

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP 480-001/002: Assessment of School-Aged Children and Adults
Spring 2020**

Tuesdays, 1-3:30pm
Corboy Law Center, room 523

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COURSE DESCRIPTION

A necessary component of becoming a skilled school psychologist who can engage in socially just practices is the development of technical competencies in the administration and interpretation of a wide variety of intellectual measures from a culturally competent perspective. In this course, students are exposed to the theory of “intelligence,” theories of the measurement of intelligence, a diverse variety of intellectual measures (both verbal and nonverbal), and the interpretation of scores from intellectual measures in the context of special education referrals. The importance of issues such as ethical test use, standardization, reliability, and validity will be emphasized, especially in the context of cultural responsiveness. 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.

REQUIRED TEXTBOOKS

In addition to articles and sources posted on Sakai, students are expected to obtain the following text for this course:

Brue, A. W. & Wilmschurst, L. (2016). Essentials of intellectual disability assessment and identification. Wiley & Sons, Inc: Hoboken, NJ.¹

Flanagan, D. P. & Alfonso, V. C. (2018). Essentials of specific learning disability identification. Wiley & Sons, Inc: Hoboken, NJ.²

Flanagan, D. P., McDonough, E. M., & Kaufman, A. S. (2018). Contemporary intellectual assessment, fourth edition: Theories, tests, and issues. Guilford Press: New York, NY.³

¹ Note that this text is available electronically through the Loyola University Library.

² Note that this text is available electronically through the Loyola University Library.

³ Note that this text is available electronically through the Loyola University Library and a copy is on reserve at the Lewis Library on the 6th floor of the Corboy Law Center.

ESSENTIAL COURSE OBJECTIVES

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public

NASP STANDARDS

The school psychology program at Loyola University Chicago is also a NASP accredited EdS program. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain II to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, you will learn content aligned to the following standards:

- Data-based Decision-Making (2.1)
- Diversity in Development and Learning (2.8)
- Legal, Ethical, and Professional Practice (2.10)

APA COMPETENCY BENCHMARKS

The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- Relational (#5 Relationships)
- Application (#9 Assessment)
- Systems (#16 Advocacy)

METHOD OF INSTRUCTION

This course is a graduate level course and therefore graduate level instructional practices will be used. Students should expect to dedicate 6-8 hours per week on average to completing work for this course (inclusive of class meeting time). Students are expected to come to class having read the assigned readings as the instructor does not make a habit of providing lectures on reading assignments. This course will consist of mainly group discussions, group activities, and student presentations, with some lectures from time to time.

Due to the high application format of the course, attendance at each class session is expected. Students are expected to arrive on time and stay until the end of class. Attendance will be taken at the start of each class session. No make-up work will be given for absences. The instructor reserves the right to ban laptops or other electronic devices if students are distracted and disengaged because they are texting or emailing during instructional time.

Lab sessions will also be provided throughout the semester that are facilitated by the TA for this course in order to support students in mastering the administration of intellectual assessments and report writing. **All sessions will be held in CLC 711.** Students will need to RSVP for a session by emailing the TA (ehealy@luc.edu). A session will be cancelled 24 hours prior if no students RSVP. The dates and times for these sessions will be:

February 11 at 10:30-12pm (WISC-V)

March 10 at 11-12pm (KABC-II NU)

February 25 at 11-12pm (SB-5)

April 7 at 10:30-12pm (Report Writing)

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

ENGAGEMENT

Supportive Learning Environment. Students will be engaged in a community building and norms session on the first day of class in order to collectively build the expectations for behavior while together in class. Once these norms are set, students will be responsible for ensuring that they are upholding these norms and respecting their peers to support the establishment of a safe and supportive classroom environment. These norms will be revisited at the beginning of each class.

Attendance. Considering the method of instruction, attendance is an important part of a student's engagement in this course. Students should do their best to attend all classes. Attendance can be excused in advance by contacting the instructor before an absence, otherwise it will be considered an unexcused absence. Examples of excused absences include illness or unforeseen personal circumstances.

DISPOSITIONS

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a

student's grade. 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 faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

TECHNOLOGY

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to assist students in navigating library resources.

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 unless the instructor gives students explicit permission to use their phone during instruction. If a laptop or iPad is brought to class, it is expected that it be used only for class activities, such as taking notes. Checking email, texting, 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. If one needs to take a phone call or text, you are expected to remove yourself from the classroom and return when you are finished.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and,

depending on the behavior, may receive a disposition warning.

LANGUAGE AND IDENTITY

Our use of language as school psychologists can serve a tool for creating an inclusive community. Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child with an Autism Spectrum Disorder, instead of “Autistic kid.” In terms of race, we may say student of color. Further, we will practice using the pronouns “they” and “them” to represent individuals who are gender non-binary. Note that some in the disabled community prefer that you use their identity first in describing them. For instance, someone who is Deaf may prefer that you refer to them as a Deaf woman, man, or person. See chapter 5 of the Publication Manual of the American Psychological Association, 7th edition for further clarification or the National Inclusion Project for great resources.

STUDENTS WITH SPECIAL NEEDS

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola standards.

TEST SECURITY AND RESPONSIBILITY

Many of the testing materials (e.g. manuals, protocols, scoring templates, kits, etc.) utilized in this course are secure tests. Sharing the materials or allowing others (e.g., friends, relatives, or co-workers who are not in/have not taken this course) to look at, play with, or examine materials violates test security and is a breach of ethical and professional standards. You are responsible for any damage, loss, or theft that occurs while test materials are signed out to you. As necessary, follow procedures for checking out test kits from the library. Each time you check out a test kit, you should ensure all necessary items are present and intact. Please notify me immediately if you find any piece missing from a test kit. Failure to do so will result in you being charged for the missing item or for the purchase of an entirely new test kit.

COURSE EVALUATION

Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

ASSIGNMENTS

All assignments are expected to be completed as a Word document and submitted via Sakai. **No work will be accepted via email or in hard copy. No PDFs or RTI formatted documents will be accepted.** Assignments should also be written using Times New Roman and 12-point font with 1-inch margins. Assignments that do not comply will be returned and will not be graded.

Personal Statement on Intelligence. Students will begin the semester connecting with their own experiences related to the assessment of intelligence. For this assignment, students will write a 2-3 page essay on their position related to intelligence. See the end of this syllabus for the rubric for this assignment. This position must include:

1. a definition of intelligence in her/his/their own words,
2. a personal story that explains how intelligence is demonstrated or expressed,
3. a statement on the importance of assessing for intelligence to inform the understanding of the functioning of children, and
4. a self-assessment of one's performance using the provided rubric for the assignment.

Test Administration Case #1. After learning about the WISC-V, SB-5, and KABC-II NU, students will be expected to practice one of these assessments on a child between the ages of 8 and 18 or an adult. Components of the administration should include:

1. a signed consent form for the child/adult to be assessed for training purposes,
2. an age appropriate assessment of intelligence,
3. a completed protocol for the assessment given,
4. a video recording of the student administering the assessment where the stimulus book and student are clearly visible, and
5. a self-assessment of one's performance using the provided rubric for the assignment along with a 1-2 page self-reflection on the strengths and areas for growth for subsequent test administrations.

Students should bring the completed protocol to class on the date the assignment is due for an in class activity. The video should be transferred to a link via VoiceThread or Panopto and then the link can be shared in Sakai. The self-assessment and reflection should be uploaded to Sakai before class along with the video.

Test Administration Case #2 Report. Students will be expected to assess a second case using the WISC-V, SB-5, or KABC-II NU. The case for this assignment must be a child between the ages of 8 and 18. If the student assessed a child for Case #1, a different child must be assessed for this assignment. Also, students should not use the same test for this assignment that they used in Case #1. Components of the administration must include:

1. a signed consent form for the child to be assessed for training purposes,
2. a completed protocol for the assessment given that is accurate in scoring,
3. a report formatted based on best practices discussed in class that demonstrates the student's ability to analyze a profile of composite scores from an assessment, provide a

hypothesis based on an analysis, and create recommendations for the child based on the hypothesis, and

4. a self-assessment of one's performance using the provided rubric for the assignment along with a 1-2 page self-reflection on the strengths and areas for growth for subsequent test administrations.

Engagement. As a form of check for understanding before a class session, students will be asked to complete regular reflections on the course readings as part of their engagement grade. Students who do not complete a reflection when assigned, will have 10 points deducted from their engagement grade in the course. Absences that accrue more than one day may result in a deduction of 5 points from a student's engagement grade in the course.

EVALUATION & GRADING PROCEDURES

Grades will be assigned based on one's collective performance on graded assignments, engagement in the classroom, and reflection on course content. All assignments will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. The rubric for each assignment is posted in Sakai for the respective assignment and at the end of this syllabus. Before an assignment is due, the instructor will go over the rubric in class for clarity. Students are responsible for asking questions and seeking further clarification if the expectations for the assignment based on the rubric are unclear. The components of one's grade are as follows:

Assignments	Points Possible
Personal Statement on Intelligence	100
Test Administration Case #1	100
Test Administration Case #2 Report	100
Engagement	100

Grades will be given using the following scale:

Grade	%
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

COURSE OUTLINE

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments
January 14th	Introduction	None	
January 21st	The Origins of Intellectual Assessment; Cultural Issues in Intellectual Assessment	Flanagan et al. (2018) Chps. 1, 2 Sakai: Washington (2019) Introduction	
January 28th	Contemporary Theoretical Perspectives; Test Bias	Flanagan et al. (2018) Chps. 3, 6 Sakai: Braden (1999); Helms-Lorenz & Van de Vijver (1995)	Personal statement on Intelligence due January 31 st before midnight.
February 4th	WISC-V	Flanagan et al. (2018) Chp. 9	
February 11th	SB-5	Sakai: Roid & Pomplun (2012)	
February 19th	NASP Convention		
February 25th	KABC-II NU; CAS-2	Flanagan et al. (2018) Chps. 12, 15 Sakai: Naglieri et. al. (2005) Naglieri et al. (2007)	
March 3 rd	LUC Spring Break		
March 10th	WJ-IV; DAS-2	Flanagan et al. (2018) Chps. 13, 14	
March 17th	Report Writing	None	Test Administration due March 17 th before class. <i>Students should bring their protocols from the Test Administration Case #1 to class.</i>
March 24th	Cultural Validity of Intellectual Assessments <i>Guest Speaker: Brooke Soupenne , Spanish Speaking School Psychologist</i>	Flanagan et al. (2018) Chp. 25 Flanagan & Alfonso (2018) Chp. 11	

March 31st	Individual Feedback Sessions (via Zoom)		
April 7th	Nonverbal Intelligence Tests	Flanagan et al. (2018) Chps. 17, 20 Sakai: Reesman et al. (2014) Romelse et al. (2015)	
April 14th	Intellectual Disabilities (ID)	Flanagan et al. (2018) Chp. 23 Brue & Wilmshurst (2016) Chps. 3, 6	
April 21st	Specific Learning Disabilities (SLD)	Flanagan et al. (2018) Chp. 22 Flanagan & Alfonso (2018) Chps. 6, 7 Sakai: Benson et al. (2019) Kranzler et al. (2019)	
April 28 th	Giftedness	Flanagan et al. (2018) Chp. 21 Sakai: Coleman (2016) Harradine et al. (2014)	Case Report due May 1 st before midnight.

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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. You can access more information on LiveText here: [LiveText](#).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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***.

Personal Statement on Intelligence Rubric

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p>The Statement provided includes a definition of intelligence that is in the student's own words.</p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>In the Statement, a personal story is shared and it demonstrates how intelligence is expressed.</p> <p style="text-align: center;"><i>30 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The Statement includes a position on the importance of assessing for intelligence in children.</p> <p style="text-align: center;"><i>30 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The Statement is written professionally and does not contain spelling, grammatical, or typographical errors.</p> <p style="text-align: center;"><i>10 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The student self-assessed by using this rubric.</p> <p style="text-align: center;"><i>10 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		

Test Case Administration #1 Rubric

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p>The assessment selected is appropriate for the age of the adult or child that was tested.</p> <p style="text-align: center;"><i>5 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The scoring of responses on the protocol is accurate and without significant errors.</p> <p style="text-align: center;"><i>25 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The student followed the administration protocol for the assessment and did not break standardization.</p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The student administered all of the core subtests.</p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The student accurately established basal and ceiling for the majority of the subtests given.</p> <p style="text-align: center;"><i>20 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The student self-assessed by using this rubric and provided a 1-2 page self-reflection as directed.</p> <p style="text-align: center;"><i>10 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		

Test Case #2 Administration Report

Criteria	Does Student's Work Meet Criteria?	Strengths	Areas for Growth
<p>The assessment was administered and scored using the assessment's standardized procedure.</p> <p style="text-align: center;"><i>30 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>A report is provided that is professional and formatted based on best practices (this includes spelling and grammatical errors).</p> <p style="text-align: center;"><i>5 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>Behavioral observations are included that clearly describe the child's behavior during testing and includes an assertion about validity and reliability of results based on the child's behavior.</p> <p style="text-align: center;"><i>10 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The report includes a descriptive write-up of the scores from the assessment given and professionally formatted data tables of results.</p> <p style="text-align: center;"><i>15 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		
<p>The report includes an analysis of profile scores by describing the scatter between composite and subscale scores.</p> <p style="text-align: center;"><i>15 points</i></p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Not Yet</p>		

<p>The report includes a hypothesis of the child's intellectual functioning based on the analysis of profile scores.</p> <p><i>10 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The report includes at least 3 recommendations for the child that will support her/his development based on the stated hypothesis.</p> <p><i>5 points</i></p>	<p>Yes</p> <p>Not Yet</p>		
<p>The student self-assessed by using this rubric and provided a 1-2 page self-reflection as directed.</p> <p><i>10 points</i></p>	<p>Yes</p> <p>Not Yet</p>		