

Syllabus

Course Information

Course title: Psychoeducational Academic and Diagnostic Assessment

Course number: EPP 763

Course discipline: Education

Course date: 1/28/2008 through 5/5/2008

Location: CEB 228

Meeting day: Mondays

Meeting times: 4:00-6:45

Final Exam date: May 4, 2009 at 6:00 PM

Instructor Information

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Introduction

Introduction: This course is designed to teach students how to effectively perform psychological, academic, and diagnostic testing as part of a general psychoeducational evaluation. Students will also be given skills in diagnosing educational and psychological disorders.

Required Readings

Textbook:

Flannagan, D. P., Ortiz, S.O, Alfonso, V. C., & Mascolo, J. T. (2006). *The achievement test desk reference: A guide to learning disability identification, Second edition*. Hoboken, NJ: Wiley.

House, A. E. (2002). *DSM-IV diagnosis in the schools*. New York: The Guilford Press.

Readings on Reserve:

Good, R. H.,III, Kaminski, R. A., Simmons, D., Kame'enui, E. J., & Oregon School Study Council, Eugene. (2001). Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-Driven Model: Steps to Reading Outcomes. Access ERIC: FullText. U.S.; Oregon:

- Gresham, F.M. (2002). Responsiveness to intervention: An alternative approach to the identification of learning disabilities. In R. Bradley & L. Danielson (Eds.), Identification of learning disabilities: Research to practice (pp. 467-519). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Overton, T. (2000). Informal Assessment Techniques. In assessment in special education, Third edition. (pp. 269-313). Upper Saddle River, NJ: Merrill Publishing.
- Reynolds, C. R., Livingston, R. B., & Wilson, V. (2006). Performance assessments and portfolios. (pp. 239-269). In Measurement and assessment in Education. Boston: Pearson by Allyn and Bacon.
- Shinn, M. R. (1989). Identifying and defining academic problems: CBM screening and eligibility procedures. In Curriculum-based measurement: Assessing special children (pp 91-129). New York: Guilford Press.

Other Readings:

- Using the Dynamic Indicators of Basic Early Literacy (DIBELS) (free on this website: <http://dibels.uoregon.edu/>)
- National Association of School Psychologists. (2000). Professional conduct manual (4th Edition). Washington, DC: NASP
- Report Writing Guide (handout on my website)
- Writing Tips (handout on my website)

*Blank Test Records Required for Test Administration:
(These can be obtained at the main desk at the UNLV bookstore)*

- * Wechsler Individual Achievement Test, Second Edition
 - This should have 2 parts:
 - Administrator Form
 - Response Booklet
- KTEA-II: Kaufman Test of Educational Achievement, Second Edition
 - This should have 3 parts:
 - Administrator Form
 - Response Booklet
 - Writing Response Booklet (make sure this is for the right level)

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 other in planning and decision-making processes at the individual, group, and system levels.

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 2.8: 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

Disability Services

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/>>.*

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/>>.

Religious Holidays

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 to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. 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).

Academic Misconduct

UNLV publishes the following policy regarding academic dishonesty:

“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>>).*

Rebel Mail

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

Attendance Policy:

You are expected to attend and participate in all classes. Attendance means that you are present for the entire class period, not using your cell phones or Internet service on your laptop, and are awake. *Even if you are physically in the classroom, you may be considered absent if you are not attending to the class work.*

If you cannot attend class for any reason, email or call the professor prior to 3 hours before the class, as there may be an alternative experience available for you.

Any absences where an alternative experience has not been submitted by the end of the semester cannot be made up at a later time. This would be counted as an absolute absence.

More than 3 absolute absences within one semester will result in an automatic failing grade for the course.

Course Objectives/ Goals

1. Conduct academic 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 to acquire career-long professional development of knowledge on newer assessment techniques.
3. Be comfortable using various diagnostic techniques for learning disabilities. 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 school psychology 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 school psychology student.

Course Requirements

1. Students will be expected to find individuals to practice giving assessments.
2. Practice cases are to be treated as a regular case would be in terms of signed consent, progress notes, professional behavior, confidentiality, etc.
3. Attend class regularly and participate in weekly discussions and in-class assignments.
4. Complete readings as assigned by the instructor.
5. Post at least 2 informative posts on WebCT per week.
6. Students will engage in class exercises designed to simulate scenarios likely to be encountered.
7. Students will be required to participate in a debate or a term paper.
8. Assessments taught in class will be practiced outside of class.
9. When a course is Podcasted, students are expected to listen to the Podcast, participate in any Online discussions described in the Podcast, or take any quizzes assigned during the Podcast (if applicable). These activities count toward the student's attendance/ participation grade.
10. Students will maintain a high level of professionalism.

Course Debate or Term Paper: Select ONE of the following by the second week of class.

Option 1 – Debate: Special Education for mild SLD...Effective or Waste of Funds?

This is a group assignment. Each student will be assigned to a group supporting either the effectiveness of special education for students with mild specific learning disabilities or disputing it. Each group must present their arguments in written form to the professor on the day of the debate. The professor will moderate the debate. The rules of the debate will be posted on PowerPoint slides for the first day of class. You must attend both debates.

Option 2 – Debate: RTI vs. Discrepancy Model as diagnostic technique for SLD

This is a group assignment. Each student will be assigned to a group supporting one type of diagnostic criteria and rejecting the other type of diagnostic criteria. Each group must present their arguments in written form to the professor on the day of the debate. The professor will moderate the debate. The rules of the debate will be posted on PowerPoint slides for the first day of class. You must attend both debates.

Option 3 – Term Paper: A discussion of current research on treatments options for children with learning disabilities.

This is an individual project. One third of the paper must be a discussion defining learning disabilities, one third must be a discussion of current special education practices for children with disabilities, and one third must be a discussion of at home or general education treatment options. 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 Times New Roman and 12 point with one-inch margins, and you should use double spacing. No more than 15% of references can be 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. You must notify the professor by the second week of class if you will be choosing this option. If you choose this option, you MUST still attend both debates.

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

Each protocol must be in a case file

Case files will include:

(Students are responsible for obtaining all necessary forms for cases files).

1. Completed Consent Form (signed and dated by parent)
2. Original Progress notes
3. Original test protocol (all parts including student response booklets, error analyses worksheets, and any scratch pages).

Blank copies of all case file forms and report templates can be downloaded Online:
<http://faculty.unlv.edu/krach>

Reports:

1. Will be written based on results from a completed test protocol (either WIAT-II or KTEA-II) for an actual child.
2. Report information should be represented in the manner discussed in class.
3. Report information must include all sections discussed in class.

Grading System

Grades will be based on:

1. 5%: WebCT posting (at least 2 informative postings weekly)
2. 5%: Class participation and attendance
3. 30%: Achievement protocols (WIAT-2, KTEA-II, DIBELS)
4. 15%: Report and eligibility write-up
5. 45%: Debate research and participation or term paper

You will not receive a grade until your assessment log(s) are turned in and signed!

Mastery Grading

You will be required to redo any assignment or portion of an assignment that has been described as not meeting mastery requirements. This means that you should use a new examinee, a new blank test record, and complete all of the sections required by the instructor. You have 2 weeks from notification that you need to practice the skill again to turn in any new materials. If there is some reason you cannot do this, let me know at least a week ahead of time. If you are still completing an assignment by the end of the semester, you will receive an incomplete until mastery is reached. Please see your student handbook if you have any questions on incompletes.

Proposed Individual Lessons

Lesson 1: Introduction to Academic Achievement and WIAT-II

Date: 1/12/2009

Objectives or Goals: Prepare students for the course.

Topics:

1. Discussion of syllabus and expectations. (NASP 2.10)
2. Introduction to academic achievement testing. (NASP 2.1, 2.3, 2.10)
3. Introduction to the WIAT-II (NASP 2.1, 2.3, 2.10)

Assignments:

1. Find 2 people (at least 1 is a child) who are willing to take achievement tests.
2. Listen to the Podcast and follow the PowerPoint slides for a complete description of the WIAT-II instruction.
3. Start WebCT discussions (at least 2 informative posts) (NASP 2.11)
4. Read (Flannagan, et. al., 2006: Chapter 1 and pages 160-165)

MLK Day (No Class Scheduled)

Date: 1/19/2009

Lesson 2: Review WIAT-II

Date: 1/26/2009

Objectives or Goals:

1. Review administration of WIAT-II (NASP 2.1, 2.3, 2.10)

Assignments:

1. Groups will present individual subtests assigned
2. Meet with your group to review the WIAT-II, score the sample protocol, and review the information from last week.
3. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
4. Practice WIAT-II (completed protocol due in 3 weeks) (NASP 2.1, 2.3, 2.10)
5. Read (Flannagan, et. al., 2006: pp. 140-154)

Lesson 3: KTEA-II Administration

Date: 2/2/2009

Objectives or Goals:

1. Review administration of KTEA-II (NASP 2.1, 2.3, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Practice KTEA-II (protocol due in 3 weeks) (NASP 2.1, 2.3, 2.10)
3. Read (Flannagan, et. al., 2006: pp. 262-263; 251-258; and 236-240)

Lesson 4: KTEA-II, OWLS, KeyMath, and WRMT Administration

Date: 2/9/2008

Objectives or Goals

1. Continue Review of KTEA-II (NASP 2.1, 2.3, 2.10)
2. Review administration of OWLS, KeyMath, and WRMT Administration (NASP 2.1, 2.3, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read "Report Writing Guide" (NASP 2.8)
3. Read "Writing Tips" (NASP 2.8)

President's Day Recess

Date: 2/16/2009

Lesson 5: Report writing for academic assessment (PodCast)

Date: 2/23/2009

Objectives or Goals

1. Review report-writing techniques for academic sections (NASP 2.1, 2.8)
2. Review integration of background information and results (NASP 2.1, 2.8)
3. Practice report writing in class. (NASP 2.1, 2.8, 2.11)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read (Flannagan, et. al., 2002: Chapter 3)
3. Read (House, 2002: Chapter 8)
4. Start writing basic report (referral question, background, test data, summary, and recommendations). (NASP 2.8)
5. Turn in WIAT-II protocol. (NASP 2.1, 2.3, 2.10)

Lesson 6: Review SLD

Date: 3/2/2009

Objectives or Goals:

1. Answer any questions about the WIAT-II (NASP 2.1, 2.3, 2.10)
2. Review learning disability diagnosis information and theory (NASP 2.1, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Turn in KTEA-II protocol. (NASP 2.1, 2.3, 2.10)

Lesson 7: Learning Disability Eligibility Determination (discrepancy)

Date: 3/9/2009

Objectives or Goals

1. Review SLD eligibility information (IDEA) (NASP 2.1, 2.10)
2. Review SLD diagnostic information (DSM-IV) (NASP 2.1, 2.10)
3. Practice eligibility decisions in class with case-studies (NASP 2.1, 2.10)
4. Discuss writing an eligibility (NASP 2.1, 2.10, 2.11)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Write report: due next week. (NASP 2.1, 2.8, 2.11)
3. Write eligibility: due next week. (NASP 2.1, 2.10, 2.11)
4. Readings TBA

Lesson 8: Preschool Assessment

Date: 3/16/2009

Objectives or Goals

1. Review common preschool assessment instruments
2. Discuss preschool assessment techniques

Assignments:

1. Turn in basic report and eligibility. (NASP 2.1, 2.8, 2.1, 2.11)
2. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
3. Read: (Overton, 2000).

Lesson 9: Informal Assessments Introduction

Date: 3/23/2009

Objectives or Goals:

1. Introduction to informal academic assessments (NASP 2.1, 2.3)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read: (Shinn, 1989).
2. Read (Reynolds, Livingston, and Wilson, 2006).

Lesson 10: Curriculum-based Measurements and Performance Assessments

Date: 3/30/2009

Objectives or Goals:

1. Specific examination of CBM (NASP 2.1, 2.3, 2.10)
2. Practice CBM (NASP 2.1, 2.3, 2.10)
3. Specific examination of Performance Assessments (NASP 2.1, 2.3, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Read (Good, et. al., 2001)

Spring Break: No Class

Date: 4/6/2009

Lesson 11: DIBELS (introduction)

Date: 4/13/2009

Objectives or Goals:

1. Review administration of DIBELS (NASP 2.1, 2.3, 2.10, 2.11)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Administer the DIBELS (protocol due in 2 weeks). (NASP 2.1, 2.3, 2.10, 2.11)

Lesson 13: Other Reasons for Academic Problems than SLD

Date: 4/20/2009

Objectives or Goals:

1. Discuss emotional/ behavioral factors impacting school performance. (NASP 2.5, 2.10)
2. Discuss slow-learner dx. (NASP 2.5, 2.10)
3. Discuss environmental and cultural factors impacting school performance. (NASP 2.5, 2.8, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. Administer the DIBELS (protocol due next week). (NASP 2.1, 2.3, 2.10, 2.11)
3. Read: (Gresham, 2002)
4. Debates preparations/ Final paper preparations (NASP 2.1, 2.3, 2.10, 2.11)

Lesson 14: Using RTI as a SLD diagnostic tool

Date: 4/27/2009 (Study Week)

Objectives or Goals

1. Review RTI model (NASP 2.1, 2.2, 2.3, 2.10)
2. Discuss current legislation on RTI as an SLD diagnostic option (NASP 2.1, 2.10)
6. Eligibility criteria for RTI (NASP 2.1, 2.10)
7. Determining interventions (NASP 2.2, 2.3, 2.10)

Assignments:

1. Continue WebCT discussions (at least 2 informative posts) (NASP 2.11)
2. DIBELS protocol is due. (NASP 2.1, 2.3, 2.10, 2.11)
3. Debate/ Final paper preparations (NASP 2.1, 2.3, 2.11)

Final Exam Date: Special Education for Mild SLD...Effective or Waste of Funds?

Date: May 4, 2009 at 6:00 PM

Objectives or Goals:

1. Integrate information from readings throughout the semester on learning disabilities. (NASP 2.1, 2.3, 2.10)
2. Demonstrate a comprehensive understanding of research not presented in class in these areas. (NASP 2.1, 2.3, 2.10, 2.11)
3. Break before next debate (10 min.)

Assignments:

1. Turn in the prepared notes for the debate (if applicable)
2. Turn in final paper (if applicable)

Final Exam Date: RTI vs. Discrepancy as SLD Diagnosis Debate

Date: May 4, 2009 at 6:00 PM

Objectives or Goals:

1. Integrate information from readings throughout the semester on SLD diagnostic methods. (NASP 2.1, 2.3, 2.10)
2. Demonstrate a comprehensive understanding of research not presented in class in these areas. (NASP 2.1, 2.3, 2.10, 2.11)

Assignments:

1. Turn in the prepared notes for the debate (if applicable)
2. Turn in final paper (if applicable)