SPED 574--Appraisal of Exceptional Children

Instructor: William G. Masten, Henderson 209, Psychology and Special Education, Phone 886-5596, department 886-5594. Texas A&M University-Commerce. E-mail address: william_masten@hotmail.com. Fax (903) 886-5510. Office Hours: 3:00-4:30 pm Tuesday, Thursday & Friday and by appointment.

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@tamu-commerce.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, Polices 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**


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 practitioner, (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 2nd 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.

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 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.
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 2\textsuperscript{nd} Ed (short Description of Test)

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

Interpretation:

Your name ________________________________________ date

Your Signature _______________________________________

Graduate student
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.

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

<table>
<thead>
<tr>
<th>Areas</th>
<th>Grade Equivalent</th>
<th>STANDARD SCORES</th>
<th>SEM (±___) ___ %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
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<td>Language</td>
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<td>Writing</td>
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<tr>
<td>Full Scale (If Available)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation:

Your name ____________________    Date

Your Signature_______________________________________
Graduate student
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.

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