

Review & Update Regarding the Assessment of African American Children 2013

Compiled by the Cultural Linguistic Diversity Committee of CASP

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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 Imagenes 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 or 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 (does 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 Dysexecutive 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
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