The Professional Education Unit
Governors State University

“Developing Real-World School Professionals”

Course Number: SpEd. 619
Course Title: Psychological Diagnosis of Exceptional Learners
Term: Fall 2003
Instructor: P. Boudreau, University Lecturer

The Professional Education Unit at Governors State University seeks to offer the highest quality academic programs, balancing innovation and best practice. The Unit is committed to developing teachers, counselors, psychologists, and administrators who will employ a reasoned eclectic approach to optimize the complex teaching and learning environments in the diverse region served by the University in order to achieve student learning.

Special Education 619 incorporates activities and measures of candidates’ performances that correspond to the Professional Education Unit’s expected student outcomes pertaining to mastery of appropriate skills within a specific discipline, the ability to apply such knowledge and skills, to analyze problems and to critique attempted solutions, and to communicate scholarly thought to professional colleagues through writing and discussion. The course addresses specific competencies needed by professionals working with students having special needs. The competencies are aligned with the State of Illinois and Council for Exceptional Children standards.
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
Prerequisites: SPED 510
Course Type: Lecture, Discussion, Clinical Fieldwork (30 hours)
Required Texts:
- Silverlake, A. Comprehending Test Manuals: A guide and Workbook, Pyrczak Publishing

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

Required GSU Disability Statement
Students, who have a disability or special needs and require accommodation in order to have equal access to the classroom, must register with the designated staff member in the Division of Student Development. Please go to Room B1201 or call (708) 534-4090 and ask for the coordinator of disability Services. Students will be required to provide documentation of any disability when an accommodation is requested.

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 inductive 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 psycho-educational 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 psycho-educational 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/IDEA
      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. Neuro-physical/ Neuropsychological assessment
III. Issues and Perspectives

IV. Case study interpretation and writing

1. technical accuracy
2. placement decisions

Related Objectives

All Objectives met

Objectives met the class. 10pts.

#2,#8,#12 members.)

Objectives met

#5,#6,#11,#12

Objectives met

#5,#6,#11

Instructional Activities:

I. Attendance 4 pts

II. Class participation and contribution

III. Presentation and evaluation of an approved test to

(Please provide a copy of your evaluation for class
members.)

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

V. Homework assignment:

I. CA homework 4 pts.

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.

VI. Prepare a CASE STUDY which will consist of the
following information:

(*deviations must be negotiated and approved by
instructor) 40 pts.

#9,#10,#11

1. A measure of intelligence, K-BIT (School
Psychology Majors may use Wechsler, Binet or
S.I.T.)

2. PPVT-III (PPVT-R - L/M)

3. Key Math Revised
4. Test of Auditory Perceptual Skills (TAPS-R)
5. Woodcock Reading Mastery Test Revised - WRMT-R - G/H
6. Beery VMI-R
7. Wechsler Individual Achievement Test-WIAT (KTEA-E*)
8. Bender Visual Motor Gestalt (BVMGT)

-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. MIDTERM & FINAL EXAM

#1,#4 Midterm: Short answer essay questions. 12pts
Final Exam: 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. 30 pts

Grades:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
Failure <60

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

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 professor 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.


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 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 the professor immediately if any problems arise.