

**ADVANCED CHILDREN'S ASSESSMENT
PSYCHOLOGY 881 CRN 26253
SPRING 2016
COURSE SYLLABUS**

Class Time: 10:10 – 11:00 on Wednesdays; 9:05 – 11:00 on Fridays
Class Location: 207 Cammack Building
Supervision: Small group/individual dates have been set up
Supervision Location: 106 Cammack

Instructor: Teri Nowak, Ph.D.
Office: 106 Cammack Building
Office Phone: 859-622-1106
Email: teri.nowak@eku.edu

GA Support:
Sarah Hansford
sarah.hansford1@mymail.eku.edu

Availability: I am on campus every day of the week. The best way to meet with me is to make an appointment. Email me if you need a response within 48 hours (not including weekends). If a later response is okay, you can talk with me before or after class or during supervision.

Textbooks and Reading Sources

Required Texts

- Dawson, P., & Guare, R. (2010). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (2nd ed.). New York: Guilford.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology* (Vols. 1-4). Bethesda, MD: NASP.
- Johnson, E. S., & Clohessy, A. B. (2014). *Identification and evaluation of learning disabilities*. Thousand Oaks, CA: Corwin Press.
- Pierangelo, R., & Giuliani, G. (2008). *Understanding assessment in the special education process*. Thousand Oaks, CA: Corwin Press.
- Sattler, J. M. (2014). *Foundations of behavioral, social, and clinical assessment of children* (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Sattler, J. M. (2014). *Resource guide to accompany foundations of behavioral, social, and clinical assessment of children* (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Sattler, J. M. (2008). *Assessment of children: Cognitive foundations* (5th ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Tobin, R. M., & House, A. E. (2016). *DSM-5 diagnosis in the schools*. New York: Guilford Press.
- EKU Clinic Handbook. You were given a handbook during the clinic tour in November. One paper copy is available in the clinic if you do not have yours with you.

Suggested Supplemental Texts

- Sattler, J. M. (2008). *Resource guide to accompany Assessment of Children: Cognitive foundations* (5th ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Materials Needed for Course

- Required textbooks and reading sources

- A good stopwatch (e.g., can count forward or backward; not on a wristwatch, cell phone, Blackberry, iPhone, Smartphone, iPad, etc.)
- Test protocols: purchased in a packet from Brenda Strong, the clinic administrative assistant
- Test kits: checked out through the ECU psychology clinic

Course Description

Psychology 881: Advanced Children's Assessment (3 semester hours). This course provides students with theory and research regarding psychological and psychoeducational problems of childhood and adolescence in the context of diagnostic criteria, including training in the use of adaptive behavior scales and measures of academic achievement. Prerequisite: departmental approval.

Course Goals

There are three major goals for this course. By the end of the semester, you should gain knowledge to be able to:

1. Evaluate assessment instruments and subtests to determine those that are appropriate to use for any given situation (consider age, ethnicity, disability, reliability, validity, and bias of an instrument in relation to referral needs of an examinee). Another way to say this is, when given information about a student and the referral concern, be able to determine which assessment instruments (including specific subtests) and techniques are best to use that match the student and concern.
2. Administer and score a variety of assessment instruments (achievement, cognition, behavior, social, emotional, adaptive).
3. Interpret assessment results from individual tests and what they mean when integrated with multiple data sources.

Student Learning Outcomes

To accomplish the course goals, the following is what I want you to learn and retain when you complete this course:

- recall and understand theory and research in achievement, behavior, social, emotional, adaptive, and academic assessment of children and adolescents;
 - *This will be assessed by: practice assignments, exams, individual project*
- comprehend testing and measurement foundations and procedures;
 - *This will be assessed by: practice assignments, exams, individual project, mock ARC meeting*
- demonstrate appropriate interpersonal skills with children, adolescents, and adults during the evaluation process;
 - *This will be assessed by: observation, reliability of achievement tools, mock ARC meeting; evaluation case in clinic*
- apply assessment knowledge through accurate administration of assessment tools and accurate scoring of assessment protocols that measure achievement, behavior, social, emotional, adaptive, and academic areas of development;
 - *This will be assessed by: practice assignments, reliability of achievement tools, individual project; evaluation case in clinic*
- interpret results of assessments and analyze what findings mean for respondents;
 - *This will be assessed by: practice assignments, individual project, exams; evaluation case in clinic*
- integrate findings from multiple sources;
 - *This will be assessed by: exams; client evaluation in clinic*
- evaluate interventions to determine those that are most appropriate, based on evaluation results;
 - *This will be assessed by: practice assignments, individual project; evaluation case in clinic*

- write integrated reports that reflect writing skills commensurate with a beginning level school psychologist (e.g., excellent spelling, grammar, and sentence structure);
 - *This will be assessed by: practice assignments, report writing, individual project*
- explain findings using non-technical language in preparation for an informing conference;
 - *This will be assessed by: supervision, clinic report, mock ARC meeting*
- Demonstrate timeliness in the completion of work.
 - *This will be assessed by: submission of assignments, completion of each step of evaluation case as per signed contract*

In other words, as you prepare to become a school psychologist, you need to be able to demonstrate skills in determining appropriate assessment tools, conducting assessments, and understanding the results in order to identify appropriate interventions. Skills include:

- understanding psychoeducational information to determine whether an instrument is reliable and valid for a specific examinee;
- identifying strengths and weaknesses in order to link specific subtests with learning concerns;
- knowing where to locate information to learn how to administer an unfamiliar instrument;
- practicing administration and scoring of an instrument multiple times before using with an examinee;
- accurately administering testing instruments while developing positive rapport with an examinee;
- integrating results to determine the bigger picture of a person's developmental levels;
- identifying evidence-based interventions that are specific to the needs of a classroom teacher, small groups, parents, and to individuals;
- writing a report that clearly describes the findings and recommendations; and
- describing results in language that would be understandable to a typical adult.

These are the basic skills any school psychologist needs in order to be successful when carrying out the assessment component of her/his job.

Framework

Our knowledge of assessment continues to evolve; thus, this course changes each year in order to stay on the cutting edge of assessment as well as to reflect practices in the field. The overarching framework of this course is the use of the most appropriate assessment approach that best fits with a student's characteristics and learning concerns. This will include cross battery assessment, response-to-intervention (RTI) and the traditional discrepancy model.

The cross battery assessment approach (XBA) helps students to gain in-depth knowledge about the strengths and weaknesses of assessment instruments as they relate to the Cattell-Horn-Carroll (CHC) theory. It allows students to reliability measure either a wider range of abilities or a more in-depth selective range of abilities rather than relying on a single instrument to measure a concept.

Learning the RTI model and the traditional discrepancy model (using Kentucky's discrepancy tables) and how they interact, assists in identifying students' strengths, needs, and interests. The RTI Core Principles follow (Tilly, 2008, Best Practices, vol. 1, p. 36).

- All children can be effectively taught.
- Intervene early.
- Use a multitier model of service delivery.
- Use a problem-solving method to make decisions within a multitier model.
- Use research-based, scientifically validated interventions/instruction whenever available.
- Monitor student progress to inform instruction.
- Use data to make decisions.

- Use assessment for three different purposes:
 - Screening applied to all children to identify those who are not making academic or behavioral progress at expected rates;
 - Diagnostics to determine what children can and cannot do in important academic and behavioral domains; and
 - Progress monitoring to determine if academic or behavioral interventions are producing desired effects.

NASP Standards

This course is based on 2010 National Association of School Psychologists (NASP) standards. Domains related to assessment are listed on the last three pages of this syllabus.

Assessment Instruments

As an advanced assessment course, the type of assessment instruments that will be discussed include norm-referenced, criterion-based, and curriculum-based. Not all available instruments, however, can be covered in one course. Instead, you will become familiar with various instrument properties. Below is a list of instruments that you will be exposed to in this course.

Intelligence Instruments

DAS-II: Differential Abilities Scales-II
 Leiter 3
 UNIT: Universal Nonverbal Intelligence Test
 WNV: Wechsler Nonverbal Scale of Ability

Achievement Instruments

KTEA-3: Kaufman Test of Educational Achievement-2nd & 3rd Ed.
 KBIT-2: Kaufman Brief Intelligence Test
 WIAT-III: Wechsler Individual Achievement Test-3rd Ed.
 WJ-IV: Woodcock-Johnson Tests of Achievement-4th Ed.

Reading Instruments

GORT-5: Gray Diagnostic Reading Test-5TH Ed.
 CTOPP-2

Math Instruments

KeyMath
 Math from KTEA-3, WIAT-III, WJ-IV

Written Language Instruments

OWLS-II: Oral and Written Language Scales

Curriculum Based Assessments

AIMSweb
 Brigance
 DIBELS

easyCBM

Adaptive Scales

ABAS 3: Adaptive Behavior Assessment System Third Edition
 SIB-R: Scales of Independent Behavior-Revised
 VABS-II: Vineland Adaptive Behavior Scales-2nd Ed.

Executive Functioning

BRIEF: Behavior Rating Inventory of Executive Function
 CEFI: Comprehensive Executive Functioning Inventory
 COSS: Children's Organizational Skills Scales

Neuropsychological Instruments

NEPSY-II
 Bender-Gestalt-II

Behavior Scales

BAARS-IV: Barkley Adult ADHD Rating Scale
 BASC – 2 & BASC-3: Behavior Assessment System for Children-2nd Ed. & 3rd Ed.
 CAARS: Conners Adult ADHD Rating Scales
 CBRS: Conners Comprehensive Behavior Rating Scale
 CPRS-3: Conners Parent Rating Scale-3rd Ed.
 CSSR-3: Conners Student Self-Report-3rd Ed.

CTRS-3: Conners Teacher Rating Scale-3rd Ed.

Social Scales

ADOS: Autism Diagnostic Observation Schedule

ASDS: Asperger Syndrome Diagnostic Scale

ASRS: Autism Spectrum Rating Scale

GARS-3: Gilliam Autism Rating Scale-3rd Ed.

SSRS: Social Skills Rating System

ASEBA: Achenbach System of Empirically Based Assessment (adult, teacher, youth)

Beck Anxiety Scale

Beck Depression Scale

Burns Depression Checklist

CDI-2: Children's Depression Inventory-2

MASC-2:

Test Anxiety Inventory

Emotional Scales

Course Requirements

1. **PARTICIPATION:** I expect everyone to participate during class. The majority of this course is formatted as lecture/ whole group discussion with smaller portions reserved for video, small groups, and individual activities.

Diversity is valued in this course and is an important concern for all school psychologists. Be prepared, therefore, to demonstrate your respect toward others who are like you and not like you and who are represented and not represented in our class by choosing words, voice tones, and behaviors that reflect respect for our diversity. Diversity is one of the domains of the NASP Standards. See Domain 2.8 on page 21 & 22 of this syllabus.

As a student, you are preparing yourself to become a professional school psychologist. Part of that preparation includes technology etiquette. You are welcome to use your laptop computers to take notes or your phones to look up information on a topic we are discussing. Using technology for social matters is inappropriate in the classroom just as it is in the workplace. When not using your electronic devices, be sure to put them on silent so you will not be embarrassed when the entire class hears your current ringtone. If you have an emergency that would require you to accept a call during class, let me know in advance. If you need to take a phone call, go into the hall, and keep it brief, if possible.

In addition to face-to-face participation, there is an online component that supports material covered during class and there are out-of-class activities that give you practice in test administration and scoring as well as interpretation of and writing up the results. You will be expected to download PowerPoint slides, complete assignments and testing activities, and post your work on Bb. (See Tentative Class Schedule on pages 12-17 for assignments and due dates.) In addition, Bb will be used to ask and answer questions related to content via Discussion Board as well as to communicate information through Announcements and through your ECU email account. Be sure to check your ECU email and the Discussion Board on a regular basis.

2. **ASSESSMENT OF STUDENT LEARNING:** Assessment is an important learning tool that informs you and me about your continuing progress. Your final grade typically reflects the quality and quantity of time and effort you put forth to learn course materials. There is plenty of material to learn and it builds upon itself, so your consistent efforts are the key to your success. Submitting work late, pulling all-nighters to complete assignments, or not putting in preparation time for your clinic client will result in

performance that is lower than your ability. The information in this course also is necessary for you to know when you are in the schools on practicum and internship; therefore, learning the material in a manner that helps you to retain it is necessary.

- **PRACTICE ASSIGNMENTS:** There will be an assignment due nearly every week. Since this is an application course, practice assignments will help you to identify test strengths and weaknesses, learn to administer a variety of instruments, score them, interpret results, identify appropriate interventions, and explain your findings. I want to know if you can follow the standardized steps to administer and score instruments and if you conceptually understand what the results mean. Then, I want to see if you can take your findings and identify appropriate interventions. In order to understand the theoretical background of each instrument, you will need to answer questions as part of the assignment. Assignments are listed in the Tentative Course Schedule on pages 12-17 of this syllabus and are due **by class time on the due date**. There are 9 practice assignments. You will not complete the assignment related to the developmental area you present. (You get that week off for doing so much work on your individual project.) Late assignments will result in a lower score unless you have a **documented excuse** or you made arrangements with me **in advance**.
- **INDIVIDUAL PROJECT:** You will choose one area of development, learn how to assess it, and present your in-depth knowledge to the group. This activity will provide practice in what information to look for and how to look up information to determine the strengths and weaknesses of instruments. Through the development of fact sheets, you will provide information for all students' personal libraries on the developmental area, assessment tools, administration and scoring of one major tool, and interventions. The presentation and fact sheet will detail the developmental area and related assessment tools, the demonstration will show students how to administer and score an instrument, and interpretation of results with links to intervention will allow the application of knowledge gained through this project. This project involves a multi-step process. See the Individual Project Information document and the Individual Project Rubric on Bb under the Individual Project folder. Note that there are typically two required meetings with Dr. Nowak and deadlines to submit written materials prior to and after that meeting. The knowledge and practice you gain will help you to answer your colleagues' questions about administration, scoring, interpretation, identifying appropriate interventions, and writing results when they complete their practice assignment. A self-assessment will need to be completed by the next time the class meets.
- **EXAMS:** There will be two (2) exams during the semester. They are both take home exams that test your ability to apply the knowledge you gain in this course. As a school psychologist, you must have working knowledge of the information that the exams assess, as well as how to interpret the information. This is the difference between a psychometrician and a school psychologist.
- **OBSERVATIONS & RELIABILITY:** Prior to administering any assessment instrument, you must be reliable in its administration and scoring. You, therefore, must meet reliability on the *Kaufman Test of Educational Achievement, Third Edition* and the *Woodcock Johnson Tests of Achievement, Fourth Edition*. You will work with student colleagues to practice, practice, and practice some more on administering and scoring the instruments. Your student colleagues will give you feedback to help you improve and then, when you are ready, you will be observed for reliability. It takes A LOT of rehearsal to become reliable on test administration; so plan on practicing many times prior to getting observed. You are encouraged to get together to do practice observations prior to the "official" administration and observation between pairs. This is an excellent learning

experience for the student practicing test administration as well as for the observer.

- MOCK ARC MEETING: You will be teamed up with a school psychology intern to learn how to give assessment information at an ARC meeting. You will need to contact your partner prior to the mock ARC meeting to discuss what a school psychologist does prior to, during, and after an ARC meeting. This means the paperwork, what needs to be said, what needs to be done, etc. The intern will mentor you so that you will play the prominent role during the mock session.
- CLINIC ASSESSMENT CASE: You will complete a clinic assessment case during the semester. This will require you to assess a client using multiple tools, interpret the results, write a report, and explain the results to the client. Meetings with your client must be video recorded. You also must maintain up-to-date documentation of your case via the Titanium system. You will meet for supervision once a week to discuss details of your case. When you finish administering a testing instrument, score it, and turn it in to the course GA, Sarah Hansford. Her email address is on page 1 of this syllabus. She will check your work to make sure you are accurate. After you receive an okay, you can then interpret the results and begin writing your report.
 1. Report Writing: It is helpful to write sections of the report as you complete them, rather than waiting to write the entire document after all testing is finished. The report template more closely reflects one that is used in a school system, rather than a clinical template that you used in PSY 824. Practice with the template in this course should help make your adjustment easier when you go to school systems for your practicum and internship experiences. Written reports must follow the template provided.

All report drafts must be marked (e.g., Draft 1, Draft 2, Draft 3) in the header and associated materials must be kept together in an organized fashion when submitted. Report drafts can be paper or submitted electronically. ALL assessment materials must be in the client's folder when the drafts are turned in to me. I will give you feedback on each draft until the report is in its final form. In addition, see the Report folder on Bb for the report template, instructions and tips about writing the report, and the rubric I will use to score your first draft. Be sure that when you make changes to a draft copy, that you re-read it to ensure that it makes sense.

To help with writing reports, you will be exposed to numerous reports during the semester and you will receive feedback on the sections you write as part of your practice assignments. You will be assessed on the content and writing mechanics of your first report draft and the final report. A maximum of 3 drafts are allowed with additional report drafts resulting in a loss of points for each additional report draft.

Report writing takes **A LOT** of time; please allow sufficient time to score protocols, think about what the results mean, think about what they mean in conjunction with additional assessment information, identify appropriate recommendations, draft the report, and finalize the report. This is nothing like writing a paper for a class.

3. **ATTENDANCE & TIMELINESS**: Regular class attendance is crucial as it affects your grade directly and indirectly. As a professional-in-training, you need to practice behaviors appropriate in school systems, so please attend class, arrive on time, participate in class discussions and activities. Do not leave early, sleep, text message, or work on anything else in this class. If you are ill, however, please do not come to class. Arrangements

must be made IN ADVANCE of professional commitments or personal obligations that present a conflict with attending class. Documentation that reflects a valid reason for missing a class is required for an excused absence. If you are absent or late, it is your responsibility to obtain class notes from a student colleague, to get the details on assignments, and to turn in any assignment that is due.

Timeliness also is important in this course, because it is an essential skill when working in the schools. Being late when turning in assignments, missing meetings, or completing work past scheduled timelines will result in a loss of points. Being prepared for discussions in class and completing each portion of your evaluation within an appropriate timeline are good indicators of how successful you will be in completing your work in a timely manner when you are in the schools. You will need to sign an agreement related to when your clinic client evaluation will be completed (approximately 6 weeks). You and I will discuss the timelines of your case on a regular basis during supervision. With the exception of extenuating circumstances that are beyond the student's control, if your clinic report is not completed by the end of the semester, you will have to take this course again. That will result in a year's delay of the completion of your program. Any exceptions must be approved by Dr. Nowak before the end of the semester.

Grading

A = 801 - 890 (90-100%)
 B = 712 - 800 (80-89%)
 C = 623 - 711 (70-79%)

D = 534 - 622 (60-69%)
 F = < 534 (<60%)

You must obtain a final grade of an A or B in this course or you will need to repeat the course.

ASSESSMENT MEASURE	Objectives	Points
Practice Assignments	Practical experience in administration, scoring, interpretation, recs, and report writing 8@50 points each	400
Individual Project & Self-Assessment	In-depth knowledge of developmental area and assessment tools	110
Peer Observation	KTEA3 Test administration & scoring: 15 points adm; 10 point scoring	25
Reliability on Test Administration	KTEA3 test administration & scoring & WJIV	50 (25 each)
Mock ARC Meeting	Interpretation of results	10
Report 1: First draft	Report writing	25
Final Report	Report writing	50
Exam 1	Psychometrics & regulations Developing hypotheses & choosing instruments	100

Exam 2	Culminating assessment knowledge	100
Timeliness, attendance, & participation	Work habits that facilitate timely preparation for classes and written assignments	20
TOTAL		890

Make-up Policy

Since the assignments and exams are a take-home format, there should be no need to implement a make-up situation. If, however, an emergency causes you to miss your presentation, please contact me as soon as circumstances permit. Make-up work will only be given to students who have official University excuses or who have made arrangements with me. It is your responsibility to tell me that you need to make up an exam and to schedule a time.

Academic Integrity

Students found guilty of an academic honesty violation will receive a 0 (zero) on the assignment in question. Violations could also result in a 0 in the course and/or a referral to the Academic Council. Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu.

Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Statement

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Standards for Written Assignments and Reports

I expect well-written, concise, neat, accurate written products. Assignments are to be turned in by the due date and time. Correct grammar, spelling, and composition will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may visit the Noel Studio, in the Library: The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.eku.edu/> or call 859-622-6229.

With the exception of filling out test protocols for the practice assignments, all of your out-of-class written work in this course must be done on a word processor. Follow APA format with 1 inch margins, Times New Roman or Arial 12 font, and double spacing. The steps to writing well are:

- Write a preliminary draft;
- Run spell and grammar checks;

- Print a paper copy;
- Read your document carefully, from begin to end, and edit as you go. Ready for content, grammar, and mechanics. Remember that spell and grammar checks do not catch all error. (Did you catch the six errors in the previous three sentences? Microsoft Word spelling and grammar checks did not catch them.);
- Transfer your corrections to your copy on the computer;
- Print out a clean correct copy and look for formatting problems; and
- Make any additional corrections and print out or save a copy for you and post it to Bb for me.

Assessment Guidelines

Many issues must be considered to be successful in this course. First, you may need to find volunteers who you can practice administering tests on to help you to become smooth and efficient in handling the materials while becoming familiar with procedures. Regardless if you are administering an instrument for practice or as part of a course requirement, NO test results are to be given to the participant or the participant's legal guardian. Similarly, NO recommendations for psychological or medical treatment should be offered to the participant or legal guardian. You are practicing these tests and errors on your part can lead to unreliable results, which would lead to inaccurate recommendations.

Seeking volunteers to practice instrument administration

Individuals who can be used as participants:

- students in class;
- other psychology students;
- other student colleague's children; and
- others who do not meet criteria listed below.

Individuals who should NOT be used as participants:

- psychology faculty children at the Model Lab School;
- people with whom you have a close personal relationship;
- anyone who you believe might need a psychological evaluation within the next six months;
- persons who will not sign a permission form and release for giving up their right to see specific test results (adults "acting" as part of a practice assignment do not need to sign a permission form); and
- anyone who currently is a participant or client of yours for another course.

Permission

Parent permission is not needed for student participants from the Model Lab School. For all other children, written parent permission is required. In addition, written permission to participate in testing for all participants of adult age (18 years and older) is required, except for student colleagues. Signed approval forms must be attached to test packets. This is such an important issue that without a signed permission form, a failing grade will be given for the work. In addition, a pattern of failing to obtain prior permission to testing could result in you being asked to withdraw from the course.

Confidentiality

All information obtained from participants is confidential. This means that you DO NOT send report drafts via email until the report is **sanitized** (all identifying information is deleted or replaced with pseudonyms.) Do not discuss the participant or any of the results outside of class or outside of the clinic. All reports and materials, including USB jump drives that contain client information, MUST be kept in a safe place. (The back seat of your locked car is NOT considered a safe place.)

Finishing the semester

At the end of the semester, ALL assessment kits and materials must be returned or a failing grade or incomplete will be given.

Portfolio Work

A portfolio is a way of showcasing your work. At the end of the semester, you will need to complete your Self-Assessment of Progress and post it to Bb by May 9th. Also, when you complete your final clinic assessment report, you will need to sanitize it and post it to Bb. The ECU school psychology faculty maintain your Bb postings as your portfolio. I strongly suggest that you, however, have a separate jump drive as your personal portfolio. You will use many of these documents (e.g., psychoeducational evaluation reports, intervention reports, consultation reports) as samples of your work when you go on interviews for your internship.

This course is designed to help you independently solve problems by identifying the information you need, locating it, and interpreting results. Since there is no way that we can discuss every type of assessment situation you will encounter as a school psychologist, you will instead develop skills to make informed decisions that will benefit each individual with whom you will work. Consider this course as career development. Assessment knowledge and skills learned in this course build upon those learned in PSY 824; they are the basis for your first practicum; and are important skills needed during your internship and as a professional school psychologist. As we work together during this course, I expect you to demonstrate graduate-level thinking, effort, attitudes, work products, and behaviors. You can expect me to act in a professional manner, provide you with information in a format that is understandable to you, provide timely feedback, and be available to answer your questions through email and during scheduled appointments. I welcome any constructive feedback you can offer that will help me to better teach advanced assessment information. I look forward to working with you this semester!

Tentative Class Schedule

Date	Topics	What To Do Before Class Meets	What's Due By Class Time	Supervision
January 20 1 hr	Welcome! Overview of Syllabus An Effective Evaluator		You – in the classroom	<p style="text-align: center;">PREPARATION FOR SUPERVISION:</p> Read Assessment Process: Sattler, pp. 100-108
January 22 2 hrs	Child & Environment Factors Cultural Responsiveness Achievement KTEA3 Reliability Procedure	Read: Sp Ed book, pp. 3-5 Sattler, pp. 84-91; ch 4, Resource Guide, p. 235 Decide practice partner(s) Check out achievement kits from clinic Download: • Accommodation forms • Culture forms • Tips on Administering Achievement Tests	Bring achievement kits to class	<p style="text-align: center;">DURING MEETING:</p> <ul style="list-style-type: none"> • Titanium training • Assessment process <p style="text-align: center;">DURING THE WEEK:</p> Review client folder
January 27 1 hr	INDIVIDUAL PROJECT Executive Functioning CEFI & BRIEF Executive Function Skills Practice Assignment	Download: Fact Sheets Read: Dawson & Guare book Sattler, Appendix M Practice KTEA3 & post any questions to Bb discussion board	This week: complete KTEA3 peer observations	<p style="text-align: center;">PREPARATION FOR SUPERVISION:</p> Read Interviewing: Sattler, chs 5 & 6, pp. 251-252 <p style="text-align: center;">DURING MEETING:</p> <ul style="list-style-type: none"> • Assessment contract • Review file; determine hypothesis/hypotheses; & develop assessment plan

January 29 2 hrs	Executive Functioning CLASS IN CAMMACK COMPUTER LAB Questions about KTEA3	Find email with MHS link & become familiar with webpages Work on EF practice assignment Practice KTEA3 & post any questions to Bb discussion board		DURING THE WEEK: Make contact with client: <ul style="list-style-type: none"> • Ask additional questions • Schedule 1st session with client • Update Titanium Practice cognitive instrument
Date	Topics	What To Do Before Class Meets	What's Due By Class Time	Supervision
February 3 1 hr	INDIVIDUAL PROJECT Behavior: Conners Comprehensive Behavior Rating Scale (Conners CBRS) Behavior Practice Assignment	Download: Fact Sheets Read: Sattler, ch 14; Appendix F	This week: obtain reliability with GA	PREPARATION FOR SUPERVISION: Read: Observations during Assessment: Sattler, 91-99 DURING MEETING: <ul style="list-style-type: none"> • Review hypotheses with additional info obtained from client • Review cognitive instrument DURING THE WEEK: <ul style="list-style-type: none"> • Conduct cognitive assessment & give out EF & behavior scales • Update Titanium
February 5 2 hrs	Internalizing & Externalizing Rating Scales Behavior BASC-3 Behavior Practice Assignment CLASS IN CAMMACK COMPUTER LAB	Work on behavior practice assignment		
February 10	NO CLASS NASP Conference	Practice achievement test with partner		DURING THE WEEK: Administer & score cognitive assessment, EF, and behavior scales then

February 12 2 hrs	Scheduled Work Time	Organize notes and links	DUE 2/12: Executive Function Skills Practice Assignment	and behavior scales then give to Sarah Set appointment for achievement assessment session
February 17 1 hr	INDIVIDUAL PROJECT: Literacy/ Reading GORT-5 Reading Practice Assignment	Download: Fact sheets Sattler Resource Guide reading forms, pp. 143-150	DUE: Behavior Practice Assignment	PREPARATION FOR SUPERVISION: • Read Statistics and Psychometric Constructs Sattler, ch 2 Sp Ed book, Step VIII • Make contacts DURING MEETING: Update status of evaluation; review additional data DURING THE WEEK: Administer achievement & score, then give to Sarah; Update Titanium
Date	Topics	What To Do Before Class Meets	What's Due By Class Time	Supervision
February 19 2 hrs	Literacy/ Reading Error Analysis Interventions Reading assessment instruments	Work on reading practice assignment	[Specialist comps for 2 nd year students]	
February 24 1 hr	INDIVIDUAL PROJECT: Written Language OWLS-II Written Language Practice Assignment	Download: Fact Sheets Sattler Resource Guide writing forms, pp. 137-144		PREPARATION FOR SUPERVISION: • Make contacts • Read NASP Report Writing article; Nowak's Report Notes DURING MEETING: Update status of evaluation; review additional data

February 26 2 hrs	Written Language Error Analysis Interventions Written language assessment instruments	Work on written language practice assignment		additional data DURING THE WEEK: Continue data collection
March 2 1 hr	INDIVIDUAL PROJECT: Math/ Numeracy WIAT-III Math Practice Assignment	Download: Fact Sheets	DUE: Reading Practice Assignment	PREPARATION FOR SUPERVISION: Make contacts DURING MEETING: Update status of evaluation; review additional data
March 4 2 hrs	Math/ Numeracy Error Analysis Interventions Math assessment instruments	Work on math practice assignment		DURING THE WEEK: Finish data collection
March 9 1 hr	Oral Language Language Assessments	Sattler Oral Language Matrix, p. 233	DUE: Written Language Practice Assignment	PREPARATION FOR SUPERVISION: Finish making contacts; be familiar with all data DURING MEETING: Update status of evaluation; review additional data; bring DSM-5 in Schools book
March 11	Exam 1	Take home exam	NO CLASS	DURING THE WEEK: Write report; Review DSM5 in Schools book
Date	Topic	What To Do Before Class Meets	What's Due By Class Time	Supervision
March 16 & 18	Spring Break	TRY TO RELAX		
March 23 1 hr	<i>Ellen Rini, guest speaker</i> KY Common Core Academic Standards		DUE: Math Practice Assignment	PREPARATION FOR SUPERVISION: Be prepared to make conclusive determinations (e.g., test scores on L.D.

March 25 2 hrs	Curriculum Based Measurement CBM Assessment RTI Progress Monitoring RTI, Discrepancy & LD LD Tables [Observations	Download: RTI forms Read: Sp Ed book, Step IX LD book, chs 1-4 & pp. 58, 59, 62-66 Sattler, chs 8 & 9, Appendices C & H		look up scores on LD table) DURING MEETING: Finalize conclusive determination: review report; bring DSM-5 in Schools book DURING THE WEEK: Work on writing the report
March 30 1 hr	INDIVIDUAL PROJECT: Cognitive Nonverbal: UNIT or C-TONI-2 Cognitive Practice Assignment	Download: Fact sheets Read: Sattler, ch 18		PREPARATION FOR SUPERVISION: Edit report DURING MEETING: Discuss report findings and report writing mechanics DURING THE WEEK: Work on report; update Titanium
April 1 2 hrs	Cognitive Instruments Nonverbal/ELL Cross Battery Assessment (XBA)	Work on cognitive practice assignment		
April 6 1 hr	INDIVIDUAL PROJECT Adaptive Scales VABS-II Adaptive Practice Assignment	Download: Fact Sheets Read: Sattler ch 11, Appendix L p. 236		PREPARATION FOR SUPERVISION: Edit report DURING MEETING: Discuss report findings and report writing mechanics DURING THE WEEK: Work on report
Date	Topic	What To Do Before Class Meets	What's Due By Class Time	Supervision
April 8 2 hrs	Adaptive Instruments SIB-R ABAS-II Family	Work on adaptive practice assignment		

April 13 1 hr	INDIVIDUAL PROJECT: Neuropsychology NEPSY-II Neuropsychology Practice Assignment	Download: Fact Sheets Read: Sattler, chs 23 & 24, Traumatic Brain Injury in Resource Guide	DUE: Cognitive Practice Assignment	PREPARATION FOR SUPERVISION: Finalize report DURING MEETING: Discuss report findings and report writing mechanics
April 15 2 hrs	WJIV	Check out WJIV kits Work on neuropsych practice assignment	Bring WJIV kits to class [Goal: meet reliability by end of month]	DURING THE WEEK: Print final report on letterhead
April 20 1 hr	INDIVIDUAL PROJECT: Attention Deficit Hyperactivity Disorder (ADHD) Conners 3 CLASS IN CAMMACK COMPUTER LAB ADHD Practice Assignment	Download: Fact Sheets Read: Sattler, ch 15, Appendix G Practice achievement test	DUE: Adaptive Practice Assignment	PREPARATION FOR SUPERVISION: Read Informing Conference information & Post Assessment Interview Sattler pp. 237-245 DURING MEETING: • Discuss report and sign final copy • Discuss how to present evaluation information
April 22 2 hrs	Meet my family Begin Inquiry Process SAT Record Reviews Student & Family Interviews Laws/Regs/Eligibility Areas of Assessment Teams Admission & Retention Committee (ARC) Meetings	Read: Sp Ed book, pp. 6-9; Steps III-VII; Sattler, pp. 82-84 LD book, ch 1, 2, 7 Be familiar with how to access Kentucky regulations & eligibility criteria online and ARC forms (KDE website) Download: ARC for Parents	Communicate your questions to intern mentor (via email) about Mock ARC Meeting	DURING THE WEEK: Set up informing conference meeting; update Titanium
Date	Topic	What To Do Before Class Meets	What's Due By Class Time	Supervision

April 27 1 hr	Determining Eligibility ARC Meeting Assessment Plan Gifted & Creative	Read: Sp Ed book, Step II LA book: ch 1 & 2 Review: Sattler, ch 19, Appendix I Dawson & Guare book	DUE: Neuro Practice Assignment	PREPARATION FOR SUPERVISION: Be ready to present how to discuss results DURING MEETING: • Discuss report and sign final copy • Discuss how to present evaluation information DURING THE WEEK: Meet with client for informing conference
April 29 2 hrs	Social/ Emotional Achenbach (ASEBA) Narrow band rating scales: CDI-2 & MASC-2 [Questions about Mock ARC Meeting]	Download: Fact Sheets		
April 29 2:00	Mock ARC Meeting	Practice for mock ARC meeting	Will be able to meet with intern mentor prior to ARC meeting beginning	
May 4 1 hr	Autism GARS-3 & other instruments to assess Autism Spectrum Disorder Vocational	Sattler Appendix J	DUE: ADHD Practice Assignment	PREPARATION FOR SUPERVISION: Close case on Titanium DURING MEETING: • Discuss informing conference • Reflect on the positives and difficulties of evaluation
May 6 2 hrs	Alternative/ Portfolio Assessment CLASS IN CAMMACK COMPUTER LAB	Read: Sp Ed book: pp. 50-52		DURING THE WEEK: Sanitize report and post to Bb as part of portfolio
TBA	Collaborative Assessment & Management of Suicidality CAMS Training	Perkins Building EKU Campus	Your body at the CAMS training	

May 9-13 Finals Week			DUE ____: Exam 2 by 11:59 pm	May 9: Evaluation of progress posted to Bb
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Resources

Books

- Bagnato, S. J., Neisworth, J. T., & Munson, S. M. (1997). *LINKing assessment and early intervention: A authentic curriculum-based approach*. Baltimore: Paul H. Brookes.
- Feifer, S. G., & De Fina, P. A. (2000). *The neuropsychology of reading disorders: Diagnosis and intervention workbook*. Middletown, MD: School Neuropsych Press
- Feifer, S. G., & De Fina, P. A. (2002). *The neuropsychology of written language disorders: Diagnosis and intervention*. Middletown, MD: School Neuropsych Press
- Feifer, S. G., & De Fina, P. A. (2005). *The neuropsychology of mathematics: Diagnosis and intervention*. Middletown, MD: School Neuropsych Press
- Feifer, S. G., & Della Toffalo, D. A. (2007). *Integrating RTI with cognitive neuropsychology: A scientific approach to reading*. Middletown, MD: School Neuropsych Press
- Sattler, J. M. (1998). *Clinical and forensic interviewing of children and families: Guidelines for the mental health, education, pediatric, and child maltreatment fields*. La Mesa, CA: Jerome M. Sattler, Publisher.

Related Website Links

General School Psychology

www.nasponline.org (NASP)

http://www.apadivisions.org/division-16/index.aspx?_ga=1.193618669.1185017260.1437272905

(Division 16 of APA: School Psychology)

www.apa.org (APA)

<http://www.apa.org/apags/> (APA graduate student organization)

Regulations

www.education.ky.gov (Kentucky Department of Education; Division for Exceptional Children)

www.ed.gov (US Department of Education)

Response to Intervention (RTI)

http://www.rti4success.org/index.php?option=com_frontpage&Itemid=1 (National RTI Center)

Instruments & Progress Monitoring

www.dibels.uoregon.edu (CBM of Literacy/Reading – K – 3rd grade)

<http://www.aimsweb.com/>

www.getgotgo.net (CBM of Literacy; Preschool)

www.igdi.ku.edu (CBM of Literacy; Infant/toddler)

<http://chiron.valdosta.edu/whuitt/col/measeval/crmnref.html> (criterion vs. norm referenced tests)

Many publishing companies have Q & A web pages on specific assessment instruments

Disabilities

<https://www.cec.sped.org> (international organization about children with special needs)

Early Childhood

www.naeyc.org (all young children through age 8)

www.dec-sped.org (young children with special needs through age 8)

Families

<https://www.understood.org/en> (15 nonprofit organizations combined to develop website for family members)

Interventions/Resources

www.earlyliteracylearning.org (literacy)

www.bridges4kids.org (parent site about children with special needs)

www.interventioncentral.org (various interventions)

www.whatworks.ed.gov (What Works Clearinghouse of scientific evidence in education)
<http://ies.ed.gov/ncee/wwc/publications> click on practice guides (academic & behavior)
www.campbellcollaboration.org (The Campbell Collaboration (C2) reviews studies that meet evidence-based requirements)
<http://csefel.vanderbilt.edu/> (social and emotional issues & challenging behavior)
www.researchtopractice.info (research and training center on early childhood development and evidence-based practices)
www.promisingpractices.net (what works for children, youth, and families)
<http://www.nrepp.samhsa.gov/> (national registry of evidence-based mental health & substance abuse practices and programs)
<https://twitter.com/EBINetwork> (twitter: evidence-based interventions; lots of academic interventions)

NASP Standards Related to PSY 881

Students preparing to become school psychologists must demonstrate entry-level competency in every domain of professional practice. Competency requires both knowledge and skills. ECU's school psychology program ensures that students are provided a foundation of knowledge in psychology and education that includes theories, models, empirical findings, and techniques in each domain. Our program also ensures that students have the opportunity to practice and demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains listed here are those related to assessment and are the basis for PSY 881.

2.1 Data-Based Decision-Making and Accountability:

Examples of areas in which school psychologists have knowledge include the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties
- Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools
- Strategies for translating assessment and data collection to development of effective recommendations* [additional areas included, but in PSY 881, recs are the focus]

Examples of areas in which school psychologists demonstrate skills include the following:

- Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into evidence-based interventions and educational and mental health services effective for particular situations, contexts, and diverse characteristics [and used as recommendations in PSY 881]
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision making

2.3 Interventions and Instructional Support to Develop Academic Skills:

Examples of areas in which school psychologists have knowledge include the following:

- Biological, cultural, and social influences on cognitive and academic skills
- Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
- Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
- Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- Techniques to assess learning and instruction and methods and technology resources for using data in decision making, planning, and progress monitoring
- Information and assistive technology resources to enhance children's cognitive and academic skills

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

2.4 Interventions and Mental Health Services to Develop Social and Life Skills:

Examples of areas in which school psychologists have knowledge include the following:

- Biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills
- Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics
- Evidence-based strategies to promote social–emotional functioning and mental health
- Strategies in social–emotional, behavioral, and mental health services that promote children’s learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
- Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Integrate behavioral supports and mental health services with academic and learning goals for children

2.7 Family-School Collaboration Services

Examples of areas in which school psychologists have knowledge include the following:

- Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development
- Psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics
- Evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education
- Methods that improve family functioning and promote children’s learning, social development, and mental health

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing [recommendations] for families
- Utilize data-based decision making, evaluation methods, problem-solving strategies, . . . to enhance family–school–community effectiveness in addressing the needs of children

2.8 Diversity in Development and Learning:

Examples of areas in which school psychologists have knowledge include the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status)
- Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity

Examples of areas in which school psychologists demonstrate skills include the following:

- Provide effective professional services in data-based decision making, . . . for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery

2.10 Legal, Ethical, and Professional Practice:

Examples of areas in which school psychologists have knowledge include the following:

- Multiple school psychology service delivery models and methods
- Ethical and professional standards for school psychology
- Legal standards and regulations relevant for practice in settings in which school psychologists work
- Factors related to professional identity and effective practice as school psychologists
- Relevant information sources and technology

Examples of areas in which school psychologists demonstrate skills include the following:

- Provide services consistent with ethical and professional standards in school psychology
- Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
- Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals
- Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills
- Utilize supervision and mentoring for effective school psychology practice