Instructor
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GRH 3032
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Office Hours: As posted/by appointment

Course Description:
Interpretation and integration of assessment information for use in educational settings. Includes tests, behavior rating scales, ecological analysis, systematic observations, and functional behavioral assessment.

Prerequisites: Psy 560 and permission of instructor

Course Objectives:
1. To develop a problem-solving orientation to addressing referral questions, conducting assessments, and developing interventions while emphasizing sensitivity to diversity;
2. To learn multiple methods of individual assessment including environmental analysis, systematic behavioral observations, and functional behavioral assessment;
3. To learn to link assessment and intervention; and
4. To learn effective means of interpreting and communicating assessment information, both orally and in written reports, to other professionals and parents.

Professional Expectations:
School psychologists must be responsible, autonomous professionals with applied skills. As graduate students, you will be expected to demonstrate responsible, autonomous, and professional behaviors. This includes keeping up with the reading assignments, participating in class discussions, attending all classes, turning in assignments on time, dressing appropriately for professional activities, and keeping appointments. If you have to miss a class for illness, it is your responsibility to obtain the information and announcements.

You will gain experiences in school settings (through the Psy 662 practicum) and you will be privy to confidential information in these settings. Do not repeat any confidential information outside our classroom discussions (even if you don't use names). Conduct yourself in a professional manner: dress the part, be courteous, anticipate problems, and keep me informed of your activities. It is incumbent upon you to keep the good will of the schools and parents since future professional collaboration depends upon it.

Students are expected to make trips to off-campus sites in partial fulfillment of the requirements of this course. The schedule and procedures in this course are subject to change at the discretion of the instructor or in the event of extenuating circumstances. Additional readings may be assigned to supplement the lectures and discussions.
Required Text:

Required Readings:

Additional Readings for Student Presentations:


**Suggested Resources for Independent Study (or for future reference):**


**Course Outline:**

**Date:** Course Topics:

Aug. 26 Introduction to the course. The problem-solving model. Data-based assessment and decision-making.

Aug. 28 Environmental analysis of the classroom (Reschly et al., 2014).

Sept. 2 Assessment of the classroom environment (Harvey & Chickie-Wolfe, 2007, Chapter 3).

Sept. 4 Conducting systematic behavioral observations (Steege & Watson, Chapter 6).

Sept. 9 Conducting systematic behavioral observations continued (Ferguson et al., 2012).

Sept. 11 Conducting systematic behavioral observations continued (Tiger et al., 2013).
Sept. 16  Functional behavioral assessment: Introduction and purposes  (Steege & Watson, Chapters 1 & 2).  
(Environmental analysis and classroom observation assignments due.)

Sept. 18  No class - KAPS conference.

Sept. 23  Functional behavioral assessment: Legal and conceptual issues (Steege & Watson, Chapters 3, 4 & 5).

Sept. 25  FBA methods (Steege & Watson, Chapters 7, 8, & 9).

Sept. 30  FBA methods continued.

Oct. 2   No class - Fall Break

Oct. 7   Exam 1

Oct. 9   FBA applied to academic skills.  (Daly et al., 1997).

Oct. 14  Discussion of FBA cases

Oct. 16  Discussion of FBA cases & Student presentations on FBA articles

Oct. 21  Student presentations on FBA articles

Oct. 23  Student presentations on FBA articles

Oct. 28  Functional behavioral assessment: Interventions and reports (Steege & Watson, Chapters 10, 11, & 12).

Oct. 30  Functional behavioral assessment: Interventions and reports continued

Nov. 4   Integrity of interventions (Steege & Watson, Chapter 13).

Nov. 6   Advanced interpretation of behavior rating scales

Nov. 11  Introduction to interviewing: Parents and teachers.

Nov. 13  Introduction to interviewing: Children.

Nov. 18  FBA case presentations

Nov. 20  FBA case presentations

Nov. 25  FBA case presentations

Nov. 27  No class - Thanksgiving Holiday

Dec. 2   FBA & data-based assessment in an RTI World

Dec. 4   FBA & data-based assessment in an RTI World continued

Dec. 11  Final Exam  (8:00 a.m. – 10:00 a.m.)
**Course Grading:**
Possible points are as follows:

- Exam I ~50
- Final ~25
- Quizzes over readings ~50
- Environmental Analysis 50
- Classroom Observations 40
- FBA Article Presentation 25
- FBA Presentation (40) / Report (40) 80
- Professional Behaviors 15

**Approximate Total Points Possible** – 335

Assignment of grades will be based on percent of points earned with *approximate* cut-offs at 90%, 80%, etc.

**Exams/Quizzes:** Exams and quizzes have several purposes such as providing you with external motivation to read and review the material, giving you feedback on your understanding of the material, and giving me feedback on what material was understood. The quizzes will be multiple choice questions and can be on any day covering the assigned readings for that day. The exams will largely consist of short answer and essay questions. The exams will be designed to assess your knowledge of objective information from readings and lectures as well as require you to integrate and apply information you have learned. The final exam will mainly cover the portion of the class since the second exam.

**Environmental Analysis:** You will conduct an analysis of a “real” public school classroom in terms of a variety of environmental variables. Details of this assignment will be presented in class.

**Classroom Observations:** You will conduct systematic classroom observations of a student in a public school classroom while out on practicum. (The student is not to be identified in any manner before, during, or after your observation.) Details of this assignment will be presented in class.

**Article Presentations:** It is important for school psychologists to stay current with the literature, long after graduating. This assignment provides an opportunity to read, present (discuss), and critique a journal article on a topic related to issues discussed in class. I’m expecting a professionally led discussion of each article. Articles will be randomly assigned to the class participants. Each of you will lead a 20-minute presentation/discussion with the rest of the class on the article.

**Functional Behavioral Assessment and Positive Behavior Support Assignment:** You will be conducting a functional behavioral assessment on a "real" client (student) while out on practicum. A written FBA report and Positive Behavior Support plan, and revisions thereof, are required and the final product will be given to your supervising practicum school psychologist. You will present your case to the rest of the class in a professional, "peer review" manner. More information on this assignment will be presented during class time.
Professional Behaviors: Professional behaviors include such things as attendance, timeliness, participation in class, courtesy toward others, keeping appointments, NOT using your cell phone in class, etc. Professional behavior points will be given based on my subjective evaluation of you at the end of the semester.

Suggestions for doing well in this course:

As a graduate student learning theoretical information, research strategies, and applied skills, you will need to be actively involved in your learning of the material (vs. reading an article or chapter just to cram for a quiz or an exam). It is essential to have the readings read ahead of class time. Write down any issues or questions that occur to you as you read the material and bring them up in class. You must ask questions to clarify any material not fully understood. (I cannot always tell from your expressions whether you are "getting" it or not.) It is far better to ask a "stupid" question now than to make a mistake as a professional. I expect all students to participate in class discussions.

I have extremely high expectations for each of you. I want you to be the best school psychologists this University has produced. Be an active learner in this process. I encourage and seek your participation, input, and feedback into all aspects of the course.

Finally, let me give you a few specific suggestions for doing well in my course:

1) I like to see students who manage their responsibilities. As a professional, the job needs to get done regardless of whether your dog is sick or The Bachelor will be on TV. Likewise, as a graduate student, it will be your responsibility to complete all course and professional obligations when they are due. In a sense, excuses are irrelevant. The work needs to get done. On the other hand, many things in life are indeed more important than coursework. Keep me informed of such incidents.

2) I appreciate promptness. This applies to arriving to class on time, class assignments, and professional appointments. As school psychologists, you will be attending approximately 2,742 meetings per year (rough guess). Promptness is not only valued and appreciated by others, it is an important time management issue. Frequently being late demonstrates little respect for others' time and schedules.

3) I greatly appreciate students who want to learn. Putting forth effort (or at least appearing to) pleases employers and it pleases me as well. Don't just put in the minimal amount of work and effort required - strive to learn and do as well as you can. When school districts call me about graduate students seeking jobs, those doing the hiring never ask whether you received an "A" or a "B" in a course, but they do ask about your work ethic, attitude, and ability to interact with others.

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.