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PSYX 583.01: Educational Assessment and Intervention

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PSYX583 Educational Assessment and Intervention - 4 Credits
Spring 2014
Mon & Wed 9:40-11:00am– SB246

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Course Overview

The goal of this course is to provide students with a sound framework for assessing and intervening with students with educational difficulties. 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. Educational assessments to be learned 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 systems model (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

NASP Domains of Practice

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

Corresponding Program Competencies and Objectives

Competency 1. Psychological and Educational Foundations of School Psychology

- Students will learn how to diagnose learning disorders using both special education and mental health classification systems and given an understanding of what constitutes normal development at different ages.
- Students will learn how to administer, score, and interpret various measures of educational achievement.
- Students will learn how to integrate various components of a psychoeducational evaluation.
- Students will learn how to make specific and appropriate recommendations and/or referrals given the unique characteristics, culture, and factors related to the student.

Competency 2. Psychometrics, measurement and research.

- Students will learn to evaluate test and survey instruments for psychometric properties.
- Students will select and administer appropriate psychoeducational instruments.
- 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.

Competency 3. Methods of school-based intervention.

- Students will use problem-solving methods to develop and implement empirically supported intervention procedures including psychoeducational interventions.
- 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.

Competency 4. Professional school psychology

- 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.
- Students will have an understanding and awareness of multicultural issues and their impact on student performance as well as the school psychologist-client relationship.
- Students will learn to understand the need for cultural competence and awareness.

Required Texts

Salvia, J., Ysseldyke, J. E., & Bolt, S. (Eds.). (2012). *Assessment in special and inclusive education* (12 ed.). Belmont, CA: Wadsworth

Best Practices in School Psychology V (2008). Thomas, A. & Grimes, J. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Hosp, M.K., Hosp, J.J. & Howell, K.W. (2007). *The ABCs of CBM: A practical guide to curriculum-based measurement*. New York: Guilford.

Jacob, S., Decker, D. & Hartshorn, T.S. (2010). *Ethics and Law for School Psychologists* (6th Ed.) Hoboken, N.J. John Wiley & Sons, Inc.

Recommended Texts

Mather, N. & Jaffe, L.E (2002) *Woodcock-Johnson III: Reports, recommendations and strategies*. (2nd Ed.) Hoboken, NJ: Wiley

Rathvon, Natalie (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 2nd edition. New York: Guilford.

Shapiro, E. S. (2011a). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: Guilford.

Materials

- Stopwatch (preferably noiseless)
- Clipboard
- AIMSweb

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 – III (WJ-III) and *either* (a) the Wechsler Individual Achievement Test- II (WIAT-II), or (b) the Kaufman Test of Educational Achievement (KTEA). 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 affiliated with your practicum setting. You will videotape your child administration for review. More information is available in Appendix A.

3. Curriculum-based Measure Probe Proficiency (30 points)

You will administer and score curriculum based measurement probes. A colleague will pretend to be a child of a specific age (dependent on the CBM). These probes will be turned in and checked by a TA. Please see more information in Appendix B.

4. Comprehensive Psychoeducational Report (100 Points)

You will be required to write 1 comprehensive psychoeducational report. The purpose of this task is to prepare you to write like a psychologist. These reports will be written on your

administration of one of the two standard tests (WJ-Achievement III or WIAT-II/KTEA). You will be given a case with background information, classroom observations, cognitive abilities test results and other information. You will integrate that information obtained from the academic achievement test with the other data. More information is provided in Appendix C.

5. Intervention Bank (40 points)

You will construct a comprehensive intervention bank (at least 10) for a specific academic domain (e.g., reading fluency, comprehension, written expression, spelling, math computation, math applications etc.). This bank will be one page synopsis of each intervention. More information is available in Appendix D.

6. Assessment of Class-wide Data: Team assignment (50 points)

In groups, you will be assigned to examine simulated Winter 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 Appendix E.

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 a DVD that can be viewed by the instructor. 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 Grades

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
Comprehensive Psychological Report	100
Intervention Bank	40
Assessment of Class-wide Data	50
TOTAL	370

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 SPSY 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. The SCC can be accessed either on line (UM Homepage, A-Z Index, select “S”, scroll down to “Student Conduct Code”) or in the UM Catalog, page. 22.

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.

Accommodations for Disabilities:

It is my strong desire to fully include all students in this course. Please discuss any desired accommodations with me as soon as possible. I require documentation of any disabling condition prior to providing substantive accommodations (those that involve changes to deadlines, activities, or products) in this course. Students have the responsibility to arrange for such accommodations with Disability Services for Students (DSS). Please refer to the UM Catalog, page 334.

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 reflects poorly on you as a professional, and 10% of points will be deducted per day..

Electronic Devices

Electronic devices (such as cell phones, I-pods, mp3s, etc.) must be turned off and put away before class. The use of computers during class to take notes or to use electronic articles and Power Points is encouraged. 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 Multiculturalism

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 hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course

“People First” Language

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” 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.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Course Schedule

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

Date	Topics	Required Readings	Assignment
Jan. 27	Introductions and Course Syllabus Overview Problem-solving Model	Salvia, Ysseldyke, & Bolt Ch. 1 & 2 BP Ch. 14 & 20	
Jan. 29	Response to Intervention Curriculum-based evaluation	Salvia, Ysseldyke, & Bolt Ch. 10 Hosp Ch 1, 2 & 8 Hintze, Christ, & Methe (2006) Daly, et al. (2007)	
Feb. 3	Ethics & Law	Jacob, Decker, & Hartshorne Ch 3 & 4	
Feb. 5	<i>Training:</i> WJ-III	WJ-III Manual	
Feb. 10	Tier I Assessment: Curriculum Based Measurement and Universal Screening Measures <i>Training:</i> Classroom data analysis	Salvia, Ysseldyke, & Bolt Ch 8 BP Ch. 5	
Feb. 12	Tier I and Tier II Assessment & Intervention	Fuchs, Fuchs, & Compton (2004)	
Feb. 17 & 19	No Class-NASP		
Feb. 24	Reading Instruction & Learning	Salvia, Ysseldyke, & Bolt Ch. 11 Wolf & Bowers (1999) National Reading Panel Common Core: ELA	WJ-III Peer Administration due
Feb. 26	Reading Instruction & Learning	Torgesen (2002) Hosp Ch 3, 4, & 5	Class-wide Data Assignment Questionnaire due to TA
March 3	Tier III Diagnostic Assessment: Curriculum Based Evaluation Reading <i>Training:</i> RCBM & Maze	BP Ch. 22 & 23 AIMSweb Training Manual—Reading CBM & MAZE-CBM	

March 5	Reading Interventions	Wanzek & Vaughn (2007)	Assessment of Class-wide Data Assignment Due
March 10	<i>Training:</i> KTEA-II	KTEA-II Manual	
March 12	<i>Training:</i> WIAT-II	Shinn (2007) WIAT-II Manual	WJ-III Child Administration & Video due
March 17	Writing Instruction & Learning	Salvia, Ysseldyke, & Bolt Ch. 13	
March 19	Writing Instruction & Learning Guest Lecture: Dr. Ginger Collins	BP Ch. 25 & 28 Hosp Ch 6 Gansle, et al (2006)	
March 24	Tier III Diagnostic Assessment: Curriculum Based Evaluation Writing <i>Training:</i> CBM-Writing, Spelling	AIMSweb Training Manual—Written Expression CBM & Spelling CBM	WIAT/KTEA peer administration due
March 26	Writing Interventions	Graham, Harris & Larsen (2001)	
March 31 & April 2	No Class-Spring Break		
April 7	Math Instruction & Learning	Salvia, Ysseldyke, & Bolt Ch. 12	
April 9	Math Instruction & Learning	BP Ch. 26 & 27 Hosp Ch 7	
April 14	Tier III Diagnostic Assessment: Curriculum Based Evaluation Math <i>Training:</i> MCOMP & MCAP	AIMSweb Training Manual—Mathematics CBMs	
April 16	Math Interventions	BP Ch. 36 Baker, Gersten, & Lee (2002)	WIAT/KTEA Child Administration & Video due

April 21	Diagnosing Learning Disabilities	Salvia, Ysseldyke, & Bolt Ch. 20 & 21 BP Ch. 16	Psychological Report Draft due to TA
April 23	Setting Goals and Writing IEPs for Academic Problems and Data-based decision making	BP Ch 8	CBM Probes due
April 28	Functional Analysis of Academic Responding & Academic Intervention	Cates, et al (2006)	
April 30	RTI in Secondary Schools	Shinn Ch 8 Pyle & Vaughn (2012)	
May 5	Introduction to Other Assessment Tools		
May 7	Review & Activities		Intervention Bank Due Final Comprehensive Psychological Report due

Course Readings

- 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.
- Cates, G. L., Thomason, K., Havey, M., & McCormick, C. (2007). A Preliminary Investigation of the Effects of Reading Fluency Interventions on Comprehension. *Journal of Applied School Psychology*, *23*, 133-154. doi: 10.1300/J370v23n01_07
- Daly, E.J., Martens, B.K., Barnett, D., Witt, J.C. & Olson, S.C. (2007). Varying intervention delivery in response to intervention: Confronting and resolving challenges with measurement, instruction, and intensity. *School Psychology Review*, *36*, pp. 562-581.
- Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004). Identifying reading disabilities by responsiveness-to-instruction: Specifying measures and criteria. *Learning Disability Quarterly*, *27*, 216-227.
- Gansle, K.A., VanDerHeyden, A., Noell, G.H., Resetar, J.L. & Williams, K.L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review*, *35*, pp. 435-450.
- Graham, S., Harris, K.R. & Larsen, L. (2001). Prevention and intervention of writing difficulties for students with learning disabilities. *Learning Disabilities Research & Practice*, *16*, pp. 74-84.
- Hintze, J. M., Christ, T. J., & Methe, S. A. (2006). Curriculum-based assessment. *Psychology in the Schools*, *43*, 45-56.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- 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
- 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.
- Torgesen, J. K. (2002). The prevention of reading disabilities. *Journal of School Psychology*, *40*, 7-26.
- Wanzek, J. & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. *School Psychology Review*, *36*, pp. 541-561.
- Wolf, M., & Bowers, P. G. (1999). The double-deficit hypothesis for the developmental dyslexias. *Journal of Educational Psychology*, *91*, 415-438.

Appendix A

Norm-Referenced Standardized Achievement Measure Administration

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

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 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 will also videotape the child administration. The protocols will be graded and the videotapes reviewed by a TA. Please see the scoring rubric. When protocols are returned to you, you will be asked to correct scores that were affected by your errors. You will turn in protocols within one week of administration. If there are substantial issues in your administration, I may require you to complete a new protocol administration.

For the child administration of the WJ-III Achievement, you will administer the Standard Battery to the child and the Extended Battery with a peer to reduce the amount of time working with the child. For the WIAT and KTEA, you will administer all subtests. Please use a pseudonym on all documentation.

Administration	Points
WJ-III peer administration	20
WJ-III child administration	50
WIAT/KTEA peer administration	20
WIAT/KTEA child administration	50
TOTAL:	140

EXAMPLE FORM- Please INDIVIDUALIZE FOR YOUR OWN NEEDS

**School Psychology Graduate Program
Department of Psychology
The University of Montana**

Dear Parents,

I am taking a course titled Educational Assessment and Intervention at The University of Montana. This course is being taught by Dr. Anisa Goforth who can be reached at 406-243-2917 if you have any questions about this form or about the assessment procedures that will be performed. The class is made up of graduate students who are interested in and have worked with children and adolescents. As part of our pre-service training, we are required to administer a variety of individual achievement and/or behavioral assessment tests to children. I would like your permission to administer one or more tests with your child. The total administration of each test should take approximately one to three hours and will take place at a time that is most convenient for you and your child.

At the completion of this course, I should be able to select appropriate assessment instruments and correctly administer and score the instruments and write clear and concise reports. However, at this time I will just be learning to administer the test instruments and the results I obtain may not be reliable or valid. Therefore, it would be inappropriate to discuss specific results with you.

By giving your consent you indicate that you understand that your own and your child's rights to privacy and confidentiality will be respected and while the information gained may be discussed in Dr. Goforth's class, no personal identifying information will be shared.

Most children find the testing activities to be interesting and fun. By allowing your child to participate, you will also enable me to gain valuable practice. I appreciate your consideration of this request.

I do consent to let my child be given a practice administration of an individual measure of basic academic skills and/or behavioral performance and I understand that I will not be given specific information about my child's performance due to the learning nature of this activity.

Child's Name: _____

Date of Birth: _____

Parent's Signature: _____

Date: _____

Appendix B

Curriculum-based Assessment Probe Proficiency

You will administer and score curriculum based measurement probes. A colleague will pretend to be a child of a specific age (dependent on the CBM). These probes will be turned in and checked by a TA.

AIMSweb Curriculum-Based Measure	Total Points
Test of Early Literacy (First Grade)	
Letter Number Fluency	2
Letter Sound Fluency	2
Phonemic Segmentation Fluency	2
Nonsense Word Fluency	2
Reading CBM	2
Test of Early Numeracy (First Grade)	
Oral Counting	2
Number Identification	2
Quantity Discrimination	2
Missing Number	2
Reading (Second Grade +)	
Reading-CBM (administer 3, take median score)	2
MAZE	2
Mathematics (Second Grade +)	
Mathematics Concepts & Applications	2
Math Computation	2
Spelling-CBM	2
Written Expression—Correct Writing Sequences	2
Total Points:	30

Appendix C

Comprehensive Psychoeducational Report

The purpose of a psychoeducational report is to provide a concise, yet comprehensive summary of social-emotional, behavior, and learning assessment. There are a variety of purposes for a psychoeducational report, including providing an accurate assessment for a referral source (e.g., parent), developing hypotheses and linking to appropriate interventions, providing a baseline for the examinee, and as a legal document (e.g., IEP).

The typical report includes (Sattler, 2001):

1. Identifying information
2. Assessment instruments
3. Reason for referral
4. Background information
5. Observations during the assessment
6. Assessment results and clinical impressions
7. Recommendations
8. Summary
9. Signature

While there is a general standard structure for psychological reports, there is no “correct” way. Indeed, you will notice that each psychologist has his or her own way to writing. For this assignment, you will use the structure that I use in my practice, which may appear different from other psychologist’s reports. I believe that it is important that you are exposed to a variety of styles so that when you are an independent school psychologist, you can develop your own professional voice.

In my view, psychological reports are designed to communicate results of an assessment in a way that a non-psychologist should be able to read and understand what is written. The report is about *the child and not about the test*. There should be minimal psychological jargon (and if there is, it should be fully explained in lay-person language) and minimal numbers (e.g., no standard scores except in tables in appendix). A question you should continually ask yourself is: “Would my grandmother understand this report?” If you are describing a particular domain, such as working memory, you need to adequately describe this domain so that any person could understand what it is.

You will be given a case with background information, classroom observations, cognitive abilities test results and other information. You will integrate all available data as well as the results of one of the two standard tests you administered for the class (WJ-Achievement III or WIAT-II/KTEA). Use the structure in the next page as a template.

COMPREHENSIVE PSYCHOLOGICAL REPORT

Name:
Date of Birth:
Age:
Examiner:

Dates of Evaluation:
Date of Report:
Client Number:
Supervisor:

Reason for Referral

Relevant Background Information

Behavioral Observations

Procedures for Evaluation

Cognitive Abilities

General Intelligence.

- Describe what intelligence is
- Provide summary of overall cognitive abilities (IQ score is ok)

Verbal Reasoning, Comprehension, and Knowledge.

- Describe what verbal reasoning, comprehension and knowledge is in lay-person's terms, provide example if necessary
- Share results using words, not numbers (e.g., "Justin performed in the average range")
- If results are relatively high or low compared to other scores or compared to peers,
 - Provide a more thorough explanation or hypotheses for why it may be high or low (e.g., "Sara performed in the low range, suggesting that compared to her peers, Sara has difficulty with using language to reason and understand how the world works.")
 - Describe implications of this skill deficit or strength as it relates to learning

Nonverbal Reasoning and Novel Problem Solving.

- Same as above

Visual-Spatial Processing.

- Same as above

Memory.

- Same as above

Information Processing Speed.

- Same as above

Academic Abilities

Overall Achievement.

- Provide summary of overall achievement (standard score is ok)

Reading

- Describe what reading entails (i.e., reading decoding, fluency and comprehension)

Reading decoding

- Describe decoding in lay-person's language
- Share results using words, not numbers (e.g., "Carrie's decoding skills are in the average range")
- If results are relatively high or low compared to other scores or compared to peers,
 - Provide a more thorough explanation or hypotheses for why it may be high or low (e.g., "Tyrone's decoding skills were in the high range. Compared to his peers, he has an exceptional ability to break down phonemes and syllables.")
 - Describe implications of this skill deficit or strength as it relates to learning

Reading fluency

- Same as above

Reading comprehension

- Same as above

Written Language.

Spelling

- Same as above

Written grammar

- Same as above

Mathematics.

Calculation skills

- Same as above

Basic math facts

- Same as above

Social and Emotional Factors Affecting Learning

- Describe relevant information related to social and emotional well-being
- Summarize the results by specific domains (e.g., focus one paragraph on conduct problems, one paragraph on anxiety issues, etc.)

Summary

Provide a thorough summary of the results of the assessment. It should be approximately 1-2 paragraphs that provides the “bigger picture” of the results. Don’t reiterate specific results unless they were unusual or notable. Discuss implications.

Recommendations for School

Recommendations for Home

Examiner Name, Degree
Examiner

TEST SCORES (next page)

Warning: Psychological test data are easily misinterpreted by people unfamiliar with psychological tests and psychological testing principles. Please consult a licensed psychologist before acting on any interpretation of these scores.

Key for Interpretation of Ranges

Range	IQ and Index Scores	Scaled Scores	T Scores	Percentile
Extremely High	140-160	18-19	78-90	99.6-99.99
Very High	130-139	16-17	70-77	98-99.5
High	120-129	14-15	64-69	91-97
High Average	110-119	12-13	57-63	75-90
Average	90-109	9-11	44-56	25-74
Low Average	80-89	7-8	37-43	9-24
Low	70-79	5-6	31-36	2-8
Very Low	60-69	1-4	23-30	0.5-1
Extremely Low	40-59	1-2	10-22	0.01-.4

Appendix D

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 (at least 10) 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 the 10 interventions, including but not limited to:

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

You may design the one-page synopsis in any way that you want. A template, however, is provided for you if you would like to use it.

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 your teacher or supervisor if you wish.

Title of Intervention

Brief summary of intervention

Age Range

Target Population

Research-base/Effectiveness

Intervention Times

Cost

Publisher

Materials

Steps in Implementing This Intervention

- 1.
- 2.
- 3.
- 4.

Where to find more information

Appendix E

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.

Step 1: You will be given simulated data from a second-grade classroom. These data will include oral reading fluency probes for Fall and Winter benchmarks. You will input the benchmark data into AIMSweb and examine the results. You may wish to conduct error analyses of individual protocols as well.

Step 2: As a team, you will develop a short questionnaire for Ms. Blue. You may ask for information that will help you understand the general classroom instruction and environment. Pretend as if you were a school psychologist in the school for one-day a week. Send the questionnaire 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. You may describe additional steps you would take to obtain more data, if necessary. Then, provide Ms. Blue with at least 3 evidence-based interventions that would help her meet the needs of her students in the classroom. Make sure to provide a clear rationale for your recommendations in a way that Ms. Blue would understand.