

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology and Philosophy

PSY 598: Advanced Child Assessment (3GR Credit Hours)

Spring 2008: Wednesdays, 2:00 – 5:00 PM, AB4 Room 313

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Office Hours\*: Monday & Wednesday 11:00 – 12:00  
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\*Faculty meetings or other professional activities are occasionally scheduled during these times, so please call or email me to confirm an appointment day/time.

**TEXTS**

- Required:** Lidz, C. S. (2003). **Early Childhood Assessment**. Hoboken, NJ: John Wiley & Sons. (ECA)
- Linder, T. W. (1996). **Transdisciplinary Play-Based Assessment: A Functional Approach to Working with Young Children**, Rev/Spiral edition. Brooks Publishing Company. (TPBA)
- American Psychiatric Association (2000). **DSM-IV, TR**. (I'm sure you all have a copy of this...)
- Recommended:** Archer, R. P., & Krishnamurthy, R. (2002). **Essentials of MMPI-A Assessment**. New York: John Wiley & Sons. (MMPIA)
- Linder, T. W. (1996). **Transdisciplinary Play-Based Intervention**. Brooks Publishing Company.
- Teglasi, H. (2001). **The TAT and Other Storytelling Techniques Assessment**. (TAT)

## **COURSE OVERVIEW**

The **Advanced Child Assessment** course is designed to provide students with in-depth, practical experience in the comprehensive assessment of infants, children, and adolescents. A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment such as transdisciplinary play-based assessment (TPBA), dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized. Students will also increase their knowledge of assessment of special populations and tests designed for this purpose such as the Universal Nonverbal Intelligence Test (UNIT), the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Inventory – Revised (ADI-R). Heavy emphasis will be placed on practical application of skills, including review of case examples, presentation of practice cases, and small group work.

❖ **GOAL: Developing specific skills, competencies, and points of view needed by professionals in the field.**

Learning Outcome: To provide students with a systematic approach to the development of individual assessment skills.

Learning Outcome: To review psychometric principles and issues in individual assessment.

Learning Outcome: To master the basic administration, scoring, and interpreting skills in individual testing.

❖ **GOAL: Learning to apply course material (to improve thinking, problem solving, and decisions).**

Learning Outcome: To explore current research associated with the assessment of intelligence and personality.

Learning Outcome: To identify skill strengths and weaknesses and develop a growth plan for mastery.

Learning Outcome: To develop awareness of various administration adjustments in assessment situations with special populations.

## **ATTENDANCE POLICY:**

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Of course, students must certainly sometimes be

absent for various legitimate reasons. Therefore, students may miss one class without penalty to their grade, but **missing two classes could result in a failing grade for the class if the class time is not made up.** If a student has a conflict with a scheduled class they must meet with the instructor to determine an appropriate plan of action, and this should be done, when at all possible, prior to the missed class.

### **TIME REQUIREMENT**

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. *It is expected that if you enrolled in this course, you can meet the time requirements.*

### **PROFESSIONALISM**

Attendance, punctuality, the **quality** of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of intelligence.

### **ACADEMIC DISHONESTY**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

### **STUDENTS WITH DISABILITIES**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can

best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/811006.html](http://www.shsu.edu/~vaf_www/aps/811006.html)

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

### **COURSE REQUIREMENTS**

#### Subtest Charts and Practice Administration: Child Intelligence Test

Students will be asked to complete a subtest chart and practice administration for any test of child intelligence of their choosing. Possible tests include the DAS-II, the K-ABC-II, the SB-V, the UNIT, and the WJ-COG. Students may choose the instrument, and they may work individually or as part of a small group. (Your instructor recommends working together as much as possible.)

The subtest charts should include:

- what is required of the individual
- what is required of the examiner (i.e., special testing considerations)
- what each subtest measures (as applicable)
- Pros and Cons of using this test as part of an assessment battery

As part of your professional work as a school psychologist, you will typically need to review and then properly administer new testing instruments. Therefore, each student will

be asked to administer the instrument reviewed to one age-appropriate child. This administration will be evaluated by the examiner as a means of double-checking your work. You may then be able to use this instrument as part of your Practicum in Assessment course during the remainder of the semester.

Finally, students will be asked to present their instrument to the class, including keys to administration, example portions of administration, and a simple Power Point presentation that outlines the uses of the instrument. An electronic copy of the presentation will be made available to fellow students via Blackboard.

### Research Literature Reviews

Each student will conduct a literature review of 5 recent (within past 10 years) research articles on a topic of their choosing that is related to course material. The reviews are to be completed over the course of the semester (i.e., there is no due date), and an electronic copy will be posted for fellow students on Blackboard. Topics are to be chosen in consultation with the instructor near the start of the semester.

### Practice Assessments: Other Child-based Testing Instruments & Techniques

Students will be completing practice assessments as part of this course. TPBA, ADOS, ADI-R, and Roberts-2 administrations will be done on your own time and in small groups when possible. Protocols will be reviewed by the instructor and must be completed accurately (see description below). Additionally, TPBA and ADOS administrations must be videotaped, and we will spend time in class reviewing the administrations.

### Report Writing

*Partial* reports will be required of students that relate to the practice assessments completed as part of this course. One partial report will be required for each practice assessment, and there may be additional time required for editing these reports as necessary.

## **EVALUATION**

Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students receive an **A**. It is also possible for all students to receive a **B**. It is hoped that the extremely rare need to recognize work that is below expectations (grade of **C**) or insufficient (grade of **F**) will not need to be exercised for any student in this course. In the event that a student appears to be performing at a level below expectations, the instructor will call an individual meeting with that student to determine an appropriate course of action for remediation.

## **SUPERVISION**

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to professionally administer individual and group evaluations will be determined, in part, by your response to supervision.

## CLASS PARTICIPATION

**ACTIVE** class participation in test administration, class discussions and presentations is expected as an avenue to meet course objectives. Since this class is small, there is no place to hide...

## METHODS OF INSTRUCTION

Students can expect to experience a variety of instructional methods including lecture, cooperative learning (group work), multi-media, active participation, presentations and other appropriate methods.

### TENTATIVE Schedule for PSY 598: Advanced Child Assessment

<b>January</b>	16	Introduction and Overview of Class Selection of Teams Selection of Child Intelligence tests & initial review <b>Assignment #1: Child Intelligence Tests Subtest Charts &amp; Practice Administrations</b>
	23	Early Childhood Assessment Introduction <i>Brief</i> Review of Clinical and Developmental Interviewing Techniques & Conducting Observations Consideration of multiple Contexts <i>Reading: Lidz Ch. 1, 2, 3</i>
	30	Evaluation of Emotional Disorders in Childhood Projective Tests and Techniques Roberts-2 <i>Readings: Lidz Ch. 8; Teglasi Ch. 1, 2, 3, 8, 9</i> <b>Assignment #2: Roberts-2 Administration &amp; Partial Report</b>
<b>February</b>	6	<i>NO CLASS</i> <b>Dr. Noland available for consultation</b> <b>Extra time to complete assignments</b>
	13	Evaluation of Emotional Disorders, cont. BASC-2 and ASEBA Systems MMPI-A; How this relates to the MMPI-2 <b>Presentations of Child Intelligence Tests (Subtest Charts and Protocols Due)</b>

	20	Evaluation of Attention Deficit/Hyperactivity Disorders Connors and IVA+Plus Developmental Psychopathology <i>Readings: DSM-IV-TR Section "Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence"</i>
	27	Introduction to ASD evaluation (CARS, Gilliam, SCQ) Introduction of the ADI-R <b>Assignment #3: ADI-R Administration &amp; Partial Report</b>
<b>March</b>	5	<i>NO CLASS</i> <b>Extra time to complete assignments</b>
	12	<i>Spring Break – NO CLASS</i>
	19	Introduction to ADOS Modules 1 and 2 Class time provided for test kit exploration View example administration
	26	Introduction to ADOS Modules 3 and 4 View example administration In-class administration practice (Module 1/2) <b>Assignment #4: Team ADOS assessment of typically functioning child (Module 1 or 2) &amp; Partial Report</b>
<b>April</b>	2	TPBA Introduction <i>Reading: Lidz Ch. 4; Linder Ch. 1, 2, 3, 4, 5, 6, 7, 8, 9</i>
	9	ADOS Administration & Scoring Reliability Check
	16	View sample TPBA In-class TPBA <b>Assignment #5: Team TPBA &amp; Team Report</b>
	23	Infant cognitive tests and techniques Bayley-III; Battelle Developmental Inventory (BDI-II) <i>Readings: Lidz Ch. 7 and 10</i>
	30	<b>**Review of ADOS videos in class**</b>
<b>May</b>	7	<b>**Review of TPBA videos in class**</b>