

SYLLABUS CPSY543-01 - ASSESSMENT AND INTERVENTION III
Revised 1/15/2012

Course Name & Number: Assessment and Intervention III, CPSY 543-01

Term: Spring, 2012

Meeting: 01/10/2012-04/17/2012, Tuesdays, 05:30PM~08:45PM, South Campus Conference Center, Room 116

Faculty: Philip B. Bowser, M.A., 6th year, NCSP

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CATALOG DESCRIPTION

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 twenty-one. 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. 3 semester hours; prerequisites: CPSY 541 and CPSY 542. Need permission of instructor to enroll.

TEXTBOOKS

Required

Sattler, J.M. (2008). *Assessment of children: Cognitive applications - 5th Ed.* San Diego: Jerome M. Sattler, Inc.

Sattler, J.M. (2008) *Assessment of children: Behavioral, social, and clinical applications – 5th Ed.* San Diego: Jerome M. Sattler, Publisher, Inc.

NOTE: although there are many possible report formats, Sattler's standard nine-section report will be the standard for this course.

Optional

Shinn, M.R. & Walker, H.M. (2011) *Interventions for achievement and behavior problems in a three-tier model including RTI.* New Jersey: John Wiley and Sons.

Wendling, B.J. & Mather, N. (2009) *Essentials of evidence-based academic interventions.* New Jersey: John Wiley and Sons

Additional readings will be available in class or on Moodle.

PROFESSIONAL STANDARDS

- Demonstrate exceptional academic integrity as discussed in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or

her academic study, scholarship, or practice. We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite! Note that this policy does not preclude you collaborating with your classmates, and in fact, we encourage you to discuss assignments, the paper, and your presentation with your classmates."

- Since you are preparing for work as a school psychologist, you are expected to behave in accordance with the 2010 edition of the National Association of School Psychologists (NASP) Principles for Professional Ethics. (See www.nasponline.org/standards/2010standards.aspx.)
- The Publication Manual of the American Psychological Association (6th ed.) should guide your preparation of written work and especially citations. (See www.apastyle.org/apastyle-help.aspx for assistance.)

STUDENTS WITH SPECIAL NEEDS

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 the particular needs of each student. 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 inform me if you need accommodations in class. (Since this class involves several writing assignments, if you do NOT consider yourself to have a disability - but you struggle with writing - please talk to me as soon as possible.)

COURSE GOALS

1. Students will be able to identify appropriate formal and informal assessment tools necessary to respond to common evaluation referrals in the schools.
NASP Domains: 2.1 (Data-Based Decision Making and Accountability), and 2.5 (Student Diversity in Development and Learning).
2. Students will be able to administer, score, and interpret results from psychological examinations, including results from both formal and informal measures.
NASP Domains 2.1 and 2.5.
3. Students will be able to integrate information from formal and informal cognitive, academic, emotional, behavioral and social assessment tools into a comprehensive written report and an oral report for a variety of audiences.
NASP Domains: 2.1, 2.5, 2.8 (S/C Collabor.), 2.11 (Info Tech).
4. Students will develop a bank of recommendations and interventions that can be used as part of the comprehensive psychological report.
NASP Domains: 2.1, 2.2 (Consultation and Collaboration), 2.3 (Effective Instruction and Development of Cognitive/ Academic Skills), 2.4 (Socialization and Development of Life Skills), and 2.5).
5. Students will be able to explain their reasons for assessment procedures and results to a variety of audiences. (*NASP Domains 2.2, 2.8*).

COURSE REQUIREMENTS

- A) Students will complete readings, exercises and simulations for each class session, participating in discussions, practice sessions, and critiques. Purpose: To develop essential knowledge and rehearse clinical skills required to integrate psycho-educational information

into a written report.

- B) Students will help to compile reference materials on various topics. Purpose: To develop a data file of tools and interventions for clinical use in the schools.
- List of general recommendations
 - List of recommendations for dealing with processing deficits in reading.
 - List of recommendations for dealing with processing deficits in math.
 - List of recommendations for dealing with processing deficits in written expression.
 - List of recommendations for dealing with processing deficits in oral expression.
 - List of recommendations for dealing with deficits in social/emotional.
- C) Students will write a series of short papers. Inaccurate, incomplete, or low quality reports will be returned to the student and revised until it is at a high level of quality. Purpose: to rehearse key concepts to improve automaticity.
- In class reflection on purposes for evaluation.
 - Three report layouts using different typographic techniques.
 - Jargon-free explanation of four types of tests.
 - In class distributions of descriptive synonyms.
 - Comparison of informal Social/Emotional procedures.
- D) Students will write select portions of and full psychological evaluations. Purpose: to at first rehearse for feedback and later to demonstrate clinical competence in the evaluation/report writing process.
- Nine components of a full psychological evaluation.
 - Two reports based on informal measures.
- E) Students will participate in a series of simulated school problem-solving meetings to generate data that will be used in practice paragraphs that are critiqued in class. Each student will lead a simulated meeting at least once. Purposes: to understand and to rehearse functioning in school meetings that precede the report writing activity in a variety of referral contexts, and to show the connection between assessment, report writing, and program planning/intervention.
- F) Students will give oral reports demonstrating the ability to explain test data and ramifications to a simulated non-professional audience. Purpose: to rehearse converting abstract concepts and technical information into everyday speech to maximize understanding.
- G) Students will give a oral reports demonstrating the ability to explain/demystify assessment results to students.
- H) Students will participate in a culminating exam intended to provide reflection and review of key concepts covered in the course.

GRADING

Reference materials - 5x rubric for each item

Short papers - 10x rubric for each paper

Selected portions of the 9-component report - 5x rubric for each

Two (2) full reports using informal measures - 25x rubric

Lead one problem-solving meeting - 10x rubric

Two oral reports (to parents/staff, to the referred student)- 10x rubric

Culminating exam - will be retained for department records - 10x rubric

Scoring: a three-point rubric will be used to grade all materials. Assignments that are inaccurate

or missing key sections of the assignment will be considered as "*Needs Improvement*" and be awarded 0 points. Whenever possible, these materials will be returned until quality improves. Assignments that are accurate and meet all assigned criteria will be considered as "*Sufficient*" and be awarded .85 point. Assignments that are well integrated, succinct, and thorough will be considered "*Very Effective*" and awarded 1.1 points. Letter grades will be awarded based on a standard 10-point scale (A=<90%, B=80~89%, etc).

CHECKING-OUT TEST MATERIALS

Contact Nichole Smithson (768-6060) in the school psychology program office (only after 2pm!) All test materials **MUST** be returned before your grade for this class will be released. Any missing/damaged materials must be purchased by the student.

SCHEDULE (subject to change)

January 10 (prior to revision)

Welcome, syllabus review, assignments, grading, test check out, calendar dates & groups. Assess prior learning & entering skills, current knowledge of report-writing and previous reports seen. Introduce Sattler 9-section report outline. Critique sample report.

Bring to next class: a written reflection on purposes for evaluation.

Date	Activities	Due
1.17	<ul style="list-style-type: none"> • Share reflections on the purposes for evaluations. • Discuss using consultation skills to summarize a large amount of semi-structured conversation into <i>Reasons for Referral</i>. • Demonstrate problem-solving team meeting and how that results in referral questions as well as interim interventions. (Use this data for later writing exercises.) • In class, practice writing the <i>Reasons for Referral</i> for the demonstration, then share and critique the results with the class. • Examine sample report formats. Discuss font families, typography, and page layout. • In class, practice creating different report formats in small groups. • Introduce Batsche's "Referral Questions" modification to Sattler's standard format 	<p>Before class, study Sattler/Cognitive Ch. 19.</p> <p>Hand in reflections on the purposes for evaluation.</p> <p>In class, create three visually different designs for report formats (<i>Letterhead, Identifying Information, and Assessment Instruments</i> sections only.)</p> <p>Hand in rough draft <i>Reasons for Referral</i>.</p> <p>ASSIGNMENT FOR JANUARY 24: write simple, non-jargon explanations for one test from each of the following areas- cognitive, academic achievement, processing, social/emotional.</p>

<p>1.24</p>	<p>Share non-jargon explanations of four tests.</p> <p>Discuss obtaining and organizing <i>Background Information</i>. Demonstrate interviewing & computer sequencing.</p> <p>Student led simulation of problem solving team (1) to generate data. In small groups, organize and write rough draft <i>Background Information</i> paragraphs. Class critiques products.</p> <p>Where does RTI information go?</p> <p>Practice interviewing for <i>Background Information</i>.</p>	<p>Turn in non-jargon explanations of 4 test types.</p> <p>Hand in rough draft <i>Background Information</i>.</p> <p>Long-term assignment: Test two (2) students using a variety of informal measures, including social/emotional. Submit first report no later than February 21, and the second no later than April 3. Be prepared to explain results to simulated parents & school staff.</p>
<p>1.31</p>	<p>Discuss <i>Observations During Assessment</i>.</p> <p>Brainstorm relevant behaviors to observe.</p> <p>Student led simulation of problem solving team. (2)</p> <p>In class, build distributions of descriptors.</p> <p>Where to put Observations outside of Assessment?</p> <p>Discuss/demonstrate informal social/emotional procedures.</p>	<p>Hand in distribution of descriptors.</p> <p>For next class, write short paper comparing informal social/emotional instruments.</p>

<p>2.7</p>	<p>Share Social/Emotional papers.</p> <p>Discuss <i>Assessment Results</i> and <i>Clinical Impressions</i>. Test selection requires knowledge of test performance. With that in mind...</p> <p>Student led simulation of problem solving team. (3)</p> <p>In small groups, using the simulation data, attempt to write <i>Assessment Results</i> and <i>Clinical Impression</i> sections.</p> <p>Share/critique with the class.</p>	<p>Hand in informal social/emotional procedures comparison paper.</p> <p>Hand in <i>Assessment Results</i> and <i>Clinical Impressions</i> practice paragraphs.</p> <p>For next class, generate list of <i>General Recommendations</i> to share.</p>
<p>2.14</p>	<p>Share/discuss lists of <i>General Recommendations</i>.</p> <p>Student led simulation of problem solving team, noting that not all recommendations happen post-testing. (4)</p> <p>In small groups, try to write a (short) 9-section report using data generated in class.</p> <p>Share & compare your reports.</p>	<p>Hand in <i>General</i> recommendations list.</p> <p>Hand in group report.</p> <p>For next class, develop list of recommendations for processing deficits affecting <i>Reading Achievement</i>.</p> <p>The next class is the deadline for full report #1.</p>
<p>2.21</p>	<p>Share/discuss lists of <i>Reading Recommendations</i>.</p> <p>Student led simulation of problem solving team. (5)</p> <p>In small groups, practice writing recommendations for a variety of reading difficulties.</p> <p>Share & compare your reading recommendations.</p>	<p>Hand in recommendations for <i>Reading</i>.</p> <p>Hand in informal measures report #1.</p> <p>For next class, develop a list of recommendations for processing deficits affecting Math.</p> <p>For next class, be prepared to explain your informal measures report #1 results.</p>

<p>2.28</p>	<p>Share/discuss lists of <i>Math Recommendations</i>.</p> <p>Student led simulation of problem solving team. (6) Use this data to generate an entire report by yourself. Turn in the report at the end of class.</p> <p>Share & compare your reports.</p> <p>Students orally explain full report #1 as though class consisted of parents and school staff at an eligibility meeting.</p> <p>Mid-term feedback to professor.</p>	<p>Hand in recommendations for <i>Math</i>.</p> <p>Hand in report done in this class.</p> <p>For next class, develop list of recommendations for processing deficits affecting <i>Written Expression</i>.</p>
<p>3.6</p>	<p>Hear any remaining full report #1 explanations.</p> <p>Share/discuss lists of <i>Writing Recommendations</i>.</p> <p>Student led simulation of problem solving team. (7) In small groups, use this data to suggest a three-year re-evaluation plan.</p> <p>Discuss Adaptive Social behavior measures & reports.</p>	<p>Hand in recommendations for <i>Written Expression</i>.</p> <p>Hand in re-eval plan.</p> <p>For next class, develop list of recommendations for processing deficits affecting <i>Oral Expression</i>.</p>
<p>3.13</p>	<p>Share/discussion lists of <i>Oral Expression Recommendations</i>.</p> <p>Student led simulation of problem solving team. (8) In small groups, write a complete report.</p> <p>Share/compare reports.</p> <p>Discussion of the cross-battery approach and associated reports.</p>	<p>Hand in recommendations for <i>Oral Expression</i>.</p> <p>Hand in small group report done in class.</p> <p>For next class, hand in recommendations for Social/Emotional disorders.</p>

<p>3.20</p>	<p>Share/discuss lists of recommendations for Social/Emotional.</p> <p>Student led simulation of problem solving team. (10) In small groups write a short report.</p> <p>Share/critique reports.</p> <p>Discuss Risk Assessment & Suicide. Time to work on informal social/emotional reports.</p>	<p>Hand in recommendations for <i>Social/Emotional</i> disorders.</p> <p>Read pp. 366~368 Sattler/Behavioral.</p> <p>For next class, turn in full report #2. Be ready to explain it to the (simulated) referred student.</p>
<p>3.27</p>	<p><i>Spring Break - enjoy!</i></p>	
<p>4.3</p>	<p>Students practice explaining their reports to the simulated referred child. (Demystifying the disability.)</p> <p>Student led simulation of problem solving team. (11 & 12)</p> <p>Discuss Patterns of Strengths & Weaknesses.</p>	<p>Hand in full report #2.</p>
<p>4.10</p>	<p>Hear any remaining explanations of full report #2.</p> <p>Student led simulations of problem solving team. (13 & 14)</p> <p>Discuss sensitivity to ethnic differences, Crisis Team After Action reports, Special Education eligibility vs. DSM diagnosis.</p> <p>Discuss tabular vs graphic displays of data.</p>	<p>Study Sattler/Cognitive Ch. 5</p> <p>For next class, find the <i>2004 Code of Fair Practices in Testing</i>, read it, and bring it to class</p>

<p>4.17</p>	<p>Talented & Gifted reports.</p> <p>Student led simulation of problem solving team. (15)</p> <p>Treatment progress reports.</p> <p>Studying a new test.</p> <p>Code of Fair Practices in Testing.</p> <p>In small groups, practice introducing assessment to a student.</p> <p>Reporting on the School Psychology Department to the School Board.</p> <p>Reflection on the big ideas covered in the class.</p> <p>Professor end of term evaluation.</p>	<p>Bring Code of Fair Practices brochure.</p> <p>Read Sattler/Behavioral ch. 19.</p> <p>Complete end of class reflection.</p> <p>Complete instructor's evaluation.</p>

Course Syllabus Cover Sheet
 Lewis & Clark College
 Graduate School of Education and Counseling

Course Name & Number: Assessment and Intervention III, CPSY 543

Term: Spring, 2012

Department: Counseling Psychology/School Psychology

Faculty: Philip B. Bowser, M.A., 6th year, NCSP

Office: none assigned, therefore, office hours by appointment only

Phone: (home) 503-236-8983 (cell) 541-733-7506

Email: pbowser@lclark.edu (will convert to campus gmail real soon now)

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X

<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

10. Authorization Levels (for education courses only)

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary 3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level 5th-9th Grades in an elementary, middle, or junior high school, or high school.	X
High School 9th-12th Grades in Subject/ Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions

*P = Practicum

--Thanks to Ruth Gonzales for her assistance in the development of this syllabus!