**Title of the course:** School Psychodiagnostics

**Course code:** PSYM21-CS-104

**Head of the course:** Kő Natasa

**Academic degree:** PhD

**Position:** Senior lecturer

**MAB Status:** A (T)

|  |
| --- |
| **Az oktatás célja ngolul** |

Aim of the course:

Students will get familiar with all the important developmental-neurological theories of learning difficulties and disorders, and their cognitive and socio-emotional background. They will acquire knowledge of the options to assess learning difficulties/disorders, can practise assessment and work out initial development plans.

**Learning outcome, competences**

knowledge:

* has knowledge of the nature of the various learning disorders, is aware of the problems of assessment
* is able to select the most appropriate assessment tool available to identify or screen learning disorders

attitude:

* student’s thinking is basically development-oriented, and is free from subjective biases
* becomes problem-focused, has an inner need for professional development and following up the latest scientific research results

skills:

* is able to distinctively notice initial signs of learning difficulties/ disorders
* has knowledge to design some assessment steps and carry out assessment
* is able to establish rapport with the subject all through the assessment and communicate in a comforting manner with subjects, their parents and teachers

autonomy/ responsibility:

* Students are allowed to use assessment tools for measuring learning difficulties or disorders, but are not allowed to perform diagnostics (in the context of clinical psychology), they are allowed to give recommendation for further exploration.

|  |
| --- |
| **Az oktatás tartalma angolul** |

**Topic of the course**

* The definition of learning difficulties and disabilities
* The history of research on learning disabilities
* Language development problems. Deficits in reading, writing and mathematical operations
* ADHD and learning disabilities
* The problem of assessment of learning disabilities: the four approaches of assessment
* Presentation of assessment options, choosing the compilation of tests for the case study depending on the student’s country
* Classroom assessment

**Learning activities, learning methods**

* Lecture
* Presentation of some psychological tests, practice of selected cognitive processes
* Group work

|  |
| --- |
| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Exam
* Preparation of a case study

Mode of evaluation: exam mark

* 5-point grading scale; 50-50% of the exam and the results of the student’s paper

Criteria of evaluation:

* Presentation of the student’s knowledge of the field; quality of the student’s paper (in terms of assessment and interpretation precision)

|  |
| --- |
| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Brueggemann Taylor, A. E. (2014). *Diagnostic Assessment of Learning Disabilities in Childhood.* N.Y.: Springer.
* Flanagan, D. P, Alfonso, V. C. (2011). *Essentials of Specific Learning Disability Identification.* Hobson, NJ: John Wiley & Sons.
* Maehler. C., Schuchardt, K. (2016). Working memory in children with specific learning disorders and/or attention deficits. *Learning and Individual Differences, 49,* 341-347.
* Scruggs, T. E., Mastropieri, M. A. (2011). *Assessment and Intervention.* Bingley, UK: Emerald Group Publishing Limited.

**Recommended reading list**

* Brookhart, S. M, McMillan, J. H. (2020). *Classroom Assessment and Educational Measurement*  N.Y.: Routledge.
* Gathercole, S. E., Pickering, S. J., Ambridge, B., Wearing, H. (2004). The structure of working memory from 4 to 15 years of age. *Developmental Psychology, 40 (2)*, 177-190.

<http://cachescan.bcub.ro/e-book/E3/580730/241-315.pdf>

* Nadler, R., Archibald, L. M. D. (2014). The Assessment of Verbal and Visuospatial Working Memory With School Age Canadian Children. *Canadian Journal of Speech-Language Pathology and Audiology, 38 (3*), 262-279. https://cjslpa.ca/files/2014\_CJSLPA\_Vol\_38/No\_03/CJSLPA\_Fall\_2014\_Vol\_38\_No\_3\_Paper\_1\_Nadler\_Archibald.pdf
* Pickering, S. J. (2006). Assessment of working memory in children. In: S. J. Pickering and G. Phye (Eds.) *Working memory and education. Chapter 9* (pp. 241-271). N.Y.: Academic Press.
* Swanson, H. L., Harris, K. R., Graham, S. (2013). *Handbook of learning disabilities.* N.Y.: The Guilford Press.

**Course-specific information (specific to a given lecture or seminar)**

|  |
| --- |
| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

|  |
| --- |
| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



|  |
| --- |
| **Further specific information (eg. requirements) (if relevant)** |