

Syllabus: Psychoeducational Issues of Diverse Learners

Course Information

Course title: Psychoeducational Issues of Diverse Learners

Course number: EPP 760

Course discipline: Education

Course date: Summer 2011

Location: WebCampus

Instructor Information

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Introduction

This course is designed to provide skills needed to work with diverse learners in a psychoeducational setting. Specifically, the learner will be expected to understand multicultural issues concerning assessment, counseling, second-language acquisition, and/or general cultural diversity.

Required Readings

Rhodes, R. L., Ochoa, S. H., & Samuel O. Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. NY: Guildford Press.

Payne, R. K. (2005). *A framework for understanding poverty: Fourth Revised Edition*. Highland, TX: aha! Process, Inc.

National Association of School Psychologists. (2000). *Professional conduct manual (4th Edition)*. Washington, DC: NASP

Readings on Reserve

Books, S. (2004). *Poverty and schooling in the U.S.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers. (pp. 101-133).

Edin, K., & Laura, L. (1997). *Making ends meet: How single mothers survive welfare and low-wage work*. New York: Russell Sage Foundation. (pp. 143-191).

Juntunen, C. L., Atkinson, D. R., & Tierney (2003). School counselors and school psychologists as school-home-community liaisons in ethnically diverse schools. In Paul B. Pederen and John C. Carey (Eds.) *Multicultural Counseling in Schools: A Practical Handbook*. New York: Allyn and Bacon.

Kalyanpur, M. & Harry, B. (1999). *Culture in Special Education*. Baltimore, MD: Paul H. Brooks Publishing Company. (pp. 77-112)

Rogers, M. R., Ingraham, C. L., Bursztyn, A., Cajigas-Segredo, N., Esquivel, G., Hess, R. Nahari, S.G., & Lopez, E.C. (1999). Providing psychological services to racially, ethnically, culturally, and linguistically diverse individuals in the schools: Recommendations for practice. *School Psychology International*, 20 (3) p. 243-264.

Yates, J .R. & Ortiz, A.A. (1998). Developing Individualized education programs for exceptional language minority students. In L. Baca and H. Cervantes (Eds.), *The bilingual special education interface: Third Edition*. Columbus, OH: Merrill.

Additional Readings

Culture Grams (<http://online.culturegrams.com/>)

Access it for free through the

UNLV library website  Databases  Culture Grams.

Sample report, forms, and podcasts available on my Website. Access it through:

<http://faculty.unlv.edu/krach>

LiveText Requirement

Effective with the Fall 2009 Semester, all students enrolled in College of Education programs are required to obtain a LiveText account. This is a one-time purchase that is required for program assessments in the College of Education. LiveText also includes a student file manager that allows students to store documents, files, videos, and so forth and access these documents from computers from many locations around the world.

Subscriptions will provide students with LiveText access throughout their program at UNLV plus one year after graduation. LiveText accounts can be purchased through the UNLV bookstore or on-line at https://college.livetext.com/purchasing/membership_student.html.

NASP Standards Addressed

Standard 2.1: Data-Based Decision-Making and Accountability:

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods 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. Data-based decision-making permeates every aspect of professional practice.

Standard 2.2: Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. EPP 760 Psychoeducational Issues of Diverse Learners

Standard 2.3: Effective Instruction and Development of Cognitive/ Academic Skills:

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to

achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Standard 2.5: Student Diversity in Development and Learning:

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experimental, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Standard 2.6: School and Systems Organization, Policy Development, and Climate:

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Standard 2.8: Home/ School/ Community Collaboration:

School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Standard 2.10: School Psychology Practice and Development:

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Standard 2.11: Information Technology:

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Policies

Academic Misconduct –

“Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: "Using the words or ideas of another, from the Internet or any source, without proper citation of the sources."

See the "Student Academic Misconduct Policy" (approved December 9, 2005) located at:
<http://studentlife.unlv.edu/judicial/misconductPolicy.html>.

Copyright –

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws.

The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website:
<http://www.unlv.edu/committees/copyright/>.

Disability Resource Center (DRC) –

The Office of the Executive Vice President and Provost and Faculty Senate have endorsed the statement below to be included in all course syllabi. It is important to know that over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

Missed Class(es)/Student Attendance –

As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 25, 2008, to be assured of this opportunity.

NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

Rebelmail –

By policy, faculty and staff should e-mail students' Rebelmail accounts only.

Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See <http://rebelmail.unlv.edu/> for additional information.

UNLV Writing Center –

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Ethical Notation:

ALL ACTIVITIES MUST BE PERFORMED IN ACCORDANCE WITH LEGAL AND ETHICAL STANDARDS

Course Objectives/ Goals

1. Conduct and/or interpret bilingual assessments that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.
2. Be prepared to use current normative and criterion-based academic assessment techniques to assess the human learning process and to evaluate the effectiveness of interventions. In addition,

students should be able to apply their knowledge of current techniques towards the career-long professional development of knowledge on newer assessment techniques.

3. Be comfortable using various diagnostic techniques to evaluate culturally diverse learners. Specifically, the student will use various 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.
4. Understand the collaborative role of school psychologists when working with others in planning and decision-making processes at the individual, group, and system levels. In addition, students should demonstrate sensitivity when working with individuals of diverse characteristics.
5. Evaluate individuals using both test data and knowledge of individual differences and abilities in context with a person's biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors.
6. Practice according to legal, professional, and ethical standards.
7. Interpret assessment results through written and verbal reports.
8. Demonstrate knowledge of information sources and technology relevant to the work of a school psychologist or education student.
9. Understand the impact of cultural, economic, and linguistic differences on psychological and educational experiences and assessment results.
10. Demonstrate an understanding of general education, special education, and other educational programs and related services. Specific programs of interest for this course include bilingual education programs and bilingual special education programs.
11. Interpret second-language assessment measurements and use the results to differentiate between second-language acquisition issues and a disability.

Course Requirements

1. Participate in weekly discussions and class assignments.
2. Complete readings as assigned by the instructor.
3. Complete a psychoeducational report and eligibility document based on information given during class.
4. Write a paper for your final project.
5. Complete an online midterm exam and a final exam.
6. Students will maintain a high level of professionalism.

Attendance/ Participation Policy for Online Class:

You are expected to participate in all classes. Attendance means that you read the materials as assigned, participate in online discussion boards and/or groups, listen to or watch any video or audio provided, and ask questions to the instructor and/or other members of the class as they arise.

If you cannot attend or participate for any reason, email or call me that week so that arrangements can be made for you to get any missed material.

Students who do not participate or attend to the materials presented in the course can receive a failing grade for the course.

WebCampus Informative Posts

Two informative posts must be written for each topic area on the WebCampus “Discussions” area (with the exception of any listed as “does not count towards grade”). Informative posts contain more information than just one or two words.

They are not simple agreements or disagreements with other people’s posts. Any of the following qualifies as a significant post:

1. An on-topic question.
2. An answer to someone’s on-topic question.
3. Additional outside information or links to support the lecture or discussion.
4. A description of a “real-world” situation where the information is applicable.

Psychoeducational Report Assignment:

You will be provided with the test material information for a fictitious, bilingual client. Based on this information, you will be asked to write a psychoeducational report with recommendations. This is an individual assignment. Formatting information will be available on the instructor’s website. Assignments need to be turned in through the Blackboard “Assignments” tab.

Debated Paper: Ruby Payne: Useful Information or Bunk?

This is an individual assignment. Each student will be asked to write a paper in two parts. The first ½ of the paper is to be in support of Ruby Payne’s work; the second ½ is to be a dispute of the worth of Payne’s work. The paper must be at least 15 pages long and no more than 20 pages long (without references and title pages). It must be in APA format (strictly graded) and must address the topic. Font size should be 12 point, and you should use double spacing. No more than 15% of references can be Internet websites, and no more than 20% of references can be from book chapters or book readings. Original articles MUST make up the majority of your report. Assignments need to be turned in through the Blackboard “Assignments” tab.

Midterm and Final Exam:

The midterm will cover information from your lectures and readings for the first half of the semester. The final exam will cover information from your lectures and readings for the second half of the semester. The midterm and final will consist of between 30 and 40 multiple-choice questions. Students are given 1 hour to complete the tests from the time they start. The test will be open for 2 days and the students must complete the test in one sitting. The tests will be open book/ open notes. Tests will be available through the “Assessments” tab on WebCampus.

An item-analysis on these questions may be conducted following the exam. Any items found to be faulty will be addressed and appropriate credit given to the student.

Grading System

Grades will be based on student class and online participation, mid-term and final exam grades, and protocols.

Specifically: Grading will be based on...

- 10%: Participation and WebCT posting (at least 2 informative postings)
- 25%: Midterm
- 20%: Debated Paper
- 20%: Psychoeducational Report & Eligibility Document
- 25%: Final

Proposed Individual Lessons

Week One: June 6-June 10

Lesson 1: Introduction to the course

Date: June 6 – June 10

Topics:

1. Review of syllabus and expectations (NASP 2.10)

Assignments:

1. Start WebCampus discussions (at least 2 informative posts) (NASP 2.11)

Lesson 2: Div. 16 Guidelines and Culture Grams

Date: June 6 – June 10

Objectives or Goals:

1. APA Division 16 guides for working with diverse students (NASP 2.5, 2.6, 2.8)
2. Cultural definitions (NASP 2.5, 2.8)
3. Portraits of the Children: Culturally Competent Assessments (NASP 2.5, 2.8)
4. Begin instruction on the WMLS-R (1 hour) (NASP 2.1, 2.3, 2.5, 2.10)

Topics:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read article (Rogers, et. al., 1999)
3. Examine the Culture Grams website online (NASP 2.5, 2.6)

Lesson 3: Culture of Poverty: Ruby Payne

Date: June 6 – June 10

Topics:

1. Discuss the definitions and resources of poverty (NASP 2.4, 2.5, 2.6, 2.8)
2. Discuss the role of language and story in poverty (NASP 2.4, 2.5, 2.6, 2.8)
3. Hidden rules among classes (NASP 2.4, 2.5, 2.6, 2.8)
4. Discipline (NASP 2.4, 2.5, 2.6, 2.8)
5. Creating Relationships (NASP 2.4, 2.5, 2.6, 2.8)

Assignments:

1. Read all of Payne (2005).
2. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
3. Start Paper

Week Two: June 13-June 17

Lesson 4: Culture of Poverty, Making Ends Meet

Date: June 13-17

Topics:

1. Making ends meet on a welfare check (NASP 2.4, 2.5, 2.6, 2.8)
2. Survival Strategies (NASP 2.4, 2.5, 2.6, 2.8)
3. Schedule UNIT in-person training

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapter 6 (Edin & Lein, 1997)

Lesson 5: Culture of Poverty, Schools and Poverty

Date: June 13-17

Topics:

1. Schooling Poor Children (NASP 2.4, 2.5, 2.6, 2.8)
2. Educational Reform (NASP 2.4, 2.5, 2.6, 2.8)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapter 8 & 9 (Books, 2004)

Lesson 6: Overview of ELL in schools

Date: June 13-17

Topics:

1. ELL students in public schools (NASP 2.5, 2.6)
2. Disproportionate representation of diverse learners in special education (NASP 2.5, 2.6, 2.10)
3. Legal and ethical requirement for the assessment of diverse students (NASP 2.5, 2.6, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapters 1, 2, and 3 (Rhodes, Ochoa, & Ortiz)

Week Three: June 20-June 24

Lesson 7: Second Language Acquisition Issues and Interventions

Date: June 20-June 24

Topics:

1. Second language acquisition (bilingual education and ESOL) (NASP 2.5, 2.6)
2. Prereferral considerations for diverse students. (NASP 2.2, 2.5, 2.6)
3. RTI use with bilingual students (NASP 2.2, 2.5, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapters 4 and 5 (Rhodes, Ochoa, & Ortiz)

Lesson 8: Interpreters, Interviewing, and Acculturation

Date: June 20-June 24

Topics:

1. Use of interpreters (NASP 2.5, 2.8)
2. Parental interviewing process (NASP 2.5, 2.8)
3. Acculturation factors in psychoeducational assessment (NASP 2.5, 2.6, 2.8)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapters 6, 7, and 8 (Rhodes, Ochoa, & Ortiz)
3. Paper due June 20
4. Midterm available June 23-June 24 (materials run through Lesson 8)

Lesson 9: Language Proficiency Testing

Date: June 20-June 24

Topics:

1. Language proficiency testing (NASP 2.1, 2.5)
2. Review the Woodcock-Munoz Language Survey (NASP 2.1, 2.3, 2.5, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapter 9 (Rhodes, Ochoa, & Ortiz)

Week Four: June 27-July 1

Lesson 10: Cognitive Assessment of Diverse Learners

Date: June 27-July 1

Topics:

1. Cognitive assessment of diverse learners (NASP 2.1, 2.3, 2.5, 2.10)
2. Administration of the BVAT (NASP 2.1, 2.3, 2.5, 2.10)
3. Universal Nonverbal Intelligence Test (UNIT) (NASP 2.1, 2.3, 2.5, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapters 10 & 11 (Rhodes, Ochoa, & Ortiz)

Lesson 11: Academic Assessment of Diverse Learners

Date: June 27-July 1

Topics:

1. Issues with academic assessment of diverse learners (NASP 2.1, 2.3, 2.5, 2.6)
2. How to assess academic skills of diverse learners (NASP 2.1, 2.3, 2.5, 2.6)
3. Administration of formal bilingual academic assessments (NASP 2.1, 2.3, 2.5, 2.6)
4. Administration of informal bilingual academic assessments (NASP 2.1, 2.3, 2.5, 2.6)
5. Report writing/ interpretation overview (NASP 2.1, 2.3, 2.5, 2.6)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapter 12 (Rhodes, Ochoa, & Ortiz)

Lesson 12: Interventions

Date: June 27-July 1

Topics:

1. Interventions (NASP 2.1, 2.2, 2.7)
2. Multicultural Consultation (NASP 2.1, 2.7)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read Chapter 8 (Juntunen, Atkinson, & Tierney, 2003).
3. Read Chapter 4 (Kalyanpur & Harry, 1999)

Week Five: July 4-July 8

Lesson 13: Report and Eligibility Writing

Date: July 4-July 8

Objectives or Goals:

1. Multicultural/ Bilingual Psychoeducational Report (NASP 2.1, 2.2, 2.5, 2.6)
2. Multicultural/ Bilingual Eligibility Document (NASP 2.1, 2.2, 2.5, 2.6)
3. Interpreting a Multicultural/ Bilingual report
4. Writing up a list of child-specific recommendations based on a report

Assignment:

1. Review materials on my website concerning report writing

Lesson 14: Bilingual Special Education

Date: July 4-July 8

Topics:

1. Bilingual Special Education Interface (NASP 2.1, 2.2, 2.5, 2.6)
2. IEP Development (NASP 2.1, 2.2, 2.5, 2.6)
3. Practice IEP development (NASP 2.1, 2.2, 2.5, 2.6)

Assignments:

1. Read Chapter 9 (Yates & Ortiz, 1998)

Lesson 14: Final's Week

Date: July 4-July 8

Topics:

1. Review

Assignments:

1. Psychoeducational Report Due July 5
2. Eligibility Document Due July 5
3. Final Exam available July 7-July 8