

SCHOOL PSYCHOLOGY 624  
Data-Based Decision Making III  
Spring 2007

SYLLABUS

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CLASS DAY/TIME: Monday 4pm - 7pm  
AC 203

CREDIT HOURS: 3

PREREQUISITES: SPSY 621  
SPSY 622

COURSE

DESCRIPTION: This course is an advanced problem-solving course designed to provide students with a variety of assessment methods to add to their professional tool kit. The focus of the course will be on data collection methods that will help the school psychologist to meet the diagnostic needs of the individual child who may be experiencing cognitive, academic, behavioral, or social/emotional difficulties. The course will provide a framework for using such diagnostic information in problem-solving.

DESIRED

OUTCOMES: Students will become advanced data-based problem solvers.

PROGRAM

OBJECTIVES: 1C. Students will demonstrate knowledge of the concepts of data-based decision making.  
1D. Students will apply skills in data-based decision making.  
2A. Students will demonstrate knowledge of the problem-solving process.

- 2B. Students will demonstrate knowledge of the collaborative consultation model.
- 3A. Students will demonstrate an understanding of human diversity and multicultural awareness.
- 3B. Students will demonstrate an understanding of individual differences.

TEXTBOOKS:

Brown-Chidsey, R. & Steege, M. (2005). Response to Intervention: Principles and Strategies for Effective Practice. New York, NY: Guilford Press.

Hale, J. & Fiorello, C. (2004). School Neuropsychology: A Practitioner's Handbook. New York, NY: Guilford Press.

Shaywitz, S. (2003). Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level. Random House Inc. New York.

Schrank, F. A., Flanagan, D.P., Woodcock, R. W., & Mascolo, J.T. (2002). Essentials of WJ III cognitive abilities assessment. John Wiley & Sons: New York.

Thomas, A. & Grimes, J. (2002). Best Practices in School Psychology-IV. Washington, DC: The National Association of School Psychologists.

Wechsler, D. (2003). *Manual for the Wechsler Intelligence Scale for Children-IV*. San Antonio, TX: The Psychological Corp.

ATTENDANCE  
POLICY:

It is expected that you will attend each class and be on time. If you must miss class, please give me a call or e-mail me in advance. Class attendance is mandatory, as I will often present material not necessarily covered in the readings. There will also be experiential and group work activities so your attendance and participation is vital to your learning.

INCLEMENT  
WEATHER:

In the event of inclement weather please call 746-2500 for the latest information on class cancellations. Unless otherwise notified by the instructor class will be held as scheduled. Please call the instructor's cell phone with any questions.

PLAGIARISM  
POLICY:

This class will follow the School of Education's rules and regulations regarding plagiarism.

## COURSE

**REQUIREMENTS:** Students will gain experience in data-based problem solving through assigned cases in which they will utilize advanced assessment techniques and engage in collaborative consultation with parents and teachers for program planning purposes. They will have an opportunity to present assessment results verbally with parents and teachers and in a written psycho-educational report. Students will have an opportunity for in-depth analysis of a case study of an individual child with special needs and will gain practice in presenting such information in a written format. Students will also use their research skills to conduct reviews of psychometric tests and their technological skills to prepare a power point presentation based on their research.

1. Analysis of 5 case studies. Write a report based on the information given. Indicate at the conclusion of the report, your recommendations and what other information you would like to have had to do a more complete evaluation. Reports are due APRIL 16 meeting. They will be collected and graded. These reports will provide the basis of class discussion. You will be assigned odd or even case numbers to write up. Please read all cases prior to class so that you will be prepared for the discussions.
2. Mid-Term Examination
3. Completion of 5 assessments and 5 psychological reports.
  - a. Primary Elementary – Stanford Binet-V, WJ-III (Cognitive and Achievement), VMI, Personality Assessment
  - b. Intermediate Elementary – CAS, WJ-III (Cognitive and Achievement), Bender, Personality Assessment
  - c. Adolescent – WISC-IV, WIAT II, Personality Assessment
  - d. Low Incidence – UNIT, WISC-IV, AAMD-ABS, Hawthorne-ABS, Functional Behavioral Assessment
  - e. Preschool Assessment-WPPSI III, Bracken and Developmental Inventory
4. Each student will be assigned an assessment instrument/technique. All Assessment instruments are available from the MUGC School Psychology testing inventory.

Each student will prepare a power point presentation explaining all essential aspects of the instrument including how administered, age appropriateness, reliability, validity, etc., administer the instrument. During the presentation, students will demonstrate portions of the test.

Total presentation (demonstration and power point) shall not exceed 30 min. Sign up sheet is attached to this syllabus and presentations are due at the appropriate date in the syllabus.

ASSESSMENT INSTRUMENT	STUDENT RESPONSIBLE
Cognitive Assessment System (CAS)	
Kaufman Assessment Battery for Children –II (KABC-II)	
Universal Nonverbal Intelligence Test (UNIT)	
Achievement Testing WRAT-3 KTEA-II GORT-4	
Woodcock Reading Inventory Key Math – 2 Texas Primary Reading Instrument (TPRI)	
Adaptive Behavior Vineland AAMD-ABS:2 Hawthorne ABES Adaptive Behavior Assessment System – II (ABAS-II)	
Achenbach Children Rating Scale Piers-Harris Self-Concept Scale Personality Inventory for Children-2 <sup>nd</sup> Edition	
MMPI-A Jenness Inventory	
NEPSY	
Tests of Memory(WRAML) Test of Memory and Learning (TOMAL) Weschler Memory Scales (WMS) Children Memory Scales (CMS)	
Executive Functioning Brief Stroop Wisconsin Card Sort Delis-Kaplan Executive Functioning Scale	
1. Bender-Gestalt 2. Trail-Making 3. TOWL-3 4. Jordan L-R Reversal Test 5. Motor Free Vision Perception Test	
Test of Phonic Awareness C-TOPP PAL TOWRE	
High Scope-COR Learning Accomplishment Profile (LAP) Batelle Developmental Inventory - II	

## SCHEDULE

Date	Review:	Review Notes:
Jan 8	<p>Assessment Literacy; Culturally Competent Assessments            Test Bias Factors that can Influence Test Validity            Measurement Statistics, Standardization, Reliability, Validity</p> <p>What is Test Competency and How do I Get It?; Legal and Ethical Implications of Test Competency</p> <p>Recognize factors that affect the general school performance and assessment procedures utilized with students from culturally diverse backgrounds and developmental levels.</p>	<p>SPSY 621            SPSY 622            Handouts</p> <p>Sattler Ch. 1-4</p> <p>See Handouts</p>
Jan 15	Martin Luther King BD – No Class	
Jan 22	The Problem-Solving Model in Meeting Children’s Needs; The Role of Intellectual Assessment in School Psychology, Past, Present and Future	BP Chs. 2, 3, 84, 85
Jan 29	<p>Methods of Identifying Learning Disabilities            Response to Intervention            Discrepancy Formula</p>	<p>Sattler Ch. 16-17            Handouts            Brown-Chidsey &amp; Steege</p>
Feb 5	Response to Intervention	Brown-Chidsey & Steege
Feb 12	Neuropsychology of Reading	<p>Shavwitz            Hale &amp; Fiorello            Handouts</p>
Feb 19	<p>Neuropsychology of Written Language            Neuropsychology of Math</p>	<p>Shavwitz            Hale &amp; Fiorello            Handouts</p>
Feb 26	<p>Understand and apply various theories of intelligence in the assessment of cognitive functioning and the design of interventions for children and adolescents.</p> <p>Develop proficiency in reviewing, evaluating and using new and revised intelligence tests.</p>	<p>Notes from SPSY 622</p> <p>Handouts</p>

Mar 5	Develop proficiency in administering, scoring and interpreting the WJ III (COG and ACH).	Notes from SPSY 622 Schrank Handouts Appropriate Test Manuals
Mar 12	Develop proficiency in administering, scoring and interpreting the WJ III (COG and ACH).	Schrank Appropriate Test Manuals
<b>Mar 19</b>	<b><i>Spring Break – No Class</i></b>	
<b>Mar 26</b>	<b><i>NASP – MIDTERM EXAM</i></b>	
Apr 2	Student Presentations of Assessment Instruments	See Assigned List
Apr 9	Student Presentations of Assessment Instruments	See Assigned List
Apr 16	Case Study Review	Case Study Handbook
Apr 23	Case Study Review	Case Study Handbook
Apr 30	Developing proficiencies in administering, scoring, and interpreting Pre-School assessment instruments WPPSI-III Bracken Developmental Inventories	Pre-School Handouts
May 7	Developing proficiencies in administering, scoring, and interpreting Pre-School assessment instruments WPPSI-III Bracken Developmental Inventories	Pre-School Handouts

COURSE  
GRADING:

<b>Attendance at Class Meetings</b>	10%
<b>Mid-Term Examination</b>	20%
<b>Case Studies</b>	20%
<b>Reports</b>	25%
<b>Presentation</b>	25%
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<b>Total</b>	100%

GRADING  
SCALE:

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>80-89</b>
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>&lt;60</b>
<b>I</b>	<b>Incomplete</b>