GOVERNORS STATE UNIVERSITY
COLLEGE of EDUCATION/Division of Education

COURSE SYLLABUS

Course Title: Psychological Diagnosis of Exceptional Learners
Course Number: SPED 619
Credit Hours: 3.0
Instructor: Philip Boudreau
E-mail address: p bj813@aol.com
Prerequisites: SPED 510
Course Type: Lecture, Discussion, Clinical Fieldwork (20 hours)


Rationale:
Psychological assessment is considered a fundamental component in decision making for individuals within a social setting. According to P.L. 94-142, IDEA, IDEA '97, psychological assessment must be culturally and racially nondiscriminatory, must be confidential, and open to parents (or guardian) for inspection and comment.

Expected Student Outcomes:

To provide students with the opportunity to:

1. Identify and describe the nature and purpose of education and psychological assessment techniques, including concepts as aptitude intelligence, standardization, validity, reliability, diagnosis, clinical assessment, and prescriptive intervention.

2. Identify, describe and evaluate tests and measures appropriate for exploring skills, abilities, and aptitudes of a selected population.

3. Conduct a naturalistic observation and identify behavior indicative of problems or potential problems in learning, social, and/or emotional adjustment.

4. Identify, describe and evaluate assumptions, legal issues and uses and misuses of standardized tests and informal assessment procedure, especially the consequences of formal and informal labeling.
5. Demonstrate proficiently in the administration of a variety of psychoeducational assessment instruments.

6. Demonstrate proficiency in scoring these instruments.

7. Demonstrate proficiency in interpretation of results obtained on these instruments.

8. Demonstrate proficiency in selection and evaluation of assessment instruments.

9. Identify strengths and weaknesses utilizing assessment devices.

10. Write a case study.

11. Administer, score, and interpret a selected variety of psychoeducational assessment instruments.

12. Demonstrate awareness of the test-re-test validity and reliability of a variety of instruments.

Topical Outline:

I. An Assessment Perspective

A. General perspective on assessment of exceptional children
B. Norm referenced and criterion referenced tests
C. Measurement: reliability and validity
D. Social, legal, and ethical issues in assessment
   1. non-bias: non-discrimination
   2. PL 94-142
   3. PL 99-457

II. Testing Domain

A. Intelligence:
   1. definitions
   2. an information processing view
B. Standardized instruments to assess intellectual components
C. Assessment of language
D. Perceptual motor assessment
E. Academic
   1. Mathematics
   2. Reading
F. Behavioral assessment
G. Affective assessment
H. Vocational assessment
I. Neurophysical/neuropsychological assessment
G. Affective assessment  
H. Vocational assessment  
I. Neurophysical/neuropsychological assessment

III. Issues and Perspectives

IV. Case study interpretation and writing
- technical accuracy
- placement decisions

Related Objectives Instructional Activities:

All Objectives met  

I. Attendance
II. Class participation and contribution 4 points

Objectives met #2,#8,#12  

III. Presentation and evaluation of an approved test to the class. (Please provide a copy of your evaluation for class members.) 10 points

Objectives met #5,#6,#11,#12

IV. Administration of each test. Scored protocols are to be turned in to instructor.

Objectives met #1,#4,#5,#6,#11

V. Homework assignment:
1. CA homework 4 points
2. Midterm Exam (take home) 12 points

Your score on these assignments will be determined by your initial production. If you fall below the expected proficiency of 80% mastery, you will be asked to repeat a similar assignment.

Homework assignments are due the class session following their issuance.

Objectives met #3,#5,#6,#7,#9,#10,#11

VI. Prepare a CASE STUDY which will consist of the following information: (*deviations must be negotiated and approved by instructor) 40 points

1. A measure of intelligence  
   (School Psychology Majors may use Wechsler Binet or S.I.T.)
2. PPVT III (or PPVT-R*)
3. Key Math or Key Math Revised
4. TAPS-R (Wepman ADT*)
5. Woodcock Reading Mastery or WRM-R - G/H
6. Beery VMI-R
7. WIAT (PIAT-R or KTEA*)
8. Bender
- The protocols should be turned in with the case study.

- Preferably, the case study is to be on an exceptional child. (any other arrangements need to be negotiated)

- Submit two copies of the case study. One will be returned and one will be filed with the instructor.

- The following components will be taken into consideration for evaluation of the case study:
  - Scoring the tests
  - Technical errors
  - Counting
  - Recording
  - Figuring CA
  - Identifying Information
  - Background Information
  - Lists of tests
  - Description of the functions of each test
  - Description of the child's behavior in the test situation
  - Diagnostic summary - Integration of findings
  - Recommendations (placement, further testing, programming)
  - Inclusion of permission slip
  - Overall form, neatness, writing
  - Be sure to turn in two copies of the case study
  - Be sure to complete and include clinical hour form
  - Submit completed and signed field experience form with case study packet

Objectives met VII. FINAL EXAM  30 points

#1,#4

Fifty percent of the final exam is in-class proficiency scoring the interpreting selected tests. Fifty percent of the exam will also be selected short answer, essay, TF and multiple choice items.

Grades:  
A = 90 - 100  
B = 80 - 89  
C = 59 - 79  
D = 49 - 59  
Failure = 49

Note * If your scores fall below 80% mastery, an incomplete may be issued for one semester to allow another attempt at mastery
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Professional Policies:

In order to minimize confusion and alleviate delayed grades and misunderstandings, the following will be enforced:

1. If the above activities do not meet your professional needs, contact me to arrange more appropriate alternatives.

2. You will be held responsible for knowing the contents of the syllabus, class lectures and announcements. Please read the syllabus or contact me for clarification on assignment before embarking on them, for papers may not be resubmitted.

3. Please type your work. Correct grammar and spelling are expected at the graduate level.

4. Please utilize American Psychological Association (APA) guidelines in written work.

5. Late papers will be downgraded three (3) points unless an "I" is negotiated or other arrangements have been cleared.

6. If you do not take written exams at the scheduled time, the points will be lost unless there is documented evidence to support your absence.

7. Five (5) points will be deducted for each class absence after two (2).

8. Papers might not be returned, so photocopy them before submitting them to me.

9. Plagiarism, claiming the thoughts and writings of another as one's own, is a serious matter and will be treated as such.

10. In order to receive an "I", 75% of the requirements must have been completed and the request must be made in writing at least one full week before the final class meeting.

11. Unclaimed papers will be destroyed after one term.

12. Please contact me immediately if any problems arise.
Please answer the following questions:

1. Name__________________________________________________________
2. Home Address__________________________________________________
3. Work Address____________________________________________________
4. Work Phone____________________Home Phone_______________________
5. Present Occupation______________________________________________
6. Social Security Number___________________________________________
7. What Degree(s) Do You Hold, and What is Your Major?________________
8. I am enrolled in (course number and title)___________________________
9. Year____________________Quarter____________________Semester_______
10. Instructor_______________________________________________________
11. What Work Experience have you had?_______________________________
12. What previous experiences do you have with special education?________
13. What is your purpose in attending this class?________________________
14. What do you hope to gain from attending this class?__________________
15. What characteristics or experiences do you possess that you would like to contribute or share with the class?___________________________
16. Define psychological assessment (one paragraph minimum).______________
17. Define informal assessment vs. formal assessment.

18. Is there a difference between screening and testing, if so what?