

**Learning Disability Psychoeducational Assessment-  
Summer 2024 -- 18:821:558:M1  
Instructor: Stacie Shivers, Psy.D.  
Tuesdays, 10:00am-3:00pm  
Room A340**

**Course Description:**

The purpose of this course is to develop advanced competency skills in the administration of psychoeducational assessment of children, adolescents and adults. Building upon the assessment practices learned in the spring cognitive assessment course, students are required to integrate data from observations, interviews, and psychometric instruments for the development of an appropriate psychoeducational evaluation. The administration and scoring of the testing instruments in this course will address issues of reliability and validity, current practices, interpretation of results and recommendations across areas of educational, psychological, and neuropsychological performance. The goal of this course is to have students ready to be assigned testing cases through the Psychological Services Clinic.

**Objectives:** The course is designed to teach the student how to:

1. Identify and select the appropriate instruments to address referral question(s).
2. Demonstrate proficiency in the scoring and administration of course testing instruments used in completing a comprehensive psychoeducational (ADHD/LD) evaluation. *Specific tests are listed below in the section titled Assessment Instruments.*
3. Interpret and integrate data obtained from observational, behavioral and assessment sources.
4. Gain exposure to writing sections of an integrated psychoeducational evaluation report which communicates results in an accurate and clear manner.

**Course Requirements & Student Performance:**

1. Each student is expected to obtain mastery in test administration as determined through in class observations and competency examination.
2. Each student is expected to reach scoring mastery on each set of test protocols.
3. All students are expected to attend class. If you cannot attend class on a given day, the instructor should be notified.

4. Given the accelerated nature of this course, **no more than 1** absence will be allowed, except for special and unusual circumstances.
5. Students are expected to arrive on time for class. Excessive lateness will be reflected in your grade.
6. It is expected that all work will be done in a **timely fashion**. We are preparing you for real situations with real people who are awaiting results so that appropriate decisions can be made.

### **Course Process:**

Instructors will review the typical battery used to assess ADHD and LD diagnoses, as well as ruling out comorbid psychopathology of depression, anxiety, addiction, or trauma.

De-identified test cases will be utilized for teaching purposes before students accept referrals from the clinic. Lectures center on assessment of clients from diverse populations, as well as those with learning disabilities and attention and executive functioning disorders. Students will also deal with the assessment of academic achievement and personality, as well as an introduction to neuropsychological assessments.

### **Readings:**

Specific readings will be assigned throughout the course. A general reference list is attached.

### **Departmental and University Policies:**

Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: <http://apastyle.apa.org/> (full access via Login to Rutgers University Libraries home page: <http://www.libraries.rutgers.edu/>)

Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards.

See: <http://academicintegrity.rutgers.edu/students.shtml>

Students with disabilities who qualify for reasonable accommodations may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; [dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu)

### **Procedures:**

Adherence to APA standards of ethical and professional practice is expected of all students. It is especially relevant to this course that the student be particularly cognizant of those sections which deal with the protection of human rights and the confidentiality of information. If any

questions arise concerning ethical or professional matters, please consult your supervisor immediately.

### **Testing Library:**

Each testing kit must be signed out after using the testing library's scheduling system. Please inform the instructor of any missing pieces immediately. You will be responsible for protecting the integrity of each test and adhering to the APA code of ethics. You will also be responsible for any loss, damage, or theft that occurs while the test is signed out to you. Test kits must be returned after all assignments have been completed. Failure to return test materials will result in a grade of INCOMPLETE.

You will be learning to administer various tests that are not only copyright protected but also protected under the ethical standards of APA and NASP. It is our responsibility to make sure that you protect these tests and also use them under strict guidelines. It is most important that you protect the test material and its contents.

### **Practice Administration:**

Since you will be learning these tests through practice administrations, it is essential that you only administer these tests to either a volunteer who signs an informed consent agreement. It will be your responsibility to find appropriate participants.

*\*Please make sure a consent form is attached to each submitted protocol. Test administrations are for training purposes only.*

### **Competency Tests:**

Each student will take a competency test on select subtests from the Woodcock Johnson- Test of Achievement IV (WJ-ACH IV) and Delis-Kaplan Executive Function System (D-KEFS) in order to assess test administration and scoring skills. Further details will be discussed in class (e.g., passing and not passing grades).

## Assessment Instruments:

The instruments commonly used for ADHD and LD assessments are provided below. Note that not every test is used for every client. Tests are selected to address the client's particular reason for referral.

<u>Cognitive Assessment</u>	WAIS-IV (All subtests including supplementals) WISC-V (All subtests including supplementals)
<u>Academic Achievement</u>	Woodcock Johnson – Achievement IV (CORE 1-11 plus Reading Recall and Number Matrices) Nelson Denny
<u>Discrete Functions</u>	CVLT Conners Continuous Performance Test (CPT III) D-KEFS (select subtests)
<u>Diagnostic/Personality</u>	PAI Conners BASC BREIF BAI BDI

**Course Outline:**

\*dates for lecture content and assignments are subject to change, as needed

<b>Week</b>	<b>Topic</b>	<b>Reading Assignments</b>
Week 1 5/14	Introduction to Class, Review Syllabus  Review: Ethical and Legal Issues in Testing, Psychometrics of Testing, Making Meaning out of Test Scores  The Referral Question & Choosing the Right Test to Answer It  D-KEFS – Lecture	APA Ethical Guidelines  <i>Essentials of WJ-IV</i> Ch 1-3  Handout of selected reading from <i>Essentials of Neuropsychological Assessment</i>  D-KEFS test kit, protocol, manual
Week 2 5/21	Learning Disorders  D-KEFS – Lecture (continued)  <b><u>LAB</u></b> - D-KEFS Practice administration and scoring	<i>Essentials of WJ-IV</i> Ch 4-6  D-KEFS test kit, protocol, manual  <b>Assignment 1 Due</b>
Week 3 5/28	Nelson Denny  CVLT  WJ-ACH- Lecture  Case data presentations; Report Samples	<i>Essentials of Assessment Report Writing</i> , Ch 1-4  WJ-ACH testing kit, protocol, and manual  <b>Assignment 2 Due</b>
Week 4 6/4	WJ-ACH- Lecture (continued)  <b><u>LAB</u></b> - WJ-ACH Practice administration and scoring  ADHD and other frontal lobe dysfunction  CPT lecture  Case data presentations; Report Samples	<i>Essentials of Assessment Report Writing</i> , Ch 5-6, 8  WJ-ACH testing kit, protocol, and manual  <b>Assignment 3 Due</b>

Week 5 6/11	Integrative Report Writing (continued)  Personality Functioning- PAI, BASC  Review: Lecture and Lab  Case data presentations; Report Samples	<i>Essentials of Assessment Report Writing</i> Ch 7  Handout of selected reading from <i>Parameters 2024</i>  DKEFS and WJACH protocols, testing kits, and manuals  <b>Assignment 4 Due</b>
Week 6 6/18	Competency Examinations	Competency Examinations

**Assignments and Due Dates**

<b><u>Assignment</u></b>	<b><u>Grading Criteria</u></b>	<b><u>Points</u></b>	<b><u>Due Date</u></b>
1. DKEFS Protocol	Graded based on noted behavioral observations throughout sub-tests, denoting correct scoring, slash marks and end times	25	5/24
2. DKEFS Scoring and Corrections	Graded based on accurate scoring and correction of errors on sample case protocol.	25	5/31
3. WJ-ACH Protocol Scoring	Graded based on noted behavioral observations throughout sub-tests, correct basal and ceiling, reversals, adding up scores, denoting correct slash marks (i.e., /B, /C), and correct scoring of writing samples and sentence writing fluency.	25	6/7

4. WJ-ACH Scoring and Corrections	Graded based on accurate scoring and correction of errors on sample case protocol.	25	6/14
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\*\*Students with scores 21/25 or below, will be required to resubmit select sub-tests from the WJ and/or DKEFS administration on the last day of class.

**Overall Scoring for Course:**

Attendance/Participation- 10%

Assignments- 40%

Comp Exam 50%

**Rutgers Statement on Accommodations**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

**Required Texts:**

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). Essentials of assessment report writing. Hoboken, NJ: John Wiley & Sons.

Mather, N., & Wendling, B. J. (2015). Essentials of WJ IV Tests of Achievement. Hoboken, NJ: John Wiley & Sons.

**\*Additional Readings:**

- Bridgett, D.L. & Walker, M.E. (2006). Intellectual functioning in adults with ADHD: A metaanalytic examination of Full Scale IQ differences between adults with and without ADHD. *Psychological Assessment*, 18(1), 1-14.
- DeCarlo, Darla. (2024). Measuring Emotional Disturbance. *Parameters*, 84-88.
- Goldstein, G. & Hersen, M. (Eds.) *Handbook of Psychological Assessment*, NY: Pergamon Press, 1984.
- Groth-Marnat, Gary. (1990). *Handbook of Psychological Assessment*, Ban Nostrand Reinhold Co. NY: 2<sup>nd</sup> ed.
- Hammill, D.D. (1990). On Defining Learning Disabilities: An Emerging Consensus. *J. Language Disabilities*, Vol. 23 (2) 74-84.
- Hammill, D.D. et.al. (1988). A New Definition of Learning Disabilities. *Learning Disabilities Quarterly*, Vol. II (3) 217-223. .
- Hynd, G.W., Marshall, R. and Gonzalez, J. (1991). Learning Disabilities and Presumed Central Nervous System Dysfunction. *Learning Disabilities Quarterly*, Vol. 14, 283-296.
- Iwanicki, Sierra. (2024). Not Getting Lost in Translation. *Parameters*, 16-18.
- Kazdin, A.E. (1981). Behavioral Observations. In M. Hersen & A.S. Bellack (Eds.) *Behavioral Assessment: A Practical Handbook* (2<sup>nd</sup> ed., pp. 101-124), NY: Pergamon Press.
- Lezak, M.D. (1983). *Neuropsychological Assessment* (end ed.). NY: Oxford Univ. Press.
- Mays, S.D. & Calhoun, S.L. (2005). Test of the definition of learning disability based on the difference between IQ and achievement. *Psychological Reports*, 97, 109-116.
- McGough, J. J., & Barkley, R. A. (2004). Diagnostic controversies in adult ADHD. *American Journal of Psychiatry*, 161, 1948-1956.
- Osborne, A. G. & Dimattia, P. (1994). The IDEA's least restrictive environment mandate: Legal implications. *Exceptional Children*, 61, 6-14.
- Reynolds, C.R. & Kamphaus, R.W. (Ed.). (1990). *Handbook of Psychological & Educational Assessment*. Vol. I Intelligence & Achievement Vol. II Personality Behavior & Context, The Guilford Press.
- Reynolds, C.R. (1984). Critical Measurement Issues in Learning Disabilities. *Journal of Special Education*, 18, 451-476.



Rourke, B.P. (Ed.). (1985). *Neuropsychology of Learning Disabilities*, NY: Guilford Press.

Schwartz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54 (2), 93-105.

Silver, L.B.. (1992). *Attention Deficit Disorder*, American Psychiatric Press.

Suzuki, L., Meller, P. & Ponterotto, J. (1996). *Handbook of Multicultural Assessment*. Jossey-Bass.

Thompson, Erika. (2024). Reducing Bias in Assessment Materials. *Parameters*, 8-13.