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PSYX 583.01: Academic Assessment & Intervention

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Psyx 583 – Academic Assessment & Intervention

Spring 2022

Course Information

Time: Monday 2:00-4:50pm

Location: Skaggs 303

Instructor Information

Instructor: Anisa N. Goforth, Ph.D., NCSP

Office: Skaggs 367

E-mail: anisa.goforth@umontana.edu

Phone: 406-243-2917

Office hours: Tuesdays 2:00-3:00pm and by appointment

Teaching Assistant: Emily Brooke

Office: Skaggs 368

E-mail: emily.brooke@umontana.edu

Office hours: by appointment

Course Overview

The goal of this course is to provide graduate students the skills and knowledge on culturally responsive assessment and interventions for K-12 students referred for academic difficulties. A focus of this course is on culturally responsive practices to support students with academic concerns. Students will take a social justice lens to education, considering the sociocultural factors and ecological variables that contribute to inequity in education. Students will learn how school psychologists enact social justice through culturally responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth.

The first component of the course will focus on the assessment of educational problems, understanding etiology of learning problems, learning disabilities, and the legal and ethical practice of educational assessment. You will learn about educational assessments that include standardized norm-referenced assessment, curriculum-based assessment, curriculum-based measurement, and assessment of instructional environments through observation and interviews. These assessments will be linked to prevention and intervention for academic problems.

The second component of the course will focus on empirically supported, evidence-based instructional and intervention methods for reading, math, and writing difficulties. Students will learn and apply best practice for prevention of academic problems in a multi-tiered system of support (i.e., Response to Intervention) and school-based intervention design and implementation methods. Assessments and intervention will be conceptualized in a problem-solving framework. Students will apply assessment and intervention skills during a concurrent practicum placement in a public elementary school (PSYX587-Section 01).

Course Objectives

Relevant 2020 NASP Professional Practices

Domain 1: Data-Based Decision Making
Domain 2: Consultation and Collaboration
Domain 3: Academic Interventions and Instructional Supports
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Services to Promote Safe and Supportive Schools
Domain 8: Equitable Practices for Diverse Student Populations
Domain 9: Research and Evidence-based Practice
Domain 10: Legal, Ethical, and Professional Practice

Objectives

- Students will learn about culturally responsive practice across multi-tiered systems of support, including cultural humility, self-awareness, knowledge, and skills for working with diverse students.
- Students will learn how to conduct culturally responsive assessments for diverse students referred for reading, mathematics, and writing difficulties.
 - Students will learn how to administer, score, and interpret various measures of academic achievement.
 - Students will learn how to diagnose learning disorders and determine special education eligibility for specific learning disabilities.
 - Students will learn how to make specific and appropriate recommendations and/or referrals given the unique characteristics, culture, and factors related to the student.
 - Students will learn to evaluate test and survey instruments for psychometric properties, and recognize the drawbacks to instruments for minoritized students.
 - Students will learn to interpret and communicate assessment results in both written and verbal forms to school interdisciplinary team members, the student and the student's family.
 - Students will learn to evaluate and utilize research to inform and guide professional practice.
- Students will learn how to use assessment data to develop and implement culturally responsive interventions to address reading, mathematics, and writing.
 - Students will design and deliver empirically supported preventative practices at the idiographic level.
 - Students will learn to select appropriate progress monitoring measure to evaluate intervention progress and outcomes.
 - Students will learn to communicate and interpret intervention outcomes in both written and verbal forms in school interdisciplinary team members, the student, and the student's family.
- Students will learn to utilize special education laws and eligibility criteria for the purpose of assuring a free, appropriate public education.
- Students will learn to have an understanding of, and ability to practice within legal and ethical responsibilities related to the provision of school psychological services.

Required Texts

Best Practices in School Psychology: Data-based and collaborative decision making (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Chapters:

6. Kovaleski & Pederson *Best Practices in Data-Analysis Teaming*
7. Albers & Kettler *Best Practices in Universal Screening*
10. Howell & Hosp *Best Practices in Curriculum-based Evaluation*
12. Malecki *Best Practices in Written Language Assessment and Intervention*
13. Gravois & Nelson *Best Practices in Instructional Assessment of Writing*
14. Clarke, Doabler, & Nelson *Best Practices in Mathematics Assessment and Intervention with Elementary Students*
15. Zannou, Ketterlin-Geller, & Shivraj *Best Practices in Mathematics Instruction and Assessment in Secondary Settings*
20. VanDerHeyden *Best Practices in Can't Do/Won't Do Academic Assessment*
22. Lichtenstein *Best Practices in Identification of Learning Disabilities*

Best Practices in School Psychology: Student level services (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Chapters:

- Martinez *Best Practices in Instructional Strategies for Reading in General Education*
4. Shapiro & Guard *Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement*
7. Joseph *Best Practices on Interventions for Students with Reading Problems*
8. Daly, O'Connor, & Young *Best Practices in Oral Reading Fluency Interventions*

Best Practices in School Psychology: Foundations (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Chapters:

31. McBride, Willis, & Dumont *Best Practices in Applying Legal Standards for Students with Disabilities*

Hosp, M.K., Hosp, J.J. & Howell, K.W. (2016). *The ABCs of CBM: A practical guide to curriculum-based measurement* (2nd ed.) New York: Guilford.

Jacob, S., Decker, D. & Hartshorn, T.S. (2016). *Ethics and Law for School Psychologists* (7th Ed.) Hoboken, N.J. John Wiley & Sons, Inc.

Course Readings

Adlof, S. M., & Hogan, T. P. (2018). Understanding dyslexia in the context of developmental language disorders. *Language, Speech, and Hearing Services in Schools, 49*, 762-773. doi:10.1044/2018_LSHSS-DYSLC-18-0049

Durham, J.L. (2013). Promoting social justice by addressing barrier to academic success. In D. Shriberg, S. Y. Song, A. H. Miranda, & K. M. Radliff (Eds.), *School psychology and social justice: Conceptual foundations and tools for practice*.

Fisher, D., & Frey, N. (2013). Implementing RTI in a High School: A Case Study. *Journal of Learning Disabilities, 46*(2), 99–114. <https://doi.org/10.1177/0022219411407923>

Kourea, L., Gibson, L., & Werunga, R. (2018). Culturally responsive reading instruction for students with learning disabilities. *Intervention in School and Clinic*, 53(3), 153–162.

<https://doi.org/10.1177/1053451217702112>

Newell, M. L., & Coffee, G. (2013). A social justice approach to assessment. In D. Shriberg, S. Y. Song, A. H. Miranda, & K. M. Radliff (Eds.), *School psychology and social justice: Conceptual foundations and tools for practice*.

Pyle, N., & Vaughn, S. (2012). Remediating reading difficulties in a response to intervention model with secondary students. *Psychology in the Schools*, 49, 273-284. doi: 10.1002/pits.21593

Wanzek, J. & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. *School Psychology Review*, 36, pp. 541-561.

Ward-Lonergan, J. M., & Duthie, J. K. (2018). The state of dyslexia: Recent legislation and guidelines for serving school-age children and adolescents with dyslexia. *Language, Speech, and Hearing Services in Schools*, 49, 810-816. doi: doi:10.1044/2018_LSHSS-DYSLC-18-0002

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

Course Materials

- Stopwatch (preferably noiseless or using cellphone)
- Clipboard
- [EasyCBM](#) (Lite account)

Course Requirements

1. Class Discussion and Participation (10 points)

I expect that you will come to class having read the required readings. We will be discussing readings during class and it is expected that you will be ready to thoughtfully engage in these conversations. If I believe that you are not keeping up with the readings, I reserve the right to require you to complete an additional assignment, such as writing annotations.

2. Norm-Referenced Standardized Achievement Measures (140 points)

Each student in the course will sign up to administer the Woodcock Johnson Test of Achievement – IV (WJ-IV) and *either* (a) the Wechsler Individual Achievement Test- III (WIAT-III), or (b) the Kaufman Test of Educational Achievement-3 (KTEA-3). You will complete two protocols for each of these administrations. For the first protocol, you will work in partners to complete the administration. One person will be the examinee (pretending to be a child age 3 to 16 years old) and one person will be examiner. For the second protocol, you will administer the test to a child that is not receiving or will receive special education services. You will videotape your child administration for review. More information is available in the Appendix.

3. Intervention Bank (40 points)

You will construct a comprehensive intervention bank (at least 5) for one specific academic domain (e.g., reading fluency, comprehension, written expression, spelling, math computation,

math applications etc.). We will determine which domain you will complete as a group. This bank will be one page synopsis of each intervention. More information is available in the Appendix.

4. Assessment of Class-wide Data: Team Assignment (50 points)

In groups, you will be assigned to examine simulated benchmark CBM data for a classroom of students. You will examine student performance generally, as well as look at the protocols more carefully in order to conduct an error analysis for students in the class. Using these data, as well as simulated data from the Fall benchmarking period, you will develop a short questionnaire to gather relevant information on the reading curriculum, instruction, and environment within the classroom. The instructor or TA will respond to this questionnaire. You will then use this information in order to provide data-based recommendations to the teacher. Further information is available in the Appendix.

5. Academic Assessment Presentation (50 points)

You and at least one other classmate will choose an academic assessment that has not been taught in the course and provide a presentation to the rest of the class. The focus on the presentation should be related to the academic domain covered, the psychometric properties, as well as the administration of the test. Further information is available in the Appendix.

Informed Consent and Videotaping Procedures

Written parent informed consent for a child/adolescent to serve as a practice recipient of educational testing must be obtained prior to testing. The signed parental informed consent must be submitted with each test protocol for review. If the administration is to be videotaped, the parent must be informed of this in the consent.

Note: Under *no* circumstances are practice assessment results to be reported to a parent, nor are results to be used for educational decisions.

Students are responsible for arranging for videotape equipment for the purpose of videotaping test administrations and the mock interview. You must use first encrypt your video and submit it through UMBox that can be viewed by the instructor/TA. Instructions about this process will be given in class. Videotape equipment is available through the department and UM media services. A videotaped administration and/or interview must show the administrator, placement and use of materials, and the person being tested or interviewed.

Course Grading

The points and percentage of the final grade related to each course assignment is as follows:

Activity	Points
Class Discussion and Participation	10
Norm-Referenced Standardized Achievement Measures	140
Curriculum-based Measure Probe Proficiency	30
Intervention Bank	40
Assessment of Class-wide Data	50
Academic Assessment Presentation	50
Total	320

Percentage	Grade
94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

Course Policies and Procedures

Academic Honesty and Integrity

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana [Student Conduct Code](#) (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the School Psychology program that plagiarism will result in an “F” for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program.

Professionalism

I expect all students to behave with the highest standard of professionalism, both during class and in your practicum site. As a school psychologist in-training, you represent the university as well as the field. Keep in mind that how you behave makes an impression of you as a professional.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact ODE in Lommasson Center 154 or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

Attendance and Active Engagement

Attendance is highly encouraged since student’s course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students’ depth of understanding. Please inform the instructor prior to class if a late arrival or early departure from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation.

Religious Observance

Please notify me in advance if you will be absent from class for religious observances.

Incompletes, Make-Up Procedures, & Late Assignments

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. Assignments should be submitted to me on the due date. Late assignments reflect poorly on you as a professional, and 10% of points will be deducted per day.

Electronic Devices

Electronic devices (such as cell phones, etc.) must be turned off and put away before class. I encourage the use of computers or tablets during class to take notes or to view electronic articles and Power Points; however, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Commitment to Equity, Diversity, and Inclusion

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community.

Additionally, there is continued dialogue about the use of "person first" language, where people with disabilities and mental health disorders are just that: people who happen to have physical, sensory, emotional, behavioral, or intellectual disabilities. Please avoid phrases like "the handicapped," "disabled child," or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability," "the program for students with behavior disorders." It is important to note, however, that some people with disabilities prefer to be identified as such (e.g., "autistic"). Please emphasize the humanity and individuality of the person and if the person asks to be identified otherwise, respect and honor their request.

Course Schedule

The course schedule is subject to minor adjustments, as determined by the instructor.

Date	Topics	Required Readings	Assignment
Jan 17	No Class: Martin Luther King, Jr. Day		
Jan 24	Introductions & Course Syllabus Introduction to Assessment and Problem-solving Model <i>Training:</i> EasyCBM Reading LN, LS, PS, WRF, PRF, MCRC	Newell & Coffee (2013) Hosp, Hosp, & Howell (2016) Ch 1-4 EasyCBM Video Tutorials & Teacher Manual: Reading Measures	
Jan 31	Curriculum-based Evaluation Tier I Assessment & Intervention <i>Training:</i> Classroom data analysis	Hosp, Hosp, & Howell (2016) Ch 10 BP: Kovaleski & Pederson BP : Howell & Hosp BP: Albers & Kettler BP: VanDerHeyden BP: Shapiro & Guard	
Feb 7	Reading Instruction & Learning Reading Interventions Group work day: Classroom Data Analysis	Durham (2013) Kourea, Gibson, & Werunga (2017)	
Feb 14	Reading Instruction & Learning Reading Interventions	BP: Martinez BP: Joseph BP: Daly, O'Connor, & Young	Assessment of Class-wide Data Assignment Due
Feb 21	No Class: President's Day		
Feb 28	<i>Training:</i> KTEA-III <i>Training:</i> WIAT-II	KTEA-II Manual WIAT-II Manual	
March 7	<i>Training:</i> WJ-IV	WJ-IV Manual	
March 14	Writing Instruction & Learning <i>Guest Lecture:</i> Dr. Ginger Collins, Speech, Language, & Hearing Sciences	Hosp, Hosp, & Howell (2016) Ch 5 6 BP: Malecki BP: Gravois & Nelson	WIAT/KTEA Peer Administration due

Date	Topics	Required Readings	Assignment
	Tier III Diagnostic Assessment & Interventions: Curriculum-based Evaluation Writing		
March 21	No Class: Spring Break		
March 28	Math Instruction & Learning Tier III Diagnostic Assessment: Curriculum-based Evaluation Math <i>Training:</i> Numbers & Operations; Geometry, Algebra	Watson & Gable (2013) Hosp, Hosp, & Howell (2016) Ch 7 BP: Clarke, Doabler, & Nelson BP: Zannou, Ketterlin-Geller, Shivrag The Testing Psychologist Podcast: Math Disorders w/ Dr. Paul Cirino EasyCBM Video Tutorials & Teacher Manual: Math Measures	WJ-IV peer administration due
April 4	RTI in Secondary Schools	Fisher & Frey (2013) Pyle & Vaughn (2012)	WIAT/KTEA Child Administration & Video due
April 11	Diagnosing Learning Disorder & Identifying Learning Disabilities	BP: Lichtenstein Ward-Lonergan & Duthie (2018) Adlof & Hogan (2018)	Intervention Bank Due
April 18	Ethics & Law	Jacob, Decker, & Hartshorne Ch 3 & 4, 27 BP: McBride, Willis & Dumond	
April 25	Guest lecture: Doug Doty, Office of Public Instruction Setting Goals & Writing IEPs for Special Education Services	Montana Special Education Guide Montana IEP Guidelines	
May 2	Assessment Presentations		WJ-IV Child Administration & Video due

Appendix A

Norm-Referenced Standardized Achievement Measure Administration

Each student in the course will sign up to administer the Woodcock Johnson Test of Achievement – Fourth Edition (WJ-IV) and *either* (a) the Wechsler Individual Achievement Test-Third Edition (WIAT-III), or (b) the Kaufman Test of Educational Achievement-Third Edition (KTEA-3).

You will complete two protocols for each of these administrations. For the first protocol, you will work in partners to complete the administration. One person will be the examinee (pretending to be a child age 6 to 16 years old) and one person will be examiner. You should have your peer choose an age different from the child you will use for the second administration. That is, if you plan to use a child who is, say 16 years old, then your peer should pretend to be age 6 (and vice versa) so that you have an opportunity to practice the administration and scoring for a variety of ages.

For the second protocol, you will administer the test to a child that is not affiliated with your practicum setting. You will need to locate your own testing subjects. These cannot be children or adults who are being evaluated for services. Friends, neighbors, and children of friends are all possible resources. Do not test the same person more than once with the same test. Before testing subjects, you must secure permission from their parents or legal guardians (see example of consent form). Do not recruit subjects at any institution (e.g. hospital, school). You must use a pseudonym on any protocol to ensure confidentiality.

You will also videotape the child administration. The protocols will be graded and the videotapes reviewed by the TA. You may review your errors on the scoring and administration, and if you notice those errors, you can indicate this on a document. Please use a Word document and clearly indicate the subtest, item number, subtest, type of error, and most importantly, *explain why it is an error* (see the sample Self-Correction Sheet in Moodle). Please see the scoring rubric. If you do the same error on the second administration, you will be penalized (even if you noted that error on the document). If there are substantial issues in your administration, I may require you to complete a new protocol administration.

WJ-IV Tests of Achievement: For the peer administration, you should administer both the Standard *and* Extended Battery for practice. For the child administration, you will administer only the Standard Battery to the child to reduce the amount of time working with the child. You only need to video tape the Standard Battery with the child for evaluation purposes.

WIAT-III. You will administer all subtests, depending on the age of the examinee.

KTEA-3. You will administer all subtests, depending on the age of the examinee.

Administration	Points
WJ-IV peer administration	50
WJ-IV child administration	100
WIAT/KTEA peer administration	50
WIAT/KTEA child administration	100
TOTAL	300

Appendix B

Intervention Bank

One of the difficulties in implementing Response to Intervention in many schools is that teachers and other school personnel do not know what interventions are available. As a school psychologist, you should have a “tool box” full of interventions that are evidence-based, easy to implement and readily available.

Thus, you will construct a comprehensive intervention bank for a specific academic domain (e.g., reading fluency, comprehension, written expression, spelling, math computation, math applications, etc.). The purpose of this task is to provide you with an opportunity to learn more about specific academic interventions and how to think critically about them.

This bank will include a one-page synopsis of each of 5 interventions, including but not limited to:

- age ranges
- target population
- intervention times (session/total)
- cost
- publisher
- effectiveness should be included for each intervention

Please use the template, provided for you on Moodle. At the end of the semester, I will compile the intervention banks from all of your colleagues and provide the entire bank to each of you. You may give the intervention bank to a teacher or supervisor, if you wish.

Appendix C

Assessment of Class-wide Data Team Assignment

Universal screening is an essential component of Response to Intervention. In this assignment, you will have an opportunity to practice analyzing data from universal screeners (e.g., reading fluency probes) of “Ms. Blue’s” second-grade classroom. As a team, you will analyze the data and provide recommendations to Ms. Blue in how best to address the needs of her classroom. Please note that Ms. Blue is not familiar with multi-tiered systems of support and, given that she is a very busy teacher, she is resistant to trying any new program or curriculum. Pretend as if you (the team) are a school psychologist in the school for only one day a week. You are somewhat familiar with the school and you have met Ms. Blue during a staff meeting. Otherwise, you are unaware of her teaching practices and what she does, specifically, in the classroom.

Step 1:

You will be given simulated data from a second-grade classroom approximately 2 to 3 weeks before the assignment is due. These data will include oral reading fluency probes for Fall and Winter benchmarks. You will input the benchmark data into EasyCBM and examine the results. You may wish to conduct error analyses of individual protocols as well.

Step 2:

As a team, you will develop questions for Ms. Blue. Pretend as if you will be going to her room during her teaching prep time and you are following-up with her about the results of the benchmarks. You may ask for information that will help you understand the general classroom instruction and environment. Send the questions to Ms. Blue (the course TA) via email. Ms. Blue will answer questions through email.

Step 3:

Provide a 3- to 5-page paper that summarizes the results of the universal screening as *if you were speaking to Ms. Blue in person*. You should clearly define Response to Intervention to her and share the results of the data from her classroom. Thus, this paper is not written in a traditional academic format; rather, the aim is to describe complex data analyses in a digestible way. You may describe additional steps you would take to obtain more data, if necessary.

Appendix D

Academic Assessment Presentation

There are a variety of academic assessment tools available for school psychologists. You will work with at least one other classmate (depending on numbers in the class) and present on a norm-referenced, standardized academic achievement test. There are a number of tests available in the Clinical Psychological Center. You may choose a test that is specific to one academic domain (e.g., oral reading fluency) or more broad domains (e.g., oral and spoken language). Please make sure that the assessment you are teaching is the latest edition.

The presentation should be 15 minutes and cover the following:

1. Purpose of the assessment tool
2. Domains covered
3. Psychometric properties
4. Administration, scoring and interpretation
5. Advantages and disadvantages of the tool
6. Anything else relevant to the test

You will be evaluated on these areas as well as your presentation skills. Please see the rubric on Moodle.