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PSYC 582.01: School Psychological Evaluation

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**SCHOOL PSYCHOLOGICAL EVALUATION
PSYCHOLOGY 582 - SYLLABUS
George C. Camp**

Purpose/Objectives

- A. This course is designed to
 - 1. prepare you to use appropriate psychological techniques to gather relevant information to evaluate child/youth in progress/adjustment
 - a. academic and
 - b. social/emotional behaviors
 - 2. use psychometrically sound procedures in analyzing and interpreting (including computer assist software) such information for intervention purposes
- B. We will review and use (some of) the techniques outlined on the following pages.
- C. We will discuss classification, context, family and cultural bias issues.

Sources

- Kamphaus, Randy. Clinical Assessment of Children's Intelligence, 1993, Allyn & Bacon.
- Merrell, Kenneth, W. Behavioral, social, and emotional assessment of children and adolescents, (2nd ed) 2003, Lawrence Erlbaum Assocs, Mahwah, N.J. ISBN 0-8058-3907-0.
- Sattler, Jerome M. Assessment of children: Cognitive applications, (4th ed.), 2001, J.M. Sattler, San Diego, CA.
- Sattler, Jerome M. Assessment of children: Behavioral and clinical applications, (4th ed), 2002, J.M. Sattler, San Diego, CA.
- Thomas, Alex & Grimes, Jeff (eds.) Best Practices in School Psychology-IV, Vols. 1 & 2, 2002, NASP, Wash., D.C.
- Vance, H. Booney. Psychological Assessment of Children (2nd ed) 1998, John Wiley & Sons, Inc, New York.

Mental Measurement Yearbooks

Test Critiques

Special Education Reference Manual: Montana Laws & Rules

Handouts

Case Studies

A number of case studies will be carried out with normal children gain practice in administering/using techniques representing the many available. One case study will be carried out using techniques appropriate for evaluating a child's adjustment. This case study will be described in a psychological report to provide practice in reporting these sorts of results and include a matrix of hypotheses and findings. Other case studies will be carried out with three to four test batteries of psychoeducational techniques.

Technique Reviews

Some of the following techniques will be used in the case studies and most will be critically reviewed. The reviews will cover:

1. Questions for which they are appropriate
 2. Validity
 3. Reliability
 4. Development of the technique
 5. Interpretation steps
- A. Aptitude
1. General (All) S, C, Ch 16 and others as noted
 - a. Kaufman Adolescent & Adult Intelligence Test (KAIT)
 - b. Kaufman Brief Intelligence Test (KBIT)
 - c. Woodcock-Johnson Psychoeducational Battery III (Woodcock)
 - f. Wechsler Preschool and Primary Scales of Intelligence - C, III Ch 11
 - h. Cognitive Assessment System
 2. Pre-School
 - a. Bayley Scales of Infant Development - Revised, S, C, Ch 16
 - b. Battelle Developmental Inventory
 - c. Brigance Diagnostic Inventories
 - d. Denver Developmental Screening Test - Revised
 3. Nonverbal
 - a. Leiter International Performance Scale – Revised, S, C, Ch 16
 - b. Raven Progressive Matrices (norms in Sattler, pp 884-886), S, C, Ch 16
 - c. Universal Nonverbal Test of Intelligence, S, C, Ch 16
 4. Hearing Impaired, S, B & C, Ch 16
 5. Visually Impaired, S, B & C, Ch 15
Blind Learning Aptitude Test
 6. Minority Group, M, Ch 14, also see S, C, Ch 19 & 20
- B. Adaptive Behavior, S, B & C, Ch 7
1. Scales of Independent Behavior
 2. Vineland Adaptive Behavior Scales
 3. Adaptive Behavior Assessment System
- C. Academic, S, C, Ch 17
1. Curriculum-Based Assessment
 2. Educational Environments
 3. The Instruction Environment Scale-II & Strategies and Tactics for Effective Instruction, Algozinne & Yssledyke
 4. Eco Behavioral Assessment System
 5. KABC (see A.1.a. above)
 6. Kaufman Test of Educational Achievement
 7. Key Math Diagnostic Arithmetic Test - Revised
 8. Peabody Individual Achievement Test - Revised
 9. Wide Range Achievement Test - 3
 10. Woodcock-Johnson (see A.1.d. above)
 11. Woodcock Reading Mastery Test - Revised
 12. Wechsler Individual Achievement Test - II

- D. Visual-Motor, S, B&C, Ch 8
 - 1. Bender Visual-Motor Gestalt Test
 - 2. Test of Visual Motor Integration (Beery)
 - 3. Wide Range Assessment of Visual Motor Abilities

- E. Receptive & Expressive Language, S, C, Ch 18
 - 1. Test of Written Language - 3
 - 2. Peabody Picture Vocabulary Test - III

- F. Vocational Assessment, V Ch 15

- G. Projectives, M Ch 9
 - 1. Roberts Apperception Test for Children
 - 2. Sentence Completion
 - 3. Draw-A-Person

- H. Self-Report, M Ch 7
 - 1. Achenbach System, M Ch 4
 - 2. BASC, M Ch 4
 - 3. Coopersmith Self Esteem Inventory, M Ch 10
 - 4. Revised Children's Manifest Anxiety Scale, M Ch 10
 - 5. MMPI-A, M Ch 7
 - 6. Personality Inventory for Youth M Ch 7
 - 7. Children's Depression Inventory M Ch 10

- I. Parent Informant
 - 1. Achenbach System
 - 2. BASC
 - 3. SNAP

- J. Teacher Informant
 - 1. Achenbach System
 - 2. BASC
 - 3. SNAP

- K. Clinical Interview, M Ch 15

- L. Observation, M Ch 3

- M. Additional Readings
 - 1. Cognitive Delay, S, B&C, Ch 13
 - 2. Problems in LD Diagnosis, S, B&C, Ch 12
 - 3. Attention Disorders, T & G Ch 69
 - 4. Neuropsych, S, B&C, Ch 18 & 19
 - 5. Classification, M Ch 2
 - 6. Autistic Disorders, S, B&C, Ch 17
 - 7. Externalizing Problems, M Ch 9
 - 8. Other Disorders, M Ch 11
 - 9. Social Skills, M Ch 12
 - 10. Functional Behavioral Assessment, S, B&C, Ch 9

Evaluation of Your Work

- A. Each of the protocols you administer will be reviewed.
- B. Your adjustment evaluation case study report and hypothesis matrix will be constructively evaluated.
- C. Your in-class assessment device reviews will be evaluated.
- D. The final learning activity essays regarding sound interpretive procedures, qualities of selected instruments, trait constructs, intervention facilitating interpretations, and the issues we have discussed will provide further feedback regarding the competencies you develop in this course.