MTI 510: Psychological Diagnosis

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY LBS1 ENDORSEMENT

Instructor Information:	
Instructor Name:	**Joy De Los Santos**
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Instructor Background:	Joy de los Santos has worked in the field of special education since 2005. She was a self-contained special education teacher at Homewood-Flossmoor High School for 2 years before moving to AERO Special Education Cooperative. During her 12 years at AERO, Joy worked as a teacher in both the Multi-Needs and STAR programs. In 2019 Joy transitioned to an administrative position at Eisenhower Cooperative. She served as a Program Supervisor at the Development Learning Program for 2 years. In 2021, Joy became the Curriculum, Assessment, and Professional Development Coordinator at Eisenhower Cooperative. Joy has a Bachelor's in Special Education from University of Illinois Urbana-Champaign, a Masters in Early Childhood Education with Special Education endorsement from Governors State University, and a Masters in Education Administration from Concordia University Chicago. She is passionate about helping prepare the next generation of educators to best serve their students with disabilities.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	**Online Course** The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI

	email address listed above. Approximately 135 hours of instructional time is devoted to this course . All questions, customer service, grades and transcript questions are to be directed to MTI, **NOT ANDREWS UNIVERSITY** for this course. We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the *help* tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the *help* tab, then *report a problem*.
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Course Resources	Resources provided for this course can be found towards the bottom of this document in the section labeled **Course Resources**.
Required Books and Materials	Wilmshurst, Linda; Brue, Alan. The Complete Guide to Special Education, 3rd Edition. Routledge Publishing. 2018. ISBN 978-1138085053

Learning Outcomes/Competencies:
At the completion of this course, the learner will be able to:

- Gain a thorough understanding of the fundamental principles, theories, and practices in special education, applying these concepts to real-world educational scenarios. InTASC 4,5
- Learn to design and implement effective Individualized Education Plans (IEPs) that cater to the unique needs of students with disabilities, ensuring adherence to legal and ethical standards. InTASC 2,9
- Master inclusive teaching strategies that foster a supportive learning environment for all students, with a focus on integrating students with special needs into mainstream classrooms. InTASC 1,3
- Critically evaluate and effectively utilize various resources and technologies that support special education, enhancing the learning experience for students with special needs. InTASC 4,7

Course Description: This course is designed for educators seeking to deepen their understanding and skills in special education. This course offers an in-depth exploration of contemporary theories, practices, and challenges in special education. Participants will engage with a range of topics including diagnostic criteria, individualized education plans (IEPs), inclusive teaching strategies, and the legal aspects of special education. Through a blend of theoretical study and practical application, educators will be equipped to effectively address the diverse needs of students with special education requirements in various educational settings.

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools

that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Resources and reflection time.		30 hours
Answer and discuss weekly questions posted by the instructor to online classrooms at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		6 hours
Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on psychological diagnosis		7 hours
Final evaluation/reflection essay	100 points	12 hours
Total	**485 points**	**135 hours**
Grading Scale: A (90-100%); B (80-89%) ***Anything below a B will not receive graduate credit and result in a failing grade of F.***		

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a	Response is mostly clear, concise, and well organized. Thoughts are presented in a	Response is somewhat unclear and/or disorganized. Some thoughts are presented	Response is mostly unclear and/or disorganized. Many thoughts are presented

	coherent and logical manner.	coherent and logical manner.	in a coherent and logical manner.	in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule-

Week 1
- Syllabi/assignment review
- Review resource group 1.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Week 2
- Review resource group 2.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Development of an Assessment Plan:

Create a detailed assessment plan for a hypothetical student showing signs of learning difficulties. Include background information such as age, grade level, and observed challenges.

Evaluating Student Difficulties:
- Outline a strategy for evaluating the student's general learning difficulties. This should include observational methods, teacher and parent interviews, and initial screenings.

Intelligence Assessment:
- Select appropriate intelligence tests (such as the WISC-V or Stanford-Binet) for the student. Provide a rationale for your choices and describe how these tests will contribute to understanding the student's learning profile.

Academic and Processing Assessment:
- Propose specific assessments for identifying academic challenges and processing disorders. This might include tests for dyslexia, dysgraphia, or

other specific learning disorders. Justify your choices and discuss how these assessments will inform intervention strategies.

Emotional and Behavioral Assessment:
- Choose relevant tools for assessing the student's emotional and behavioral status (e.g., CBCL, Beck Youth Inventories). Discuss how emotional and behavioral factors might be impacting the student's academic performance.

Submission: Prepare a detailed written plan

Week 3 –Class Inequalities
- Review resource group 3.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)
Write an essay that addresses at least one of the following key areas:

Interventions for Executive Functions:
- Discuss the importance of addressing executive function difficulties in students with special needs. Propose specific intervention strategies that can help improve these skills, and explain how these interventions can be implemented in a classroom setting.

Boosting Social Skills and Self-Esteem:
- Analyze the role of social skills and self-esteem in the academic and personal success of students with special needs. Describe interventions that can enhance these aspects and detail how these interventions contribute to overall student well-being and educational achievement.

Behavior Modification Techniques:
- Examine various behavior modification strategies that can be employed in educational settings. Discuss how these techniques can be effectively used to manage and improve student behavior, and consider any ethical implications.

Developing Personal Skills for Academic Success:
- Explore interventions aimed at developing personal skills crucial for academic success, such as time management, study skills, and self-advocacy. Assess the impact of these skills on academic performance and how they can be cultivated in students with special needs.

Write 2-3 pages APA

Week 4
- Review resource group 4.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.

- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Research Tasks (choose at least two of the options from the following list):
- Conduct a comprehensive literature review on IEPs, their purpose, development process, and how they support students with special needs.
- Explore existing research on the role of teacher-parent collaboration in the educational journey of students with special needs, particularly during transitions.
- Select and analyze case studies that illustrate successful and challenging transitions. Focus on the role of IEPs and teacher-parent collaboration in these scenarios. Use these to identify common themes, strategies, and barriers observed in these case studies.
- Design and conduct a survey targeting teachers and parents to gather data on their experiences with IEPs and collaboration during student transitions.
- Conduct interviews with selected participants for an in-depth understanding of their perspectives.
- Analyze the survey and interview data to identify trends, challenges, and effective practices in managing transitions with the aid of IEPs and collaborative efforts.

Based on your findings, develop a set of recommendations and best practices for educators and parents to improve transition processes for students with special needs. This can be written in an essay format, a slides presentation, or another option agreed upon with the instructor.

Week 5
- Review resource group 5.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)
Write a comprehensive essay that connects and critically analyzes the following key aspects:

Psychological Assessments in Special Education:
- Discuss the importance and impact of psychological assessments in identifying and addressing the educational needs of students with special needs. Reflect on the various types of assessments (intelligence, academic and processing, emotional and behavioral) and their role in developing effective educational plans.

Effective Intervention Strategies:
- Examine the various intervention strategies, including those for executive functions, social skills, self-esteem enhancement, behavior modification, and personal academic skills development. Analyze how these interventions

contribute to the holistic development and academic success of students with special needs.

Individualized Education Plans (IEPs):
- Explore the role of IEPs in supporting students with special needs. Discuss how IEPs are developed, their importance in personalized education, and their effectiveness in facilitating student transitions between grade levels and schools.

Teacher-Parent Collaboration:
- Analyze the importance of teacher-parent collaboration in the context of special education. Discuss how this collaboration impacts the success of IEPs, student transitions, and overall educational outcomes for students with special needs.

Synthesis and Recommendations:
- Integrate your analyses to provide a comprehensive view of the multifaceted approach in special education. Conclude with recommendations for educators, parents, and policymakers on improving practices in special education, based on your synthesis of the above topics.

3-5 pages, APA format.

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:
- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1:
- Special Education Teachers: Roles and Responsibilities
- How Parents and Educators Can Team Up on Special Education
- How To: Writing Collaborative Goals for IEPs
- The WHYs of Effective Written Communication in Special Education Advocacy
- 3 Rs of Inclusion – Respect! Relationships! Responsibility!
- Categories of Disability Under Part B of IDEA

Resource Group 2:
- Special Education Referrals
- Supporting Students' Social, Emotional, & Behavioral Needs: Moving From Referrals to an Interconnected Systems Framework
- Six Stages in the Pre-Referral Process
- Evaluation Process in Special Education
- The Multifaceted Role of School Psychologists in Educational Success
- Understanding Different Types of Assessments
- Diagnostics, Screeners, & Progress Monitors, Oh My! Assessments and Their Uses Within MTSS
- Importance of Validity and Reliability in Classroom Assessments
- Test Score Reliability and Validity
- IDEA Principle-Nondiscriminatory Evaluation
- Ethical Guidelines for Administering Psychological Tests
- Beyond the Classroom: An In-Depth Look at Intelligence Tests
- Ability Testing and Bias
- WIAT-4 (WIAT-IV) (Wechsler Individual Achievement Test®-Fourth Edition) – Overview
- Understanding How Processing Affects Learning Chart
- What is a Pattern of Strengths and Weaknesses?
- Tools to Assess Social and Emotional Learning in Schools
- How to Conduct a Functional Behavior Assessment | Behavior Analysis Basics & Writing a Behavior Plan
- Teens' Internalizing and Externalizing Behaviors and Their Effects
- What's Executive Function—and Why Does It Matter?
- Example Specific Learning Disorder & ADHD Report

Resource Group 3:

- [Evidence Based Interventions for Executive Functioning](#)
- [Helping Kids Who Struggle With Executive Functions](#)

- [Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#)
- [Building Self-Esteem: 7 Effective Tools & Activities](#)
- [Strategies To Build Healthy Self-Esteem](#)
- [How Social School Support Encourages Peer Inclusion](#)
- [How to Teach Social Skills Using Role Play and ABA Techniques](#)
- [Positive Behavioral Interventions and Supports](#)
- [Behavioral Intervention Strategies](#)
- [Organization Strategies for Students](#)
- [Executive Function Help: 15 Tips on Organization, Study Skills, & Time Management](#)

Resource Group 4:

- [IEP Success Companion Guide: Strategies for Collaborative and Student-Centered IEPs](#)
- [IEP: Students Benefit When We Collaborate](#)
- [Contents of the IEP](#)

- [IEP Team Roles and Responsibilities Explained](#)
- [Supporting a Smooth Transition to Middle School for Students With IEPs](#)
- [IEP Transition Planning: How to Support Students Moving to a New School or Grade](#)

Resource Group 5:

- [Special Education Blueprint: The Six Principles of IDEA](#)
- [Individuals with Disabilities Education Act (IDEA)](#)
- [Evaluating Children to Determine Eligibility for Special Education Services and Reevaluation Requirements](#)
- [Frequently Asked Questions: Section 504 Free Appropriate Public Education (FAPE)](#)
- [504 ACCOMMODATIONS GUIDE](#)
- [IEPs vs. 504 Plans](#)
- [Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), & The Americans with Disabilities](#)

End of Course Survey
Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our **survey**. We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.