

**PRE 835: Clinical Techniques in Academic Assessment**  
Monday and Wednesday, 8:30 – 11:20 a.m., 246 JRP

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**Course Objectives**

1. Become familiar with academic expectations for grades K-12
2. Develop, select and administer norm-referenced and criterion-referenced assessments to identify students who are not meeting curricular expectations
3. Interpret and communicate assessment results to students, parents and teachers
4. Link academic assessment results to empirically-supported interventions for individual students, groups and classes

**Kansas School Psychology Licensing Standards Met Through PRE 835**

**1. 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.

**3. Intervention (cognitive & academic):** 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.

**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.

**11. Information Management:** The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

## **Texts and required materials**

1. Rathvon, N. (1999). *Effective school interventions*. New York: Guilford.
2. Shapiro, E. S. (2004). *Academic Skills Problems: Direct Assessment and Intervention*. New York: Guilford.
3. Shapiro, E. S. (2004). *Academic Skills Problems Workbook*. New York: Guilford.
4. Additional readings will be placed on electronic reserves.
5. 3 to 4 VHS videotapes for taping your own clinic sessions
6. Test protocols handed out in class or purchased from CPS
7. Stopwatch
8. Tape recorder for test administration and scoring
9. A large, 3-ring binder for organizing your materials is **STRONGLY RECOMMENDED!**

## **Academic Misconduct**

Please refer to the following website for the University's policy on academic misconduct:  
<http://www.ku.edu/~unigov/usrr.html#art2sect6>

## **Students with Disabilities**

Any student in this course who has a disability that prevents the fullest expression of his/her abilities should contact the professor personally as soon as possible so we can discuss the procedures for making appropriate accommodations necessary to complete the course requirements. In such cases the student and professor follow the procedures established by the Student Assistance Center (22 Strong Hall, 864-4064).

## **Course policies**

Course documents, assignments, reminders, and announcements will all be posted on Blackboard, which you will be expected to check regularly. You must be available for at least 6 hours each week while CPS is open in addition to class meeting times. A minimum of 50 hours of clinic time is expected for the summer session. Accruing fewer than the minimum hours may result in a grade reduction of one third of a grade.

This is a mastery-oriented practicum course. Due to the intense nature of classroom instruction, you are expected to attend all class meetings. Your class participation grade will depend on your attendance and your preparation and readiness to engage in class discussions. If you must miss a class, be sure to notify the instructor or GTA before the missed class in order to arrange to make up missed material and assignments. If you must miss a clinic session, please notify the instructor, GTA or student office assistant as soon as possible so that arrangements can be made to contact your clients or provide substitute tutoring.

You will be required to turn in several videotaped sessions for review during the summer. Each videotape you turn in must be accompanied by a self-critique of your performance. You are expected to videotape all of your sessions for your own review and for supervision.

**General Clinic and Client Guidelines** are posted on Blackboard.

**Grading**

Class attendance, preparation and participation	10%
Practice test protocols and sample reports	25%
Comprehensive final examination	20%
Clinical requirements	45%
a) Client assessments, including psychoeducational reports;	
b) Performance in any aspect of client work, including observations and audio or video tapes;	
c) Maintenance of complete, accurate and timely client files according to legal and ethical standards, including instructional and treatment plans, progress notes, client correspondence, and any required documentation.	

Performance in each area will be rated on a 1-5 scale. Consideration will be given to extraordinary performance, special client issues, ethical problems, extra clinic hours, etc. Grades will be assigned as follows:

- A = 90 – 100% of total points, average rating of 4.5 and above
- A- = 85 – 89% of total points, average rating of 4.25 – 4.49
- B+ = 80 – 84% of total points, average rating of 4.00 – 4.24
- B = 75 – 79% of total points, average rating of 3.75 – 3.99
- B- = 70 – 74% of total points, average rating of 3.5 – 3.74

**Attendance and participation:** Class participation will be rated for each class based on preparation and participation in class discussion and activities. Weekly logs are due each Friday. Unexcused absences or coming late will reduce your grade.

**Practice test protocols and sample reports:** You will be required to hand in scored test protocols or data collection forms for the tests and assessment methods taught in class. Requirements for sample reports will be discussed in class.

**Late assignments:** One point will be deducted from the 5-point quality rating for each day that an assignment is late. Assignments turned in more than 4 days after the due date will earn a 0.

**Clinical requirements:** The three parts of the clinical requirements are weighted equally. Assessments are graded on the basis of selection of instruments for the referral question; accurate, standardized administration; and quality and comprehensiveness of reports. The first draft of each report is graded. Performance is based on observations and tape reviews rated by the instructor and/or the GTA. File audits include documentation, progress notes, assessment protocols, treatment plans, treatment reviews, and instructional plans. Files are audited at least monthly and more often if necessary. The file checklist should be used to help maintain complete and accurate files.