



PSY 643.001

CRN: 33858

Academic Assessment and Intervention
College of Education and Behavioral Sciences
Psychology Department
Western Kentucky University
Spring 2020
Tuesday/Thursday 2:20 – 3:40 pm
GRH 3005

Instructor: Sarah Ochs, Ph.D.

Office: GRH 3025

Phone: 270-745-4414

Email: Sarah.Ochs@wku.edu

Office Hours: Monday 1:30-2:30, Tuesday 12:30-2:00, Wednesday 10:00-12:00, 1:00-3:00, Thursday 12:30-2:00, by appointment

Graduate Assistant: Jillian Kintner

Email: jillian.coursin213@topper.wku.edu

I. COURSE DESCRIPTION

Catalog Description: Diagnostic instruments and procedures for assessing educationally-related disabilities. Emphasis on current laws and regulations regarding special education, academic interventions, and Individualized Education Programs. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

This is a 3 credit hour course.

Prerequisites: PSY 560, 561 and permission of instructor.

II. REQUIRED TEXT/READING

Required Textbooks:

Burns, M.K., Riley-Tillman, T.C., & VanDerHeyden, A.M. (2012). *RTI applications, volume 1: Academic and behavioral interventions*. New York, NY: The Guilford Press.

Salvia, J., Ysseldyke, J. E., & Witmer, S. (Eds.). (2017). *Assessment in special and inclusive education* (13 ed.). New York, NY: Cengage.

Recommended Textbooks:

Breaux, K. & Lichtenberger, E. (2016). *Essentials of KTEA-3 and WIAT-III assessment*. Hoboken, NJ: John Wiley & Sons, Inc.



Burns, M. K., Riley-Tilman, T.C., & Rathvon, N. (2017). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes (3rd ed.)*. New York, NY: The Guilford Press.

Mather, N. & Wendling, B. (2015). *Essentials of WJ IV Tests of Achievement*. Hoboken, NJ: John Wiley & Sons, Inc.

Shapiro, E. S. (2011). *Academic Skills Problems: Direct Assessment and Intervention (4th ed.)*. New York, NY: The Guilford Press.

Shapiro, E. S. (2011). *Academic Skills Problems Workbook (4th ed.)*. New York, NY: The Guilford Press.

Required Readings (additional readings may be added):

Canter, A. (2005). Problem solving and RTI: New roles for school psychologists. *NASP*.

Pluymert, Kathy (2014). Problem-solving foundations for school psychological services. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda, MD: National Association of School Psychologists.

Batsche, George, Castillo, Jose, Dixon, Decia and Forde, Susan. (2014). Best practices in linking assessment to intervention. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda, MD: National Association of School Psychologists.

Tilly, W. D. (2008). The evolution of school psychology to science-based practice: Problem solving and three-tiered model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 17-36). Bethesda, MD: National Association of School Psychologists.

U.S. Dept of Education (August, 2001). *Educational achievement and black-white inequality*. Washington, DC: National Center for Education Statistics. -Executive Summary- <http://nces.ed.gov/pubs2001/inequality/index.asp>

Walker, D. W., & Daves, D. (2010). Response to intervention and the courts: Litigation-based guidance. *Journal of Disability Policy Studies*, 21, 40-46.

Shinn, M.R. (2007). Identifying students at risk, monitoring performance, and determining eligibility within response to intervention: Research on educational need and benefit from academic intervention. *School Psychology Review*, 36, pp. 601-617.

Shapiro, E.S. (1990). An integrated model for curriculum-based assessment. *School Psychology Review*, 19, 331-349.

Eckert, T., Dunn, E., Rosenblatt, M., & Truckenmiller, A, (2008). Identifying effective school-based reading interventions: A review of the brief experimental analysis literature. *School Psychology Forum: Research in Practice* 2 (3), 16-28.

Brown, Rachel, Steege, Mark & Bickford, Rebekah. (2014). Best practices in evaluating the effectiveness of interventions using single-case methods. In P. L. Harrison & A. Thomas



- (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda, MD: National Association of School Psychologists.
- Spencer, M., Quinn, J. M., & Wagner, R. K. (2014). Specific reading comprehension disability: Major problem, myth, or misnomer? *Learning Disabilities Research & Practice, 29*, 3-9.
- Wanzek, J., Vaughn, S., Scammacca, N. K., Metz, K., Murray, C. S., Roberts, G. et al. (2013). Extensive Reading Interventions for Students With Reading Difficulties After Grade 3. *Review of Educational Research, 83*, 163-195. doi: 10.3102/0034654313477212
- Clark, G. C. & Parker, D. C. (2016). Comparing assessment approaches for use with brief experimental analysis. *School Psychology Forum, 10* (1), 93-105.
- Kranzler, J. H., Miller, M. D., & Jordan, L. (1999). An examination of racial/ethnic and gender bias on curriculum-based measurement of reading. *School Psychology Quarterly, 14*, 327-342.
- Puranik, C., & Alotaiba, S. (2012). Examining the contribution of handwriting and spelling to written expression in kindergarten children. *Reading and Writing, 25*, 1523-1546. doi: 10.1007/s11145-011-9331-x
- Hintze, J. M., Callahan, J.E., III, Matthews, M.J., Williams, S.A.S., & Tobin, K.G. (2002). Oral Reading Fluency and Prediction of Reading Comprehension in African American and Caucasian Elementary School Children, *School Psychology Review, 31*, 540-553
- De Ramirez, R. S., & Shapiro, E.S. (2007). Cross language relationship between Spanish and English oral reading fluency among Spanish speaking English language learners in bilingual education classroom. *Psychology in the Schools, 44* (8), 795- 806.
- Keller-Margulis, M.A., Payan, A., & Booth, C. (2012). Reading curriculum-based measures in Spanish: An examination of validity and diagnostic accuracy. *Assessment for Effective Intervention, 37*, 212-223. doi:10.1177/1534508411435721
- Baker, S., Gersten, R., & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. *The Elementary School Journal, 103*, 51-73.
- Powell, S. R., Fuchs, L. S., & Fuchs, D. (2013). Reaching the mountaintop: Addressing the common core standards in mathematics for students with mathematics difficulties. *Learning Disabilities Research & Practice, 28*, 38-48. doi: 10.1080/00228958.2010.10516554
- Watson, S. M. R., & Gable, R. A. (2013). Unraveling the complex nature of mathematics learning disability: Implications for research and practice. *Learning Disability Quarterly, 36*, 178-187. doi: 10.1177/0731948712461489

Review Readings:

- Reynolds, Cecil & Livingston, Ronald. (2014). A psychometric primer for school psychologists. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*. Bethesda, MD: National Association of School Psychologists.



Some Key Web Sites for CBA/CBM

CBA/CBM

<http://www.interventioncentral.org/>

<http://www.aimsweb.com>

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

READING

<http://reading.uoregon.edu/>

<http://www.texasreading.org/utcr/la/>

<http://www.fcrr.org>

DIBELS AND IGDIs

<http://dibels.uoregon.edu/>

<http://www.dibels.org/index.html>

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

MATH PROBES

<http://www.superkids.com/aweb/tools/math/add/plus2.shtml>

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

RTI and Related Academic Areas

<http://www.centeroninstruction.org/>

<http://www.rti4success.org/>

Additional Readings and Resources will be provided on Blackboard. I

II. COURSE OBJECTIVES and NASP STANDARDS

Course Objectives (NASP Standard)

1. Demonstrate competency using a variety of strategies to assess academic achievement in order to describe academic strengths and needs. **(NASP 2.1)**
2. Interpret and communicate results of academic assessment and intervention information, both orally and in written reports. **(NASP 2.1, 2.3)**
3. Use assessment outcomes to inform intervention selection to promote learning and effective functioning for students with diverse characteristics. **(NASP 2.1, 2.3)**
4. Match interventions to student needs with respect to identified instructional deficits. **(NASP 2.1, 2.3)**
5. Evaluate and apply evidence-based practice as it relates to assessment instruments, and the evaluation of interventions and intervention outcomes. **(NASP 2.1, 2.3)**



IV. COURSE REQUIREMENTS

NOTE: With all course requirements, you are strongly encouraged to consult with me at any time to ask questions, problem solve issues, check for progress, etc. This course exists to teach you the requisite skills to be a competent school psychologist and ultimately improve the lives of children, adolescents, and families. I want each of you to be successful and will work with you individually to provide additional support, as necessary. You can call me on my office phone (270-745-4414), call or text me on my cell phone (585-857-0571), email me (Sarah.Ochs@wku.edu), see me before or after class, come by during my office hours, or make an appointment for another time.

Assignment	Points Possible
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<i>Test Administrations/Test Protocols</i>	250
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During the semester, you will administer a minimum of one peer-protocol using the WJ ACH IV, one other “real” standardized achievement test (either the WIAT or KTEA), and CBM probes in the academic areas of reading, math, spelling, and written language. If you fail an administration you **must** submit another administration for review. If you are not satisfied with your grade, you **may** submit another administration for review. Remember, the grading in this section is ONLY an evaluation of the proficiency of test administration using the major/minor error feedback form. Other elements of your overall case will be evaluated in other sections. **Parental consent is required for this assignment.**

A note about correcting errors: I STRONGLY encourage you to closely check over your own protocol and video before turning them in. You may not change any response that the examinee made, nor change any indication of your own behavior, as these would constitute academic dishonesty. However, it is perfectly acceptable to correct your scoring prior to turning it in. It is also acceptable to check your peers’ scoring and for them to check yours. This represents very conscientious, real-world practice. This assignment will address NASP standard 2.1.

Similarly, for your video administration of the KTEA/WIAT, you have the opportunity to potentially rectify administration errors via the following mechanism: if you realize that you made a mistake in administration and email me immediately following the taping to let me know what error was made, I will consider on a case-by-case basis (e.g., depending on how “major” the error was) allowing the self-identification of the administration error to “negate” that administration error. No more than three of these identifications will be permitted per administration. Remember, these are evaluated on a case-by-case basis and the instructor makes the final decision. For example, if you realize you skipped the administration of an entire subtest as being the only major error, this type of error will NOT be eligible for negation. There is no option to negate scoring errors as those should be corrected before turning in your packet.

Grading for these administrations will be as follows:

WJ ACH Peer-Protocol	(50)
KTEA/WIAT real administration	(150)
CBM (10 points for each area)	(50)

Interviews

20

You will complete a student and parent interview (using the teacher interview form) to collect data regarding the student's performance relative to his or her peers, as well as to collect as much information regarding educational background as possible. You will include conclusions and recommendations based on the assessment data in your report.

Parental consent is required for this assignment. This assignment addresses NASP standard 2.1.

Report

50

You will turn in one comprehensive, integrated report for your real child academic skills case. This section examines your progress in report writing and focuses on writing style, utility of report, inclusion of necessary components, etc. Your report will be graded using the report rubric. Review this for more details. Your report will address NASP standards 2.1 and 2.3.

Analyzing Data – Team Assignment

180

You will be asked to examine simulated achievement data for a student which will include a standardized achievement measure, cognitive measure, CBM data, class grades, and state test scores. After reviewing these data, you will develop a questionnaire to gather relevant information on the curriculum, instruction, environment in the classroom, or anything else you may want to know. The instructor will respond to your questionnaire and then you will use all of this information to make data-based conclusions and recommendations to the team including intervention recommendations. This assignment addresses NASP standards 2.1 and 2.3.

Quizzes

50

You will have two quizzes, each worth 25 points. The first will cover the problem-solving model and response to intervention. It will be online. The quiz will be open for a full 24 hours, but you will only have 30 minutes to complete the quiz. Your quiz should absolutely be completed independently. Your second quiz will cover curriculum-based assessment and will be administered in class. Your quizzes will address NASP standards 2.1 and 2.3.

Academic Intervention

100

The student you evaluate for this course may or may not demonstrate areas of academic need. Therefore, in addition to the recommendations you will make in your academic assessment case, you will also develop an intervention plan for a fake case. You should review the course reading and other provided resources to guide your intervention planning. Additional review of the literature will likely be required. You will compile three interventions to address deficits in the stated skill area. In developing your plan, be sure that you select interventions with empirical research support that details the efficacy of the intervention. You will lead the class in a demonstration of one of your interventions. This assignment will address NASP standard 2.3.

Professional Behaviors

50

Professional behaviors include, but are not limited to, attendance, timeliness, participation, attentiveness, courtesy toward others, keeping appointments, and demonstrating appropriate behavior when working with students and their parents. Each of you begin this class with 50 points and it is expected that you will behavior professionally in class and in testing sessions for the entire semester. Remember, you are learning to become professionals. Any deduction of points will be discussed immediately. Behaviors that may lead to a loss of points could include inappropriate use of electronic devices, displaying inappropriate behaviors with colleagues, students, or families, lack of professional follow-up or follow-through. Although formal business attire is not required if completing assessments off-campus, it is expected that you will dress appropriately (e.g., no excessive skin showing, no offensive clothing). If you complete an assessment in the clinic, it is expected that you will adhere to a professional dress code (e.g., slacks, collared shirt, blouse, skirts, dresses, etc.).

Total Possible

700

V. COURSE EVALUATION PROCEDURES

Grades are assigned at the end of the course on the following scale:

90-100% A

80-89% B

70-79% C

60-69% D

< 59% F

VI. COURSE PROCEDURES

Blackboard: Blackboard will be used by the class. A course site has been set up in Blackboard and reference materials, class assignments, announcement, events, and other features of Blackboard will be used. An effort will be made by the instructor, when appropriate, to minimize copying by placing documents in Blackboard rather than distributing them in class in order to minimize environmental impact. The student is expected to check Blackboard daily and is responsible for all material.

Email Etiquette: Be clear and polite in all communication. When emailing me, please include PSY 643 in the subject line and your name within the body of the email. If you do not receive a



response within 48 hours, please email me again or call me. If you require an immediate response, you are welcome to call or text my cellphone from 8 am – 10 pm, Monday – Friday.

Consent: Your experiences in the clinic and school settings will enable you to be privy to confidential information. Do not discuss or repeat any confidential information outside our classroom discussions (even if you don't use names).

Recruitment: In order to develop competency, students will be required to complete numerous practice administrations of tests covered in this course. At least one of these administrations will be conducted outside of the classroom setting with a volunteer examinee. **Students must complete consent forms for each administration** (see parent permission for practice assessment). Students must maintain test security and cannot share the results of the assessments with examinees or their parents. Furthermore, students are discouraged from completing practice administrations with significant others (e.g., husbands, wives) or first-blood relatives (e.g., children, parents) and are prohibited from testing children enrolled in special education services or others who may complete a psychoeducational assessment in a mental health or school setting in the following 2 years.

Participation Policy: Students are expected to attend and participate in all classes. As graduate students, you will be expected to demonstrate responsible, autonomous, and professional behaviors with support and guidance from your instructor. This includes keeping up with the reading assignments, participating in class discussions, attending all classes, turning in assignments on time, dressing appropriately for evaluations, and keeping appointments.

In the event that the university cancels classes, students are expected to continue with readings as originally scheduled. Any assignment scheduled during those missed classes, such as an exam or paper, will be due at the next class meeting unless other instructions are posted on the course website.

Due Dates and Late Assignments: I appreciate students who work diligently and adhere to course deadlines. There will be no make-up quizzes with the exception of a documented emergency. All assignments are due at the beginning of class, unless otherwise specified. Any assignments submitted after the start of class will be deducted 10 percentage points for every day that they are late. Papers not submitted in person to the instructor must be initialized by a member of the Psychology Department staff with the time and date received.

Class Conduct: I expect that all students in this class will put forth their best effort. Doing so will include attending class sessions, arriving in a timely manner, reading and completing assignments prior to the start of class, listening when others talk, asking questions and actively engaging in the material, practicing academic integrity which includes doing one's own work, turning in assignments on time, having conversations with classmates that are on-topic. At all times, students are to be respectful of others' opinions and values, even if very different from your own.

Graduate Assistant: We are grateful to have Jillian available to support this class and your



learning. Although she is your peer, I encourage you to treat her with respect. This includes attending all meetings set with her, being on time, being polite, not asking for favors or extensions. If you have any issue with the course including questions about assignments or feedback, please speak with the instructor first.

Electronics: Cellphone use is prohibited in class, including the use of cellphone cameras. Students are strongly encouraged to use a note-taking method that works best for them. Laptop computers and tablets will be allowed for note-taking unless it becomes an issue (e.g., searching other sites, not taking notes, social media), at which time the student will be instructed to put the device away for the remainder of the semester.

Academic Honesty: All students are expected to conform to the WKU Academic Integrity Policy. Refer to the policy outlined in the Student Code of Conduct which includes academic dishonesty, plagiarism, and cheating. Student work may be checked by plagiarism detection software. An incident of any kind of academic dishonesty may lead to serious consequences.

Accommodations: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Student Assistance: Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Writing Center Assistance: The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Title IX Misconduct/Assault Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at



<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and
Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

VII. TENTATIVE COURSE SCHEDULE

Week	Date	Readings	Assignments and Activities
1	TU 1.28	SYW Ch. 13 and 14	Introductions, Course Syllabus and Overview
	TH 1.30	Optional: -WJ Essentials, Ch. 1 – 3 -WJ Manual	Review psychometrics, Intro to WJ IV ACH, Get test kits
2	TU 2.4		WJ IV ACH continued and practice
	TH 2.6	-Reading #1, #2	Problem-solving Model
3	TU 2.11	SYW Ch. 12	Historical perspectives on academic assessment, minority overrepresentation in special education. Response to Intervention (RTI)/Multi-tiered Systems of Support (MTSS)
	TH 2.13		<i>Practice/Complete WJ Peer Protocol</i>
4	TU 2.18	NASP CONFERENCE	
	TH 2.20	NASP CONFERENCE; Online Quiz: PSM, RTI *	
5	TU 2.25	Optional: -Essentials, Ch. 3	WIAT Demo Day Peer protocol due*
	TH 2.27	Optional: -Essentials, Ch. 2	KTEA Demo Day
6	TU 3.3	SYW Ch. 2	Intro to CBA, the importance of the academic environment
	TH 3.5		<i>Practice WIAT/KTEA</i>
7	TU 3.10	NO CLASS – ENJOY SPRING BREAK	
	TH 3.12		
8	TU 3.17	SYW Ch. 15, 16	CBA, assessing instructional placement for reading and math (CBM administration)
	TH 3.19	SYW Ch. 17	CBA, assessing writing (CBM administration)
9	TU 3.24	SYW Ch. 10	Progress Monitoring, Graphing data
	TH 3.26	SYW Ch. 6, 6	Testing and diverse populations



10	TU 3.31	SYW Ch. 20, 21, 23	Interpreting data/DBDM
	TH 4.2	BRTV Ch. 1, 2	Intro to academic interventions, instructional hierarchy and problem-solving analysis for selecting interventions
11	TU 4.7	BRTV Ch. 15, 16	Academic interventions: Reading Academic interventions: Math
	TH 4.9		<i>Analyzing Data – Team Assignment</i>
12	TU 4.14	BRTV Ch. 7, 9, 11	Academic interventions: Written Language and Spelling Academic interventions: Early literacy and numeracy
	TH 4.16		Report Writing
13	TU 4.21		Brief experimental analysis
	TH 4.23		Evaluating the effectiveness of interventions
14	TU 4.28		<i>Suggested: Turn in test materials and report</i>
	TH 4.30		Using RTI data to inform eligibility
15	TU 5.5	In class demonstrations	Intervention demonstrations due
	TH 5.7		Last day to turn in a video administration
16	TH 5.14	FINAL EXAM MEETING TIME: 1:00 – 3:00	