

Review & Update Regarding the Assessment of African American Children 2013

Compiled by the Cultural Linguistic Diversity Committee of CASP

CLD Chair: Troy Leonard

Active Committee Members:

Lynne Aung, Michele Bronson, Alnita Rettig Dunn and Barbara Thomas

This information is regarding the Larry P Task Force (LPTF) Report (1989) and Memorandum from Leo Sandoval (1997), which took direction from the LPTF. There has been little update since that time. However, at a 2006 CASP convention, there was an updated discussion, which is included. Also, the Diagnostic Center of Northern California (DCN) has shown some promising guidance this past year from the State and salient features of their efforts have been included as well, with a link to the DCN and more targeted information.

LPTF 1989 AND SANDOVAL MEMO 1997

Prohibited Tests for Black Assessments for Special Education

The basic list of intelligence tests from Larry P v. Riles (1979):

- Arthur Point Scale
- Cattell Infant Intelligence Sacel
- Columbia Mental Maturity Scale
- Draw-a-Person
- Gessell Developmental Schedule
- Goodenough-Harris Drawing Test
- Leiter International Performance Scale
- Merrill-Palmer Pre-School Performance Test
- Peabody Picture Vocabulary Test
- Raven Progressive Matrices
- Slosson Intelligence Test
- Stanford-Binet
- Van Alstyne Picture Vocabulary
- WISC, WISC-R, WAIS, WPPSI

This list was entered as evidence in the Larry P case from an APA listing and from CAC Title 5 Regulations in effect at the time.

The 1986 following settlement from the Larry P case prohibited the use of IQ tests for Black pupils for special education purposes. IQ tests are construed to mean any test which purport to be or is understood to be a standardized test of intelligence. Additional tests recommended as subject the Larry P. prohibition would therefore, include but not be limited to the following:

- Cognitive Abilities Test
- Expressing One-Word Picture Vocabulary Test
- K-ABC Mental Processing Subtests
- McCarthy Scales of Children's Abilities
- Structure of Intellect Learning Aptitude Test
- Test of Non-Verbal Intelligence

- Test of Cognitive Ability From the Woodcock-Johnson (Including the cognitive section from the Bateria Woodcock Psio-Educativa en Espanol).
- Cognitive Subtest of the Battelle Developmental Inventories.

Additional Tests Which Might Be Regarded as IQ Tests

School assessment personnel are cautioned regarding the use of other tests which may be controversial in the multidisciplinary assessment of Black pupils. Such tests include but are not limited to the following:

Detroit Tests of Learning Aptitude
 Detroit Tests of Learning Aptitude -2, and Primary
 Peabody Picture Vocabulary Test - Revised
 Test de Vocabulario en Imágenes Peabody

Criteria identical to those also cited by CASP were used to determine the appropriateness of these tests...

Considerations in Test Selection and Interpretation

In making a determination of whether a test falls under the IQ test for Black pupils one should consider:

- a. Is the test standardized and does it purport to measure intelligence (cognition, mental ability, or aptitude)?
- b. Are the test results reported in the form of IQ of mental age?
- c. Does evidence of the (construct) validity of the test rely on correlations with IQ tests?

An affirmative answer to any of the above indicates that use of the test may fall within the ban.

REVISITING LARRY P. V. RILES - A CASP CONVENTION REPORT 2006

Holly Evans-Pongratz and Bernardy Yalkin of the California Department of Education, and Kit Galvin a school psychologist in the Evergreen Elementary School District, reviewed the aforementioned.

Evans Pongratz and Yalkin (2006) also reminded participants of the LPTF suggested conceptual strategies:

- Developmental assessment
- Dynamic assessment
- Ecological assessment
- Information processing
- Neuropsychological assessment
- Psychological processing
- Skills within subjects

Also, considerable time was given to the concept of Executive Functioning, Attention, and Memory as foundations for learning.

In a discussion with school psychologists who attended the CASP 2006 convention questions around these list of tests and the presenters reminded participants to remember these questions as they review tests for the list similar to the LPTF.

- Is the measure a standardize IQ test (des it measure mental ability, aptitude, or global ability)?
- Are results reported in the form of IQ or mental age?
- Is the test correlated with an IQ test (construct validity)?

If so, then those test should be considered prohibited:

BADS - Behavioral Assessment of Dysexectuvie Syndrome

BTA - Brief Test of Attention (Ages 17-82)

CAS - Cognitive Assessment System

CFT - Rey-Osterrieth Complex Figure Test

CMS - Children's Memory Scales

CPT - Continuous Performance Test

CVLT - CA Verbal Learning Test (Included in D-Kefs)

D-Kefs - Delis-Kaplan Executive Function System (Ages 8-89)

NEPSY - A developmental Neuropsychological Assessment

RAVLT - Ray Auditory Verbal Learning Test

TPT - Tactile Performance Test

TVPS - Test of Visual Perception Skills

WCST - Wisconsin Card Sort Test

WMS - Weschler Memory Scales

WRAML2 - Wide Range Assessment of Memory and Learning (Sentence Repetition)

Stroop Test

THE DIAGNOSTIC CENTER OF NORTHERN CALIFORNIA (DCN) 2012-2013

Dr. Rene Dawson and Dr. James Hiramoto provided the information compiled here. For the full presentation see <http://www.dcn-cde.ca.gov/Reports/CASP2012.pdf>

As recently as 2012 and during our 2013 conference, they have reminded us to look at the norm sampling data frequently used tests by school psychologists (e.g. WISC, KABC, DAS, CAS, WJ-C).

They have noted, in response to the question, "Isn't there a difference between measures of general ability, tests of intelligence and IQ"? That the answer is, "NO they are synonymous. In the literature the terms are used interchangeably." In other words "general ability, intelligence, and IQ" are the same in the eyes of the law. The DAS and CAS both use g-factors and should be prohibited based on their own test manuals and construct validity developed on IQ or intelligence tests.

Even though as Dr. Hiramoto has pointed out, "As most recently as Dec. 13, 2011 a school

Review and Update 2013

continued from page 7

district argued in front of an administrative law judge that the Naglieri Nonverbal Ability Test (NNAT) is not a test of intelligence and won." Yet, on page 2 of the NNAT Manual (2000): "The NNAT-I is a nonverbal measure of general ability that is predictive of academic success. Like traditional tests of general ability (e.g., Wechsler Intelligence Scales for Children-Third Edition, Wechsler, 1991) the NNAT-I is designed to measure general ability."

Remember the 1997 Memorandum states, "until such time as they (referring to the tests) are validated as unbiased by the State Board of Education and approved by the court." In other words, the court rulings alone do not mean the


test ban is lifted. The state needs to also validate the tests as unbiased before moving forward in that area.

Until that time, DCN's Matrix of assessment provides another method to determine SLD similar to a pattern of strengths and weakness. The Matrix also compliments Response to Intervention. Again, see the DCN's website for more. Look under CASP 2012.

Conclusion by the CLD Committee

The CLD committee was formed to address many of the challenges posed to CASP by the Larry P court cases, bilingual court cases, and the lack of diversity within the profession of school psychology in general. When the Larry P court decisions were made in the 1970s and 1980s there was not a CLD committee within CASP. Our hope as a committee is that, with our unique perspective, we ask questions and take action

that prior to this time has not been taken and we do so in a way that benefits students first and our profession as well.

In conclusion the CLD committee remains committed to having the conversation about the aforementioned issues but within the context of what school psychologists, colleagues in education, mental health providers, and parents can in collaboration to end disproportionality and overrepresentation. Issues such as trauma, the school-to-prison pipeline, the achievement gap, micro-aggressions, and ethnic discrimination are minimally impacted by which tests we used to assess students. The relationships we build and the direct action we take to improve the lives of all students in an equitable manner are what ultimately matter as we endeavor to promote the mental health and wellness of California's students. 

Legislative Update

continued from page 12


science graduation mandate. The conference committee did not provide the \$50 million as proposed in the May Revision for the Behavior Intervention Plan (BIP) mandate. The budget modifies the Behavior Intervention Plan mandate through trailer bill language to reflect federal law.

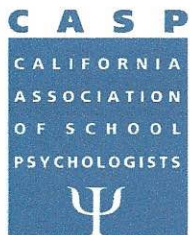
- **Mental Health** – The conference committee did not include \$15 million to restore the Early Mental Health Initiative grant program

that had been eliminated in a 2012-13 Budget veto. Additionally, one of the trailer bills, SB 87, establishes the Investment in Mental Health Wellness Act of 2013 and provides the necessary statutory references to enact the 2013-14 Budget. This bill also establishes performance outcomes for the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program.

Summary

The passage of the LCFF is the major achievement for the Governor in this budget. However, there will likely be very little time for anyone to rest. The data on which the LCFF is based will turn

out to be inaccurate or in conflict. This will take time to resolve. By radically changing the entire school finance funding system so quickly, there are going to be somewhere between dozens and hundreds of technical fixes needed. There will also turn out to be numerous unintended consequences to some of these technical changes and political compromises. This shift to more local determination on program spending will require school psychologists to work more closely with their administrators and board members to make a case for the value of your services and the importance of mental health for all students. 



1020 12th Street,
Suite 200,
Sacramento, CA 95814
916 / 444-1595
916 / 444-1597 fax
www.casponline.org

ABOUT CASP TODAY

CASP Officers 2012 / 2013

- President | Brandon Gamble, Ed.D.
- President-Elect | Christine Toleson
- Past President | Jenny Jones
- Secretary Treasurer | Roger McCoy
- Executive Director | Suzanne Fisher
- Region I | Rodrigo Enciso
- Region II | Stephanie Haluck
- Region III | Jessica Yergat
- Region IV | Seble Gebremedhin
- Region V | Tom Sopp
- Region VI | Christie Erwin
- Region VII | Kristin Makena
- Region VIII | Barbara D'Incau
- Region IX | Pedro Olvera
- Region X | Cynthia Osborn

CHAIRS / SPECIALISTS

- Affiliate Representative | Barbara Lewis Mill
- Assessment | Michele Bronson
- Awards | Sarah Rodriguez
- Cultural Diversity | Troy Leonard
- Employment Relations & Ethics | Susan Goldman
- Foundation President | Ellen Murphy
- Historian | Glenn Schumacher
- Journal Editor | Michael Hass, PhD
- Legislative | Doug Siembieda
- Membership Chair | Reza Shahroozi
- Continuing Professional Development | Sean Surfas, PhD
- Professional Standards | Barbara Thomas
- Publications/Research | Brian P. Leung, PhD
- Spring Training 2013 | Stephen E. Brock, PhD
- Ad Hoc Board Members
- NASP Delegate/Liaison | Margaret Sedor
- Corporate Alliance Liaison | Ellen Murphy

CASP TODAY

Editor | Brian Leung, PhD

CASP TODAY STAFF

- Publications | Heidi Holmblad
- Webmaster | Josh Johnson
- Graphic Design | Dean L. Fregoso
- Executive Director | Suzanne Fisher



School psychologists strive to improve the educational experience for all children. They are the school-based experts on many issues, including school violence, special education, learning disabilities, mental health and school and community-linked children's health services.

CASPTODAY, the quarterly newsletter of the California Association of School Psychologists, reaches about 2,000 school psychologists. It features informative articles and important information for the school psychologist.

CASPTODAY offers the best opportunity to reach school psychologists in California to advertise your products and services. Place your ad in the next issue! Deadline for the Summer 2013 issue is July 29, 2013.

For advertising discounts, ask about our Corporate Membership.

- Full Page ...8" x 10.125" vert\$550
- Half Page ...8" x 5" horiz.....\$450
- 2/3rd Page 5.25" x 10.125" vert.....\$400
- 1/3rd Page 2.5" x 10.125" vert.....\$350
- 1/3rd Page 5.25" x 5" square.....\$350

©California Association of School Psychologists, Spring 2013