

**George Mason University
College of Education and Human Development
School Psychology Program**

SPSY 722: Advanced Child Assessment
4 Credit Hours (3 Class + 1 Lab), Summer 2019
Mondays and Wednesdays: 5:00-8:00
Saturdays: 9:00-12:00 (as indicated)
10340 Democracy Lane, Suite 202
Fairfax, VA 22030

Instructor: Charles Barrett, PhD, NCSP

Teaching Assistant: Elpiniki (Elpi) Marchesini, MA; emarche2@masonlive.gmu.edu

LAB location and time:

Office phone:

Email:

Office Hours: By Appointment

PREREQUISITES

SPSY 709, SPSY 710, and SPSY 750; or PSYC 810 and PSYC 811; or with permission of instructor.

CATALOG DESCRIPTION

Provides comprehensive coverage of principles, strategies, and techniques in diagnostic assessment of children and adolescents with various conditions such as learning disabilities, intellectual disability, autism, attention difficulties, and emotional disturbances. Familiarizes students with diagnostic classification systems and special education eligibility process in schools. Notes: Open only to school psychology MA or PhD students.

COURSE OVERVIEW

This course will guide students to develop advanced understanding of psychological and educational testing used in the profession of school psychology.

COURSE DELIVERY METHOD

This course will be delivered in lecture and lab format.

LEARNER OUTCOMES AND OBJECTIVES

This course is designed to enable students to do the following:

1. Understand the federal, state, and local legal requirements as well as professional ethical guidelines that determine assessments to use
2. Articulate the difference between DSM 5 diagnoses and Educational Diagnoses and how these apply to the practice of school psychology
3. Explain “BCDs” (Basis for Committee Decisions) that provide local definitions of educational disabilities
4. Understand the principles of psychological assessment and cross-battery assessments as they are used for diagnostic and prescriptive purposes
5. Learn supplemental assessments used in the practice of school psychology
6. Administer, score, and interpret a variety of tests
7. Increase understanding of fair assessment practices for diverse populations
8. Communicate assessment results, both orally and in writing

9. Explain different eligibility models (discrepancy models, Response to Intervention (RtI), basic psychological processing disorders)
10. Choose appropriate assessment procedures for identifying educational diagnoses of ID, SLD, ASD, ADHD, and ED
11. Understand uses for and how to perform progress monitoring and curriculum-based assessment procedures
12. Select relevant evidence-based interventions based on assessment results.

PROFESSIONAL STANDARDS

This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:

Standard II. Data Based Decision Making

Standard IV. Direct and Indirect Services: Student Level Services

Element 4.1 Interventions and instructional support to develop academic skills

Element 4.2 Interventions and mental health services to develop social and life skills

Standard VII. Diversity in Development and Learning

REQUIRED TEXTS

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom*. New York, NY: Guilford Press

Flanagan, D. P., Ortiz, S., & Alfonso, V. C. (2012). *Essentials of cross battery assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Lichtenberger, E., Mather, N., Kaufman, N. & Kaufman, A. (2004). *Essentials of assessment report writing*. Hoboken, NJ: John Wiley & Sons, Inc.

Mascolo, J. T., & Alfonso, V. C. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. Hoboken, NJ: John C. Wiley.

Also Recommended: ONE textbook that covers Psychodiagnostic assessment, likely from a previous course. Examples:

Sattler, J. M. (2014). *Foundations of behavioral, social and clinical assessment of children* (6th Ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Campbell, J., & Kamphaus, R., (2006). *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. Hoboken, NJ: John Wiley and Son.

Other Good Resources (not required)

Canter, A., Paige, L., & Shaw, S. (Eds.) (2010). *Helping children at home and school*. Bethesda, MD: NASP.

Minskoff, E., & Allsopp, D. (2003). *Academic success strategies for adolescents with learning disabilities and ADHD*. Baltimore, MD: Brookes.

Naglieri, J. A., & Pickering, E. B. (2010). *Helping children learn* (2nd Ed.). San Antonio, TX: Pearson.

Parker, H. C. (2014). *The ADD hyperactivity handbook for schools*. New York, NY: Routledge.

COURSE PERFORMANCE AND EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor.

This course is comprised of interactive/lecture and lab meetings. Reading assignments for lecture topics should be completed before the date listed. Occasional written reflections may be required.

Each student will be required to:

- (1) **Attend class and participate:** Each student is expected to attend all classes and labs and to be

prepared to ask questions and participate in discussions.

- (2) **Lab:** Complete required assignments for the lab and participate in the lab final examination;
- (3) **Reflection:** Take a short personality survey, participate in an alternative form of self-assessment, and write a reflection of the results, as he/she believes these might affect interactions with future professional collaborators.
- (4) **Final Quiz:** Complete a short multiple-choice test on the last day of class that will assess familiarity with the assessments discussed and their uses;
- (5) ***Created* Case:** During the first week of class you will select (randomly) an educational diagnosis category. During the semester, you will become the class *expert* on this disorder. Over the course of the semester, you will want to pay close attention to classes in which we discuss *your* disorder. Research your disorder both in class and filling in with your own research to identify stereotypical developmental history, behavioral and cognitive characteristics, possible assessment results. On the last day of class, you will be required to present your case to the class *Child Study Team*. For these presentations, non-presenting classmates will take on the roles of members of a typical school committee, and participate interactively in the presentation of your case. You will also be required to write a comprehensive report for this *client*. The report should include: fictitious background information, behavioral observations, tests chosen/administered, results, interpretation, summary & diagnosis, and at least three recommendations relevant for your findings. You should also review three articles re: assessment, diagnosis or treatment for your assigned disorder, and include citations for these in your report. While all information (e.g., background, behavioral observations, test data/results are to be created – they should all be consistent with the assigned diagnosis).

GRADING

Final grades will be based on the following weighted assignments:

Percentage	Assignment
20	Attendance and contributions to class discussions
5	Reflections
25	Lab: Attendance, participation and demonstration of competence on selected assessments
20	Final Quiz
30	Created Case: Case Presentations -Oral and written reporting of created and selected cases

GRADING SCALE

Please note: A course grade less than B- requires that you retake the course. A grade of F does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.

Final Course Grade	Percentage Points
A+	99-100
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C	70-79
F	Below 70

PROFESSIONAL DISPOSITIONS

Students are expected to conduct themselves in accordance with relevant laws, standards of professional practice, ethical principles of psychologists, and policies of the university, college, division, GMU Cognitive Assessment Program, and the GMU Center for Psychological Services. Students who have questions about these expectations should consult with the instructor, clinical supervisor, or program director.

See also <https://cehd.gmu.edu/students/policies-procedures/>

CLASS SCHEDULE

CLASS DATE	MODULES/CLASS TOPICS	READING*	WRITTEN ASSIGNMENTS
1 5.20	Intro – Course Plan – Syllabus Charting the course: What’s Required by Law? <ul style="list-style-type: none"> • Federal Law • Virginia Regulations What’s Required by Profession? <ul style="list-style-type: none"> • Ethical Behavior What is required clinically? <ul style="list-style-type: none"> • DSM-5 Diagnoses • Educational Categories 	<u>IDEA 2004</u> <u>Virginia Regs</u> <i>Chapter 36 Psychology</i> <u>NASP Principals for Professional Ethics</u> <u>BCD (Basis of Committee Decision) SpEd Disability Criteria</u> – Review 1 of these Read/Review: Introduction to Diagnosis in your textbook of choice.	
LAB 1	Lab: Intro, Academic Achievement Assessments Take 16PF Personality Inventory	Read introductory chapter in the manual of one of major Achievement Assessments: KTEA-33, WJ-3, or WIAT-3	
2 5.22	Identifying SLDs: CHC Constellations, Information Processing Assessments, Part 1	(1) Review CHC Theory and 7 Domains (one possibility is the manual for the WJ-4); (2) Read the <u>BCD for LD</u> (3) Read introduction to one of the following manuals: DKEFS, NEPSY-2, TAPS-3 OR WRAML-2	
3 5.29	Identifying SLDs: CHC Constellations, Information Processing Assessments, Part 2	Read introduction to a different one of the following manuals: DKEFS, NEPSY, TAPS-3 OR WRAML-2	

4	Assessments for Cognitive Disabilities and Developmental Delays	(1) Review <u>BCD for ID</u> ; Read intro chapter to manual for ABAS or Vineland (Adaptive Behavior) (2) Read intro chapter in manual for Conners 3 or BRIEF (Behavior Rating Inventory of Executive Functions)	
6.1	ADHD Assessments: Direct and Indirect Assessments		
5	Review: Assessments of Social Emotional Development	(1) Read Introduction to Social Responsive Scale 2 (SRS-2) Manual; (2) Review NEPSY-2 Manual description of Social Perception Subtests	
6.3	Autism Spectrum Disorders		
6	Determining Eligibility: Response to Intervention (RtI) or Ability-Achievement Discrepancy Model	2 Journal Articles re: RtI/Discrepancy – by an author of choice Brown-Chidsey, Bronaugh, & McGraw: Intro and Chap. 2 <i>BB</i> > Clarke: CBM Review	RTI vs. Discrepancy Discussion – Be prepared to represent one point of view, i.e., supporting RTI, Discrepancy Model, OR some other eligibility model.
6.5	Curriculum Based Measurement vs. Standardized Achievement Testing RtI: Progress Monitoring: What is it? How do I do it? Comprehensive Assessment: How does this fit in? Getting to Chicago: Conceptualizing the Road Map		
7	Collecting Data on the Road to Chicago: Interview Data – What’s Important? Do’s and Don’ts Behavioral Observations	Review Clinic Intake form Review: Intake interviews from text of your choice. <i>BB</i> > <i>Observation Methods</i> <i>BB</i> > <i>Decision Trees for Assessment choices</i> Read: Flanagan, Ortiz & Alfonso – Chap 1 & 2 (pp. 45 – 65)	
6.8	Choosing your test battery: Cross Battery Assessments		
8	Looking for patterns: CHC & Achievement Testing	Read: Brown-Chidsey, Bronaugh, & McGraw: Ch 5	DUE: 5 questions you might ask that are specific to your case diagnosis

6.10	Identifying Learning Disabilities: What are they? <ul style="list-style-type: none"> * RTI Definition * Processing Deficits /Memory/ Visual Motor Integration/ “SI” * Using CHC model 	Flanagan, Ortiz & Alfonso - Chap 4 (be sure to read Tables on p. 96 – 111) Review: Sattler, <i>Foundations</i> – Chap. 17 Assessment of Learning Disabilities	Write a draft of the background section for your *client*
9 6.12	Identifying Attention Deficits: ADHD, “ADD,” “attention dysregulation;” Old and new theories Executive Function Disorders * Assessments: Continuous Performance Tests, DKEFS, BRIEF, NEPSY, Behavioral Surveys	<i>BB</i> > Journal Readings> Read one of the articles about ADHD Read <i>DKEFS, NEPSY or BRIEF</i> Manuals: Chap. 1 If not read for Lab assignment (see above) Review: Sattler <i>Foundations</i> - Chap. 15	
10 6.15	Special Populations: Intellectual Disabilities and Multiple Handicaps Autism Spectrum Disorders: Definition, Assessments and Profiles Traumatic Brain Injury –Basic Neuroanatomy	<i>Review: Sattler Foundations:</i> Chapter 18 & 22 <i>BB</i> > Article: Scheirs & Timmers: <i>Differential Diagnosis</i> Find and Read: One current journal article about the diagnosis or educational implications of TBI	Write sample Cognitive, Information Processing, and Attention sections for your <i>case</i>
11 6.17	Special Populations: Hearing and Vision Impairments; Preschool Population: LAB Test Administration Evaluation	Review Sattler: Chap. 20, 21, & 24 Read: <i>BB</i> > <i>Assessments used with preschool population</i> Review Test Administrations Covered in Lab; Practice	
12	Identifying Emotional Disabilities and Behavior Disorders:		Review results of your 16PF

6.19	<ul style="list-style-type: none"> • DSMV Diagnoses • Commonly used assessments • Alternative assessments • Monitoring behavior interventions • Drawings <p>Assessments that are culturally sensitive and linguistically appropriate</p>	<p>Read: <i>Roberts Apperception Test Manual</i> – Chap. 1 <i>Exner (2001) Rorschach Workbook for the Comprehensive System (Chap 1)</i> Review Sattler <i>Foundations</i> Chapter 14</p> <p>Read: BB> Case example</p> <p>Read: Kaufman, Ortiz & Alfonso: Chap. 5 Culturally & linguistically diverse assessments</p>	<p>Write a short reflection about how these personality characteristics might influence your work as a school psychologist working with a team.</p>
13 6.22	<p>Linking Assessment to Interventions Report Writing: Pulling it all together</p>	<p>* Find 2 recent journal articles re: interventions for “your” case to share *Brown-Chidsey, Bronaugh, & McGraw: Chap 6, 7, 8 & Appendix C * Planning, Selecting, and Tailoring Interventions (Mascolo, Alfonso, Flanagan) * Lichtenberger, et al: <i>Essentials of Assessment Report Writing</i>: Chap. 5, 6 & 8</p>	<p>Draft of a thematic Social Emotional and Adaptive Behavior sections for your course case.</p>
14	<p>Quiz</p> <p>Case Presentations to class</p>		<p>Comprehensive Case Write Up</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code <https://catalog.gmu.edu/policies/honor-code-system/>

- Students must follow the university policy for Responsible Use of Computing <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.