

Texas A&M University- Commerce
Education and Human Services
Psychology, Counseling, and Special Education
Syllabus for SPED 574: Appraisal of Exceptional Children
(3 credits)

Semester and year: Spring 2013
Course dates: January 14, 2013 – May 10, 2013
Course meetings: Mondays 4:30 P.M. – 7:10 P.M.
Course location: Metroplex

Professor: Brittany Hott, Ph.D.
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Office Hours: Mondays and Tuesdays 1:00 P.M. - 4:00 P.M.; by appointment
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COURSE DESCRIPTION

University Catalog Description

Explores a variety of methods designed to assess the learning abilities of students. Students will learn to administer, score, and interpret results of evaluations. Topics covered will include measuring achievement, oral language, visual motor integration, and adaptive behavior.

Prerequisites

SPED 520; SPED 528; SPED/PSY 572; SPED/PSY 573

COURSE COMPETENCIES

Students will:

- Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual achievement, oral language, visual motor integration, and adaptive behavior tests.
- Select, administer, and score a variety of educational tests.
- Write assessment reports of academic achievement tests.
- Interpret test results and review reports to generate appropriate educational goals and objectives
- Write assessment reports of academic achievement tests.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

LEARNING ACTIVITIES

- Class lecture and discussion
- Online and web-based applications
- Application of course concepts to case studies and practical scenarios
- Application activities using psycho-educational assessments

INSTRUCTOR SUPPORT

Communication

In addition to traditional office hours, the instructor is available virtually by Skype, MeBeam, Face Time, or email. If you would like to schedule an appointment, the best way is to email. We can then set up a time to chat when it is convenient for you. On Mondays and Tuesdays between 1:00 P.M. and 4:00 P.M., the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

The Council for Exceptional Children (CEC) developed standards of practice for special educators. This course covers competencies listed in Standard 8. For additional information about the CEC professional standards please see:

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=2208

Standard 8 -Assessment

Knowledge:

- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, pre-referral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- National, state or provincial, and local accommodations and modifications.

Skills:

- Gather relevant background information.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to stakeholders using effective communication skills.
- Evaluate instruction & monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

TeXes PROFESSIONAL STANDARDS

Texas has developed professional standards for special educators. This course covers TeXas standards II, III, and V. Please see <http://www.tea.state.tx.us> for additional information.

Special Education EC-12 Standard II

The special education teacher applies knowledge of professional roles and responsibilities and adheres to the legal and ethical requirements of the profession.

Special Education EC-12 III

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Special Education EC-12 Standard V

The special education teacher understands formal and informal assessment procedures and knows how to

evaluate student competencies to make instructional decisions.

MATERIALS

Required Textbooks

Reynolds, C. R., & Livingston, R. B. (2012). *Mastering modern psychological testing: Theory and Methods*. Upper Saddle River, NJ: Pearson.

Required Readings Supplied by the Instructor

Dunn, L. M., & Dunn, D. M. (2007). *Peabody Picture Vocabulary Test (4th ed.) manual*. Upper Saddle River, NJ: Pearson.

Harrison, P. L., & Oakland, T. (2003). *Adaptive Behavior Assessment System (2nd ed.) manual*. San Antonio, TX: The Psychological Cooperation.

Mather, N., & Woodcock, R. W. (2001). *Examiner's manual: Woodcock-Johnson III Tests of Achievement*. Itasca, IL: Riverside Publishing.

Sparrow, S. S., Cicchetti, D. V., Balla, D. A. (2005). *Survey forms manual: Vineland Adaptive Behavior Scales (2nd ed.)*. Bloomington, MN: Pearson.

Williams, K. T. (2007). *Expressive Vocabulary Test (2nd ed.) manual*. Upper Saddle River, NJ: Pearson.

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ III tests of achievement assessment*. New York, NY: John Wiley & Sons, Inc.

UNIVERSITY POLICIES AND PROCEDURES

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

Resource for **Free Textbooks** for Students with a Documented Disability: www.bookshare.org

Student Conduct

- "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)
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course.

Plagiarism

- "1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one's own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another." Oxford English Dictionary.
- Students should know that plagiarism occurs any time another's ideas or words are used without attribution. Direct quotations must be cited and set off from other text by quotation marks (""); paraphrasing of another's ideas must also be cited. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this class.
- Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.

Cheating On Examinations, Quizzes and Other Course Assignments

- The Oxford English Dictionary defines the verb "to cheat" as: "2. to defraud; to deprive of by deceit; 3. a. to deceive, impose upon, trick; b. to lead into (an action) by deception; 4. a. to deal fraudulently, practice deceit."
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. That can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.

COURSE REQUIREMENTS AND EVALUATION CRITERIA

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege dropbox. Assignments are due at 4:30 p.m. on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6th Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at

least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

| Assignment | Points |
|---|----------|
| Assessment Instruments Review (2 @ 10 points each) | 20 |
| Assessment Administration Practice (4 @ 10 points each) | 40 |
| Educational Assessment Report | 30 |
| IEP Goals and Objectives | 10 |
| Total | 100/100% |

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.

Overview of Assignments

Assessment Instruments Review (2 @ 10 points each; 20 points)

Students will research two assessment instruments. Students will develop a handout for each instrument including the age range, format of the instrument, training required for the examiner, and useful information obtained from the scores. A template and rubric will be provided.

Assessment Administration Practice (4 @ 10 points each; 40 points)

Students will administer and score four psycho-educational assessments. Students will submit a signed copy of the instructor provided consent form, protocols, and a one to two page reflection for each selected assessment. Guiding reflection questions and a rubric will be provided.

Educational Assessment Report (30 points)

Given a case study and assessment data, students will draft a professional psycho-educational evaluation report. A template and rubric will be provided.

IEP Goals and Objectives (10 points)

Given a case study, a variety of assessment data, and template, students will draft measurable Individualized Education Plan goals and objectives. Guidelines and a rubric will be provided

Grading Scale

A = 90-100% D = 60-69%
 B = 80-89% F = below 59%
 C = 70-79%

PROPOSED COURSE SCHEDULE

| Week | Topics | Readings | Assignments Due |
|-----------------|-----------------------------------|----------|-----------------|
| Week 1 01/14 | Introductions, Syllabus Review | | |
| Holiday | MLK Holiday | | |

| Week | Topics | Readings | Assignments Due |
|--------------------|---|---|---|
| Week 2 01/28 | Basic Principles of Measurement and Psychometric Properties | Reynolds & Livingston Chapters 1, 2 | |
| Week 3 02/04 | Evaluating Test Scores, Reliability, and Validity*** | Reynolds & Livingston Chapters 3, 4, 5 | |
| Week 4 02/11 | Introduction to Achievement Testing | Reynolds & Livingston 8; IRIS Modules | |
| Week 5 02/18 | Introduction to Assessing Reading, Writing, and Oral Language *** | Start Mather & Woodcock | |
| Week 6 02/25 | Reading Assessments; Oral Language Assessments | Dunn & Dunn; continue reading Mather & Woodcock; Williams | Assessment Review 1 Due |
| Week 8 03/04 | Writing Assessments *** | Mather & Woodcock Broad Written Language sections | Assessment Administration Practice 1 Due |
| Holiday 03/11 | SPRING BREAK | | |
| Week 9 03/18 | Mathematics Assessments | Mather & Woodcock Broad Mathematics sections | Assessment Administration Practice 2 Due |
| Week 10 03/25 | Introduction to Behavioral Assessment*** | Reynolds & Livingston 11; IRIS Modules | |
| Week 11 04/1 | Assessment of Adaptive Behavior*** | Start Harrison & Oakland; Start Sparrow, Cicchetti, & Balla | Assessment Review 2 Due |
| Week 12 04/08 | Interpreting Behavioral Scales/Assessment of Visual Motor Integration | Finish Harrison & Oakland; Finish Sparrow, Cicchetti, & Balla; Instructor Provided Materials Posted to eCollege | Assessment Administration Practice 3 Due |
| Week 13 04/15 | Introduction to Report Writing and IEP Goal Development *** | Instructor Provided Materials Posted to eCollege | Assessment Administration 4 Due |
| Week 14 04/22 | Report Writing and IEP Development Continued | Instructor Provided Materials Posted to eCollege | |
| Week 15 04/29 | IEP Goals and Objectives Share | | Educational Assessment Report Due; IEP Goals and Objectives Due |
| Exam Week 05/06 | Course Assessment, Evaluation, and Reflections | | Course Evaluation and Reflection |

IMPORTANT NOTE

Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly.