

**Lewis and Clark College
Graduate School of Education and Counseling
School Psychology Program
Summer Semester 2018**



**SPSY 541
Assessment and Intervention I**

Instructor: Martha Villegas-Gutiérrez, Ph.D. Licensed Psychologist
Email: mgutierrez@lclark.edu

Meeting Place & Time: York 101

May 8th to June 28

Tuesday 5:30- 8:45 p.m.

Saturday June 9th and 23 from 9:00 am to 4:30 pm

Thursday June 28, 9- 4:30 pm

Text: Sattler, Jerome M (2014) *Foundations of Behavioral, Social, and Clinical Assessment*
Jerome M. Sattler, Publisher, Inc. San Diego, California and Resource Guide

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

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 to 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.

SPSY 541 Assessment and Intervention I

The objective of the course is to familiarize with overall intervention procedures, information collection and analysis to understand individual factors and function about students within a school community. Cultural and linguistic diversity will also be incorporated in the lecture presentations. Class assignments will focus on working in groups in a collaborative manner to develop questions, team planning and interventions for students.

In accordance with the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology, the course context and structure are based on the following NASP Standards:

- NASP 2.1 Data-Based Decision-Making and Accountability
- NASP 2.2 Consultation and Collaboration
- NASP 2.3 Intervention and Instructional Support to Develop Academic Skills
- NASP 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- NASP 2.5 School-Wide Practices to Promote Learning
- NASP 2.7 Home/ School/ Community Collaboration
- NASP 2.8 Student Diversity in Development and Learning
- NASP 2.9 Research and Program Evaluation

SPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 3.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be an absence that requires make-up work.

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,

we take issues that we have learned in class and develop more in-depth learning. I expect students to develop questions, consider multiple perspectives, and challenge issues respectfully.

	Date	Topic	Assignment
1	5/8	Introductions/ Discussion of Expectations What is intervention and assessment? Preassessment, What is step one in the assessment process? IDEA, theoretical orientation activity, How do we gather information? Chronological Age Fun! (Small Group Activity) File Review	Sattler Ch. 1 Oregon Guidelines for Assessing CLD Students (2015) pp. 11, 45-47 Beth Harry: Taking Perspective
2	5/15	Conducting Assessment, File Reviews/ IDEA/ (Small Group Activity) Thinking About a Problem	Sattler Chapter 3
3	5/22	Culturally and Linguistically Diverse Children Referral questions, disproportionality, underrepresentation and overrepresentation Acculturation/Language Acquisition Assignment (1) Due	Sattler Chapter 4 ODE Guidelines Disproportionality Section
4	5/29	Developmental History, Interviewing techniques Developmental History –What is considered typical? Red Flags in development & Developmental forms used Film: “ Babies” -Review of Developmental Histories -Group Activity: Review Developmental histories	Sattler Chapter 5 Resource Guide Appendix A&B
		Behavioral Disorders -ED vs. Social Maladjustment -Factors/ Characteristics -Interventions for Depression, Anxiety, Attachment Disorder -CLD -Scales- Reliability & Validity - Intro to BASC-3 BASC-3 -Review Case Study “Michael”	SM vs. ED Article (Merrell & Walker 2004) ODE Guidelines (2015)
5	6/5	-Scoring & Analysis of BASC-3 in class -Sample of Compuscore -Review Results - Discuss information and case study integration Work in Class	Sattler Chp.14
6	6/9 9:00	Language Acquisition/Immigration/ Acculturation	Sattler Chp.4

	AM to 4:30 PM	Lau vs. SFUSD Short Documentary: "Immersion"/ Small Group Discussion ELPA - Computer Lab Culture/ Language Questionnaire in Class	ODE ELPA doc/article CLD & Sped Assignment (2) DUE
7	6/12	Post traumatic Stress Disorder Assessment and Impact on student's social, emotional, behavioral and academic functioning	Guest Alexandra A Treatment Improvement Protocol Trauma-Informed Care in Behavioral Health Services- SAMHSA
8	6/19 9:00 AM to 4:30 PM	Intellectual Disability/ Other Health Impairment -What is ID/ OHI? -Medical Statement/ Release of Information -Factors -Culturally Diverse Populations & Factors -Intro Vineland-2 Adaptive Scales -Case Study -Practice Vineland Interview -Score Vineland Adaptive	Sattler Ch. 10
9	6/23 9:00 AM to 4:30 PM	Adaptive Behavior Assessment Rating Scales Vineland3 ABAS-3 Post-Assessment	Sattler Ch. 11
10	6/26	Intro to ASD- History/ Theories & Research Theory of Mind/ "Mind-Blindness" ASD Characteristics/ Eligibility Baron-Cohen Article & Watch "Refrigerator Mothers" www.snagfilms.com /	Assignment (3) DUE Sattler Ch.22 Speaker: Matt
11	6/28 9:00 AM to 4:30 PM	Autism Spectrum Disorder Cont'd. Intro to ASD Scales/ Practice Scoring Discuss Small Group/ Film ADOS2 Review ASD Interventions " For the Love of Dogs" (aeon.com)	