

Course: Psychology 722 – Advanced Assessment
Instructor: Jack A. Naglieri, Ph.D. (703) 993-3811, naglieri@gmu.edu
Office Hours: Tuesdays 2:00 – 3:00 and by appointment
Lecture: Mondays 1:30-4:10 p.m. (Classroom)
TA: Rachel Hutchinson (rhutchi2@gmu.edu)
Lab: Mondays 4:30 – 6:20 (Conference room)

Course Description: The purpose of this class is to further develop: (1) a strong understanding of the principles of psychological assessment; (2) expand skills related to the administration, scoring, and interpretation of tests; (3) expand skills for communicating assessment results [e.g., report writing]; (4) expand an understanding of fair assessment for diverse populations; (5) extend assessment results to interventions; (6) learn state regulations and definitions of various disabilities; (7) specific learning disability eligibility methods (discrepancy models, response to intervention, basic psychological processing disorders); (8) gain an understanding of how assessment of MR, LD and ADHD is conducted in the schools; (9) universal screening of academic and mental health problems using; and (10) curriculum based assessment procedures. Topics will include a number of intellectual, academic, and personality assessment issues with emphasis on scientifically supported practice and state/Federal regulations.

Course Structure and Requirements: This course is comprised of lecture portion and lab meetings. Reading assignments for lecture topics are shown in Table 1. The material should be read before the designated lecture. Each student will be required to complete one assessment in the Clinic, report on that case in the class, give a report on an intervention (with written document suitable for publication in NASP Communiqué), and submit and present a test or software review (lab).

Grading will be determined according to the values which appear in the course schedule (see next page) on the student's *first draft (prior to comments from the practicum supervisor) and final report (due finals week)*. Cases must include the following core: clinical interview (including mental status exam, if possible), WISC-IV and CAS; achievement (WIAT or KTEA or WJ3); Bender or VMI; Draw A Person (SPED); Behavior Rating Scales (CBC or YSR or BASC or Devereux; PASS Rating Scale) with intervention recommendations. Add other tests as deemed appropriate (e.g., if there are serious personality and/or emotional problems add procedures like the TAT, Millon, MMPI-A, anxiety scales, CDI, and sentence completion test). All reports must include intervention recommendations (with handouts as appropriate). *Case study presentations* must include a handout of data and interpretation with interventions. All assignments must be completed by their due dates. Failure to do so may result in significant penalties. Case #1 must be assigned by September 25, 2007.

Required Reference Books

1. *Helping Children at Home and School*. PUBLISHER: National Association of school Psychologists, Bethesda MD. ISBN #0932955959
2. Mastropieri, M. A., & Scruggs, R. E. (1991). *Teaching Students Ways to Remember: Strategies for Learning Mnemonically*. Cambridge, MA: Brookline. ISBN # 0-914797-67-0.
3. Mastropieri, M. A., & Scruggs, T. E. (2000). *Inclusive classroom strategies for effective instruction*. Columbus, OH: Merrill. ISBN# 0-13-496472-1.
4. Minskoff, E., & Allsopp, D. (2003). *Academic success strategies for adolescents with learning disabilities and ADHD*. Baltimore: Brookes. ISBN#1-55766-625-3.
5. Naglieri, J. A. (1999). *Essentials of CAS Assessment*. New York: Wiley. ISBN#0-471-29015-7
6. Naglieri, J. A., & Pickering, E. (2003). *Helping Children Learn: Intervention Handouts for use in School and at Home*. Baltimore: Brookes. ISBN#1-55766-646-6
7. Pressley, M. & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance* (Second Edition). Cambridge, MA: Brookline ISBN# 1-57129-005-2
8. Goldstein, S. & Brookes, R. (2007). *Classroom strategies*. New York: Wiley. ISBN 978-0-471-74212-8

Recommended:

9. Scheid, K. (1993). *Helping students become strategic learners*. Cambridge, MA: Brookline. ISBN # 0-914797-85-9.

NOTE: You are responsible for all information from each class and lab meeting, including dates of assessments and reports, information not contained in the text, etc. If you miss a class, you should borrow notes from a classmate. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

Table 1. Lecture Course and Sequence and Requirements

Date:	722 Lecture	Lecture Class Assignment	722 LAB	Lecture	Lab
27-Aug	Intro to course			Points	Points
week 1	Statistics and test interpretation	Naglieri paper on WISC4 interpretation		per task	per task
3-Sep	LABOR DAY				
2	NO CLASSES				
10-Sep	Pass theory	Read chapter 1 and 2	Competency test on		20
3	Cognitive Interventions	Naglieri & Pickering & PASS and CAS Chapters in Flanagan & Harrison text	Bender, VMI		20
17-Sep	PASS Theory	Read chapter 3 and Handouts	CAS Rapid Score		
4	SLD Eligibility using "disorder in basic psychological processes"	Read: APA cites shown below & NASP LD Position Paper	TOWL		
24-Sep	RTI and SLD Diagnosis	NCLD LD Resource Kit	Comp Test on TOWL		
	Curriculum based assessment, ongoing progress monitoring and Standardized achievement tests	Kovaleski & Prasse on RTI; Hale, Kaufman, Naglieri & Kavale on RTI	CTOPP & GORT		
w5	Local v.s. national norms				
1-Oct	Ongoing Progress monitoring	Glutting paper	CTOPP & GORT COMP EXAM	20	
	Universal screening for mental health resilience	DESSA and DESSAmini			
6					
9-Oct	IDEIA 2004, Federal Regulations of 2007 and State Rules	Read VA Sp Ed Rules' and IDEA 2004 and Regs	DAP:SPED		
	and Regulations	LD Summit:			
15-Oct	Interventions		Competency test on DAP:SPED		20
8	Research Presentations	Review Curry Site			
	(Curry School of Ed web site)	(see web address below)			
22-Oct	Interventions	Review Curry Site	Dev Scales of Mental		10
9	Report Writing	(see web address below)	Devereux School Form		10
29-Oct	Devereux Scales & IEP Guide	Devereux IEP Guides	NNAT -I		
	DAPSPED	DAP:SPED Manual	UNIT		
10					
5-Nov	Wechsler Nonverbal	WNV Technical Manual			
11	Scale of Ability	Boake's article	Wechsler Nonverbal Scale		
12-Nov	Test Bias, Fair Assessment	Zuzuki & Valencia, Fagan, Ceci papers	Comp tests on		
12	Assessment of ADHD		UNIT: WNV		20
19-Nov	CLINIC CASE PRESENTATIONS			10	
13			Test or Software Reviews	50	10
26-Nov	CLINIC CASE PRESENTATIONS				
14			Test or Software Reviews		
3-Dec	CLINIC CASE PRESENTATIONS				
15			Test or Software Reviews		
11-Dec	Finals Week	Final Report <u>Due Dec 15</u>		100	100
CURRY	http://curry.edschool.virginia.edu/sped/projects/ose/information/mega/toc.html				
NCLB	http://www.ed.gov/legislation/ESEA02/				
NRCLD	http://www.nrcl.org/resource_kit/				
LD Summit	http://www.air.org/ldsummit/paper.htm				
APA site	http://www.apa.org/monitor/feb03/intelligent.html AND http://www.apa.org/monitor/sep03/disabled.html				
NASP	http://www.nasponline.org/publications/cq325instruction.html				

Table 2: Report Scoring System Response Costs (approximate)

Mechanics & Paragraph structure		point value
1	Redundant paragraph	2
2	No paragraph when needed (i.e. one paragraph has too many ideas)	3
3	Poor integration of information / generally rough paragraph	2-4
4	Disjointed, disorganized confusing paragraph	4
5	One sentence paragraph	2-5
6	Paragraph too test focused	4
7	Paragraphs are by test rather than by concept or do not follow factors	3-5
8	No topic sentence	2-4
9	Grammar or spelling error	2
10	Sentences are redundant (e.g., many sentences start with the same word)	2
11	Using labels inappropriately	2
12	Past tense not used when it should be	4
13	Similar tests not presented in one sentence	3
14	Misleading - wrong statement	5
15	Source of information not identified	2
Clinical Observations		
16	Clinical Observations only reported but not interpreted	5
17	Results provided in Clinical Observations when they should not be	2
18	Clinical Observations too brief and therefore not informative	2-4
19	Behaviors associated with the interpretation not provided	3
Test Results & Interpretation		
20	No achievement scores presented in the 1st Test Interpretation paragraph	3-5
21	Listing scores without proper interpretation	5
22	Poor description of tests	2
23	Strategies used by the person not reported	3
24	Omitted Base Rate (actuarial data)	4
25	Omitted Significance of Difference	4
26	Omitted score	2
27	Contradiction (1 statement contradicts another)	3
28	Any test left out	5
29	Abilities' for ability	2
30	Calling achievement ability	3
31	Error reporting score or in Strength or Weakness interpretation	6
33	poor integration (DAP, PPVT-R, MAT-EF, etc. added at end of paragraph)	4
34	Confidence Interval omitted	7
35	Underlying ability not provided	4
36	Failure to follow data (i.e. what you say doesn't follow the results)	3-8
37	False statement	5-8
38	'Nonverbal intelligence' not 'general intelligence using nonverbal content' or similar	3
39	Not including problem items in Devereux	3-5
40	using subtest names	3
Summary / Recommendations		
41	Summary too long or too short or does not synthesize the results	2
42	Recommendations do not follow from the results	3
43	Interventions do not follow from the results	3-5
44	Interventions incomplete or inadequate	3-8
45	Interventions not provided when they could have been	3-8