

**SPSY 542: ASSESSMENT AND INTERVENTION II**  
**Fall Semester, 2018**  
**Lewis & Clark College**

**GENERAL COURSE INFORMATION**

<b>Instructor:</b>	Kate Jaspers, Ph.D., NCSP
<b>Class Day and Time:</b>	Section 2: Tuesday 5:30 - 8:30pm
<b>Class Location:</b>	York 101
<b>Office Location:</b>	Rogers 426
<b>Office Hours:</b>	Mondays 11:00 am-1:00 pm; by appointment
<b>Phone:</b>	503-768-6119
<b>Email (preferred):</b>	jaspers@lclark.edu

This course is to be taken in conjunction with SPSY 544.

**Restrictions:** Admission to the School Psychology Program or consent of instructor.

**Credit:** 3 semester hours

**Required Text:**

Sattler, J.M. (2018). *Assessment of Children: Cognitive Foundations – 6th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

Flanagan, D. P., Ortiz, S.O., & Alfonso, V.C. (2013). *Essentials of Cross-Battery Assessment, Cross-Battery 3<sup>rd</sup> Edition*.

Additional readings will be made available online or in class

**Course Description:**

This course is part of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. 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 (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 use 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 principles 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. Demonstrate initial competence in the standardization administration, scoring, interpretation, and reporting of the WJ-IV COG, WISC-V, and WJ-IV ACH.
2. Develop initial proficiency in report writing for cognitive and achievement testing.
3. Demonstrate knowledge of basic principles of Cross Battery Assessment for identification of a specific learning disability using a patterns of strengths and weaknesses (PSW) model.
4. Demonstrate basic knowledge of psychometrics and test development including an application of psychometric theory in practice.
5. Recognize measurement principles for selecting, using, and interpreting assessment tools
6. Become familiar with ethical and legal standards and responsibilities in regard to test materials
7. Exhibit interpersonal relationship skills including the ability to develop and maintain rapport with an examinee and communicate in a sensitive manner.
8. Develop an appreciation and awareness of the use and limitation of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds.
9. 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.

### **GRADING COMPONENTS AND SCALE**

Test Protocols (WJ, WISC)	=	25 pts. each x 8 = 200 pts
Reports	=	50 pts. each x 3 = 150 pts
Video Observation	=	100 pts. each x 2 = 200 pts
<u>Quizzes</u>	=	<u>approximately 100 points</u>
<b>Total</b>	=	<b>approximately 650 points</b>

Each student must achieve mastery of the 3 major tests taught in this course – WJ-IV COG, WISC-V, and WJ-IV ACH. Mastery is set at 80% for the total average and for each component (protocols, reports, and video). Thus, for the WJ-IV COG, a student must have an 80% average of the accumulated point value (3 protocols, 1 case study report, 1 video observation) and an 80% average on each of the three components (protocols, report, and video observation). The same criterion applies to the WISC-V and WJ-IV ACH. The one exception to this is that on the 3<sup>rd</sup> protocol for both the WJ-IV COG and WISC-V, the student must achieve a 90% criterion level on scoring of the protocol or an additional scoring assignment will be assigned. The grade on an assigned protocol for scoring is averaged with the grade on the protocol that fell below the criterion; the additional assignment cannot be used to replace the initial grade on that protocol. For the videos/observations, if the 80% criterion is not achieved, an additional video/observation is required. The purpose of this extra observation (if required) is to regain up to ½ of the points lost on the original observation in certain areas, not to replace the grade. The highest grade that can be obtained if an observation is redone will range from 80-89, depending on the initial observation score (no A is allowed if a video observation is redone). Failure to meet any criteria for the WISC-V or either WJ-IV scales will result in additional testing or writing assignments dependent on the area of weakness. Additional requirements are assigned by the instructor and not allowed for general grade improvement. The additional work is assigned only if the student is unable to meet the performance criterion. If extra work does not allow for meeting the performance criterion, the student has not successfully met the course requirement and the resulting average will equal 0 on that component. No other requirement can compensate for the 80% mastery level on the WJ-IV COG, WISC-V, and WJ-IV ACH.

**Turning in any item late: -5 points per day.** Protocols or videos submitted without an accompanying properly completed consent are considered late until the point when the consent is received by the

instructor.

### **Course grading scale**

WJ-IV-COG = approx. 35%

WISC-V = approx. 35%

WJ-IV-ACH = approx. 15%

Quizzes = approx. 15%

Scale : 95-100% = A    90-94% = A-    87-89% = B+    84-86% = B    80-83%=B-  
77-79% = C+    74-76% = C    70-73% = C-    ≤69%=F

### **ATTENDANCE**

**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.

### **ADDITIONAL REQUIREMENTS/EXPECTATIONS**

Each student must have the following: Clipboard and Stopwatch (cannot beep).

Each student is expected to find his/her subjects for testing. For the WJ-IV COG, 3 subjects are needed (2<sup>nd</sup> and 3<sup>rd</sup> administrations must be school-aged students between grades K and 12; first administration may be either a child or an adult). For the WISC-V, 3 children (ages 6-16) are needed. At least 1 of these subjects should also have been administered the WJ-IV COG. For the WJ-IV ACH, 2 school-age subjects (K-12th grade) are needed.

Students should not test family members. Scores CANNOT be shared with students, families, schools, or other concerned parties. All consent forms will say this and this policy must be adhered to.

Students will be provided with test protocols and consent forms one week before the due date. Testing should not take place more than 1 week prior to the due date, because oftentimes there will be course content covered in the last class time before testing is due that is required to accurately complete the assessment. In other words, you will not be ready to give the tests more than 1 week before the due date. The protocols cannot be copied or faxed. No requirements in this course, including reports, may be faxed. No requirements in this course, particularly reports, can be emailed. Reports must be in final form on the date due and turned in at the onset of the class period.

On the 1<sup>st</sup> protocol of each test, students are not limited in the number and types of questions that can be asked in class regarding scoring. For the WISC-V and WJ-IV COG, on the 2<sup>nd</sup> protocol, there is a limit of 3 questions per verbal subtest. On the 3<sup>rd</sup> Wechsler protocol and 3<sup>rd</sup> WJ-IV COG protocol, no questions are allowed. By this point, it is expected that students are independent in scoring ability. Class time is devoted to answering questions on the first 2 protocols of the WISC-V and WJ-IV COG.

All students are expected to act professionally in setting up testing appointments and conducting the test session. Careful consideration must be given to environmental conditions during testing.

**Professional Conduct and Academic Integrity Policy:** All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark

graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy.

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.

Cell Phones and Laptops: Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets (e.g., iPad) are used in class, internet functions must be turned off. Laptops/tablets can be used for note-taking purposes only. Abuse of this privilege will result in loss of privileges for all students for the remainder of the semester.

Food: No food or drink (other than water in a closed container) is to be out while test kits are out during class time.

Test Kits: You will be sharing test kits with students enrolled in the course under considerable time pressure, so please make sure that you make any test kits accessible to classmates who will also be administering them. **If you check out a kit for the test we are discussing in class (see class outline), please bring it to class.** The test kit check in and check out schedule is as follows:

DATE	TIME	ACTION	TEST
9/4	4:30-5:15	check out	WISC-V
10/16	4:30-5:15	check out	WJ Cog
10/23	4:30-5:15	check in	WISC-V
11/15	2:00-4:00	check out	WJ ACH
12/6	2:00-4:00	check in	WJ-COG
12/13	2:00-4:00	check in	WJ ACH

Any other test kit check ins or check outs outside of the previously described times are to be set by **completing the School Psychology Test Kit Request form** ([https://docs.google.com/forms/d/e/1FAIpQLSfnJ-HeazlISLxUNOqqeQ5HoSDWmB8uOtx16-SpaCYXHkmPCw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfnJ-HeazlISLxUNOqqeQ5HoSDWmB8uOtx16-SpaCYXHkmPCw/viewform?usp=sf_link)). Using this form, you will make an appointment to pick up test kits between 2 and 4 pm, Monday through Friday (additional times may be available, but please do your best to work within this window of time). Check ins and check outs will be conducted with Rachel Greben. Please use the Google form for requests, but feel free to contact Rachel for changes in schedule, etc ([gradloaner@lclark.edu](mailto:gradloaner@lclark.edu); 503-768-6013). During test kit check in appointments, the contents of each kit will be inventoried, using the list of components included in the test kit. **Each member of the group will be financially responsible for all missing components**, and all test kits must be returned in their entirety prior to receiving a grade for the course. Please plan sufficient time for your appointments to complete the full check-out or check-in process. 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.

This is a very rigorous course which requires a lot of outside work. All testing is done outside of class hours, and scoring and report writing are also done outside of class, although some scoring is done within the class period for initial protocols. Thus, the applied skills (practice) component of this course will require much additional time, and students must be aware of time management issues as they progress throughout the semester. It is very important that students keep up with the readings assigned in the chapters as these will facilitate understanding of testing issues and assist in report writing. *Quizzes are*

*used to ensure that students are keeping up with the assigned chapter readings. Any concerns that arise regarding the inability to meet course and time demands should be discussed with the professor immediately when these arise. The class itself may go beyond the time limits set when administration of tests is being covered and for some periods when scoring is addressed; thus, students need to plan accordingly.*

For videos, all expected subtests must be visible and audible. Any subtest not recorded in its entirety, not visible, or not audible must be completed again, without exception. To be visible, the instructor must be able to see the examiner's face and the work area, which must allow visibility of both the examiner and examinee pointing to examination materials. To be audible, the instructor must be able to hear all audio (including both examiner and examinee) using standard computer audio capabilities.

**COURSE OUTLINE: This outline is designed to be our schedule for the Fall semester. It is our primary planning document and is usually followed without modification. If there is a change needed, it will be announced in class.**

**Due to the nature of this course, it may be necessary on several occasions to go overtime. This is especially true on practice days that involve learning test administration and the scoring of protocols.**