Course Syllabus

Wayne State University

Division: Theoretical and Behavioral Foundations
College: Education
Program Area: Educational Psychology
Course: Psychological Evaluation 4 – Academic Assessment and Intervention
Call Number: EDP 7564
Section: 901
Course Credit: 4 Semester Hours
Term/Year: Fall, 2016
Course Location: 614 Oakland Center (WSU Farmington Hills)
Day & Time: Tuesday, 4:30 p.m. – 7:15 p.m.
Instructor: Susan M. Koceski, Ph.D.
Office Hours: By appointment
Telephone: (W) 248.209.2536 (C) 248.495.1048
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Teaching Assistant: Caroline Raffa
(C) 248.881.9629
fj7035@wayne.edu

Blackboard Support: 313.577.HELP

Course Description
The central purpose of this course is to introduce students to the field of specific learning disabilities (SLD). The course covers the characteristics of learning disabilities, the controversial definitions and approaches to the diagnosis, and best practices in both assessment and intervention strategies. Areas of specific learning disability include reading, mathematics, and written language disorders. Special education referrals for reading delays are most common and have been linked to the poorest of adult outcomes including drop-out, behavioral problems, and delinquency. This course will have an emphasis on the academic domain of reading.

The role of the school psychologist is changing. School psychologists are now expected to analyze both behavioral data as well as academic data, participate in problem solving teams, and evaluate variables related to instruction. Classroom teaching will be done through readings, discussions, demonstrations, simulations and other hands-on classroom experiences. Assigned readings need to be completed prior to class.

Course Outcomes
At the completion of the course the student will be able to perform the following objectives:

2. Understand "best practices" in a comprehensive assessment for academic problems.
3. Understand the link between academic assessment and intervention through readings, examples and teaching an intervention in a local school district.
4. Integrate data and write instructionally useful reports of assessment results.
5. Integrate and communicate testing results verbally.
REQUIRED MATERIALS

Textbook and Resources for Purchase


- National Association of State Directors of Special Education. Response to Intervention: Policy considerations and implementation. Available at [www.nasdes.org](http://www.nasdes.org)

  [http://store.cambiumlearning.com/rewards-multisyllabic-word-reading-intermediate/](http://store.cambiumlearning.com/rewards-multisyllabic-word-reading-intermediate/) (Item: 33061-1)Click on the orange box that states pricing: ITEM: 33061-1 and click the orange box that states CLICK HERE TO REVIEW PRICING, then click add in order to get to shopping cart. The book is RED.

- WSU SP Trainee’s will purchase ONE REWARDS student consumable book.
  [http://store.cambiumlearning.com/rewards-multisyllabic-word-reading-intermediate/](http://store.cambiumlearning.com/rewards-multisyllabic-word-reading-intermediate/) (Item 33070-1) and click the box that states pricing, then click add in order to get to shopping cart.

Articles/Manuals/Handouts (Available by downloading from class website)

Assessment to Intervention


Specific Learning Disabilities


INSTRUMENTS AND METHODS COVERED

A school psychologist must be proficient in a variety of assessment approaches, including a solid understanding of the purposes of each assessment type. Traditional school psychologists have mainly focused on norm referenced assessment primarily for special education eligibility purposes. The field of school psychology is a field in transition. Legislation has changed to incorporate more recent conceptualizations of SLD identification and prevention. Today’s school psychologist needs to be equipped to translate assessment into instruction consistent with NASP Practice Model.

The School and Community Psychology program includes an intense focus and exposure to a variety of testing methods, which is designed to provide you with the necessary tools to begin your internship at the end of this second year of the program. These classes will provide you with rigorous training in the clinical skills necessary for school psychology practice. As such, the testing courses are laden with assignments, deadlines, stringent accountability, and high grading standards. These courses demand a great deal of work on your part and can be stressful. I encourage you to attend to your workload carefully and monitor your stress level. As an itinerant staff in most buildings, you will have to balance administrative needs, workload pressures and your personal life. Achieving this balance is an essential skill to being successful in the workplace. As the instructor, it is my goal to nurture your professional development in these skills and to provide a supportive climate in which to learn. However, I am also responsible for maintaining a very high standard of accountability for your professional development. I encourage you to speak with me early and often about any concerns you have about your progress in this course.

ASSIGNMENTS:

All students are required to complete the following assignments:

Practice Test Administration, Test Results, and Case Study: Students will apply skills learned in previous classes as well as deepen your knowledge with more advanced testing strategies modeled in class. Students will be required to
administer, score and provide a written explanation of test results. Except where otherwise noted, for each assessment, you will administer it twice on two different children. The children recruited for this class should range in grade level from first through fifth grade. Testing your own children is prohibited. Children are assessed individually. None of the instruments are intended for group assessment. For one student, you will administer at least two of the three academic domains (reading, writing and/or math) in order to complete a case report at the end of the semester integrating data from a variety of assessments. This case report will be used for part of your verbal report of test findings assignment (see below for details).

For each practice administration (unless otherwise noted), you will turn in two protocols for grading and one written report focused on only the assessment and test results. This allows you an opportunity to focus on administering the assessment correctly and writing up the results in a succinct and meaningful manner. For these practice administrations, your accuracy in administration and accuracy in reporting the findings will be graded. For these practice administrations reports you will not be asked to submit behavioral observations, a social history, or recommendations.

An electronic copy of the test results report will be turned into the TA via email by 4:30 PM. Feedback will be provided electronically for the reports. Please attach the file by labeling with your Last name practice case # (e.g., koceskipractice1). The corresponding protocols must be submitted in a manila envelope with your name on the outside of it to prevent your materials from being lost in transit to and from the TA. A grading rubric can be found on the Blackboard website.

Test kits that will be used for this class are located at the Educational Psychology Assessment Center, room 330, in the Education building (313-577-0998). It is open on Mondays and Wednesdays from 1:00 PM - 4:00 PM. Do not pick up any kits until instructed to do so.

You will be administering the following:

<table>
<thead>
<tr>
<th>Practice Assessments</th>
<th>Practice Administrations</th>
<th>Protocols Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Words Their Way Developmental Spelling Inventory</td>
<td>2</td>
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<tr>
<td></td>
<td>CBA Oral Reading: Grade Level Material w/ retell rubric</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Writing Sample with Rubric using the Writing Pathways</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Cognitive Based Assessment – Battista, score with partner, video recorded</td>
<td>2</td>
</tr>
</tbody>
</table>

Integration Assignments: Students will be given demographic information, a referral question, background information including educational history, behavioral observations, previous testing (if any) and a data set for current assessments. The purpose of this assignment is to integrate information learned from lectures and reading assignments into a succinct, summary with instructionally useful recommendations. Integration assignments will cover instruments used in this course, and previous courses, as well as test results from other examiners.

Verbal Report of Test Findings: Students will be required to record a parent feedback and present evaluation data live to a “parent”. This experience will provide important practice in delivering assessment results. You will be graded on your ability to connect and develop rapport, content knowledge, verbal presentation skills, and written presentation skills. This assignment is completed in two parts.

Part I: You will video record a feedback session with a small group (2 or 3 students) (about 10 minutes of footage) and submit a self-reflection.

Part II: You will provide testing results “live” to the instructors while being digitally recorded. You will be scored by a rubric.

Screening and Intervention of a fifth grade classroom: The WSU School Psychologist Trainee (herein WSU SP Trainee) will screen students for a potential intervention and deliver a 60 minute intervention to students in the Waterford School District in Waterford, Michigan. This experience is consistent with the NASP Practice Model for students in school in Domain 3: Interventions and Instructional Support to Develop Academic Skills. Each student will lead components of these lessons. Students will be required to submit a video recording and a reflection for a segment of your instruction. The objective is for you to teach students with a prescribed intervention while learning about instructional delivery techniques. You will be involved in progress monitoring students depending on the week. The intervention will begin in October and run through December. Screening will be conducted using the San Diego Quick Assessment, Oral Reading Fluency (DIBELS), and the REWARDS multisyllabic screener on a day TBD. This information will be summarized and provided to the grade level teachers to determine appropriate assignment to the intervention group. See REWARDS assignment for further details.
**Examinations:** In order to monitor student progress in mastery of the course content, there are two examinations during the semester over the major concepts and learning objectives learned through the course. The reading material will be only briefly overviewed in class, as much of each class period will be devoted to discussion and developing understanding, practicing testing instruments, problem-solving, supervision, and integration of the material into your applied work. Thus, you are responsible for a thorough study of the assigned readings each week and reviewing your class notes. All exams will be in combinations of multiple choice, true-false, short answer, and essay formats. The exams will occur at the beginning of class and lecture will follow.

In order to take exams online, you will need to have **Respondus Lockdown**, a free Wayne State University sponsored software on your computer for the exam. In the first two weeks of the semester, make sure you follow these prompts to install the software and troubleshoot any difficulties well before the first exam:

1. Clearinghouse.wayne.edu
2. Sign in with access id and password
3. Click free software.
4. Click Respondus lockdown.

For exams, I recommend bringing scratch paper and ear plugs (if needed). No headphones are allowed. Be sure to have a PC and full battery power and/or your power cord. If you do not feel that you want to take the exam on your own PC, please contact me in advance and I can make arrangements for you to take the examination in the computer lab at the Oakland Center.

**PROFESSIONAL BEHAVIOR, PARTICIPATION, AND ATTENDANCE**

Consistent with NASP's goals, and as outlined in the SCP program's portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills listed below are critical to the development of successful psychology practitioners, problems in these areas will be noted in your portfolio reviews and typically require intervention by the department faculty as a whole.

1. **Respect for human diversity**—with classmates, teachers, and children, etc.
2. **Communication skills**—with TA, instructor and classmates, and during mock feedback to parents, etc.
3. **Effective interpersonal relations**—with TA, instructor and classmates, etc.
4. **Ethical responsibility**—including protecting confidentiality of students, parents and classmates, etc.
5. **Adaptability**—such as being responsive to critical feedback on assignments or behavior, etc.
6. **Initiative and dependability**—including meeting deadlines, being on time for class, etc.

You are required to perform to the highest levels in each of these six areas throughout this class. This applies to both general classroom behavior and during classroom participation. All students are expected to participate verbally on a regular basis. This must be done in a courteous, respectful way. Attendance is expected.

**FINAL GRADE**

Your final grade will be calculated based on practice administrations, assignments, case study, final exam and participation/professional behavior according to the following breakdown:

<table>
<thead>
<tr>
<th>Breakdown of final grade for course</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>REWARDS Intervention: attendance, data entry, video reflection</td>
<td>30%</td>
</tr>
<tr>
<td>Integration assignments (2)</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Practice Administrations and Test Results</td>
<td>10%</td>
</tr>
<tr>
<td>Verbal Report of Test Findings with student selected Case Study Report</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>
The following grading scale will be applied based on the total number of points accumulated by the semester end:

- A 95% +
- A- 90-94%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 70-76%
- Fail 69% -

COURSE POLICIES

1. Students are expected to: a) attend every class in order to perform successfully on exams, b) read the assigned reading prior to class in order to participate effectively in discussions and activities. If a student is unable to attend class, they will need to obtain notes from a fellow student and be responsible for the information for any class that is not attended. This should be a rare occurrence.

2. Test protocols and your written reports are expected to be completed on time. Assignments are due at the beginning of class, which starts at 4:30 PM. The Teaching Assistant will be here to collect/return assignments at 4:30 PM. Reports that are submitted late will be accepted, but will receive no higher than a C grading. If your assignment is late, it is your responsibility to get in contact with the TA and make arrangements to submit the assignment with the TA. No paper will be accepted after one week. If an emergency or special situation develops, it is the responsibility of the student to contact the instructor prior to the assignment due date in order to receive special consideration. Such emergencies or special situations are viewed as circumstances that are verifiable, unusual, and unavoidable. Informing the instructor of extenuating circumstances the same day that the assignment is due is not acceptable.

3. Students will administer, score and interpret several academic tests. PLEASE NOTE: It is the responsibility of the student to obtain volunteers that meet the age requirements to take the tests required for this course. You need to obtain subjects who are willing to take an examination without receiving the results. Because you will be testing all children, you must get parent permission. Please submit the signed consent form to the instructor. This is an academic exercise and you will make mistakes. At this point in your training, reporting the results is unethical. Nonetheless, while testing in this course is a simulation, it is treated with the highest care of professionalism. You will need to have an informed consent signed by the parent before testing begins. See consent form on Blackboard.

4. All students will work cooperatively to share testing supplies. This class will not operate on a first come, first serve basis. Students will be divided into teams to share materials. Materials must be rotated in a timely manner. Professional behavior and courtesy with sharing supplies will be reflected in your participation and professional behavior grade. Please report any inappropriate behavior to the instructor.

5. Incomplete grades are not routinely given and are limited to highly unusual circumstances, and are determined prior to the end of the semester.

6. Each student is required to set up an email account (provided by WSU or a private account). Class handouts, further readings, or helpful information will need to be downloaded through the blackboard system. Students are expected to regularly check the class blackboard for additional information related to the class.

7. Occasionally, the university may be closed when severe weather conditions exist. Class cancellations will be publicized through the University Newsline (313.577.5345) and by local radio stations.

STUDENT USE OF TECHNOLOGY IN CLASS

8. Students are required to bring technology to class. Technology in the classroom is a great opportunity to deepen learning. Technology will be used intentionally. Technology facilitates learning in ways that were not possible before.
But we must use technology well. We will use journaling feature in blackboard, verify resources, and use materials on the Blackboard system. Given the requirement of technology in class, we also need to demonstrate appropriate use of technology. While technology is permitted, be careful to not be distracted by your technology engaging in off-task behaviors. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the classroom community that we are constructing.

9. Responsible use of technology includes access to phones. In the case of a true emergency, students are expected to step out of class in order to respond. Avoid the addiction of social media by turning off notifications and keeping your cell phone off your desk. Be mindful of the classroom environment that we are trying to create. We must teach each other to become responsible digital citizens in this new society.

ENROLLMENT / WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

ACADEMIC DISHONESTY

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamaney Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
RELIGIOUS OBSERVANCE POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities and Topics</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/6</td>
<td>Course &amp; syllabus review</td>
<td>• CORE Big picture (p. 1-16), class norms, etc.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/13</td>
<td>Review REWARDS Intervention</td>
<td>• Read REWARDS Intermediate, Chapters F1-F33 and Lesson 1 (pages 1-20)</td>
<td>Integration Assignments Posted</td>
</tr>
<tr>
<td>3</td>
<td>9/20</td>
<td>DORF, San Diego Quick</td>
<td>• Hosp (2008) Best practices in aligning academic assessment with Instruction</td>
<td>Screening at Donelson Hills this week (9/22/16 Tentative Date)</td>
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<tr>
<td></td>
<td></td>
<td>Assessment, Multisyllabic Decoding</td>
<td>• CORE Section II (67-70)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• CORE Ch 5 (116-127) PHONEMIC AWARENESS with sample lessons (154-155, 155-156)</td>
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<td>• CORE: Section III 159-167</td>
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<td></td>
<td>• CORE Ch 6 169-195 PHONICS with sample lesson (208-213)</td>
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<td>• Bear, et al Chapter 1 and 2</td>
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<td>4</td>
<td>9/27</td>
<td>Reading: Early Reading, Decoding, Word Study Spelling inventory</td>
<td>• CORE Ch 7 IRREGULAR WORDS 242-251</td>
<td>Intervention Starts this week.</td>
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<td>• CORE Ch 8 MULTISYLLABIC 260-271 with sample lesson 308-313</td>
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<td>• CORE Section IV 321-325</td>
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<td>• CORE Ch 9 FLUENCY ASSESSMENT (328-358)</td>
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<td>• CORE Ch 10 FLUENCY INSTRUCTION (360-373) with model lesson (374-383)</td>
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<td></td>
<td>• CORE Section V VOCABULARY 407-418</td>
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<tr>
<td>5</td>
<td>10/4</td>
<td>Oral reading Fluency Probes</td>
<td>• CORE Section VI 609-631</td>
<td></td>
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<tr>
<td></td>
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<td>• CORE Ch 14 LITERACY TEXT (634-647) with sample lesson 659-676</td>
<td>Spelling Inventory/ Level Material w/ retell rubric.</td>
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<td></td>
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<td></td>
<td>• CORE Ch 15 INFORMATIONAL (682-701)</td>
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<tr>
<td>6</td>
<td>10/11</td>
<td>Assessment of Comprehension</td>
<td>• Joseph Reading Interventions</td>
<td>Exam #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retell, Grade level materials</td>
<td>• Functional Assessment: RIOT by ICEL and P-S - Daly, et al (1997)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/18</td>
<td>Reading interventions</td>
<td>• Malecki, C. Best Practices in Written Language Assessment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Writing to Read: Evidence for how writing can improve reading</td>
<td>Integration A</td>
</tr>
<tr>
<td>8</td>
<td>10/25</td>
<td>Assessing writing</td>
<td>• Harniss, Stein and Carnine – Promoting math</td>
<td>Writing Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Pathways Assessment</td>
<td>• Number sense and nonsense – assigned chapters.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>11/1</td>
<td>Math</td>
<td>• Malecki, C. Best Practices in Written Language Assessment</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/8</td>
<td>Math (Continued)</td>
<td>• Writing to Read: Evidence for how writing can improve reading</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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</tbody>
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OS SLD Document Chapters 1, 2, 3, 4  
| 12  | 11/22 | SLD Eligibility – Determination             | NASDSE (2005) RTI (p. 3-32)  
Review data from 5th grade screening/Assign Progress monitoring  
Oakland Chapters: 5, 6, 7 | Integration B |
| 13  | 12/29 | Eligibility for special education: What does it all mean? | Oakland Chapters: 8, 9, 10  
| 14  | 12/6  | How to Give feedback                        | Welcome to Holland | Exam 2 |
| 15  | 12/13 | Verbal Reports of Test Findings (live)      |                                         | REWARDS Reflection and Video Submission |