

SPED 574--Appraisal of Exceptional Children

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Policy regarding dropping a class (beginning January 2009)

Undergraduate students are now limited to a total of six dropped courses. The drop limit will not be impacted for students dropping during the first 12 class days in a fall or spring semester (and during the first four class days in a summer session). A grade of Q will now be the assigned grade for all drops rather than a DP or DF. The last day to drop a course has been moved to Friday of the ninth week of classes.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu**

Classroom behavior "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct). Students, who interfere with the educational responsibility during class (talking during class), will be given a memo stating this the first time disorderly conduct occurs. The second time disorderly conduct occurs; the instructor will send a letter to the Dean of Students recommending the student be dropped from this course.

Course Description: Explores a variety of tests designed to assess the learning abilities of students. Tests designed for measuring achievement, language, adaptive behavior and visual motor integration will be examined, 3 semester hours. Prerequisite: PSY 572, Sped 520 and Psy 573.

Goals & Objectives:

- 1.0 Become familiar with standardized procedures for assessing students referred to special education.
- 2.0 Develop skills for interpreting, reporting and using assessment data.
- 3.0 Apply assessment information to formulate an IEP.

Topical Outline:

- 1.1 Review test manuals and other sources to determine the utility of the test for use as an assessment tool.
- 1.2 Demonstrate competence in the administration of tests used to assess, academic performance and oral language.

- 2.1 Develop an assessment report addressing background information, current levels of performance and individual strengths and weaknesses.
- 3.1 Formulate a one-page report, which includes a summary of test findings.

Required readings:

Cases and articles TBD on reserve in the library or sent to you as attachments.

APA style for papers web site: <http://owl.english.purdue.edu/owl/resource/560/01/>

Suggested readings

[Roger A. Pierangelo, George A. Giuliani](#) Assessment In Special Education: A Practical Approach (3rd Edition) ISBN:9780205608355

Sattler, J. M. (2008) Assessment of Children: Cognitive Foundations, Fifth Edition. San Diego: Sattler.

Sattler, J. M. (2008). Resource Guide to Accompany Assessment of Children: Cognitive Foundations, Fifth Edition. San Diego:

Sattler. Illustrated, hardbound and softbound, 8.5 x 11, both books ISBN (set) 978-0-9702671-6-0

Sattler, J. M. (2008). Assessment of Children: Behavioral, Social, and Clinical Foundations, Fifth Edition

Test Interpretation and Diversity: Achieving Equity in Assessment

by Jonathan Sandoval (Editor), Craig L Frisby, Ph.D (Editor), Kurt F Geisinger (Editor (1998).

Required Assignments:

1. Test Critique (5 points), Choose the academic achievement test you use. This review will focus on the statistical properties of tests administered. Information presented in PSY. 572 form the basis for this review. The test critique will be divided into 2 components. First, an examination of the test manual. Second, personal comments including your impression of the test as well as at least 1 reference, a journal articles on the validity of the particular test. Note strengths and weaknesses of the test. Be sure to comment on standardization, reliability and validity, use the guide attached.
2. One 5-page paper (5 pages of text) dealing with a specific aspect of psycho-educational or special education assessment, written for a practioner, (example how to assess a Spanish only speaking child or a child with hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), orthopedic impairments, traumatic brain injury something not run of the mill). Written in APA style with at least 10 references (get all 10 references from *Psychological Abstracts*) (35 points).
3. 3 one-page reports of each area listed below. (42 points total, 14 points each) (ages 8-17, do not ask to use younger children) Use Elementary or Secondary students. Choose students (**that you have no personal or professional relationship with**) assess him/her using the instruments listed below and write reports according to the format attached. All tests protocols administered are to be turned in for evaluation with the report.

A.	Achievement	WIAT-III or _____
B.	Oral Language	PPVT-IV
C.	Oral Language	Expressive Vocabulary test 2 nd Ed
4. All practice protocols (5 points). Prior to test administration, students complete two practice tests for experience. A practice test will be on students, ages 8-17. That is, practice each test twice before giving it to a subject. All tests protocols administered are to be turned in for evaluation with the

report. After practicing the student advances to test administration. Choose students or adults **that you have no personal or professional relationship** with for practice.

- i
5. Written summary and reaction to articles and case studies as well as answering questions about the articles (15 points)

Assessment guidelines

In seeking volunteers to serve as subjects for examination, the student should keep in mind individuals should **not** be used as subjects that fall into the categories:

1. Persons who are related to the student or with whom she or he has a close personal relationship; persons who will not sign a release giving up their right to see specific test results; and persons who are currently pupils or clients of the student examiner.
2. When testing children, the student **must** obtain written permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being withdraw from the course with a failing grade.
3. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their pseudonyms on protocols and in reports. *The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian.

Test Critique

Due _____

5-page paper

Due _____

One page Reports

Due _____, _____, _____

Written summary and reaction

Due on the day we discuss the case or article

All practice protocols use children 8 to 17. Due as completed (completed on individuals **that you have no personal or professional relationship with**)

Grading: All grades are based on percent. Grades are designed on the following scale:

90 to 100 percent of total points	A
80 to 89 percent	B
70 to 79 percent	C
60 to 69 percent	D

PROPOSED SCHEDULE

Introduction

Academic Achievement: WIAT-III, or WJ-tests
of achievement or

3 for WJ-III Achievement 3 WIAT-III

Oral Language: PPVT-IV

3 EVT2

Adaptive Behavior: ABAS

3 PPVT-IV

Report writing and ARD meetings

Discussion of case studies

Attendance

Students are expected to attend all classes unless they are unable to due to personal illness, university functions, a death in the immediate family, or legal and citizenship responsibilities. The instructor will determine what an excused absence is. Unexcused absences will be reported to the Dean of Student Life. Two unexcused absences will constitute a grade of "F".

Conduct

The University regards the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies:

- Academic cheating and plagiarism
- Malicious destruction, damage, unauthorized possession or misuse of University property, including library and laboratory materials, or of private property on the campus.
- Abuse, whether physical, mental or otherwise, of another person in the University community.
- Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities. Students who interfere with the educational responsibility during class, will be given a memo stating this the first time disorderly conduct occurs. The second time disorderly conduct occurs the instructor will send a letter to the Dean of Students recommending the student be dropped from this course.
- Violation of local, state, and federal laws on or off campus.
- *Recurring incidents, which are in violation of University policies, and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.
- Failure to respond to a summons by letter, e-mail message, telephone call, or personal messenger from a University administrative official or faculty member.
- Sexual or racial harassment.
- State law prohibits visitors, including infants and children, to the classroom.
- Interrupting class activities by talking or making noise with cell phone or other device.

Competencies

- Selecting and developing assessments. The educational diagnostician selects, adapts, and develops assessments that provide accurate, useful information for making educational recommendations for learners with disabilities.
- Administering assessments. The educational diagnostician knows how to administer assessments to learners who have diverse needs and can evaluate the effects of administration procedures and modifications on assessment results.
- Interpreting assessment information. The educational diagnostician interprets assessment results to enhance knowledge about individual learners and their functioning.
- Using assessment information to make recommendations. The educational diagnostician uses assessment information to make recommendations about educational placement, services, and programming that respond to learners' identified needs and enhance their educational functioning.
- Assessing learners from diverse backgrounds. The educational diagnostician knows how to assess learners from diverse backgrounds and uses assessment data to enhance knowledge about and instruction for these learners.
- Working with education professionals, families, and community agencies. The educational diagnostician collaborates and communicates effectively with education professionals, families, and community agencies to assess learners and provide them with appropriate and effective individual educational plans.
- Roles and responsibilities. The educational diagnostician demonstrates knowledge of the roles and responsibilities of educational diagnosticians in Texas and applies this knowledge to ensure educational excellence and equity for learners with special needs.

**Special Education 574 Report
ORAL LANGUAGE**

BACKGROUND INFORMATION

Reason for Referral: (student's name) to complete the requirements of Special Education 574.

Medical: Student's medical history includes eyesight, history of hearing loss, and history of head injury, birth complications, illnesses, etc.

Developmental: Student's developmental history (all developmental milestones).

School History: Current grade, grades repeated? Grades earned in school, school history including changing school, location of schools, any problems in school.

Cultural History: Ethnic background, languages spoken at home.

Review of all sources of information: Indicate your reviewed all sources of information and they are incorporated in this report.

OBSERVATIONS

Student appeared _____(healthy or unhealthy). Student was _____cooperative? Ambivalent? Rapport between student and examiner _____. The results are or are _____ not a valid indication of her current functioning levels. Should be a valid indication of current functioning levels. The tests were administered in _____ (English). During testing, student did or did not _____wear glasses? The student is _____(Right or left) handed? Other observations _____.

ORAL LANGUAGE

Expressive Vocabulary test 2nd Ed (short Description of Test)

Results: Standard Score = Age Equivalent = SEM (±) __%

Interpretation:

Your name _____ date

Your Signature _____
Graduate student

Special Education 574 Report
Academic Achievement

BACKGROUND INFORMATION

Reason for Referral: (student's name) to complete the requirements of Special Education 574.

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Developmental: Student's developmental history (all developmental milestones).

School History: Current grade, grades repeated? Grades earned in school, school history including changing school, location of schools.

Cultural History: Ethnic background, languages spoken at home.
Indicate your reviewed all sources of information and they are incorporated in this report.

OBSERVATIONS

Student appeared _____ (healthy or unhealthy) Student was _____ cooperative? Ambivalent?
Rapport between student and examiner _____? The results are or are _____ not a valid indication of her current functioning levels. Should be a valid indication of current functioning levels.
The tests were administered in _____ (English). During testing, student did or did not _____ wear glasses? The student is _____ (Right or left) handed? Other observations _____.

ACADEMIC ACHIEVEMENT

Name of test: (short Description of Test)

Results

Areas	Grade Equivalent	STANDARD SCORES	SEM (\pm ____) ____ %
Reading			
Mathematics			
Language			
Writing			
Full Scale (If Available)			

Interpretation:

Your name _____

Date _____

Your Signature _____
Graduate student

7

Special Education Report Oral Language

BACKGROUND INFORMATION

Reason for Referral: (student's name) to complete the requirements of Special Education 574.

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Developmental: Student's developmental history (all developmental milestones).

School History: Current grade, grades repeated? Grades earned in school, school history including changing school, location of schools.

Cultural History: Ethnic background, languages spoken at home.

Indicate your reviewed all sources of information and they are incorporated in this report.

OBSERVATIONS

Student appeared _____(healthy or unhealthy) Student was _____cooperative? Ambivalent?
Rapport between student and examiner _____? The results are or are _____ not a valid
indication of her current functioning levels. Should be a valid indication of current functioning levels.
The tests were administered in _____ (English). During testing, student did or did not
_____wear glasses? The student is _____(Right or left) handed? Other observations _____.

ORAL LANGUAGE

Peabody Picture Vocabulary Test - Third Edition: (Description of Test) This test measures the subject's receptive (hearing) vocabulary.

Expressive Vocabulary test 2nd Ed

Results: Standard Score = Age Equivalent = SEM=

Interpretation:

Overall CONCLUSIONS

SUMMATION

According to the criteria established, (write it out) qualifies (or does not) for Special Education

Effects of Placement (may be harmful?) _____.

Your name _____

Your Signature _____
Graduate student

Test review (critique)

Introduction

Name of test
 Purpose of test
 What it measures
 History (revision, etc.)
 Age range of test
 Purpose of review
 User friendly scoring and administration
 Price
 Publisher & year of publication
 How many forms
 Individual or group administration
 Time for administration
 Qualifications to purchase test

Standardization

How was sample selected
 Characteristics of sample (age, gender, race, region of country, SES, education level of subject, education of parents)

Scoring

Types of scores (SS, PR, GE, AE, etc.)
 Method of scoring
 Range of scores
 Mean & standard deviation values
 Interpretation of scores (high = __, moderate = __, low = __)
 Standard error of measure

Reliability

Internal consistency
 Test-retest
 Inter-rater
 Split half
 Subtest reliability
 Alternate form

Validity

Criterion
 Concurrent
 Predictive
 Construct
 Face
 Factor structure
 Content
 Convergent & divergent

Critique

Strengths

Weaknesses
Overall opinion
Overall summary

Dear Parents:

The Department of Psychology and Special Education, provides a course in assessment. In order for the instruction to be of maximum benefit, our students need experience and practice in the administration of assessment techniques to school aged subjects. Therefore, we are seeking your permission to administer tests to your child,

_____.

The tests to be administered are

The testing is to provide our students with the opportunity to gain guided practice in the administration of standardized tests. Since this test is given for the sole purpose of guided practice, no information regarding the test results will be released. All test material will be retained by me. Students are directed to test children from the age of 9 to 17 and not to test relatives or friends.

If you grant permission for your child to participate, please complete the bottom portion of this letter. Thank you for your cooperation.

William G. Masten, Ph.D.
Associate Professor
Department of Psychology and Special Education
(903) 886-5594

I, _____ give my permission for
_____ to (Name of parent)
(Graduate student's name)
test my child, _____.
(Name of child to be tested)

I understand that the test is to be used for guided practice only, no information will be released, and all test materials will be retained by the instructor.

Signature of Parent/Guardian

Date