



SPS 6197

Psychoeducational Diagnosis & Prescription I

85128 001

Fall 2026

Instructor Name

Evan Dart

University Course Description

Content covers comprehensive diagnosis and prescription in school psychology, including critical reviews of relevant research literatures, the professional-client relationship, interviewing, client histories, pluralistic psychoeducational assessment, assessment of educational environments, synthesis and dissemination of diagnostic data, and referral procedures. Appropriate field experiences will be provided. This course must be taken during two consecutive semesters, and the grade will be awarded at the end of the sequence.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

1. Understand assessment within the context of the problem-solving model (PSM) of school psychological service delivery

1. Understand direct assessment of behavioral outcomes and demonstrate the application of various behavior assessments

1. Understand direct assessment of academic outcomes and demonstrate the application of various academic assessments.

Course Objectives

Identify the various purposes of assessment and their associated techniques.

Discuss the PSM and its utility as an assessment framework. Compare and contrast a problem-solving approach with a more traditional/historical assessment approach.

Present the purpose of assessment within problem-solving service delivery models.

Demonstrate knowledge of technical adequacy of assessment techniques, particularly their utility for intervention design.

Complete narrative recordings of sequences of behavior(s) and identify their Antecedent-Behavior-Consequence (ABC) relationship.

Systematically select target behaviors for observation.

Operationally define target behaviors by specifying relevant dimensions such as duration, frequency, rate, intensity, accuracy, and latency.

Select and/or devise objective, reliable, and valid systems of observation to assess behavior(s) of interest.

Systematically determine conditions under which to conduct observations.

Exposure to observing students using a variety of methods (e.g., permanent products; event recording; whole-interval recording; partial-interval recording; duration and/or latency recording; momentary time-samplings).

Demonstrate knowledge pertaining to the issues and rationale involved in choosing among methods for designing individualized behavioral assessments.

Demonstrate knowledge and skill in conducting functional assessments.
Communicate outcomes of behavioral assessment via written reports.

Describe a problem-solving framework for addressing student referral concerns.

Describe the appropriate use of different CBM procedures for a variety of educational decisions.

Describe the strengths and weaknesses of published criterion-referenced tests for use in educational decision-making.

Demonstrate skills in conducting an instructional planning interview.

Accurately describe a current instructional plan, including setting, time, procedure,

personnel, and motivational strategies.

Demonstrate skill in administration and scoring of GOM and CBM procedures in early literacy, reading, spelling, written expression, and math computation for use in educational decision-making.

Analyze errors and design/conduct specific level testing using fluency-based measures to test initial hypotheses regarding a student's potential weaknesses in reading, math, and language arts.

Develop and implement an ongoing system for evaluating progress towards instructional goals.

Communicate outcomes of the above listed assessments via graphs and reports.

Required Texts and/or Readings and Course Materials

Shapiro, E.S. & Clemens N. H. (2023). *Academic skills problems: Direct assessment and intervention* (5th ed.). New York: Guilford.

Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). *Conducting school-based functional behavioral assessments: A practitioner's guide* (3rd ed.). New York: Guilford.

Grading Scale

Grading Scale (%)		Total Points
90-100	A	450 – 500
80 - 89	B	400 – 449
70 - 79	C	350 – 399
60 – 69	D	300 – 349
0 – 59	F	< 300

Grade Categories and Weights

The following assessments and activities will be used to calculate your final grade

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Assessment	Percent of Final Grade
Participation	20%

Weekly Reflections	10%
Systematic Direct Observation Activity	15%
Curriculum-based Measurement Activity	15%
Functional Analysis Activity	10%
Data Graphing Activity	10%
Assessment Article Presentation	20%

Major Topics and Course Schedule

Date	Topic	Assigned Readings	Assignments Due
8/24	Introduction to Assessment	Chapters 1 & 8 (Shapiro & Clemens, 2023)	Reflection 1
8/31	Universal Screening	Readings 1, 2, & 3	Reflection 2
9/7	Labor Day Holiday; No Class	--	--
9/14	Behavior Assessment	Chapters 1 & 3 (Steege et al., 2019); Readings 4 & 5	Reflection 3
9/21	Systematic Direct Observation	Reading 6 & 7	Reflection 4
9/28	Class-wide/Teacher Behavior Assessment	Readings 8 & 9	Reflection 5
10/5	Direct Behavior Rating	Readings 10, 11, & 12	Reflection 6; SDO Activity

10/12	Indirect & Direct Functional Assessment	Chapters 7 & 10 (Steege et al., 2019); Readings 13 & 14	Reflection 7
10/19	Experimental Functional Analysis	Chapters 8 & 9 (Steege et al., 2019); Readings 15 & 16	Reflection 8; FFA Activity; Presentation Group 1
10/26	Academic Assessment	Chapters 2 & 7 (Shapiro & Clemens, 2023); Reading 17	Reflection 9; Presentation Group 2
11/2	CBM - Reading	Chapter 4 (pp. 141 – 178) (Shapiro & Clemens, 2023); Reading 18	Reflection 10; CBM Activity; Presentation Group 3
11/9	CBM – Math	Chapter 4 (pp. 179 – 191) (Shapiro & Clemens, 2023); Reading 19	Reflection 11; CBM Activity; Presentation Group 4
11/16	CBM – Writing	Chapter 4 (pp. 192 – 201) (Shapiro & Clemens, 2023); Reading 20	Reflection 12; CBM Activity; Presentation Group 5
11/23	Student Mental Health within MTSS	Reading 21, 22	Reflection 13; Presentation Group 6
11/30	Data Visualization and Interpretation	Readings 21, 22, & 23	Reflection 14; Data Graphing Activity; Presentation Group 7

12/7	Finals Week; No Meeting	--	--

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy: There are no make-ups for in-class quizzes. Students will receive a "0" for any quiz that is not completed the day it is administered. All other graded work will be completed during class time and no make-ups will be made for missed assignments. Extenuating circumstances for absences will be reviewed and handled on a case-by-case basis.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

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Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Electronic Devices. Students are permitted to use electronic devices for note taking and in-class activities only. Using electronic devices for any other purpose during class time is not permitted and may result in a loss of participation points.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the

student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training

that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)