



## Appraisal of Educational Disabilities

Fall 2022

**Nehal Eiramly, MED**  
**Educational Diagnostician Program**  
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Office: MAB 309 B

**Virtual Office hours via Blackboard**  
Saturday 9am-1pm or by appointment

### Course Description:

Required for educational diagnostician certification. Students will administer, score, and interpret major academic achievement tests used to identify educational disabilities, and design appropriate instruction and services. Students will examine current trends in programs designed for early identification and intervention of possible educational disabilities. Factors involved in multicultural assessment will be addressed. (This is a prerequisite to 5306).

### Textbooks

#### Required Text

Sattler, J. M. (2014). *Foundations of behavioral, social and clinical assessment of children (6<sup>th</sup> ed)*. La Mesa, CA: Jerome M. Sattler, Publisher, Incorporated.

Sattler, J. M. (2014). *Resource guide to accompany foundations of behavioral, social and clinical assessment of children (6<sup>th</sup> ed)*. La Mesa, CA: Jerome M. Sattler, Publisher, Incorporated.

\*Purchased together ISBN: 97802671-2-2

Free Text (link in Blackboard): Foster, G. C., Lane, D., Scott, D., Hebl, M., Guerra, R., Osherson, D., & Zimmer, H. (2018). *An Introduction to Psychological Statistics*.

Recommended:

Breaux, K. C., & Lichtenberger, E. O. (2016). *Essentials of KTEA-3 and WIAT-III assessment*. John Wiley & Sons.

#### Required Media Purchase for Program:

Materials needed for purchase

- 2 iPads (1 practitioner and 1 client)

Additional recommended materials:

- Two stylus for writing notes and capturing examinee responses
- Two anti-glare screen covers to minimize glare from interior lighting

- Two durable cases to protect iPads

System, Browser and Tool Requirements can be found at the following link provided:

<https://www.pearsonassessments.com/professional-assessments/digital-solutions/q-interactive/testcomponents.html?tab=system-requirements>

## **Course Objectives**

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ED 5323 will contribute to the following Student Learning Outcomes (SLOs):

- Identify and administer appropriate psycho-educational tests for purposes of determining disability criteria for specially designed instruction for students served in the Kindergarten – 12th grade school system.
- Interpret psycho-educational report to recommend evidence based practices for specially designed instruction for students served in the Kindergarten – 12th grade school system.
- Create collaborative relationships with stakeholders and professional responsibilities as an Educational Diagnostician in the Kindergarten through 12th grade school system.
- Create a psycho-educational report after analysis of qualitative and quantitative data to determine disability criteria for specially designed instruction for students in the Kindergarten – 12th grade school system.

## **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 Objectives:**

- Complete an achievement evaluation report
- Analyze tests for adequacy
- Describe eligibility criteria for disabilities within Texas Framework
- Describe Texas procedures for assessment
- Administer formal achievement tests
- Describe cultural and linguistic factors that would influence testing
- Describe and utilize test batteries for achievement and adaptive behavior
- Describe the descriptive statistics used for formal assessment and eligibility determination
- Demonstrate proper administration of standardized tests

#### **Professional Standards**

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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 Texas Educational Agency which include:

##### 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.

E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.

## Competency 2

- A. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).
- B. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.
- C. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students disabilities and determine the presence of an educational need.
- 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.
- F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).
- H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and non-standardized assessments.

## Competency 3

- A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
- B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z scores).
- C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.

## Competency 7

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

## General Course Policies

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**LMS:** This course will be delivered online in an asynchronous and synchronous format via Blackboard Learning Management System. Attendance to synchronous classes is mandatory and are listed in the course schedule. As the need arises, additional synchronous meetings will be announced under “announcements”. This course site opens on the first day of classes

**Schedule:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

**Login Frequency:** Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

**Participation:** Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

**Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

**Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

**Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

**Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

**Writing Expectations:** A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

**Netiquette:** The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

**Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

**Grading Policy:** All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

**Certification Practice:** Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor

before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

**Late Assignment Policy (Life Happens Policy):** Course assignments, including discussion boards, exams, and other graded assignments, should be submitted on time. If you are unable to complete an assignment on time, a ONE TIME, one week extension is granted with the exception of the final assignments due at end of course. It is expected that late assignments will be turned in at the next module or week for the next grading cycle. For example, assignments that were missed in week three will be turned in at the due date of week four. Students are not required to contact the professor or provide an excuse. Should students fail to turn in assignment at the next grading cycle a failed grade will be submitted. It is the students responsibility to complete assignments at due date. The policy is implemented upon first late submission and additional extensions will not be granted.

**Changes to Syllabus:** This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

**Copyright:** Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

**Opportunities for Revision:** This course is a writing intensive course. Revision opportunities are available should contributions not meet the standards for this course. The instructor will reach out and either suggest a revision or give guidance for similar activities (e.g. discussion board) for the following module. However, extensions and revisions are not offered for work that is missing. Additionally, should the student not apply suggestions at the next module or complete suggested revisions, no further opportunities will be offered. Revisions must be completed within the next module grading period (Sunday, 11:59 pm) from when feedback is given.

## University Policies

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**Attendance policy:** Students are expected to attend all scheduled classes. Students in web classes are expected to login several times each week to the Blackboard course site on the Internet site.

**Distance Education Statement:** 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. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU 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.

**ADA Accommodations:** The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

**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 or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

### **Syllabus Change Policy**

The syllabus is only a guide for the course and can change with advance notice.

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supportedbrowsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#testeddevices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems)

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Specific Course Requirements

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### Test Kits and Materials

#### **Option A: Electronic Administration and Scoring of clinical assessments using 1:1 iPads**

Beginning Summer and Fall Cohort Students for 2022 are requested to purchase iPads and electronic support for testing. Doing so will provide a greater depth and breadth of understanding psychometric testing. Additionally, many districts are switching to iPad use. Students may still be required to borrow non-electronic psychometric testing from their district or the university. For students experiencing economic hardship other arrangements can be made (see below regarding Test kit ordering and shipping). However, students will still be required to ship and ensure testing kits provided by the university at the student's expense.

#### **Justification for Expense**

Many classes in the program have utilized Open Educational Resources (OER) such as textbooks to reduce the burden of purchasing outside materials for your classes. For example, ED 6314 and ED 6318, taught by instructors in the Educational Diagnostician Program utilize free textbooks and materials. Additionally, iPads will be used for 3 to 4 classes in your program (saving you money), depending on the track that you are on. You also have free access to tests and protocols purchased by the university which are at no cost to you. Based upon the frequent usage and other cost reduction measures, this will be cost effective.

A video regarding electronic testing can be found at the following link provided:

<https://www.youtube.com/watch?v=IFe-dTLXgUw&t=1s>

**Option B: Test Check Out on Campus due to economic hardship:** Tests must be signed out with the Education Office and are limited in availability. The university has a limited number of tests that are used for multiple classes. Late work is not accepted due to inability of securing testing materials. It is critical that the student understand the responsibility that comes with checking out each kit. Students will replace kits, at current expense, if they are lost, stolen, or damaged. Failure to return test kits by the expected due date will result in an incomplete in the course until all components of the test are returned or replacement of damaged items are completed.

**Option C: Test Check Out by District of Employment:** Many students opt to borrow their district's testing materials. Districts are not required to lend their material. The use of a district's kits and materials is an agreement solely between the student and the district. Sul Ross State University assumes no responsibility in the agreement.

**Meeting days:** We will have approximately 2-3 online meetings. Those dates will be announced in Blackboard and are tentatively set depending upon the performance and growth of the class. Should you have questions or require assistance please reach out to the professor via email.

**Journal:** The journal activity is a self-reflective activity. Your answer should address the questions that were posed and have a unifying theme. It should be at least a few sentences but no more than two paragraphs. After you submit your response, use the rubric to evaluate yourself.



## Journal Rubric

Point Value:	0 points	1 point	2 points
	Missing	Developing	Proficient
<b>There is a unifying theme or idea</b>	The element is missing or incomplete	The response contains a unifying theme or main idea but it is difficult to determine or not stated clearly	The response contains a clearly unified theme or main idea
<b>The response contains connections to life, work or context</b>	The element is missing or incomplete	The response contains connections to your life, work or context that are briefly explained	The response contains connections to your life, work or show context that are thoroughly explained and show how you have reflected upon those connections

**Discussion Board (4)** Responses should be about 1 to 1 1/2 pages and be in APA format. It should relate to the reading or instruction of the week and at a minimum one reference should be provided in your reference section (at the end of the bottom of your response).

In discussion board you are required to respond to a minimum of 2 people. Responses should pull from the specific theme or idea the writer wrote. This should be ¼ page response.

## Discussion Board Rubric

Point Value	0 points	1 point	5 points
<b>Initial Posting</b>	Posts minimum of assignment; superficial preparation; doesn't address aspects of the task	Posts developed assignment that addresses all aspects; lacks full development of concepts	Posts well developed assignment that fully addresses and develops all aspects of the task
<b>Writing Quality</b>	Grammar or spelling errors	Uses of APA format for writing properly cites and adds reference section for any works cited; appropriate length	Uses APA format for writing properly cites and adds reference section for any works cited. Use of academic language (graduate level) with limited jargon. Appropriate length
<b>Content</b>	Repeats information but does not add substantive information to discussion	Factually correct responses with development of concept or thought	Posts factually correct, reflective and substantive contribution;

			advances discussion in insightful way
<b>Follow up postings</b>	Posts no follow up to others or does not meet the minimum of 2 responses	Minimum contributions are shallow to discussion (e.g. agree or disagree/ stating “good job” ) and does not enrich discussion	Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous post

**Case Studies (6): Assessment Plan for students.** For this assignment, you will create an assessment plan for a suspected disability. A case study will be provided to you. Limited amount of information will be given as is typical in a real referral process. Given the information, construct an assessment plan or rationale for the tests that would be administered. Upload your assignment for submission The assessment plan will include:

- Provide a student summary
- Identify disability concern
- Use Region 18 framework definition for the disability that is possibly considered
- Identify formal achievement testing to be used
- Identify informal assessments if chosen
- List any additional information to consider for testing
- List additional considerations that may be missing in case study referral that would help with your assessment (follow up questions)

Case Study Rubric 40 points each

Point Value/Criteria	0 points	4 points
<b>Student summary of presented information</b>	Missing or Limited information	Student summarized and reason for referral given
<b>Hypothesis</b>	Missing or Limited information	Identified disability concern and rationale (one of 14 disabilities)
<b>Region 18 definition provided for disability</b>	Missing or Limited information	Cite Region 18 framework for criteria for eligibility
<b>Potential exclusionary factors listed</b>	Missing or Limited information	Exclusionary factors to consider
<b>Test Battery Description KTEA</b>	Missing or Limited information	Paragraph explanation of the KTEA which include normative data information

		and general description of the test
<b>Subtest(s) description KTEA</b>	Missing or Limited information	Student listed and described each subtest chosen to administer (at least one sentence description; Subtests selected reflect the disability considered
<b>Scope of Achievement Testing</b>	Student strays and begins to discuss cognitive tests or other test selection which is not part of the course	Test Selection does not stray from Achievement Testing
<b>Composite and Subtest selection</b>	Missing or Limited information	Rationale is provided regarding the selection of subtests. Composites are identified. Testing selection reflects an understanding of the disability being assessed. If learning disability is selected as disability (cognitive process in relation to subtest is discussed
<b>Consideration for testing</b>	Missing or Limited information	Paragraph describing additional considerations for testing
<b>Analysis of referral</b>	Missing or Limited information	Paragraph analyzing referral information (missing information or additional information)
<b>Quality of report</b>	Spelling and grammar issues. Report appears disjointed and limited	Case Study is free from spelling and grammar errors; APA used (e.g. citation of framework) Report is professional in appearance

**Permission to Evaluate (5)** Signed parent or adult consent must be uploaded for every administration of standardized testing. You will be uploading 5 permission forms for your different test subjects. It is important to note that you may not share the information of your evaluation and that it is for instructional purposes only. Form will be available in Blackboard

**Parent Interview** You will complete a parent interview to be incorporated into your final report. Parent interview is fluid and information for how to interview is explained in your text. There is

no correct way to complete an interview and this will be left to your discretion. There is not a specific format except to find out information home life, developmental history and physical history. A draft will be uploaded and feedback will be given. The parent interview will be part of your final report.

**Observation of student** You will complete a 45-minute observation of a student as part of your FINAL achievement report. It is an informal assessment to gain information on how the child is performing on academic tasks that are weak. A qualitative narrative should be completed. Observation may be during homework time or a classroom observation. The observation will be completed and uploaded prior to adding to your final report for review.

**Observation Rubric (51 points)**

Criteria		0 points	3 points
		Area of Growth	Proficient
<b>General Class Information</b>	Time Date and Location	Time Date and Location are missing	Time, Date and Location are given in the first sentence of observation
	General Classroom environment	General Classroom environment is not discussed	Description of the environment (type of class; student to teacher ratio; disabilities present)
	General Description of teaching and instructional methods for the class	General description is missing or limited	Instructional methods (whole group; small group; learning center, one-on-one; hands on; independent seatwork, other)
	General information about instructional materials available to the class for the activity	Instructional materials are missing	Instructional materials (worksheets; manipulatives; books; AT; Board; technology; other)
	General description of the activity	Classroom activity and lesson is not clear	Description of the activity or lesson of the class
	Adaptations or Universal Design for learning applications for the lesson	Accommodations or lack of are not noted	Adaptations, accommodations or scaffolding noted for the class

	Behavior Management	Classroom Management techniques or lack of are missing	Behavior management strategies used during time of observation either in the classroom or part of the lesson is noted
<b>Specific Student Observation</b>	Description of Student	Physical description of student is missing or limited	General Description of Student is provided
	Student Activity	Student's academic activity in relation to class is missing	Student's academic activity is explained
	Activity level of student	Activity level is missing	Activity level in comparison to other students is noted (e.g. fatigue, alert)
	Attention	Attention to task is missing	Attention issues are noted in comparison to other students (Executive Processing; shifting attention, sustaining attention, inhibiting responses, initiating response)
	Accommodations	Accommodations specific to the student are not addressed (even if lacking)	Accommodations are/are not provided to student and are noted
	Communication	Communication in comparison to peers is not addressed	Communication skills in comparison to peers is noted
	Transition	Transition is not addressed	Transition to tasks, physical environment or activities are noted
	Difficulty of tasks	Frustration level is not addressed or stated not observed	Student Response to difficult or easy tasks is noted
	Interaction	Interaction to others not addressed	Student Interaction with peers and/or adults is noted

<b>Synthesis</b>	Student Performance in relation to class	Comparison to peers not addressed	Informal assessment; Curriculum Based Measure or Error Analysis; or Professional view is provided regarding student performance; If student is within normal limits it is explained in detail
<b>Synthesis</b>	Grammar and written mechanics	Observation contains errors and uses "I" statements (e.g. I observed...)	Observation is free from errors in writing; Professional quality and appearance

**Calculate Age Activity** This activity is an introduction into how to calculate age for a standardized test. Read through the PowerPoint. Then complete and submit the activity.

**Video Submission and Self-Analysis** The purpose of this assignment is to demonstrate proper administration of a standardized test.

- Review manual and testing procedures of chosen test
- Review Rubric for conducting an assessment found in blackboard
- Review reference materials (e.g. power point, videos) if applicable to chosen test
- Administer test
- Record the first three subtests of your chosen test for submission

When recording please do the following:

- Only record one subtest
- Pan the area you are testing at the beginning of testing
- Give a brief description of the test you will be administering
- Make sure testing materials can be seen
- Do not record your test subject. You, as the examinee are being evaluated and recorded
- Both you and the test subject should be heard
- Upload the video in an unlisted YouTube Account (explanation in Blackboard)
- Use the provided rubric (in Blackboard) to review your recorded administration.
- Complete a **1-page reflection** using the rubric as a guide for areas of growth and success
- Upload the reflection and YouTube link for submission.
- The instructor will also review your submission and provide and additional feedback.

**Chapter Quizzes** varies see grading for more information

**Protocols and Test Administration** You will administer the WIAT, KTEA-3, VINELAND 3 and ABAS-3. Testing for this class will require different test subjects that are explained below.

Permission to test is required for each test subject and the form can be found in blackboard for upload on the week that it is due (week 3, week 5; week 7 and week 9).

1. **KTEA Protocol One Activity** – Test Subject: Age 14 – Adult. The purpose of this assignment is to become familiar with the test and testing procedures. You are not graded for errors but feedback will be given for any errors in administration and scoring so that they are not repeated in subsequent testing. All subtests must be administered. The entire test must be administered beginning with “Number One” for each subtest. Again the purpose to become proficient with test taking. You will upload the front of the protocol reflecting standardized scores during week four.
2. **KTEA Protocol Number Two Activity**– Test subject: Grade Kindergarten through 4<sup>th</sup> grade; Dyslexia and Dysgraphia subtests. This assignment is in conjunction with dyslexia/dysgraphia report writing activity (Midterm Assessment Report Dyslexia/Dysgraphia evaluation; Week 7) and explained in the report writing section. Your test subject does not need to be suspected of a disability. The purpose of the exercise is to become proficient with administering and assessing for dyslexia and dysgraphia. You will administer the subtests outlined in the module and upload the front page of the scored KTEA protocol with standardized scores.
3. **Protocol Three Activity WIAT -3 Administration or KTEA Administration**
  - A. **WIAT -3 Full Administration** Test subject: 8 years to 18 years of age; Administer complete test battery and score. Generate a score report. Write a one page synopsis that describes the child’s present levels of performance in the areas tested.
  - B. **KTEA Full Administration** Test Subject: Three – Age 14- Adult Dyscalculia subtests This assignment is in conjunction with Dyscalculia report writing activity (Assessment Report Dysgraphia evaluation; Week 9) and explained in the report writing section. Your test subject does not need to be suspected of a disability. The purpose of the exercise is to become proficient with administering and assessing for dyscalculia. You will analyze administer the subtests outlined in the module and upload the front page of the scored KTEA protocol with standardized scores. You are to upload the front of the protocol that has standardized scores
4. **ABAS Protocol Activity (20 points)** Test Subject: Test Subject: 3<sup>rd</sup> grade to Adult. The purpose of the assignment is to become familiar with formal adaptive behavior assessments.

If hand scoring:

- Rate the student’s adaptive skills using the questionnaire
- Score the test providing scaled scores (ScS) and Standard Scores (SS)
- Scan the Score Summary Page
- Upload for submission in Blackboard

You will upload the front of the protocol that includes scoring (scaled scores; standard scores; composites)

5. **VINELAND 3 Protocol Activity (20 points):** Test subject: any age. Administer (send to parent) and score. Print scoring report and upload

6. **KTEA Protocol Six Activity** Test Subject Grade 3<sup>rd</sup> through 17 years of age. They may be typical or atypical. You are to administer the full battery of the KTEA or WIAT This assignment is in conjunction with the final achievement report writing activity (Final Achievement Report; Week 16) and explained in the report writing section. Your test subject does not need to be suspected of a disability. The purpose of the exercise is to become proficient with administration and assessment. Protocol upload will be due Week 16. Additionally, please administer the ABAS or Vineland.

**Protocol Rubrics (40 points each)**

Point Value	0 points	4 points
<b>Criteria</b>	Area of Growth	Proficient
<b>Test subject</b>	Incomplete information	information clearly written and completely on protocol regarding test subject with the exception of personal information being redacted (school and name)
<b>Basal established</b>	*Exception Protocol One; Basal is not followed or missing	Basal established and guidelines followed according to subtest procedures
<b>Ceiling established</b>	*Exception Protocol One Ceiling not established or missing	Ceiling established and guidelines followed according to subtest procedures
<b>Raw Scoring appropriate</b>	Raw score not accurately calculated on one or more subtests	Raw Scores calculated accurately
<b>Standardized Scoring</b>	Standard score errors on one or more subtests	Accurately calculated to reflect scaled score
<b>Scaled Scoring</b>	Scale Score errors on one or more subtests	Accurately calculated to reflect scaled score
<b>Descriptors of performance</b>		Description matches standardized score reflected in manual (e.g. “below average”, “extremely low”, “average”)
<b>Age calculation</b>		Accurately calculates the age and includes any “rounding” that could occur in consideration for the days
<b>Composites</b>		Composite scores are accurately and completely filled out and calculated

**Assessment Reports:** The purpose of the assignment is to score a formal standardized test and write an interpretive report. Based upon the data collected for various testing assignments you will complete four reports. You will be given a modified evaluation shell for completion of a screening dependent upon the activity. Guidance is highlighted in yellow within the shell to help



the student examiner with content. Extraneous information should be deleted and should look like a professional report when submitted. Secondly, the first and last name of participant should be redacted from your evaluation when submitted. This can be done by highlighting the name and making it black (e.g. Name = Name, Name=XXXXXX). Consult rubric and shell for more information. Deductions will be made for reports that have overt spelling, grammar and written mechanics errors. It should look professional in appearance. Your report will have:

- Adaptive Behavior scaled scores, standard scores with description
- Achievement composites for Reading skills, Reading comprehension, Oral Language, math computation, math problem solving, written expression
- Observation of student in the class
- Testing observations of the student tested when you administered Achievement Test
- Add pertinent data gathered from parent interview and records review

**Midterm Assessment Report Dyslexia and Dysgraphia Evaluation.** Your test subject must be between Kindergarten and 4<sup>th</sup> grade. The purpose of the assignment is to become proficient with dyslexia and dysgraphia testing and report writing. This assignment goes with KTEA Protocol Two. You must complete a report after administering dyslexia and dysgraphia subtests on a student that is between Grade Kindergarten through 4th grade. The student can be within the typical range of performance and does not need to have a potential for a disability. Report shell and rubric will be provided in blackboard.

**WIAT Administration or KTEA Dyscalculia Evaluation Report** The purpose of the assignment is to become proficient with dyscalculia testing and report writing. You must administer the entire test for either. Your test subject needs to be between the ages of Age 8-Adult. **Note, you pick one or the other not both.**

**Option A:** WIAT complete full assessment and generate score report. Upload

**Option B:** Administer the entire KTEA and complete Dyscalculia assessment. Your test subject does not need to be suspected of a disability. The purpose of the exercise is to become proficient with administering and assessing for dyscalculia. You will administer the entire test battery and analyze the subtests outlined in the module that are relevant to dyscalculia; upload the front page of the scored KTEA protocol with standardized scores. Dyscalculia Report shell and rubric will be provided in blackboard.

**Final Assessment report** The purpose of this assignment is to be proficient with all areas of achievement testing and goes with the KTEA/WIAT Protocol Six activity. Test subject must be between grade 3rd through 17 years of age. They may be typical or atypical. Complete Adaptive behavior assessment using Vineland or KTEA 3. Final Achievement Report is due week 16. Uploading the protocol for this assignment will not be required due to the fact that you will be proficient with reporting all standardized scores in your report. Report Shell and rubric will be provided in blackboard.

**Final Exam – Consult Blackboard announcements as we get closer to the end of the semester.**

**Grading**

Assignment	Point value	Total Points
Journal Reflection (16)	4	64
Discussion Board Activities LD; Au Supplement; ABAS; PWN (4)	20	80
Video Submission and Reflection	20	20
Calculate age Activity	20	20
KTEA Administration and Protocols (4)	40	160
ABAS assessment and Protocol	20	20
Vineland score and Protocol	20	20
Dyslexia/Dysgraphia Report	100	100
WIAT or KTEA Dyscalculia Report	75	75
Parent Interview	25	25
Observation	25	25
Permission to Test forms (4)	10	40
Case Studies (6)	40	240
Final Achievement Report Includes WIAT or KTEA ABAS or Vineland	200	200
Midterm	*50	*50
Quizzes	*approximately 20	*approximately 250- 400
Final	*75	*75

\*Scores and administration of quizzes; midterm and final vary each semester. Tests may be waived depending on proficiency of class as a whole. Midterm and final follow information from textbook.

## Grading

**A=100-91%**    **B=90-81%**    **C=80-71%**    **D=70-61%**

Final point value is graded on curved performance of the class.

Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

## Course Schedule

Topic	Readings and Activities	Due Date 11:59pm, Sunday
<b>WEEK 1</b>	Introduction to the Behavioral, Social, and <b>Required Readings:</b> Chapter 1 (Sattler) KTEA Manual	<b>8/28</b>  <b>Meeting: 8/24 @ 6pm</b>

	Clinical Assessment of Children	<b>Required Activities:</b> Journal Discussion Board: Introduce yourself Quiz Chapter 1 (Sattler)	
<b>WEEK 2</b>	Conducting Assessment	<b>Required Readings:</b> Chapter 3 (Sattler) <b>Required Activities:</b> Journal Quiz Chapter 3 (Sattler) Quiz KTEA Manual and Test administration Case Study Assessment Plan	<b>9/6</b>  <b>Meeting 8/31: iPad training</b>
<b>WEEK 3</b>	Statistics and Psychometrics	<b>Required Readings:</b> Scoring manual KTEA Chapter 2 (Sattler) Chapter 1-2 (Fowler et. Al) <b>Required Activities:</b> Journal Quiz Chapter 2 (Sattler) Calculate age Activity Permission to Test Upload #1	<b>9/11</b>
<b>Week 4</b>	Observational Methods and OHI/ADHD Executive Functioning	<b>Required Reading:</b> Chapter 15 Chapter 10 <ul style="list-style-type: none"> <li>• Appendix M. Executive Functions</li> <li>• Appendix F. Functional Behavioral Assessment</li> <li>• Appendix G. Attention Deficit/Hyperactivity Disorder</li> <li>• Resource checklist executive functioning</li> </ul> <b>Activities</b> Journal Video Submission KTEA protocol number one upload Journal Chapter 15 test Quiz	<b>9/18</b>
<b>Week 5</b>	Dyslexia (1)	<b>Readings</b> Dyslexia Modules <b>Activities</b> Journal Case Study Permission to Test Upload #2 for dysgraphia and dyslexia evaluation	<b>9/25</b>
<b>WEEK 6</b>	Dysgraphia	<b>Required Readings:</b> Chapter 12 <b>Required Activities:</b> Journal Case Study	<b>10/2</b>

<b>WEEK 7</b>	Specific Learning Disabilities	<b>Required Readings:</b> Chapter 16 Chapter 17 Resource: Appendix H. Specific Learning Disabilities <b>Required Activities:</b> Journal Learning Disability Discussion board KTEA protocol upload (#2); Dyslexia/Dysgraphia evaluation Quiz 16 and 17	<b>10/9</b>
<b>WEEK 8</b>	Dyscalculia	<b>Required Reading:</b> No Text Chapter Assigned <b>Required Activities:</b> Journal Dyslexia and Dysgraphia Report due Proposal to Evaluate Upload #3 Protocol #3 activity (begin): WIAT3 or KTEA3 Dyscalculia exercise	<b>10/16</b>
<b>WEEK 9</b>	ABAS and Adaptive Behavior	<b>Required Reading</b> Chapter 11 <b>Required Activities</b> Journal Protocol #3 activity due: WIAT3 or KTEA3 Dyscalculia exercise Discussion Board ABAS Case study for ID Permission to Test Upload #4	<b>10/23</b>
<b>WEEK 10</b>	Adaptive Behavior Intellectual Disability	<b>Required Readings:</b> Journal Quiz Chapter 18 (Sattler) <b>Required Activities:</b> <b>Journal</b> Quiz Chapter 18 (Sattler) Protocol #4 due Score and upload the ABAS	<b>3/21</b>
<b>WEEK 11</b>	<b>Autism Spectrum Disorder</b>	<b>Required Reading:</b> Chapter 22; Chapter 13 (Sattler) Appendix K. Instructional and Behavioral Support Strategies for Parents and Teachers (Sattler) <b>Required Activities:</b> Journal Case Study Assessment Plan Quiz Chapter 22; Quiz Chapter 13 (Sattler) Discussion Board: Addressing the AU Supplement	<b>10/30</b>

		Protocol 5 Assignment: Vineland administration and scoring* alternative assignment for non iPad using students	
<b>WEEK 12</b>	ED and TBI Behavior Observation	<b>Required Readings</b> Chapter 14 Chapter 23 Chapter 24 Suicide Module <b>Required Activities</b> Journal Case Study Quizzes Chapter 23 and 24 Observation upload Completion Certificate Suicide Module (2) **Start testing for your final report	<b>11/7</b>
<b>WEEK 13</b>	Report Writing and CLD learners	<b>Required Readings:</b> Chapter 4 Sattler Chapter 25 (Sattler) Chapter 5 (Sattler) Appendix A. Questionnaires Appendix B. Semi-structured Interviews (Sattler) <b>Required Activities</b> <ul style="list-style-type: none"> <li>• Report Writing</li> <li>• Chapter 4 Quiz (Sattler)</li> <li>• Chapter 25 Quiz (Sattler)</li> <li>• Upload interview</li> </ul>	<b>11/13</b>
<b>WEEK 14</b>	Guide to the ARD Process (3)	<b>Required Readings:</b> Chapter 25 <b>Required Activities</b> Journal Case Study Assessment Plan – Prior Written Notice Refusal Test and Report Writing	<b>11/20</b>
<b>WEEK 15</b>	Sensory Impairments and testing	<b>Required Readings:</b> Chapters 20 & 21 <b>Required Activities:</b> Journal Discussion Board VH Test and Report Writing	<b>11/27</b>
<b>WEEK 16</b>	Final	<b>Required Activities</b> Journal Achievement Report Due Final Protocol #6 WIAT or KTEA upload	<b>12/4</b>

Reference:

(1) 19 TAC §228.30(c)(2)

(2) 19 TAC §228.30(c)(3)

(3) 19 TAC §228.30(c)(4)

(4) 19 TAC §228.30(b)

This course is based upon the following research based practices (4)

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102, 101586.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. John Wiley & Sons.