2022

Course Outline and Weekly Plans for EDS 741 Psychoeducational Evaluation of Children with Learning Problems

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School of Education
LEHMAN COLLEGE
City University of New York

LEHMAN URBAN TRANSFORMATIVE EDUCATION
SCHOOL OF EDUCATION
LEHMAN COLLEGE, CUNY

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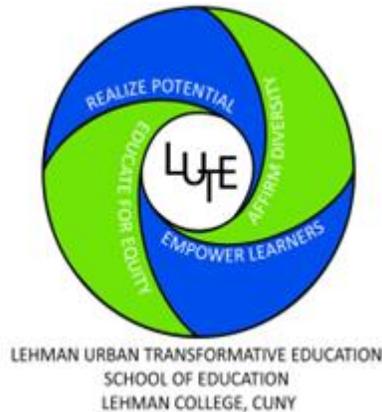
The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

LUTE DOC: http://www.lehman.cuny.edu/academics/education/introduction.php

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Semester:
Course Number: EDS 741
Course Title: Psychoeducational Evaluation of Children with Learning Problems
Instructor:
Meeting Time:
Note: Some asynchronous classes
Zoom Link:
E-mail:

Office hours and office Location:

Textbook Requirements: This is a Zero Textbook Course (ZTC), so there are no required textbooks to purchase. To further your learning on this subject, please see the recommended readings within the course outline below.

Resources:
Computer Center Help Desk – 718-960-1111
Student Disability Services – 718-960-8441
Instructional Support Services – 718-960-8175
Counseling Center Services – 718-960-8761
1. Course Description
The purpose of this introductory course in psychological and educational measurement of exceptional children is to provide participants with a fundamental knowledge of the

psychoeducational evaluation of children with apparent atypical academic development. The course will develop competency in basic concepts of measurement and assessment. Activities related to diagnosis, classification, placement and instructional planning will be presented.

Readings
As this is a ZTC, there is not a required textbook. Rather there are presentations made with Google Slides for each week that must be read in entirety. The same way that you would take time to read through a chapter per class session, you are expected to view these presentations. The presentations include slides with text, embedded videos, and links to articles and open resource textbooks.

Each slide, video, and article must be viewed unless stated otherwise (example: "if you would *like to* learn more, click here"). You will click on the underlined words, which are usually "Click Here" to visit a webpage. Most videos are embedded in the slide. You can click play and the enlarge button on the bottom right of the video to watch it without leaving the slide.

Recommended Readings (to further your studies in assessment):

Kritikos, E. (2018). Assessing Students with Special Needs. Eighth Edition. New Jersey: Pearson.
Pierangelo & Giuliani (2013). Assessment in Special Education: A Practical Approach, 4th edition, New York: Pearson.
Salvia, Ysseldyke, Bolt (2010). Assessment: In Special and Inclusive Education, 11th edition, Boston: Houghton Mifflin Company.

2. Student Outcomes:

At the completion of the course, participants will:
1. Demonstrate a basic understanding of the interrelationship among testing, assessment and instructional programming.
2. Recognize major theoretical perspectives which frame this discipline.
3. Cite issues in diagnosis, identification, and placement of students with atypical development and negative impacts on students of culturally and linguistically non-dominant backgrounds.
4. Demonstrate knowledge of types of assessment instruments and scoring.
5. Demonstrate the ability to plan an instructional program which addresses deficits that have been identified as the result of assessment.
6. Cite issues in assessment as they relate to current and past legislation.
7. Describe roles of the team involved in planning an individualized program and explain how assessment drives the Individualized Education Plan.

3. Themes of the LUTE conceptual framework of the School of Education addressed in the course:

Theme I: Empower Learners

SOE faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II: Educate for Equity

SOE faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential

SOE faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV: Affirm Diversity

SOE faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

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4. Candidate Outcomes:

At the completion of the course, students will display knowledge of:
1. Ways in which technology can assist with planning and managing the teaching and learning environment. **(T1S6; T2S4; T3S6)**
2. Applicable laws, rules and regulations, and procedural safeguards regarding the planning implementation of management of behaviors of individuals with exceptional learning needs.(T2K3; T2K4; T2S3)
3. Ethical considerations inherent in the education of students with disabilities. **(T3K2; T3S5; T3D1; T3D2;T3D5)**
4. Understanding of (a) developmental consequences of disabilities, (b) causation, **(T1K1; T2K3; T3S1)** Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world. **(T4S3, T4S4, T4D4)** Issues, resources, and techniques used to integrate students with special needs. (**T3S5, T3S2)**

5. Rationale for selecting specific management techniques for individuals with E/BD. **(T3K1, T3K2, T3S3, T3S4, T3S5, T3S2, T3S3)**
6. Impact of multiple disabilities on behavior. **(T3K1, T3K4, T3D3, T3D4)**
7. Design, implement, and evaluate instructional programs that enhance the student's social participation in family, school, and community activities. **(T3S1, T3S2, T3S4, T3D2, T3D8)**

5. Instructional Methods Implemented in the Course

The above-mentioned outcomes and themes will be achieved through:
Online Discussions; Written and Oral Reflections; Research; Collaborative Work; Engaging in Readings and Watching Videos

6. Graded Course Assignments:

Assignment	Due Date	Weight of Assignment
Presentation Responses/Journals (8)	Each Session	**16%**
Class Participation and Attendance	Each Session	**42%**
Critical Test Review	Various Due Dates	**20%**
Final Project Write an IEP	Various Due Dates	**22%**

Please **see [Assignments Packet](#)** for detailed assignment descriptions and directions. Below you will find a brief explanation.

1.   Presentation Responses

Each session (see course calendar below) you will be responsible for reading through a presentation (Google Slide) which is in place of reading chapters in a textbook. The presentations include slides with text, embedded videos, and links to articles. Each slide, video, and article must be reviewed unless stated otherwise (example: "if you would *like to* learn more, click here").

You will create a journal entry in which you reflect on the presentation, making personal and professional connections. **Each presentation response is worth 2 points toward your final grade. There are 9 presentations. This means that you can decide to do only 8 or do one more for 2 extra credit points.**

2.   Class Participation and Attendance

We will meet most weeks synchronously, on Zoom. There will be various opportunities for discussions and group work. You will earn full credit by attending all classes and being an active

participant in class. There will also be four asynchronous classes. Online discussions will occur during these weeks. These will require you to post by Thursday and respond to a classmate by Monday.

3. <u>Critical Test Review</u>

You will each be assigned one standardized measurement tool. The measurement will be reviewed thoroughly using an online tool via the Lehman Library, including pertinent information necessary to fully understand the measurement tool. This assignment will be completed with Google Docs.

4. <u>Final Project: Individualized Education Plan</u>

You will be provided with psychoeducational documents regarding a child and will use this information to create an IEP.

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7. Online Component of the Course:

Each session requires 2 hours and 40 minutes of in-person or online work. All sessions will be completed online. This course will contain work that can be completed online by students at times that are convenient to them; however, there will be deadlines that must be met in order to receive full credit. We will also have synchronous classes, in which cameras are required to be turned on. When we meet remotely, it is important that you are in a quiet location with your camera on, ready to participate when necessary. We will use Google Slides and other online tools for group work, so you will benefit from using a computer or laptop.

In order to participate in this course, it is recommended to have access to high speed internet in order to use Blackboard, Zoom, and other online resources (videos, readings).

Q&A Discussion Board Forum: If you have questions about assignments, technology issues, etc. please post them here. I encourage everyone to use this space. Feel free to answer a question if you know the answer. If you email me a question that may benefit the class, I will ask you to post your question here.

8. Assessment/grading policy (*procedures, components, weights assigned to each component*)

Please stay on top of assignments as outlined above and in the assignments packet. Deductions will be for late assignments.

In the event of illness or emergencies, you must notify me by **<u>e-mail</u>**. If you have extenuating circumstances, I will be able to give you a flexible due date for an assignment.

If there is anything you do not understand, please post in the Q&A discussion board or send me an email.

Detailed rubric/s for assessing course assignments *are provided on Blackboard.*

Upon completion of each assessment, the candidate will evidence Exemplary, Satisfactory, Developing, or Unsatisfactory competency in the required outcomes (knowledge, skills & dispositions). **We will follow Lehman College's system for grade equivalents.**

Exemplary (4)	Satisfactory (3)	Developing (2)	Unsatisfactory (1)
Exemplary evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. A/A- A =95-100 A-=90-94	Adequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. B+/B/B- B+=87-89 B=83-86 B-=80-82	Partial evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each which requires further development. C+/C/C- C+=76-79 C=73-75 C-=70-72	Inadequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. D/F D+=67-69 D=64-66 D-=60-63 F=0-59

9. Late Assignments Policy:

Typically, you will lose two points per day that the assignment is late. Online discussions are not able to be made up. If you have extenuating circumstances, please let me know so that I can accept an assignment late without deducting points.

10. Academic and Plagiarism Policy:

The highest standards of academic integrity are expected from all Lehman students.

You are responsible for knowing and understanding Lehman's academic integrity policy. It deals with issues of evaluation, plagiarism, fabrications and other student obligations. For details of Lehman's policy, please go to:

www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf

11. Classroom Specific Policies:

Grammar, Mechanics, and Spelling: Assignments with numerous mistakes in grammar, mechanics, or spelling will not be accepted. If you know that you struggle in this area, I suggest you have someone proofread before you submit a final copy.

Lateness: Lateness will be considered being 5 or more minutes late to synchronous classes. One point will be deducted for tardiness. Excessive tardiness may result in loss of additional points.

Revision of Assignments: If you would like to revise any assignment after you receive feedback and a grade, please discuss this option with me **within two days of receiving your feedback**. In some instances, you may be required to revise an assignment. Assignments that are handed in after the due date will NOT be able to be revised**.**

12. Calendar

Course topics (specification of in-class and online work with dates and times for both each week)

Session #	Dates **Sync/Async**	Session Topics	Materials– Review all Presentations and Materials Before Class	To Do: All journals due by class time. All other assignments due at 11:59 pm	Instructor Link to Session Slides and More **Note: Remove these links prior to sharing syllabus with students**
1	February 3 Synchronous	● Class Introductions ● Review Course Information	Course Outline Assignments Packet	● Review Course Outline and Assignments Packet	
2	February 10 Synchronous	● Introduction to Assessment and Psycho-educational Evaluations ● The IEP and the IEP Team	Module 1 Slidedeck	● Journal 1	Synchronous Session 2 Slides
3	February 17 Asynchronous	● Standardized Tests and Psycho-educational Evaluations ● Fair Assessments	Module 2 Slidedeck Sample Psycho-educational	● Journal 2 ● CTR: Send Google Doc invite to professor ● DB#1: IQ Testing ● Leave a	Make a copy of the sample psycho-ed and allow commenting access for students Discussion Board (DB) prompts are

				comment on the psycho-educational document	in the Assignments Packet under Class Participation and Attendance
4	February 24 Synchronous	● Measures of Intelligence ● Review of Sample Psycho-educational	[Module 3 Slidedeck](#)	● Journal 3	In class activity 1. Review Module 3 slidedeck, as there are often many questions 2. Sample WISC questions. Use [testing mom](#) to receive free questions. Give students a disclaimer that the questions are from this site and that the WISC is also used for entrance to gifted and talented schools. 3. Go over students' comments on psycho-ed
5	March 3 Synchronous	● IEP: Thorough Analysis	Sample IEP Page 5 of [IRIS Module: IEPs: Developing High-Quality Individualized Education Programs](#)	● No journal ● Leave at least one comment on the sample IEP	● [Synchronous Session 5 Slides](#) ● Review sample IEP-use any IEP of a middle school aged student. ● Students can download this [IEP Goal Bank](#) ● [Supplementary Aids and Services](#) ● [Supports for School Personnel](#) ● [Testing Accommodations](#) Review p. 19

6	March 10 Asynchronous	• Disproportionality of Linguistically and Culturally Non-Dominant Backgrounds in Special Education • Considering Culture and Diversity in our Teaching	[Module 4 Slidedeck](#)	• Journal 4 • DB #2: Dispropor-tionality • CTR: Section 1	
7	March 17 Synchronous	• Educational Evaluations: Deep dive into the Woodcock-Johnson Test of Academic Abilities	[Sample Educational Evaluation](#)	• No Journal • CTR: Section 2	[Woodcock-Johnson IV Slides](#) Instructor Notes: Review each section with the class. You may want to make sample questions for them to complete in breakout rooms.
8	March 24 Synchronous	• Assessment of Adaptive Behavior and Learning Disabilities • Working with students with LD and ID	[Module 5 Slidedeck](#)	• Journal 5	[Synchronous Session 8 Slides](#) Note: You can choose how to review these sites with your students. Depending on time, it is fun to have students play the actual games and explore the websites.
9	March 31 Asynchronous	• Assessment of Social and Emotional Behavior • Functional Behavior	[Module 6 Slidedeck](#)	• Journal 6 • CTR: Section 3 • DB #3: Behavior	

		Assessment ● Assessment of Attention			
10	April 7 Synchronous	● Assessment of Multilingual Learners ● Assessment of Autism Spectrum Disorder	Module 7 Slidedeck	● Journal 7 ● CTR: Section 4	Synchronous Session 10 Slides Note: In class we review an actual Vineland, which I cannot share here. You can borrow one from a school. You may want to make the breakout room slides in a separate document.
11	April 14 Asynchronous	● Assessment in the Classroom: Math and Literacy ● Response to Intervention	Module 8 Slidedeck	● Journal 8 ● DB #4: Assessment and RTI ● Sign up for 1:1 meeting time for session 12	
No Class	April 21	Spring Recess			
12	April 28 1:1 Virtual Meetings	● Discuss IEPs in 1:1 setting ● Work on your IEP ● Consider Recommenda-tions		● CTR: Final Submission Due ● Final Project Part 1 Due by the weekend	
13	May 5 Synchronous	● Planning for Transitions ● School Drop-Out	Module 9 Slidedeck	● Final Project: Reflection and Recommenda-tions Due ● Journal 9	Use this day as a day to further learning in any area the students displayed interest in.
14	May 11 Synchronous	● Presentations on Flip		● Flip Presentation	Students present their work-leave time for questions.