

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

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Assessment &amp; Intervention II</b>
<b>Course Number</b>	<b>CPSY 542</b>
<b>Term</b>	<b>Fall 2009</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>A. Wrona-Eden</b>

**Catalogue Description:**

This course is the second 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 psycho-educational assessments involving cognitive, academic, and adaptive measures.

**Guiding Principles/Standards Addressed in Course:**

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

<b>Guiding Principles/Standards</b>	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<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.	<b>X</b>
<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.	<b>X</b>
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	<b>X</b>
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<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 well-being.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels (for TSPC-approved programs 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).

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

\*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**

**COURSE and TERM:** CPSY 542 – Assessment and Intervention II  
Fall 2009

**CLASS MEETING TIME:** THURSDAY, 5:30–8:45 PM

**INSTRUCTOR:** Alina Wrona-Eden, M.S.  
**TELEPHONE:** (503) 667–7101

**OFFICE HOURS:** by appointment

**EMAIL:** [Alina\\_wronaeden@reynolds.k12.or.us](mailto:Alina_wronaeden@reynolds.k12.or.us) (preferred)  
[Alinaw@lclark.edu](mailto:Alinaw@lclark.edu)

**Texts:**

Sattler, Jerome M., & Hoge, Robert D. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations - 5<sup>th</sup> edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

Sattler, Jerome M. (2008). *Assessment of Children: Cognitive Foundations – 5<sup>th</sup> edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

Additional readings may be handed out in class.

**Catalogue Description:**

This course is the second 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 needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures.

**Prerequisite:** CPSY 541.

**Credit:** 3 semester hours.

**Course Description:**

The primary purpose of this course is to teach the administration, scoring, interpretation, and use of individual tests of cognitive ability, social-emotional status, adaptive behavior, and academic achievement. Students will receive practical experience with the three measures of cognitive functioning most prevalently used in the field of school psychology. In addition, we will practice administering, scoring, and interpreting a behavior scale and an adaptive scale. Students will become familiar with an academic achievement test as it relates to Pattern of Strengths and Weaknesses theory. This course will address fundamental principles of assessment, basic concepts of validity and reliability, theories of intelligence, and test selection and rationale. Issues of culture, linguistic diversity and socio-economic differences will also be explored and taken into consideration.

**Course Goals and Objectives:**

In this course students will:

- 1) Recognize measurement principles for selecting, using, and interpreting assessment tools
- 2) Become familiar with ethical and legal standards and responsibilities in regard to test materials

- 3) Develop an appreciation and awareness of the use and limitation of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds
- 4) Demonstrate proficiency in administering, scoring, and interpreting the WISC-IV, WJ-III COG, and UNIT
- 5) Administer and become well versed in two rating scales (BASC-II, Vineland-II)
- 6) Become familiar with the WJ-III Test of Achievement

**The following NASP standards are addressed in this course:**

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

**Course Expectations:**

Participation in class activities and discussion within the course are paramount, therefore regular and timely attendance is expected. Students are expected to attend all classes unless an illness or emergency occurs. All other absences should be discussed with the instructor in advance. More than one absence from class may result in a failing or incomplete grade. If a student plans to leave class early, he or she needs to alert the instructor in advance and complete required work. Missed classes will require a make-up assignment: a one page bulleted summary of the 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.

All assigned readings should be completed prior to each class. Students are expected to contribute to the class discussions and exercises. It is expected that students will demonstrate their knowledge of assigned material. The final grade will reflect attendance, readings and participation. Late assignments will result in losing 15% of designated points. You are welcome to turn in your assignments early for feedback and an opportunity to resubmit your work for a better grade.

Because the majority of our class will be spent on the practice, administration, and discussion of numerous assessments, it is imperative that you come to class prepared for these activities. It will be critical for you to organize your time effectively. For your assignments, you will need to find three volunteers to practice the tests with. Finding test subjects might be difficult; if you have a problem, other students in the class may have ideas to help you.

You will be sharing test kits with students in your assigned groups under considerable time pressure, so please make sure that you sign out the test only for the day (or two) you will be administering it. If you check out a kit for the test we are discussing in class (see class outline), please bring it to the class. Test kits will be checked out to a group of students in class on the day the test is introduced. Each test kit group will be responsible for their test kit throughout the semester. Before the last day of class at the end of the semester, one or more members from each group will contact Juleen Norling at (503) 768-6062 or [jnorling@lclark.edu](mailto:jnorling@lclark.edu) to set up an appointment during regular office hours (Monday-Friday, 9:00am – 5:00pm) to bring in all test kits for final check-in. During this appointment, the contents of each kit will be inventoried, using the enclosed list of components. Each member of the group will be financially responsible for all missing components. An essential aspect of professional courtesy is to return or pass on a kit in perfect condition, ready to be used by the next person.

In this class, students are expected to follow the Lewis and Clark School Psychology guidelines of Professional

Standards as detailed in form SP 5 (included in the School Psychology Handbook.)

## **Class Assignments**

### **Assignment 1**

**Observation of test performance and recording responses of a school age student while s/he responds to WISC-IV items administered by a licensed school psychologist at your practicum setting.**

#### **Purpose of Assignment:**

The purpose of this assignment is twofold: 1) to learn from an experienced school psychologist how to create a comfortable testing environment in a standardized fashion, 2) to experience first hand how to collect observational data and accurately record students' responses during administration of the cognitive test.

#### **Requirement:**

You may ask any school psychologist in your practicum setting for permission to be present during the testing. You will not be able to interact with the examinee in any way during or after testing. Please refer to a student only by his/her first name to protect confidentiality - however, you need to record the student's birth date for scoring purposes. You are welcome to ask the school psychologist questions regarding the test administration after testing sessions.

This assignment has two parts:

- 1) You will write a summary of the student's test behavior including his/her responses to environment, examiner, and task approach. In addition, you will score his/her WISC-IV protocol. Refer to Sattler, *Cognitive Foundations* pp.192-201 and 293-362. You will need to submit a scored protocol and typed observation.
- 2) You will write a reflective paper (1-2 pages) of practical strategies you noted while observing the school psychologist administering the WISC-IV, e.g. rapport building skills, organization of materials, ways of recording responses, etc. Refer to Sattler, Resource Guide, pp. 40-50

### **Assignment 2**

**Administering, scoring and interpreting the WISC-IV, PRS BASC-II, and the Vineland-II Interview Form.**

#### **Purpose of Assignment:**

The purpose of the assignment is to develop acute test administration and interpretation skills, as well as integrating information from various sources.

#### **Requirement:**

Refer to your notes from CPSY 541 regarding BASC-II and Vineland-II. Review Sattler, *Cognitive Foundations*, Chapters 10 and 11: Behavioral, Social, and Clinical Foundations, pp. 278-280 and pp. 307-309. WISC-IV, BASC-II, and Vineland-II examiner's manuals.

This assignment consists of three parts:

- 1) You will be required to administer, score, and interpret the WISC-IV to a child aged 6 years, 0 months to 16 years, 11 months as dictated by the administration manual.

- 2) You will administer and score the PRS (Parent Rating Scale) of BASC–II to a parent of your examinee, and interview this parent for the Vineland–II Survey Interview Form. Please choose the correct form depending on the child’s age.
- 3) You will write a summary of your findings (observation, test results, and interpretation) in the format provided to you. If you prefer, you can use other compatible formats.

### **Assignment 3**

#### **Administering, scoring, and interpreting WJ-III COG and WJ-III ACH.**

##### **Purpose of Assignment:**

The purpose of the assignment is to learn the administration of the WJ-III tests and their relationship to Pattern of Strengths and Weaknesses theory.

##### **Requirement:**

Refer to your notes from CPSY 541 regarding Pattern of Strengths and Weaknesses.

This assignment consists of three steps:

- 1) You will administer and correctly score WJ-III COG Extended Battery (14 tests) to a child age 7–18.
- 2) You will administer and correctly score WJ-III ACH, which is comprised of 11 tests that contribute to the Total Achievement score. It is important that you administer both the WJ-III cognitive and achievement tests to the same child.
- 3) You will write a summary of your results (observations, test results, and interpretation) in a format of Pattern of Strengths and Weaknesses. You will be given a report format to summarize your findings or you can use other compatible formats.

### **Assignment 4**

#### **Administration, Scoring and Interpretation of the UNIT.**

##### **Purpose of the Assignment:**

The purpose of the assignment will be to examine the validity of the UNIT as it applies to assessment of students from a diverse background.

It is highly recommended that you find a child age 5 to 10 whose first language is other than English. Please be sure, however, that you are able to communicate with his/her parent to obtain a permission to test. In other words, a parent needs to be proficient in English or other languages that you speak. This assignment is due at the end of this course, but please start searching for the testing subject as soon as possible. If you have trouble finding a student for this assignment, please contact me.

##### **Requirement:**

Refer to Sattler, Cognitive Foundations pp. 691–692, and UNIT Examiner’s Manual.

- 1) You will write a summary of your interview for determining a child’s degree of acculturation (Sattler, Table 5-3 p.140), which will include concise information about the student’s use of first and second languages based on your informal interview with the student.
- 2) You will be required to administer the UNIT to a child age 5 to 10 years old whose first language is other than English. You will write a summary of your findings, , test observation, test results, and interpretation. The format of your summary will be provided.

\*If you are unable to meet both requirements 1) and 2) with the same student, you may be able to meet the requirements by working with two different students.

## **Group Presentation**

### **Purpose:**

The purpose of the group presentation is to learn how to review an assessment tool and present the information before your colleagues in a concise manner.

### **Requirement:**

Your group will orally report (up to 30 minutes) and provide a handout on one of the tests (SB-V, CTONI, WIAT-II, WAIS-IV, WPPSI – III). Your presentation and handouts will include information about reliability, validity, norms, administration and interpretation of the test.

## **Considerations**

### **How to Access Students for Testing and Parent for Administration of Rating Scales**

You will need to recruit three students ages 6–16, 7–18, and 5-10 (the last one should be an ELL student) to volunteer for your assignments. Volunteers should not be members of your immediate family, classmates, or very close friends. You may not, under any circumstances, test a child in a school setting where you are placed. You may not represent yourself as anything but a trainee, and you cannot promise or give feedback on any testing you conduct. You are a graduate student in training, and it would be unethical at this point to present your findings as professional results. It is advised that you do not select individuals who are suspected or known to have any disability. Parents/Legal Guardians of your volunteers must sign a written informed consent form and be aware that the process will be time consuming and they will not receive any results. In your assignments, it is best to call the subject by a fictitious first name. Protection of the individual's identity is an ethical responsibility, so be sure to eliminate all identifying information (teacher's name, district name, school name, etc.) in your summaries and case presentation.

### **Grading:**

Class Attendance/Participation	10
Assignment 1	10
Assignment 2	20
Assignment 3	20
Assignment 4	10
Class Presentation	10
Final Exam	10
Mid-Term Exam	10
<b>Total Points:</b>	<b>100</b>

100-96 points = Grade of A Exemplary  
95-91 points = Grade of A- Excellent  
90-86 points = Grade of B+ Very Good

85-81 points = Grade of B Generally Good  
80-76 points = Grade B- Acceptable etc...etc...etc...