

Summer 2012 CPSY 541

Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2012

CPSY 541

Introduction to Comprehensive Assessment-I



Instructor: Cynthia Velasquez Bogert-School Psychologist

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Meeting Place & Time: Rogers Hall 220

May 10th –August 2nd

Thursdays 5:30- 9:00 p.m.

Text: Sattler, Jerome M. & Hoge, Robert D. (2006) *Assessment of Children- Behavioral, Social, and Clinical Foundations-5th edition*

Jerome M. Sattler, Publisher, Inc. San Diego, California

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.

Course Objectives:

The objective of the course is to develop familiarization with overall procedures, collection and analysis of information in order to understand individual factors and function in reference to students within a school community. Cultural and linguistic diversity will also be incorporated into the information presented in lecture. Class assignments will focus on working within groups in a collaborative manner to develop questions, team planning and interventions for students. According to the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology are based on domains that must be addressed in the course context and structure as follows:

- NASP 2.1 Data-Based Decision-Making and Accountability
- NASP 2.3 Effective Instruction and Development of Cognitive/ Academic Skills
- NASP 2.4 Socialization and Development of Life Skills
- NASP 2.5 Student Diversity in Development and Learning
- NASP 2.11 Information Technology

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.

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.

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

Proposed Schedule of Classes

(Reading chapters refer to the Sattler book unless otherwise noted.)

	Date	Topic	Assignment
1	5/10	Introductions/ Discussion of Expectations What is intervention and assessment? How do we gather information? (Small Group Activity) Chronological Age Fun!	
2	5/17	File Reviews/ IDEA-IA 2004 /Resiliency/ Stressors/Protective Factors/Family Systems/ (Small Group Activity)Thinking About a Problem	Resiliency Article Sattler p.20-25
3	5/24	What is RTI/ PSW/ SLD? DIBELS/ “Big 5” Interventions/ (Small Group Activity)	RTI Article Best Practices Chp.73 Vol (4)p.1181-1200
4	5/31	Language Acquisition/Immigration/ Acculturation Lau vs. SFUSD Short Documentary: “Immersion”/ Small Group Discussion	Sattler Chp.4
5	6/7	ELPA Night @ Glenfair Elementary w/ Chris Pierce	ODE ELPA doc
6	6/14	Observations/ Activity: Fish Bowl Fun!	Sattler Chp.8
7	6/21	Interviewing Activity: Developmental History Forms/ What does typical development look like? Red flags?	Sattler Chp.5
8	6/28	Intro to Behavioral Disorders What is ED? ED vs. Social Maladjustment Factors & Characteristics (Small Group Activity)/ Complete BASC-2	SM vs. ED Article (Merrell & Walker 2004)
9	7/5	Intro to Behavior Scales Types of Scales/ Review Case Study “Michael” Scoring & Analysis of BASC-II in class	Sattler Chp.14
10	7/12	Presentation of Behavior Scales in Class	Sattler Chp. 10
11	7/19	OHI/ Release of Information/ Medical Statement/Intellectual Disability/Adaptive Scales	Sattler Chp.11
12	7/26	Intro to ASD- History/ Theories & Research Theory of Mind/ “Mind-Blindness” ASD Characteristics/ Eligibility	DUE: Final Assignment Baron- Cohen Article &Watch “Refrigerator Mothers”/ Sattler Chp.22
13	8/2	Speaker: Matt Intro to ASD Scales/ Practice Scoring Discuss Small Group/ Film	

“There will come a time when you believe everything is finished. Yet that will be the beginning.” - Louis L’Amour

