

## SPD 587: WORKSHOP IN EDUCATION

### SPD587: Workshop in Education Fall 2007 Sam Houston State University

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#### Required Texts:

Sattler, J.S. & Hoge, R.D. (2006). *Assessment of children: Behavioral, social, and clinical applications*, San Diego, CA: Jerome M. Sattler Publisher. ISBN 0-9702671-3-4

McLean, M, Wolery, M. , & Bailey, D.B. (2004). *Assessing infants and preschoolers with special needs* (3<sup>rd</sup> ed.). Columbus, OH: Pearson/Merrill/Prentice Hall.

Mather, N. & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York, NY: John Wiley & Sons. ISBN 0-13-098662-3

**Reserved Readings:** See Electronic Reserves at the Newton Gresham Library Web Site.

#### Recommended Readings (Books)

Schrank, F.A., & Flanagan, D.P. (2003). *WJ III clinical use and interpretation: Scientist-practitioner perspectives*. Boston, MA: Academic Press.

Flanagan, D.P., Ortiz, S. O., Alfonso, V.C., & Mascolo, J.T. (2002). *The achievement test desk reference (ATDR)*. Boston, MA: Allyn & Bacon.

Mather, N. & Jaffe, L. (2002). *Woodcock Johnson III: Reports, recommendations, and strategies*. New York, NY: John Wiley & Sons, Inc.

Fitzgerald, M., Johnson, M., & Lasater, M. (1999). *Maxim: Linking functional-contextual assessment to the instructional process*. Katy, TX: LR Consulting.

Sattler, J. (2002). *Assessment of children* (4th ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Partington, J.W. & Sundberg. M.L. (1998). *The assessment of basic language and learning skills (The ABLLS) : Scoring instructions and IEP development guide*. Pleasant Hill, CA: Behavior Analysts, Inc.

#### Recommended Readings (Journals)

*Assessment for Effective Intervention*

*The DiaLog*

*Exceptional Children*

*Teaching Exceptional Children*

*Journal of Learning Disabilities*

*Learning Disabilities Quarterly*

*Remedial and Special Education*

*Behavioral Disorders*

*Education and Training in Developmental Disabilities*

*Focus on Autism and Developmental Disabilities*

*Young Exceptional Children*

*Research and Practice in Severe Disabilities*

*Journal of Special Education*

*Education and Treatment of Children*

#### Useful Web Resources

Council for Exceptional Children: <http://www.cec.sped.org/index.html>

Texas State Board for Educator Certification:

Institute for Applied Psychometrics: <http://www.iapsych.com/hornmod.htm>

CHC Cross-Battery Online: <http://facpub.stjohns.edu/~ortiz/cross-battery/>

WWW School Psychology Homepage: <http://facpub.stjohns.edu/~ortiz/>

Dumont Willis Home PageL: <http://alpha.fdu.edu/psychology/>

Assessment of 2<sup>nd</sup> Language Acquisition: <http://home.earthlink.net/~psychron/>

The Brain Connection: <http://www.brainconnection.com/>

School Psychology Resources Online: <http://www.schoolpsychology.net/>

Margaret Kay: <http://www.margaretkay.com/>

National Association of School Psychologists: <http://www.nasponline.org/index2.html>

**Course Description:** This is a graduate level course in the application of the skills required if a diagnostician that uses research and researched best-practice to inform and guide decision-making. This course provides supervised instruction and practice in the administration, scoring, reporting of results, and interpretation of appropriate individual tests for young children and low incidence populations. Additionally, students will design and complete an informal play-oriented assessment of a young child and a contextual assessment of a student with disabilities.

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**MISSION STATEMENT, College of Education** "Through excellent instruction, research and public service, the College of Education and Applied Science provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."

**Conceptual Framework:**

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

**Standards Matrix**

<b>Objectives/Learning Outcomes</b>	<b>Activity</b>	<b>Performance Assessment</b>	<b>Standards SBEC CEC ED</b>
Demonstrate positive regard for culture, gender, personal beliefs of individual students	Case study	Final exam case study	2.2s
Use copyrighted material in an ethical manner	Test use	Test protocol evaluations	2.7s
Access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities	Comparative report	Rubric for evaluation of comparative report	5.1s
Gather background information regarding the academic, medical, and family history of individuals with disabilities	Comparative report	Rubric for evaluation of comparative report	5.2s
Applies and interprets derived scores	Comparative report	Rubric for evaluation of comparative report	6.10k
Uses and limitations of various assessment data and instruments	Contextual assessment, play-oriented assessment	Rubric for evaluation of assessment	6.7k, 6.8k
Methods of motor skills assessment	Bayley-R, contextual assessment	Rubric for evaluation of assessment	6.13k ED3k8
Collaborate in assessment and evaluation	Contextual assessment	Rubric for evaluation of assessment	6.1s
Score assessment and evaluation instruments accurately	Bayley-R, SB-IV, Leiter, UNIT, WJ-III Cog	Rubric for evaluation of assessment	6.3s ED3s3
Create and maintain assessment reports	Comparative report	Rubric for evaluation of comparative report	6.4s ED3S2
Select or modify assessment to ensure nonbiased results	Comparative report	Rubric for evaluation of comparative report	6.5s ED3S4; ED3s5
Assess and interpret formal/informal assessment; determine need for further assessment; prepare assessment reports	Interpretation and Recommendations	Rubric to evaluate recommendations and interpretations	6.7s; 6.8s; 6.10s6.11s ED3s12; ED3s13
Characteristics and effects of culture and environment; effects of diversity on evaluation	Case study	Final exam evaluation	7.2k; 7.4k; 7.1s ED2K3
Issues related to overrepresentation	Final exam	Final exam evaluation	7.3k ED2K2
Strategies that are responsive to diverse backgrounds for programming and placement	Case study	Final exam evaluation	7.5k; 7.2s
Assess language, adaptive behavior, behavior, perceptual skills	Bayley-R, contextual assessment	Rubric for evaluation of assessment	ED3s8

*Web Site for State Board for Educator Certification Standards:*

*<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>*

*Web Site for CEC Educational Diagnostics Division: <http://www.cec.sped.org/ps/diagnostician.doc>*

**State Board of Education Standards for Educational Diagnosticians**

- 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 IV.** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- Standard V.** The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- Standard VI.** The educational diagnostician selects, administers, and interprets appropriate formal and informal assessment information.
- 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.
- Standard VIII.** The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
- 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

**Course Requirements**

1. Attend all class meetings. Absences of more than 3 hours may result in a grade reduction.
2. Complete all weekly assignments
3. Administer and score tests
4. Read assigned material.
5. Complete all testing and report writing by deadlines. One point per week per item will be subtracted for not meeting deadlines.
6. Additional assessment may be necessary to meet the TK20 submission. These assessments will be determined on an individual basis.

**Course Assignments:**

**I. Assessment Activities**

**a. Instruments**

**DAYC:** 1 protocol with a score of 5; 1 summary of scores chart; ages birth-5 years

**Assessment of Basic Language and Learning Skills (ABLLS):** in-class simulation activity

**Stanford Binet V:** 1 protocol with a score of 5; 1 summary of scores chart, ages 3-18

**Leiter International Performance Scale- Revised:** 1 protocol with a score of 5; 1 summary of scores chart, ages 3-18

**Universal Nonverbal Intelligence Test:** 1 protocol with a score of 5; 1 summary of scores chart, ages 18

**Woodcock-Johnson III Tests of Cognitive Abilities:** 1 protocol with a score of 5; 1 summary of scores chart, ages 6-18

**KABC-II:** 1 protocol with a score of 5; 1 summary of scores chart, ages 3-18

**Check and Cosign Partner's DAYC, SB-V, UNIT, Leiter, WJ-Cog, K-ABC-II**

**Play-Oriented Assessment:** 1 child, ages 2-4; You will conduct an observational assessment of a young child, preferably with disabilities, in a play setting. Based on your observations and the use of a specific observational guide, you will write a report addressing the child's abilities, needs, and recommended interventions **OR**

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**Functional/Contextual Assessment:** This is a collaborative process where you will conduct an observational assessment of a student with a significant disability with one other educator/therapist in the child's educational environment. Based on your observations and interviews of others who work with the student you will write a report addressing the child's abilities, needs, and recommended interventions.

**B. Comparative Report** consists of narrative report interpreting the results of two different IQ tests on the same child. This should be an original interpretive report without the use of a report writing program.

**C. Assessment Portfolio:** All assessments and reports are to be submitted as they are completed. On July 19<sup>th</sup> you will submit all assessment protocols and reports (brief reports, contextual or play-based assessment, comparative report) in a portfolio.

- II. Instructional Recommendations and Accommodations:** Each student will develop a chart listing the task, as well as the instructional recommendations and suggested accommodations for low performance on 5 designated subtests used in testing in this class. Subtests will be assigned in class.
- III. CHC Report:** This assignment is optional but is a requirement for an A in SPD 677. Administer the WJ-III Cognitive and Achievement Tests or the Kaufman Assessment Battery for Children-II and the Kaufman Test of Educational Achievement-II to analyze the academic and cognitive problems in a student with a disability or classroom academic problem. You will then interpret the results using CHC theory and make specific academic recommendations based on your findings.
- IV. Topical Report-** This assignment is to familiarize students with seeking and utilizing resources within the field. An emphasis on research activities and familiarization of current literature will be the foundation for this activity. Upon successfully completing the research on Best Practices in the field of special education and/or assessment, students will write a topical report in APA format using the editorial guidelines found in the Dialog: the Journal of the Texas association of the education of Young Children.

\*Individual Substitutions: assessments may be substituted at the discretion of the professor under specific instances. For example, district policy does not support aforementioned assessment instruments, previous exposure and demonstration of proficiency during a SHSU assessment capstone course, revised additions of the testing instrument become available.

Students must be more than marginally competent in assessment procedures; therefore any grade less than a 'B' will not be acceptable for course completion.

Please Note: All testing and handling of test material, clients, and information obtained from the clients must be in accordance with the American Psychological Association's Ethical Principles for Psychologists. Any violation of the above will result in failure of the course and possible dismissal from the program.

**Religious Holidays:** *If you will be absent due to a religious holiday, please notify me well in advance so that alternative arrangements can be made.*

**Students with Disabilities:** *Any student with a disability that affects performance and/or participation in this class should arrange a conference with the instructor to determine appropriate modifications or learning strategies to facilitate full participation in this course and mastery of learner objectives. The Committee for Academic Assistance may be contacted for further assistance (extension 1720).*