

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, professional, and student-centered 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 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 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 546, 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 in the assignments and reports submitted for this course.

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

Test kits:

For completing your psychoeducational assessment, it is assumed that you will be using a test kit at your practicum site.

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 put cell phones away and keep on “do not disturb” mode during class. Please put smart watches on “do not disturb” mode also. Laptops and tablets may be used for note taking during class. It is expected that all students will refrain from checking texts, emails, or social media during class.

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, other optional observations)
 - v. Administration and scoring of standardized social-emotional-behavioral rating scales; administration and scoring of standardized adaptive rating scales, if appropriate
 - vi. Direct assessment of cognitive functioning; either observation or direct assessment of 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 (or 1.15) format. 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. In class case presentation may focus only on certain aspects of the evaluation and report. Again, detailed instructions will be given before case presentations are prepared.

3. **Peer Reviews. (15 points total—5 points each for sections AB, C, DE)**

Students are required to provide written feedback on a peer's written report. Reviews are due to the peer and instructor one week from the date the written section was due.

4. **Class presentations and projects (10 points total)**

- a. **State and District Guidelines for Special Education Assessment and Eligibility:** detailed description will be provided in class on 1/6/20. Presentations due 1/13/20. (5 points)
- b. **Recommendation Resources—Roundtable:** individual project; description will be provided in class. Some time to work on this in class will be provided; roundtable on 3/16/20. (5 points)

Total points possible: 115 points

100-115=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	Focus/General Activity	Lab Time	Assignment due
1/6	Introduction; review of syllabus, assignments, grading Assignment of eligibility presentations Lecture/Discussion: Referral/Evaluation Planning meetings	Getting oriented Procedural Safeguards discussion and questions	None For next week: Bring a developmental history questionnaire from your district
1/13	Presentations: SPED eligibilities Lecture/Discussion: Pre-referral information; developmental history Discussion of reading assignment	Activity: How to learn a test battery Writing lab: Developmental history	Eligibility presentations READING DUE: Essentials (Schneider et al.) Ch. 1-4 Review Sattler Ch. 6 <i>Assmt of Children: Cog Fndtns</i>
1/20	No class: MLK Day		
1/27	Lecture/Discussion: Clinical interviewing; acculturation review; Review of behavioral observations; testing observations	Activity: interviewing practice Writing lab: Dev. Hx through interview	Bring a de-identified report from your district READING DUE: Essentials (Schneider et al.) Ch. 5 BP V Ch. 63: Direct Observation (Hintze et al.) BP (Data-based...) Ch. 21: Clinical Interviewing (Mazza)
2/3	Lecture/Discussion: Review of CHC theory; the purpose of cognitive testing WISC-V, WJ-IV COG interpretation	Overview of the Wechsler Nonverbal Writing lab: creating a template	Bring a report template from your district READING DUE: Essentials (Alfonso & Flanagan) Ch. 1-4 (ch. 2 pp29-45 only) Essentials (Schrank): Ch 4 (skim) Review Sattler <i>Assmt of Children: Cog Fndtns</i> : chapter on interpreting the WISC-V
2/10	Lecture/Discussion: SLD identification; Report writing guidelines <i>Course check-in</i>	Activity: student profiles; connecting assessment results and observations	READING DUE: Essentials (Schneider et al.): Ch. 6 Essentials (Alfonso & Flanagan): Ch. 7, 8, Ch 11 (329-380)

2/17	NASP Convention week No class: Two podcasts to watch and write reflections, answer questions	YouTube: School Psyched podcasts 79 (Legally Defensible Psychoeducational Reports 1hr22min) and 91 (Writing Assmt Reports People Will Read...1hr)	READING DUE: BP (Data-based...) Ch. 28: Writing Assmt Reports (Walrath et al.) Turn in podcast questions and reflections 2/25
2/24	Lecture/Discussion: Executive Functioning; ADHD; Rating scales	Activity: Peg Dawson video Writing lab: BRIEF2 profile	READING DUE: Dawson & Guare: Ch. 1-2 BP (Data-based...) Ch. 19: BP in Rating Scale Assmt.. BP (Data-based...) Ch. 25: BP in Assmt of Youth w/ ADHD
3/2	Lecture/Discussion: Assessment of CLD students; review of Cross-Battery Assmt and C-LIM	Activity: Individual conferences Work on recommendation resources	READING DUE: BP (Foundations) Ch. 5 Non-discriminatory assmt. (review) BP (Foundations) Ch. 6 BP in the Assmt of ELLs
3/9	Lecture/Discussion: Writing the results of an academic assessment Synthesizing your findings	Activity: work on recommendation resources; Peer review	READING DUE: Essentials (Schneider et al.) Ch. 9, 11 Due: Written report parts AB
3/16	Overview of IEP structure; development of related service goals	Roundtable on recommendations; Peer review	Due: Peer review for parts AB Written report part C
3/23	No class: Spring Break		
3/30	Individual case conferences (individual conferences 20-30 minutes will be scheduled all day March 30; possible times also on March 31 and April 1 in the afternoon)	Please arrange to meet with your peer review partner to review parts DE	Due: Peer review for part C Written report parts DE
4/6	Case presentations	Case presentations	Due: Peer review for parts DE Final reports due
4/13	Case presentations	Case presentations	
4/20	Case presentations	TBD	Final revisions may be submitted