Monday 12:00-2:50 pm
341 MCKB  Brigham Young University
Instructor: Melissa Allen Heath, PhD
email: melissa_allen@byu.edu
801-422-1235 (office)
801-491-8386 (home)
Office hours: Monday 10:00-12:00 & 3:00-4:00; Tuesday 3:00-4:00; Thursday 2:00-4:00
NOTE: Faculty meetings are held on the 2nd and 4th Thursdays of each month from 10:00-12:00.
I am available on the first and third Thursdays from 10:00-12:00.
Please call or email to set up an appointment.

Required Textbook
  New York, NY: Guilford Press.

Additional Resources
  Hoboken, NJ: Wiley.

Additional Readings
Internet Resources (reviewed each week in class)
Test Manuals (refer to syllabus outline)
Chapters from Best Practices in School Psychology-V (see assigned readings)

Supplementary Materials
Test Protocols (provided)
Related instructional materials (provided)

Course Description
Advanced concepts and principles in assessment, diagnosis, evaluation and intervention of individuals
with mild to moderate disabilities as well as students with suspected academic deficits and educational
needs.

Purpose
To train graduate level students to plan and conduct an educational assessment, identifying information
utilized in planning appropriate educational programs for students with academic needs. Graduate
students enrolled in this course will learn skills to provide consultative advice relative to educational
assessment. Information will be shared with teachers, parents, and school administrators who are
attempting to develop and implement educational programs for students with mild to moderate
disabilities. An emphasis will be placed on diagnosing reading, writing, math and adaptive skills of
children with mild to moderate learning and behavioral challenges. This course is also designed to meet the assessment requirements needed for certification as a Utah State School Psychologist and Nationally Certified School Psychologist.

**Rationale**

As special education moves into an era of educational accountability, those who work in education need increased training and skill development in the areas of assessment, diagnosis, and intervention. School psychologists must be able to identify, as specifically as possible, the child’s learning strengths and weaknesses. Once identified this information must be translated into educational objectives, which are then used to plan, develop, and/or select the most appropriate approach (IEP goals and strategies) to assist teachers, parents, and the child in meeting those objectives.

**Course Objectives**

**A. Philosophical, Historical, and Legal Foundations of Special Education**

1. Demonstrate knowledge of current educational definitions of students with mild/moderate disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.
2. Demonstrate knowledge of major perspectives on the definition/etiology of mild/moderate disabilities.
3. Articulate the pros and cons of current issues and trends in special education and the field of mild/moderate disabilities.
4. Demonstrate knowledge of contemporary issues in special education and related services impacting students with mild/moderate disabilities and their families. Articulate service delivery for individuals with mild/moderate disabilities and its relation to contemporary educational placement and instructional content.
5. Demonstrate knowledge current and historical educational philosophies in providing effective educational for of gifted students. For teachers and parents, succinctly articulate current research-based service delivery options and potential outcomes related to proposed choices.

**B. Characteristics of Learners**

1. Demonstrate knowledge of psychological (social/emotional) characteristics of students with mild/moderate disabilities.
2. Demonstrate knowledge of generic medical terminology as well as classification labels used to describe their impact on mild/moderate disabilities.
3. Demonstrate knowledge of etiology and characteristics of persons with mild/moderate disabilities across school age.
4. Demonstrate knowledge of the implications of mild/moderate disabilities on psychosocial, educational, vocational, and leisure outcomes for individuals, families, and society.

**C. Assessment, Diagnosis, and Evaluation**

1. Demonstrate knowledge of legal provision, regulation, and guidelines regarding unbiased/fair assessment and use of instructional assessment measures with students with mild/moderate disabilities or giftedness.
2. Demonstrate knowledge of specialized terminology used in the assessment of students with mild/moderate disabilities and giftedness.
3. Demonstrate knowledge of specialized policies regarding referral and placement procedures for students with mild/moderate disabilities.
4. Demonstrate knowledge on how to plan and conduct a comprehensive assessment on a student with mild/moderate disabilities or giftedness who has been referred for an evaluation and diagnostic assistance.

5. Demonstrate knowledge of the application of information in the areas of academic and adaptive measures.

6. Demonstrate an understanding of criterion referenced, standardized, and curriculum based assessment.

D. Professionalism and Ethical Practices

1. Demonstrate knowledge of rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with mild/moderate disabilities.

2. Demonstrate knowledge of following standardization procedures, testing of limits, and interpreting and providing summative and formative information.

3. Demonstrate knowledge and practice of ethical guidelines related to assessment, record keeping, and confidentiality (FERPA).

Course Expectations

1. Students are expected to adhere to the BYU Honor Code. [link]

2. Students are expected to be prepared for each class by completing assignments (e.g. readings from the texts, test materials, etc.).

3. Students are expected to arrive promptly (on time), ready to start the course activities.

4. Students are expected to actively participate in classroom presentations, collaborative learning groups, and classroom discussions.

5. Written reports (1 case study and 1 basic report) are expected to be professional. Students are expected to proofread and edit reports prior to submitting assignments. Reports should be free of spelling, grammatical, and typographical errors.

6. Assignments are due on the assigned day. Student work will reflect individual or collaborative student efforts (as defined by assignment).

7. All students will achieve at or above a minimum level of competency for all objectives (85% of total allotted points for each assignment and overall class total). When assignments are below the level of required competency, students must revise their assignments until at least a minimum level of competency is reached (85%).

Methodologies/Teaching Strategies

The course content will be taught primarily through the following teaching strategies: reading assignments, hands-on clinical application, multi-media lecture (listen and take notes), large/small group discussion, cooperative learning groups, demonstration and participation following demonstration, role play, and reviewing information on library/Internet access.

Assignments

Graduate students will be supervised in assessing students using curriculum based measures and standardized instruments. Graduate students are required to demonstrate proficiency in measuring aspects of reading, math, writing, and levels of adaptive behavior.

Two reports are due during the semester, each focusing on assessment, intervention, and monitoring of student’s progress. One report must follow the NCSP case study format and one report must follow the practicum site’s format. In addition to the formally written reports, graduate students will complete and submit case notes, consultation notes, copies of protocols (to be checked for accuracy), report of
progress monitoring, and accommodations and changes made in interventions that reflect sensitivity to progress monitoring. These two evaluations and accompanying reports must include and integrate CBM information (monitoring progress across time in addition to standardized assessment).

Students will demonstrate competence in administering, scoring, and interpreting diagnostic measures used in diagnosis and treatment (interventions and recommended accommodations) of learning disabilities and barriers to learning. Assessments will consider adaptive skills and strengths as well as weaknesses. For each evaluation, students will pre-staff (determine tests to be used), administer tests, post staff (interpretation of tests), recommend possible educational strategies, and provide includes educational recommendations that are related to assessment findings, clearly explaining rationale for choosing recommendations and proposed interventions/accommodations.

Each graduate student will complete and present a final case study presentation (based on the NCSP formatted case study). This entails a PowerPoint class presentation outlining one case study. Graduate student will discuss baseline performance, interventions implemented, and the processes used to establish a projected goal and the evaluation of performance related to that goal. The presentation will also include discussion regarding interventions, changes to interventions, explanation for making changes, and graphs and data to show results. Presentations will also review standardized testing and testing’s relationship to selected research-based interventions, expectations of performance from school staff, and the process and discussion centered on helping the identified student reach higher levels of achievement (goals). This final presentation consists of a prepared PowerPoint presentation, group discussion of the case study presented (class involvement), and handouts to share information with class members. In addition to the presentation, students are required to turn in a case study report (less than 10 typed pages following NCSP case study format).

http://www.nasponline.org/certification/casestudytips.aspx

Please chart data with “chartdog” (Jim Wright online materials):
http://www.jimwrightonline.com/php/chartdog_2_0/manual/chartdogman.html
Case study report outline is also provided (see syllabus Appendix A).

A final examination

- Check sheet of completed readings and all assignments
- 15 minute presentation of case study

Grades will be determined by the accuracy and completion of assigned curriculum based measures and standardized measures (40% of grade); attendance and participation (20% of grade); two in-class presentations (20% of grade); and final in-class NCSP case study presentation (10%) and completed checklist of assigned readings (10%). Students will also receive an evaluation of their professionalism based on meeting deadlines, follow-through on assignments, and attending and actively participating in class activities and discussion (same form used for practicum and internship—in handbook).

Grading
The overall grading scale for this course will be as follows:

<table>
<thead>
<tr>
<th>% Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
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<tr>
<td>79-84</td>
<td>B</td>
</tr>
<tr>
<td>70-78</td>
<td>B-</td>
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</tbody>
</table>
Below 70% constitutes a failing grade and will require the student to repeat the course. Students will re-do assignments that fall below 85% and must demonstrate adequate mastery of assignments, minimally earning a grade of 85%.

**Students With Disabilities**
Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policies and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

**Final Note**
*Participation and Attendance.* Students are expected to arrive promptly and attend class each week, prepared to discuss the readings and participate in daily activities. Attendance will be taken. Coming to class late (more than twice during the semester) and missing more than one class period will result in a lower evaluation of student’s professionalism (winter semester’s department evaluation of student). Late arrival to class and missing more than one class will result in student receiving a lower grade (such as from an “A” to a “B” grade). This will be determined by the professor on a case by case basis with advance notice and options for making improvement (remediation plan). In the event of a missed class period, students are responsible for making up work, providing detailed notes on assigned reading, and completing a make-up activity related to class assignments.

<table>
<thead>
<tr>
<th>NOTE: In addition to the 2 listed text books, this additional reading is required</th>
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<tbody>
<tr>
<td>_____ Read UT State Rules (200+ page Black book-reaching for the stars)</td>
</tr>
<tr>
<td>_____ Review Test Manuals (see list of tests in SYLLABUS)</td>
</tr>
<tr>
<td>_____ Review 16 pgs 2010 NASP PRINCIPLES FOR PROFESSIONAL ETHICS, highlighting areas that have implications for assessment</td>
</tr>
<tr>
<td>_____ Review LRBI GUIDELINES UTAH Least Restrictive Behavioral Interventions</td>
</tr>
<tr>
<td>_____ Review Utah State Board of Education Core Standards</td>
</tr>
<tr>
<td><a href="http://www.schools.utah.gov/core/">http://www.schools.utah.gov/core/</a></td>
</tr>
<tr>
<td><a href="http://www.schools.utah.gov/core/DOCS/coreStandardsPamphlet.aspx">http://www.schools.utah.gov/core/DOCS/coreStandardsPamphlet.aspx</a></td>
</tr>
<tr>
<td>_____ 2011-2012 FINGERTIP FACTS</td>
</tr>
</tbody>
</table>

**Best Practices Reading**
NOTE: Highlighted readings are assigned to one individual to present in class.
Jan 14 (all)
14 Best Practices in Using Curriculum-Based Measurement in a Problem-Solving Model
Mark R. Shinn

Jan 28 (all)
17 Best Practices in Identification of Learning Disabilities
Robert Lichtenstein

Feb 4 (all)
21 Best Practices in Aligning Academic Assessment with Instruction
John L. Hosp

Feb 19 (all)
48 Best Practices in Selecting and Implementing Evidence-Based School Interventions
Susan G. Forman and Candice R. Burke

Feb 25 (individual assigned)
10 Best Practices in Linking Assessment to Intervention
George M. Batsche, José M. Castillo, Decia N. Dixon, and Susan Forde
48 Best Practices in Selecting and Implementing Evidence-Based School Interventions
Susan G. Forman and Candice R. Burke

March 11 (individual assigned)
29 Best Practices in the Brief Assessment of Reading Concerns
Kevin M. Jones, Katherine F. Wickstrom, and Edward J. Daly III
73 Best Practices in Using Dynamic Indicators of Basic Early Literacy Skills for Formative Assessment and Evaluation
72 Best Practices on Interventions for Students With Reading Problems
Laurice M. Joseph
22 Best Practices in Curriculum-Based Evaluation in Early Reading
Michelle K. Hosp and Kristen L. MacConnell

March 18 (all)
37 Best Practices in the Assessment of Adaptive Behavior
Patti L. Harrison and Gina Raineri

April 1 (individual assigned)
24 Best Practices in Curriculum-Based Evaluation and Math
Bridget Kelley
26 Best Practices in Mathematics Assessment and Intervention With Elementary Students
Ben Clarke, Scott Baker, and David Chard
27 Best Practices in Mathematics Instruction and Assessment in Secondary Settings
Leanne R. Ketterlin-Geller, Scott K. Baker, and David J. Chard
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading &amp; activities</th>
<th>PROTOCOLS DUE</th>
<th>TA, Sarah Lemmons returns protocols &amp; assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td><strong>Looking ahead:</strong> check out WJ-III ACH tests, manuals &amp; 2 protocols</td>
<td>Review state eligibility rules/ SLD criteria/ discrepancy &amp; correlation to classroom performance &amp; CBA</td>
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<tr>
<td>January 21 HOLIDAY---NO class</td>
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<td>WJ-III manual pgs 79-87, Appendix B, C and D <a href="http://www.programevaluation.org/docs/cbamanall.pdf">Best Practices Chap. 17 (all)</a></td>
<td>(#1) WJ-III ACH due with peer review &amp; 2-way feedback</td>
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</tr>
<tr>
<td>January 28</td>
<td>-Assessment Process and Concerns -Problem-Solving -Assessment of academic achievement -continued Administration of WJ-III</td>
<td>KTEA-II MANUAL Chapters 1 &amp; 2 <a href="http://www.programevaluation.org/docs/cbamanall.pdf">Best Practices Chap. 21(all)</a></td>
<td>CHAPTER 3 (SHAPIRO)</td>
<td>TA will return corrected #1 WJ-ACH protocol to students</td>
</tr>
<tr>
<td>February 4</td>
<td><strong>Standardized tests</strong> -Adapting tests to accommodate students with disabilities -Assessing Behavior through Observation -Assessing Instructional Ecology</td>
<td>KTEA-II due with peer review &amp; 2-way feedback</td>
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<tr>
<td>February 11 TUESDAY---NASP Convention ---No class</td>
<td></td>
<td>WIAT-III due with peer review &amp; 2-way feedback</td>
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<tr>
<td>Feb 18 HOLIDAY</td>
<td></td>
<td>TA will return corrected #2 WJ-ACH protocol to students</td>
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</tr>
<tr>
<td>February 19</td>
<td><strong>TUESDAY INSTRUCTION Looking ahead:</strong> check out KTEA kit, manual &amp; 1 Protocol</td>
<td><a href="http://www.programevaluation.org/docs/cbamanall.pdf">Best Practices Chap. 48 (all)</a></td>
<td>Full (#2) WJ-III ACH administration due with peer review &amp; 2-way feedback</td>
<td></td>
</tr>
<tr>
<td>February 25</td>
<td><strong>Overview WIAT-III</strong> -Linking assessment to intervention</td>
<td>WIAT-III examiner’s manual <a href="http://www.programevaluation.org/docs/cbamanall.pdf">Best Practices Chap. 10 <strong>Best Practices Chap. 48</strong></a></td>
<td>KTEA-II due with peer review &amp; 2-way feedback</td>
<td>TA will return corrected #2 WJ-ACH protocol to students</td>
</tr>
<tr>
<td>March 4</td>
<td><strong>Looking ahead:</strong> check out WIAT kit, manual &amp; 2 Protocols</td>
<td><a href="http://www.programevaluation.org/docs/cbamanall.pdf">Best Practices Chap. 5 (SHAPIRO)</a></td>
<td>TA will return corrected KTEA protocol to students</td>
<td></td>
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<tr>
<td></td>
<td><a href="http://www.programevaluation.org/docs/cbamanall.pdf">Overview Brigance</a></td>
<td><a href="http://www.programevaluation.org/docs/cbamanall.pdf">CHAPTER 6 (SHAPIRO)</a></td>
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</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reference</td>
<td>Additional Notes</td>
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</tbody>
</table>
| March 11   | **Assessment of Reading**  
-Reading Interventions  
-DIBELS [https://dibels.uoregon.edu/](https://dibels.uoregon.edu/) | **CHAPTER 7 (SHAPIRO)**  
- Best Practices Chap. 29**  
- Best Practices Chap. 73**  
- Best Practices Chap. 72**  
- Best Practices Chap. 22** | WIAT-III due with peer review & 2-way feedback                              |
| March 18   | **Adaptive Behavior**  
-Vineland-II | -Vineland TRF Manual  
Chap. 1, 2, 4, 5  
- Best Practices Chap. 37 (all)  
**CHAPTER 8 (SHAPIRO)** | TA will return corrected WIAT-III protocol to students                    |
| March 25   | **Looking ahead:** check out Brigance & protocol  
-Assessment of MATH  
-MATH Interventions  
-Considering strengths & weaknesses to classroom interventions | - SIB-R manual pages 2-82 & Appendices  
- (Vocabulary)  
**CHAPTER 9 (SHAPIRO)** | WIAT-III due with peer review & 2-way feedback                              |
| April 1    | **Looking ahead:** check out SIB-R kit, manual, & 1 protocol  
-Assessment of MATH  
-MATH Interventions  
-Considering strengths & weaknesses to classroom interventions | - Best Practices Chap 24**  
- Best Practices Chap 26**  
- Best Practices Chap 27** | Brigance due with peer review and 2-way feedback                              |
| April 8    | **Interventions**  
Report writing  
Charting and monitoring data  
**Response to Intervention**  
SIB-R due with peer review and 2-way feedback  
TA will return corrected Brigance protocols |
| April 15   | **CASE STUDY In-Class Final Presentations & return peer scored final exam assignment (with feedback)** | Case study report & final exam | TA will return corrected Vineland and SIB-R protocols to students |
TEST REVIEWS

SIGN UP FOR ONE TEST REVIEW.

WHAT IS EXPECTED?

Person responsible for the test is responsible for (1) describing test and demonstrating and practicing test in class; (2) creating a check sheet or list of reminders to assist students in administering test and ensuring accuracy. (3) The student in charge of the test is responsible for writing a paragraph (describing the test) and making charts (if needed) to report scores. This information will be used by all students in their report writing. (4) Students will also discuss the assigned test with their site supervisor---getting their input about administering the test and how information is used in identifying interventions and how information is reported in IEP meetings.

(1)_______________________JAN 14    BRIEF REVIEW CBA/CBM

http://www.studentprogress.org/families.asp
http://www.studentprogress.org/library/Webinars.asp#AYP
http://www.programevaluation.org/docs/cbamanall.pdf

_____all_______JAN 14    WJ-ACH-III  (all students—divide up the subtests)

_____all_______JAN 28    WJ-ACH-III  (all students—divide up the subtests)

(2)__________________&_________________FEB 19    KTEA

(2)__________________&_________________FEB 25    WIAT-III

(1)____________________MAR 4    Brigance (bring all versions---but review “green” Brigance)

(1)____________________MAR 11    DIBELS  https://dibels.uoregon.edu/

(1)____________________MAR 18    Vineland-II

(1)____________________MAR 25    SIB-R

 ALL Participate in discussion  APRIL 8    Review of Response to Intervention
**READINGS: Individual presentations**

Please sign up for one chapter. Make a 1-2 page handout with the most important information. Take 20 minutes and present your chapter in class (on the assigned date), involving the class in a learning activity related to the reading.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 25</td>
<td>1. <strong>10 Best Practices in Linking Assessment to Intervention</strong>&lt;br&gt;George M. Batsche, José M. Castillo, Decia N. Dixon, and Susan Forde</td>
</tr>
<tr>
<td></td>
<td>2. <strong>48 Best Practices in Selecting and Implementing Evidence-Based School Interventions</strong>&lt;br&gt;Susan G. Forman and Candice R. Burke</td>
</tr>
<tr>
<td>March 11</td>
<td>1. <strong>22 Best Practices in Curriculum-Based Evaluation in Early Reading</strong>&lt;br&gt;Michelle K. Hosp and Kristen L. MacConnell</td>
</tr>
<tr>
<td></td>
<td>2. <strong>29 Best Practices in the Brief Assessment of Reading Concerns</strong>&lt;br&gt;Kevin M. Jones, Katherine F. Wickstrom, and Edward J. Daly III</td>
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<td>3. <strong>72 Best Practices on Interventions for Students With Reading Problems</strong>&lt;br&gt;Laurice M. Joseph</td>
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<td>4. <strong>73 Best Practices in Using Dynamic Indicators of Basic Early Literacy Skills for Formative Assessment and Evaluation</strong></td>
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<tr>
<td>April 1</td>
<td>1. <strong>24 Best Practices in Curriculum-Based Evaluation and Math</strong>&lt;br&gt;Bridget Kelley</td>
</tr>
<tr>
<td></td>
<td>2. <strong>26 Best Practices in Mathematics Assessment and Intervention With Elementary Students</strong>&lt;br&gt;Ben Clarke, Scott Baker, and David Chard</td>
</tr>
</tbody>
</table>
2013 CPSE 609 Assignment Check-List

READING & PRESENTATION

- Read Best Practices chapters (listed in syllabus)
- PRESENTATION Best Practice (one chapter) 20-minute presentation & 1-2 page handout
- Read text book (Shapiro—Academic Skills Problems)
- PRESENTATION on SHAPIRO CHAPTER 20-30 minute presentation & 1-2 page handout

- Read UT State Rules (200+ page Black book-reaching for the stars)

- Review Test Manuals (see list of tests in SYLLABUS)

- Review 16 pgs 2010 NASP PRINCIPLES FOR PROFESSIONAL ETHICS, highlighting areas that have implications for assessment

- Review LRBI GUIDELINES UTAH Least Restrictive Behavioral Interventions

- Review Utah State Board of Education Core Standards
  http://www.schools.utah.gov/core/
  http://www.schools.utah.gov/core/DOCS/coreStandardsPamphlet.aspx

- 2011-2012 FINGERTIP FACTS

ASSESSMENT & REPORT WRITING

- conduct 2 academic assessments and assist with academic intervention (including monitoring data across time), attend & participate in IEP meeting & paperwork

- Write 1 assessment report --based on practicum site’s requirements
  NOTE: Report must include research-based interventions (check with supervisor)
- Peer review report, offering feedback to peer
- Offer assessment feedback to parent and teacher

- Write 1 case study report following NASP NCSP format (all elements)
- Peer review case study report, offering feedback to peer
- 15 minute presentation of case study in class (final exam day)
- Offer assessment feedback to parent and teacher

ACADEMIC ASSESSMENT

- REVIEW 1 assigned test in class

PROTOCOLS (self & peer review each assessment protocol)

- 2 WJ-ACH-III (self & peer review); 1 KTEA; 1 WIAT-III; 1 Brigance; 1 Vineland; 1 SIB-R

FINAL EXAM

- Check off all assigned readings
- 20 minute case-study presentation in class
## Academic Skills Problems (Shapiro’s book)

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Chapter &amp; page numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td></td>
<td>Chapter 1: Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pgs 1-30</td>
</tr>
<tr>
<td>Jan 28</td>
<td></td>
<td>Chapter 2: Choosing Target for Academic Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pgs 31-66</td>
</tr>
<tr>
<td>Feb 4</td>
<td></td>
<td>Chapter 3: Step 1-Assessing the Academic Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pgs 67-132</td>
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<tr>
<td>Feb 19</td>
<td></td>
<td>Chapter 4: Step 2: Assessing Instructional Placement</td>
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<tr>
<td></td>
<td></td>
<td>pgs 133-177</td>
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<tr>
<td>Feb 25</td>
<td></td>
<td>Chapter 5: Instructional Modification-I: General Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pgs 178-211</td>
</tr>
<tr>
<td>Mar 4</td>
<td></td>
<td>Chapter 6: Instructional Modification II: Specific Skills Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pgs 212-253</td>
</tr>
<tr>
<td>Mar 11</td>
<td></td>
<td>Chapter 7: Step 4: Progress Monitoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pgs 254-288</td>
</tr>
<tr>
<td>Mar 18</td>
<td></td>
<td>Chapter 8: Academic Assessment</td>
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<tr>
<td></td>
<td></td>
<td>pgs 289-320</td>
</tr>
<tr>
<td>Mar 25</td>
<td></td>
<td>Chapter 9: Case Illustrations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pgs 321-386</td>
</tr>
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</table>
APPENDIX A: NASP CASE STUDY
NCSP Case Study Rubric
Section 1: Problem Identification

<table>
<thead>
<tr>
<th>1.1</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms</td>
<td>The student’s behavior is operationally defined</td>
<td>The student’s behavior is identified but not operationally defined</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>The problem is collaboratively defined</td>
<td>The problem is not collaboratively defined</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>The discrepancy between current and desired level of performance is explained</td>
<td>The behavior is operationally defined or quantified in terms of both current and desired levels of performance</td>
<td>The behavior is not operationally defined in terms of both current and desired levels of performance</td>
</tr>
<tr>
<td>1.4</td>
<td>Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines</td>
<td>A baseline for the student behavior is established using sufficient data</td>
<td>A baseline for the student behavior is not established or has insufficient data</td>
</tr>
<tr>
<td>1.5</td>
<td>The student behavior is identified as a skill and/or performance deficit</td>
<td>The student behavior is not identified as a skill and/or performance deficit</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Parents/guardians and teachers are involved in the problem-identification process</td>
<td>Parents/guardians and teachers are not involved in the problem-identification process</td>
<td></td>
</tr>
</tbody>
</table>
### Section 2: Problem Analysis

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Hypotheses are generated through collaboration with teacher and/or parent</td>
<td>One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home</td>
<td>Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable</td>
</tr>
<tr>
<td>2.2</td>
<td>There are multiple sources of data that converge on each proposed hypothesis</td>
<td>There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report</td>
<td>Appropriate data are not collected to confirm or reject the hypotheses</td>
</tr>
<tr>
<td>2.3</td>
<td>Hypotheses reflect an awareness of issues of diversity (e.g. physical, social, linguistic, cultural)</td>
<td></td>
<td>Hypotheses do not reflect an awareness of issues related to diversity (e.g. physical, social, linguistic, cultural)</td>
</tr>
</tbody>
</table>
### Section 3: Intervention

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Intervention is linked to observable, measurable goal statement(s)</td>
<td>Intervention is not linked to observable, measurable goal statement(s)</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Intervention(s) selection is based on data from problem analysis and hypothesis testing</td>
<td>Intervention(s) selection is not based on data from problem analysis and hypothesis testing</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Intervention(s) is evidence-based (e.g. research literature, functional analysis, single case design analysis)</td>
<td>Intervention(s) is not evidence-based (e.g. research literature, functional analysis, single case design analysis)</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Intervention(s) is developed collaboratively</td>
<td>Intervention(s) is not developed collaboratively</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td>Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan</td>
<td>Logistics of setting, time, resources and personnel are not included in the intervention plan</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Intervention selection considers unintended outcomes or limitations</td>
<td>Intervention selection does not consider unintended outcomes of limitations</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Intervention is monitored and data are provided to ensure that it is implemented as designed</td>
<td>Treatment integrity is not monitored</td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

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**Section 4: Evaluation**

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Charting includes student performance trend lines, and/or goal lines</td>
<td>Progress monitoring data are demonstrated on a chart</td>
</tr>
<tr>
<td>4.2</td>
<td>Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings</td>
<td>Progress monitoring data are demonstrated to be effective when compared to baseline data</td>
</tr>
<tr>
<td>4.3</td>
<td>Response to intervention data are used to inform problem solving and decision making. Single case design was specified</td>
<td>Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.4</td>
<td>Strategies for transfer/generalizing outcomes to other settings are documented as effective</td>
<td>Strategies for transfer/generalizing outcomes to other settings are addressed</td>
</tr>
<tr>
<td>4.5</td>
<td>Modifications for future interventions are considered based upon collaborative examination of effectiveness data</td>
<td>Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel</td>
</tr>
<tr>
<td>4.6</td>
<td>Strategies for follow-up are developed and implemented</td>
<td>Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)</td>
</tr>
</tbody>
</table>

Summary
CASE STUDY REPORT SKELETON

<table>
<thead>
<tr>
<th>Student:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Age:</td>
<td>Parent(s):</td>
</tr>
<tr>
<td>Gender:</td>
<td>Grade:</td>
</tr>
<tr>
<td>School Psychology Intern:</td>
<td>Report Date:</td>
</tr>
</tbody>
</table>

**Initial Concerns:** Boil down the major presenting concerns into one paragraph---just a couple of sentences---the major presenting issues and WHO has the concerns.

**Background Information:** Keep this short and cover only the most important info. Always identify who is providing the information. Review student's cumulative folder, discipline files in principal’s office, parent’s may have outside assessment reports (get permission to include this info---schools have forms)

- **Developmental History:** Information gathered from parent or guardian. Special Ed folks may have their own forms.

- **Previous Assessment:** TESTING –academic testing (standardized national, state, and local), testing for special education services

- **Brief Review of School Records:** GRADES –note patterns of academic areas that are strong & weak, when did problems start? DISCIPLINE –office referrals, teacher comments about student’s behavior in academic records,

**Identifying Target Problem:** Operationally define in context of age, comparison to peers, local norms. The student's behavior is **operationally defined** in the context of appropriate grade and/or peer expectations, e.g., local norms. **NOTE:** Identify and define the student’s behavior as a skill and/or performance deficit. From several points of view, identify what most everyone considers to be a difficulty –a potential place to start in defining the problem.

**Collaboration In Defining Problem:** List who you consulted and collaborated with, including parents, teachers, school personnel---this might be interviews, phone calls, seeking input from others---Note: collaboration continues over time. The problem is collaboratively defined. **NOTE:** At a minimum involve parents/guardians and teachers in the problem identification process

**Current And Desired Levels Of Performance:**
Describe the discrepancy between the current and desired level of performance. List a goal, the desired outcome in behavioral terms (something you can measure). The discrepancy between current and desired level of performance is explained and operationally defined

**Baseline Of Student’s Behavior:**
Using sufficient data, establish a baseline for the student’s problem behavior. Data charts the targeted behavior (prior to implementing an intervention) and compares this behavior with peer/grade norms and expectations with computed trend lines (Use Chart Dog).
INCLUDE A **CHART** TO INDICATE BASELINE DATA.

**Problem Analysis: Hypothesis:**

**Hypothesis:** Propose 1 or more hypotheses (collaborating/consulting with teacher and parent—consider their input)

**Function of Behavior:** Identify the purpose of the target behavior and how others respond to the behaviors.

**Conditions Under Which Behavior Occurs:** Use ABC behavioral template.

**Description of Problem Behavior Across Settings:** (two or more settings)

**Special Considerations:** Consideration of diversity: Hypotheses must reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural—remember that each kid is unique in some way--identify this info and take this into account)

**NOTE:** Hypotheses are generated through **collaboration** with teacher and/or parent. One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors (internal, personality/disposition/temperament), curriculum, peers, teacher, classroom, home.

**DATA TO SUPPORT HYPOTHESES:** Multiple sources of data converge on each proposed hypothesis. Provide evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Data include one or more of the following: record review, interview, observation, testing, and self report.

**INTERVENTION**

- Intervention is linked to observable, measurable goal statement(s).
- Intervention selection is based on data from problem analysis and hypothesis testing.
- Intervention is evidence-based (e.g., research literature, functional analysis, single case design analysis).
- Intervention is developed collaboratively.
- Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. **Acceptability of intervention is verified** (interview and check in with all involved, ensuring that all are on-board). Check with teacher and parent to make sure the intervention continues to be acceptable and iron out concerns along the way.
- Logistics of setting, time, resources and personnel are included in the intervention plan.
- Intervention selection considers unintended outcomes or limitations

**MONITORING INTERVENTION:** Intervention is monitored and data are provided to ensure that it is implemented as designed—treatment validity—Is data being collected, are interventions followed through as outlined?

**EVALUATION**

- Charting includes student performance trend lines, and/or goal lines. Progress monitoring data are demonstrated on a **CHART**.
• Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings---baseline data. Chart compares baseline with intervention data.
• Response to intervention data are used to inform problem solving and decision making. Single-case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)---identify the type of data collection and study you used.
• Data inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)
• Strategies for transfer/generalizing outcomes to other settings are addressed and documented as effective.
• Modifications for future interventions are considered and are based upon collaborative examination of effectiveness data. Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.

SUMMARY AND FOLLOW-UP: Summarize the outcome of the case study in one brief paragraph. List strategies for follow-up--continued progress monitoring and transition planning