



Sul Ross State University Department of Education

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Office Hours: By appointment

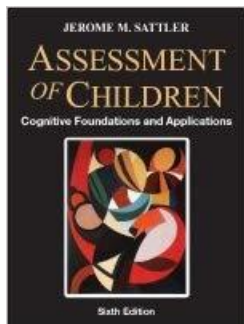
Virtual Office Hours: As requested by student, by appointment

ED 5306, Assessment of Individual Intelligence, Spring 2020

Course Textbook:

Sattler, J. (2018). *Assessment of Children: Cognitive Foundations and Applications, Sixth Edition and Resource Guide to Accompany Assessment of Children: Cognitive Foundations and Applications, Sixth Edition*, Jerome Sattler Publishing, Inc. San Diego

ISBN #9780986149931



We will also use test manuals from the test kits you check out from SRSU (or your district) along with some online materials that will be made available to you.

Recommended Texts:

Flanagan, D. & Alfonso, V . (2011). *Essentials of Specific Learning Disability Identification*. Wiley, ISBN #978-0-470-58760-7

Kaufman, A., Lichtenberger, E., Fletcher-Janzen, E., & Kaufman, N. (2005). *Essentials of KABC-II Assessment*. Wiley/978-0471667339.

Description: The focus of this course is on developing the expertise necessary to fulfill the TEA requirements leading to professional certification as an Educational Diagnostician. We will concentrate on the administration and analysis of clinical tests of individual intelligence.

Meeting Dates:

- Saturday, January 25th (9 am to 5 pm with lunch 11:30 – 1) and Sunday, January 26th (8 am – noon)
- Sunday, February 16th online 1 - 4
- Sunday, March 8th online 1 - 4
- Saturday, April 4th (9 am to 5 pm with lunch 11:30 – 1) and Sunday, April 5th (8 am – noon)

All meetings are mandatory

Professional Standards:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

TEXES Competencies for Educational Diagnosticians (Test 153) addressed through course activities and assigned readings:

Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting reporting, and communicating the results of the Full and Individual Evaluation (FIE).

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

TEXES Competencies for Educational Diagnosticians (Test 253) addressed through course activities and assigned readings:

Competency 1

D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

Competency 2

D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results

H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.

Competency 3

B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and equivalents, stanines, T-scores, z-scores).

C. Apply knowledge of cultural and linguistic grade diversity in making appropriate evaluation and interpretation decisions.

Competency 4

A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.

Competency 7

A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.

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H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

Competency 8

A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, physical, functional, adaptive, social/emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

C. Describe how a teacher would implement and monitor the progress of the recommendation.

Program Marketable Skills:

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes

- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

Course Policies:

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to log into the Blackboard site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session may result in the student being dropped from the course by the professor.

Each student is expected to attend all classes (in person and online) and to be on time. To be counted as present in class, a student must remain through the entire class. Any student arriving thirty or more minutes late will be considered absent for that class period. Points will be deducted from the final grade for each absence. Please contact your instructor if you have unusual circumstances that prevent you from attending class. Please be aware that attendance is critical to success in this class.

Submitting Assignments: Students should submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

Late or Missing Assignments: Educational Diagnosticians do not have the luxury of missing deadlines that are mandated by Federal and State law. Late assignments will not be accepted.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include, but are not limited to:

- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another's work as one's own;
- Copying from professional works (including our text) and Internet sites without citation.

*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

*Any student sharing answers for an online quiz will be given a zero on the quiz and all subsequent quizzes thereafter. Students are expected to complete quizzes and exams independently.

Course Expectations: Graduate students are expected to demonstrate scholarly behavior and professionalism. Scholarly behavior is observed when students display an aptitude for study. Professionalism is demonstrated when students: (a) attend class sessions on time; (b) are prepared for class discussions; (c) attend to class discussions; (d) are flexible to schedule changes; (e) respect the opinion and rights of others (f) and cite work appropriately, including the text.

Distance Education Policy: Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Email: Students should correspond using Sul Ross email accounts. Please check your Sul Ross email frequently throughout each week.

Blackboard: This course is web-enhanced which means we will be using Blackboard for our online meetings. Grades will be calculated and posted to Blackboard along with announcements related to due dates, meeting dates, assignments, etc. Therefore, it is very important that you are familiar with Blackboard. Please contact the Office of Information Technology (OIT) for login issues, or to get your username and password information. Assistance is also located at the LTAC Helpdesk at 432-837-8888 or toll free at 1-888-837-2882.

Hints from the Office of Information Technology (OIT): Chrome is the recommended browser for Blackboard. Tablet devices do not always interact with Blackboard appropriately. Students taking tests on a tablet have reported that their answers changed after submission. Take tests and exams on a laptop or desktop computer.

Face-to-Face Class Cell Phone Policy: Use of cell phones or any other electronic communication device is prohibited during class time. Please be respectful of the instructor and your peers and refrain from texting in class. You will be provided with breaks and you may use your cell phone at that time. Text your professor at 432-294-3031 with your name, the words "ED 5306" and a "thumbs up" icon as soon as you read this. Your text will signify that you have read this paragraph. Do not share these instructions with anyone else.

Support: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and

instructional technology support. For more information about accessing these resources, visit the SRSU website.

Individualized instruction is available upon request with the instructor of the course. Because our face-to-face interaction is limited, it is highly recommended that you contact the instructor to request an additional session when needed.

The SRSU Graduate Student Center is located in Briscoe Administration Building (BAB), room 104. The Graduate Student Center provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance Monday – Friday from 8:00 a.m. - 9:00 p.m. and Saturday and Sunday from 11:00 a.m. - 7:00 p.m. Phone: (432) 837-8524
Email: gradcenter@sulross.edu

ADA Accommodations are available. Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact: Counseling and Accessibility Services
Ferguson Hall, Room 112
P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832
Telephone: 432-837-8691.

Tobacco Policy: Smoking is only permitted in designated areas on campus. No smoking or tobacco allowed in the buildings.

Filing a Complaint: The procedures for filing a student complaint are included in the student handbook.

Required Readings:

- Sattler text
- Test manuals

Specific Course Requirements:

1. The following Data Gathering Documents (DGDs) must be completed for each examinee. DGDs which can be found on Blackboard:
 - A Checklist for Evaluation Timelines indicating dates are in compliance
 - A Consent for testing form which needs to be signed by the parent or adult examinee prior to the administration of the test or any data gathering document
 - Home Language Survey
 - Health Information
 - Sociological Data
 - Assistive Technology Assessment
 - Behavior and Attitude Checklist

Two sets of documents will be graded by the instructor (20 points each).....40 points

First set

Last Set

Two Self Reflections about DGDs (10 points each)..... 20 points

Three Constructive Feedback Reflections about DGDs (10 points each)....30 points

We will discuss proper completion of each of these documents during our first face-to-face meeting. Take good notes!

2. Administer (at least) 5 Intelligence Tests

Two protocols will be graded by the instructor (50 points each).....100 points

First Protocol

Last Protocol

Two Self Reflections about Protocols (20 points each)..... 40 points

Three Constructive Feedback Reflections about Protocols (20 points each...60 points

You may need to administer more tests than required by this course in order to become proficient enough to produce a protocol for a grade. Feel free to give “practice” tests!

It is recommended that at least one of your test subjects is age 5 or younger. The WJ—IV can be used with individuals age 2 to 90; the WISC – IV or V can be used with individuals age 6 to 16. It will benefit you greatly if you can experience testing very young children during this class.

Additional tests that may be previewed in this class:

- Battelle Developmental Inventory (BDI)
- Kaufman Assessment Battery for Children (KABC)
- Universal Nonverbal Test of Intelligence (UNIT)

On Each protocol

- Circle all Entry Points
- Indicate Basils
- Indicate Ceilings
- Be Sure Raw Scores are Correct
- Be sure to administer each subtest correctly
- Be sure to mark the score for each subtest correctly

3. You will write six Full Individual Evaluation (FIE) Reports.

Three reports will be graded by the instructor (75 points each).....225 points

First FIE Report

First Psychoeducational Report

Last Report (format of choice)

One Self Reflection about a report (20 points each)..... 20 points

Two Constructive Feedback Reflections about reports (20 points each)..... 40 points

Information is to be presented correctly, clearly and succinctly in each of the following domains:

- Date of Birth, FIE Date, Date of Consent, and other Dates in the FIE
- Language/Communication Domain
- Physical Domain
- Sociological Domain
- Emotional/Behavioral Domain
- Intelligence/Adaptive Behavior Domain
- Intelligence/Adaptive Behavior Recommendations
- Achievement Domain
 - You must *informally* gather data about the student's reading, writing, and math abilities (school readiness or developmental skills for students under age 5)
- Assistive Technology and Transition Domains
- FIEs should contain information regarding eligibility for Special Education
- The FIE needs to be hand signed by the evaluator (*FIEs submitted electronically may contain a typed signature*)

The report is to be free of spelling and grammar errors; points will be deducted for such errors. Use the FIE template provided on Blackboard. The Psychoeducational report format will also be utilized in this course.

****No scores generated from testing in this class are to be disseminated to anyone other than the instructor.*** Because this course is a skill development course, it is probable that many, even most, of the test administrations will have some error and, thus, limited validity. Therefore it is imperative that these reports NOT be used for decision-making purposes. Merely releasing scores to parents of examinees or adult examinees may have some degree of impact. **Scores are not to be provided to anyone and this should be made clear upon obtaining consent.** Violations of this practice will be considered a serious breach of professional ethics.

You must select the children (or adult examinees) you will be testing. ***Do not choose a child who is in special education or may be referred for special education services or who was previously tested for special education services. Avoid testing students who are struggling academically in any way. Do not test students in a Dyslexia program or 504. Do not test adults with disabilities or who were in Special Education while in school.*** The examinees you test are expected to obtain average or better scores. Always secure written permission from the parents or adult examinees prior to testing or gathering data.

Remember: When scoring tests double and triple check everything. When in doubt, ask the instructor. Consult the test manual and scoring criteria frequently.

Materials: You are personally responsible for the testing materials entrusted to you during the semester. If you return test kits via mail, you must purchase insurance. You will mail the test kit to the instructor's personal address (provided on Blackboard). Test kits must be returned to SRSU before final grades can be published.

Damage to testing materials beyond normal wear will be your responsibility to repair, or, if necessary, replace at full replacement cost. The decision to require replacement will rest solely with the instructor of the course.

4. Oral Presentation

Students will present a Full Individual Evaluation to the class. **100 points**
A rubric is available on Blackboard to help you prepare your presentation.

5. Quizzes 9 @ 20 points each.... **180 points**

6. SLD Discussion Board 1 @ **50 points**

7. Midterm (Essay) **50 points**

8. Final Exam (Essay) **50 points**

Total Points for Course: 1005

904.5 – 1005 = A

804 – 904 = B

703.5 – 803 = C

This course syllabus is intended to be a guide and may be amended with adequate notice from the instructor.