

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Assessment and Intervention I
Course Number	541
Term	GU10
Department	CPSY
Faculty Name	Cynthia Velasquez Bogert

Catalogue Description (*copy from current catalogue*): This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using observation, interviews, behavior rating scales, functional behavioral assessments, response to intervention, and assessments for children with pervasive developmental disabilities. **Prerequisite:** CPSY 530, 531. **Credit:** 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	X
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	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 practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

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 Age 3-4 th Grade	
Elementary 3 rd -8 th Grades in an Elementary School	
Middle Level 5 th -9 th Grades in a Middle or Junior High School	
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis and Clark College- Graduate School of Education and Counseling

Summer Semester 2010

CPSY 541

Introduction to Comprehensive Assessment-I



Instructor: Cynthia Velasquez Bogert-School Psychologist

Email: Cynthia@lclark.edu or Cynthia_Bogert@reynolds.k12.or.us

Meeting Place & Time: Rogers Hall Room 219

May 13th –July 15th

Thursday 5:30-8:30 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 of intervention, 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 2.2 Consultation and Collaboration
- 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 2.8 Home/ School/ Community Collaboration
- NASP 2.9 Research and Program Evaluation
- 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.

Assignments:

There will be two assignments, one of which will be completed in class in small group. Two assignments will be completed individually and involves the use of the computer lab.

Assignment 1.)**File Review/ Developing Questions**

A student school cumulative file will be reviewed in a group and key information will be summarized in a brief presentation and questions about the student will be developed and submitted. Individuals within the group will be asked to synthesis their own specific questions and then the group will converge and work on the problem together.

Assignment 2.)**Behavior Scale Scoring and Analysis**

A student profile will be provided and students will complete the Behavior Assessment System for Children-2nd edition (BASC-II) questionnaire. The students will hand and computer score the questionnaire and then review results and provide an analysis of the results. In addition the student will present additional questions to the team and possible ideas in gathering information and possible interventions.

	Overview of Course Assignments & Course Grading	Due	Point Value
1	Assignment #1 (small group/ individual synthesis)	5/20	20
2	Behavior Scale Scoring & Analysis	6/24	30
3	Case Study/ Analysis	7/8	30
4	Participation		20
	TOTAL		100

Grade Calculation: 97-100%= A

93-96% = A-

89-92% = B

85-88% = B-

87-84% = C

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	5/13	Introductions/ Discussion of Expectations What is assessment & intervention	Sattler p.16-25 “Advancing Out of

		Resiliency/ Stressors/Protective Factors Family Systems/ (Small Group Activity)	Poverty” p.1-7
2	5/20	How do we gather information? IDEA-IA File Review/ Student Study Teams/ RTI & PSW Assignment #1 (Small Group)	Article TBA
3	5/27	Intro to Behavioral Disorders What is ED? ED vs. Social Maladjustment Factors & Characteristics (Small Group Activity)	SM vs. ED Article (Merrell & Walker 2004)
4	6/3	Intro to Behavior Scales Types of Scales/ Review Case Study “Michael” Complete BASC-II in class	Sattler Chp. 10 &14
5	6/10	BASC-2 Scoring & Analysis Review Features of BASC-2/ Bring Hand Scoring & Introduce Computer Scoring	Sattler Chp.10 p.278-280
6	6/17	ELPA Night @ Glenfair Elementary w/ Chris Pierce & Intro to Woodcock Munoz Language Survey-R	Sattler Chp.4
7	6/24	Short Documentary: “Immersion” Language Acquisition Theory/ Acculturation/ Immigration/ CLD Factors Lau vs. SFUSD	Article TBA DUE:BASC-2 Assignment
8	7/1	Intro to ASD- History/ Theories & Research Theory of Mind/ “Mind-Blindness” ASD Characteristics/ Eligibility	Baron-Cohen Article & Watch “Refrigerator Mothers”
9	7/8	Speaker: Matt Intro to ASD Scales/ Practice Scoring	Sattler Chp.22
10	7/15	Discuss Interventions/ Small Group “Autism the Musical” 93 min & Pot Luck!	Article TBA

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