

<p style="text-align: center;">ANDREWS UNIVERSITY School of Education Educational and Counseling Psychology EDPC 633: Assessment III – Advanced Interpretive and Processing Applications</p>

Instructor: Rudi Bailey, Ph.D.
Office: Bell Hall, Room 151
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Classroom: Bell Hall 183
Class Hours: T 6:30 pm - 9:20 pm
Jan 2007

Course Description:

This course is a study of processing instruments and their contributions to the assessment process. Emphasis will be placed on integrating information from multiple sources and developing a cross-battery approach to assessment and report writing. This course covers tier three assessment but reference will also be made to tier one and two assessments.

Philosophy and Integration of Faith and Learning:

Because Andrews University students are encouraged to develop their spiritual, mental, physical, and social life as part of a balanced Christian lifestyle, this class will provide activities which are intended to prepare psychologists for excellence in administering and interpreting, diagnostic instruments, consultation and service to the community, and research. The course is designed in part to meet the unique and varied needs of a multicultural clientele. By precept and example, the course is intended to demonstrate respect for human diversity and the uniqueness of each person as one created by God. As companions in learning, students and faculty are committed to global Christian service. These purposes are reflected in the specific objectives and content of this course

School of Education Elements:

1. *Worldview* - Addresses the appreciation of the perspectives of others and a personal development of a personal philosophy from which action and service arise.
2. *Human Growth and Change* - Addresses the principles of growth, development and learning and the use of these principles to effect positive change.
3. *Groups, Leadership, and Change* - Addresses the principles of group behavior and the use of these principles to effect positive change for individuals and organizations.
4. *Communication and Technology* - Addresses oral, written, intrapersonal and interpersonal communication as an essence of human behavior, and technology as it enables, supports and enhances human interaction and learning.
5. *Research and Evaluation* - Addresses valuing and conducting disciplined inquiry for decision making.
6. *Personal and Professional Growth* - Addresses the commitment to holistic personal and professional growth

Course Knowledge Base:

This course addresses the principles of human growth and development, evaluation and assessment, oral, written, intrapersonal and interpersonal communication. These principles are used to effect positive personal and professional growth.

Course Objective:

By the end of the course the student should have achieved beginning competency in:

1. Selecting appropriate methods for the psychological assessment of children with special emphasis on selecting appropriate procedures for the assessment of specified special needs populations. (Human growth and development, Professional growth)
2. Administering selected psychological instruments for the assessment of processing skills and special abilities of school age children (emphasis is on intra-individual abilities (skills) rather than inter-individual skills (in contrast with Assessment I):
3. Understanding the research available on the abilities measured by various subtests of standard and non-standard instruments in order to facilitate a cross-battery approach. (Research and Evaluation)
3. Interpreting test findings in the context of the child, the environment and the interactions between the two. (Worldview; Research and Evaluation)
4. Communicating assessment findings and writing sophisticated psychological reports. (Communication and Technology)
5. Making recommendations, based on assessment procedures. (Leadership and Change; Human Growth and Change)
6. Using relevant measurements concepts. (Research and Evaluation)
7. Evaluating assessment instruments. (Research and Evaluation)
8. Using psychological assessment procedures ethically. (Research and Evaluation; Personal and Professional Growth)

Study Sources:

Please read the required text as soon as possible.

Required:

Lichtenberger, E. O., Mather, N., Kaufman, N. L. and Kaufman, A. S. (2004). *Essentials of Assessment Report Writing*. New Jersey: Wiley & Sons, Inc.

Prifitera, A., Saklofske, D.H., & Weiss, L.G. (2005). *WISC-IV: Clinical Use and Interpretation*. Burlington, MA: Elsevier Academic Press.

Weiss, L.G., Saklofske, D.H., Prifitera, A., Holdnack, J. A. (2006). *Advanced Clinical Interpretation*. Burlington, MA: Elsevier, Academic Press.

- Sattler, J.M.(2001). *Assessment of children: cognitive applications*. San Diego: Jerome M. Sattler, Publisher.
- Sattler, J.M. (2001). *Assessment of children: behavioral and clinical applications*. San Diego: Jerome M. Sattler, Publisher.
- Sattler, J.M.(2004). *Assessment of children: WISC-IV and WPPSI-III supplement*. San Diego: Jerome M. Sattler, Publisher.
- Optional:*
- Dawson, P. & Guare, R. (2004). *Executive skills in children and adolescents*. New York: The Guilford Press.
- Flanagan, D.P. & Ortiz, S. O. (2001). *Essentials of cross-battery assessment*. New York: John Wiley & Sons.
- Groth-Marnat, G. (2000). *Neuropsychological assessment in clinical practice: A guide to test interpretation and integration*. New York: John Wiley & Sons.
- Hale, J.B. and Fiorello, C. (2004) *School Neuropsychology*. New York: Guildford Press.
- Jiron, C. (2004). *Brainstorming: using neuropsychology in the schools*. Los Angeles: Western Psychological Services.
- Lyon, G. R. & Krasnegor, N.A. (1996). *Attention, memory, and executive function*. Baltimore: Paul H. Brooks.
- Mather, N. & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: John Wiley & Sons.
- Ownby, R.L. (1997). *Psychological reports: A guide to report writing in professional psychology, third edition*. New York: John Wiley & Sons.
- Simeonsson, R.J. & Rosenthal, S.L. (2001). *Psychological and developmental assessment: Children with disabilities and chronic conditions*.
- Silver, L.B. (1989). *The assessment of learning disabilities: Preschool through adulthood*. Boston: College-Hill Press.
- Temple, C. (1997). *Developmental cognitive neuropsychology*. Hove, East Sussex, UK: Psychology Press, Ltd.
- Walker, H.M., Ramsey, E., Gresham, F.M. (2004). *Antisocial behavior in school: Evidence based practices, second edition*. Belmont, CA:Wadsworth.

Other sources:

- Wechsler Intelligence Scale for Children, IV - (WISC-IV) manual
 - Wechsler Adult Intelligence Scale-III - (WAIS-III) manual
 - Wechsler Individual Achievement Test - (WIAT-2) manual
 - Revised Stanford-Binet Scale, Fifth Edition manual
 - The Pre-Referral Intervention manual
 - Behavior Assessment System for Children (BASC) Manual
 - Neuropsychology (NEPSY) – manual
 - DKEFS- manual
 - Brief Inventory of Executive Functions (BRIEF) – manual
 - Differential Abilities Scale (DAS) – manual
 - Woodcock Johnson III - manuals
- (The above manuals are available from Desk Worker in BH160)

Course Applications and Assignment Due Dates:

1. Assigned subtest/processing area literature review - Due January 23 (10 %)
2. Presentations January 23/February 13 (10 %)
3. Assigned special needs category review (characteristics, tests, remediation) Due February 20 (20 %)
4. Presentations – February 20 to March 6 (10 %)
5. Report 1. Feb 13 (10 %)
6. Report 2. March 20 (10%)
7. Report 3. April 10 (10%)
8. Report 4. April 24 (15-20 %)
9. Final exam (Exam date in official Class schedule) (0-5 %)

Letter Grades and Percentages:

90 and above	=	A	70-73%	=	C+
85-89%	=	A-	65-69%	=	C
80-84%	=	B+	Below 65%	=	Fail
77-79%	=	B			
74-75%	=	B-			

Examinees for practice:

1. Try to test both males and females.
2. All examinees must be volunteers unless you have specific permission from the instructor to test students who are a part of the service learning component of this class. For testing all children, parent's permission must be secured. You are not authorized to present yourself as a representative of the University or Psychology Department for any other purpose. Do not go into a school system, hospital, training institution, or any other organization without the course instructor's authorization. This rule is suspended only if you are testing students at your practicum site.
3. No persons, except you, class participants, course instructor, and course assistant are to know the scores of any examinee unless permission is given by the course instructor. You may not discuss the performance of any of your classmates out of class. Parents who are not a part of the service learning component must be told beforehand that you are simply learning how-to administer and score the test and are not sure how reliable the results will be. You can also emphasize in recruiting examinees that the session will be interesting and challenging, and a learning experience. Parents often appreciate the fact that the test will be a pleasant and positive learning experience for their child. The material that you obtain from your examinee is confidential. You are expected to treat it as such. Do not discuss the examinee or any of the test results outside of class. This rule is suspended if you are testing students at your practicum site.
4. Similarly, you are to make no recommendations for psychological or medical treatment

to the examinee or parents on the basis of your evaluation. (You may, of course, make such recommendations in your written report to the course instructor.) If you have difficulty in coping with an anxious parent or examinee who is pressing you for advice, consult the course instructor. This rule is suspended only if you are testing students under the supervision of your onsite practicum supervisor.

5. Violation of numbers 2, 3, or 4 in this section may lead to prompt dismissal from the course.
6. All testing must be conducted at the university under supervision of a course assistant or instructor unless permission to test outside the university is granted by the course instructor as in the case of a practicum site.
7. Do not test pupils at the school where you teach, your own children, or children of close friends or relatives. However, your own children or children of close friends can be tested by other class members and an exchange system can be set up.
8. Competency includes: your professional and ethical deportment; preparation for testing; ability to accept constructive criticism and suggestions; interpersonal relationship with fellow students, teaching assistant and instructor; promptness in turning in material to be evaluated; and overall maturity and clinical skills.

Reports and Other Guidelines:

1. All reports must be typewritten.
2. Follow the outline given by the instructor for writing reports.
3. Always turn in record booklet with the report.
4. Number each record booklet and report prominently in the upper right-hand corner
5. Carefully proofread each report before submitting it.
6. Dates for submitting reports are on the assignment sheet.
7. Turn in all test materials at the end of the semester.
8. Purchase a stopwatch. Some of the new electronic digital watches are excellent in having silent running and lapse time capability.
9. Record all of the examinee's responses neatly. If the record booklet is illegible, copy the examinee's responses onto a second record booklet. Scoring cannot be checked unless the record booklet is readable.

ASSIGNMENTS

Subtest/Processing Area - Literature Review and Demand analysis:

Your research on the area that you chose is due as scheduled. Here are some guidelines to help you out. Start by looking at the subtest from the battery chosen. Then, look at different subtests across different test batteries that claim to measure the same construct. Finally, look up the research on these subtests to find out what skills they actually measure. You are also to pay attention to the instruction of the subtest, content of the subtest/processing area, and format of presentation. Your literature review will also be presented to the class. You may use Microsoft PowerPoint or other presentation software for your presentation. Also, please prepare a handout for the class on what you have found. You must also submit a "Demand Analysis" as exemplified on page 133 of your Hale textbook. You may not choose any of the examples in that textbook.

Special Needs Category Review:

The assigned special needs category review (characteristics, test, and remediation) is due on February 22 and is 20% of your grade.

- Choose a battery of tests that will test the dysfunctions of the area you have chosen.
- What dysfunctions do the students of this category have?
- What tests are usually recommended?
- Do a literature review to see if these are effective. Your literature review needs to look at any research that connects the test to the characteristics of the student with the disability.
- What you would use (best case scenario)?

Paper:

In your report prepare a summary (2 pages) with characteristics of the category, tests to use, and aspects of characteristics each test measures. The rest of the paper should contain a longer discussion including a literature review. Note that the 2 pages is a summary of the longer paper.

Presentation:

In your class presentations please include answers to the following questions (you may use power point):

- 1) What are the characteristics of the disability?
- 2) What tests are used?
- 3) How do we use test results to distinguish this from other disabilities?
- 4) Do tests adequately measure the characteristics?
- 5) What characteristics does each test measure?
- 6) If characteristics are not unique, how do we use test results to distinguish this disability from other disabilities?
- 7) Can the results of the test be used directly for intervention?

Assigned Testing:

In this class you are to become familiar with five different assessment tools, the BRIEF, CAS, D-

KEFS, NEPSY, and WISC-IV-integrated. You will be given a packet at the beginning of the semester which will contain three protocols for each. Every time you check out a test kit you need to sign it out and in from the desk worker in BH160. You will have access to the test kits the entire semester. According to the designated schedule, your reports should include information from at least two of these different tools, as well as all other information you have gathered and test learned in previous classes (parent/teacher interview, previous testing, classroom observation, etc.).

Reading Assignments:

This is an advanced graduate course: Design your own schedule for reading the two texts (the sooner the better, I recommend within the first month. You will be held accountable for the information on your final exam and in your applications, and class discussions.

Report Writing: Please note the attached report writing information and Rubric.

EDPC 633-Report Rubric

Conceptual Framework Alignment	Target	Acceptable	
Worldview, Research and Evaluation	Interpret findings in the context of the environment and child characteristics	Attention to child characteristics with limited reference to the context	Attention of the
Research and Evaluation	Uses measurement concepts correctly and selectively for the tests used	Uses measurement concepts correctly	Makes meas
Research, Evaluation and Human Growth Changes	The domain oriented or hypothesis testing model	Test oriented model	Disor
Research, Evaluation and Human Growth Changes	Recommendations based on assessment procedures	Recommendations based on characteristics of condition	Reco chara result
Research, Evaluation and Human Growth Changes	Integrate all available information in acceptable plus theoretical conceptualization	Evaluation results confirmed by history or interview	No e evalu
Research, Evaluation, Personal and Professional Growth	Uses ethical standards in interpreting and reporting test score	Uses proper ethical standards in interpreting and reporting test scores	Does stand
Communications	Report language follows 9 outlined criteria	Report language follows at least 6 criteria	Follo
Communications	Follows either method 1 or method 2 report	Has 3 of 4 or 4 of 5 elements of the format	Follo three
Communications	Avoids common pitfall in report writing	Falls prey to one or two pitfalls only	Falls pitfal

Following is an example of a traditional format.

Other formats are provided in class as examples.

<p>EDPC633: Assessment III: Advanced Interpretive and Processing Applications <i>Report Format</i> Spring 2006</p>
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Identifying Information

Name of examinee:

Date of examination:

Date of birth:

Date of report:

Chronological age:

Name of examiner:

Grade:

Purpose of Assessment

Assessment Procedures

Behavioral Observations

Observations made during test sessions.

Results of Assessment

Summary and Recommendations

Signature

The report is not valid without signature

Example:

Rudi Bailey PhD, Examiner

CONSENT FORM

Dear Parents:

I am taking a course entitled "Assessment III – Advanced Interpretative and Processing Applications" at Andrews University. The class is made up of graduate students who are interested in and have worked with children and adolescents. We are required to administer a variety of tests to children. I would like your permission to administer one or more tests to your child. The total administration of any test should take no more than three hours and will take place at times that are most convenient for you and your child. For instructional purposes the test administration may be videotaped and analyzed in class. Tapes are erased after review by the instructor and class members.

At the completion of this course, students should be able to select appropriate assessment instruments and correctly administer and score the instruments and write clear and concise reports. At this time I am just learning to administer and score the test instruments. Because the results I obtain may not be reliable or valid, it would not be appropriate to discuss the results with you, except for the purpose of training.

If your child does participate, he or she will gain valuable experience. The tests are interesting and challenging. By allowing your child to participate, you will also enable me to gain valuable practice. I appreciate your consideration of this request.

Tests I would like to administer to your child:

- _____ Brief Inventory of Executive Functions (BRIEF)
- _____ Cognitive Assessment System (CAS)
- _____ Delis-Kaplan Executive Function System (DKEFS)
- _____ Weschler Intelligence Scale for Children -Integrated (WISC-IIIIV-integrated)
- _____ Woodcock Johnson III (WJ III)
- _____ Other: _____
- _____ Other: _____

Sincerely,

_____ I consent to let my child be given the test(s) checked above.

Parent's Signature _____

Child's Name _____

Date _____

Contact Phone #:

** The professor reserves the right to change the schedule as necessary for student understanding.*

Disability concerns. U.S. law as well as the policy of the University provide that reasonable steps be taken to accommodate students who have a disability that may impede academic functioning. If you are disabled in some way and need to be accommodated, please speak to me immediately, or call the Student Success Center at 471-6096.

Honesty. Andrews University, as a Seventh-day Adventist institution, expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by the University. Acts of academic dishonesty as described in the University Bulletin are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

To avoid involvement in academic dishonesty, in this course my policy will be:

Any student who, for individual assignments, is found to have submitted work done by others, or who engages in or contributes to cheating or plagiarism will receive no marks for such work and may be subject to further disciplinary measures by the University.

The following are good sites for defining and understanding plagiarism.

<http://sja.ucdavis.edu/avoid.htm>

<http://www.northwestern.edu/uacc/plagiar.html>

<http://www.hamilton.edu/academics/resource/wc/usingsources.html?CFID=3089085&CFTOKEN=21920973>

a. All electronic equipment (notebook computers, cell phones, and handheld computers [aka PDAs] are forbidden during exam sessions.

Cooperation. Students are encouraged to collaborate in **group** activity and to make the class a cooperative rather than a competitive experience. One way of doing this is to study in groups. This course is NOT graded on the curve. Therefore, helping someone to improve will have no negative effect upon your grade. On the contrary, you may improve your score by helping other class members to do well. However, students are encouraged NOT to give other students class notes when they habitually miss class. When students miss class on a regular basis, to catch up on other courses or to participate in other activities, this is regarded as poor work ethic and is taken as a sign of a weak student both ethically and academically.

Presentation Days: Students are expected to make presentations on the days they are given. If you plan to miss class on presentation day, please notify the professor at least two weeks before the presentation. This will help you to know before hand whether you will be allowed to make it at a later or earlier date. Only extreme emergencies will be accommodated. Saying, "I am not going to be ready!" will not be a good excuse. Please read all chapters in your textbook as soon as possible. Please plan your testing so that you will have your reports due on time. There will be a reduction of 10% for late reports.