b>6/27</b>	Intro to ASD- History/ Theories & Research Theory of Mind/ "Mind-Blindness" ASD Characteristics/ Eligibility Baron-Cohen Article & Watch "Refrigerator Mothers" <a href="http://www.snagfilms.com/">www.snagfilms.com /</a>	<b>Assignment (3) DUE</b> Sattler Chp.22
<b>11</b>	<b>7/8 9:00 AM to 4:00 PM</b>	Autism Spectrum Disorder Cont'd Speaker: Matt Intro to ASD Scales/ Practice Scoring Discuss Small Group/ Film " For the Love of Dogs" (aeon.com)	