

California State University, Fresno
College of Science and Mathematics
Department of Psychology

Psychology 285: Assessment of Learning and Developmental Problems (4 Units), Fall 2019
Science 2 Building, Room 238
Thursday: 3:30pm-7:20pm

Dates	Instructor	Email
August 22-December 20, 2019	Cy Hiyane	cyhiyane@cusd.com

Office Hours: By Appointment; available via email and/or before or after class.

Course Description

(I-1.0) Psychology 285 is a 4-unit course designed to provide students with skills in administering, scoring, and interpreting measures of academic achievement, social/emotional functioning, executive functioning, language development, perceptual-motor abilities, and learning. The course will cover both traditional and emergent assessment techniques, including curriculum-based measurement. Emphasis will be placed on appropriately linking referral questions and student developmental background with assessment instruments and techniques that assist in educational program planning. In addition, the link between diversity (cultural, social, ability-related) and learning/development assessment will be examined.

Course Prerequisites

Students enrolled in Psychology 285 must be admitted to the School Psychology program, be in at least his/her second year of the program (i.e., completed 30 units), and maintain a minimum 3.0 grade point average. Students enrolled in Psychology 285 should have completed Psychology 284 and have a background in child development and human learning.

Course Topics

1. Legal and Ethical Considerations in Assessment
2. Multicultural Considerations in the Assessment Process
3. Data-Based Decision Making and Diagnosis
4. Concepts of Measurement
5. Adapting Tests to Accommodate Students
6. Nondiscriminatory Assessment and Testing Students with Limited English Proficiency
7. Evaluating Tests
8. Report Writing
9. Assessment of Academic Achievement in Reading, Writing, and Mathematics
10. Curriculum-Based Assessment
11. Assessment of Language Development
12. Assessment of Perceptual Processing and Perceptual-Motor Integration Skills
13. Assessment of Social, Emotional, and Executive Function
14. Response to Intervention
15. Preschool Assessment

Course Goals & Objectives

1. Critically analyze technical adequacy of assessment instruments.
2. Administer traditional and alternate assessment measures according to standardized procedures.
3. Demonstrate awareness and responsiveness to cultural and individual differences in assessment.
4. Score measures with accuracy.
5. Interpret assessment information and present data and conclusions in written reports.
6. Derive recommendations based on assessment data to support learning outcomes.

NASP Domain Targets

1. Data based decision-making and accountability.
2. Interventions and instructional support to develop academic skills.
3. School-wide practices to promote learning.
4. Diversity in development and learning.
5. Legal, ethical, and professional practice.

Required Text

Harrison, P., & Thomas, A. (2014). *Best practices in school psychology*. Bethesda, MA: National Association of School Psychologists. [Foundations, Systems, Student, Data]

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2016). *Assessment in special and inclusive education-thirteenth edition*. Belmont, CA: Wadsworth Cengage Learning.

Recommended Text

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press. (I – 8.0)

Wright, J. (2005). *Intervention Central*. Retrieved from <http://www.interventioncentral.org> (I – 8.3)

Additional readings may be assigned by the professor as needed. The professor has the right to make any necessary changes to this syllabus due to extenuating circumstances at his discretion.

Course Requirements

Students enrolled in Psychology 285 shall complete a variety of assignments, presentations, case-studies, exams, and oral comprehensive quizzes to demonstrate knowledge, understanding, and professional practice related to course expectations.

Quizzes (50 points each)

Quizzes will cover material from readings, presentations, and class discussions.

Midterm and Final (100 points each)

Midterm and final will cover comprehensive material from readings, presentations, and class discussions.

Test Review and PSW Review (100 points total)

Each student will conduct a presentation via PowerPoint on a standardized instrument/assessment during the semester. The presentation shall include a review of technical adequacy of the instrument (i.e., validity, reliability, and standardization), a demonstration of core subtest items, and overview of construct measurement and utility. Additionally, each student shall participate in a group PowerPoint presentation evaluating various models of PSW (Dehn vs. Naglieri vs. Flanagan & Ortiz). The PSW Review shall include a review of empirical research, summarization of theory and practice, indicators of determining eligibility, and impressions for practice. PPT presentations must be emailed to the class and professor an hour prior to presentation.

The rubric below provides an outline of presentation expectations and point earnings:

Expectation	Points
Distribution of PowerPoint prior to Presentation	10 points
Review of Background/History	10 points
Review of Technical Adequacy/Standardization	10 points
Presentation Style (Voice, Display, Professionalism)	30 points
Demonstration of Subtest Items	40 points

The following test review presentations are expected:

Review Topic	Presentation Date
CTOPP-2	September 5, 2019
TAPS-4	September 5, 2019
CBM-Reading & GORT/TORC	September 12, 2019
CBM-Math & CMAT	September 12, 2019
CBM-Writing & TOWL	September 12, 2019
ADDES-4 (School and Home)	September 26, 2019
Conners-3 (School, Home, Self)	September 26, 2019
WIAT-3	October 3, 2019
KTEA-3	October 10, 2019
WJ-4	October 17, 2019
PSW (3 Group Presentations)	October 24, 2019
BASC-3 (TRS, PRS, SRP)	November 7, 2019
DAYC-2	November 7, 2019

Individual Administration of Standardized Tests (400 points total)

(P – 1.1) Each student will complete a series of standardized tests; administration of the assessment (minimum core battery and/or determined by professor), score the response booklet/protocol accurately, and generate a written report that includes interpretation of the examinees abilities/skills/functioning.

- Test protocols will be purchased from the Department of Psychology (registration fee).
- Students will need to obtain a stopwatch or access a digital stopwatch (smartphone) with a second hand.
- Manuals and test kits will be checked out from the Psychology Department's Test Library.
- Students are responsible for materials; a grade of incomplete will be given until all materials are returned.
- Students are required to redo assessments with a different examinee should three subscale raw score be incorrect resulting in an invalid test score.
- Students are required to obtain parent permission (see attached permission form), prior to administering assessments and/or data collection.

The rubric below provides a sample of errors and range of deductions:

Sample Error	Range of Deductions
Client Information (Calculation of Age)	5-10 points
Raw Score	3-5 points
Invalid Scaled Score	5-7 points
Invalid Composite Score	8-10 points
Report Writing Spelling and Grammar	3-5 points
Report Writing Template Errors (Name, Date, etc.)	5-7 points
Report Writing Score Transfer	8-10 points

The following assessment administrations, protocols, and reports are expected:

Assessment	Frequency	Points Possible
WISC-V Interactive Core	1	50
WISC-V Interactive Supplemental	1	50
NEPSY-2 Interactive	1	25
CTOPP-2	2	25
TAPS-4	1	25
ADDES-4 (School and Home)	1	25
BASC-3 (Parent, Teacher, and Self)	1	50
WIAT-3 Interactive	1	25
KTEA-3 Interactive	1	25
KTEA-3 Paper Pencil	1	50
GORT	1	25

Oral Interpretation of Findings (25 points each) (P - 1.2)

Upon submission of individual standardized tests, a minimum of 2 students, drawn at random selection, shall present their findings related to the examinees performance on the respective assessment and provide interpretations and recommendations to support student learning outcomes in a mock IEP meeting forum.

Case Study/Mock IEP (100 points total)

(P - 1.2) Each student will complete a case study in coordination with their practicum course and practicum supervisor. The case study shall include an evaluation in determining whether or not a student has a Specific Learning Disability. The evaluation shall use Processing Strengths and Weaknesses and/or Response to Intervention criteria. The discrepancy model of eligibility may be included in the report but cannot be the sole model used in the determination of SLD. For credit, students will present a Psychological-Educational Evaluation to the class, submit an evaluation report, and submit supportive artifacts of the case study (assessment plan, photocopies of protocols, CBM permanent products, etc.). The assignment will be graded on completion of the requirements listed below and analysis and syntheses of all available information and interpretive recommendations.

(A- 1.2, 1.3) The rubric below provides an outline of case study expectations and point earnings:

Expectation	Points
Case Study Requirements	50 points
Mock IEP (Findings, Recommendations, Defensibility)	50 points

Requirements of the case study evaluation shall include: **(P, A 1.2, 1.3, 3.3)**

PSW	RTI
Assessment Plan (student info blacked out)	Assessment Plan or Parent Permission Form
Referral Information and Supportive Artifacts	Referral Information and Supportive Artifacts
Background Information and Parent/Teacher Input	Background Information and Parent/Teacher Input
Cognitive Assessment	Benchmark Assessment Data
Attention/Executive Functioning Assessment	Minimum of 6 Weeks of CBM Progress Monitoring Data
Auditory Processing Assessment	Narrative of Evidence Based Intervention
Visual Processing Assessment	Graphic Summary with Embedded Trendline
Long-term Memory Assessment	2 Standardized Assessments (Cognitive/Processing)
Academic Achievement Assessment	Academic Achievement Assessment
Psychological Impressions Narrative	Psychological Impressions Narrative

Overall Course Grading Rubric

Grade	Percentage Based on Total Points Possible
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and Below

Tentative Schedule and Deadlines

Date	Topics & Presentations	Readings	Protocols Due
August 22, 2019	Course Overview WISC-V Interactive Core	Syllabus	N/A Check out iPads
August 29, 2019	Law & Ethics WISC-V Interactive Supp	Salvia Chapter 3, 20, & 21	N/A
September 5, 2019	Assessing Multiple Skills CTOPP-2 Presentation TAPS-4 Presentation	Salvia Chapter 4, 6, & 14	WISC-V (Core)
September 12, 2019	CBM and RTI CBM-Presentations GORT, TORC, TOWL, CMAT	Salvia Chapter 21 BP Data Chapter 26 & 27	WISC-V (Core + Supp)
September 19, 2019	Report Writing NEPSY-2 Interactive Executive Functioning	Salvia Chapter 23 CVA CASP PowerPoint Handout; Dr. Steven Guy	CTOPP-2 or TAPS-4
September 26, 2019	ADDES-4 Presentation Conners-3 Presentation	NASP Position Article	CTOPP-2 or TAPS-4 or NEPSY-2 Interactive
October 3, 2019	WIAT-3 Presentation WIAT-3 Interactive	WIAT-3 Online Manual	NEPSY-2 Interactive ADDES-4 or GORT
October 10, 2019	KTEA-3 Presentation KTEA-3 Interactive	KTEA-3 Online Manual	ADDES-4 or GORT
October 17, 2019	WJ-IV Presentation FAR Presentation	WJ-IV Manual FAR Manual	
October 24, 2019	PSW Presentations	CHC/Nagleiri/Dehn CASP White Paper	WIAT-3 or KTEA-3
October 31, 2019	Midterm		WIAT-3 and/or KTEA-3
November 7, 2019	BASC-3 Presentation DAYC-2 Presentation	Salvia Chapter 19	
November 14, 2019	Autism Assessments ASRS, CARS, GARS, ADOS2		BASC-3 TRS, PRS, & SRP
December 5, 2019	Case Study/Mock IEP		
December 12, 2019	Case Study/Mock IEP		
December 19, 2018	Final		Return iPads

University Policies

Note to Students with Special Needs

California State University, Fresno, complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact the Services to Students with Disabilities Office in the University Center, room 5, at (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

Disruptive Classroom Behavior(s)

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn; respect for the professionalism of the instructor; and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Academic Standards/Integrity

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engage in university work and related activities. You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and inappropriate behavior).
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

Students must adhere to academic standards for all coursework. This includes but is not limited to cheating, plagiarism, or any other forms of academic dishonesty. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Any substantiated proof of cheating can result in penalties ranging from a zero or F on a particular assignment, through an F for the course, to expulsion from the University. Cheating includes acts such as cheating on exams, plagiarism, downloading complete text/papers from the Internet, and any other demonstration of a student not completing his or her own work on any assignments. Please review the Class Schedule (Legal Notices on Cheating and Plagiarism) and University catalog (Policies and Regulations) for further information regarding this matter.

Computers

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including modem and printer) with all the recommended software. The minimum and recommended standards for the workstations and software are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and necessary communication links to the University's information resources.

Emergency

In the event of an emergency, call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble at the South East corner of the band practice field. Do not leave the assembly point until advised to do so by emergency response personnel. At the assembly point report to emergency responders any missing persons or physically challenged persons requiring rescue. If you have concerns about other emergencies or if you have special circumstances relevant in the event of an emergency, please speak to the instructor after class.

Course Policies

Students are expected to come to class on time. Cell phones should be turned off before the beginning of class. Students are expected to not interrupt each other and/or talk while the professor is instructing. Although students may collaborate with each other, ALL assignments must be individually completed unless otherwise specified by the professor. Protocols may be reviewed and scored with another classmate, but each student must turn in his/her own work. In addition, all assessments are completed individually.

Course Ethics

Confidentiality is a non-negotiable criterion of this course. CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Students must not share confidential information about assessments (e.g., names or identities of children, parents, teachers, community persons, etc.) with each other or anyone else outside of the course. Students also are expected to be confidential about issues and individual cases discussed in the classroom.

Attendance

Students are expected to attend, prepare for, and participate in all class sessions. It will be the student's responsibility to obtain material missed from the class session from other students in the class.

Professional Etiquette

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor, and good citizenship. They are also expected to abide by the regulations of the University. It is the student's responsibility to maintain academic honesty and integrity, and to manifest his/her commitment to the mission of the University through his/her conduct and behavior. All students are expected to treat other students and the instructor in a professional and respectful manner. The opinions of all individuals in the course are considered valuable contributions.

Informed Consent for Academic or Intellectual Assessment of a Child

By signing this letter, I agree to allow my child, _____ to be administered a standardized intelligence or academic scale for the practice of Mr./Ms. _____, a graduate student in school psychology at California State University, Fresno. I understand that the student is learning to administer, score, and interpret cognitive/academic scales and that he/she is not qualified to discuss the results with me. Graduate students are prohibited from providing any comments or scores as such information is not indicative of the abilities or skills of my child. This assessment is not considered valid and is for student practice purposes only.

I am free to withdraw permission at any time and my child is free to stop participating at any time. My signature below indicates that I understand and agree with the above conditions.

Parent Signature

Date

Student Signature

Date

Graduate Student Signature

Date