



**Special Education 574
Psycho-Educational Assessment
Web**

Tuesday evening (will attempt live stream on D2L or Zoom)

COURSE SYLLABUS: SUMMER II 2020

Instructor: Dr. DeMarquis Hayes, LP, LSSP

Office: Ed North 203

Class: Web

Email: demarquis.hayes@tamuc.edu

Preferred Form of Communication: email

Please allow 24 business hours for a response time. Emails sent during the weekend will receive a response by Tuesday.

Office Hours:

Monday & Thursday via D2L

2:00 pm until 4:00 pm

Or by appointment

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Course Description

This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEIA (Individuals with Disabilities Education Improvement Act) and the DSM-5. Students will develop knowledge and skills related to multiple assessment techniques frequently used in

The syllabus/schedule are subject to change.

determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with multi-disciplinary assessment teams, intervention strategies and recommendations, working with families, and multicultural considerations.

Goals:

1. To increase understanding of the assessment of children and adolescents, especially as it relates to their psychological and social emotional functioning.
2. To develop competency in the assessment of children and adolescents, especially as it relates to their psychological and social emotional functioning.

Course Objectives (Links to NASP Model 10 Domains of Practice):

- 1: Data-Based Decision Making & Accountability: You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- 4: Interventions and Mental Health Services to Develop Social and Life Skills: You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
- 5: School-Wide Practices to Promote Learning: You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence- based school practices that promote learning and mental health.
- 8: Diversity in Development and Learning: You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- 10: Legal, Ethical, and Professional Practice: You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

COURSE INFORMATION

Textbook(s) Required:

Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2004). *Essentials of Assessment Report Writing*. Hoboken, NJ: Wiley & Sons, Inc.

The syllabus/schedule are subject to change.

Additional Required Readings:

- Allen, R. A., & Hanchon, T. A. (2013). What can we learn from school-based emotional disturbance assessment practices? Implications for practice and preparation in school psychology. *Psychology in the Schools, 50*(3), 290-299. doi: 10.1002/pits.21671
- Andretta, J. R., Thompson, A. D., Ramirez, A. M., Kelly, J. C., Barnes, M. E., & Woodland, M. H. (2014). A study on the psychometric properties of Conners Comprehensive Behavior Rating Scales-Self Report scores in African Americans with juvenile court contact. *Journal of Forensic Psychology Practice, 14*, 1-23. doi: 10.1080/15228932.2014.863051
- Ang, R. P., Lowe, P. A., & Yusof, N. (2011). An examination of the RCMAS-2 scores across gender, ethnic background, and age in a large Asian school sample. *Psychological Assessment, 23*(4), 899-910. doi: 10.1037/a0023891
- Bae, Y. (2012). Review of Children's Depression Inventory 2 (CDI 2). *Journal of Psychoeducational Assessment, 30*(3), 304-308. doi: 10.1177/0734282911426407
- Bagby, J. H., Rudd, L. C., & Woods, M. (2005). The effects of socioeconomic diversity on the language, cognitive and social-emotional development of children from low-income backgrounds. *Early Child Development and Care, 175*(5), 395-405.
- Bose-Deakins, J. E., & Floyd, R. G. (2004). A review of the Beck Youth Inventories of emotional and social impairment. *Journal of School Psychology, 42*(4), 333-340.
- Cullinan, D., & Kauffman, J. M. (2005). Do race of student and race of teacher influence Ratings of emotional and behavioral problem characteristics of students with emotional disturbance? *Behavioral Disorders, 30*(4), 393-402.
- Emotional Disturbance: A Look at the Regs (**Provided**)
- Flahive, M. W., Chuang, Y., Li, C. (2011). The multimedia Piers-Harris Children's Self-Concept Scale 2: Its psychometric properties, equivalence with the paper-and-pencil version, and respondent preferences. *PLOS ONE, 10*(8), 1-13. doi:10.1371/journal.pone.0135386
- Fraccaro, R. L., Stelnicki, A. M, Nordstokke, D. W., (2015). Review of Multidimensional Anxiety Scale for Children (2nd ed.). *Canadian Journal of School Psychology, 30*(1), 70-77. doi: 10.1177/0829573514542924
- Gacono, C. B., & Hughes, T. L. (2004). Differentiating emotional disturbance from social maladjustment: Assessing psychopathy in aggressive youth. *Psychology in the Schools, 41*(8), 849-860. doi: 10.1002/pits.20041

- Groth-Marnat, G., & Roberts, L. (1998). Human figure drawings and House Tree Person drawings as indicators of self-esteem: A quantitative approach. *Journal of Clinical Psychology, 54*(2), 219-222.
- Hart, D. H., Kehle, T. J., & Davies, M. V. (1983). Effectiveness of sentence completion techniques: A review of the Hart Sentence Completion Tests for Children. *School Psychology Review, 12*(4), 428-434.
- Kao, G. S., Thomas, H. M. (2010). Review of Conners 3rd Edition. *Journal of Psychoeducational Assessment, 28*(6), 598-602. doi:10.1177/0734282909360011
- Kingery, J. N., Ginsburg, G. S., & Burstein, M. (2009). Factor structure and psychometric properties of the Multidimensional Anxiety Scale for Children in an African American adolescent sample. *Child Psychiatry and Human Development, 40*(2), 287-300. doi: 10.1007/s10578-009-0126-0
- Langberg, J. M., & Dvorsky, M. R. (2013). What specific facets of executive function are associated with academic functioning in youth with Attention-Deficit/Hyperactivity Disorder? *Journal of Abnormal Child Psychology, 41*(7), 1145-1159. doi 10.1007/s10802-013-9750-z
- Merrell, K. W., & Walker, H. M. (2004). Deconstructing a definition: Social maladjustment versus emotional disturbance and moving the EBD field. *Psychology in the Schools, 41*(8), 899-910. doi: 10.1002/pits.20046
- Myers, C. L., Bour, J. L., Sidebottom, K. J., Murphy, S. B., & Hakman, M. (2010). Same constructs, different results: Examining the consistency of two behavior-rating scales with referred preschoolers. *Psychology in the Schools, 47*(3), 205-216.
- Roth, R. M., Erdodi, L. A., McCulloch, L. J., & Isquith, P. K. (2015). Much ado about norming: The Behavior Rating Inventory of Executive Function. *Child Neuropsychology, 21*(2), 225-233.
- Rogers, K. E., Bishop, J., & Lane, R. C. (2003). Considerations for the use of sentence completion tests. *Journal of Contemporary Psychotherapy, 33*(3), 235-242.
- Steer, R. A., Kumar, G., Beck, A. T., & Beck, J.S. (2005). Dimensionality of the Beck Youth Inventories with child psychiatric outpatients. *Journal of Psychopathology and Behavioral Assessment, 27*(2), 123-131. doi: 10.1007/s10862-005-5386-9
- Taylor J. et al. (2014). The manifestation of depression in the context of urban poverty: A factor analysis of the Children's Depression Inventory in low-income urban youth. *Psychological Assessment, 26*(4), 1317-1332.

Wood, S. C. (2012). Examining parent and teacher perceptions of behaviors exhibited by gifted students referred for ADHD diagnosis using Conners 3 (An exploratory study). *Roeper Review*, 34(3), 194-204. DOI: 10.1080/02783193.2012.686426

Student Learning Outcomes

This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments as well as interviewing skills, and report writing. The objectives in this course are to develop student competency in:

1. Demonstrate knowledge of basic measurement concepts and evaluate the psychological and emotional properties of individual assessments
2. Select, administer, and score a variety of psychological and psychosocial tests
3. Interpret test results and review reports to generate appropriate educational and behavioral goals and objectives
4. Use formal and informal assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
5. Evaluate and recommend evidence-based interventions
6. Collect informal psychological and behavioral data using technology applications

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance, Tardiness, & Leaving Class Early. Due to Covid Pandemic this class has moved to an online format which will lead to differences in attendance for us all. I will have live class at least once a week. This will be recorded in case some students are unable to attend the live stream. Attendance will be assessed via completion of assignments and/or discussion board.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology & Special Education and/or Dean's Office).

The syllabus/schedule are subject to change.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and MyLeo. All Students should activate and regularly check their Leo Mail and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials. A second instance of academic integrity can result in the failure of this course.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of “F”. Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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<https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I **WILL NOT** send communication about the class to personal email accounts.

COURSE REQUIREMENTS

Class Format

This course will consist of lecture, discussion groups, watching videos and demonstrations, and practicing skills learned. **Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.**

Traditionally, there is **a lot of testing** (administration of various cognitive assessments) required for this course. However, due to the Covid Pandemic the availability of test subjects and distribution of test materials may be limited. We will discuss during class the best way to proceed. It is my hope that every student will be able to administer each main assessment at least once. At any rate, we will use online resources and materials to give you the broadest exposure possible. If we do test students/people **you are responsible for finding participants to test to fulfill requirements for this course.** Do not wait until the last minute to complete an assessment. Parental consent forms must be completed before testing can occur, even if you are testing your own children or an adult. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations in your psycho-educational report).

Grade Determinations

Evaluation Breakdown:

	Total Percentage
Attendance (logging in D2L)	10%
Class Participation	10%
Reports (3 reports)	45%
In-Service Project	15%
Case Study	20%

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Attendance: Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled (virtually and/or watch recordings). Excused absences may be allowed under extreme circumstances with documentation (i.e. emergency room report). If you are absent or can't log into class for a given week for any reason, please make arrangements to get any missed notes or assignments. Any student with 3 or more unexcused absences will automatically receive an "F" for the course. Please note that attendance makes up 10% of your final grade.

Class Participation: Class participation is mandatory and a vital component to class discussion. All students are expected to contribute to the topic of discussion. Please note that class participation makes up 10% of your final grade.

Reports: Students are expected to complete 3 full psychological evaluations that include background information, observations, interviews, various emotional, personality & behavioral ratings, summary, and recommendations. Please note these reports count for 45% of your final grade.

In-service Project: Each student will do an in-service to the class covering a topic provided by the instructor. This in-service should mimic a training you would give to teachers or administrators in the school setting. Please note this project makes up 15% of your final grade.

Case Study: Each student will complete a case study. Each student will be required to assess the data provided and present results in a full psychological evaluation format. Please note this case student makes up 20% of your final grade.

Final Grade Determination:

Percentage	Final Grade
100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
59% or less	F

Testing Equipment: Due to Pandemic all attempts will be made to provide testing materials electronically. However, if there are some materials that are needed for the class we will schedule a time to meet at the Mesquite Metroplex Center to check these out. Please be aware that you are responsible for all testing materials checked out under your name. Do not leave test materials unattended. If you have to share materials, students are responsible for the transfer of materials.

Testing Participants: Each student must find their own participants. Each student MUST get written permission to test a participant.

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Fall 2020 Course Schedule PSY 576 (Subject to Change)

please note the date is the Monday of each week

Week	Date	Topic	Readings
1	Aug 24	Overview of Class Review of Syllabus Ethical & Legal Issues	
2	Aug 31	TEA regulations & criteria for ED ED vs. Social Maladjustment	ED regs (provided) Gacono & Hughes (2004) Merrell & Walker (2004) Allen & Hanchon, (2013) Bagby et al. (2005) Cullinan & Kauffman (2005)
3	Sep 7	Social-emotional Assessment & Cultural Diversity	
4	Sep 14	Internalizing & Externalizing Disorders Broad Band Measures: CBRS, BASC 3, & Beck Youth Inventory	Andretta et al. (2014) Myers et al. (2010)
5	Sep 21	Report Writing	Lichtenberger et al.
6	Sep 21	OHI Evaluations Conners 3, CPT, & BRIEF	
7	Sep 28	Anxiety Report #1 Due	
8	Oct 5	Depression	
9	Oct 12	Self- Concept: Piers-Harris	
		Oct 8 – 10 Texas Association of School Psychologists Annual Convention Zoom, TX	
10	Oct 19	Projective Measures: Sentence Completion, Drawings	
11	Oct 26	Autism Spectrum Disorder: ASRS & ADOS	
12	Nov 2	ASD continued	
13	Nov 9	Suicidal vs. NSSI behaviors Report #2 Due	
14	Nov 16	Early Onset Schizophrenia	
15	Nov 23	Conduct Disorder & Oppositional Defiance	
16	Nov 30	Child Maltreatment	
17	Dec 7	Report #3 Due	

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