## Course Outline

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<th>Course Numbers</th>
<th>Course Title</th>
<th>Credits</th>
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<td>SPS 6192</td>
<td>Psycho-educational Assessment II</td>
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### Department: Psychology  
### College: Arts and Sciences or College of Education

### Prerequisites: Acceptance to School Psychology Graduate Program.

### Required Textbooks:

- Stopwatch, tape recorder, & clipboard.

### Faculty Member: Dr. DeAnna M. Burney  
Deanna.burney@famu.edu

### Term and Year: Spring 2008-2009

### Office Location: Gore Education Center, Unit C, Rm. 301

### Campus Telephone: 412.7870

<table>
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<tr>
<th>Office Hours (Others by Appointment)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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IV. Course Purpose, Goals, and Objectives

Course Purpose: This course is designed for three main purposes. First, to enable students to develop initial competence in theoretical basis of assessment, administration, scoring, interpretation, and reporting of psychometric tests assessing intellectual functioning (i.e., Stanford Binet, WISC-IV, WJ-III Tests of Cognitive Ability), general achievement (i.e., WJ-III Tests of Achievement, WAIS), and behavior/socio-emotional functioning (Achenbach CBCL, Devereaux, depression scales). As a result, students will gain an understanding of the various ways intelligence has been defined; current controversies regarding how to interpret intelligence test scores; legal, ethical, and professional issues related to assessment; cultural sensitivity in the administration and interpretation of assessment instruments; and the appropriate selection and use of tests with special populations. Students will also become familiar with additional standardized and individually administered tests of intellectual functioning, achievement (i.e., reading, writing, and mathematics), and visual-motor perception. Second, students will gain an understanding of the process for making a diagnosis based on current practice in exceptional student education (ESE). Topics such as disabilities defined and eligibility requirements, purpose for special education and service models, placement options and related practices, legal protection: civil and educational rights, and statewide and district wide assessments and progress monitoring. Finally, students will gain knowledge in making diagnoses of child and adolescent psychopathology. In this section of the course, the goal is to bridge the chasm that exist between education, medical and health professions, and psychology in order to teach the student to further understand diagnoses that are theoretically and empirically defensible and ultimately more useful when providing treatment to children and adolescents or conducting research.

Course Behavioral Objectives:

Upon completion of this course, the student will:

1) Demonstrate initial competence in the standardized administration, scoring, interpretation, and reporting of the Stanford Binet, WISC-IV, the WJ-III Tests of Cognitive Ability, the WJ-III Tests of Achievement, WAIS, and RIAS, and others as needed.

2) Observe, record, and report relevant student behaviors in the testing situation.

3) Demonstrate knowledge of legal, professional, and ethical standards regarding the assessment and reporting of intellectual and academic functioning.

4) Demonstrate appropriate means for establishing and maintaining rapport in the testing situation.

5) Demonstrate cultural sensitivity in the administration and interpretation of assessment instruments.

6) Explain how race, culture, and social class may impact scores on tests of intellectual functioning and how differences in average IQ scores between various groups in American society might be understood.
7) Describe the differences between ipsative and normative interpretation of test scores and the controversies that currently exist in the field over test score interpretation.

8) Demonstrate an understanding of exceptional student education categories and criteria for placement in the state of Florida.

9) Demonstrate a working knowledge of various other individually-administered tests of intelligence and achievement.

10) Integrate information from tests, observations of behavior, and interviews in a written report suitable for parents and teachers.

11) Demonstrate an understanding of the guidelines to follow when testing children from special populations (e.g., LEP and bilingual, mentally retarded, gifted, brain injured, low incidence handicaps, preschoolers).

12) Demonstrate an understanding of how to explain to parents and teachers in jargon-free language the findings of a psycho-educational assessment.

**Florida Educator Accomplished Practices**

1. Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background. DIVERSITY

2. Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. ASSESSMENT

3. Plans, implements, and evaluates effective instruction in a variety of learning environments. PLANNING

4. Uses and understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students. HUMAN DEVELOPMENT AND LEARNING

5. Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. LEARNING ENVIRONMENTS

6. Uses effective communication techniques with students and all other stakeholders. COMMUNICATIONS

7. Uses appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students. CRITICAL THINKING

8. Uses appropriate technology in assessing student skills and learning processes. TECHNOLOGY

9. Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experience of students. ROLE OF THE TEACHER (SCHOOL PSYCHOLOGIST)

10. Engages in continuous professional quality improvement for self and school. CONTINUOUS IMPROVEMENT
11. Demonstrates knowledge and understanding of the subject matter. SUBJECT MATTER KNOWLEDGE

12. Adheres to the Code of Ethics and Principles of Professional Conduct of the Educations Profession in Florida. ETHICS

ESOL STANDARDS

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree Standard.

2. Recognize the major differences and similarities among the different cultural groups in the United States.

3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.

4. Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction.

5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

7. Locate and acquire relevant resources in ESOL methodologies.

8. Select and develop appropriate ESOL content according to student levels of proficiency in listen, speaking, reading, and writing, taking into account.

9. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.

10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.

11. Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading and writing.

12. Apply content-based ESOL approaches to instruction.

13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.

14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle and high school levels.

16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

17. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.
**ESOL STANDARDS**

18. Provide interventions to accommodate the various learning styles and cultural backgrounds of students.

19. Consider current trends and issues related to the testing of linguistic/culturally diverse students when using testing instruments and techniques.

20. Administer tests and interpret test results, applying basic measurement concepts.

21. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content meta-cognition.

22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by each school.

24. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency

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**Educator Professional Competencies and Skills Addressed During the Course**

1. Applies knowledge of theories of measurement and test construction as a role of a school psychologist.
2. Understands the role of a school psychologist, school counselor, and social worker when implementing evaluation procedures to school age children including those from other ethnic, cultural, linguistic, and economic groups.
3. Knowledge of evaluation approaches for specialized population, recognize the assets and limitations of standardized tests, determine appropriate specialized instruments and techniques in the assessment of students with low incidence handicaps and interpret data.
4. Knowledge of psycho-educational report writing synthesizes and interprets data from a variety of sources, relate and explain diagnostic findings in comprehensive written psychological reports.
6. Knowledge of personality. Recognize and apply the basic theories of personality.
8. Knowledge of exceptionalities – identifies and distinguishes characteristics of exceptional students.
9. Knowledge of learning – recognize the basic principles or theories of learning.
10. Knowledge of motivation – recognize the basic principles or theories of motivation.
11. Knowledge of intelligence/cognition recognizes or analyzes the major theories and models of intelligence/cognition.
12. Knowledge of biological bases of behavior – identify basic brain-behavior relationships, recognize the symptoms of substance abuse and child abuse and their effects on behavior of children and adolescents.
13. Knowledge of social and cultural bases of behavior – recognize the effects of social, cultural, and ethnic factors on the behavior of children and adolescents.
14. Knowledge of organization and operation of schools/school systems.
15. Knowledge of models and principles of instruction.
16. Knowledge of exceptional student education – identifies and applies current criteria for classification of ESE students and identifies factors and applies procedures involved in the development and implementation of an individualized educational program (IEP).

17. Knowledge of educational alternative programs.


21. Knowledge of counseling – apply major theories and techniques of individual counseling and group counseling.


23. Knowledge of professional school psychology: the historical development.

24. Knowledge of professional standards of practice – recognizes and applies professional standards of practice in school psychology.

25. Knowledge of professional ethics – recognize and apply the guidelines for professional conduct as stated in the ethical codes of FASP, NASP, APA, and Florida code of ethics for the teaching profession (State Board of Education Rule 6B-1.001 through 6B-1.006).

26. Knowledge of federal and state rules and regulations – recognize specific federal, state, and local regulations and policies related to of school psychology.

27. Knowledge of litigation/landmark court decision – recognize the implication of landmark court decisions related to the practice of school psychology and recognize the role of the school psychologist in legal proceedings (i.e., serving as an expert witness).


29. Knowledge of research, statistics, and program evaluation – apply knowledge of statistics and research methods to program evaluation in school psychology, recognize dominant research designs in school psychology and the appropriateness of their implementation.

National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and Standards for Training and Field Placement Programs in School Psychology should be fully integrated into graduate level curricula, practical, and internship. Domains are more fully illustrated on Page 22.

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Database decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic...
skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, Standards for Training and Field Placement Programs in School Psychology affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including Standards for Training and Field Placement Programs in School Psychology family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologist’s access, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.
III. FIELD EXPERIENCES/INTERNSHIP

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program. Standards for Training and Field Placement Programs in School Psychology

3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.

3.2 The internship is collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)

3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.

3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, Standards for Training and Field Placement Programs in School Psychology expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers. Further guidance regarding the assessment of candidate performance is provided in a companion NASP document.

V. PROGRAM SUPPORT/RESOURCES

Note: Programs in units/institutions accredited or undergoing review by the National Council for Accreditation of Teacher Education (NCATE) do not need to provide a response to the standards in Section V as part of the NASP program review process. Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to assure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impact children, families, and other consumers.
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## VI. COURSE OUTLINE: TOPICS, READINGS, AND ASSIGNMENTS

### Spring Schedule 2006

**Course Outline**

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<th>Read/Complete</th>
<th>Lab Activity</th>
<th>Lecture/Discussion Topic</th>
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<td>PAC Ch. 1</td>
<td>Review of Syllabus</td>
<td>Defining Assessment: The Problem Solving Model</td>
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<td>Classification and Diagnosis Concepts</td>
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<td>PAC Ch. 3</td>
<td>Introduction to SBV and demonstration to class</td>
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<td>SBV Test Kits Distributed</td>
<td>Developmental Delays Health, Physical, and Etiological considerations</td>
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<td>ESE Ch. 8</td>
<td>Demonstration Practice and Discussion</td>
<td>Review of Achievement skills</td>
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<td>DSM Chs. 2 &amp; 16 (pgs. 501-506)</td>
<td>Review scoring procedures /Computer scoring</td>
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<td>DSM Ch. 16 (pgs. 526-532)</td>
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<td>Jan 15</td>
<td>PAC Ch. 3</td>
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<td>SB-V Structure</td>
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<td>ESE 14</td>
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<td>Cross Battery Assessment Interpretation of the WJ-III Cognitive and Achievement</td>
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<td>Jan 29</td>
<td>PAC Ch.</td>
<td>CIA</td>
<td>ESE 3, 4</td>
<td>DSM Ch. 16 (pgs. 509 – 510)</td>
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<td>Feb. 5</td>
<td>PAC Ch. 1</td>
<td>CIA Chs. 1 &amp; 2</td>
<td>ESE</td>
<td>DSM Ch. 1</td>
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<td>Feb. 12</td>
<td>PAC Ch. 2 &amp; 3</td>
<td>CIA 4, 6 &amp; 7</td>
<td>ESE</td>
<td>DSM Ch. 1</td>
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<td>Feb. 19</td>
<td>PAC Ch. 4</td>
<td>CIA 14, &amp; 17</td>
<td>ESE Chs. 1 &amp; 5</td>
<td>DSM Ch. 1</td>
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<td>Feb. 26</td>
<td>PAC Ch. 5</td>
<td>CIA</td>
<td>ESE Chs 2 &amp; 8</td>
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<td>Date</td>
<td>PAC Ch.</td>
<td>CIA</td>
<td>ESE Ch 13</td>
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<td>Mar. 18</td>
<td>PAC Ch.</td>
<td>CIA</td>
<td>ESE</td>
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<td>Mar 25</td>
<td>PAC Ch. 10, 11, 12</td>
<td>CIA</td>
<td>ESE 7</td>
<td>DSM Ch. 13 &amp; 16 (pgs. 515 - 522) 526 - 532</td>
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<td>April 1</td>
<td>PAC Ch. 6, 7</td>
<td>CIA</td>
<td>ESE 7</td>
<td>DSM Ch. 14, 15</td>
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<td>Apr. 8</td>
<td>PAC Ch. 8</td>
<td>CIA</td>
<td>ESE 13</td>
<td>DSM Ch.</td>
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The evaluation forms utilized in assessing student teaching performance are as follows:

- Student attendance and participation in class. (Prompt Attendance)
- Case Studies
- Research article review
- Student Presentations
- Course Exams
- Professional In-Service Presentations
  - Pre/Post Assessment of In-service
  - Satisfaction Survey of In-Service

Course Activities

This class will be divided into two parts: Lecture and lab activities. Lectures will typically be devoted to the scheduled topic for the day, which will be covered through both lecture and discussion. Lab activities will be devoted to supervised practice administering standardized tests, scoring exercises, review of protocols and reports, problem-solving of difficult administrations, and opportunities for questions and clarification. Students are expected to attend each class, to have read the assigned material before each class period, and to turn in assignments for each class period on time. Students who will not be able to attend class must notify the instructor in advance and arrange to hand in assignments as soon as possible thereafter.
A Word to the Wise: Make sure you know what is coming up and plan for it. If you find yourself having difficulty with any aspect of this course, please see me as soon as possible. I am happy to help you...but you must let me know that you need assistance.

Here are the assignments you are responsible for this semester:

1) **Completion of required readings before each class meeting.** You are expected to be an active participant in class discussions, so please come to class prepared.

2) **Completion of activities in class and in lab.** The purpose of these assignments is to acquaint you with specific concepts and procedures and give you initial practice in applying them in an atmosphere where you can receive feedback from the instructor, your supervisor, and your peers. All classroom assignments will be graded on a completed/not completed basis.

3) **A minimum of (3) in-class examinations.** These will be administered throughout the semester and will cover both reading and lecture material. They will include multiple choice and essay form -answer items. **You will need a Blue**

4) **Oral case presentations discussing case studies from an ESE perspective (IQ, cognitive, achievement and adaptive).**

5) **Four (4) completed and scored SB-V protocols.** Three (4) protocol and accompanying reports should be turned in. These will be cross-checked for accuracy by your supervisor and given a grade based on accuracy. The forms to be utilized by supervisors will be reviewed in class.

6) **Four (4) completed and scored WISC-IV completed.** These will also be cross-checked for accuracy and graded using forms developed for this purpose. These will be reviewed in class.

7) **Six (6) reports:** Two WAIS, Two WISC-IV, Two Stanford Binet V, and Vineland These will be graded based on accuracy, interpretation, recommendation, and professional writing quality.

**Course Evaluation**

The final grade will be comprised of six (5) factors with the following point values:

<table>
<thead>
<tr>
<th>Class participation</th>
<th>Scored protocols</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Presentation</td>
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</tbody>
</table>

Total Points Earned          Grade
90 - 100 percentage points  A+
89 – 80 percentage points   B+
79 – 70 percentage points   C+
69- below                  F+

**V. Course Requirements**

1) **Procedures for Administering Tests to Volunteers**

a) Test results and/or reports may not be shared with students, adults, parents, or other interested or concerned parties. Test results may not be used for instructional planning, classification, screening, programming decisions, or recommendations. This condition must be clarified with volunteers prior to their participation.

b) The confidentiality of all test results, protocols, conclusions, and recommendations will be strictly maintained in class discussions and peer review. All references to volunteers will be by first name and last initial only.
c) Informed parental consent and permission will be obtained for all minor volunteers. All adult volunteers also will provide informed consent. A signed informed consent form must accompany all materials submitted for supervisor and instructor review.

2) Completion of Assignments

a) All assignments must be completed and submitted by the due dates noted on the syllabus.

b) Incompletes will be awarded only under rare and unusual circumstances and with prior instructor approval.

3) Class Assignments

Here are the assignments you are responsible for this semester:

1. **Class Attendance.** Students are required to attend all classes.

2. **Class Participation and Student Led Discussions.** Participation in class will be monitored and counts towards each student's grade. Thus, your preparation and questions for discussion are mandatory. In addition to weekly participation, student dyads will be responsible for leading the class discussion two times (i.e., article review and book review) during the semester. Each dyad will plan for the presentation of the material covered in the readings for their designated week, which could include (but is not limited to) lecture, small group activities, video, etc. *Each dyad must consult with the instructor for suggestions regarding specific topics, and discussion questions must be handed out to the class one week prior to the presentation.* Topics and dates will be determined during the first class meeting.

3. **Course Examinations/Quizzes.** No less than three written debate exams will occur during the semester. These exams will occur during Mid-term and Final exams. Quizzes will be given to assess your content knowledge on ESE rules and policy for diagnosing students based on assessment results. It is important to use cumulative information gained during the semester to answer questions. You will need a **Blue Book** for these exams.

4. **Assessment Administration/Written Reports.** Reports should be written and revised for practice of technical report writing skills. Each report will go through an evaluative process which will require you to rewrite reports for accuracy of skill. This process will provide practice integrating assessment results in written form. A beginning and final grade will be given for all reports. Each test that is introduced will require practice in report writing.

5. **Psycho-Educational Assessment and Presentation.** You and a dyad partner will select a psychometric measure of your choice. Your 10 page paper should include a description of the measure and its uses, a discussion on the psychometric properties of the scale, including types of reliability and validity, a brief description of the norming sample, and a brief review of scores obtained and how they are interpreted. In addition, you should discuss the scales ability to assist in diagnosing behavior specific to the construct being measured. You should do a thorough literature review of the scale using articles no older than 5 years. Your presentation will be a demonstration of the measure for the class (45 minutes). You will show us the various subtest materials and explain how the test is administered (similar to how I introduced you to the WISC-IV and WJ-III).

6. **Case Review** Each student will be given an opportunity to present results from various assessments. This activity will provide practice in discussing test results in a group setting. Feedback will be given by peers and professor, as well as a self assessment. This activity will mock an IEP team meeting.

7. **E-Portfolio Course Submissions:** The FAMU E-Portfolio Assessment Rubric is one of the assessment measures by which School Psychology Trainees are evaluated. Student’s Generic Performance, Content Knowledge, and Clinical Practice Skills are evaluated regularly throughout the program. You will be
required to submit all of your assignments into your E-Portfolio under the appropriate Florida Educator Accomplished Practice Category. **Training will be provided before submissions can be started. It is required that you purchase your Live Text materials during this class.**

The E-Portfolio Rubric is a systematic manner by which school psychology candidates demonstrate content, pedagogical and professional knowledge; skills and dispositions necessary to help all students learn. The Rubric is based on the 12 Accomplished Practices. Each Standard yields 3 scores (except: the Accomplished Practice Continuous Improvement).

- Skill Level
- Disposition
- Knowledge

**Special Note**

The School Psychology Program shares the University’s commitment to eliminating barriers to the education of all students accepted and enrolled in our programs and courses. Therefore, this professor will make every effort to follow the policies and procedures outlined by the University and articulated by the Office of Disabled Student Academic Services. Students may contact the Disabled Student Services Office for more information.

Students are responsible for notifying faculty of any disability that may affect their learning processes and are encouraged to provide the Disabled Student Services Office with all documentation of said disability.

**University Policy on Religious Observances**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**E-Mail Communication**

E-mail is used often as an effective method of communication between students and their professor. The professor considers sending e-mail the same as sending hard copy, so students should check their e-mail frequently. Additionally, students should take advantage of this form of communication as questions and ideas arise throughout the course.

**Ethical and Professional Conduct**

The highest levels of ethical and professional conduct are expected of all professional school psychologists and school psychologists in training. At Florida A&M, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. The following Professional Work Characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students:

1. Adaptability
2. Communication Skills
3. Respect for Human Diversity
4. Effective Interpersonal Relations
5. Ethical Responsibility
6. Initiative and Dependability

**Student Conduct and Discipline Codes**
Rights Reserved unto the University in matters of Student Conduct:

The university reserves the right by the authority vested in the President to expel or suspend any student or group of students, pending a hearing, who fail to cease or desist in activities which disrupt or tend to disrupt the normal university operations.

EXPECTED CLASS BEHAVIOR:

- All students are expected to attend all of the scheduled classes. Absenteeism will affect final grade.
- All students are expected to arrive to class on time. Excessive tardiness will affect final grade.
- All students are expected to behave in a professional, courteous and respectable manner during class.
- During class discussions and presentations, please reframe from talking.
- Hats and/or caps are not permitted to be worn during class period.
- Foul language or cursing will not be permitted. Students who display disruptive behavior will be asked to leave and/or be dropped from the class.
- When arriving to class late, do not walk in front of the presenter while he/she is speaking. Wait before you take a seat. Do not leave the room while a presenter or faculty is speaking.
- Beepers and cell-phones must be turned off during class.

CLASS PARTICIPATION: Class participation enhances learning for all, especially for those who participate. In order to demonstrate active class participation, students must participate in classroom discussions and complete assigned readings and activities. Further evidence of class participation is observed positive contributions to class discussions every class period. Consistency in preparedness, professional behavior and attendance are also considered in determining final grade.

ATTENDANCE/ABSENCE/TARDINESS: Regular attendance for the full class period is imperative to pass this course. Students must arrive at each class on time. Students who arrive late and/or leave early are considered disruptive to the class. The result of such behavior will affect one’s grade in the course. All Students will start with 100 points for Attendance. Attendance/absence/tardiness policies governing the course include the following:

- For 3hr-credit classes meeting once a week or 5hr-credit classes meeting twice a week, twenty points are deducted for each absence. One absence is excused before points are deducted. Five points will be deducted for tardiness or leaving early up to ten minutes; ten points up to twenty minutes and those who arrive after or leave before 20 minutes of each class will be marked as absent (20 points).

"INCOMPLETE GRADES": An "I" grade cannot be assigned in lieu of earning grades of “C,”"D" and “F." Missing exams (including the final) does not justify an "I" grade. An "I" may be assigned for a student who, due to unusual circumstances, fails to complete the course requirements, AND who has otherwise earned a grade of at least "C."

EXAMINATIONS: When exams are given: there will be No-make-ups under any circumstances; Absolute Zero Tolerance for Late Assignments; and NO assignments will be accepted after time of due date. No Excuses. You may turn in your assignments before the due date.

CHEATING/ PLAGIARIZING: Students who cheat on exams and/or plagiarize/copy on assignments and/or research projects will receive an “F” grade for the course and will be referred for disciplinary action through the university, which may result from dismissal from the program.
PROJECTS & ASSIGNMENTS: Students may be asked to submit the assignments via blackboard digital drop box (professor discretion). Students are expected to complete all assignments, activities, and projects when due- (absence from class is "No Excuse"). Absolute Zero Tolerance for Late Assignments: NO assignments will be accepted after time of due date. No Excuses. You may turn in your assignments before the due date. All work must be completed using word processing/ graphic software. Do not turn-in incomplete work.

Note: Students are responsible for lost mailed or delivered assignments. Projects and assignments should be submitted in electronic form that is on a CD.

References, Supplemental Material and Student Support

The Cultural and Linguistic Diversity Interest group is comprised of school psychologists throughout the state who are interested in multicultural issues and are also members of the Florida Association of School Psychologists (FASP). This interest group is dedicated to providing its members with information regarding best practice procedures to be used in the assessment, consultation and intervention of culturally and linguistically diverse students. Members have expressed an interest in a number of issues such as the over-representation of minority students in special populations (EMH, EH), the under-representation of minority students eligible for Gifted programming, the need for improving multicultural and ESOL training for educators, and the availability of current information regarding effective assessment techniques, interventions, and resources related to this student population.

Interest group members are encouraged to consult with each other and share questions, thoughts and feelings about different cultural/linguistic issues. Through this sharing process, members can improve their cultural competence.

The following websites provide information that may be useful when addressing issues related to cultural and linguistic diversity. Additional information/resources on related topics will be posted periodically. The National Association of School Psychologists (NASP) offers a variety of resources to help practitioners improve their cultural competence.

www.nasponline.org/culturalcompetence/index.html

The International School Psychology Association (ISPA), which was founded in 1972, is the only organization representing school psychologists worldwide. ISPA provides the opportunity to establish international communication networks that can help improve education throughout the world by sharing scientific knowledge, experience and expertise.

www.ispaweb.org

For information about the second annual summit on English language acquisition and a new initiative to help parents play a more active role in their child’s education, visit:

www.ncela.gwu.edu/summit.htm

The following websites provide information that may be useful when addressing issues related to cultural and linguistic diversity. Additional information/resources on related topics will be posted periodically. The National Clearing House for Bilingual Education provides materials, discussion groups, and an on-line library. http://www.ncbe.gwu.edu

The National Information Center for Children and Youth with Disabilities (NICHCY) provides in depth information both in English and in Spanish regarding a number of disabilities, as well as questions and answers regarding IDEA and IEPs. http://www.nichcy.org/publist.htm

http://www.nichcy.org/pubs/spanish/spanlist.htm

The Center for Literacy provides questions and answers in both English and in Spanish regarding new and fun ideas that will help students improve reading and writing skills.

http://www.ncbe.gwu.edu/miscpubs/reading.htm
http://www.ncbe.gwu.edu/miscpubs/readingsp.htm

The National Association of School Psychologists (NASP) provides information (tips for parents and educators) in English, Spanish, and Creole regarding the recent tragic acts of terrorism, and effective strategies to assist children in working through their emotions.

http://www.nasponline.org/NEAT/terrorism.html
http://www.nasponline.org/NEAT/tolerance.html
VIII.  Recommended Texts for Book Review (Choose from one of the following):


THE PROFESSOR RESERVES THE RIGHT TO ALTER OR CHANGE THE SYLLABUS AS NEEDED.
(This syllabus is non-negotiable)