

**Lewis and Clark College**  
**Graduate School of Education and Counseling**  
SPSY 547: Assessment and Intervention III  
Course Syllabus Spring 2021

**Instructor:** Pamela Vohnson, Ed.S., NCSP  
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**Phone:** 503-939-5855  
**Class Day and Time:** Monday SPSY 547-01 4:30-7:30  
SPSY-547-02 5:30-8:15  
**Class Location:** Online  
**Office Hours:** By appointment (most available on Mondays before 4:00)  
**Credit:** 3 semester hours

**Catalog description:**

Assessment 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. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

**Required Texts:**

Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018) *Essentials of Assessment Report Writing* (2<sup>nd</sup> ed.). Hoboken, N.J.: Wiley & Sons, Inc.

Online textbooks

Alfonso, V. C., & Flanagan, D. P. (2018). *Essentials of specific learning disability identification* (2<sup>nd</sup> ed). 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.

Other readings will be provided.

**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, 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 login 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 students are observing or conducting. 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:**

In the event you are able to conduct in-person assessments, it is assumed that you will be using test kits from your practicum site.

For the assessment instrument presentations, test kits will be checked in and out through Rachel Greben by **completing the School Psychology Test Kit Request form** (<https://goo.gl/forms/wntlCU7EB5O7f6XK2>). Due to COVID-19 restrictions, arrangements will be made for one student from each presentation group to pick up the test kit at a designated time in the graduate campus parking lot. Further instructions will be communicated during class.

**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. 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. (40 points)**

Because this course is conducted under the conditions of the COVID-19 pandemic, students are likely not to have the option of conducting a comprehensive psychoeducational evaluation at their practicum site. Any experience with actual assessments, including conducting interviews, completing file reviews, collecting a developmental history, conducting observations in the classroom (virtual or in-person) and in other settings, administering and scoring rating scales, and observing or administering cognitive and academic assessments will contribute to skills needed for internship and for eventual practice. In order to gain experience reporting, synthesizing, and interpreting assessment data, each student will be given a unique case on paper. While this option is far from equivalent to working with actual student, teachers, and caregivers, it will give each of you the opportunity to practice reporting on results.

a. **Assessment component will include**

- i. Information from the intake/evaluation planning meeting indicating the reason for referral
- ii. Clinical interviews (student, parent, teacher)
- iii. Developmental history (may be from the parent interview)
- iv. Record review
- v. Behavioral observations (classroom, testing, other optional observations)
- vi. Results of standardized social-emotional-behavioral rating scales; results of executive function rating scales, if appropriate; results of standardized adaptive rating scales, if appropriate
- vii. Results of assessment of cognitive functioning; results of assessment of academic achievement

b. **Report:** Each student will write a comprehensive psychoeducational report for your case. More information and examples will be shared in class as we learn about writing a student-centered, easily understandable psychoeducational 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 role play presenting partial results in an eligibility meeting. Further information regarding the case presentation will be provided in a separate document.

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 (25 points total)**
  - a. **State and District Guidelines for Special Education Assessment and Eligibility:**  
detailed description will be provided in class on 1/11/21. Presentations due 1/25/21. (5 points)
  - b. **Cognitive and Academic Assessment Instrument Review:**  
Small group project; description will be provided in class and on Moodle on 1/11/21
  - c. **Recommendation Resources—Roundtable:**  
individual project; description will be provided in class. Some time to work on this in class will be provided; roundtable on 3/15/21. (5 points)
  - d. **Other assignments (10 points)**

**Total points possible: 110 points**

**90-110=A**

**80-89=A-**

**70-79=B**

**62-69=C**

**61 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.

<b>Date</b>	<b>Focus/General Activity</b>	<b>Lab Time</b>	<b>Assignment due</b>
1/11	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 1/25: Post a developmental history questionnaire from your district AND: Bring information from an evaluation planning/referral meeting you have attended at your practicum site (meeting minutes/your notes/other notes)
1/18	MLK Day: No class		

1/25	Presentations: SPED eligibilities Lecture/Discussion: Pre-referral information; developmental history Discussion of reading assignment	Writing lab: Reason for Referral; Assessment Procedures; Record Review	Eligibility presentations READING DUE: Essentials (Schneider et al.) Ch. 1-4
2/1	Lecture/Discussion: Clinical interviewing; acculturation review; Review of behavioral observations; testing observations	How to learn a test battery Writing lab: Creating a template	Writing assignment due: Reason for referral write-up from your site; optional: include record review Post 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)
2/8	Lecture/Discussion: Review of CHC theory; the purpose of cognitive testing WISC-V, WJ-IV COG interpretation	Activity: interviewing practice Writing lab: Dev. Hx through interview	Writing assignment due: submit your report template (remember: it's always a work in progress) READING DUE: Essentials (Alfonso & Flanagan) Ch. 1-4 (ch. 2 pp 29-45 only) Essentials (Schrank): Ch 4 (skim) Review Sattler <i>Assmt of Children: Cog Fndtns</i> : chapter on interpreting the WISC-V
2/15	Lecture/Discussion: SLD identification; <i>Assessment presentations</i>  Course check-in	Activity: Watch YouTube School Psyched podcast 91 (Writing Assmt Reports People Will Read... 1 hour) Reflection questions in Moodle	READING DUE: Essentials (Schneider et al.): Ch. 6 Essentials (Alfonso & Flanagan): Ch. 7, 8, Ch 11 (329-380)
2/22	Report writing guidelines [Assessing for suicide: discussion and guidelines will be covered 2/22 or 3/1] <i>Assessment presentations</i>	Activity: Watch YouTube School Psyched podcast 79 (Legally Defensible Psychoeducational Reports 1hr22min) Reflection questions in Moodle	Assignment due: reflection questions READING DUE: BP (Data-based...) Ch. 28: Writing Assmt Reports (Walrath et al.)
Week 8 3/1	Lecture/Discussion: Executive Functioning; ADHD; Rating scales <i>Assessment presentations</i>	Activity: Peg Dawson video Writing lab: BRIEF2 profile	Assignment due: reflection questions 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

Week 9 3/8	Lecture/Discussion: Assessment of CLD students; review of Cross-Battery Assmt and C-LIM <i>Assessment presentations</i>	Writing lab: BASC-3, Conners 3 reporting	READING DUE: BP (Foundations) Ch. 5 Non-discriminatory assmt. (review) BP (Foundations) Ch. 6 BP in the Assmt of ELLs
3/15	Lecture/Discussion: Writing the results of an academic assessment <i>Assessment presentations</i> Synthesizing your findings	Activity: work on recommendation resources; Peer review	READING DUE: Essentials (Schneider et al.) Ch. 9, 11 Due: Written report parts AB
3/22	Spring break: No class		
3/29	Overview of IEP structure; development of related service goals; Open discussion/lecture: How to deliver difficult assessment information	Roundtable on recommendations; Peer review	Due: Peer review for parts AB Written report part C
4/5	Individual case conferences (individual conferences 20-30 minutes will be scheduled all day April 5; if needed, some conferences can be scheduled for later in the week)	Please arrange to meet with your peer review partner to review parts DE	Due: Peer review for part C Written report parts DE
4/12	Case presentations	Case presentations	Due: Peer review for parts DE Final reports due
4/19	Case presentations	Case presentations	
4/26	Case presentations	TBD	Final revisions may be submitted