



SPED 574 Principals of Psycho-Educational Assessment

Course Syllabus: Summer I 2024

Instructor Information

Instructor: Anabel V. Meyer, Ph.D., Assistant Professor

Office Location: Henderson 225

Office Hours: Available by appointment via Zoom

Email: anabel.meyer@tamuc.edu

Preferred Form of Communication: University email. If you have any questions or are having difficulties with the course material, please contact me.

Communication Response Time: 48 hours during business days

Course Information

Class Meeting Time & Location:

Class meets in person from 06/03/24 – 08/08/24

Mondays 4:30pm - 6:45pm

Mesquite Metroplex Center, Room TBD

Textbook(s) Required:

Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of assessment report writing* (2nd ed.). Wiley.

Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners* (1st ed.). John Wiley and Sons, Inc.

Course Description

Course Catalog Description:

Principles of Psycho-Educational Assessment (SPED 574) explores a variety of methods to assess students' academic and behavioral achievement. Test administration, scoring, and interpretation of evaluation results are emphasized. Prerequisites: Prior enrollment in SPED 520, SPED 528, PSY/SPED 572 and PSY/SPED 573.

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 the ability to:

1. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual achievement, oral language, visual motor integration, and behavioral assessments
2. Select, administer, and score a variety of educational tests
3. Interpret test results, write reports, and review reports to generate appropriate educational 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 academic and behavioral data using technology applications

Links to TExES Competencies for Diagnosticians

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Links to NASP Model 10 Domains of Practice

Domain 1: Data-Based Decision Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 4: Mental and Behavioral Health Services and Interventions: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning: School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 8: Equitable Practices for Diverse Student Populations: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and

other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 10: Legal, Ethical, and Professional Practice: School psychologists have 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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

COURSE REQUIREMENTS

Class Format

This course will consist of lecture, discussion groups, small group work, simulations, role- playing, and other active learning exercises if time permits. **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 actively participate in the learning process.**

There is a **high amount of testing** (administration of various achievement assessments) required for this course. **Students are responsible for finding participants to test to fulfill requirements for this course.** It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test your own children or family members. **However, I caution you to choose wisely because in your professional role as you and I are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.**

I recommend that you find these children early, and schedule assessment times with them as soon as you can. **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. 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 psychological report).

This is a very demanding course in terms of reading requirements and technical skill acquisition. You will need to budget your time weekly, read ahead when you can, and complete all assignments as they are due. This course teaches skills that will impact the lives of children, youth, and adults. **Grading is strict**, but objective.

Course Activities & Assignments

1. Class Participation: (80 points)

Coming to classes prepared is essential for your learning. Discussion, presentations, and simulations (if time allows) require your active participation. You are expected to complete the readings scheduled for each class and to come to class prepared to discuss them. It is essential that you attend class, read assignments, and complete assigned activities each week.

2. KTEA-3: (350 points)

- 1 administration of KTEA-3 including:
 - **Signed consent form**
 - KTEA-3 Manual Search Assignment (50 points)
 - KTEA-3 Video(s) (100 points)
 - KTEA-3 Protocol (100 points)
 - KTEA-3 Report (100 points)

3. WJ-IV ACH: (350 points)

- 1 administration of WJ-IV including:
 - **Signed consent form**
 - WJ-IV Manual Search Assignment (50 points)
 - WJ-IV Video(s) (100 points)
 - WJ-IV Protocol (100 points)
 - WJ-IV Report (100 points)

4. CTOPP-2 and GORT-5 Administration (100 points)

Students will demonstrate their understanding of each of the batteries by administering part of the battery to the instructor or other students in class.

5. CTOPP-2 Quiz (10 Points)

6. GORT-5 Quiz (10 Points)

TOTAL POINTS FOR CLASS: 900 points

Scoring System for Protocols

Major Errors	Minor Errors	Percentage of Points
0	0	100 A+
0	1	95 A
0	3	90 A-
0	4	85 B
0	5	80 B-
1	0	75 C
1	1	70 C-
1	2	65 D
1	3	60 D-
1	4	55 F
1	5	50 F
2	0	45 F
2	1	40 F
2	2	35 F
2	3	30 F
2	4	25 F
2	5	20 F
3	0	15
3	1	10
3	2+	5
4+	0+	0

Final grades are based on the total number of points earned during the term in accordance, generally, with the following levels of proficiency:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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, Counseling, & Special Education and/or Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

E-mail and myLEOonline (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (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.

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 advanced.

University Specific Procedures

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with

students in an online forum: <https://www.britannica.com/topic/netiquette>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. For this course, such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. 13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10 Graduate Student Academic Dishonesty

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>

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.

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.

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:

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 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/>

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit

www.tamuc.edu/counsel

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=univ_ersalmenu

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:

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

Course Outline/Calendar (Subject to Change)

Week	Topic	Assignments
1 6/3/24	<ul style="list-style-type: none"> • Introductions • Overview of course and requirements • Review of syllabus • Consents 	<ul style="list-style-type: none"> • Check out Test Kits
2 6/10/24	<ul style="list-style-type: none"> • Intro to KTEA-3 • Administration of KTEA-3 • Scoring of KTEA-3 • KTEA-3 Practice with peers 	<ul style="list-style-type: none"> • KTEA-3 Manual Search Assignment
3 06/17/24	<ul style="list-style-type: none"> • Report writing with the KTEA-3 	<ul style="list-style-type: none"> • Video assigned subtests for KTEA-3 • Submit KTEA-3 protocol for grading
4 06/24/24	<ul style="list-style-type: none"> • Intro to WJ-IV Achievement • Administration of WJ-IV Achievement • Scoring of WJ-IV Achievement 	<ul style="list-style-type: none"> • Submit KTEA-3 report • WJ-IV Achievement Manual Search Assignment
5 07/01/24	<ul style="list-style-type: none"> • WJ-IV Practice with peers 	<ul style="list-style-type: none"> • Video assigned subtests for WJ-IV ACH
6 07/08/24	<ul style="list-style-type: none"> • Report writing with the WJ-IV Achievement 	<ul style="list-style-type: none"> • Submit WJ-IV ACH protocol for grading
7 07/15/24	<ul style="list-style-type: none"> • CTOPP-2 lecture and practice 	<ul style="list-style-type: none"> • Submit WJ-IV Achievement report
8 07/22/24	<ul style="list-style-type: none"> • GORT-5 lecture and practice 	<ul style="list-style-type: none"> • CTOPP-2 Quiz
9 07/29/24	<ul style="list-style-type: none"> • Checkout with instructor 	<ul style="list-style-type: none"> • GORT-5 Quiz
10 08/05/24	<ul style="list-style-type: none"> • Finals Week 	<ul style="list-style-type: none"> • No Class

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