NIAGARA UNIVERSITY
Department of Education
Spring 2005
Tuesdays 4:20 – 7:05 pm
O'Shea B-11

Dr. Kristine Augustyniak  
e-mail: kma@niagara.edu  
Office Telephone (716) 286-8548  
Office Hours:  
Tuesday noon – 2:00 pm  
Wednesday noon – 2:00 pm  
Thursday noon – 2:00 pm

Course Number and Title:  
EDU 802: Psychological Assessment of Children and Adolescents

A. Course Description:  
This lab/seminar course provides students with a framework for understanding the complex set of challenges in assessing the strengths and needs of children and adolescents who have or are at risk for disabilities. To adequately prepare professionals entering the field of early intervention services, exposure is given to a broad range of assessment instrumentation and topics. Though lab experiences and actual case studies, students will benefit from hands-on experience with state-of-the-art assessment instrumentation and innovative approaches in assessing skills and abilities of children and adolescents.

B. Number of Credit Hours:  
3 credit hours

C. Required Texts:  


D. Course Objectives:  
Candidates will:

1. Increase understanding of the complex influences on students’ cognitive, behavioral, social, and academic functioning
2. Refine a conceptual framework for best practice models of assessment.
3. Develop and utilize an understanding of multicultural issues in psychological assessment.
4. Demonstrate familiarity and understanding of the validity, reliability, technology, utility and limitations of a broad range of assessment instruments and procedures.
5. Conduct all phases of psychoeducational evaluations with early childhood through adolescent populations including: a) the use and interpretation of ability and achievement tests in a non-discriminatory manner, b) the use and interpretation behavioral, and socio-emotional, and adaptive behavior assessment instruments, and c) the use and interpretation of informal evaluation procedures such as observations, interviewing, conferencing, and functional assessments.
6. Refine skills in consultation, intervention and case conferencing.

E. **Methods of Instruction:**
Classes will include an instructional period and a lab portion. Teaching methods are designed to meet a variety of learning styles and will include methods such as lecture, large group discussion, small group activities, and case analyses. The lab segment of each class will allow students to apply and rehearse skills in standardized assessment, interviewing, consultation, and conferencing. Students will also individually apply their knowledge and skills through an actual multi-faceted assessment cases and written synopsis reports.

F. **Course Outline and Assignments:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Jan 31</td>
<td>Academic assessment /specific learning disabilities TERA/TEMA/TEWL lab</td>
<td>Bhvr’l Chp. 16-17</td>
</tr>
<tr>
<td>3. Feb 7</td>
<td>Assessment by Interview Mock interview lab</td>
<td>Bhvr’l Chp. 5-7</td>
</tr>
<tr>
<td>4. Feb 14</td>
<td>Assessment by Observation Behavioral Measures Quality IEPS BASC (computer lab)</td>
<td>Bhvr’l Chp 8-9 Bhvr’l Chp. 10 Gibb &amp; Dyches: all</td>
</tr>
<tr>
<td>5. Feb 21</td>
<td>Adaptive Behavior / Mental Retardation / PDDs ABAS lab</td>
<td>Bhvr’l Chp 11,18,22</td>
</tr>
</tbody>
</table>
6. Feb 28  Functional Behavioral assm’t  Bhvr’l Chp.13-14
   Behavioral Disorders  ED criteria

7. Mar 7  Cultural and Linguist Diversity  Bhvr’l Chp 4
   Language Assessment  Cognitive Chp 18
   **Guest speaker – Speech Therapist**

**Winter Recess 3/13 – 3/19**

8. Mar 21  Hearing Impairments  Bhvr’l Chp 21
   Central Auditory Processing  **Practice case 1 due**
   *NASP 3/27 – 4/1*

9. Apr 4  ADHD  Bhvr’l Chp. 15
   Mock educational support
   Team / building team lab  **Practice case 3 due**
   Lab: each student is to present a case with a
   problem to be addressed – use of a practice case
   (must be other than integrative case) is
   recommended but not necessary

10. Apr 11  Visual/Motor  Bhvr’l Chp. 12, 20
    Rey, Bender, VMI  **Practice case 2 due**
    *Guest speaker - OT*

11. Apr 12  Neuropsychology/
   Traumatic Brain Injury  Bhvr’l Chp. 23-24
   WRAML / WCST lab
   **Post-Assm’t conference lab**

12. Apr 18  Giftedness  Bhvr’l Chp. 19
   **Post-Assm’t conference lab cont.**

**Drafts of Integrative Report and IEP must be turned in to EDU 806 liaison, via e-
mail, by Friday 4/21. Late days cannot be used.**

13. **Apr 25***  Student Case
    Presentations  Bhvr’l Chp. 19
    via mock CSE
    **Post-Assm’t conference lab cont.**

   *Note this class will be held from 7:15 – 10:00 pm to accommodate participation
   from students in EDU 806*
14. May 2*  
**Student Case Presentations via mock CSE**  
**Practice case 4 Integrative report and IEP due**  

* Note this class will be held from 7:15 – 10:00 pm to accommodate participation from students in EDU 806

15. May 9  
**Course debrief**

Note: This is a tentative schedule which is subject to change.

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**G. Evaluation Process:**

**Lab Participation (25 points):**

Students’ home reading assignments are essential to the development of assessment skills and the success of the weekly classes. Classes will be structured based on the assumption that students have read the material assigned for each class. To maximize learning, it is expected that students will be active participants in all classes and will apply their knowledge and rehearse skills in class. For example, during didactic lectures, group discussions, guest speaker segments, and/or lab portions of the class, students will be expected to ask well formulated questions and/or make incisive commentary based on their readings and prior knowledge. Learning outcomes will be evaluated, in part, through this class participation. Each class, students’ participation will be assessed in the following manner:

3 = demonstrates mastery of content / high level of engagement / active participation, contributes positively to the learning environment.

2 = demonstrates mastery of content to a minimal level / somewhat passive participation.

1 = mastery is not demonstrated / lacks participation (not acceptable) / absent from class.

Students assessed at a level “1” for any lab session will be permitted to demonstrate mastery of content via alternate means such as submitting a written analysis of the topic in question (minimum two typed pages).

Achievement of a level “2” for every lab session (Pass) is required for completion of this course.

3 multi-faceted assessment case studies (15 points each/ 45 total):
The student will complete 3 different multi-faceted psychoeducational assessments.
- At least one administration must be with a) an elementary school–age child, and at least one must be with b) a middle school-aged child.
- Each case will contain at least one cognitive, educational, and behavioral assessment as well as relevant observations.
- All protocols must be scored correctly and evidence appropriate adherence to standardization procedure (e.g. basal and ceiling levels, etc.). For additional experience with test formats, students will be paired with a partner who will analyze their protocols for errors after completion. The second party will submit all checked protocols directly to the instructor (not back to first student). Both students will be evaluated for their procedural skills in administration and scoring (total 5 points). An erroneous protocol will result in -3 points off total score for the administrator. Any undetected errors on the protocol will result in -2 points off total score for the partner responsible for checking.
- The student will organize their data organized into a summary report (total 10 points). Reports will be graded based on the following: relevance and organization of findings, appropriateness of inferences, interpretations and generalizations, standard format of score reporting, recognition of potential test bias, and conveyed degree of certainty.

Assessment interpretation and write-up (30 points)
This exercise will give students the opportunity to develop assessment, consultation and conferencing skills in a logical sequence. Students will complete a 4th multi-faceted evaluation with at least one cognitive, educational, and behavioral assessment as well as relevant observations. This data, interpretations and recommendations will be organized into an exemplary psychoeducational report and IEP and presented to class in a mock CSE session. Reports will be graded on the aforementioned criteria as well as appropriateness of recommendations and clarity of the oral presentation of the case.

Grades: Your grade will be calculated as a percentage of the accumulation of the highest grades achieved on each assignment. This will protect students from a test, which was too challenging for the class etc…

<table>
<thead>
<tr>
<th>Test or Assignment</th>
<th>Highest Score</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>80 (Joe)</td>
<td>70</td>
</tr>
<tr>
<td>Test 2</td>
<td>85 (Sally)</td>
<td>80</td>
</tr>
<tr>
<td>Paper 1</td>
<td>100 (Joe)</td>
<td>90</td>
</tr>
<tr>
<td>Paper 2</td>
<td>100 (Sam)</td>
<td>90</td>
</tr>
<tr>
<td>Paper 3</td>
<td>90 (Pat)</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>455</td>
<td>410</td>
</tr>
</tbody>
</table>
Your Total Score divided by the “Highest Score Total” = Your Grade

\[
\frac{410}{455} = 90\% \text{ or A-}
\]

*On each assignment and exam 2 to 5 bonus points may be given to students showing exemplary processing of information.

**Academic Integrity:** Since your performance will be compared to the performance of your fellow students, I commit myself to do everything in my power to provide a fair learning environment. You, however, must be equally committed to this goal by resisting the temptation to use the work of others and by informing me of any compromise to fairness of the environment. Cheating is considered to be a serious offence. If cheating occurs, formal action may be taken, which may include dismissal from the class or the program.

**Attendance Policy:** Attendance in this course is required in order to receive a favorable grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. I expect both myself and the students to be ready to begin at the designated time. It is distracting to me and to the students when someone enters the room after the lecture has begun. Again, you are responsible for determining the weather conditions and planning appropriately to arrive on time.

**Time Extensions:** In order to promote optimal learning and reduce stress, each student will be allotted a total of ten days non-penalized time extension for the aggregate of all class assignments. Assignments outstanding after the exhaustion of the allotted ten days will be penalized at a rate of 10\% per day. If you choose to use a time extension, it is your responsibility to notify me via e-mail when your assignment has been submitted and the cumulative number of days you have expended. Failure to do so may result in forfeiting time extension privileges. Scheduled in-class presentations are not eligible for time extensions. Allowances for the assignment of an “incomplete” course grade will be made in accordance with university policy.

**Note:**
Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The university will make reasonable accommodations for persons with documented disabilities.

**H. Bibliography:**
American Psychiatric Association (1994). *Diagnostic and statistical manual of*


Thomas A. & Grimes J. (Eds.), (2002). *Best practices in school psychology: IV*