

Lewis and Clark College
Graduate School of Education and Counseling
SPSY 547: Assessment and Intervention III
Course Syllabus Spring 2024

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Class Day and Time: Tuesday SPSY 547-01 9:00-12:15
SPSY-547-02 1:00-3:15
Class Location: Morning class: York Room 121; Afternoon class: York Room 107
Office Hours: By appointment
Credit: 3 semester hours

Catalog description:

Assessment III

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.

Required Texts:

Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018) *Essentials of Assessment Report Writing* (2nd ed.). Hoboken, N.J.: Wiley & Sons, Inc.

Online textbooks

Alfonso, V. C., & Flanagan, D. P. (2018). *Essentials of specific learning disability identification* (2nd ed). Hoboken, N.J.: Wiley & Sons, Inc.

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016) *Essentials of WJ IV Cognitive Abilities Assessment*. Hoboken, N.J.: Wiley & Sons, Inc.

Other readings will be provided.

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.

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 4.5 hours of a 45 hour class (3 credits). In cases of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or for the entire course. In such cases, the work to be submitted in order 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 seen as an absence that requires make-up work.

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 or observing students. 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 in the assignments and reports submitted for this course.

Legal Custodial parental informed consent and permission will be obtained for all minor volunteers at your school site.

Test kits:

As you conduct in-person assessments, it is assumed that you will be using test kits from your practicum site.

For the assessment instrument presentations, test kits will be checked in and out through Leslie Dawson by **completing the School Psychology Test Kit Request form:**

https://docs.google.com/forms/d/e/1FAIpQLSfnJ-HeazlISLxUNOqqeQ5HoSDWmB8uOtx16-SpaCYXHkmPCw/viewform?usp=sf_link

You will be working with two or three other students; one of you should be responsible to checking out the test kit. You will need one protocol or set of protocols for your group. Further instructions for this assignment 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.*

Artificial Intelligence policy:

Students in this course are expected to generate their own work, as you are learning what to write and how to write a psychoeducational evaluation report. Policy: If you have any questions regarding these policies, please speak to your instructor for clarification. In addition to the college academic integrity policy, the use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

Cell Phones and Laptops:

Please put cell phones away and keep on “do not disturb” mode during class. Please put smart watches on “do not disturb” mode also. It is expected that all students will refrain from checking texts, emails, or social media during class.

Class Assignments, Requirements, and Grading:

1. Attendance and Participation. (30 points)

<i>Rubric: Standards and Skills for Class Participation, Discussion, Weekly Assignments</i>	
Rating Scale	0=does not meet criteria 1=meets criteria minimally 2=meets criteria appropriately 3=meets criteria exceptionally
Student demonstrates thoughtful, timely, and effective engagement in all aspects of the class and makes the effort to contribute positively.	
Student consistently demonstrates strong and effective skills in verbal, nonverbal, and written communication.	

Student demonstrates the ability to receive, integrate, and utilize feedback and is able to give feedback respectfully.
Student respects cultural, familial, and individual differences relating to age, gender race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
Student works responsibly with peers on all collaborative activities, demonstrating respect and thoughtful support.
Student shows evidence of having read and reflected upon the week's reading assignments.
Student relates to peers, faculty, supervisors, and other professionals in a respectful, ethical, and appropriate manner.
Student exhibits appropriate levels of self-assurance and confidence, and balances this with a healthy sense of humility and openness to learning.
Student demonstrates a continuing capacity for openness to points of view, theories, experiences, and perspectives different from their own.
Student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.

2. **Psychoeducational Assessment, Written Report, and Presentation. (50 points)**

Students will arrange to co-conduct a comprehensive psychoeducational (special education) evaluation under the supervision of their practicum supervisor (a licensed school psychologist) at their practicum site.

It is advised that this evaluation be an initial evaluation. Recognizing that some of you are at a practicum site where there are few initial evaluations, it is possible to do a reevaluation. Please be advised that all of the following components must be part of the evaluation or reevaluation.

a. **Assessment component will include**

- i. Information from the intake/evaluation planning meeting indicating the reason for referral
- ii. Clinical interviews (student, parent, teacher)
- iii. Developmental history (may be from the parent interview)
- iv. Record review
- v. Behavioral observations (classroom, testing, other optional observations)
- vi. Results of standardized social-emotional-behavioral rating scales; results of executive function rating scales, if appropriate; results of standardized adaptive rating scales, if appropriate
- vii. Results of assessment of cognitive functioning; results of assessment of academic achievement

b. **Report:** Each student will write a comprehensive psychoeducational report for your case. More information and examples will be shared in class as we learn about writing a student-centered, easily understandable psychoeducational 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 (see School Psychology Program: Practicum Handbook Practicum CCE Rubric: KA3.1)

Assessment and Intervention). Reports should be shared and submitted in Google Docs.

- c. **Case presentation:** Each student will present the assessment case including case conceptualization, assessment procedures followed, assessment findings and conclusions, eligibility determination, and recommendations. In-class case presentation will be a role play of the results meeting and may focus only on certain aspects of the evaluation and report. Again, detailed instructions will be given before case presentations are prepared.

3. **Peer Reviews. (15 points total—5 points each for sections AB, C, DE)**

Students are required to provide written feedback on a peer's written report. Reviews are due to the peer and instructor one week from the date the written section was due.

4. **Class presentations and projects (43 points total)**

- a. **State and District Guidelines for Special Education Assessment and Eligibility:** detailed description will be provided in class on 1/9/24. Presentations due 1/16/24. (5 points)
- b. **Cognitive and Academic Assessment Instrument Review:** Small group project; description will be provided in class on 1/9/24 (5 points)
- c. **Recommendation Resources—Roundtable:** (5 points) individual project; description will be provided in class. Some time to work on this in class will be provided; roundtable on 3/12/24.
- d. **Reading discussion and participation** (18 points—3 points each reading)
- e. **Other assignments:** (10 points)
 - a. **Template** (2 points)
 - b. **Podcast reflection questions** (2/2 points)
 - c. **Reason for referral example** (2 points)
 - d. **Developmental history example from interview** (2 points)

Total points possible: 138 points

120-138=A

105-119=A-

90-104=B

80-89=B-

65-79=C

Graduate School Grading Policy: "The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative GPA. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade."

Late policy: All assignments and papers are due in class on the day specified in the syllabus or by the instructor. Points will be deducted for assignments not turned in on time (-10% per day late).

Course Schedule:

This schedule is designed to be our schedule for spring semester. It will usually be followed without modification, but it may be modified in response to student learning or extenuating circumstances. If you are absent from class, it is your responsibility to ask about announcements and assignments given while you were absent.

Date	Focus/General Activity	Lab Time	Assignment due
1/9	Introduction; review of syllabus, assignments, grading Google Drive Assignment of eligibility presentations Lecture/Discussion: Referral/Evaluation Planning meetings	Getting oriented Procedural Safeguards discussion and questions	None For 1/16: Post a developmental history questionnaire from your district AND: Bring information from an evaluation planning/referral meeting you have attended at your practicum site (meeting minutes/your notes/other notes)
1/16	Presentations: SPED eligibilities Lecture/Discussion: Pre-referral information; developmental history Discussion of reading assignment	Writing lab: Reason for Referral; Assessment Procedures; Record Review	See 1/9 Assignments Eligibility presentations READING DUE: Essentials (Schneider et al.) Ch. 1-3
1/23	Lecture/Discussion: Clinical interviewing; acculturation review; Review of behavioral observations; testing observations	Reading discussion (Schneider ch.4, 5) How to learn a test battery Writing lab: Creating a template	Writing assignment due: Reason for referral write-up from your site; optional: include record review Post a de-identified report from your district READING DUE: **Essentials (Schneider et al.) Ch. 4, 5
1/30	Lecture/Discussion: Review of CHC theory; the purpose of cognitive testing WISC-V, WJ-IV COG interpretation <i>Assessment instrument presentations: CTOPP-2; KTEA-3</i>	Reading discussion (Alfonso & Flanagan ch 4) Activity: interviewing practice Writing lab: Dev. Hx through interview	Writing assignment due: submit your report template (remember: it's always a work in progress) READING DUE: Essentials (Alfonso & Flanagan) Ch. 1-4 (ch. 2 pp 29-45 only) **Ch. 4 Essentials (Schrank): Ch 4 (skim)
2/6	Lecture/Discussion: SLD identification <i>Assessment instrument presentation: DAS-II</i> Course check-in #1	Reading discussions	READING DUE: Essentials (Alfonso & Flanagan): Ch. 7, 8, Ch 11 (329-380) **Ch. 7

2/13	NASP Convention week Please watch the two podcasts and complete the reflection questions (submit them in your individual assignment folder on the Google Drive)	Activities: •Watch YouTube School Psyched podcast 91 (Writing Assmt Reports People Will Read... 1 hour) •Watch NASP Podcast: Engaging Ways to Communicate Assessment Findings	Assignment due: reflection questions
Week 7 2/20	Lecture/Discussion: Executive Functioning; ADHD; Rating scales <i>Assessment instrument presentations: UNIT-2; WNV</i>	Activity: Reading discussions; Peg Dawson video Writing lab: BRIEF2 profile	READING DUE: **Essentials (Schneider et al.): Ch. 6 **Lichtenstein & Ecker: Consumer Responsive Report Writing
Week 8 2/27	Lecture/Discussion: Assessment of CLD students; review of Cross-Battery Assmt and C-LIM <i>Assessment instrument presentation: SB-5</i>	Activity: Reading discussion Writing lab: BASC-3, Conners 4 reporting	READINGS DUE: Dawson & Guare: Ch. 1-2 **Ch. 2 BP (Foundations) Ch. 6 BP in the Assmt of ELLs
Week 9 3/5	Lecture/Discussion: Writing the results of an academic assessment Oral reporting of assessment results	Activity: Peer review Writing lab: Writing KTEA-3, WIAT-IV, WJ-IV ACH; Oral reporting of cog results	READING DUE: Essentials (Schneider et al.) Ch. 9, 11 Due: Written report parts AB
Week 10 3/12	Working with a team; Organizing your practice Uploading recommendations Course check-in #2	Roundtable on recommendations; Peer review	Due: Peer review for parts AB Written report part C
Week 11 3/19	Individual case conferences (individual conferences 20-30 minutes will be scheduled all day March 21)	Please arrange to meet with your peer review partner to review parts DE	Due: Peer review for part C Written report parts DE
3/26	Spring break		
4/2	Overview of IEP structure; development of related service goals;	Interpretation practice	Due: Peer review for parts DE Final reports due
4/9	Case presentations	Case presentations	
4/16	Case presentations	Self-determination theory: David Streight	Final revisions may be submitted
4/23	Course wrap-up		