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### PSYX 583.01: Educational Assessment and Intervention

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# **Psyx 583 – Educational Assessment & Intervention**

**Spring 2015**

## **Course Information**

Time: Wednesday 10:10am – 12:30pm

Location: Skaggs Building, room 303

## **Instructor Information**

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

Office: Skaggs 367

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Phone: 406-243-2917

Office hours: By appointment

Teaching Assistant: Zachary Shindorf

E-mail: [zachary.shindorf@umontana.edu](mailto:zachary.shindorf@umontana.edu)

Office hours: Tuesdays 11-12pm and by appointment

## **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 gain 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: Data-based and collaborative decision making* (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).  
Chapters:

- 6. Kovalski & 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. (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* (6<sup>th</sup> Ed.) Hoboken, N.J. John Wiley & Sons, Inc.

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

## **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*, 2<sup>nd</sup> edition. New York: Guilford.

## 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
- 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.
- Powell, S. R., Fuchs, L. S., & Fuchs, D. (2013). Reaching the mountaintop: Addressing the common core standards in mathematics for students with mathematics difficulties. *Learning Disabilities Research & Practice*, 28, 38-48. doi: 10.1080/00228958.2010.10516554
- Puranik, C., & Alotaiba, S. (2012). Examining the contribution of handwriting and spelling to written expression in kindergarten children. *Reading and Writing*, 25, 1523-1546. doi: 10.1007/s11145-011-9331-x
- 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
- Spencer, M., Quinn, J. M., & Wagner, R. K. (2014). Specific reading comprehension disability: Major problem, myth, or misnomer? *Learning Disabilities Research & Practice*, 29, 3-9.
- 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.
- Walker, D. W., & Daves, D. (2010). Response to intervention and the courts: Litigation-based guidance. *Journal of Disability Policy Studies*, 21, 40-46.
- Wanzek, J. & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. *School Psychology Review*, 36, pp. 541-561.
- Wanzek, J., Vaughn, S., Scamacca, N. K., Metz, K., Murray, C. S., Roberts, G. et al. (2013). Extensive Reading Interventions for Students With Reading Difficulties After Grade 3. *Review of Educational Research*, 83, 163-195. doi: 10.3102/0034654313477212
- 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)
- 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 – IV (WJ-IV) and *either* (a) the Wechsler Individual Achievement Test- II (WIAT-II), or (b) the Kaufman Test of Educational Achievement-II (KTEA-II). 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. 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.

### 5. 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.

### 6. 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 Appendix F.

## 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 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 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.

### **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 [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services 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, 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 28   | Introductions & Course Syllabus Overview<br><br>Problem-solving Model<br><br>Response to Intervention<br>Curriculum-based Evaluation | Salvia, Ysseldyke, & Bolt<br>Ch. 1 & 2<br>BP: Kovalski & Pederson<br>BP: Howell & Hosp<br>Salvia, Ysseldyke, & Bolt<br>Ch. 10<br>Hosp Ch 1, 2 & 8<br>Shinn (2007)   |   |
| Feb 4    | Ethics & Law<br><br>Diagnosing Learning Disabilities<br><br><i>Training: WJ-III</i>  | Jacob, Decker, &<br>Hartshorne Ch 3 & 4<br>BP: McBride, Willis &<br>Dumong<br>BP: Lichtenstein<br>Walker & Daves (2010)<br>WJ-IV Manual   |   |
| Feb 11   | Tier I & Tier II Assessment &<br>Intervention<br><br><i>Training: AIMSweb &amp; Classroom data<br/>           analysis</i>           | Salvia, Ysseldyke, & Bolt<br>Ch 8<br>BP: Albers & Kettler<br>BP: VanDerHeyden<br>BP: Shapiro & Guard  |   |
| Feb 18   | No Class – NASP  |   |   |
| Feb 25   | Reading Instruction & Learning<br><br><i>Training: TEL, RCBM &amp; Maze</i>  | Salvia, Ysseldyke, & Bolt<br>Ch. 11<br>BP: Martinez<br>Spencer, Quinn, & Wagner<br>(2014)<br>National Reading Panel<br>Common Core: ELA<br>Hosp Ch 3, 4, & 5<br>AIMSweb Training<br>Manual—TEL, Reading<br>CBM & MAZE-CBM | WJ-III Peer Administration<br>due<br><br>Class-wide Data<br>Assignment Questionnaire<br>due to TA |
| March 4  | Tier III Diagnostic Assessment:<br>Curriculum-based Evaluation Reading<br>Reading Interventions                                      | BP: Hosp & MacConnel<br>BP: Joseph<br>BP: Daly, O'Connor, &<br>Young<br>Wanzek & Vaughn (2007)<br>Wanzek, et al (2013)  | Assessment of Class-wide<br>Data Assignment Due   |
| March 11 | <i>Training: KTEA-III</i><br><br><i>Training: WIAT-III</i>   | KTEA-II Manual<br>WIAT-II Manual  |   |
| March 18 | Writing Instruction & Learning   | Salvia, Ysseldyke, & Bolt   | WJ-III Child Administration   |

| Date     | Topics  | Required Readings  | Assignment                                       |
|----------|---|--|--|
|          | Guest Lecture: Dr. Ginger Collins,<br>Communicative Sciences & Disorders  | Ch. 13<br>BP: Malecki<br>BP: Gravois & Nelson<br>Hosp Ch 6   | & Video due                                      |
| March 25 | Tier III Diagnostic Assessment &<br>Interventions: Curriculum-based<br>Evaluation Writing<br><br><i>Training: CBM-Writing, Spelling</i>         | Puranik, & AlOtaiba (2012)<br><br>AIMSweb Training<br>Manual—Written<br>Expression CBM & Spelling<br>CBM   |  |
| April 1  | No Class – Spring Break   |  |  |
| April 8  | Math Instruction & Learning<br><br>Tier III Diagnostic Assessment:<br>Curriculum-based Evaluation Math<br><br><i>Training: MCOMP &amp; MCAP</i> | Salvia, Ysseldyke, & Bolt<br>Ch. 12<br>Watson & Gable (2013)<br>Hosp Ch 7<br>Powell, Fuchs & Fuchs<br>(2013)<br>AIMSweb Training<br>Manual—Mathematics<br>CBMs | WIAT/KTEA peer<br>administration due             |
| April 15 | Math Interventions  | BP Ch. 36<br>Baker, Gersten, & Lee<br>(2002)<br>BP: Clarke, Doabler, &<br>Nelson<br>BP: Zannou, Ketterlin-<br>Geller, Shivrag                                  | CBM Probes due                                   |
| April 22 | Setting Goals & Writing IEPs for<br>Special Education Services  | Salvia, Ysseldyke, & Bolt<br>Ch. 20 & 21<br>Montana Special<br>Education Guide<br>Montana IEP Guidelines   | WIAT/KTEA Child<br>Administration & Video<br>due |
| April 29 | Functional Analysis of Academic<br>Responding & Academic Intervention<br><br>RTI in Secondary Schools   | Cates, et al (2006)<br>Shinn Ch 8<br>Pyle & Vaughn (2012)  | Intervention Bank Due                            |
| May 6    | Presentations: Academic<br>Assessments  |  |  |

## 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-III (WIAT-III), or (b) the Kaufman Test of Educational Achievement (KTEA-III).

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-IV 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-III and KTEA-III, 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    |

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

## **Appendix C**

### **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 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.

## Appendix D

### 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. Pretend as if you (the team) were 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. 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 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 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.

## **Appendix E**

### **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).

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:

1. The degree to which the presentation covered the topics described above
2. Clarity of presentation and presentation style
3. Ability to work as a team effectively