

**SAM HOUSTON STATE UNIVERSITY**  
**Department of Psychology and Philosophy**

PSYC 5370: Academic Assessment & Consultation  
3 Graduate Credit Hours  
Spring 2018

<b>Instructor</b>	Justin P. Allen, Ph.D., N.C.S.P.	<b>Class Location</b>	CHSS 249
<b>Office</b>	CHSS 323	<b>Class Time</b>	Mondays
<b>Phone</b>	936-294-1177		5:00 – 7:50 pm
<b>E-mail</b>	justin.allen@shsu.edu		
<b>Office Hours</b>	Mondays 1:00 – 4:00 pm or by appointment		

**UNIVERSITY MISSION**

Sam Houston State University provides high quality education, scholarship and service to qualified students for the benefit of regional, state, national, and international constituencies.

**TEXT**

*Required*

Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*. New York, NY: Guilford Press. ISBN 9781462526147

Brown-Chidsey, R. & Bickford, R. (2015). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. New York, NY: Guilford Press. ISBN 9781462522484

Harrison, P. L. & Thomas, A. (Eds.) (2014). *Best practices in school psychology*. Bethesda, MD: NASP. ISBN 9780932955524

Shapiro, E. S. (2010). *Academic skills problems: Direct assessment and intervention*. (4<sup>th</sup> ed.). New York, NY: Guilford Press. ISBN 9781606239605

Shapiro, E. S. (2010). *Academic skills problems: Workbook*. (4<sup>th</sup> ed.). New York, NY: Guilford Press. ISBN 9781609180218

\*Additional readings as assigned

*Recommended*

Riley-Tillman, T. C. & Burns, M. K. (2009). *Evaluating educational interventions: Single-case design for measuring response to intervention*. New York, NY: Guilford Press. ISBN 9781606231067

## **COURSE DESCRIPTION:**

The purpose of this course is to provide school psychology graduate students with the skills to assess academic skill-sets and functioning of school-age children and adolescents as well as their respective instructional environments. Students in this course will develop an increased understanding of the problem-identification and problem-analysis stages of consultation within an “academic difficulties” context. Further, emphases will be placed on curriculum-based assessment within a decision-making model, as well as linking empirically-validated interventions with assessment results. Applied learning activities will include: teacher interviews for academic difficulties, record reviews, curriculum-based-assessment development and administration, and intervention planning..

## **COURSE OBJECTIVES:**

1. Students will be able to understand (and clearly articulate) the importance of treatment validity in assessment procedures.
2. Students will develop an understanding (and demonstrate a skill base) of current academic and instructional assessment procedures.
3. Students will be able to expand their knowledge base of evidence based interventions for academic difficulties, and further, develop an understanding of the importance of and methods for linking assessment to chosen intervention strategies.

## **MISSED ASSIGNMENTS AND ASSESSMENTS:**

Missed assignments or exams may be completed once students have obtained verification from the Dean of Student's office.

## **TIME REQUIREMENT:**

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week, necessitating 9 hours each week outside of class in which to read and complete assignments. Further, additional time will likely be required of you throughout the semester for applied activities that are also essential components of this course. *It is expected that if you enrolled in this course, you can meet the time requirements.*

## **ATTENDANCE POLICY:**

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Students may miss one class without penalty to their grade, but missing two classes could result in a failing grade for the class. The three hours of absence provided by university policy should be used carefully for serious illness and emergencies. If a student has a conflict with a scheduled class, he/she must meet with me to determine an appropriate plan of action. It is the student's responsibility to contact the instructor regarding make-up work, and arrangements must be arranged with the instructor PRIOR to the absence.

## **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

## **DISABLED STUDENT POLICY**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. All the information you need can be located here: <http://www.shsu.edu/dept/disability/>

For current information regarding university guidelines involving classroom visitors and academic dishonesty please visit <http://www.shsu.edu/syllabus/>

## **EMERGENCY PLANNING:**

If campus must be closed due to an emergency scenario (e.g. severe weather, electrical outage, epidemic) please refer to KatSafe Communications system. Information on this system can be located at <http://www.shsu.edu/katsafe/event-preparation/katsafe-communications-instructions>. If campus closes, we will not meet for the disrupted period; but, will resume the course after the campus reopens (university calendar permitting).

## PROFESSIONALISM:

Attendance, punctuality, adherence to standards for appropriate classroom behavior, and the quality and the quality of your academic performance are all related to your observable “professionalism”, which in turn, signals your readiness to advance in your degree program. Please note that punctuality is a particularly important habit. It is a show of respect for instructors, peers, and even for your own education. Habitual tardiness is a demonstration of quite the opposite.

## CLASSROOM RULES OF CONDUCT:

Students should review, and adhere to, the Code of Student Conduct and Discipline at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. Additionally, please turn off ALL electronic devices, including cell phones, and keep them in a case and/or totally out of view, unless special arrangements have been made ahead of time with the instructor.

Please see the link below for additional information. University Code of Conduct  
<https://netreg.shsu.edu/mirror/codeofconduct.html>

## COURSE REQUIREMENTS:

**Class Participation:** Active class participation is expected. You must be prepared to participate in class, which includes completing the readings and gathering required research materials. Being absent would, therefore, be particularly disadvantageous. Further, absences will result in failure to earn class participation points.

**Exams:** Two exams (100 points each) will be administered during the course of the semester (i.e., one midterm and one final exam). The items for the exams will be drawn from the readings, lectures, notes, and class discussion. The format will include fill-in-the-blank, short answer, and essay questions.

### Additional Materials:

1. 3 Ring Binder (i.e., at least 1 inch in width) with dividers (for CBA Probes)
2. Device capable of mp3 playback (for interval recording)
3. Audio Recording Device (capable of clear recording and playback)

**Projects/Presentations:** Several projects and assignments are required in this course. They are described below:

1. **Topic Facilitation** – Students will present and facilitate discussion over two topics throughout this course. This project requires that the student prepare discussion and review notes with multiple discussion questions and demonstration of relevant concepts. Discussion facilitations should last approximately 60 minutes.
2. **Academic Consultation Case** – Each of the bulleted items listed below are included as part of the work that is required in PSYC 5370 for an individual case.
  - *Teacher Interview*
    - Utilizing Shapiro’s teacher interview for academic problems, students will be expected to conduct a teacher interview on an assigned case. These interviews should be tape recorded. Students will be scored on acquisition of appropriate information, professionalism, and interpersonal skills. The written original

copy of the teacher interview should be provided to the instructor (along with the audio recording on the due date). The results of this interview should be summarized and included in the CBA Report discussed below.

- *Record Review*

- Utilizing the record review sheet provided by the instructor, students will review the educational file of one student from a local school. Please note that students enrolled in this course will be expected to maintain the same case for all of the projects from this course, unless permission is granted by the instructor and the case has been appropriately terminated. Please remember that confidentiality is of paramount importance. Utilization of a pseudonym is required for these applied learning activities. The instructor, however, should be made aware of the student's identifying information. The results of this interview should also be summarized and included in the CBA Report discussed below.

- *CBA Probe Development*

- CBA probes will be developed in one area of the curriculum (i.e., either math or reading) for one grade level (e.g., reading for 2nd grade). In class, the instructor will provide more information on the curriculum to be utilized for this project. Each student will provide his/her portion of the overall CBA to his/her peers, thus resulting in a compiled CBA instrument in the areas of reading and/or math across all 5 grade levels.

- *CBA Report*

- Utilizing the class-developed CBA instrument, students will administer and interpret reading and math probes to an assigned student from a local school. The results of this assessment should be combined with the teacher interview and record review, to result in an aggregate report. Intervention recommendations will be included in the report. A template for this report will be provided by the instructor. Please note that you must satisfy the requirements of the PSYC 5370 Procedural Integrity Rubric and the Faculty Rating Form. It is strongly recommended that you consult each of these documents throughout your service delivery and report writing process.

### **3. Academic Intervention Project (Presentation)**

- In small groups (2 to 3), students will need to summarize the extant literature for a specified intervention for academic problems in a given area. Five exemplary articles are to be included. Students are also expected to make a professionally informed aggregate statement about the specified intervention and present this information professionally, in both written and oral (i.e., formal presentation) formats. In addition to the presentation, students are to submit a protocol packet to the instructor and their peers. This packet should include materials, examples, instructions, etc., on how to conduct this intervention. Templates for this assignment will be provided by the instructor.

#### 4. Case Presentation

- Each student enrolled in the course will give a brief, 15 to 20-minute presentation on the consultation case that they completed. The outline for the presentation should closely follow the PIR outline.
  - Special attention will be given to the following elements:
    - Professionalism in presenting, ability to field questions from peers and faculty, and finally effective articulation (and justification) of “next steps” for intervention.

#### 5. School-Wide Consultation

- This is a class-wide project where students will consult with officials from a school district to identify concerns related to the pre-referral process while working as a team to build a written report and verbal report presentation of recommendations to address the school’s concerns. Identified problem areas will be academically related but will be driven by the school’s self-identified needs and may include components such as intervention selection or implementation, data collection, or evaluation and decision-making. This project will require students to meet with school officials to create a high-quality product for the school to implement. Meetings with school officials will be set at days and times that are mutually convenient. All students will be expected to be available to attend all necessary meetings, present themselves in a professional manner, and be well-prepared to answer questions from school officials. This aspect of the student’s grade is made up of several components and will include an evaluation of the teams work from the school officials.

### STUDENT EVALUATION PLAN:

Area	Points Possible
Class Participation (includes attendance and professionalism)	75
Topic Facilitation	100
Midterm Exam	100
Final Exam	100
Teacher Interview	150
Record Review	100
CBA Probe Development	125
Academic Intervention Protocol	50
Academic Intervention Presentation	50
CBA Report (based upon FRF and PIR for PSYC 5370)	150
Case Presentation	100
School-Wide Consultation Project	200
<b>TOTAL</b>	<b>1300</b>

Letter grades in this course will be based on the following percentage-based scale:

A= 90 to 100  
B= 80 to 89  
C= 70 to 79

D= 60 to 69  
F = 59 and below

# Course Outline<sup>†</sup>

Date	Topic	Readings	Assignments/Projects Due
01/22	Introduction to Academic Assessment and Consultation		
01/29	Introduction to Inst. Assessment and Consultation	Shapiro Chs. 1 & 2 BP-DB/C: Ch. 2 WWC - SCD	
02/05	General Issues in MTSS & Instructional Assessment	BP-DB/C: Ch. 3 Brown-Chidsey Chs.1-2 & 6-8	
02/12	MTSS, Schoolwide Assessment & Intervention	Brown-Chidsey Ch. 19-22 Additional Rdgs TBA	
02/19	Assessing the Academic Environment	BP-DB/C: Ch. 9 Shapiro Ch. 3 & Wrkbk Step 1, Brown-Chidsey Ch. 14-17 Machek & Nelson (2010)	
02/26	DIBELS, Aligning Assessment with Intervention	DIBELS Admin. Manual BP-DB/C: Ch. 7	Access/view DIBELS Next online (prior to class)
03/05	General: Academic Interventions	BP-SLS: Ch. 4 BP-DB/C: Ch. 20 Burns et al. Chs. 1-3 Bramlett et al. (2010)	MIDTERM EXAM
<b>Spring Break ~ March 12<sup>th</sup> through 16<sup>th</sup></b>			
03/19	General: Academic Interventions (cont.)	Shapiro Ch. 5 & Wrkbk Step 3 Burns et al. Ch. 4 Duhon et al. (2004)	Teacher Interview and Record Reviews Due
03/26	Reading Assessments	BP-DB/C: Chs. 11 Shapiro (pgs. 134-147) Mesmer & Mesmer (2008)	CBA Probes Due— Reading and Math (Gr. 1-5)
04/02	Reading Interventions	BP-SLS: 1, 7, & 8 Shapiro (pgs. 212-236 & 256-271) Begeny et al. (2009)	
04/09	Math Assessments	BP-DB/C: Chs. 14 & 15 Shapiro (pgs. 148-157) Burns et al. (2006)	
04/16	Math Interventions	Shapiro (pgs. 237-243 & 272-280) Grafman & Cates (2010)	School-Wide Consultation Project
04/23	Written Expression and Spelling	BP-DB/C: Chs. 12 & 13 Shapiro (pgs. 158-165, 244- 251, & 281-287)	Academic Intervention Presentations
04/30	Case Presentations		CBA Reports Due
<b>FINAL EXAM – MAY 9th (Wednesday)</b>			

<sup>†</sup>This schedule is subject to change as the needs of the class become apparent or as relevant field-based developments occur.

\*Assigned readings (see posting in blackboard)

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**Instructor Biography:** Dr. Allen obtained a Ph.D. at the University of Kansas in School Psychology with a minor Quantitative Methodology. Prior to joining the faculty at Sam Houston State University, he worked in the Leavenworth public school district in Leavenworth, KS and at the National Center for Response to Intervention (consortium) at the University of Kansas. Additional information can be found at [https://www.researchgate.net/profile/Justin\\_Allen6](https://www.researchgate.net/profile/Justin_Allen6)