EPSY 835: Clinical Techniques in Academic Assessment and Intervention

*Class Meets: Tuesdays 9:00-11:50 in JRP 146*

Instructor: Matthew Reynolds, Ph. D.
Office in JRP 130T
Office Hours: Tues. and Thurs. 1-2:30 or by appointment
Email: mreynolds@ku.edu
Phone: 864-9712

GTA: Moira Leahy
Office Hours: Clinic Room K, Monday 11:30-2:00 or by appointment
Email: mleahy@ku.edu
Phone: (316) 655-0403

---

**Conceptual Framework for KU Teacher Education Programs**

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code:

*Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.*

The components that frame this mission for our programs are **Research and Best Practice, Content & Pedagogical Knowledge, and Professionalism**. These interlocking themes build our Conceptual Framework.

The Clinical Techniques in Academic Assessment and Intervention course emphasizes the interconnectedness of these three areas of the conceptual framework. You will learn about theories and research related to academic assessment and measurement. You will learn how to apply theory and research to practice by administering achievement tests and interpreting test scores for teachers and parents. These professional reports will be similar to those you use in practice. They will be based on best practice in the current field of psychoeducational assessment. You will learn evidenced-based models for the identification and diagnosis of learning disabilities and evidenced-based interventions for academic achievement areas.

**COURSE OVERVIEW**

This course is designed for you to apply theory and research along with psychometric knowledge to the assessment of individual academic achievement. You will acquire knowledge about the development of knowledge and skills in academic areas, including reading, writing, and arithmetic, with in depth coverage of reading. You will acquire skills in assessing broad and specific academic skills. Emphasis will be placed on direct measures of achievement, including three broad academic achievement batteries (WJ-IV, WIAT-III, KTEA-3), several diagnostic tests, and curriculum-based measures. In addition, you will learn rating scales that measure school motivation, learning strategies, and executive functioning. You will demonstrate basic skills by mastering test administration and scoring. You will learn how to apply your knowledge so that you can properly evaluate assessment measures, and so that you can identify broad and specific academic and learning strengths and weaknesses for an individual. Moreover, you will learn how to integrate
quantitative and qualitative assessment data and explain your findings via written interpretations. Last, you will learn about models of specific learning disability identification, how the development of academic skills is related to learning disabilities, and how to link evidenced-based interventions and habilitative strategies with specific learning difficulties.

**READINGS**

*Required Texts*


*Optional:*


*Articles and chapters are listed on the last page.*

**STUDENT EVALUATION**

*Assignments and Grades*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignments and Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Test Administration &amp; Scoring</td>
</tr>
<tr>
<td></td>
<td>At least 2 WJ IV; 2 WIAT-III; 2 KTEA-3; 1 KeyMath-3, 1 GORT-V; 1 TOWRE-2; 1 OWLS-2</td>
</tr>
<tr>
<td>15%</td>
<td>2 interpretative summaries</td>
</tr>
<tr>
<td></td>
<td>1 full achievement battery &amp; KeyMath-3 (Math-focused)</td>
</tr>
<tr>
<td></td>
<td>1 full achievement battery &amp; GORT-V &amp; TOWRE-2 or OWLS-2 (Reading Focused)</td>
</tr>
<tr>
<td>10%</td>
<td>1 integrated report</td>
</tr>
<tr>
<td></td>
<td>1 Cognitive &amp; full achievement battery (Intelligence-Achievement Integration)</td>
</tr>
<tr>
<td>15%</td>
<td>Instrument presentation and review</td>
</tr>
<tr>
<td></td>
<td>Class presentation and instrument review paper (grade is average of these two)</td>
</tr>
<tr>
<td>10%</td>
<td>Intervention</td>
</tr>
<tr>
<td></td>
<td>Grade will be based on presentation/handout</td>
</tr>
<tr>
<td>10%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>5%</td>
<td>Chapter about reading development and assessment</td>
</tr>
<tr>
<td>10%</td>
<td>High quality class participation and Knowledge Checks</td>
</tr>
<tr>
<td></td>
<td>Active and meaningful contributions to class discussion about the readings and/or grades from quizzes based on readings.</td>
</tr>
</tbody>
</table>
Professional integrity will be considered in student evaluation, especially in borderline grades. It is important to attend class and actively contribute to discussion. Please respect confidentiality and take care of the test materials. There is a lot of work to complete in this course. You are highly encouraged to keep up because if you fall behind it will be very difficult to catch up. If you feel like you are falling behind or are having trouble keeping up with the work, please see me before the assignments are due. I encourage you to work with classmates while learning how to administer these instruments, but not with writing interpretations!

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 or greater</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>&lt;77</td>
</tr>
</tbody>
</table>

Assignments

Test Protocols
You will be required to administer and score 2 of each major achievement battery (WJ IV, KTEA-3, WIAT-III). One of each may be with an adult, but at least one has to be with a child. You will also be required to administer a KeyMath-3, GORT-V, TOWRE-2, OWLS-2, and CBM’s.

Protocols (and a video with the 2nd WIAT-III) will be turned in for grading. Feedback from Protocol #1 will be provided before you turn in Protocol #2. The grades for protocols from the 3 major batteries will count for 3x’s as much as the others. Mistakes that invalidate results for a specific subtest will result in an automatic 10% reduction in grades. If mastery is not demonstrated you will be required to administer an additional test until mastery is demonstrated. The additional administrations will not improve your grade, but mastery must be demonstrated to pass this course.

Instrument Presentation/Review Paper
You will be required to demonstrate a diagnostic instrument or rating scale to your classmates. The presentation will be graded based on content as well as communication of that content, and include a handout of a relevant summary of that instrument.

Measurement issues are extremely important for academic assessment. It will be important for you to evaluate instruments in your practice. Therefore, you will be provided with a format on how to review instruments. You will use the format to review one test instrument. Turn in a paper, no longer than 6 double-spaced pages, with a review of the instrument no later than two weeks after you present. Details will be discussed in class.

Achievement Interpretations
Two achievement interpretations will be turned in for grading. It is expected that the interpretations include psychometric information and description, as well as error analysis. For one interpretation (i.e., math-focused), KeyMath-3 results must also be included and interpreted. For another interpretation (i.e., reading-focused), GORT-V and TOWRE-2 (or OWLS-2) results must be included and interpreted. For example, you may administer the TOWRE, GORT-V, and KTEA-3 to one child and the KeyMath-3 and WIAT-III to another child.
Cognitive/Achievement Interpretation
One cognitive-achievement interpretation will be required. This interpretation will require the administration of co-normed cognitive and achievement test. The batteries should be scored together, and interpreted accordingly.

Intervention Presentation
You will be required to present and demonstrate an evidenced-based academic intervention. The presentation should not exceed 30 minutes. Details will be provided in class.

Reading Summary
You will provide the class with a handout from a chapter of the Kilpatrick book and lead the class discussion about that chapter. Details will be discussed in class.

Final Exam
You will interpret information from a case that required an evaluation of cognitive and achievement data and provide the appropriate interpretation and diagnosis.

CONFIDENTIALITY AND CONSENT
No identifying information related to the examinee should be recorded on test protocols or reports. Examinee’s initials or a fake name should be used. Remember to keep them consistent across protocols and reports! You will also obtain written consent for testing. These forms will be available for download on Blackboard. Feedback about performance or scores will NOT be provided to parents or examinees because you are in-training. Please be clear about this to parents and examinees prior to testing!

INSTRUCTOR EVALUATION
Please feel free to provide me with feedback throughout the semester (in person or anonymously). Any feedback about how to improve the course or my instruction will be appreciated so that I can make improvements during the semester and in future semesters. I will provide a mid-semester feedback form so that you can provide me with anonymous feedback about my instruction and the course. There is a lot of material to cover in this course and I want to make sure that I am relating it to you well!

DISABILITY SERVICES
The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.disability.ku.edu. Please contact me privately in regard to your needs in this course.

ACADEMIC MISCONDUCT
“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate
Rules and Regulations 2.61). If a student has questions about academic misconduct, the student should review KU’s University Senate Rules and Regulations http://policy.ku.edu/governance/USRR#art2sect6.

**NASP**

**Domain 1: Data-Based Decision Making and Accountability**
*School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**
*School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

**Domain 8: Diversity in Development and Learning**
*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**Domain 9: Research and Program Evaluation**
*School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

**Domain 10: Legal, Ethical, and Professional Practice**
*School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

**KSDE Standards**

**Standard 1: Psychoeducational Assessment**
*The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.*

**Standard 3: Collaboration for Academic Intervention**
*The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.*

**Standard 5: Diversity**
*The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.*

**Standard 9: Research**
*The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.*

**Standard 11: Technology**
*The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Read Before Class</th>
<th>Activity/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>What is Academic Achievement? Intro to WJ IV</td>
<td></td>
<td>Check out WJ IV kits</td>
</tr>
<tr>
<td>1/26</td>
<td>WJ IV Achievement assessment</td>
<td>WJ IV Achievement Manuals Mather &amp; Wendling (Ch 1-3) Drefs, Beran, &amp; Fior, 2013</td>
<td>WJ IV Protocol #1 Include computer printouts</td>
</tr>
<tr>
<td>2/2</td>
<td>WJ IV Interpretation</td>
<td>WJ Achievement Manual Interpretation Mather &amp; Wendling (Ch. 4 &amp; 8)</td>
<td>WJ IV Protocol #1</td>
</tr>
<tr>
<td>2/9</td>
<td>Reading Development/Teaching Reading/Understanding Reading Reading Diagnostic Tests GORT-V</td>
<td>Kilpatrick (Chapters 1-5)</td>
<td>Chapter Summary Check out KTEA-3 Kits</td>
</tr>
<tr>
<td>2/16</td>
<td>Assessing Phonological Processing, Word Identification, Fluency, and Comprehension Reading Diagnostic Tests TOWRE-2</td>
<td>Kilpatrick (Chapters 6-9)</td>
<td>Chapter Summary</td>
</tr>
<tr>
<td>2/23</td>
<td>KTEA-3 Administration, Scoring &amp; Interpretation Reading Diagnostic Tests TOC</td>
<td>KTEA manuals</td>
<td>WJ IV Protocol #2</td>
</tr>
<tr>
<td>3/1</td>
<td>Math Development Math Diagnostic KeyMath-3</td>
<td>Geary &amp; Hoard, 2005 Geary, 2013</td>
<td>KTEA-3 Protocol #1 Interpretation with WJ IV*</td>
</tr>
<tr>
<td>3/15</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>3/22</td>
<td>WIAT-III Administration WIAT-III Interpretation Phonological Awareness CTOPP-2</td>
<td>WIAT-III Manuals Litchenberger &amp; Breaux , 2010 (Ch 2)</td>
<td>KTEA-3 Protocol #2/ Interpretation*</td>
</tr>
<tr>
<td>3/29</td>
<td>CBM Reading, Spelling AIMSweb Cognitive Learning Strategies</td>
<td>Hosp et al., 2016 (Ch. 1-5) Stroud &amp; Reynolds, 2008</td>
<td>WIAT-III Protocol #1</td>
</tr>
<tr>
<td>4/5</td>
<td>CBM Math &amp; Writing Executive Functioning/Study Strategies BRIEF SMALSI</td>
<td>Hosp et al., 2016 (Ch. 6-8 &amp; 10) Adroin et al., 2013 Fletcher &amp; Vaughn, 2009</td>
<td>WIAT-III Protocol #2/Video Interpretation*</td>
</tr>
<tr>
<td>4/12</td>
<td>SLD models Case Studies</td>
<td>Wodrich et al., 2006 Mckenzie 2009/Kavale, 2006 Kilpatrick Ch. 11-12</td>
<td>WIAT-III Protocol #2/Video Interpretation*</td>
</tr>
<tr>
<td>4/19</td>
<td>SLD models Dyslexia Case Studies</td>
<td>Fletcher et al., 2004 Flanagan et al., 2012 Mather, Shaywitz, &amp; Shaywitz, (2013)</td>
<td>Presentations</td>
</tr>
<tr>
<td>4/26</td>
<td>Prevention SLD/Case Studies Interventions</td>
<td>Kilpatrick Ch 10 State of Learning Disabilities (NCLD) Intervention Specific</td>
<td>Presentations</td>
</tr>
<tr>
<td>5/3</td>
<td>Interventions</td>
<td>Intervention Specific</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

*Note. The interpretation will include the KeyMath-3 (Math-Focused), GORT-V & TOWRE-2/OWL-2/TOC (Reading-Focused), or an Intelligence test. The cognitive testing write-up won’t be graded, but a co-normed battery and output should be turned in.
Additional Course Readings


**Instruments covered in this class**

**Broad-Based Measures of Academic Achievement**
Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
Wechsler Individual Achievement Test (WIAT-III)
Woodcock-Johnson IV Tests of Achievement (WJ IV)

**Reading Diagnostic Tests**
Comprehensive Test of Phonological Processing-2nd Edition (CTOPP-2)
Gray Oral Reading Test, Fifth Edition (GORT-V)
Test of Orthographic Competence (TOC)
Test of Word Reading Efficiency, Second Edition (TOWRE-2)

**Math**
KeyMath-3

**Oral and Written Language**
Oral and Written Language Scales, 2nd ed. (OWLS-II, Reading Comprehension/Written Expression)
Oral and Written Language Scales, 2nd ed. (OWLS-II, Oral Language and Listening Comp.)

**Executive Functioning/Study Skills:**
Behavior Rating Inventory of Executive Function
School Motivation and Learning Strategies Inventory

**Other measures:**
CBMs