PSY 643 - Academic Assessment & Intervention
Western Kentucky University
GRH 2065, Spring, 2014

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Course 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.

Prerequisites: PSY 560, PSY 561 and permission of instructor

Required Textbooks:


Highly Recommended:

Required Readings Posted on Blackboard: (additional readings may be added)


Course Goals as Related to NASP Standards for Graduate Preparation of School Psychologists:
1. To develop a data-based, problem-solving orientation to addressing referral questions and conducting assessments (Standards 2.1, 2.3, 2.9, & 2.10);
2. To develop advanced diagnostic skills in educational assessment with emphasis on sensitivity to diversity (Standards 2.1, & 2.8);
3. To have knowledge about the influence of familial and cultural variables in the expression of school achievement (Standard 2.7);
4. To have an applied knowledge of special education laws and legislated regulations (Standards 2.1 & 2.10);
5. To learn to link assessment and intervention (Standards 2.1 & 2.3);
6. To learn assessment and intervention skills in academic areas, with an emphasis on the area of literacy (Standards 2.1 & 2.3);
7. To develop skills in evaluating the effectiveness of interventions (Standards 2.1, & 2.9);
8. To learn effective means of interpreting, integrating, and communicating assessment and intervention information, both orally and in written reports, to other professionals and parents (Standards 2.1, 2.2, 2.3, & 2.10);
9. To develop skills in the use of technology and web based media for selecting interventions, designing methods of reporting and documenting intervention outcomes and communicating assessment and progress reports to parents and professionals. (Standard 2.1, 2.3, 2.9, & 2.10)

Course Outcomes:
1. Students will be able to demonstrate competency using a variety of strategies to assess academic achievement in order to describe academic strengths and needs.
2. Students will learn effective means of interpreting and communicating academic assessment and intervention information, both orally and in written reports, to other professionals and parents.
3. Students will learn strategies to use assessment outcomes to inform intervention selection to promote learning and effective functioning for students with diverse characteristics.
4. Students will be able to match interventions to student needs with respect to the instructional needs identified.
5. Students will be able to demonstrate skills to evaluate and apply research as it relates assessment instruments, and the evaluation of interventions and intervention outcomes.

Comments:
This class builds on prior course content and requires students to start “putting it all together.” Professional quality competency is expected in everything you do. While you will continue to learn specific skills, I am more interested in seeing how you learn and problem-solve. You should be concerned with gaining competency in your practice of skills as well as learning how to learn in different areas. While learning specific skills are important, today’s “state-of-the-art” school psychology knowledge will be updated (or outdated) in a few years; your ability to learn and problem-solve will determine your current and future professional competency.

The application part of this course will take place in the Psychology Clinic. As you are also taking other classes that require interaction with children/clients, please monitor the age, sex, and cultural background of the children you evaluate in order to get as great a variety as possible. You are responsible for notifying the instructor if you are not seeing children of a particular age, disability, cultural background, etc.

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 evaluations, and keeping appointments. If you have to miss a class for illness, it is your responsibility to obtain the information and announcements. Just as professionals on an interdisciplinary team must be courteous to one another, courtesy toward classmates is expected in the use of testing kits and manuals. Keeping test kits or manuals for long periods of time hinders other students’ opportunities to learn and complete assignments in a timely manner.
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). Conduct yourself in a professional manner: dress the part, be courteous, anticipate problems, and keep me informed of your activities.

Course Grading:
Possible points are as follows:

<table>
<thead>
<tr>
<th>Achievement Testing Cases (45% of grade)</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 Case Administrations (1 each of WIAT-III, K-TEA II &amp; WJ III TEA; each with SLA; (90 points each). Breakdown:</td>
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<tr>
<td>Protocol (15 points each)</td>
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<td>Administration (15 points each)</td>
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<td>Management of Testing Session (15 points each)</td>
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<tr>
<td>Reports (25 points each)</td>
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<tr>
<td>Survey Level Assessment (20 points each)</td>
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<tr>
<td>Project (15%)</td>
<td>90</td>
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<tr>
<td>Exams &amp; Assignments (30%)</td>
<td>180</td>
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<tr>
<td>Mock Protocols (10 points each; 30 points total)</td>
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<tr>
<td>Critique of 1 test administration (20 points)</td>
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<td>Quizzes &amp; Class Activities (40 points)</td>
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<tr>
<td>Mid-term and Final (45 points each; 90 total)</td>
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<tr>
<td>Professional Behaviors (10%)</td>
<td>60</td>
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<tr>
<td>Total Possible</td>
<td>600</td>
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Assignment of grades will be based on percent of points earned with approximate cut-offs at 90%, 80%, etc. Ten (10) percent of the assignment total will be deducted each day an assignment or activity is late, for whatever reason.

I. Test Administrations/Test Protocols/Reports
You will submit at least 1 videotaped administration of each of the achievement measures listed below along with a Survey Level Assessment (SLA) for each content area (reading, math, and written expression) using CBM measures:

- Wechsler Individual Achievement Test – III
- Kaufman Test of Educational Achievement – II
- Woodcock-Johnson III Tests of Achievement

You will be responsible for practicing and learning the tests on your own. While these measures are less complex to administer than the Wechsler intelligence measures, they can still be challenging as directions and rules may change with the age of the child. Administer the tests as often as necessary for your own practice with classmates (not children!). After practicing, you will videotape an administration of each test to clients referred to the Psychology Clinic. Please use high quality DVDs (available from the instructor) and use appropriate precautions to ensure that the disc is readable. It is the responsibility of the student to provide a ‘playable’ DVD of the session. Unreadable DVDs will require additional administrations/tapings.

While the test administration, completed record form, and management of testing session categories are each worth 15 points, at the instructor’s discretion, any significant problem in one or more of these categories (administration, record forms, and management of session) can result in a ‘failed’ administration. An administration that is assessed as ‘failed’ necessitates that the student conduct an additional assessment with the same measure. You must administer each test correctly and fluently to achieve competency or a “pass.” Since the goal is to gain competency the second assessment grade will be the one counted. However, each time a test is required to be re-administered 5 points will be deducted.

Record Forms. The test record forms should be completed thoroughly with all responses noted as well as behavior notes. One to three points will be deducted for every error made on the protocol. After scoring an administration, it is highly recommended to have a colleague/peer double-check your scoring. You may also consult with the instructor and/or the graduate assistant for the class regarding scoring questions. If you note an administration error you need to indicate that on the record form. If you ‘catch’ an error and note it on the record form, the point deduction will not be as great as compared to making an error and not knowing you made an error.

Survey Level Assessment (SLA), A SLA will be conducted using curriculum based measures in the areas of mathematics, reading and written expression. Only one academic area will be assessed for each case. The SLA is worth 20 points which includes the grade for the record forms, scoring, and interpretation.
Management of Testing Session. Management of the testing session includes the examiner’s rapport with examinee, pacing of the test administration, management of testing materials and examinee behavior, and session introductions and debriefing. You must tape the introduction and debriefing to the session. These discussions should evidence age appropriate communication and behavior management strategies. Behavior management includes strategies used to keep the examinee motivated, task focused and performance oriented. It also includes reading and responding to the examinee’s behavior. Management of testing materials includes ability to locate and reference efficiently and in a manner that does not disrupt the flow of the testing session or the attention of the client. Pacing includes moving an examinee through the tasks in a manner that maximizes the examinee’s performance and minimizes the testing time.

The test administration and first draft of the evaluation report must be completed and turned in one week after test administration. I greatly appreciate receiving assessment cases turned in prior to the due dates. (And you will get feedback much sooner. If all of you turn in videos on the same date, it will take a while to view and return them.) In other words, turn in each case as soon as it is completed. Do not “sit” on a completed test waiting to turn it in on a due date. Do not wait until just before a due date to administer a test! You cannot always count on a participant to be available. Parents usually need at least one week notice to schedule an appointment. No shows and cancellation are frequent.

Initials and fake names for the child’s identifying information should be used on all reports drafts. This requirement is to ensure confidentiality for the volunteers for the assessments. The names will be placed on reports once a final version of the report is approved.

Reports on Test Administrations. A thorough report that includes both the test administration and the SLA will be required for each of the three achievement test administrations. The report format will be provided and will simulate those used in public schools. Reports should include strengths as well as area(s) of concern. You must include academic recommendations based upon identified weaknesses or areas of concern noted in the assessment. Feedback on your interpretation of the results and reports will be provided and reports are revised until they receive a final approval from the instructor. Failure to address needed revisions or corrections in the next report draft may result in point deductions. You need to learn to edit or proof your reports with precision.

Critique of Test Administration Video
You will be required to watch and critique your own administration for one (1) of the achievement test administrations. A form is provided on Backboard for this activity. This self critique is to be submitted at the time the protocol and test report is submitted. Grading is based on depth of reflection and accuracy of identification of any strengths and areas for improvement.

II. Project
Each student will complete a project where they research and report on interventions to increase student performance or productivity in general as opposed to increasing skills. Guidelines for this project will be given in a separate handout. Each student will prepare a report to share with the class.

III. Exams and Quizzes
Quizzes may be given on any day or administered through Blackboard. The quizzes may vary from specific questions to open-ended questions. The quizzes have several purposes such as providing you with external motivation to read and review the material, facilitating classroom discussions, giving you feedback on your understanding of the material, and providing the instructor feedback on what material is understood. The number and point value of the quizzes are variable. There will be a midterm and a final exam worth 50 points each.

VI. Professional Behaviors: Professional behaviors include such things as attendance, timeliness, participation and attentiveness in class, courtesy toward others, and keeping appointments along with the expected professional behavior when working with clients and their parents. Each student will begin the class with 50 points. Any loss of points in this area will be discussed with the individual at the time they are deducted. Points may be lost for such things as turning in assignments late, inappropriate use of cell phone/social media, displaying inappropriate behaviors with colleagues and/or clients, and lack of professional follow-up or follow-through. Use of cell phones is only permitted for checking appointments or schedules. Any other use of cell phones is inappropriate and will result in the loss of points. Cell phones should be turned off during class meetings and when conducting assessments. Professional attire is expected when conducting assessments in the clinic. Professional dress for men includes slacks with a collared shirt (a tie is recommended but not required). Professional dress for females includes dress pants with a nice blouse (avoid low cut cleavage), suit, or skirt (watch the length-not too short.) Jeans, shorts, t-shirts, and flip-flops are unacceptable for either male or female students.
Other Notes
The course schedule and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. Students may be expected to make trips to off-campus sites in partial fulfillment of the requirements of this course.

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.

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

Course Topics
Standardized Approach to Assessing Academic Performance
Interpretation Integration of Academic Assessment Data in Written Reports
Survey Level Assessment
Evidence Based Interventions
Instructional Hierarchy and Problem Solving Analysis for Intervention Selection
Reading Skill Development
Math Skill Development
Brief Experimental Analysis
Evaluating Intervention Effectiveness

Note: Course Schedule will be posted to Blackboard