

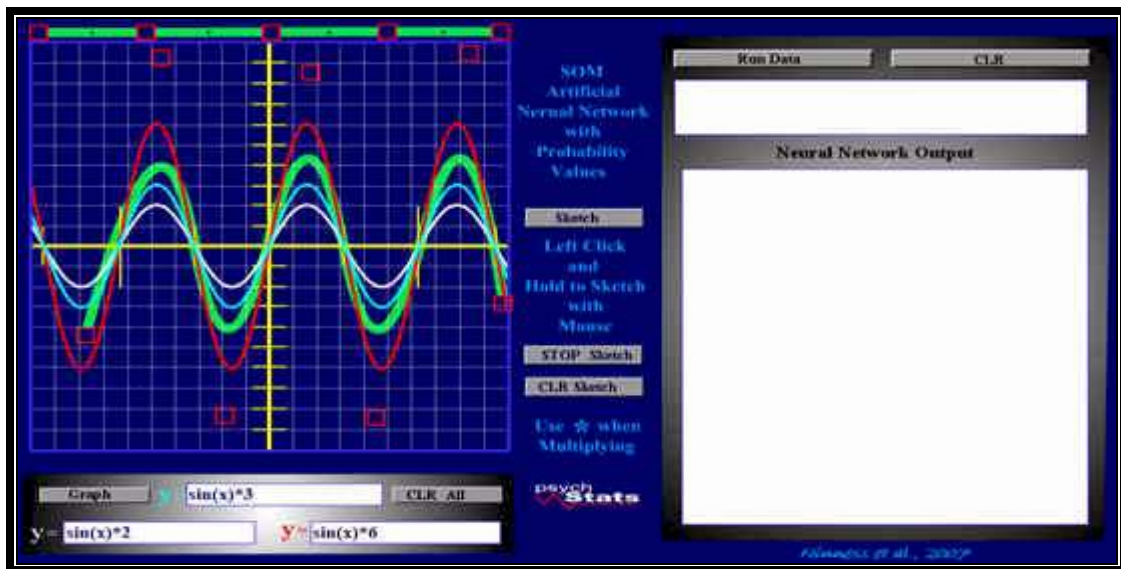


EPS 555 School & Behavioral Psychology and Educational Diagnostic Practicum
School & Behavioral Psychology
NASP Approved Program
Spring 2007

Professor: Chris Ninness, Ph.D.
Office: HSTC 231
Office Phone: 468-1072
Other Contact Information:

Course Time & Location: M 7:30-9:00 HSTC
Office Hours: M-W 2:00-4:00; F 1:00-5:00
Credits: 3 hours
E-mail: cninness@sfasu.edu

Syllabus updates on Homepage: http://www.faculty.sfasu.edu/cninness/chris_ninness.htm



<http://www.faculty.sfasu.edu/cninness/graphCalcCN07.html>

Deriving and Constructing Reciprocal Trigonometric Relations

Ninness, Dixon, Rumph, McCuller, Holland, Ford, and Ninness, 2007

http://titan.sfasu.edu/~F_ninnessca/eps_555.htm

School & Behavioral Psychology majors:

Please see Program Handbook for Practicum Syllabus or click: [EPS555_School_Psych.pdf](#)

The details below apply to candidates in the Educational Diagnosticians Track

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Homepage 1: www.sfasu.edu/hs/chris_ninness.htm

Homepage 2: http://titan.sfasu.edu/~F_ninnessca/INDEX.HTM

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Credits: 3 hours

E-mail: cninness@sfasu.edu

Prerequisites: To be eligible for practicum the student must have completed all program requirements that entail didactic instruction.

I. Course Description:

Following primary coursework, School & Behavioral Psychology candidates initiate assessments, consultations, and treatments for students with handicapping conditions (as well as students who are in the pre-referral stages of assessment and treatment) in the general areas of learning problems and emotional/behavioral disorders. During practicum, candidates interact with field-based school psychologists, special educators, educational diagnosticians, and related special education and psychological services personnel. Candidates (practicum students) become directly involved in conducting traditional and functional assessments, taking reliability measures during direct-observation procedures, as well as developing and implementing intervention strategies. Practicum requires that candidates receive regular supervision and feedback as they progress through the 150 training experience. Case studies or and related reports regarding the assessment and treatment of students are reviewed by class cohorts, professors, and field supervising psychologists. Class time will be divided between traditional didactic lecture, seminar discussions, and face-to-face supervision of individual case studies. The first hour of each class period will be arranged according to a traditional lecture and seminar format. Subsequently, 1.5 hours will be devoted to discussion and reviews of individual case studies, consultation, and face-to-face supervision of individual cases. Field-based supervisors and program faculty will conduct face-to-face supervision of individual cases.

For Educational Diagnosticians Emphasis will be placed on administering and evaluating individualized tests and developing Behavior Intervention Plans within the public school. Students will be assigned to a certified diagnostician or school psychologist within a public school or recognized agency. This school psychologist or certified diagnostician will serve as mentor throughout the duration of the semester. Practicum students will perform a series of 7 individualized intelligence and achievement batteries and attend at least 4 ARD or staff meetings associated with these test findings. The results and reports of all testing will be submitted to the professor on a weekly basis. Reports will not be limited to the formats employed within most public school systems. Reports are to include descriptions of findings and recommendations which are applicable to parent/private agency/public school functions (see enclosed sample report: [REPORT2PDF.PDF](#)).

The SFA School & Behavioral Psychology and Educational Diagnostician programs are committed to the scientist/practitioner model. Integral to this model of professional preparation is the expectation that candidates will gain critical content knowledge related to current research and theory in the field while engaging in the application of knowledge to real world issues and concerns. Although practicum stands alone as an independent course, it remains closely tied to other school psychology courses and reflects general program competencies, skills, knowledge, and dispositions. Practicum supervision is conducted on a weekly basis, and it entails guided discussions utilizing decision-making processes, including traditional and functional assessment, data-based intervention, and a wide range of consultation strategies.

II. Intended Learning Outcomes/Goals/Objectives:

The objective of this practicum is to provide an opportunity to practice skills in the field of school and educational diagnostics; obtain an orientation to schools as organizations; increase levels of practice with traditional and functional assessment techniques; and provide intervention addressing general learning problems in accordance with the instructed, modeled, and rehearsed strategies employed during didactic classes (e.g., EPS 560, EPS 502, & EPS 563). Special emphasis on developing skills relating to response-to-intervention systems and curriculum based assessment.

Goals/Objectives/Competencies: This course is intended to acquaint students with procedures associated with determining eligibility for various handicapping conditions in the public school system as per SBOE, DOE and NASP policies and procedures. It is also designed to acquaint the school psychology and educational diagnostician majors with the fundamentals of individual assessment, report writing, and behavior intervention plans.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

This course is designed to familiarize students with the principles and procedures of educational / psychological diagnostic testing and intervention in applied settings. Reports are to be "reader friendly" and functional for a broad client base. It is important to submit these findings on a timely basis. Practicum students will become familiar with the individual observation procedures. These observation procedures will be applied in 5 of 7 individual assessment batteries. The results will be included in the report findings and evaluated as part of the course criteria.

Upon course completion, the student should be able to perform test batteries associated with eligibility for special education services under SBOE and DOE regulations. The practicum student will have gained competencies associated with report writing, ARD/staffing committee interaction and facilitation, achievement and intelligence test administration and scoring, and determination of individual eligibility criteria.

The school psychology and educational diagnostician practicum candidates will have obtained entry level field experience in classroom management procedures, individual assessment procedures, functional assessment strategies, and report writing.

Course Requirements, Hyperlinks, Materials, and Websites

Downloads: [EPS555_07.pdf](#) [555report05.pdf](#)

IV. Evaluation and Assessments (Grading):

1. Attendance and participation in all class meetings.
2. Completion of 7 individual assessment findings in the form of test results and recommendations for remediation (The lowest two scores will be dropped).
3. Demonstration of individual test administration proficiency in the university setting.
4. Study guide: www.texas.nesinc.com
5. http://www.excet.nesinc.com/prepmanuals/PDFs/TEExES_fld153_prepmanual.pdf

Evaluation/Grading of Students: Evaluations and grading will be based on student discussion of the above findings in class meetings in conjunction with review of individual assessment findings.

One-hundred percent of the course grade will be based on write-ups of individual assessments of eligibility and remediation.

Goals/Objectives/Competencies: This course is intended to acquaint students with procedures associated with determining eligibility for various handicapping conditions in the public school system as per SBOE and DOE policies and procedures. It is also designed to acquaint the school psychology trainee with the fundamentals of applied classroom interventions.

Upon course completion the student should be able to perform test batteries associated with eligibility for special education services under SBOE and DOE regulations. The student will have gained competencies associated with report writing, ARD/staffing committee interaction and facilitation, achievement & intelligence test administration and scoring, and determination of individual eligibility criteria - particularly as related to learning disabilities, mental retardation, other health impairment, aspects of serious emotional disturbance and related areas of disability.

Evaluation and Assessments (Grading):

Evaluation/Grading of Students: Evaluation and grading will be based on student discussion of the above findings in class meetings in conjunction with review of individual assessment findings. The course grade will be based on write-ups of individual assessments of eligibility and remediation.

Evaluation of Teaching: Students will be given an opportunity to evaluate course organization, effectiveness, and content of this course.

Elements of Standard	Unacceptable 1	Acceptable 2	Target 3	Score
<p>The candidate demonstrates skills acquired from a sequence of clearly defined professional skills. The candidate is capable of identifying areas of student strengths and weaknesses with a wide range of assessment techniques. Outcomes are used to systematically remediate identified areas of academic weakness by employing scientifically based intervention systems in conjunction with on-going measures of student progress.</p>	<p>The candidate provides evidence for only a limited array of assessment techniques employed during the field experience. Testing outcomes are not used to develop appropriate remediation strategies. On-going measures of student progress are not conducted. Field and clinical experiences are limited and are not well integrated with coursework. The field experience does not provide candidates with the opportunity to acquire, practice, and refine competencies in a developmental recursive manner.</p>	<p>The candidate provides evidence that the field experience includes traditional assessment measures and well designed curriculum-based assessment strategies. Testing outcomes are used to develop remediation procedures. The candidate's field and clinical experiences have been integrated with coursework.</p>	<p>Field experience puts strong emphasis on employing curriculum-based assessment in conjunction with traditional testing. Outcomes are used to develop and refine remediation plans using scientifically based principles and strategies. Student progress is monitored regularly. Field and clinical experiences are systematically planned, implemented, and integrated throughout the field experience. The field experience is clearly linked to program goals, and the candidate provides evidence that s/he has had opportunities to practice and refine professional competencies in a developmental recursive manner.</p>	

<p>The candidate is provided training with a wide range of assessment techniques. Such techniques cover the entire spectrum of academic deficits found in the public schools. During the field experience, the candidate has an opportunity to develop and implement remediation plans for the full range of student abilities, ages, types, and levels in a variety of settings.</p>	<p>The candidate has an opportunity to assess and develop remediation plans only for a specific area or type of academic weakness to the exclusion of other types and levels of abilities. The field and clinical experience provides the candidate an opportunity to work in a limited number of settings that minimally or inadequately address the full range of ages, types, and levels of abilities for which s/he is preparing.</p>	<p>The candidate is given exposure to several types of field and clinical experiences in settings that address a diversity of ages, types, and levels of abilities commensurate with the license for which s/he is preparing.</p>	<p>The candidate has an opportunity to use traditional and curriculum-based assessment techniques. The candidate provides reports that include student remediation plans. Moreover, the candidate provides data-based measures of student progress predicated on scientifically based intervention systems. Assessments and interventions are conducted in a wide range of settings with a variety of ages and levels of abilities. The candidate's report includes outcomes that reveal improvement in student performance subsequent to interventions.</p>	
<p>The candidate provides evidence that s/he has been supervised by a qualified mentor. Such evidence includes copies of the mentor's Texas certification/licensure in the area of educational diagnostics or school psychology. The candidate's mentor is familiar with and promotes scientifically based assessment and intervention techniques.</p>	<p>The candidate provides evidence for only a minimal number of field and clinical experiences which have been supervised by the mentor. The candidate provides no evidence that the supervisor has provided guidance in the assessment and development of interventions addressing student progress in areas of identified weaknesses.</p>	<p>The majority of the candidate's field and clinical experiences has been supervised by a qualified mentor. The candidate provides evidence that the supervisor has facilitated assessments and interventions addressing student progress in areas of identified weaknesses.</p>	<p>The candidate provides multiple sources of evidence that all of his/her field and clinical experiences have been supervised by a qualified mentor. Additionally, it is clear that the candidate's mentor has facilitated the candidate's assessments and interventions with regard to a wide range of settings, ages, and levels of abilities. Throughout the field experience, the mentor has provided feedback and constructive criticism to enhance the candidate's professional development.</p>	

Sum =

Field Supervision Practicum Agreement

The practicum candidate and public school mentor agree to the general provisions of the above syllabus and rubric program and other details as described in this document. Formal acceptance is indicated by signature(s) below.

INTERN:

Date _____ Signature _____

Address _____

Home Phone _____ Work Phone _____

FIELD SUPERVISOR/MENTOR:

Date _____ Signature _____

Address _____

Home Phone _____ Work Phone _____

UNIVERSITY SUPERVISOR:

Date _____ Signature _____

Address _____

Home Phone _____ Work Phone _____

For educational diagnosticians
 see www.education.sfasu.edu/coe/ExCET/index.html regarding the dates below

Certification Test Dates & Deadlines 2006-2007

TExES/ExCET & TExMaT

**Texas Examination for Educator Standards / Examination for the Certification of Educators in Texas & Texas Examinations
for Master Teachers**

Test Dates	SFA Application Deadline	Last Day for Regular Registration
October 21, 2006	September 8	September 15
December 9, 2006	November 3	November 10
February 24, 2007	January 19	January 26
April 14, 2007	March 9	March 16
June 16, 2007	May 11	May 18
August 4, 2007	June 29	July 6

CAT Computer Administered TExES Exams*

Test Dates	SFA Application Deadline	Last Day for Registration
Dates vary with testing center	at least 10 days before you need to register	4 days before the test date

*Only the following tests are available as computer administered tests at this time:

Competency 004**The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.**

The beginning educational diagnostician:

- Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.
- Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing assessment instruments; and sources of measurement error.
- Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities).
- Demonstrates knowledge of how to select or modify assessment procedures to minimize bias in results.
- Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal).
- Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
- Applies knowledge of procedures for screening, prereferral, referral, and eligibility.
- Demonstrates the ability to score assessment and evaluation instruments accurately, and to create and maintain evaluation reports according to federal and state guidelines.
- Knows how to collaborate effectively with families and with other professionals in assessing and evaluating individuals with disabilities.

Competency 005

The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

The beginning educational diagnostician:

- Analyzes the uses and limitations of various types of formal and informal assessment and evaluation data.
- Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
- Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior, and academic skills.
- Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs).
- Uses assessment and evaluation results to determine a student's needs in various curricular areas and to make recommendations for intervention, instruction, and transition planning.
- Uses performance data and information from teachers, other professionals, the student, and the student's parents/guardians to recommend appropriate modifications and/or accommodations within learning environments.
- Recognizes the need to monitor the progress of individuals with disabilities.

See link for a pdf file on Diagnostician Standards: [EdDiagStandards.pdf](#)

V. Tentative Course Outline/Calendar

Jan. 22

Review of diagnostic reports

See sample educational diagnostic report on: REPORT2PDF.PDF

Discussion of Rotation Scan Procedures

See: [EPS555.pdf](#) and [555report05.pdf](#) for class notes

Discussion of **Domain I** implications for assessment, counseling, and consultation.

Jan. 29

Review of reports, discussion of assessment information in making recommendations within psychological reports.

Review of measurement concepts in assessment and treatment

Discussion of **Domain II** implications for assessment, counseling, and consultation.

Feb. 5

Review of reports, discussion of assessment information in making recommendations within psychological reports.
Review of measurement concepts in assessment and treatment.

Review of FOCALpt.pdf.

Feb. 12

Review of psychological reports, and test development and standardization procedures.

TEXES/ExCET test Preparation. The material relates to NCSP Examination.

Review of measurement concepts in assessment and treatment.

Discussion of **Domain III** implications for assessment, counseling, and consultation

Feb. 19

Review of reports, discussion of assessment information and development of individual educational plans and individual behavior plans.

Discussion of **Domain IV** implications for assessment, counseling, and consultation

Feb. 26

Review of reports, discussion of assessment information and development of individual educational plans and data-based treatments

Discussion of **Domain V** implications for assessment, counseling, and consultation

Mar. 5

Review of reports, discussion of assessment information and psychometric principles and procedures.

Class Participation in FOCAL Point Functional Assessment Procedures and Application of Data-Based Treatments

Discussion of **Domain VI** implications for assessment, counseling, and consultation

Mar. 12

Holiday

Mar. 19

Review of reports, discussion of assessment information and psychometric principles and procedures.

Class Participation in FOCAL Point Functional Assessment Procedures and Application of Data-Based Treatments

Discussion of **Domain VII** implications for assessment, counseling, and consultation

Mar. 26

Review of reports, discussion of assessment information
and psychometric principles and procedures.

**Class Participation in FOCAL Point Functional Assessment Procedures
and Application of Data-Based Treatments
Videotaping of Functional Assessment and Treatment**

Apr. 2

Review of reports, discussion of assessment information
and psychometric principles and procedures.

Evaluation of Videotaped Treatment Procedures

Discussion of **Domain VIII and Domain IX** implications for assessment and consulting

Apr. 9

Review of reports, discussion of assessment information
and psychometric principles and procedures.

Evaluation of Videotaped Treatment Procedures

Discussion of **Domain X and Domain XI** implications for assessment, and consultation

Apr. 16

Review of reports, discussion of assessment information
and psychometric principles and procedures.

Presentations of School Psychology students' case studies

Apr. 23

Review of reports, discussion of assessment information
and psychometric principles and procedures.

Presentations of case studies

Apr. 30

Review of reports, discussion of assessment information
and psychometric principles and procedures.

Presentations of case studies

May 7

Review of reports, discussion of assessment information
and psychometric principles and procedures. **Presentations of case studies**

VI Texts and Readings:

*Handbook of School Psychology Second Edition Best Practices in School Psychology IV,
Volumes 1 and 2 (2002).*

VII Course Evaluations

Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes, including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. The evaluation guidelines state, “As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII Student Ethics and Other Policy Information:

Attendance: Attendance and participation in all class meetings are expected. Class absences will result in a 5% reduction in grade for each absence. More than 3 absences will result in class failure. The class will meet on a regular (weekly) basis for two hours. During class times, case studies will be reviewed and critiqued. The final presentation of all case studies will be conducted during the last three class periods. See Scoring Guide for details on the assessment of these presentations to cohorts, field-based supervisors, and departmental faculty beginning on p. 9 of this syllabus. **Note that field-based supervisors and faculty will employ this Scoring Guide in the determination of the candidates’ final course grade.**

Students with Disabilities—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Academic Honesty—it is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with university regulations and procedures. Discipline may include suspension or expulsion from the University. (see [Academic Integrity A-9.1](#))

IX Other Relevant Course Information

Professional Liability Insurance Policy

The Department of Human Services requires candidates providing clinical services to maintain professional liability insurance within their respective areas of specialization. Reasonably priced student professional liability insurance may be obtained through NASP. See <http://www.nasponline.org/membership/faq.html#2> for details. Proof of insurance must be provided before initiating any form of services with students in the public schools.