

**The College of Education and Behavioral Sciences
School of Education
Houston Baptist University
Course Syllabus
EDSP/EPsy 6305 Individual Psychological Assessment
Spring 2015**

COURSE DESCRIPTION

Review of theory underlying individual ability tests; supervised practice in administration, scoring, and interpretation of the Wechsler tests. Skills in report preparation are addressed. The Wechsler scales are emphasized in this course. (Course is offered as EDSP and EPsy 6305)

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is designed for special educators, educational diagnosticians, school counselors, licensed specialists in school psychology, and other professionals whose vocation requires the need for knowledge of, and application of psycho-educational assessment procedures, special education services, and alternative learning programs. Prerequisite EPsy/EDSP 6302.

DATE AND TIME OF CLASS MEETINGS

Wednesday, 5:00 – 7:25 pm

ROOM NUMBER

Hinton, Rm 117

INSTRUCTOR INFORMATION

Name: Renee Kwiatek
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Office Phone: 281-649-3240
Office Location: Hinton
Office Hours: *Office Hours by appointments*

LEARNING RESOURCES

Required Texts:

- Sattler, Jerome M. (2014). Foundations of behavioral, social, and clinical assessment of children 6th edition. La Mesa, CA. Jerome .M. Sattler, Publisher, Inc. ISBN#: 978-0-9702671-8-4
Sattler, Jerome M. (2014). Resource guide to accompany foundations of behavioral, social, and clinical assessment of children 6th edition. La Mesa, CA. Jerome .M. Sattler, Publisher, Inc. ISBN#: 978-0-9702671-9-1

Recommended Texts:

- Flanagan, D.P. & Kaufman, A. S. (2009). Essentials of WISC-IV assessments 2nd edition. Denver, CO. John Wiley & Sons, Inc. ISBN-13#: 9780470189153
Lichtenberger, E. O., Breaux, K. C., & Kaufman, A. S. (2010). Essentials of WIAT-III and KTEA-II assessments 1st edition. Denver, CO. John Wiley & Sons, Inc. ISBN-13#: 9780470551691
Kaufman, A. S. & Lichtenberg, E. O. (2012). Essentials of WAIS-IV assessment 2nd edition.

Denver, CO. John Wiley & Sons, Inc. ISBN-13#: 978-1118271889

Other Required Materials:

Protocols and testing equipment/materials:

- Four (4) sets Wechsler Adult Intelligence Scale 4th edition (WAIS-IV)
- Eight (8) sets Wechsler Intelligence Scale for Children 4th edition (WISC-V) Response Booklets
- Three (3) sets of Wechsler Individual Achievement Test 3rd edition (WIAT-III) Response Booklets
- Pencil
- Stopwatch
- Wechsler Test Kits (will discuss this requirement the first day of class)
- iPADS (will discuss this requirement the first day of class)

*Protocols can be purchased at the HBU University bookstore or through the professor if available.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare special educators, educational diagnosticians, school counselors, licensed specialists in school psychology, and other professionals whose vocation requires the need for knowledge of, and application of psycho-educational assessment procedures, special education services, and alternative learning programs.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will...provide students with a hands-on learning experience in the field of educational diagnostics and insight to explore their Christian mission and calling as it relates to the profession of educational diagnostician.

RELATION TO THE SPECIAL POPULATION DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Special Populations is to develop quality teachers who honor and respect diversity, seek to meet the needs of each learner, value lifelong learning, and exhibit their faith in the service of educating others.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies to assist non-native English speakers to succeed ;
- courses designed to promote equitable learning experiences for students with varying exceptionalities through accurate diagnosis, assessment, and differentiated instruction; and
- an understanding of their faith in action through serving the needs of diverse students.

COURSE LEARNING OBJECTIVES

This course covers basic features of the Wechsler individual intelligence and achievement assessments. Upon completion of this course, students should be able to:

1. Develop professional report writing skills using the Full and Individual Evaluation (FIE) format required by TEA.
2. Professionally analyze and interpret evaluation data and assessment information to support appropriate educational planning.
3. Understand and interpret statistics, standardized assessment, evaluation procedures, and synthesis of test variables utilized in psychometric testing.
4. Administer, score, and interpret WAIS IV, WISC V, and WIAT III.
5. Integrate assessment data into a clear, descriptive report including but not limited to the following components: physical functioning, oral language skills, mental status, educational history, background data, current levels of academic and functional performance, adaptive behavior, cognitive strengths and weakness, and recommendations for instruction and accommodations to meet the student's needs.
6. Recognize intervening variables that affect test performance and obtained results of intelligence assessment, including but not limited to cultural, social, and physical factors.
7. Recognize ethical issues regarding assessment, learn to prevent misinterpretation and misuse of assessment scores and data.

COLLEGE OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support state and national standards including TExES (Educational Diagnostician) domains, standards, and competencies, International Dyslexia Association (IDA) Reading, TExES (School Counselor) domains, standards, and competencies.

- A list of specific TExES (Educational Diagnostician and School Counselor) competencies and International Dyslexia Association (IDA) for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

TExES Domains, Standards, and Competencies (Educational Diagnostician)

The following TExES (Educational Diagnostician) domains, standards, and competencies are addressed in part or in full in this course:

TExES Domains, Standards, and Competencies

Domain I- Students with Disabilities

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Competency 001: The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

A. Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities.

B. Knows how to access information on the cognitive, academic, communicative, physical, social and emotional characteristics of individuals with various disabilities.

C. Demonstrates awareness of the variation in ability among individuals with particular types of disabilities.

D. Analyzes the educational implications of various disabilities.

E. Knows how to use various types of assessment and evaluation procedures to identify students with disabilities and determine the presence of an educational need.

F. Knows how to gather and use background information regarding the educational/developmental (e.g., behavioral, social, academic), medical and family history of individuals with disabilities.

Competency 002: The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.

A. Demonstrates knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.

B. Recognizes how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.

C. Applies knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities.

D. Uses strategies and procedures that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming and placement and that ensure nonbiased results.

E. Demonstrates awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.

Domain II -Assessment and Evaluation

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation program planning and instructional decision making.

- A. Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services.
- B. Knows the rights of parents/guardians and students (i.e., procedural safeguards) in relation to assessment and evaluation.
- C. Applies knowledge of the links between evaluation, goals and objectives and placement decisions.
- D. Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.
- E. Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions and support ongoing review.
- F. Knows the roles of team members, including the student when appropriate, in planning an individualized program.

Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

- A. Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.
- B. Demonstrates knowledge of standards for test norming, reliability and validity; procedures used in standardizing assessment instruments; and sources of measurement error.
- C. Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities).
- D. Demonstrates knowledge of how to select or modify assessment procedures to minimize bias in results.
- E. Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal).
- F. Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
- G. Applies knowledge of procedures for screening, pre-referral, referral and eligibility.
- H. Demonstrates the ability to score assessment and evaluation instruments accurately and to create and maintain evaluation reports according to federal and state guidelines.

I. Knows how to collaborate effectively with families and with other professionals in assessing and evaluating individuals with disabilities.

Competency 005: The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

A. Analyzes the uses and limitations of various types of formal and informal assessment and evaluation data.

B. Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

C. Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior and academic skills.

D. Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific areas (e.g., language skills, physical skills, social/emotional behavior, assistive technology needs).

E. Uses assessment and evaluation results to determine a student's needs in various curricular areas and to make recommendations for intervention, instruction and transition planning.

F. Uses performance data and information from teachers, other professionals, the student and the student's parents/guardians to recommend appropriate modifications and/or accommodations within learning environments.

G. Recognizes the need to monitor the progress of individuals with disabilities.

Domain III- Curriculum and Instruction

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

A. Demonstrates knowledge of curricula for the development of motor, cognitive, academic, social, language, affective, career and functional skills for students with disabilities.

B. Demonstrates knowledge of individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

C. Applies skills for interpreting assessment and evaluation data and using data for instructional recommendations.

D. Demonstrates knowledge of a variety of instructional strategies, technology tools and curriculum materials to address the individual needs and varied learning styles of students with disabilities within the continuum of services.

E. Knows how to modify curriculum content for individuals with disabilities.

F. Knows how to select and adapt instructional methods, strategies and materials to provide accommodations for individuals with disabilities.

G. Applies knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

Domain IV- Foundations and Professional Roles and Responsibilities

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Competency 008: The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.

A. Demonstrates knowledge of models and theories that provide the basis for special education evaluations and knows the purpose of evaluation procedures and their relationship to educational programming.

B. Applies knowledge of state and federal laws, rules and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs.

C. Knows how to comply with local, state and federal monitoring and evaluation requirements.

D. Applies knowledge of issues, assurances and due process rights related to evaluation, eligibility and placement within a continuum of services.

E. Demonstrates knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs.

F. Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures).

G. Knows how to create quality educational opportunities that are appropriate for individuals with disabilities and reflect respect for their culture, gender and personal beliefs.

H. Knows qualifications necessary to administer and interpret various instruments and procedures.

I. Knows organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.

Domain IV- Foundations and Professional Roles and Responsibilities

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Competency 009: The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management and organization.

A. Applies skills and strategies for engaging in effective communication, collaboration and consultation with others (e.g., students with disabilities, parents/guardians, classroom teachers, other school and community personnel) to meet the needs of individuals with disabilities in a culturally responsive manner.

B. Demonstrates knowledge of family systems and the role of parents/guardians in supporting student development and educational progress and applies strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns and fostering respectful and beneficial relationships between families and education professionals.

C. Applies skills for effective communication and collaboration in a variety of contexts (e.g., conducting conferences with students and families, working with other professionals to include students in specific learning environments, communicating about characteristics and needs of students with disabilities, reporting and interpreting assessment results to professionals and parents/guardians).

D. Knows the roles of students with disabilities, parents/guardians, teachers and other school and community personnel in planning educational programs and knows strategies for collaborating with team members to develop appropriate educational programs for individuals.

E. Knows how to keep accurate and detailed records of assessments, evaluations and related proceedings (e.g., ARD/IEP meetings, parent/guardian communications and notifications).

F. Demonstrates knowledge of time management strategies and systems appropriate for various educational situations and environments, including the selection, modification and design of forms to facilitate planning and scheduling.

G. Knows how to use technology appropriately to organize information and schedules.

H. Applies knowledge of legal and regulatory timelines, schedules, deadlines and reporting requirements and methods for maintaining eligibility folders and for organizing, maintaining, accessing and storing records.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

- C. Knowledge of Dyslexia and Other Learning Disorders:
- Recognize the tenets of the NICHD/IDA definition of dyslexia.
 - Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
 - Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language, comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics, learning disorder, nonverbal learning disorders, etc..)

- Identify how symptoms of reading difficulty may change over time in response to development and instruction.
 - Discuss federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.
- D. Interpretation and Administration of Assessments
- Explain the content and purposes of the most common diagnostic tests used by psychologists and educational evaluations.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Demonstrate basic understanding of intelligence and achievement testing.
2. Administer, score, and interpret intelligence/achievement tests. Students will explain the procedures and findings of test administration.
3. Write professional reports incorporating the following: history of the client, behavioral observations, analysis of data, determination of learning and/or other possible disabilities, conclusions and implications for further assessment/educational strategies. Two comprehensive reports will be written using a combination of these assessments: WISC-V, WAIS-IV, and WIAT- III.

The content of this outline and schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

1. Readings
2. Group Discussion
3. Cooperative Learning
4. Technology- email, word processing, online training
5. Presentations
6. Lecture
7. Independent Assignments

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking educational diagnostician certification are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates

1. Descriptions and rubrics for assignments are included at the end of this document.
2. These assignments/activities develop and/or assess state and national standards including TExES competencies and IDA reading standards.

Assignments	Learning Objectives	Standards/Competencies/ Domain (TExES & IDA)	Possible Points (330)
Class Participation and Completion of all assignments (including test administrations) turned in on time	1-7	D-IV; Standards- I, II, III VIII	50
Administration of WISC-IV, WAIS-III, WIAT-III-and Protocol Check	1-7	D-II; Standards-IV, VI; Competencies 3,4,5; D-III; Standards- IX,X; Competencies 3,4,5; IDA Standard C; Competencies 1-6	120
Full and Individual Evaluation Report WAIS-IV/WIAT III	1-7	D-II; Standards-IV, VI; Competencies 3,4,5; D-III; Standards- IX,X; Competencies 3,4,5; IDA Standard C; Competencies 1-6	100
Full and Individual Evaluation Report WISC-V and WIAT-III	1-7	D-II; Standards-IV, VI; Competencies 3,4,5; D-III; Standards- IX,X; Competencies 3,4,5; IDA Standard C; Competencies 1-6	100
Chapter/Text Study Questions, Personal Electronic Notebook for web, journal and text resources Discussion	1-7	D-I-IV; Standards I-X; Competencies- 1-9; IDA Standard C; Competencies 1-6	30

Grading Standards

COEBS Letter Grades	COEBS Percentages for Letter grades	Points Earned to Correlate with COEBS Grading Scale	Comments
A	94-100	376-400	
A-	90-93	360-375	
B+	87-89	348-359	
B	83-86	332-347	
B-	80-82	320-331	
C+	77-79	308-319	
C	73-76	280-307	
F	72 and below	279 and below	Student must retake course

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies

In the College of Education and Behavioral Sciences, any student who does not attend at least **75%** of the scheduled class sessions will receive a grade of "F" for the course, regardless of performance on other assessments such as tests, quizzes, papers, or projects. This means that more than 2 absences will result in a failing grade. "Regular attendance in class is important for student success, and it is university policy that

students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities."

- Attendance and participation is expected at every class session.
- Two tardies are permitted for all classes.
- Medical notes for excused absences will be accepted only one week after the absence.
- Absences, tardies, and early departure from class are strongly discouraged. It is very important to be on time for class and to stay for the entire class session. Your performance in this course will be better if you attend classes and participate in the discussions. This course will be highly interactive and you will need to be in class. If you **arrive late or leave early**, you will **NOT** receive full credit for participating or for attendance. If you do work not pertaining to this class during class time, you will not receive full credit for participating.

Academic Accommodations

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties: If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work

University Policy: Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Additional Policy for this class: All assignments submitted after the due date will be assessed a 10% penalty. Please ensure that all assignments are submitted on time. Assignments are due at the beginning of class or at the posted time for assignments turned in on line. No work will be accepted after the date posted on your syllabus.

Missed Tests

All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Electronic Device Use in the Classroom

University Policy: During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Additional Policies for this class:

- You must turn off all electronic devices in your possession to avoid distractions to the climate of the classroom. This includes cell phones. These should remain out of sight during instructional
- Answering cell phones, reading or responding to text messages during class will lower your participation grade. If this is a continuing distraction, the student will be asked to leave class and this will be reflected in the course grade.
- No cell phones will be allowed in the classroom for exams. Should you forget, you may leave any cell phones with the professor during the testing time. Any cell phone that goes off in a student's possession during an exam will be an automatic F on the exam.
- No recording devices will be allowed in the classroom.
- The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial, not during any activities and/or presentations.
- The use of the Internet and computer for personal means during class time will result in a reduction in the class participation grade and loss of class use of the computer for the remainder of the semester.

Additional Information for this Course

1. Students are expected to act in a professional manner. This includes, but is not limited to: adhering to APA Ethical Standards of Psychology; maintaining test security and subject confidentiality.
2. Subject's name will not appear on test protocols, reports, etc. Please use pseudonym.
3. **Students CANNOT release test scores to subjects, subject's parents/guardians, schools and/or their personnel.**
4. **Test protocols CANNOT be copied or faxed**
5. Each student is expected to find their own subjects (2-3) for testing
6. All scoring and quantitative analysis of instruments must be calculated by the student. Computer scoring is only allowed when using the IPAD to administer a test. **Reports must be written by the student.**
7. Please keep all your work until grades have been assigned.
8. Protocols must be turned in with reports, then destroyed (*shredded*) at the end of the course.
9. **Children in Classroom.** In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.
10. **Classroom Behavior Expectations.** The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil

behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

***Addendum: Classroom Behavior Expectations**

Working on or reading of other materials and/or projects during this designated class time will not be permitted and will result in the lowering of the class participation grade. Group work demands a high level of accountability and collaboration. Therefore, the professor reserves the right to adjust and/or remove group members from small group work, if needed. If a student is removed from a working group for any reason, the student is expected to complete all components of the task/assignment entirely on an individual basis on the original due date with a reduction in grading points as is warranted.

11. **Early Alert.** To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an Academic Early Alert Referral System (EARS). Your professor will issue an Early Alert to your advisor if you he or she believes you struggling in the course. You should meet with you advisor and professor to discuss new strategies for successful completion of the course.
12. **Email Policy.** All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.
13. **Grievance Procedures.** The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.
14. **Incomplete Course Request.** Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS:

Renee Kwiatek

Instructor's Signature: *Renee Kwiatek*

EDSP 6305 Individual Psychological Evaluation: TENTATIVE CLASS SCHEDULE

	Class topics and readings	Assignments Due
Jan. 21	Introductions; course requirements, syllabus acknowledgment, review of kit use contracts, ethics and confidentiality, review use of IPADs Intro of WAIS IV (distribution of WIAS IV kits), how to use test kits & complete protocols- Subtest/composite descriptions & definitions	
Jan. 28	Discuss administering IQ tests, procedures, standardization Dos & Don'ts Administer WAIS IV to partner in class	Bring a WAIS IV protocol for class activity
Feb. 4	Score protocols in class – review of stats (scaled/standard scores, percentiles, comparisons, intervals) discuss interpretation of results, what the subtests assess	Completed WAIS IV protocol from last week
Feb. 11	Distribute IPADs, sign contracts, discuss use of IPADs Explain assignment: view webinars for IPAD “grade” scored protocols in class, review concerns/questions	2 nd completed WAIS IV protocol
Feb. 18	Introduce the WIAT III Practice in class using IPAD to administer Practice scoring on IPAD	3 rd completed WAIS IV protocol IPADS are to have apps downloaded, Q-interactive downloaded and ready for use
Feb. 25	Review the administration of the WIAT III Report Writing (how to write the IQ and Achievement portions of an FIE)	WIAT III completed and on IPAD for viewing (this WIAT III should be given to an adult – 18 or older)
Mar. 4	Introduce the WISC IV using IPADs Administer WISC V to instructor as a class	Completion of final (4 th) WAIS IV Completion of the WAIS IV/IQ portion of FIE
Mar. 11	Discuss your concerns when writing the IQ section of the report, inclusion of scores, charts, graphs, etc... Discuss interpreting the WIAT III / WISC IV	1 st administration of WISC V should be in your Q interactive (the one administered to the professor in class)
Mar. 18	Spring Break – No class	
Mar. 25	Pull it all together: write your first FIE using a WAIS IV and WIAT III. Use the grading rubric to be sure you include all of the required elements.	2 nd Administration of WISC V completed in IPAD
Apr. 1	Using the IPAD and interpreting WISC V, how is going, what problems are you running into, difference testing kids Standardization with kids	FIE using a WAIS IV and WIAT III (report 1) 3 rd WISC V completed
Apr. 8	Standardization Interpreting; what does that subtest measure and why	4 th WISC V completed
Apr. 15	What is CHC, what is a broad G, a narrow G, how do you pull this all together in a report for LD And how do I explain it to a parent?	5 th & 6 th WISC V completed
Apr. 22	What about other eligibilities ID, AU, OHI, do I use the Gs what am I looking for??? Review of report writing, interpreting test results, what to report and how	7 th WISC V completed
Apr. 29	Case Study Preparation Writing the report	8 th WISC V completed
May 6	Testing in those unique situations Nonverbal (Leiter III) Deaf/Blind	FIE using a WISC V and WIAT III (2 nd Report) due This FIE is your final exam. Use the grading rubric to be sure you include all required elements
May 13	Final: Present your report to the class	Last day to turn in any items that need to be returned: IPADs, test kits

Schedule is subject to change to meet the needs of the class. Changes will be posted on Blackboard.

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Course Correlation to Pedagogy and Professional Responsibilities and TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFvMtxaBMvC	
I, II, III	3. Child Development	A variety of theories for child development.	
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	5. Learning Theories	A variety of learning theories	
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		
I, II, IV	8. State Assessment of Students & STAAR:Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	<i>Various types of tests are utilized to assess students' needs.</i>
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/stan dtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	The use of tests to assess students needs is the foundation of the course.
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	

IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS::the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal,: the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

ASSIGNMENT DESCRIPTIONS

1. **Class Participation**
No more than 2 absences, tardies, or early leaves; completion and submission of all assignments on time.
2. **Read/Discuss/ Complete Study Questions Chapters 1-25**
Students will read chapters and complete study questions. Study questions that caused them the most difficulty will be discussed in class. Students are expected to come to class prepared to discuss the chapters having completed the assigned questions. Be sure to mark the questions that were difficult or challenging for you so that they can be included in the class discussion
3. **Electronic Notebook:**
Students will create an electronic notebook to be submitted as per the course schedule to record and save the websites, journals, texts and other sources that the student has researched and found informative and helpful in the administration, scoring, and interpreting of the assessments in this course as well as any other information pertaining to course objectives for future use.
4. **Administer Tests**
The students will administer 8 WISC-V, 4 WIAT-III, and 4 WAIS- III to individuals. Students will score and analyze the test results. Protocols will be checked for accuracy. Two video tapes will be made of test sessions, one for the WISC-V and one for the WIAT-III
5. **Written Educational Reports**
2 Full Individual Evaluation reports will be written. The second one will serve as your final exam and will be presented in class for practice presenting a report and explaining the findings
6. **Final Exam-**
Psychoeducational report (Final FIE) and conference with professor will serve as final exam.



EPSY/EDSP 6305 Individual Psychological Evaluation RUBRIC

Name: _____

Semester: _____

Class Participation

Score _____ (Possible Points- 50)

Aspects	Criteria	Points Possible	Points Earned
Class Participation	No more than 2 absences, tardies, or early leaves; (25 pts) Completion and submission of 8 WISC V, 4 WAIS IV & 3 WIAT III on time (25pts)	50	

Chapter Readings and Discussion

Score _____ (Possible Points-30)

Aspects	Criteria	Points Possible	Points Earned
Chapter Reading Personal Electronic Notebook	Completion of chapter reading and assignments Participation in class discussion Completion, submission, and sharing via blackboard of a personal electronic notebook demonstrating your research and the resources you found that address and support the administration of intellectual and academic skills	30	

Administration of Protocol

Score _____ (Possible Points-120)

Aspects	Criteria	Points Possible	Points Earned
	Demographic Information complete/chronological age correct 2 pts for each of 5 protocols	10	
	Administration of correct items (including reversing) 2 pts for each of 5 protocols	10	
	Items correctly scored (points given correctly) 2 pts for each of 5 protocols	10	
	Correct use of querying and prompting as per standardization 2 pts for each of 5 protocols	10	
	Basal determined 2 pts for each of 5 protocols	10	
	Ceiling correctly determined and applied 2 pts for each of 5 protocols	10	
	Correct Raw score (includes no mathematical errors) 2 pts for each of 5 protocols	10	
	Correct scaled and standard scores 2 pts for each of 5 protocols	10	
	Intervals (derived from standard scores) are correct 2 pts for each of 5 protocols	10	
	Percentile ranks are correct 2 pts for each of 5 protocols	10	
	Comparisons are correct 2 pts for each of 5 protocols	10	
	Protocols are completed and turned in on time 2 pts for each of 5 protocols	10	

Full and Individual Evaluation Report (WAIS IV and WIAT III)

Score _____ (Possible Points-100)

Aspects	Criteria	Points Possible	Points Earned
Demographic Data, Reason for FIE, Background Info, Sources of Data, Review of Educational Records	Demographic Data: ___ Student's name ___ Date of Birth ___ Age ___ Gender ___ school ___ grade ___ Date of Report Sources of Information (in table or chart format) ___ Sources of Information (test or data) ___ Informant ___ Dates of Assessments Reason/Purpose for Referral ___ state the reason or purpose of the referral for assessment Background Information/Review of Educational Data ___ Previous school performance ___ Onset of learning difficulties ___ report card grades ___ bench marks or district test scores ___ STAAR /IOWA/ACT/SAT/ other test scores ___ previous evaluation results Standardized Testing ___ Discuss client's behavior during testing ___ Describe the testing environment	10	
Speech/Lang, Physical Info, Sociological, Emotional Behavioral	Oral Language skills (includes source of findings/information) ___ dominant language is determined ___ Receptive/Listening Comprehension ___ Expressive/ Oral Expression Physical Function ___ Vision ___ Hearing ___ medical or physical concerns ___ Medications ___ physical limitations Emotional and Behavioral functioning ___ classroom functioning ___ behavioral concerns reported/informant info	20	
Intellectual, Adaptive Behavior	Describe the intelligence test ___ types of scores (SS/Scaled /%) ___ Mean, SD ___ ages appropriate for ___ purpose/ use of test Create a chart/graph displaying the scores ___ standard/scaled for subtests and indexes ___ % rank ___ intervals ___ classification Interpret the test results in terms of ___ standard/scaled scores ___ percentile ranks ___ what skill/area is measured (you must be able to explain what you write, not just copy it, know what you are talking about) CHC Factors (all 7 broad G's) ___ qualitative descriptions (what does each G measure) ___ correct subtests for each G ___ implications of abilities measured adaptive behavior ___ correct definition of adaptive behavior and statement of how it was measured	30	
Academic Dev., Assistive Tech, Transition	Describe the achievement/academic test ___ types of scores (SS/Scaled and %) ___ Mean, SD ___ ages appropriate for ___ purpose/use of test Create a chart/graph displaying the scores ___ standard/scaled for subtests and indexes ___ % rank ___ intervals ___ classification Interpret the test results in terms of ___ standard/scaled scores ___ percentile ranks ___ what skill/area is measured specific competencies in ___ reading ___ math ___ writing Current Academic Functioning ___ data identifying student current functioning in the classroom ___ statement and data from RTI specifying interventions ___ statement and data from RTI specifying results of RTI interventions ___ statement of student needs/lack of need for assistive technology ___ support for AT statement ___ statement of student's plans for future employment after graduation if age/grade appropriate	20	
Conclusion / Summary, Recommendations, Assurances, Signature Report errors	Summary/Conclusion ___ Briefly review the student's demographic data (age, grade) and current functioning in relation to referral question Summarize the student's areas of strengths and weaknesses ___ cognitively and ___ academically Recommendations ___ are linked directly to the assessment data and are appropriate for the need identified ___ recommendations to address cognitive needs if appropriate ___ recommendations to address academic needs (specific interventions not accommodations) ___ recommendations for accommodations in the classroom and for taking tests if appropriate and ___ recommendations to address transition/vocational needs if appropriate ___ Assurances and signature must be included in the report ___ No more than 2 errors on each page of the report ___ Professional language, grammar and vocabulary which are sensitive to the audience (parents and teachers) are used throughout the report	20	

Full and Individual Evaluation Report (WISC V and WIAT III) – Final Score __ (Possible Points-100)

Aspects	Criteria	Points Possible	Points Earned
Demographic Data, Reason for FIE, Background Info, Sources of Data, Review of Educational Records	Demographic Data: ___ Student's name ___ Date of Birth ___ Age ___ Gender ___ school ___ grade ___ Date of Report Sources of Information (in table or chart format) ___ Sources of Information (test or data) ___ Informant ___ Dates of Assessments Reason/Purpose for Referral ___ state the reason or purpose of the referral for assessment Background Information/Review of Educational Data ___ Previous school performance ___ Onset of learning difficulties ___ report card grades ___ bench marks or district test scores ___ STAAR /IOWA/ACT/SAT/ other test scores ___ previous evaluation results Standardized Testing ___ Discuss client's behavior during testing ___ Describe the testing environment	10	
Speech/Lang, Physical Info, Sociological, Emotional Behavioral	Oral Language skills (includes source of findings/information) ___ dominant language is determined ___ Receptive/Listening Comprehension ___ Expressive/ Oral Expression Physical Function ___ Vision ___ Hearing ___ medical or physical concerns ___ Medications ___ physical limitations Emotional and Behavioral functioning ___ classroom functioning ___ behavioral concerns reported/informant info	20	
Intellectual, Adaptive Behavior	Describe the intelligence test ___ types of scores (SS/Scaled /%) ___ Mean, SD ___ ages appropriate for ___ purpose/ use of test Create a chart/graph displaying the scores ___ standard/scaled for subtests and indexes ___ % rank ___ intervals ___ classification Interpret the test results in terms of ___ standard/scaled scores ___ percentile ranks ___ what skill/area is measured (you must be able to explain what you write, not just copy it, know what you are talking about) CHC Factors (all 7 broad G's) ___ qualitative descriptions (what does each G measure) ___ correct subtests for each G ___ implications of abilities measured adaptive behavior ___ correct definition of adaptive behavior and statement of how it was measured	30	
Academic Dev., Assistive Tech, Transition	Describe the achievement/academic test ___ types of scores (SS/Scaled and %) ___ Mean, SD ___ ages appropriate for ___ purpose/use of test Create a chart/graph displaying the scores ___ standard/scaled for subtests and indexes ___ % rank ___ intervals ___ classification Interpret the test results in terms of ___ standard/scaled scores ___ percentile ranks ___ what skill/area is measured specific competencies in ___ reading ___ math ___ writing Current Academic Functioning ___ data identifying student current functioning in the classroom ___ statement and data from RTI specifying interventions ___ statement and data from RTI specifying results of RTI interventions ___ statement of student needs/lack of need for assistive technology ___ support for AT statement ___ statement of student's plans for future employment after graduation if age/grade appropriate	20	
Conclusion / Summary, Recommendations Assurances, Signature Report errors	Summary/Conclusion ___ Briefly review the student's demographic data (age, grade) and current functioning in relation to referral question Summarize the student's areas of strengths and weaknesses ___ cognitively and ___ academically Recommendations ___ are linked directly to the assessment data and are appropriate for the need identified ___ recommendations to address cognitive needs if appropriate ___ recommendations to address academic needs (specific interventions not accommodations) ___ recommendations for accommodations in the classroom and for taking tests if appropriate and ___ recommendations to address transition/vocational needs if appropriate ___ Assurances and signature must be included in the report ___ No more than 2 errors on each page of the report ___ Professional language, grammar and vocabulary which are sensitive to the audience (parents and teachers) are used throughout the report	20	

