Department: Educational Studies, Leadership and Counseling
Course Number: CNS677
Credit Hours: 3 hours
Instructor:

Class Times:
Office Hours:

I. **Title:** CNS 677: Psychoeducational Assessment and Consultation

II. **Catalog Description:** Supervised practice in the administration and scoring of psychoeducational tests, generating appropriate interventions, and consulting with parents, administrators, and teachers. Prerequisites: CNS 683 and CNSI 689

III. **Purpose:** The purpose of this course is to provide knowledge and skills in assessing an individual’s cognitive, affective, academic and behavioral performance. This course is intended to assist students in their counseling and educational evaluation/diagnosis of developmental disorders in children in preschool through high school. This course is also designed to teach students appropriate intervention techniques and school-based consultation models

IV. **Course Objectives:** (NASP domains are in parentheses. New counselor standards are in brackets). EPSB standards are in italics. Experienced Teacher Standards are underlined. Students will gain knowledge of:
   1. Individual testing and appraisal principles, including RTI principles (1,2,3)[C,7]
   2. The strengths and limitations of academic, intellectual, socio-behavioral, and adaptive behavior assessment (1,2,10)[3,7] \textit{Literacy}
   3. The administration, scoring, and interpretation of academic, intellectual, socio-behavioral, and adaptive behavior test instruments for children and adolescents (1,2,3)[C] \textit{7}
   4. How to communicate test results orally and in writing (2,8) \textit{Leadership 1}
   5. How to effectively use screening procedures and techniques (1,2,3) [7]
   6. How to effectively use informal assessment techniques (e.g., behavior observations, interviews) (2,3)
   7. The special education diagnostic categories employed in Kentucky (2)[2,7]
   8. The strengths and limitations of assessment of persons for diverse populations (5)[2,7] \textit{Diversity}
   7. How to access and incorporate information from pertinent professional organization websites (11) \textit{Technology 10}
   8. How to identify resiliency factors in children (7)[3]
   9. School-based consultation theories and models (2.2)
   10. Effective academic and behavioral interventions (2,3)
This course is communication intensive and focuses on the mastery of both oral and written skills. Toward this focus, assignments have been designed to emphasize written and oral communication development as measured through class assignments, oral and written reports, and portfolio entries. The COE Conceptual Framework and the Theme of the Educator as a Reflective Decision Maker are addressed in this course by urging students to carefully review written feedback from the instructor on their written reports and test records and to set goals for improved performance.

The Theme of Diversity is explored in this course through lecture, selected readings, and review of the ethical code. The assessment of members from diverse populations is a very important issue in the field—students learn to recognize and appreciate individual differences, plan appropriately sensitive assessments, and provide feedback to parents in accordance with their understanding of the ethical code and readings/lecture from class.

Technology is addressed through the provision of current web resources related to assessment/evaluation and the use of computer scoring/interpretation programs throughout the course.

PT-This course provides students with professional training.

V. Content Outline: See attached

VI. Instructional Activities:
   A. Lecture, class participation, and discussion
   B. Test administration and interpretation with written reports and feedback
   C. Role-play activities

VII. Field, Clinical/Laboratory Experience:
1. Students will practice administering and scoring the WASI, Key-Math, WJ-III, UNIT, TOMAL, and other tests.
2. Students will practice integrating and interpreting information from allied procedures (e.g., interviews, behavior observations, CBA) with standardized test results
3. Students will practice and gain expertise in written and oral interpretation of test results.

VIII. Resources:
All test manuals, protocols, scoring records, and related materials to those instruments identified above will be utilized. In addition, the latest edition of the Sattler text is required: Sattler, J. (2005) Assessment of children: Behavioral and clinical applications, Fifth Edition. The following websites will also be used: www.naspweb.org and www.kde.ky.us

IX. Grading Procedures
Listed below are the grading requirements for this class. An incomplete (INC) will be given only in extremely unusual circumstances. You may administer/interpret/write additional tests (as indicated by the instructor) should the need arise to meet the competencies this course is designed to teach. Students enrolled in this course are encouraged to reflect upon the social and ethical responsibility they are assuming in undertaking this area of professional development. This course requires a significant amount of time and effort to master the course
objectives. Students are encouraged to read the assigned materials, examine test materials, and read the manuals for each test as soon as they are assigned. Students are also expected to participate in class discussions and assigned activities. It is also expected that students have had at least two formal assessment courses (Tests and Measures and beginning Intelligence Testing) and that they will use those skills in this course. Grades will be earned using the following guideline.

Protocol and Report Scoring Criteria: Each error in scoring and technical administration is counted as one half point. Failure to follow standardization procedure or errors of a careless nature (e.g., wrong chronological age computation, wrong table) will count one point. Scoring errors requiring fine distinctions in judgment will not be penalized. Reports will be graded using the Feedback form (see attached).

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final</td>
<td>50 pts</td>
</tr>
<tr>
<td>3 Classroom behavior observations</td>
<td>10 pts each</td>
</tr>
<tr>
<td>2 WASI</td>
<td>10 pts each</td>
</tr>
<tr>
<td>2 CBA</td>
<td>20 pts each</td>
</tr>
<tr>
<td>2 UNIT</td>
<td>10 pts each</td>
</tr>
<tr>
<td>3 WJ-III Ach</td>
<td>10 pts each</td>
</tr>
<tr>
<td>2 Key Math</td>
<td>10 pts</td>
</tr>
<tr>
<td>2 TOMAL</td>
<td>10 pts</td>
</tr>
<tr>
<td>1 Set of projectives</td>
<td>20</td>
</tr>
<tr>
<td>1 RTI</td>
<td>100 pts</td>
</tr>
<tr>
<td>6 comprehensive reports (data provided)</td>
<td>10 pts each</td>
</tr>
</tbody>
</table>

A = 414    B = 368

460 pts Total

Note: This is a competency-based course. Grades below “B” are unacceptable for the school psychology and IIA programs. Grades below “B” will automatically be “flagged” and prompt a faculty review of the student’s progress in the program. Grades below 7 on a report or protocol may be reassigned until an acceptable level of competency has been met.

FLAG SYSTEM/CONTINUOUS ASSESSMENT
Student progress, throughout the school psychology and IIA preparation programs, is continuously assessed. Appropriate professional characteristics and demeanors, in addition to performance on course examinations and case studies, are assessed. Characteristics and demeanors of interest include punctuality, meeting deadlines, and ability to accept and benefit from supervisory feedback. Positive and negative flags are submitted to the director of the school psychology program and are discussed with faculty and the end of every semester. Negative flags are carefully reviewed to make the determination as to whether a student should be dismissed from the program or if a professional development plan will be designed for the student’s progress towards program completion.

X. Attendance Policy
This course adheres to the policy published in the MSU Graduate Bulletin.
XI. Academic Honesty Policy:

(Adopted by Board of Regents, February 14, 1975)

Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

In addition, providing feedback to examinees or their parents will result in a 0 for the activity or course failure. You must write your own reports, although you can consult with other persons in the course. Do not use the reports from other persons who have taken this course as a model.

Below are the nine assignments required for this course. All tests and procedures for each assignment are with the same student unless otherwise specified:

Assignment 1: Classroom Observation
Assignment 2: UNIT; WJ-III Achievement protocols
UNIT/WJ-III report (data provided)
Assignment 3: Classroom observation, WASI, Key Math protocols
WASI/Key Math report (data provided)
Assignment 4: UNIT, WJ-III Achievement protocols
UNIT/WJ-III report (data provided)
Assignment 5: CBA, Key Math, TOMAL protocols
Key Math, TOMAL report (data provided)
Assignment 6: Classroom observation, WASI, WJ-III protocols
WASI/WJ-III report (data provided)
Assignment 7: CBA; TOMAL, RAVLT protocol
TOMAL/RAVLT report (data provided)
Assignment 8: RTI and projectives protocols and report (your data)
Assignment 9: Projectives (data provided)

Please note that data will be provided for the reports (except for Assignment 8)

See Content Outline for Due Dates
# Tentative Content Outline

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Topics/Subjects</th>
</tr>
</thead>
</table>
| 1/12          | Intro; syllabus review  
|               | WJ-III Test Kit Assignments  
|               | Behavior Observations  
|               | Handouts |
| 1/26          | WJ-III Ach Review  
|               | Sattler; manual |
| 2/2           | WJ-III Interp.  
|               | WASI review  
|               | **Assignment 1 Due** |
| 2/9           | CBA  
|               | Key Math review  
|               | Handouts  
|               | KM Manual |
| 2/16          | **Assignment 2 Due**  
|               | Behavior plans  
|               | Handouts, Sattler |
| 2/23          | NASP (no class)  
|               | **Assignment 3 DUE (mail)** |
| 3/2           | Academic interventions  
|               | Universal Screening  
|               | Handouts |
| 3/9           | Mid-term; **Assignment 4 DUE** |
| 3/16          | Spring Break  
|               | Handouts |
| 3/23          | Projectives; **Assignment 5 due**  
|               | Handouts |
| 3/30          | TOMAL; RAVLT  
|               | Handouts |
| 4/6           | **Assignment 6 Due**  
|               | Program of Studies; GED; SLD  
|               | ESL; staffing  
|               | Handouts |
| 4/13          | Consultation; DSM  
|               | Handouts |
| 4/20          | AIMSweb, **Assignment 7 Due**  
|               | Speaker |
General Testing Considerations

1. Each student is required to “supply” their own volunteer examinees for the course, and is encouraged to begin locating examinees immediately. Some volunteers can be tested for more than one assignment, although never give the same tests to the same child. You are strongly encouraged to find students who are struggling in school academically and cognitively. Examinees must be children ages 7 to 17 (be mindful that not all tests cover this age range) and parent permission (see attached) must be obtained prior to testing or observing. Providing any feedback to parents regarding their child’s test performance, or providing answers to the child at any time is unethical and a violation of test security and may result in dismissal from the course. No persons, except you and the instructor are to know the score of any examinee. Do not present yourself as a representative of Murray State University or the Department of Educational Studies, Leadership and Counseling when recruiting participants.

2. You are to make no recommendations for psychological, educational, or medical treatment to the examinee or parents on the basis of your evaluation. You will be expected, however, to make recommendations in reports to or discussions with the instructor. If you have difficulty coping with an anxious parent who is pressuring you for advice, consult the instructor.

3. Due to the intensity and time limitations of this course, test protocols and reports have specific due dates. Late assignments will result in a reduction in overall grade unless cleared with instructor. Tests cannot be administered before they are assigned (i.e., after they are covered in class).

4. Do not test your own children. However, you may exchange children and relatives with classmates. On the test booklet, designate examinees by their first name and initial of their last name.

5. All test booklets will be provided. Always attach the completed Consent Form to the front of the protocol and the Checklist for Rating Psychological Reports to the front of each report. All materials must be turned in in an envelope to protect the confidentiality of the examinees.

6. Keep reports, protocols, and test materials in a safe place. You are responsible for the test kits.

7. Record all examinee responses neatly and clearly using pencil. Scoring cannot be checked unless the record booklet is legible.
### Checklist for Rating Psychological Reports

<table>
<thead>
<tr>
<th>Examiner: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinee: __________________________</td>
<td>Assignment Number: ______</td>
</tr>
<tr>
<td>Test Name(s): _________________________</td>
<td></td>
</tr>
</tbody>
</table>

#### Rating Scale:

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>10 = Excellent</td>
<td>&lt; 7</td>
</tr>
<tr>
<td>8 - 9 = Average</td>
<td></td>
</tr>
<tr>
<td>7 = Below Average</td>
<td></td>
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</tbody>
</table>

1. **Observations and Relevant Background Factors** (clear, relevant, complete, logical)

   Rating: 10 9 8 7 6 5 4 3 2 1

2. **Results (accurate tables, accurately reported in text) and Interpretations** (e.g. accurate and meaningful, consistent with available data, lack of incongruities, linked to the classroom or vocation, influences described)

   Rating: 10 9 8 7 6 5 4 3 2 1

3. **Recommendations** (clearly written, logical, realistic, based upon data)

   Rating: 10 9 8 7 6 5 4 3 2 1

4. **Integrated Summary** (contains only essential facts and interpretation, logical)

   Rating: 10 9 8 7 6 5 4 3 2 1

5. **Style and Communication** (comprehensible for a novice reader, explanations clearly communicated, sentences not too long/too short, no first person or fragments, personalized vs. generalized style).

   Rating: 10 9 8 7 6 5 4 3 2 1

6. **Spelling/Grammar** (subject/verb agreement, consistent tense, evidence that report was carefully proofread)

   Rating: 10 9 8 7 6 5 4 3 2 1

7. **Overall Rating** (Note: #2 and #4 are weighed more than others)

   Rating: 10 9 8 7 6 5 4 3 2 1
CONSENT FOR TEST ADMINISTRATION

I give permission for my child to be administered the individual tests listed below:

I fully realize that ____________________________ is taking a testing course, which is designed to help him/her become proficient in administering, scoring, and interpreting various tests. Because the student is gaining experience, I acknowledge that the test results may be invalid and that the student will not be reporting any results to me.

_________________________________________   ____________________
Parent Signature                                      Date

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_____________________________  ________________
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