

**EDS 245:  
Psychology in the Schools**

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Introduction to Psychological Testing

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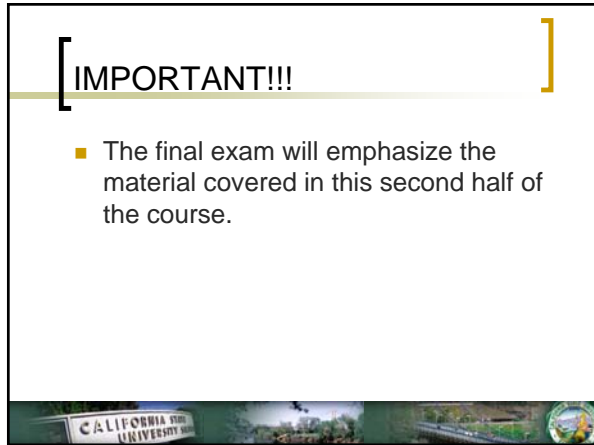
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**IMPORTANT!!!**

- The final exam will emphasize the material covered in this second half of the course.

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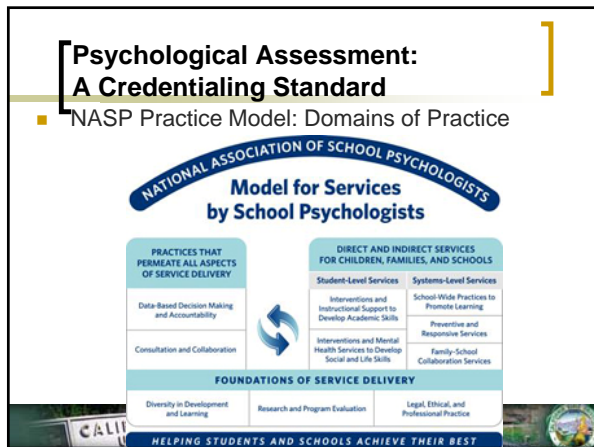
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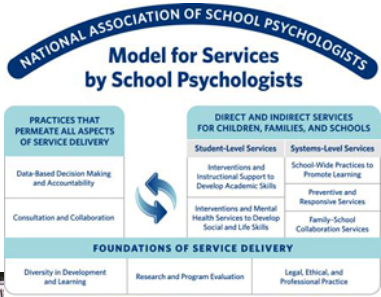
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**Psychological Assessment:  
A Credentialing Standard**

- NASP Practice Model: Domains of Practice



**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS**  
**Model for Services by School Psychologists**

**PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY**

- Data-Based Decision Making and Accountability
- Consultation and Collaboration

**DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS**

- Student-Level Services**
  - Interventions and Instructional Support to Develop Academic Skills
  - Interventions and Mental Health Services to Develop Social and Life Skills
- Systems-Level Services**
  - School-Wide Practices to Promote Learning
  - Preventive and Responsive Services
  - Family-School Collaboration Services

**FOUNDATIONS OF SERVICE DELIVERY**

- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

**HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST**

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**Psychological Assessment:  
A Credentialing Standard**

- NASP Practice Model: Domains of Practice
  - Domain 1: Data-Based Decision-Making and Accountability:
    - *School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*



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**Psychological Assessment:  
A Credentialing Standard**

- NASP Practice Model: Domains of Practice
  - Domain 1: Data-Based Decision-Making and Accountability:
    - As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.



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**Psychological Assessment:  
A Credentialing Standard**

- NASP Practice Model: Domains of Practice
  - Domain 1: Data-Based Decision-Making and Accountability:
    - Examples of professional practices associated with data-based decision making and accountability include the following:
      - School psychologists use a problem-solving frame-work as the basis for all professional activities.
      - School psychologists systematically collect data from multiple sources as a foundation for decision-making and consider ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings.



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**Psychological Assessment:  
A Credentialing Standard**

- NASP Practice Model: Domains of Practice
  - Domain 1: Data-Based Decision-Making and Accountability:
    - Examples (continued):
      - School psychologists collect and use assessment data to understand students' problems and to select and implement evidence-based instructional and mental health services.
      - School psychologists, as part of an interdisciplinary team, conduct assessments to identify students' eligibility for special education and other educational services.



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**Psychological Assessment:  
A Credentialing Standard**

- NASP Practice Model: Domains of Practice
  - Domain 1: Data-Based Decision-Making and Accountability:
    - Examples (continued):
      - School psychologists use valid and reliable assessment techniques to assess progress toward academic and behavioral goals, to measure responses to interventions, and to revise interventions as necessary.
      - School psychologists assist with design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented (i.e., treatment fidelity).



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**Psychological Assessment:  
A Credentialing Standard**

- NASP Practice Model: Domains of Practice
  - Domain 1: Data-Based Decision-Making and Accountability:
    - Examples (continued):
      - School psychologists use systematic and valid data-collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.
      - School psychologists use systematic and valid data-collection procedures to evaluate and document the effectiveness of their own services.
      - School psychologists use information and technology resources to enhance data collection and decision-making



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**EDS 245:**  
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Psychological Testing Theory

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**Testing vs. Assessment**

- Testing
  - The administration of specific measures
  - A **part** of the assessment process
- Assessment (AKA Evaluation)
  - A problem solving process
  - Involves many different ways of collecting information



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**Testing vs. Assessment**

- Our focus in this training program is on a problem solving assessment model.
- What are some of the ways a school psychologist might collect assessment data, besides psychological testing data?



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**What is Psychological Testing?**

- A **standardized** and **objective** measure of a **carefully chosen sample of behavior**.



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**Carefully Chosen Sample of Behavior**

- Requires an operational definition of the behavior.
  - What the test is designed to assess must be clearly specified.
    - For example, to say that a test assesses "adaptive behavior" is insufficient. Whereas "the ability to take care of oneself, get along with others and communicate needs" is better.
    - Sample test descriptions



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**Carefully Chosen Sample of Behavior**

- Both sample content and size are critical.
  - The behaviors sampled must be representative of the skills being assessed.
    - For example, a "comprehensive math test" cannot simply assess addition facts.
  - Behaviors sampled need not necessarily resemble the skill being assessed as long as it is correlated with what the test purports to measure.
  - The behavior sample must be large enough to allow generalization.



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**Standardized**

- All administrations of the test are the **same**.
- The goal is to **control** all important elements of the testing process.
- Employs norms or criteria that classify test performance.
  - Normal Performance = the performance of the majority in the Standardization sample.
- **Perfect standardization has not yet been obtained by any psychological test.**




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**Standardized**

- In the school psychologist's discussion of test validity it was reported: "Because Viet is profoundly deaf, standardization was broken and ASL was used to give all test directions."
- What does breaking standardization mean?
- How might this affect test interpretation?




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**Objective**

- Attempts to minimize bias or prejudice caused by the assessor's personal feelings.
- Purports to be based on facts rather than the assessor's thoughts or opinions.
- Purports to exist independently of the assessor's mind or perception.
- **Perfect objectivity has not yet been obtained by any psychological test.**




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**Test Validity**

- The degree to which the test actually measures what it purports to measure.
- A valid test is assumed to be a reliable test.
  - The test consistently obtains the same (or similar) scores on the same individuals.
  - An unreliable test cannot be valid, but just because a test is reliable does not mean it is valid.
- **School psychologists should only use tests that are considered to be valid.**



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**Test Validity**

- What do you think are some of the issues you should take into account when determining if a test is valid?
- If a test is valid for one student, shouldn't it be valid for other students?



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**Types of Tests**

- Norm Referenced
  - Intelligence
  - Achievement
  - Basic Psychological Processes
  - Social/Emotional
  - Language
- Criterion vs. Norm Referenced



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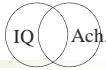
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## Intelligence Tests



- Highly (but not perfectly) related to achievement (40 to 50% of variance).
- Don't have predictive validity among preschoolers
- Scores can change over time
- Environmental, SES, values, family structure, and genetics affect scores
- Low birth weight, malnutrition, anoxia and fetal alcohol exposure have a negative impact on scores.



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## Achievement Tests

- Reading
  - Word recognition
  - Reading fluency
  - Word attack
  - Reading comprehension
- Mathematics
  - Computation
  - Applied problem solving
- Written Language
  - Spelling
  - Written expression



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## Woodcock-Johnson

<http://www.riversidepublishing.com/products/wj-iv/overview.html>



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**Tests of Psychological Processes**

- Visual
  - Motor Free Visual Perception Test



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**Tests of Psychological Processes**

- Auditory
  - Auditory Discrimination Test
- Sensory-Motor
  - Bender-Gestalt
- Attention
  - Continuous Performance Test



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**Tests of Psychological Processes**

- Phonological Awareness
  - Rapid Naming
  - Blending
  - Word discrimination
  - Isolation
  - Deletion
  - Rhyming
  - Segmentation
  - Substitution



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**Behavioral, Emotional, and Social Development Tests**

- General purpose and symptom specific rating scales.
- Projective techniques
- Adaptive behavior scales.



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**Language Tests**

- Expressive
- Receptive
- Pragmatics



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The Practice of Psychological Testing



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**General Testing Considerations**

- Examiner Preparation
- Test Appropriateness
- Diversity



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**Educational Uses of Psychological Testing**

- Screening and identification
- Eligibility and diagnosis
- IEP development and placement
- Instructional planning
- Evaluation of student progress



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**The Testing Process**

- Pre-Testing Considerations
  - Reasons for Testing
  - Rapport with the Student
  - Test Selection
    - [MMYB](#) (CSUS library [e-database](#))
- Test Administration and Scoring
- Interpretation



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**Case Study**

- It is the beginning of the school year and Jorge is well behind the rest of the class in reading. Jorge's parents are from Mexico and have been living in CA for 3 years. Jorge has three older brothers and one younger sister. Jorge is struggling in school, particularly with reading. He is generally an attentive student in class but sometimes is more active than the teacher would like. He likes to have fun and often plays silly games with his friends.
- Jorge's older brothers are performing within the average range for their classroom but below what is considered basic on state proficiency tests in Language Arts and Mathematics. Jorge's younger sister just started first grade and is doing well.



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Special Issues



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**Legal and Ethical Issues**

- Test Security
- Confidentiality
- Informed Consent



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**Legal and Ethical Issues**

- Special education eligibility requirements
  - Assessed in all areas of suspected disability.
  - Effects of environment, culture and economic disadvantage are considered
  - Administered by a speaker of the student's primary language (if this is not possible then a trained interpreter is used).
  - Tests are not racially, culturally, or sexually discriminatory
  - Tests are valid for the purposes that they have been used.



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**Legal and Ethical Issues**

- Special education eligibility requirements
  - IQ or emotional functioning tests shall be administered by a school psychologist
  - No single procedure is relied upon
  - Developmental and health history is considered
  - Learning challenge is not due to second language acquisition



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**Federal Disability Categories**

■ Autism	■ Emotional disturbance
■ Deafness	■ Specific learning disability
■ Deaf-blindness	■ Speech or language impairment
■ Hearing impairment	■ Traumatic brain injury
■ Mental retardation	■ Visual impairment
■ Multiple disabilities	
■ Orthopedic impairment	
■ Other health impairment	



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[ Larry P v Riles ]

- Prohibits the use of IQ tests for African Americans being considered for special education eligibility.
  - What is an "African American?"
  - What is an "IQ test?"



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[ Questions? ]



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