Psycho-educational foundations of learning disabilities
Schneider
Spring 2009

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Psycho-educational Foundations of Learning Disability
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Description of course
A one semester course for doctoral students studying to become professional psychologists. Conceptual and technical issues of assessment including psychometric theory as applied to psychological assessment will be addressed. In addition, current issues within the broad field of learning disability will be discussed. Emphasis will be placed upon empirical investigations and conceptual issues as they impact upon theory and practice. It is presumed that the student who enrolls in this course has successfully completed or has waived the equivalent of the first year of full time study at GSAPP.

Course objectives
The student will know, at a mastery level, the following:
I. Assessment as applied to learning disability
   A. Types of test scores
   B. Types of test reliability
   C. Types of test validity
   D. Significant discrepancy
   E. Use of data methods to collect and analyze observed behavior
   F. Written and oral methods of communication of observed behavior
   G. Computer based methods of scoring and assessment
   H. CHC Theory
II. Learning disabilities
   A. Definitions
   B. Models of learning disability
   C. Determining a significant discrepancy
   D. Language
   E. Reading
   F. Arithmetic
   G. Writing, spelling
   H. Social-emotional
Course requirements

I. The student will learn to a mastery level the following:
   A. Kaufman Tests of Educational Achievement-II (KTEA-II)
   B. Woodcock Johnson III*
   C. Woodcock Reading Mastery Test-R
   D. Other methods as deemed appropriate for case

II. Each test listed in I. above will be accepted as ‘at mastery” when the student completes two administrations scored perfectly. * except for this test which only requires one to be done.

III. Each test listed in I. must be mastered by February 17th.

IV. Each student will complete two psycho-educational assessments through the clinic. Each case will be accepted as satisfactory when the case has been approved by the supervisor as complete and ready for closure.

V. The written reports will be accepted as satisfactory when each is revised such that the information is accurate, appropriately interpreted, and written in a clear and coherent manner for a non-professional audience.

VI. Each student will be assigned a supervisor for the clinic cases and will be expected to meet for supervision as required.

VII. Each student will present one clinic case in class. All data will be duplicated for the class, and the identity of the client will be confidential.

VIII. The first case is due by February 24th.

IX. The second case is due April 21st.

X. There will be one in class and one out of class examination.
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Texts


It is expected that you will read the appropriate literature for your particular cases.

Course outline and assignments
January 20    First class meeting
               Introduction, assignments, clarification.
               Assessment I
               Measurement-A review of basics

January 27    Assessment II
               Norms, standardization, reliability
               Salvia & Ysseldyke, Chaps. 1-3, 14
               Pennington: Chaps 1-5
               KTEA-II

February 3    Assessment III
               Reliability continued
               Salvia & Ysseldyke, Chaps. 4-7, 16
               Mapou: Chaps 1-2
               Woodcock Johnson Battery

February 10   Assessment IV
               Reliability continued-Item Response Theory
               WJ-III

February 17   Assessment V
               Validity
               Salvia & Ysseldyke, Chap. 8
               WJ-III
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February 24  
Assessment VI  
Putting it together  
Salvia & Ysseldyke, Chaps. 9-14  
Woodcock Reading Mastery Tests

March 3  
In class examination.

March 10  
Review test results  
Definitions, models of learning disability  
Relationship of LD to students functioning in the classroom: NJ Core Curriculum Standards  
Pennington: Chap. 7  
Salvia & Ysseldyke: Chaps. 16-18

March 24  
Models of Learning Disability II  
Mapou: Chap. 65  
Salvia & Ysseldyke: Chaps. 19-20, 23, 25  
Case presentations

March 31  
Reading I  
Pennington: Chap. 6  
Fletcher Chap. 7  
Salvia & Ysseldyke, Chap. 21  
Case presentations

April 7  
Reading II


Case presentations
April 14  Reading III
   Functional reading compared to NJ Core Standards
   The truly reading disabled

   Case presentations

April 21  Math

   Case presentations

April 8  Written expression

   Case presentations

May 5  Final examination due