

# Minnesota State University Moorhead

## PSY 621: Assessment/Intervention I: Basic Processes

### A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Basic theories and processes of school psychological assessment and interventions in a data-based problem solving framework. A variety of assessment techniques are covered including observation, interviewing, rating scales, functional behavior assessment, curriculum-based assessment and basics of parent/teacher consultation. Emphasis on ensuring decisions and interventions are creating positive change for students from a wide variety of socioeconomic, cultural and language backgrounds. Concurrent enrollment in PSY 641 Practicum I.

### B. COURSE EFFECTIVE DATES: 08/25/2008 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Basic principles and methods of behavioral and educational assessment for use in a collaborative data-based problem-solving model
2. record reviews, interviews, permanent products, direct observations, behavior rating scales, functional assessment, and curriculum-based assessment
3. environmental, physiological, language and cultural factors influencing student behavior and potential areas of bias in both techniques and the interpretation of data
4. research-based interventions for academic and behavior problems
5. evaluating intervention efficacy through formative data collection (progress monitoring) and interpretation
6. communication of assessment results in oral, written, and graphic form
7. the use of technology used to gather and summarize behavioral or academic data
8. H. assessment and intervention techniques for children with moderate to severe disabilities as well as students with mild disabilities

### D. LEARNING OUTCOMES (General)

1. Demonstrate an understanding of evidence based practice, data-based decision-making and accountability
2. Understand design principles for the effective instruction of academic, cognitive, socialization and life skills.
3. Display an understanding of school and systems organization, policy development and climate
4. Show an appreciation for student diversity in development and learning and how to gather and interpret data appropriately from students with diverse backgrounds
5. Demonstrate an understanding of the role of school psychologists and the principles of school psychology practice and development.
6. Utilize a variety of information resources and show familiarity with technology used in applied settings

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted