

Course: Psychology 722 – Advanced Assessment
Instructor: Jack A. Naglieri, Ph.D. (703) 993-3811, naglieri@gmu.edu
Office Hours: Tuesdays 2:00 – 4:00 and by appointment
Lecture: Mondays 1:30 - 4:10 p.m. (Clinic Classroom)
TA: Rachel Hutchinson (rhutchi2@gmu.edu)(cell 703.673.6747)
Lab: Mondays 4:30 – 6:20

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 (RTI), basic psychological processing disorders); (8) assessment of MR, LD and ADHD; (9) universal screening of academic and mental health problems; (10) ongoing progress monitoring; and (11) 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 participate in an RTI Cognitive Assessment debate.

Grading will be determined according to the values which appear in the course schedule (see next page) on two reports (data will be provided). Cases will include 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); intervention recommendations. Other tests may be added. All reports must include intervention recommendations (with handouts as appropriate). Intervention presentations must include a 30 minute presentation with a handout (in Helping Children Learn format that includes the sections: Description, Empirical Support, When/how to Deliver, and Relation to Cognitive Profile). All interventions must be empirically supported, you must present and critique the research, and not duplicates of those handouts in the book. Debate title is “RTI vs Cognitive Assessment”. You must choose a person who has taken a position in the literature and present that person’s view. Candidates are: Kavale, Mastropieri, Scruggs, Reschly, Gresham, Kovaleski, Kaufman, Hale, Naglieri, Doug Fuchs, Lynn Fuchs, Mellard, Torgesen, Vellunitino, Fletcher, Lyon, etc. Points for all these requirements appear in the schedule (page 2).

Required Reference Books

1. Goldstein, S. & Brookes, R. (2007). *Classroom strategies*. New York: Wiley. ISBN 978-0-471-74212-8
2. Brunnert, K. A., Naglieri, J. A., & Hardy-Braz S. T. (2008). *Essentials of WNV Assessment*. New York: Wiley. ISBN 978-0-470-28467-4.
3. 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
4. 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

Strongly Recommended:

- Helping Children at Home and School*. (2004). PUBLISHER: National Association of school Psychologists, Bethesda MD.
- Mastropieri, M. A., & Scruggs, R. E. (1991). *Teaching Students Ways to Remember: Strategies for Learning Mnemonically*. Cambridge, MA: Brookline. ISBN # 0-914797-67-0.
- Mastropieri, M. A., & Scruggs, T. E. (2000). *Inclusive classroom strategies for effective instruction*. Columbus, OH: Merrill. ISBN# 0-13-496472-1.
- Minskoff, E., & Allsopp, D. (2003). *Academic success strategies for adolescents with learning disabilities and ADHD*. Baltimore: Brookes. ISBN#1-55766-625-3.
- Naglieri, J. A., Brulles, D. & Lansdowne. (2008). *Helping Gifted Children Learn*. San Antonio: Pearson.

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. 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. Additionally, Honor Code and professional codes of Ethics apply to this course.

Lecture and Lab Sequence and Requirements

Date:	722 Lecture	Lecture Class Assignment / Readings	Lecture	722 LAB	Lab
26-Jan week 1	#1 (intro); #2 (Test or Asses); #3 (norms & stats)	Assmt of Autism PDF	Points per task	Bender and VMI	Points per task
2-Feb 2	#4 (Bender Gestalt) #5 (DAP QSS & SPED)	Read Bender WMI & DAP:SPED Manuals		DAP QSS & SPED	
9-Feb 3	#6 Wechsler Nonverbal #7 GAMA & NNATI	WNV Technical Manual WNV folder		Competency test on Bender, VMI, DAP:SPED	30
16-Feb 4	#8 Nonverbal tests and GT Assessment Issues	Lohman NNAT Gifted and Gender Papers Folder		Wechsler Nonverbal Scale of Ability	
23-Feb 5	NASP CONVENTION			NASP CONVENTION	
2-Mar 6	#9 IDEA, RTI, SLD, ADHD Pass theory	chapter 1 & 2 Naglieri & Pickering, Chap 4 in Goldstein & Brooks		WNV Comp Test	20
9-Mar	#9 PASS interpretation, validity, PASS and Intervention	Read chapter 3 and Handouts Read CAS folder		UNIT & NNAT-I	
16-Mar 8	SLD	Section 2 Naglieri & Pickering Read CAS folder		UNIT Comp Test	20
23-Mar 9	#11 RTI & Ongoing Progress Monitoring	Read VA Special Ed Rules & IDEA 2004 and Federal Regulations & RTI folder articles & Ongoing Progress Monitoring		TOWL	
30-Mar 10	LD, MR, ADHD State Rules #12 Report Writing	Read VA Special Ed Rules & IDEA 2004 and Federal Regulations ALSO See Report Examples folder		Comp test TOWL CTOPP & GORT	10
6-Apr 11	#13 Devereux Scales & IEP Guide	FIRST REPORT DUE	30	GORT Comp Test	10
13-Apr 12	Report Feedback and Discussion	DSF Reister IEP Guides Folder		CTOPP Comp Test	10
20-Apr 13	Intervention Presentations	Review Curry Site (see web address below)	15	Devereux Scales (DSMD & DSF)	
27-Apr 14	Intervention Presentations	Review Curry Site (see web address below)		Individual Report Writing	
4-May 15	DEBATE and Summary Paper	Base opinion on IDEA and RTI research IDEA and RTI folders	15	Individual Report Writing	
11-May	Finals Week	Second Report Due (40 points)	100		100
CURRY http://curry.edschool.virginia.edu/sped/projects/ose/information/mega/toc.html NCLB http://www.ed.gov/legislation/ESEA02/ LD Summr http://www.air.org/ldsummit/paper.htm APA site http://www.apa.org/monitor NASP http://www.nasponline.org/publications/cq325instruction.html					

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
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