

School Psychology 547 – Spring 2022

Assessment and Intervention III

Instructor:	James Alsip, Ed.S., NCSP
Class Day/Time:	Mondays/5:30-8:45 PM
Class Location:	York Graduate Center, Room 116
Office Hours:	By appointment
Email:	jalsip@lclark.edu
Credits:	3 credit hours

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. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

Course Description:

As the third course of a three-part assessment sequence that addresses psychoeducational, academic, social, emotional, and behavioral assessment of children and adolescents from birth to age twenty-one, this course focuses on integrating assessment skills gained in the previous two courses. Students will develop competency in using those skills to collect, synthesize, interpret, and integrate data collected in all of the above areas, and in communicating those results in written and consulting formats. In addition to communicating assessment results, students will make recommendations to a team of professionals to assist in educational programming for the child who has been evaluated.

The course is designed to continue to prepare students to

1. understand and learn the process of assessment
2. critically evaluate standardized and non-standardized approaches used to measure cognitive, achievement, and social-emotional-behavioral functioning
3. employ an empirically-based method of analyzing and interpreting information obtained during the assessment process
4. link data to interventions
5. communicate assessment findings orally and in writing in a clear, professional, and student-centered manner to a variety of audiences
6. understand the theoretical constructs and psychometric properties that underlie cognitive and achievement assessment tools

This course consists of seminar activities (lecture and discussion), lab meetings and group activities, student presentations, and peer consultation. Students will be spending time outside of class and in practicum engaged in readings, test review, rehearsal, observation, administration, scoring, interpretation of data, and report writing.

Departmental Attendance Policy:

Class attendance is required. If a special circumstance prevents a student from attending a class or session, the student must notify the instructor in advance. Students are expected to be to class on time. Students are responsible for obtaining any information in the event of a missed or tardy class. If a student misses more than one class during the semester the student will be at risk of failing the course. Missed classes will require a makeup assignment: a one-page bulleted summary of 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.

Professional Standards:

Students are expected to know and follow the standards of professional conduct and academic integrity, including adherence to legalities and ethics. Students need to show a respectful demeanor toward students, parents, professional peers, and others. As in SPSY 546, careful consideration must be given to environmental conditions during testing. The confidentiality of all test and assessment results, protocols, conclusions, and recommendations will be strictly maintained in class discussions and peer review. Any identifying information will not appear on any protocols, reports, in class discussions, or peer reviews. All references to students will be by a fake name. Legal Custodial parental informed consent and permission will be obtained for all minor volunteers at your school site.

Test kits:

For the assessment instrument presentations, test kits will be checked in and out through Rachel Greben by completing the Test Kit Request form: <https://goo.gl/forms/wntlCU7EB5O7f6XK2>. Due to COVID-19 restrictions, arrangements will be made for one student from each presentation group to pick up the test kit at a designated time in the graduate campus parking lot. Further instructions will be communicated during class.

Disability Services Statement:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

General Policies:

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

Readings

In addition to reports and readings provided in class, please be sure to have a copy of *Writing useful, accessible, and legally defensible psychoeducational report*.

Hass, M., & Carriere, J. A. (2013). *Writing useful, accessible, and legally defensible psychoeducational reports*. Hoboken, NJ: John Wiley & Sons.

Class Assignments and Grading:

Attendance and participation (30 points):

Students are expected to arrive to class on time and prepared to contribute to classroom discussion, contribute to class by offering ideas and/or asking questions in both whole group and small group activities, and participate in small group activities and presentations.

Presentations (45 points total):

This class will include a variety of small group presentations in class in addition to three primary group and individual presentations. Additional information regarding presentations will be provided in class.

Test kit group presentation (25 points):

The purpose of this presentation is to provide an overview and critique of the various psychoeducation measures that are commonly utilized in practice. Groups will present on their assigned test kit and provide a class handout. Presentations will include:

1. Background information: type of test, number of subtests, theoretical framework
2. Administration information: time and materials needed, quality of material, ability level
3. Psychometrics: reliability and validity
4. Utility, strengths, and limitations: overall interpretation of usefulness in practice
5. Demonstration: a brief demonstration of some of the subtests should be integrated within

Eligibility category group presentation (10 points):

The purpose of this presentation is to review previously learned information regarding the full scope of special education eligibility categories and the evaluation procedures for each. Groups will present and provide a class handout. Presentations will include:

1. Definition of the eligibility
2. Essential components of an evaluation and who is responsible for each
3. Specific data and information necessary to qualify under the category

Recommendation resources individual presentation (10 points):

The purpose of this roundtable presentation is to provide resources regarding recommendations for intervention based on the evaluation. Additional information regarding these roundtable presentations will be provided in class.

Report peer reviews (25 points):

Students will be required to provide written feedback on a peer’s written report in order to help the writer ensure the message they are trying to communicate is clearly understood by the reader. Time will be allotted in class to work on peer reviews near the end of the semester, but students may seek feedback on their reports from peers or the instructor at any time throughout the course. Additional information regarding peer reviews will be provided in class.

Psychoeducational report and presentation (50 points total):

Students will arrange to co-conduct a comprehensive psychoeducational evaluation at their practicum placement under the supervision of their practicum supervisor.

Report (40 points):

Each student will write a comprehensive psychoeducational report for your case. More information and examples will be shared in class as you are working on gathering the information for the report. Reports must be typed in 12-point, single spaced (or 1.15) format. Students will have an opportunity to rewrite this report to ensure all standards are met.

Evaluation report components must include:

- Participation in the intake/evaluation planning meeting
- Clinical interviews (student, parent, teacher)
- Record review
- Behavioral observations (classroom, testing, other optional observations)
- Administration and scoring of standardized social-emotional-behavioral rating scales
- Direct assessment of cognitive functioning and academic achievement
- Participation in feedback meeting

Case presentation (10 points):

Each student will present the assessment case, including case conceptualization, assessment procedures, assessment findings and conclusions, eligibility determination, and recommendations. In-class case presentation may focus only on certain aspects of the evaluation and report.

Grading:

150 total points

93-100% = A	90-92% = A-	87-89% = B+	83-86% = B
80-82% = B-	77-79% = C+	73-76% = C	70-72% = C-

Class Outline/Schedule: Please note that the class outline/schedule is subject to change.

Date	Topic	Readings/Assignments
1/10	<p>Lecture/Discussion: Introductions/syllabus review Procedural Safeguards</p> <p>Activity: Procedural safeguards group summary/presentations</p>	<p>Readings: None</p> <p>Assignments: Bring a copy of the procedural safeguards and parent rights</p>
1/17	<p>No Class – MLK Jr. Day</p>	
1/24	<p>Lecture/Discussion: Referral information/meetings Evaluation planning/RIOT model Developmental history Chapters 1-2 discussion</p> <p>Activity: Report writing practice - Records and developmental history</p>	<p>Readings: Hass & Carriere Chapters 1-2</p> <p>Assignments: Bring a copy of district developmental history questionnaire</p>
1/31	<p>Lecture/Discussion: Interviews Chapter 3 discussion</p> <p>Activity: Interview practice Report writing practice - interviews</p>	<p>Readings: Hass & Carriere Chapter 3</p> <p>Assignments: Bring interview templates/samples from school site</p>
2/7	<p>Lecture/Discussion: Class check-in Observations Chapter 4 discussion</p> <p>Activity: Observation practice Report writing practice - observations</p>	<p>Readings: Hass & Carriere Chapter 4</p> <p>Assignments: Bring observation templates/samples from school site</p>
2/14	<p>Lecture/Discussion: Cognitive testing</p> <p>Presentations: CTONI-II; KABC-II</p> <p>Activity: Test administration practice, scoring, and report writing</p>	<p>Readings: Cognitive evaluation example</p> <p>Assignments: Draft of background, interviews, and observations write-up</p>

2/21	<p>Lecture/Discussion: Academic achievement testing</p> <p>Presentations: KTEA-3, WIAT-4 CTONI-II; KABC-II</p> <p>Activity: Test administration practice, scoring, and report writing</p>	<p>Readings: Academic achievement example</p> <p>Assignments: Draft of cognitive write-up</p>
2/28	<p>Lecture/Discussion: Processing testing</p> <p>Presentations: CTOPP-2; VMI</p> <p>Activity: Test administration practice, scoring, and report writing</p>	<p>Readings: Processing evaluation example</p> <p>Assignments: Draft of academic report</p>
3/7	<p>Lecture/Discussion: SLD Identification</p> <p>Presentations: DAS-II; WPPSI-4 Eligibility Presentations</p> <p>Activity: Test administration practice, scoring, and report writing</p>	<p>Readings: SLD example reports</p> <p>Assignments: Draft of processing report</p>
3/14	<p>Lecture/Discussion: Adaptive Behavior Autism and ADHD</p> <p>Presentations: ABAS-3; Vineland-3</p> <p>Activity: Test administration practice, scoring, and report writing</p>	<p>Readings: EBD/OHI example reports</p> <p>Assignments: Draft of eligibility statement</p>
3/21	<p>No Class – Spring Break</p>	
3/28	<p>Lecture/Discussion: Social Emotional Behavior Executive Functioning Guest speaker – BCBA</p>	<p>Readings: Autism example reports</p>

	<p>Presentations: NEPSY-II or WRAML-2</p> <p>Activity: Test administration practice, scoring, and report writing Peer reviews</p>	<p>Assignments: Draft reports for feedback (optional)</p>
4/4	<p>Lecture/Discussion: Recommendations Chapter 5 discussion Course recap/catch-up</p> <p>Activity: Recommendations roundtable Peer reviews</p>	<p>Readings: Hass & Carriere Chapters 5</p> <p>Assignments: Draft reports for feedback (optional)</p>
4/11	<p>Lecture/Discussion: Check-in</p> <p>Presentations: ADOS-II</p> <p>Activity: Case presentations</p>	<p>Readings: Communicating Assessment Findings podcast</p> <p>Assignments: None</p>
4/18	<p>Lecture/Discussion: Check-in</p> <p>Activity: Case presentations</p>	<p>Readings: None</p> <p>Assignments: None</p>
4/25	<p>Lecture/Discussion: Check-in</p> <p>Activity: Case presentations Course evaluation</p>	<p>Readings: None</p> <p>Assignments: Final psychoeducational evaluation</p>