

Spring 2008
Time: Monday, 4:00-6:30pm
Room: Educ 437

Instructor: Nancy Mather, Ph.D.
Phone: 621-0943
Office: Educ 409
Office Hours: Monday, 2:00-4:00
Tuesday, 3:00-4:00
& by appointment

SERP 507b - METHODS FOR DIAGNOSING LEARNING DISABILITIES

COURSE OVERVIEW AND REQUIREMENTS

U of A CATALOG COURSE DESCRIPTION

Educational and psychological assessment of academic areas and learning processes involving perception, integration, and expression, with emphasis on informal and formal assessment and diagnostic teaching. P, CR, 400/500 or department permission; CR, 593.

COURSE DESCRIPTION

Educational and psychological assessment of learning processes with emphasis on the relationship between assessment and diagnostic teaching.

PURPOSE

The purpose of this course is to increase participants' skills in assessing individuals with learning problems for purposes of identification and development of instructional programs. Emphasis in 507b will be placed upon formal and informal methods of evaluating attention, cognitive processing, language, discrepancies within performance, and classroom performance and behavior.

KNOWLEDGE BASE

This course is appropriate for graduate students planning professional careers in the field of learning disabilities or other graduate students interested in the assessment of students with learning problems. The prerequisite courses are SERP 400/500 and SER 507a. Students must have completed 507a to continue with 507b. In most cases, SERP 507b is taken concurrently with an internship - SER 593.

COURSE OBJECTIVES

Graduate students will demonstrate knowledge of:

1. Cognitive processing problems and their impact on academic achievement.
ST: 1.2, 8.6
2. Developmental language milestones.
3. Similarities and differences among widely used assessment batteries.
ST: 1.11, 4.2
4. Interpretation of a variety of assessment instruments related to cognitive and language processing.
5. Relationships between cognitive processing and instructional methodologies for teaching academic skills. ST: 1.1, 3.4
6. Methods of measuring ability-achievement discrepancies. ST: 1.11, 4.2
7. Problems inherent in the evaluation and identification of students with learning disabilities.
ST: 1.11, 9.1
8. Methods for evaluating classroom behavior. ST 4.3

Graduate students will demonstrate the abilities to:

1. Review a student's current assessment information and formulate a list of strengths and weaknesses in the student's learning style that may affect academic performance. ST: 2.1, 4.2, 9.1
2. Administer, score, and interpret selected formal and informal assessment instruments in the areas of cognitive processing and language. ST: 1.11, 4.4, 9.4
3. Interpret the results from an educational evaluation and develop appropriate recommendations.
ST: 4.4, 4.5
4. Develop instructional plans and programs based on a variety of assessment information. ST: 1.8, 1.9, 1.10, 3.9, 3.10, 3.13, 3.14
5. Critically evaluate various assessment instruments. ST: 4.2, 8.8, 8.9, 8.10

PRESENTATION METHOD FOR COURSE

Lecture using a case study format for teaching.

TEXTS - REQUIRED

Mather, N., & Jaffe, L. (2000). *Woodcock-Johnson III: Recommendations, reports, and strategies*. NY: Wiley.

Readings: Additional readings to be provided.

ASSIGNMENTS

POINTS

Assigned readings and handouts.

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|---|-------------------------|
| 1. Administer and score one Standard COG Battery Woodcock-Johnson Tests of Cognitive Ability (Tests 1-7). Hand in the protocol. Print all profiles and the intra-ability variation procedure. Complete a peer review. | 10

5 |
| 2. Administer and score the WJ III Testing Cognitive Ability Standard and Extended Batteries (Tests 1-20). Calculate intracognitive discrepancies and print all profiles. Complete a peer review. | 25

5 |
| 3. Administer, score, and interpret an individual's performance on the WJ III Tests of Cognitive Ability Standard and Extended Batteries (Tests 1-7, 11-17) and the Standard Battery for the WJ III Achievement (Tests 1- 11). Try to select an individual with learning difficulties. Write a written report and make recommendations for further testing and instruction. Complete a peer review. | 40

5 |
| 4. Select a student who is having some difficulty with written language. Collect at least 3 samples of the student's writing. Analyze the writing. Identify the factors contributing to the difficulty, and make several instructional recommendations. | 25 |
| 5. Conduct an informal behavioral assessment of a student. If possible, using interval recording, chart the behavior of concern. Observe the student in at least two different settings. Carefully describe the behaviors observed and suggest techniques for altering the behaviors. | 25 |

6. Administer, score, and interpret one of the following: PPVT-3, ITPA-3, TOLD, DTLA-4, VMI (4 th ed.), or CTOPP. Or you may select another instrument that you feel it is important for you to learn in your setting. Hand in the protocol.	25
7. Student case study (oral presentation). Briefly discuss the performance of a student whom you have evaluated. Explain what testing was done and discuss the results and/or implications of the evaluation. Explain what recommendations you would make for instructional programming.	20
8. Assessment file or notebook. Organize the readings, the information obtained from this class, and other related assessment information into a file or notebook.	15
Midterm Examination - Knowledge-based exam covering assessment terminology and procedures.	100
Final Examination - Application exam requiring interpretation of test data and informal samples. Open book and open notes.	100
TOTAL POINTS	400

GRADING CRITERIA

- A = 370-400
- B = 340-369
- C = 300-339
- D = 240-299
- E = 239 and below

<u>Dates</u> (Mondays)	<u>Topics</u>	<u>Assignments Due</u>
01/14	Holiday	
01/21	Course Introduction Assessing Learning Aptitudes and Abilities, Multiple Intelligences, CHC Theory	
01/28	WJ III Tests of Cognitive Ability: Standard Battery	WJ III COG Manual and Examiner Training Workbook
02/4	WJ III Tests of Cognitive Ability: Extended Battery	
02/11	Interpretation of the WJ III COG WJ III Handouts	Assignment #1
02/18	WJ III Case Studies	Assignment #2
02/25	WJ III and the WISC-IV	
03/3	Ability/Achievement Discrepancies, Intra-Ability Discrepancies	
03/10	Spring Break	
03/17	MIDTERM	
03/24	Diagnosing ADHD, Behavioral Observations	Assignment #4
03/31	Rapid Naming, Phonological Awareness, CTOPP	Assignment #3
04/7	Oral Language Assessment Student Case Studies	Assignment #5
04/14	Student Case Studies	Assignment #6
04/21	Student Case Studies	Assignment #7
04/28	Review	
05/5	FINAL EXAMINATION Bring assessment notebook to class	Assignment #8