

Psychology 777

Psycho-educational Assessment Techniques
Spring, 2004

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Class meeting: Wednesdays, 1:00 to 3:30, Maury Hall, Room 101

PURPOSE OF THE COURSE:

The purpose of this course is to assist graduate students in developing their skills in the area of psycho-educational assessment. Students will be presented with learning experiences designed to improve skills in test administrations, diagnosis, analysis and synthesis of results, report writing, and planning for interventions. Students will be expected to build upon knowledge and concepts learned in previous assessment and foundation courses and to incorporate those skills within the content of this course. Course work will include but not be limited to the following: intellectual assessment, learning and educational achievement, perceptual and processing functioning, and adaptive/behavioral assessment. Additional topics will include the issues of special populations and cultural diversity with respect to academic functioning and intervention, and assessment of pre-school children.

Course expectations include class attendance as well as involvement with out of class activities. All materials must be submitted by deadlines to receive full credit. In the event of an illness or emergency, please contact the instructor. Grades will be lowered for late reports without prior approval. Please notify the instructor immediately if you have special learning needs.

COURSE OBJECTIVES:

1. To introduce students to a variety of assessment techniques to evaluate learning environments, individual skills and student progress.
2. To assist students in developing the skills needed to administer a variety of formal and informal assessment techniques commonly used by psychologists and educators.
3. To develop a student's ability to select assessment techniques appropriate for the purpose of the evaluation.
4. To assist students in analyzing and integrating assessment results, identifying specific and well as generalized learning needs, and conceptualizing the link between assessment and intervention.
5. To familiarize students with federal, state and local regulations regarding the delivery of special education services.
6. To expand report writing skills, especially in the area of integration of results across domains of functioning.

7. To expose students to issues related to the assessment of special populations, non-biased assessment and changing assessment needs within the climate of school reform.

TEXTS:

Salvia, J. & Ysseldyke, J. E. (2001). Assessment: Eighth Edition. Boston; Houghton Mifflin Company .

Sattler, J M. (2002). Assessment of Children : Behavioral and Clinical Applications (4th Ed). San Diego, CA: Jerome M. Sattler, Publisher, Inc. ISBN 0-9618209-8-5

Sattler, J. M. (2001). Assessment of Children: Cognitive Applications (4th Ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.

Test Manuals

COURSE REQUIREMENTS:

1. Students will complete **three** comprehensive assessment cases with written reports on each. Subjects for some of these cases will be available through partnership arrangements by the instructor; students are expected to make individual arrangements for practice test subjects for the other course requirements as needed.
 - One assessment will be conducted on a child between the ages of **5 and 12** and will include an instrument from each of the following domains: **one intelligence measure, one achievement measure, one processing measure, one adaptive OR behavioral measure and one memory scale.** Permission forms and confidentiality information will be distributed in class.
 - The second assessment will be a pre-school evaluation conducted with a child **5 years or younger** and will include measures of **intelligence, achievement, visual-motor processing and adaptive OR behavioral functioning.**
 - The third case will be a **curriculum-based assessment and intervention** carried out in a regular elementary class and will include **classroom observations**, reference to the **Standards of Learning (SOLs)** for that grade level, **curriculum based measures in reading and math**, and **implementation of one of the classroom-based recommendations** from the assessment conducted. For this assessment case, selected elementary classrooms at Clymore Elementary School in Augusta County will be available to carry out this experience. Assignments will be made in pairs to specific classrooms with each student working with an individual child chosen by the participating teacher partner. Students will share their final revised reports with the teacher in a feedback session. An orientation to this experience will be provided by Linda Krause, teacher-in-residence in the School of Education, along with detailed guidelines for the observations, schedules, and the report.
 - All of these comprehensive assessments will incorporate both formal and informal techniques.
2. Students will administer each of the tests marked with an **asterisk*** on the attached list of assessment techniques with the protocol to be turned in for grading. Tests given as part of your comprehensive assessments (requirement 1) and in the prior cognitive assessment course (Psyc 674) count as part of this requirement and **do not** have to be administered again. To provide further practice with scoring, all protocols must be **peer checked** to receive credit. All scoring will be done by hand. If any major scoring errors are found in the administration or scoring of these tests, students will need to re-administer the instrument to receive credit.

3. For the final exam requirement, each student will be involved in an **Eligibility Team Meeting role-play** using the results from one of the comprehensive assessments conducted as part of the course. Members of the team will select the case they want to present. Students will be expected to incorporate their knowledge of federal, state and local special education regulations into these role-play proceedings. A mock demonstration of an eligibility meeting will be presented in class as a model for this experience.
4. Students will be responsible for reference materials assigned in class, test manuals for the major tests presented, and handouts provided by the instructor.
5. LAB FEE: There is a \$40 lab fee payable to the Psychology Department for use of test protocols and tests. This fee must be paid by **JANUARY 25th** to avoid a \$5 late charge. Nonpayment of this fee will result in an INCOMPLETE for the course.

GRADING CRITERIA:

Comprehensive Reports (3)	300 points
Final Exam (Eligibility Role Play)	100 points
TOTAL POINTS AVAILABLE= 400	

90-100% (360-400)	= A
88-89% (352-359)	= B+
80-87% (320-351)	= B
70-79% (280-319)	= C
(<280 points)	= F

SCHEDULE

Date	Content	Readings
Jan. 14	Intro & Course Overview	S&Y: Part 1 & p.160-171
Jan. 21	Referral Questions, Test Selection, Alternative Assessment Models	S&Y: Ch.11-14 Sc:Review Ch. 1-3
Jan. 28	Special Education Guidelines; Report Writing/Integrating results	S&Y: Ch.15 Sc: Chap. 19
Feb. 4	Classroom/behavioral observations;	S&Y: Ch. 10 Sb: Chap.4&5
Feb. 11	Preschool/Developmental Assess.	S&Y: Ch. 28 Sb: Chap.10,15 &16
Feb. 18	Perceptual Processing; Bender	S&Y: Ch. 24
Feb. 25	*Human Figure Drawings	
March 3	* Intelligence Tests	S&Y: Ch. 16-18
March 10	<i>NO CLASS- SPRING BREAK</i>	
March 17	Indiv. General Achievement Tests	S&Y: Ch.20 <ul style="list-style-type: none"> • 1st CASE DUE • Protocols DUE (Min.7)
March 24	Specific Achievement Tests: Reading	Sc: Chap. 17; S&Y: Ch. 21
March 31	Written Language	S&Y: Ch. 23
April 7	Specific Achievement Tests: Math	S&Y: Ch.22 2nd CASE DUE <ul style="list-style-type: none"> • Protocols DUE (Min.7)
April 14	Adaptive Behavior	S&Y: Ch. 26 Sb: Chap. 7 & 13
April 21	Assessment of ADHD; Issues in Assessment of Gifted and Talented	Sb: Ch. 11 & 14
April 28	Linking Assessment to Intervention; Eligibility Mtg. Demonstration	S&Y: Ch. 29 3rd CASE DUE <ul style="list-style-type: none"> • Remainder of Protocols Due
May 5	FINAL EXAM: Eligibility Role Plays	