

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file- Classification of instructional programmes)

Course title:	Psychological Assessment in Childhood and Adolescence
Course code:	DLSPS505
Type of course:	Compulsory
Level of course:	Master (2 nd Cycle)
Year /Semester of study:	1 st / 2 nd
Number of ECTS credits allocated:	10
Name of lecturer(s):	Dr Nataly Loizidou Ieridou, Dr Chrisa Nitsiou
Course Objectives	<p>Within the context of this Thematic Unit, students will become aware of the fact that school psychologists should follow a systematic way when conducting the assessment process, bearing in mind the ethical principles of measuring and evaluating children with developmental, learning and special needs and difficulties. According to laws in force in different countries, any pupil suspected of having a special need should be assessed by a multi-disciplinary team of specialists in order to identify their difficulties.</p> <p>This Thematic Unit is required, and aims to highlight the fact that assessment is one of the main dimensions of the role of the school psychologist. This thematic unit aims to develop in students the necessary knowledge and skills so that they are able to understand and carry out with sensitivity and success assessment methods, in order to recognize the needs of children, but also to develop their skills.</p> <p>Therefore, the ultimate goal of the course is to equip students with a deep knowledge of the importance of the assessment process in school psychology. School psychologists, by conducting valid and reliable assessments, can play an important role in the whole supportive process, always with respect to the particularities of each child.</p>
Learning outcomes of the course unit:	<p><u>Learning Outcomes</u></p> <p>After the completion of the course, students should be able to:</p> <ul style="list-style-type: none">• Describe and explain the concept, content and role of assessment in school psychology.• Analyze and compare the types and methods of assessment used in school psychology.• Describe, explain and select ways to assess cognitive function and adaptive behavior.

	<ul style="list-style-type: none"> • Explain and select assessment methods for students with specific learning difficulties and for students with attention deficit/hyperactivity disorder. • Describe the forms of assessment of emotional and behavioral disorders, as well as of autism spectrum disorders. • Describe ways to assess communication disorders. • Document choices related to ways of assessing children. • Evaluate the role of the school psychologist in the assessment of children and the forms of cooperation among the specialists involved. • Develop critical thinking and use scientific reasoning to evaluate different assessment methods for different cases. • Apply assessment methods and write a psychological report consisting of specific elements. • Apply the acquired knowledge regarding assessment in school psychology and contribute in a crucial way to the whole supportive process. 		
Prerequisites:	None	Co-requisites:	None
Course contents:	<p>The main course contents are the following:</p> <ol style="list-style-type: none"> 1. Introduction to the Assessment in School Psychology: The basic concepts, the content and the role of assessment in School Psychology. 2. Types and methods of assessment, formal and informal assessment. 3. The role of the school psychologist in the assessment of children. Forms of cooperation between the specialists involved. 4. Assessment of cognitive function and adaptive behaviour. 5. Forms of assessment of learning abilities and specific learning difficulties. 6. Assessment of children with attention deficit/hyperactivity disorder. 7. Forms of assessment of emotional and behavioral disorders. 8. Assessment of autism spectrum disorders. 9. Assessment of communication disorders. 10. Issues of multiculturalism, ethnocultural diversity, and multilingualism in the assessment of children. 11. Assessment results and psychological assessment report writing. 		
Recommended and/or required reading:	<ul style="list-style-type: none"> • Dykes, F., Rueter, J., & Zolkoski, S. (2023). <i>Everyday Assessment for Special Education and Inclusive Classroom Teachers: A Case Study Approach</i>. Routledge • Tharinger, D.J., Rudin, D.I., Frackowiak, M., & Finn, S. (2022). <i>Therapeutic Assessment with Children: Enhancing Parental Empathy Through Psychological Assessment</i>. Routledge. • Moss, N., & Moss-Racusin, L. (2021). <i>Practical Guide to Child and Adolescent Psychological Testing</i>. Springer. • Gullo, D. F. (2010). Αξιολόγηση της ανάπτυξης του παιδιού προσχολικής ηλικίας και του εκπαιδευτικού έργου. (Επιστημονική Επιμέλεια: Κουτσουβάνου και Παπαδοπούλου). Αθήνα: Παπαζήσης. 		

	<ul style="list-style-type: none"> • Heward, W. L. (2011). Παιδιά με ειδικές ανάγκες. Μια εισαγωγή στην ειδική εκπαίδευση. (Επιστημονική Επιμέλεια Δαβάζογλου και Κόκκινος). Αθήνα: Εκδόσεις Τόπος. • Καλαντζή-Αζίζη, Α. Αγγελή, Κ., & Ευσταθίου, Γ. (2012). Ελληνική Κλίμακα Αξιολόγησης της ΔΕΠΥ-IV, Κλίμακα για γονείς-Κλίμακα για εκπαιδευτικούς. Εκδόσεις Πεδίο. • Μανωλίτσης, Γ. (2013). Αξιολόγηση της συμπεριφοράς παιδιών προσχολικής ηλικίας. Εκδόσεις Πεδίο. • Μόπτη-Στεφανίδη, Φ. (1999). Αξιολόγηση της νοημοσύνης παιδιών σχολικής ηλικίας και εφήβων. Αθήνα: Ελληνικά Γράμματα. • Σταλίκας, Α., Τριλίβα, Σ., και Ρούσση, Π. (2012). Τα ψυχομετρικά εργαλεία στην Ελλάδα. Αθήνα: Πεδίο. • Χατζηχρήστου, Γ. Χ. (2011). Σχολική ψυχολογία. Αθήνα: Τυπωθήτω. • Alper, S., Ryndak, D. & Schloss, C. (2001). Alternate assessment of students with disabilities in inclusive settings. Needham Heights, MA: Allyn and Bacon • Cohen, L. G., & Spencimer, L. J. (2011). Assessment of children and youth with special needs (4th ed.). Boston, MA: Pearson/Allyn & Bacon. • Sattler, J. M. (2018). Assessment of children, cognitive foundations and applications. Jerome M. Sattler Publisher.
Textbooks:	<ul style="list-style-type: none"> • Dykes, F., Rueter, J., & Zolkoski, S. (2023). Everyday Assessment for Special Education and Inclusive Classroom Teachers: A Case Study Approach. Routledge • Tharinger, D.J., Rudin, D.I., Frackowiak, M., & Finn, S. (2022). Therapeutic Assessment with Children: Enhancing Parental Empathy Through Psychological Assessment. Routledge. • • Moss, N., & Moss-Racusin, L. (2021). Practical Guide to Child and Adolescent Psychological Testing. Springer. • Σταλίκας, Α., Τριλίβα, Σ., και Ρούσση, Π. (2012). Τα ψυχομετρικά εργαλεία στην Ελλάδα. Αθήνα: Πεδίο. • Χατζηχρήστου, Γ. Χ. (2011). Σχολική ψυχολογία. Αθήνα: Τυπωθήτω. • Sattler, J. M. (2018). Assessment of children, cognitive foundations and applications. Jerome M. Sattler Publisher.
References:	<ul style="list-style-type: none"> • Gullo, D. F. (2010). Αξιολόγηση της ανάπτυξης του παιδιού προσχολικής ηλικίας και του εκπαιδευτικού έργου. (Επιστημονική Επιμέλεια: Κουτσουβάνου και Παπαδοπούλου). Αθήνα: Παπαζήσης. • Ζαφειροπούλου, Μ. (επ. επιμ.). (2012). Δυνατότητες και Δυσκολίες

του Παιδιού και του Εφήβου. Αθήνα: Πεδίο.

- Ζαφειροπούλου, Μ. & Καλαντζή- Αζίζι, Α. (επ. επιμ.). (2011). Προσαρμογή στο Σχολείο. Αθήνα: Πεδίο.
- Παντελιάδου, Σ & Πατσιοδήμου, Α. (2007). Εφαρμογές διδακτικής αξιολόγησης και μαθησιακές δυσκολίες. Θεσσαλονίκη: Γράφημα, ΕΠΕΑΕΚ, ΥΠΕΠΘ. Διαθέσιμο στο <http://www.specialeducation.gr/frontend/articles.php?cid=143>.
- Πολυχρονοπούλου-Ζαχαρόγεωργα, Σ. (2012). Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες. Ιδιωτική Έκδοση. Διαθέσιμο στο http://paroutsas.jmc.gr/spec_ag.htm.
- Τζουριάδου, Μ. & Μπάρμπας, Δ. (2010). Μαθησιακές δυσκολίες και γνωστικές προσεγγίσεις. Διαθέσιμο στο <http://users.sch.gr/stefanski/amea/mathisiakes-tzouriadou-barbas.pdf>.
- Alper, S., Ryndak, D. & Schloss, C. (2001). Alternate assessment of students with disabilities in inclusive settings. Needham Heights, MA: Allyn and Bacon
- Cohen, L. G., & Spencimer, L. J. (2011). Assessment of children and youth with special needs (4th ed.). Boston, MA: Pearson/Allyn & Bacon.
- Nitsiou C. (2006). "Tracking the status of language development in language-minority kindergartners". Early Child Development and Care, Vol. 176, No 8, Routledge Journals, Taylor and Francis Group, pp. 817-833.
- Nitsiou, C. (2004). Assessing first and second language development in an English as a Second Language classroom. In A. M. Lorenzo Suárez, F. Ramallo, & X.P. Rodríguez Yáñez (Eds.), "Bilingual socialization and bilingual language acquisition", Proceedings of the Second International Symposium on Bilingualism, University of Vigo, Galicia-Spain, 667-688.
- Nitsiou, C. (2002). "The use of the picture-naming individual growth and development indicator with bilingual preschool children". In A. Gagatsis, L. Kyriakides, N. Tsagkaridou, E. Ftiaka, M. Koutsoulis (Eds.), Educational Research During Globalization, Proceedings of the 7th Pancyprian Conference of the Pedagogical Association of Cyprus, Nicosia, Vol. A, 377-386.
- Pierangelo, R. & Giuliani, G. (2012). Assessment in special education: A practical approach (4th edition). Boston, MA: Allyn and Bacon.
- Salvia, J., Ysseldyke, J. E., & Witmer, S. (2017). Assessment in special and inclusive education (13th ed.). Boston, MA: Cengage Learning.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2013). Assessment in special and inclusive education (12th ed.) .Boston, MA: Houghton Mifflin.

	<ul style="list-style-type: none"> • Taylor, R. (2003). Assessment of Exceptional Students: Educational and psychological procedures. Boston, MA: Allyn and Bacon.
Planned learning activities and teaching methods:	<p>Synchronous and asynchronous on-line interaction.</p> <p>Annotated Power-Point Presentations. Interactive Presentations.</p> <p>On-Line Discussion Forums and Zoom Meetings.</p>
Assessment methods and criteria:	<ul style="list-style-type: none"> • Interactive Online Discussion - Discussion Forum: 2,5% • Assignment 1: Literature Review 15% • Interactive Online Discussion - Discussion Forum: 2,5% • Interactive Online Discussion - Discussion Forum: 2,5% • Assignment 2: Child Assessment and Assessment Report: 25% • Interactive Online Discussion - Discussion Forum: 2,5% • Final Exam: 50%
Language of instruction:	Greek
Work placement(s):	