Foundations/Learning Disability  
Course No. 557 (Section 01)  18:826:557:01  
Mondays 9:15 – 12 pm  
GSAPP (Div. 826)  
Room A340  
Spring 2010

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Introduction

Foundations/Learning Disability 557 (Section 01) with clinic practicum is a core doctoral course required for school psychology graduate students in the Psy.D. School Psychology Program. Students not admitted to the School Psychology Program must secure approval from the instructor prior to registering for this course. Successful completion of Individual Cognitive Assessment 633 or an equivalent course with faculty approval must occur before enrolling in 557. Thus, students are assumed to be competent in administration, scoring, and interpretation of the well known standardized cognitive assessment instruments (e.g., WJ III COG, WISC-IV, SB5).

Overview and Learning Goals:

This course is designed to teach school psychology students the conditions and disorders that contribute to children and adolescents’ learning difficulties in schools. Learning difficulties are conceptualized in three broad areas: learning difficulties related to IQ, information processing-related conditions, and performance-related conditions. The history of learning disabilities (LDs), special education law and regulations, and models of LD assessment will be reviewed and critically discussed.
Students will learn how to effectively administer, score, and interpret (integrate) major standardized academic assessment batteries (e.g., WJ III ACH, KTEA-2) in relation to other standardized assessment measures (i.e., cognitive, social/emotional, executive functioning) for conducting comprehensive psychoeducational evaluations. Cattell-Horn-Carroll (CHC) theory and cross battery assessment approaches will be discussed.

Hypothetical case examples will be reviewed and discussed in class for students to apply definitions of SLD and other conditions. Particularly emphasized will be the most common conditions associated with school failure and how these appear in the developmental and educational histories, current school performance, and psychometric test patterns of students undergoing evaluation. Class discussion/assignments will help students better understand their role in pupil identification as it relates to the use of SLDs. Recent changes in the process of identifying students with SLDs by determining response to intervention (RTI) will also be discussed.

**Proposed Lessons:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course overview</th>
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<tbody>
<tr>
<td>January 19</td>
<td>Wodrich &amp; Schmitt  Chapter 1</td>
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</table>
| January 26, February 2, 9, & 16 | WJ-III ACH, KTEA-II  
Review technical and user manuals  
See suggested readings  
Mather & Jaffe         |
| February 2            | Supervisor Interview Assignment due                  |
| February 16           | Article critique due                                 |
| February 23, March 9  | Framework for LD Determination  
Assigned readings       |
| NO CLASS March 2      | IQ-Related Conditions  
Wodrich & Schmitt Chapters 1 & 2  
Mather & Jaffe         |
| NO CLASS March 16 (Spring Break) | Information-Processing-Related Conditions  
Wodrich & Schmitt Chapters 3, 5 & 6  
Mather & Jaffe         |
| March 23, 30, April 6 | Performance-Related Conditions  
Wodrich & Schmitt Chapt. 4, 5, & 6  
Mather & Jaffè         |
| April 13, 20          | Student case study presentations                      |
| April 27 & May 4      | Final reports due                                    |
Required Readings:

Suggested Readings:

Other Readings

The School Psychologist 2005, 59, 1 - Four articles on SLD:
  Fletcher, J.M. et al., p. 10
  Kavale, K.A. et al., p. 16
  Gresham, F.M. et al., p. 26

Other suggestive readings:


Class Assignments:

1. **School Psychologist Interview** - Students will interview their school-based supervisor on the: (a) specific approach or approaches and (b) measures and data he/she uses to conduct an LD evaluation. Specific information on how the school psychologist and team determine if a child has a LD must be obtained. {2 double spaced pages, 12 point font, 1 inch margins} [10% of grade]

2. **Article critique** - will complete one article critique {3 double spaced pages, 12 point font, 1 inch margins} of a test validity study (includes LD samples) or LD intervention study published in the past 7 years (no later than 2003). [15% of grade]

3. **Analysis of case studies** - students will complete/discuss case studies during class. These activities are designed to develop conceptual understanding and enhance applied skills necessary for effectively assessing and planning for children with learning or developmental problems. Because practicing school psychologists are expected to analyze material, make judgments, and communicate in the midst of group settings, it is essential that doctoral students participate fully during in-class activities. Students are evaluated on their ability to respond to these activities. [5%]

4. **Achievement Testing Competencies** - All students will be required to gain familiarity with administering, scoring, and interpreting the Woodcock-Johnson III Tests of Achievement and Kaufman Test of Educational Achievement-2 as well as
other related measures for conducting a comprehensive child evaluation. For the WJ III ACH and KTEA-2 each student will administer each batteries three times (i.e., three for the WJ II ACH and three for the KTEA-2) with nonreferred subjects (friends, family members etc..). Students must carefully reviewed all manuals and practice the batteries before administrations. [10%]

Students must administer the WJ III ACH and KTEA-2 two times (each) and obtain 100% accuracy on administration and scoring (reviewed by an independent rater) before starting their “real” psychoeducational evaluation.

After administration, students will complete the accompanying administration checklist (from Riverside and Pearson Publications) and enter data into the WJ III Compuscore® and Profiles Program and Report Writer. Completed test record forms and computer printouts are then given to Laura Heimlich to review.

For advance standing students who are currently using the WJ III COG, WJ III ACH, and/or KTEA-2 under clinical supervision, equivalent copies of actual practice-based cases can be used to fulfill this requirement. Students must demonstrate 100% accuracy in scoring before starting their required psychoeducational evaluation.

5. Students will complete one psychoeducational evaluation under supervision at their school-based practicum or through the clinic. See attached required testing protocol. All evaluations must include assessments on the outcome domains. If a student is assigned a clinic case, students must carefully review the clinic manual and know all clinic policies and procedures (see Olga Diamantis). [45%]

6. Students will present in class the detailed findings of their psychoeducational evaluations. See attached presentation format provided. Students should expect to use approximately 30 minutes on each presentation, distribute copies of all test results to the class, and be prepared to respond to questions. [15%]

**Grading Policies and Classroom Rules**

This course requires students to provide clinical assessment services to children and families. Students should strive to think, speak, and act as psychologists during class meetings and at all times in the clinic. Thus, it is imperative that class start on time, that students listen to one another’s comments respectfully and contribute to the classroom discussion in a professional and constructive manner. Case material, to the extent that it involves actual children and families, is kept strictly confidential. **Only client’s pseudonyms are used in class.**
Grading:

Student grades will be computed based on:

1) Case study analysis and discussion [5%]

2) Supervisor Interview and write-up [10%]

3) One article critique of (peer reviewed) published LD study that examines the validity of a measure to assess children at risk for LD or intervention study for children at risk for LD; brief class presentation of article [15%]

4) Two 100% accurate WJ III ACH [5%]

5) Two 100% accurate KTEA-2 [5%]

6) Psychoeducational Report with recommendations [45%]

7) Presentation of psychoeducational report and response to group questions [15%]

Please note all assignments must be completed on time. Assignments received after due dates will receive grade reduction.

Policy regarding Academic Dishonesty and Unprofessional Conduct. Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. Assignments for this class must represent original, independent work of each student. In instances where references are required, all sources must be appropriately cited. Submission of work previously or simultaneously submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may result in failure of an assignment, failure of the entire course, and/or disciplinary action up to and including dismissal from the program.

Disability Statement. If you need accommodations due to a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or during office hours. To request academic accommodations (e.g., extra time and private rooms for examinations), students must first submit documentations to Disabled Student Resource Center. Reasonable accommodations will be developed in cooperation with students and instructors. These accommodations must be consistent with course requirements.

The following journals are highly recommended.

- *Journal of Psychoeducational Assessment*
- *School Psychology Quarterly*
- *School Psychology Review*
- *Psychology in the Schools*
Membership, Websites and List Serves:

Students are strongly encouraged to become members of the American Psychological Association Division 16 (School Psychology).
http://www.indiana.edu/~div16/membership.html

Students are expected to have access to the Internet and e-mail accounts. Information will be sent via e-mail. Students are encouraged to subscribe to two free list serves and study the following Web sites:

National Association of School Psychologists (NASP): To subscribe, send a blank email: NASP-Listserv-subscribe@yahoogroups.com

Institute for Applied Psychometrics (IAP): To subscribe, send a blank email to: IAPCHC-subscribe@yahoogroups.com

http://www.schoolpsychology.net/ Sandra Steingart's School Psych Resources
http://www.interventioncentral.org/ Jim Wright's Intervention Central
http://alpha.fdu.edu/psychology/ Dumont/Willis on the Web
http://groups.yahoo.com/group/IAPCHC/ IAP list home page – valuable documents
http://www.iapsych.com/ Institute for Applied Psychometrics
http://www.wrightslaw.com/ excellent parent-oriented sped law web site

APA Interdivisional Task Force for Child and Adolescent Mental Health
http://ucoll.fdu.edu/apa/

Text and Regulations for IDEA (2004). Downloads from:
http://www.ed.gov/offices/OSERS/IDEA/regs.html
**Child/Adolescent LD Testing Battery**

1. Clinical interview of teacher [e.g., student’s learning style, school performance, classroom observations, state-wide testing; review of assignments]

2. Learning Disabilities Diagnostic Inventory (LDDI) given to teacher

3. Clinical interview of parents [e.g., prenatal, development, medical, social, and educational hx; extended family social, academic, medical]

4. Clinical interview of child [e.g., interests/dislikes, hobbies, perception of self and learning issues, relationships with peers, sibling, parents etc..]

5. WISC-IV OR WJ III COG or equivalent [Cognitive functioning]

6. WJ III ACH OR KTEA-2 [Achievement functioning]

7. Visual Motor Integration Test (VMI) [Visual motor skills]

8. BASC-2 Parent and Teacher Rating Scales or equivalent [Social/emotional functioning]

9. BRIEF Parent and Teacher Rating Scales [Executive behavior functioning]

**Note.** Additional measures may be administered based on referral question and/or supervisor discretion.
Case Presentation Outline

The following is the order in which cases should be presented:

1. Introductory comments with referral question(s), chief complaint(s)

2. Background information: educational, medical, psychological, social, and behavioral includes prior and current interventions and medications

3. Evaluation Data:
   a. Cognitive functioning
   b. Achievement functioning
   c. Adaptive functioning at school and home
   d. Learning style/approaches observed or described
   e. Visual-motor functioning
   f. Executive behavior functioning
   g. Social/behavior/emotional functioning

4. Clinical impressions including DSM-IV diagnosis and “rule outs”; if appropriate, what IDEA classification would apply; discussion of exclusionary criteria

5. Specific intervention recommendations and/or referrals

It is important to describe your decision making for addressing the psychological process(es) and exclusionary criteria.

Make sure to bring copies of your test appendix (all test data) to distribute to the class. All client’s identifying information must be removed.
# Supervisor Checklist

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<thead>
<tr>
<th>Key Tasks</th>
<th>Accomplished (please check)</th>
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<tbody>
<tr>
<td>Attends supervision on time</td>
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<td>Updates supervisor weekly on progress of case</td>
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<tr>
<td>Asks appropriate questions during supervision</td>
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<tr>
<td>Develops rapport and maintains appropriate boundaries with client</td>
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<tr>
<td>Demonstrates sensitivity to client’s needs and feelings</td>
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<td>Selects and administers test protocols appropriately</td>
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<tr>
<td>Scores test protocols correctly</td>
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<td>Interprets test results appropriately</td>
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<td>Integrates test results appropriately</td>
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<tr>
<td>Includes correct standard scores and percentiles in test appendix</td>
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<tr>
<td>Writes report without grammatical errors, clearly and concisely using language appropriate for parents (6th grade reading level)</td>
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<tr>
<td>Includes all of the supervisor’s corrections and feedback</td>
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<td>Outlines appropriate recommendations</td>
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<tr>
<td>Obtains supervisor’s approval and final signature</td>
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<tr>
<td>Outlines for supervisor what will be discussed during client feedback session</td>
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<tr>
<td>Meets in person with client to review test results and recommendations</td>
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<tr>
<td>Provides copy of final report to client and puts all test protocols and final (signed) report in client file</td>
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