

ASSESSMENT OF SCHOOL-AGED CHILDREN AND ADULTS

Instructor: Anthony M. Adamowski
Spring Semester 2018

Tuesdays: 4:15 – 6:45 PM
Water Tower Campus
Corboy Law Center, Room 602
25 E. Pearson

Thursdays: 4:15 – 6:45
Water Tower Campus
Corboy Law Center, Room 205
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Course Dates: 1/16/2018 – 5/05/2018

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COURSE DESCRIPTION

Within the school psychology program, CIEP 480 is designed to teach diagnostic problem-solving skills for early identification and referred student academic and behavioral issues. A primary goal is the development of professional technical competencies in the administration, and interpretation of a wide variety of intellectual measures from a culturally competent perspective. Students are also exposed to functional assessment of academic and behavior difficulties. A critical approach to the evaluation of diagnostic instruments is interwoven throughout the entire course. The importance of issues such as ethical test use, standardization, reliability, and validity will be emphasized.

CIEP 480 is typically taken within the first year of study within the Ed.S. School Psychology program. Ph.D. candidates take the course early in their training as well, if they have not previously taken this specific course in their master's preparation. Because the emphasis within the Ed.S. and Ph.D. program of study is based on prevailing theories in educational psychology, students are required to take CIEP 450 (Educational Psychology) before enrolling in the course. CIEP 450 is intended to provide students with a background in learning theory, cognitive science and the interdependence between educational psychology theoretical principles, and applied school psychological practice within the schools. Students are also required to have a basic background in statistical applications to education, including an understanding of measures of central tendency, standard deviation, standard error of measurement, norms, and the limitations of norm-referenced tests and measurement.

Conceptual Framework

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of social action through education. Within a social justice framework, professionals are prepared for advancing distributive justice. This course emphasizes the equitable and nonbiased use of individualized assessment instruments and an understanding of the responsibilities associated with culturally competent assessment. The student's understanding of the application of the course to the conceptual framework is assessed through the written evaluations completed by students, as well as through in-class small group exercises and various practice assignments. Our conceptual framework is described here: www.luc.edu/education/mission/

Syllabus Addendum Link:

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Diversity and Culturally Competent Assessment

The development of professional skills with a diverse population is a thread throughout the course. Emphasis is placed on historical misuse of tests with underrepresented groups, and one's professional responsibility to use tests and measurement in a culturally competent manner. Students are evaluated on their sensitivity to diverse populations during in-class exercises and in the completion of standardized assessments and subsequent written reports.

Use of Technology

We cover ethical guidelines associated with computerized scoring and interpretation of protocols. Also, one's ability to maximize features of word processing programs for efficiency in report writing is expected. Additionally, most support material (power points, class activities, scoring rubrics, assignments, and handouts) for this course is posted on Sakai and thus students are expected to access these materials from this source.

<https://sakai.luc.edu>

Although the use of technology is encouraged to assist with tasks related to the course and your development as a school psychologist, cell phones are expected to be put away and silenced during class time. If a laptop or iPad is brought to class, it is expected that it be used only for class activities such as taking notes or displaying a current power point. Checking email, completing assignments during instructional time, social networking, and Internet surfing should not be done during class time. This is aligned with expected behaviors for practicing school psychologists.

COURSE OBJECTIVES

The specific objectives for the course are in accordance with the primary goal of the Loyola University of Chicago Ed.S. And Ph.D. programs of study in school psychology. Specifically, the major focus of the school psychology program is the training of professional school psychologists with a strong theoretical knowledge base in psychology and the practical competencies needed to provide psychological services in the schools. Within the Ed.S. Program, the emphasis is on the development of practical skills in the areas of assessment, intervention and consultation for entry-level practice within public schools, primarily within Illinois. At the doctoral level, the focus is on further development of professional competencies, and an increased focus on the generation of scientific applied research related to school psychology and the educational needs of an increasingly diverse student population. The Ed.S. And Ph.D. programs of study in school psychology offer an integrated, planned sequence of courses with the ultimate goal of training practitioners and scholars who take a critical problem-solving approach to case conceptualization. The incorporation of research and scientific data in professional decision-making is a core concept developed throughout the training sequence.

A major principle within the school psychology program is the training of practitioners and scholars who are aware of multicultural and diversity issues, and the sociopolitical issues that underrepresented groups continue to face in society. The current course introduces students to historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention conducted with youth from underrepresented groups. The requirements of legislation, such as the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act in the service of individuals from underrepresented groups and those with disabilities are reviewed. The application of professional ethical standards such as the NASP Specialty Guidelines, the Ethical Principles of Psychologists, Standards for Educational and Psychological Testing, and the APA Guidelines for Providers of Services to Ethnic, Linguistic, and Culturally Diverse Populations are discussed within the context of the course.

As this course is one of the first applied courses within the school psychology program, substantial efforts are made to orient students to their future and professional roles and activities. The role of the school psychologist in applying diagnostic skills in the early identification and intervention for a range of behavioral and academic issues is examined. The professional role of the school psychologist as part of a mandated professional under the Individuals with Disabilities Education Act (IDEA) act, as an essential consultant to prereferral teams, and as a member within a multi-disciplinary team (MDC) is considered through case studies involving assessment data, and recommended interventions, driven from the data.

M.Ed. and Ph.D. Objectives for the Course -NASP Standards Covered

1. A conceptual understanding of the major statistical principles regarding measurement and assessment, and a critical review of test instruments and test manuals. The development of critical skill in the evaluation of measures for a specific use and/or a specific population (NASP Standard 1) - Assessed through Case Study Evaluation, In-Class Exercises, and Practice Assignments.
2. A discussion of the limitations of psychometric tests, with an overview of alternative methods of assessment, including curriculum-based measurement within the context of an overall referral question (NASP Standard 1, NASP Standard 10) -Assessed through In-Class Exercises.
3. Exposure to the major theories of intelligence, and an understanding of the history and current trends in intellectual assessment, particularly as it relates to ethical and legal uses of tests and assessment devices with under-represented groups (NASP Standard 10, NASP Standard 5) - Assessed through In-Class Exercises.
4. An understanding of the standardization procedures, appropriate uses, normative data, and appropriate interpretation of a wide variety of intellectual assessment instruments (NASP Standard 10, NASP Standard 5) - Assessed through Case Study Evaluation and In-Class Exercises.
5. Clinical use of the most widely used measures of intellectual assessment, and the development of appropriate technical skills required to administer the tests in a standardized manner (NASP Standard 1, NASP Standard 10) -Assessed through Case Study Evaluation and In-Class Exercises.
6. Clinical practice involved with the compilation of test data, appropriate interpretation, and synthesis of findings in a report format (NASP Standard 1, NASP Standard 2, NASP Standard 3) -Assessed through Case Study Evaluation, In-Class Exercises, and Practice Assignments.
7. An understanding of the clinical populations that are referred for intellectual assessment, and increased ability to make decisions regarding the appropriate measure for the referral question. (NASP/ISBE Standard 1, NASP ISBE Standard 10) -Assessed through Case Study Evaluation and In-Class Exercises.

8. Exposure to the ethical principles developed for the use of psychological measurement, and development of internal standards for assessment. Specific material involves ethical principles described by Sattler (textbook), APA guidelines regarding assessment, NASP guidelines regarding assessment, and Standards for Educational and Psychological Testing, (published jointly by American Educational Research Association, American Psychological Association, and National Council on Measurement in Education) (NASP/ISBE Standard 10) - Assessed through In-Class Exercises and Case Study Evaluation.

9. Increased skill in verbally reporting test findings to consumers of psychological assessments, particularly parents, and teachers. Increased skill in developing recommendations resulting from assessment findings (NASP/ISBE Standard 1, NASP/ISBE Standard 2, NASP/ISBE Standard 3) Assessed through In-Class Exercises.

10. Improved skill in the development of written professional psychological reports (NASP/ISBE Standard 2, NASP/ISBE Standard 10) -Assessed through Case Study Evaluation and Practice Assignments.

11. An integrated knowledge base related to multicultural and diversity issues, and application of this knowledge in appropriate and ethical assessment and intervention with under-represented groups. The development of clinical skills related to the non-biased assessment of ethnic minorities and other under-represented groups (NASP/ISBE Standard 5) – Assessed through In-Class Exercises.

IDEA ESSENTIAL/IMPORTANT COURSE OBJECTIVES

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, and/or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by school psychologists.
5. Acquiring skills in working with others as a member of a team.

TEXTBOOKS/REQUIRED MATERIALS

Required Textbooks:

None. All reading will be provided by the instructor either via files uploaded to Sakai or via weblinks.

Required Protocols (supplied by instructor)

- Practice protocols will be distributed in class and/or posted on Sakai for in-class projects and practice assignments.
- The instructor will supply protocols for the administration of the WISC-V to volunteer subjects.

Required Materials:

- 1) *Stopwatch* (bring to every class) - A start/stop/reset without beep.
- 2) *Calculator* (bring to every class)
- 3) *School-age volunteer participants* between the ages of 6 and 16 – dependent on instrument age range.

Suggested Materials:

- Three 3-ring binders (1 – 1 ½ inch): Useful for organization of materials from each assessment instrument and other handouts provided by the instructor.

IDEA Course Evaluation Link for Students:

- Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

LiveText:

- All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. The link to LiveText can be found here: [LiveText](#).

COURSE REQUIREMENTS

PLEASE NOTE: Due to class sizes and limited test kit availability, students will work with partners/groups for the purpose of sharing test kits and completion of some assignments. Students are encouraged to choose their groups based on proximity to each other to provide greater ease sharing test kits. Test kits will be separated in the library with an allotted number per section available.

The skills obtained in this course are necessary prerequisites for the professional practice of school psychology. It is imperative that students become competent in the administration, scoring, and interpretation of the intellectual measures, as well as report writing from a culturally competent perspective.

Class Attendance: This class is intensive and developmental in nature. Missing a class will put the student at a great disadvantage, since there is no way to make-up the missing experience of a class session. Class attendance and participation are expected.

In-Class Group Projects:

Students will work in cooperative groups during class time to complete activities related to the subject material presented in class.

Partner Project:

Students will work in pairs (outside of class) to complete an activity related to course content.

Practice Assignments:

Students will independently complete assigned practice activities (outside of class) related to the subject material presented in class.

Test Administration & Report Writing:

Students will complete one case study evaluation using a volunteer subject. This includes a full WISC-V test administration and report write-up.

Culminating Activity:

Students will be provided with an opportunity demonstrate competence with regard to skills that they have learned during the semester and reflect upon the need for continued professional development. More specific information regarding both content and format will be provided during the semester.

EVALUATION CRITERIA FOR COURSE

Grading Procedure

In Class Group Projects:	10 @ 10 points each	100 possible points
Partner Project	1 @ 30 points each	30 possible points
Practice Assignments:	5 @ 20 points each	100 possible points
WISC-V Protocol	1 @ 75 points	75 possible points
WISC-V Report	1 @ 60 points	60 possible points
Culminating Activity	1 @ 35 points	35 possible points
TOTAL		400 possible points

Grades will be assigned as follows:

A	380-400 points
A-	360-379 points
B+	345-359 points
B	330-344 points
B-	320-329 points
C+	305-319 points
C	290-304 points
C-	280-289 points
D	240-279 points
F	239 points or less

- For students in the School Psychology Ed.S. or Ph.D. programs of study, a grade of C or below will necessitate that the course be retaken with a "B" or better before enrolling in the practicum (typically taken during the second year of study).
- If a final grade of C or below is earned by students in programs other than school psychology, respective program directors will be notified regarding this performance.

CONFIDENTIALITY

Confidentiality of Subjects: NO subject last names should be placed in the reports, on the protocols, or on any other related documents. Please use the individual's first name and last initial for protocol and reports. Students should include the permission slip to test the subject in a sealed envelope with the protocol and worksheet. **If last names are used then a major error will have occurred.**

HAND IN PROTOCOLS AND OTHER RELATED MATERIALS A BROWN ENVELOPE WITH YOUR NAME ON THE FRONT. Put the signed parent consent form in an envelope in this larger envelope and submit with the protocol. **Protocols will not be accepted or graded without accompanying consent form; therefore, if you come to class to submit the protocol on its due date without the consent, once it is submitted it will be considered late and points will be deducted.**

VOLUNTEER SUBJECTS

It is the responsibility of the student to locate a volunteer subject. A signed consent form (located on Sakai) must be turned in with the protocol in a sealed envelope. Subjects must fall within the normative requirements of the test (i.e., between the ages of 6-16 for the Wechsler Intelligence Scale for Children –5th Edition).

Students cannot disclose the results of the testing to the participants (this is also stipulated in the consent form), or imply that the assessment results are valid in any way. Testing participants (and their parents) should be informed about the voluntary nature of their involvement and that the testing situation is for training purposes. This procedure is part of our emphasis on ethical practice and professional training.

TEST KIT CHECK OUT AND USAGE:

There are limited numbers of test kits available and they have been split between two sections. Students will self-select a group of two or three to be in, and the members of the group will share one test kit among themselves. Test kits are checked out for one week at a time on the 6th floor of the library (25 E. Pearson). Test kits **MUST** be renewed in person and you **MUST** bring the entire test kit with you to the library in order to renew it for a second week. If there is not another test kit available in the library you will not be allowed to renew your test kit. For this reason, students are encouraged to collaborate with each other regarding test kit renewal. Please remember the importance of sharing your test with the members of your group.

DISPOSITIONS:

Each course in the School of Education focuses on one or more professional dispositions. Students in this course are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, inquiry, and social justice. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

WEEK	DATE	TOPICS	READINGS	ASSIGNMENT DUE
1	TUE 1/16 (both sections)	Syllabus Overview Class Orientation Introduction to Assessment and Measurement		K-W-H-C-E (in class) Daniel Hoffman Case Discussion
2	TUE 1/23 THU 1/25	Overview of Assessment Historical Foundations Introduction to Norm-Referenced Assessment	https://statistics.laerd.com/statistical-guides/measures-central-tendency-mean-mode-median.php https://en.wikipedia.org/wiki/Standard_deviation http://www.interventioncentral.org/sites/default/files/rti_rioticel_data_collection.pdf http://www.cal.org/flad/tutorials/reliability/3andvalidity.html http://fldoe.org/core/fileparse.php/7567/urlt/y1996-7.pdf PPT: Introduction to Assessment (on Sakai)	Student Data Sheet In Class Group Project 1: KBIT-2
3	TUE 1/30 THU 2/1	Overview of Assessment Historical Foundations Introduction to Norm-Referenced Assessment	https://statistics.laerd.com/statistical-guides/measures-central-tendency-mean-mode-median.php https://en.wikipedia.org/wiki/Standard_deviation http://www.interventioncentral.org/sites/default/files/rti_rioticel_data_collection.pdf http://www.cal.org/flad/tutorials/reliability/3andvalidity.html http://fldoe.org/core/fileparse.php/7567/urlt/y1996-7.pdf PPT: Introduction to Assessment (on Sakai)	In Class Group Project 2: M&M Activity
4	TUE 2/6 THU 2/8	Test Administration Introduction to the WISC-V (Practice Assignment #1 presented)	WISC-V Administration & Scoring Manuals (in test kit) http://www.slideshare.net/iapsych/chc-theory-101-from-general-intelligence-g-to-chc-theory	In Class Group Project 3

5	TUE 2/13 THU 2/15	No formal class meeting – work on Partner Project (WISC-V Treasure Hunt)	WISC-V Administration & Scoring Manuals (in test kit)	<i>Complete the “WISC-V Treasure Hunt” activity prior to next class</i>
6	TUE 2/20 THU 2/22	WISC-V (continued) (Practice Assignment #2 presented)	WISC-V Administration & Scoring Manuals (in test kit)	Practice Assignment #1 Partner Project: “WISC-V Treasure Hunt” In Class Group Project 4
7	TUE 2/27 THU 3/1	WISC-V (continued) (Practice Assignment #3 presented)	WISC-V Administration & Scoring Manuals (in test kit)	Practice Assignment #2 In Class Group Project 5
8	TUE 3/6 THU 3/8	SPRING BREAK	NO CLASS	
9	TUE 3/13 THU 3/15	WISC-V Interpretation Report Writing	WISC-V Administration & Scoring Manuals (in test kit)	Practice Assignment #3 In Class Group Project 5 <i>Complete WISC-V testing by next week</i>
10	TUE 3/20 THU 3/22	WISC-V Interpretation Report Writing (Practice Assignment #4 presented)	TBA	WISC-V Practice Case Protocol Due – Raw Scores In Class Group Project 6
11	TUE 3/27 THU 3/29	EASTER WEEK	NO FORMAL CLASS MEETING	
12	TUE 4/3 THU 4/5	Ethical Considerations Ethnic Minority Students	https://www.nasponline.org/D ocuments/Standards%20and% 20Certification/Standards/1 %20Ethical%20Principles.pdf	Practice Assignment #4 due In Class Group Project 7
13	TUE 4/10 THU 4/12	Introduction to the WAIS- IV: Administration, Scoring, Interpretation (Practice Assignment #5 presented)	TBA	WISC-V Practice Case Protocol Due – Derived Scores and Analysis Pages In Class Group Project 8
14	TUE 4/17 THU 4/19	Other Measures of Cognitive Functioning Measures of Adaptive Behavior	TBA	Practice Assignment #5 due In Class Group Project 9
15	TUE 4/24 THU 4/26	Normative Measures of Academic Achievement	TBA	WISC-V Practice Written Case Report Due In Class Group Project 10
16	TUE 5/1 THU 5/3	Culminating Activity	None	