

## Subject Description Form

<b>Subject Code</b>	APSS 5020																	
<b>Subject Title</b>	Psycho-educational Assessment II																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Successful completion of APSS 5010 Psycho-educational Assessment I																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Attendance and Participation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Assessment Reports of Required Psycho-educational Tests</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Quiz (unseen or open-book)</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ the course grade is calculated according to the weight percentages assigned;</li> <li>▪ the completion and submission of all component assignments are required for passing the subject; and</li> <li>▪ student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Attendance and Participation	20 %	--	2. Seminar Presentation	30 %	--	3. Assessment Reports of Required Psycho-educational Tests	30 %	--	4. Quiz (unseen or open-book)	20 %	--
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<b>Objectives</b>	Part II of the subject on psycho-educational assessment aims to introduce students (Educational Psychologists-in-Training, EPiTs) to specific assessment and identification of specific diagnostic groups, that is, children and adolescents with diverse abilities and problems, ranging from mentally and physically handicapped, learning and behavioural difficulties, to high ability, gifted and talent development.																	

	<p>In this second stage, EPiTs are required to demonstrate professional competency and mastery of specific assessment skills by achieving <b>two key objectives</b>. <b>Firstly</b>, they are required to diagnose individual differences according to knowledge and understanding of psycho-educational concepts, more specific procedures and instruments in the school context, including assessment of academic achievement and aptitudes, curriculum related assessment, assessment of creativity and exceptional abilities, as well as alternative assessment procedures. <b>Secondly</b>, they are also required to practise effective skills of communicating difficult results of specific assessments and diagnoses to parents, children/ adolescents, adults, school staff, and other professionals. The EPiTs should prepare both oral and written psychological reports, according to evidence-based findings. With support of modern technology, other important instruments and procedures are also presented, including assessment of perceptual-motor integration, language assessment, dynamic assessment, and other tests as deemed appropriate. On successful completion of this subject, the EPiTs should be able to demonstrate professional competency and mastery of specific assessment skills, as required by the professional standards, codes of conduct and ethics in testing and assessment.</p>
<p><b>Intended Learning Outcomes</b></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate adequate skills, knowledge and confidence in applying a range of assessment tools, including curriculum related assessment, language assessment, assessment of perceptual-motor integration, dynamic assessment techniques, and any tests as deemed appropriate;</li> <li>b. Diagnose individual difficulties in children according to major taxonomies including the DSM-5, and apply the diagnostic criteria for Neurodevelopmental Disorders such as Intellectual Disabilities, Autism Spectrum Disorders, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder/Difficulties (SpLD);</li> <li>c. Develop an appropriate level of skills in administering, scoring, and interpreting some specific tests to “practice cases” in local and regional settings, that include, but does not limit to, <i>the Bender-Gestalt Test, HAST, Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Primary School Students and Junior Secondary School Students, Hong Kong Test of Chinese Reading and Writing Abilities Assessment for Secondary School Students, HKBC-T &amp; HKBC-P for Gifted and Talented Children, HK Graded Character Naming Test (HKGCNT) for Primary School Students, Hong Kong Territory-wide System Assessment, Reynell Developmental Language Scales</i>, tests for perceptual-motor integration, and other relevant tests, as deemed appropriate;</li> </ol>

	<ul style="list-style-type: none"> <li>d. Acquire comprehensive knowledge and good understanding of the use and limitations of general and specific psycho-educational assessment techniques;</li> <li>e. Formulate appropriate recommendations and to locate resources for assisting students with individual differences and their families, at home and at school;</li> <li>f. Develop adequate skills in the formulation and testing of hypotheses, as a key aspect of the problem solving process, linking and applying psychological theory to problems in the field; and</li> <li>g. Utilize technology such as audio and videotaping, email, the internet, blackboard, test scoring software, and computer office software for communication, research, assessment, diagnosis, intervention planning, and evaluation.</li> </ul>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>Part II of the subject on psycho-educational assessment covers specific assessment and identification of children and adolescents with diverse abilities and potential, ranging from learning and behavioural difficulties to high ability, gifted and talent development. The specific procedures and instruments commonly applied in the school context and organizations with a focus on child/adolescent development, including assessment of academic achievement and aptitudes, creativity and exceptional abilities as well as alternative assessment procedures. The subject provides students (Educational Psychologists-in-Training, EPiTs) with comprehensive concepts of psycho-educational assessment and development of specific tests and measurement adaptable for Chinese cultures, including the following topics:</p> <ol style="list-style-type: none"> <li>1. Theoretical Foundations and Professional Skills of Specific Psycho-educational Assessment       <ol style="list-style-type: none"> <li>1.1 Concepts of specific tests and measurement for addressing diverse needs and abilities of school-aged population: An overview of related psychometrics;</li> <li>1.2 Diagnostic criteria for SEN: Specific Learning Disorder/Difficulties (SpLD), Intellectual Disabilities, Autism Spectrum Disorders (ASD), Attention Deficit/Hyperactivity Disorder, Speech and Language Impairments (SLI), Emotional and Behavioral Disorders, Gifted, and others as deemed appropriate;</li> <li>1.3 Observational identification tools for special populations: Behavioral Checklists/ Rating Scales /Indicators for children/adolescents with Special Education Needs (SEN) and Exceptional Abilities/ Special Talents; and</li> <li>1.4 Assessment and reporting skills: observation, working with young children and school-age children, communicating assessment results to parents, relating results to other inter-disciplinary professionals, etc</li> </ol> </li> </ol>

2. Assessment for Academic Achievements and Aptitudes of School-Age Children:
  - 2.1 Introduction to narrow-band measures of reading, mathematics, and writing achievement:
    - 2.1.1 Assessing Academic Achievement
      - 2.1.1.1 Retrospective: *The Hong Kong Attainment Tests (Chinese, English and Arithmetic/Mathematic)* for Primary Grade 1 to Secondary Form 3 (HK-AT)
      - 2.1.1.2 *The Hong Kong Territory-wide System Assessment* for primary and secondary school students, statistical norms being developed in Hong Kong by The Hong Kong Examinations and Assessment Authority (HKEAA)
    - 2.1.2 Tests of Aptitudes in Local and Regional Contexts:
      - 2.1.2.1 *The Higher Ability Selection Tests (HAST)*, devised by The Australian Council for Educational Research (ACER), statistical norms being developed in Hong Kong and South-east Asian regions, to be published by The Hong Kong Examinations and Assessment Authority (HKEAA)
  - 2.2 Assessment of Creative Thinking and Creative Behaviours in local & regional contexts:
    - 2.2.1 *The Hong Kong-Torrance Tests of Creative Thinking: Figural Form A & B*, First edition (HK-TTCT-1, Figural A & B, Hong Kong, statistical local norms with original scoring); 香港陶氏創造思考能力測驗圖形甲式及乙式
    - 2.2.2 *The Hong Kong-Torrance Tests of Creative Thinking: Verbal Form A & B*, First edition (HK-TTCT-1, Verbal A & B, Hong Kong, statistical local norms with original scoring); 香港陶氏創造思考能力測驗語文甲式及乙式
    - 2.2.3 *The Taiwan Torrance Tests of Creative Thinking, Verbal Forms*, Second edition (TTCT-2, Taiwan edition with streamlined scoring) 陶倫斯創造思考能力測驗-語文甲式及乙式(台灣修訂版)
    - 2.2.4 *The Taiwan Torrance Tests of Creative Thinking, Figural Forms*, Second edition (TTCT-2, Taiwan edition with streamlined scoring) 陶倫斯創造思考能力測驗-圖形甲式及乙式(台灣修訂版)
    - 2.2.5 *The William Creativity Assessment Packet: Figural Form, and Creative Tendency Inventory (William's CAP, Taiwan edition)*; 威廉斯創造力測驗:圖形及創造力傾向量表(台灣修訂版)
    - 2.2.6 *The Tests on Creative Technology*, First edition (Beijing, Chinese mainland)

- 2.2 Screening and Identification of Gifted and Talented Children in local & regional contexts:
    - 2.3.1 《香港資優生行為特質量表 (教師、社工及輔導員版) 》  
[Chinese original manuscript, translated English title: *The Hong Kong-Behavioural Checklist for Identifying Gifted Students- Teachers' version (HKBCGT-T): Administration and Scoring Manual*. Hong Kong Special Administrative Region.
    - 2.3.2 《香港資優生行為特質量表 (家長、監護人版) 》  
[Chinese original manuscript, translated English title: *The Hong Kong-Behavioural Checklist for Identifying Gifted Students- Parents' version (HKBCGT-P): Administration and Scoring Manual*. Hong Kong Special Administrative Region.
    - 2.3.3 《香港資優行為特質量表 (家長、監護人版) 》  
[Chinese original manuscript, translated English title: *The Hong Kong-Behavioural Checklist for Identifying Gifted Students (HKBCGT)*. Hong Kong Special Administrative Region.
  - 2.3 Tests of Multiple Intelligences in local and regional contexts:
    - 2.3.1 *The Multiple Intelligence Developmental Assessment Scales, Form A & B, Original edition (MIDAS, USA)*
    - 2.3.2 *The Chinese Version of Multiple Intelligence Developmental Assessment Scales, Form B (CMIDAS-B, Taiwan edition)* 多元智能量表乙式(台灣版)
    - 2.3.3 《多元潛能問卷(學前版) 》 [Chinese original manuscript, translated English title: *The Multiple Potential Questionnaire for Pre-schools (MPQPre)*, First edition, Hong Kong Special Administrative Region.
    - 2.4.4 《多元潛能問卷(小學版) 》 [Chinese original manuscript, translated English title: *The Multiple Potential Questionnaire for Primary Schools (MPQP)* First edition, Hong Kong Special Administrative Region.
    - 2.4.5 《多元潛能問卷(中學版) 》 [Chinese original manuscript, translated English title: *The Multiple Potential Questionnaire for Secondary Schools (MPQS)*, First edition, Hong Kong Special Administrative Region.
  - 2.4 Optional: *The Woodcock-Johnson III-Tests of Achievement (W-J-III, USA)*
  - 2.5 Optional: Wide Range Achievement Test-4 (WRAT-4, USA)
  - 2.6 Optional: *The National Curriculum*, England, UK
  - 2.7 Optional: Achievement /Aptitude Tests (Simplified Chinese, Chinese mainland)
3. Cross-Cutting Aspects of Assessment for Specific Diagnostic Groups in Local and Regional Contexts:
    - 3.1 Assessment of Perceptual-motor Integration: Bender-Gestalt Test (Original & Revised edition)

- 3.1.1 *Bender-Gestalt Test*, U.S.A.
- 3.1.2 林巾凱、林仲慧、林明慧等(編製者). (2004). 《兒童感覺統合功能評量表(三至十歲)》: 指導手冊. 台北: 台灣心理出版社.
- 3.2 Assessment and Diagnosis of Specific Learning Disabilities (SpLD) / Dyslexia / Learning Difficulties
- 3.2.1 《香港讀寫障礙測驗》 [Chinese original manuscript, translated English title: *Hong Kong Dyslexia Test (2000)*, First edition, Hong Kong Special Administrative Region.
- 3.2.2 《香港小學生讀寫障礙測驗》 [Chinese original manuscript, translated English title: *Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Primary School Students*, Government of Hong Kong Special Administrative Region: University of Hong Kong.
- 3.2.3 《香港中學生讀寫障礙測驗》 [Chinese original manuscript, translated English title: *Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students*, Government of Hong Kong Special Administrative Region: University of Hong Kong.
- 3.2.4 《香港中文讀字測試(小學生版)》 [Chinese original manuscript, translated English title: *Hong Kong Graded Character Naming Test (HKGCNT) for Primary School Students*, First edition, Education Bureau, Government of Hong Kong Special Administrative Region: Manulife Centre for Children with Specific Learning Disabilities, The Hong Kong Polytechnic University.
- 3.2.5 《學習困難辨別測試(15歲至24歲)》 [Chinese original manuscript, translated English title: *Learning Difficulties Screening Test (LDST) for Hong Kong Youths Aged 15 to 24*, First edition, Government of Hong Kong Special Administrative Region: Centre for Communication Disorders, University of Hong Kong.
- 3.2.6 Optional: Comprehensive Test of Phonological Processing (CTOPP)
- 3.3 Assessment and Diagnosis of Intellectual Deficits/Mentally Handicap/Retardation
- 3.3.1 《零歲至六歲兒童發展篩檢量表: 指導手冊》 [Chinese original manuscript, translated English title: *The Developmental Screening Inventory for Children from Age 0 to 6*, a 20-minute behavioural checklist for differentiating developmental delays and screening marginal cases, with statistical norms developed in Taiwan.]
- 3.3.2 *Pervasive Developmental Disorder-Mentally Retardation Scales* (Taiwan edition) 《廣泛性發展障礙: 自閉症暨智能障礙者量表(台灣修訂版)》:

- 3.5.4 Vineland Adaptive Behavior Scales
- 3.6 Assessment and Diagnosis of Autism Spectrum Disorders (ASD) and Asperger's Disorder (AD)
  - 3.6.4 ADOS and ADI-R are the two most recognized diagnostic tools for differentiating ASD symptoms;
  - 3.6.5 KADI as a diagnostic tool for Asperger's Disorder (AD) reviewed with valid and reliable psychometric properties;
  - 3.6.6 Rating scales / behavioural checklist such as *Pervasive Developmental Disorder-Mentally Retardation Scales* (Taiwan edition) 《廣泛性發展障礙：自閉症暨智能障礙者量表(台灣修訂版)》 for differentiating PDD / ASD/MR cases, originated from Kraijer, D.K., USA.
- 3.7 Assessment and Diagnosis of Attention Deficits Hyperactivity Disorder (ADHD)
  - 3.7.4 *Attention Deficit Hyperactivity Disorder Test* (Taiwan edition) 《注意力缺陷/過動障礙測驗(台灣修訂版)》:36-item behavioural checklist, originated from Gilliam, J.E., USA, with psychometric properties being developed in Hong Kong and Macau Special Administrative Regions, to be published by The Hong Kong Polytechnic University.
  - 3.7.5 *The SWAN Rating Scale*, original edition (USA): 30-item inventory on examining focused attention, control of activities, and inhibition of impulses of children, with psychometric properties developed by The Chinese University of Hong Kong.
  - 3.7.6 *The SNAP-IV Teacher and Parent Rating Scale*, original edition (USA): 90-item behavioural checklist for teachers and parents to observe focused attention, control of activities, and inhibition of impulses of children, with psychometric properties developed by The Chinese University of Hong Kong.
  - 3.7.7 The Test of Everyday Attention for Children (TEA-Ch)
- 3.5.5 Children's Memory Scale (CMS)
- 3.6 Assessment for Physically Handicapped / Brain-damaged. Case study;
- 3.7 Assessment for Internalizing Problems: Depression and Anxiety; Tripartite theory. Case study;
- 3.8 Assessment for Externalizing Problems: Disruptive Behaviour Disorders. Case study;
- 3.9 Language Assessment: *Renyell Developmental Language Scales-III* and Hong Kong edition;
- 3.10 Alternate assessment procedures and other tests as deemed appropriate  
e.g. Bilingual Assessment, Assessment for Visually/ Auditory Impaired.

	<p>4. <b>Synthesis and Communication of Findings: Written Reports &amp; Informing Sessions</b></p> <p>4.1 Conceptualizing data and synthesizing findings;</p> <p>4.2 Report writing: Composing evidence-based psychological reports;</p> <p>4.3 Linking data to recommendations;</p> <p>4.4 Informing Sessions: Communication of findings and giving feedback;</p> <p>4.5 Referral Questions.</p> <p>5. <b>Roles of Professional Educational Psychologists in Assessment for Specific Diagnostic Groups</b></p> <p>5.1 Adaptation of administrative procedures to The Hong Kong Special Administrative Region, Chinese mainland and Taiwan</p> <p>5.2 Professional values, ethical principles and specific guidelines for psychological assessment</p>
<p><b>Teaching/Learning Methodology</b></p>	<p>In this advanced subject, there is emphasis upon assessment in context, which takes account of the problem-based learning and social environments, and investigates approaches to learning and perceptions of school-aged clientele. During class meetings, students (Educational Psychologists-in-Training, EPiTs) are expected to be active learners, developing team-building, and joint problem-solving skills through co-operative learning. They are provided with de-identified case examples for illustration of teaching points, and also are required to spend some time discussing the required and supplementary readings as recommended. When discussing specific psycho-educational instruments, the subject lecturer / experienced educational psychologist(s) will bring authentic assessment instruments to class to demonstrate their administration, scoring, and interpretations. The EPiTs should invest time learning about all required psycho-educational tests and mastering their proper administration because achievement, aptitudes and other specific assessment test results will hold real-life implications for school-aged clientele they evaluate in the future. They should strive for perfect administration every time. Through practice, they should be able to administer tests using test administration, norm-referenced and/or criterion-referenced procedures, with increasing ease. After learning the domains of psychometric properties and theoretical foundation, the EPiTs should achieve technical proficiency with various specific assessment methods used for children/ adolescents with special psycho-educational needs. They should also become skilled observers of children during formal testing, such as behaviour changes, self-talk, problem-solving strategies employed, etc. Both the technical proficiency and clinical observation should be balanced with understanding theories of test development, interpretation, and limitations of the specific tests. They should also plan to supplement the readings and test administrations with ‘real-life’ testing recommendations based on their clinical experiences. With peer support, they are guided to share approaches for establishing and keeping rapport, managing children’s behaviour during formal and informal testing, communicating test results in parent and school feedbacks,</p>



etc. Seminar discussions are focused on indigenous adaptation of imported psycho-educational instruments, and observation of professional conduct and codes for psychological assessment.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Class Attendance and Participation	10%	✓	✓		✓	✓	✓	✓
2. Seminar Presentation on Assessment	30%	✓	✓		✓	✓	✓	✓
3. Assessment Reports of Required Psycho-educational Tests	30%	✓	✓	✓	✓	✓	✓	✓
4. Quiz	30%	✓	✓		✓	✓	✓	✓
Total	100 %							

1. **Attendance and participation.** Class participation is rated for each class based on preparation and participation in class discussion and activities. To complete the assessment component of class attendance and participation, students (Educational Psychologists-in-Training, EPiTs) are required to attend all class meetings and notify the subject teacher(s) concerned before the meeting if he/she expects to miss any of the classes. Unexcused absences or coming late will reduce the grade. Incompletion of this component will lead to a failing grade for the subject.
2. **Readings.** Students are strongly encouraged to complete all the assigned readings prior to each classroom meeting.
3. **Test administration and practice test protocols.** Students (Educational Psychologists-in-Training, EPiTs) are required to complete all the *Test Protocols and Test Administrations as essential components* for the psycho-educational assessment with children between the ages of 2 to 18. Each protocol is reviewed for administration and scoring errors during class meetings.
4. **Recruiting participants for practice cases.** Students (EPiTs) should recruit participants to serve as practice cases for assessment. They are also required to complete the “Consent Form for Practice Test Administration”

for each practice participant, and **must include this completed form in the case file**. For videotaped test administrations, the EPiTs are required to use the “Consent Form for Practice Test Administration and Videotaping”.

5. **Peer observation and co-operative learning.** In addition to the assigned cases, students (EPiTs) are encouraged to work in pairs and make peer observations on other cases handled by their peers (normally through one-way mirror) during assessment sessions. They are expected to be active learners, and to participate in co-operative learning through peer-observations and peer-sharing on areas of improvement, including test administration, scoring and interpretations, communicating results to practice cases, etc. Although all EPiTs are required to complete peer evaluation forms, the results are mainly for self-regulated learning, and therefore are non-credit-bearing.
6. **Case presentation and psychological report writing.** Case illustration for seminar presentation is required for all students to demonstrate their level of psychological knowledge, assessment skills and integration of assessment data learned from this subject. For report writing, the EPiTs should describe the participant tested and summarize intellectual assessment data and adaptive functioning. The EPiTs are required to practise writing a section on diagnostic impressions, and make specific and relevant recommendations based on the assessment data. Reports must include the following *five* components:
  - a. Referral and Background Information.
  - b. Behavioural Observations.
  - c. Test Results and Interpretation.
  - d. Summary and Diagnostic Impressions.
  - e. Recommendations.
7. **Quiz.** A quiz (unseen or open-book format) is arranged to assess theoretical and applied aspects of this subject syllabus.

<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar Presentations and Reports	12 Hrs.
	Other student study effort:	
	▪ Self-directed study	30 Hrs.
	▪ Preparation of seminar presentation	30 Hrs.
	▪ Report writing	30 Hrs.
	Total student study effort	129 Hrs.

<b>Reading List and References</b>	<u><b>Recommended Textbooks</b></u>
	<p><u>Required Readings on Attention Deficit Hyperactivity Disorder (ADHD)</u></p> <p>Dowdy, E., Hendry, C. N., &amp; Kamphaus, R. W. (2006). Clusters of child adjustment. In R. W. Kamphaus, &amp; J. M. Campbell (Eds.), <i>Psychodiagnostic assessment of children: Dimensional and categorical approaches</i>. (pp. 437-462). New York: Wiley.</p> <p>House, A. E. (2002). <i>DSM-IV Diagnosis in the Schools</i>. New York: Guilford.</p> <p>McBurnett, K. (1996). Development of the DSM-IV: Validity and relevance for school psychologists. <i>School Psychology Review</i>, 25, 259-273.</p> <p>Merrell, K. W. (2003). <i>Behavioral, social, and emotional assessment of children and Adolescents</i>. (2nd ed). Mahwah, N.J.: Erlbaum.</p> <p><u>Required Readings on Autism Spectrum Disorders(ASD) and Asperger's Disorder(AD)</u></p> <p>Campbell, J. M. (2006). Autism spectrum disorders. In R. W. Kamphaus, &amp; J. M. Campbell (Eds.), <i>Psychodiagnostic assessment of children: Dimensional and categorical approaches</i>. (pp. 119-168). New York: Wiley.</p> <p>Dowdy, E., Hendry, C. N., &amp; Kamphaus, R. W. (2006). Clusters of child adjustment. In R. W. Kamphaus, &amp; J. M. Campbell (Eds.), <i>Psychodiagnostic assessment of children: Dimensional and categorical approaches</i>. (pp. 437-462). New York: Wiley.</p> <p>House, A. E. (2002). <i>DSM-IV Diagnosis in the Schools</i>. New York: Guilford.</p> <p>Matson, J.L., Matson, M.L., &amp; Rivet, T.T. (2007). Social-skills treatment for children with Autism Spectrum Disorders: An overview. <i>Behavior Modification</i>, 31, 682-707.</p> <p>Sattler, Jerome M. (2008). <i>Assessment of Children: Cognitive Foundations (5th Ed.)</i>. California: Jerome M. Sattler, Publisher, Inc.</p> <p>Scheuermann, B., &amp; Webber, J. (2002). <i>Autism: Teaching does make a difference</i>. Singapore: Wadsworth Cengage Learning.</p>

World Autism Congress, every four years (current): Proceedings and Selected Papers presented by internationally renowned scholars and experienced practitioners in the field of Autism Spectrum Disorders (ASD) and Asperger's Disorder(AD) .

Freely accessible resources on ASD & AD, retrievable at websites:

Jessica Kingsley: <http://www.jkp.com/catalogue/>

Amazon: [http://www.amazon.com/s/ref=sr\\_keywords=Asperger](http://www.amazon.com/s/ref=sr_keywords=Asperger)

A charter school for ASD students in USA. Document retrievable at <http://www.startribune.com/local/west/12295456.html>

### Required Readings on Depressive Disorder and Anxiety

Campbell, J. M. (2006). Depressive disorders. In R. W. Kamphaus, & J. M. Campbell (Eds.), *Psycho-diagnostic assessment of children: Dimensional and categorical approaches*. (pp. 169-209). New York: Wiley.

Dowdy, E., Hendry, C. N., & Kamphaus, R. W. (2006). Clusters of child adjustment. In R. W. Granott, N., & Parziale, J. (2002). *Microdevelopment: Transition processes in development and learning*. UK: Cambridge University Press.

Greenberg, L. S., & Watson, J. C. (2005). *Emotion-focused therapy for depression*. Washington, DC: American Psychological Association.

Joiner, T. E., Catanzaro, S. J., & Laurent, J. (1996). Tripartite structure of positive and negative affect, depression, and anxiety in child and adolescent psychiatric inpatients. *Journal of Abnormal Psychology*, 105, 401-409.

Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and Adolescents*. (2nd ed). Mahwah, N.J.: Erlbaum. Ch. 10.

### Required Readings on Disruptive Behavior Disorders

James, C. L., & Campbell, J. M. (2006). Conduct disorder and oppositional defiant disorder. In R. W. Kamphaus, & J. M. Campbell (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. (pp. 357-389). New York: Wiley.

Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and Adolescents*. (2nd ed). Mahwah, N.J.: Erlbaum. Ch. 9.

**Required Readings on Intellectual Disability/ Mental Retardation/ Handicap**

- Campbell, J. M. (2006). Mental retardation / intellectual disability. In R. W. Kamphaus, & J. M. Campbell (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. (pp. 45-85). New York: Wiley (CML).
- Crane, L. (2002). *Mental retardation: A community integration approach*. Singapore: Wadsworth Cengage Learning.
- Kanaya, T., Scullin, M.H., & Ceci, S.J. (2003). The Flynn effect and U.S. policies: The impact of rising IQ scores on American society via mental retardation diagnoses. *American Psychologist*, 58(10), 778•790.
- Wallander, J. L., Dekker, M. C., & Koot, H. M. (2003). Psychopathology in children and adolescents with intellectual disability: Measurement, prevalence, course, and risk. In L. M. Glidden (Ed.), *International Review of Research in Mental Retardation*, Vol. 26, (pp. 93-134). New York: Academic Press.

**Required Readings on Learning Disabilities/ Dyslexia/ Specific Learning Difficulties**

- Cole, C. L., & Shapiro, E. S. (2005). Perceptions of trainers and practitioners regarding assessment and intervention for students with low incidence disabilities. *Psychology in the Schools*, 42(7), 677•689.
- D'Angiulli, A. & Siegel, L.S. (2003). Cognitive functioning as measured by the WISC-R: Do children with LD have distinctive patterns of performance? *Journal of Learning Disabilities*, 36, 48-58.
- Gunderson, L. & Siegel, L. S. (2001). The evils of the use of IQ tests to define learning disabilities in first and second-language learners. *The Reading Teacher*, 55, 48-55.
- Kamphaus, R. W., Quirk, M., & Kroncke, A. P. (2006). Learning disabilities. In R. W. Kamphaus, & J. M. Campbell (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches*. (pp. 87-118). New York: Wiley (CML).
- Lipka, O., Lesaux, N. K., & Siegel, L. S. (2006). Retrospective analyses of the reading development of a group of grade 4 disabled readers: Risk status and profiles over 5 years. *Journal of Learning Disabilities*, 39, 364-378.
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#### **Required Readings on Multiple Intelligences**

Gardner, H. (1993c). *Creating mind: An anatomy of creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi*. New York: Basic books.

Gardner, H. S. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books. [ HKPolyU CALL # BF432.3 .G378 1999.]

Gardner, H., & Ramos-Ford, V. (1991). Giftedness from a multiple intelligences perspective. In N. Colangelo, & G. A. Davis (Eds.), *Handbook of gifted education*. Boston: Allyn and Bacon.

#### **Required Readings on Essentials of Assessment and Report Writing**

Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. *Psychological Assessment*, 6, 284-290.

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海峽兩岸心理與教育測驗學術研討會論文集及撮要 (1992-current)

(Translation: *Cross-Strait Conference on Psycho-educational Tests: Proceedings and Selected Papers* presented by psychometric scholars and psychoeducational test developers in Chinese mainland and Taiwan, 1992-current).

### **Recommended Academic and Professional Journals**

1. *American Psychologist*
2. *British Journal of Educational Psychology*
3. *Canadian Journal of Education*
4. *Child Development*
5. *Educational Psychology in Practice*, published by Association of Educational Psychologists, Durham, England, U.K.
6. *International Review of Research in Mental Retardation*
7. *Journal of Autism and Developmental Disorders*
8. *Journal of Educational and Child Psychology, and DCEP Newsletter*, published by Division of Educational and Child Psychology, British Psychological Society
9. *Journal of Psycho-educational Assessment*
10. *Professional Psychology: Research and Practice*
11. *Professional School Counseling*
12. *Psychological Assessment*
13. *School Psychology International*
14. *School Psychology Review*
15. *The Psychologist, a monthly magazine* published by British Psychological Society
16. 台灣(中國)測驗學會期刊 *Periodicals of Taiwan Psychological Tests (in Complicated Chinese)*
17. 中國心理測驗學報 *Journal of Chinese Psychological Tests (in Simplified Chinese)*

### **Required Materials for Assessment**

1. DVD/VHS videotapes for reviewing test administration sessions
2. Stopwatch
3. Tape recorder for test administration and scoring
4. Test protocols handed out in class or borrowed from Test Library of Department of Applied Social Sciences (APSS) should be kept in strict confidence

5. Large ring binders for organizing subject materials are strongly recommended.
6. Supplementary texts are placed in Reserved Section at HKPolyU Library. Some additional required readings will be placed on electronic reserves via WebCT or email attachment throughout the semesters.