

University of Washington
College of Education
Area of Educational Psychology
Summer Quarter 2008 (Term A)

EDPSY 566A • SLN (pending)

School Psychology Case Study Peer Review

Tuesday, July 1 (*all students*), and July 8, 10, 15, or 17 (*by assignment*)

UW-Seattle • Miller Hall 112

Course URL: <http://faculty.washington.edu/jjones2/Peer%20review/>

Professor:

Janine Jones, Ph.D., NCSP

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Note: This course is for individuals who have INITIAL CERTIFICATION and are completing the requirements to move to CONTINUING CERTIFICATION. If you have a RESIDENCY CERTIFICATE you will need to enroll in a PROFESSIONAL CERTIFICATION PROGRAM.

COURSE SCHEDULE

The first meeting is Tuesday, July 1st, 2008 9 a.m. to 12:20. Persons will be assigned to July 8th, 10th, 15th or 17th to present their report to their group. During the date you are assigned to present, you will need to plan to be present from 9am to 4pm. Assignments will be made on the first class day.

Course objectives: The primary purpose of this course is to provide partial fulfillment for the continuance of certification for school psychologists in the State of Washington. This would suggest that the school psychologist demonstrate the necessary skills to be deemed competent in the practice of school psychology in accordance with the Washington Administrative Code. Thus, the school psychologist would perform the necessary procedures for the determination of eligibility for services to children with disabilities. However, the determination of a school psychologist's competence to perform these duties is beyond the scope of this course. Therefore, the school psychologist's competency will be inferred by evaluating his or her presentation and written psychological report of an exemplar case. Both the instructor and class participants will evaluate the cases.

ASSIGNMENTS

1. Participants electronically submit a complete annotated psychological report to your group and the professor for their critique via *the peer review module of Catalyst* three days prior to your class presentation. This will give the other participants an opportunity to review your work before the presentation. Failure to do so will result in a failing (no pass) grade.

2. Verbally present the case to the group on the assigned date providing a thorough discussion of the most salient information that lead to the assessments chosen and the interventions used with the student, as well as intervention outcome data. Cases may be presented with or without technology. Meaning, Powerpoint can be used to guide the presentation. **If Powerpoint will be used, the presentation should be emailed to the instructor by 10 pm the night before the presentation day.** Each presenter will have forty minutes to present his or her case. Thirty minutes should be spent presenting the case commenting on each section of the report in an efficient manner. Following the presentation, ten minutes will be used for questions by the class participants. Questions should be used to clarify potential concerns with the case, presentation, or written material.
3. All class participants must evaluate the other participants psychological report and presentation using the evaluation form (see **Psychological Report Rating Form**). The evaluation of the submitted psychological report will include a rating for each section and comments for the overall report. Ratings are to be based on the combined written work and oral presentation. **Due to the large number of participants in this class, the Psychological Report Rating Forms are to be completed electronically using the WebQ module of Catalyst.** The ratings for each group member are due the second day following the class presentation. If participants have a laptop computer, it is highly recommended that you bring them on the presentation day. You will have access to the internet and can complete the ratings immediately after each presentation. There is also a computer lab on the 4th floor of Miller Hall that participants can use after class for this purpose. It is essential that all participants follow these procedures since there will be approximately 250 of these rating forms completed by the last class day. At the end of the course, all participants will receive a compilation of the quantitative ratings for each report section and comments on the presentation and report.
4. You must be present for **all presentations on your assigned day** in order to receive credit for the course. **NO EXCEPTIONS.** If you are only able to be present for part of the time *due to an emergency*, you will be required to attend an additional FULL day of presentations. To be respectful of everyone's schedules, the instructor will bring a timer to ensure that the presentations remain in the time limit.

EVALUATION

Participants will be evaluated on the thoroughness and quality of both written and oral communication of the psychological report. Good citizenship is also expected as this course is designed to be a "peer review" where the feedback is an essential component for all participants to give and receive.

"Credit" will be given to individuals who:

1. attend the first day of class and from 9:00am-4:00pm on the presentation day.
2. complete all the rating forms for their peers.
3. receive an overall rating that averages 3 or higher.

COURSE TIMELINE

<u>DATE</u> <i>(location)</i>	<u>Activity</u>	<u>Assignment</u>
July 1 <i>(Miller 112)</i>	<ul style="list-style-type: none"> • Course introduction • Assignment to groups • Scheduling presentations • Introduction to Catalyst tools 	<ul style="list-style-type: none"> • Go to course website and test login with • UW netID • Plan case for presentation • Write report • Prepare presentation
	Activity	Due
July 5		Group A-report
July 7		Group B-report
July 8 <i>(MLR 112)</i>	Group A presentations	
July 10 <i>(MLR 212)</i>	Group B presentations	Group A-evaluations (by 5 pm)
July 12		Group B-evaluations (by 5 pm) Group C-reports
July 14		Group D-reports
July 15 <i>(MLR 112)</i>	Group C presentations	
July 17 <i>(MLR 212)</i>	Group D presentations	Group C- evaluations (by 5 pm)
July 19		Group D-evaluations (by 5 pm)

Sample Guide for the Psychological Report

The following is a description of the necessary components of the annotated psychological report. *In lieu of this format, you may use the typical heading used in your district's psychological report format.*

Name: Pseudonym
 Date of Birth: _____
 Date of Testing: _____
 Age: _____
 Grade: _____
 Gender: _____
 School: _____

Reason for Referral: Note the problem indicated by the referral source. Be specific in your description of the referral problem. It is insufficient to state that the student was tested to determine if he or she was eligible for special education services.

Annotations should be included that alert the reader to the type of background information and assessment data that will be required to address the initial referral question. For example, in a referral addressing a student's inability to learn commensurate to their peers, background information and information regarding the student's cognitive and academic achievement is helpful for generating hypotheses.

Background Information: This section includes pertinent information in regards to developmental history, educational history, current educational issues, and factors such as, culture and family should be included.

Annotations should be included in this section to alert the reader to hypotheses generated from background information. These hypotheses should be followed by a rationale for further exploration. Empirical citations should be used for clarity.

Behavioral Observations: Include classroom and testing observations. Give a description of the ecological considerations of the classroom setting (e.g., seating, classroom instructional format, peer interactions, teacher-student interactions, classroom management, and classroom atmosphere).

Also include observations from individual testing. This includes appearance and initial social interactions (e.g., separation from the class or parent, activity level, motor abilities, language and speech). This section also includes observations in terms of motivation and attention to the testing situation. Include observations relevant to mannerisms observed in the testing situation (e.g., persistence or tolerance for frustration, self-confidence in terms of statements made during testing, and problem-solving strategies or ways of approaching tasks). Also include perceived culturally mediated behaviors, if they exist. Finally, give examples of test specific behaviors that might have impacted the student's subtest performances.

Annotation should be included here. Make a coherent transition from previous hypotheses given in the background information section to your behavioral observations. Do not include behavioral assessment scores here, but use this section to lead into behavioral assessment data.

For example, if the referral and background information are suggestive of inattentiveness and over activity, does the student appear anxious or simply impulsive?

Tests Administered and Results: Provide the entire name of each test administered (and acronyms) and the test results using standard scores, scaled scores, (or T-scores if appropriate), percentile ranks, grade-equivalents, and age-equivalents.

Annotation should be included here. Make a reasonable argument for each of the tests that were used. Include a discussion of the technical adequacy of using these instruments (i.e., reliability and validity). This should be accompanied by empirical references. For example, cite statistics in the manual or use secondary sources that review the instrument.

Test Interpretation: Provide a well written description of the test results. Clarity and not length is important. First, start with a cognitive measure if one was given. Present the Full Scale Score and confidence interval. Describe relative strengths and weaknesses. Next, you should present visual-motor or perceptual processing tests. Neurological tests should be included here. Present achievement tests and a description of the student's functioning followed by personality and/or behavioral rating scales or behavioral data taken from systematic observations. Do not over-interpret or make statements based on assumptions.

Annotation should include the test interpretation strategy used. Care should be taken in interpretation of IQ subtest profiles or other interpretation strategies not supported by research.

Summary and Formulations: Write one or two paragraphs integrating the previously described data. There should be no new data discussed in this section. Based on the summary make a formulation as to what the student might require in order to perform at a higher level academically or behaviorally.

Annotation is not required here. This section should be self-explanatory. It is critical that your summary and formulation address the referral question and that the summary and formulation fit assessment data that you have provided. Speculations without data should not be made.

Recommendations: Based on your previous section make detailed recommendations that describe interventions to be used.

Annotate your recommendations. Give a rationale for each recommendation. Again empirically based interventions should be made.

Follow-up: Write a paragraph or two describing the current disposition of the case. Be specific about what worked well or what did not work as far as the recommendations described in the previous section.

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 Psychological Report Rating, Summer 2008

NOTE: THIS FORM IS TO BE COMPLETED AND SUBMITTED ELECTRONICALLY. GO TO THE INDIVIDUAL LINKS ON THE COURSE WEBSITE FOR WEBQ #1 THROUGH WEBQ#8 AND COMPLETE ONE FOR EACH PRESENTER

Name of presenter: _____ Your name: _____

Ratings range from 1 to 5. Numeric indicators are: **1** = inadequate information, **2** = information provided is limited, **3** = adequately addressed, **4** = information presented enhances understanding of the case, and **5** = exceptional description or conceptualization that greatly enhances your understanding of the case.

Reason for Referral Rating	1	2	3	4	5
Background Information Rating	1	2	3	4	5
Behavioral Observations Rating	1	2	3	4	5
Tests Administered and Results Rating	1	2	3	4	5
Test Interpretation Rating	1	2	3	4	5
Summary and Formulations Rating	1	2	3	4	5
Recommendations Rating	1	2	3	4	5
Follow-up Rating	1	2	3	4	5
<u>Overall Rating</u>	1	2	3	4	5

Comments: _____

