

EPSY 514

View Online



Alberto, P., & Troutman, A. C. (2013). Procedures for collecting data, in applied behaviour analysis for teachers: In Applied behavior analysis for teachers (9th ed). Pearson.

Angela Lee Duckworth, Patrick D. Quinn, Donald R. Lynam, Rolf Loeber, Magda Stouthamer-Loeber and Edward E. Smith. (2011). Role of test motivation in intelligence testing. Proceedings of the National Academy of Sciences of the United States of America, 108(19), 7716–7720. <https://www.jstor.org/stable/41242252>

Annan, J. (2005). Situational Analysis: A Framework for Evidence-Based Practice. School Psychology International, 26(2), 131–146. <https://doi.org/10.1177/0143034305052909>

Bourke, R., & Dharan, V. (2015). Assessment practices of educational psychologists in Aotearoa/New Zealand: from diagnostic to dialogic ways of working. Educational Psychology in Practice, 31(4), 369–381. <https://doi.org/10.1080/02667363.2015.1070709>

Bourke, R., & Mentis, M. (2007). Self-assessment as a lens for learning in The Sage handbook of special education (pp. 319–330). SAGE Publications. <http://www.loc.gov/catdir/toc/fy0713/2006922307.html>

Brown, Charlotte. (2008). Collaborative consultation : a model for service delivery in the new paradigm for special education : a thesis submitted to the Victoria University of Wellington in fulfillment of the requirements for the degree of Doctor of Philosophy in Education / by Charlotte Brown.
[http://tewaharoa.victoria.ac.nz/primo_library/libweb/action/display.do?tabs=viewOnlineTab&ct=display&fn=search&doc=dedupmrg417575363&indx=4&reclids=dedupmrg417575363&recldxs=3&elementId=3&renderMode=poppe dOut&displayMode=full&frbrVersion=6&vid=VUW&mode=Basic&mulExcFctN=facet_rtype&mulExcFctN=facet_rtype&fctExcV=reviews&fctExcV=newspaper_articles&tab=all&rfnExcGrp=%3F&rfnExcGrp=%3F&dscnt=0&vl\(freeText0\)=collaborative%20consultation&dstmp=1466476595985](http://tewaharoa.victoria.ac.nz/primo_library/libweb/action/display.do?tabs=viewOnlineTab&ct=display&fn=search&doc=dedupmrg417575363&indx=4&reclids=dedupmrg417575363&recldxs=3&elementId=3&renderMode=poppe dOut&displayMode=full&frbrVersion=6&vid=VUW&mode=Basic&mulExcFctN=facet_rtype&mulExcFctN=facet_rtype&fctExcV=reviews&fctExcV=newspaper_articles&tab=all&rfnExcGrp=%3F&rfnExcGrp=%3F&dscnt=0&vl(freeText0)=collaborative%20consultation&dstmp=1466476595985)

Brown-Chidsey, R. (2005). Introduction to problem solving assessment. In Assessment for intervention: a problem-solving approach: Vol. The Guilford school practitioner series (pp. 3–9). Guilford Press. <http://www.loc.gov/catdir/toc/ecip055/2004029886.html>

Busse, R. T., & Rybski Beaver, B. (n.d.). Informant report: Parent and teacher interviews. In Conducting school-based assessments of child and adolescent behavior (pp. 235–273). Guilford Press.

Carver, Ronald P. (n.d.). Two dimensions of tests: Psychometric and edumetric. American Psychologist, 29(7), 512–518.

<http://search.proquest.com/docview/614295606?OpenUrlRefId=info:xri/sid:primo&accountid=14782>

Commentary: Paradigm Shift, Outcomes Criteria, and Behavioral Interventions... (2004). *School Psychology Review*.

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=14694539&site=ehost-live>

Daly III, Edward J. Martens, Brian K. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26.

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=168185&site=ehost-live>

Dawn P. Flanagan, and Vincent C. Alfonso. (2017). Chapter 8: Illustrative Case Report (pp. 511-522). In *Essentials of WISC-V Assessment*. John Wiley & Sons, Incorporated.

<https://ebookcentral.proquest.com/lib/vuw/reader.action?docID=4815062&ppg=533>

Deno, S. L. (2003). Developments in Curriculum-Based Measurement. *The Journal of Special Education*, 37(3), 184-192. <https://doi.org/10.1177/00224669030370030801>

Deutsch, R., & Reynolds, Y. (2000). The Use of Dynamic Assessment by Educational Psychologists in the UK. *Educational Psychology in Practice*, 16(3), 311-331.

<https://doi.org/10.1080/713666083>

Donald H. Saklofske, Lawrence G. Weiss, Aurelio Prifitera, and James A. Holdnack. (2015). Part I- Chapter 3: Practical Considerations in WISC-V Interpretation and Intervention. In *WISC-V Assessment and Interpretation: Scientist-Practitioner Perspectives*. Elsevier Science & Technology.

<https://ebookcentral.proquest.com/lib/VUW/reader.action?docID=2055015&ppg=93>

ELLIOTT, J. (2003). Dynamic Assessment in Educational Settings: Realising potential.

Educational Review, 55(1), 15-32. <https://doi.org/10.1080/00131910303253>

Ervin, R., Peacock, G., & Merrill, K. (2010). The school psychologist as a problem solver in the 21st Century: Rationale and role definition. In *Practical handbook of school psychology: effective practices for the 21st century*. Guilford Press.

<https://ebookcentral.proquest.com/lib/vuw/reader.action?docID=460408&ppg=17>

Evans, I. M., Rucklidge, J. J., O'Driscoll, M. P., & New Zealand Psychological Society. (2007). *Professional practice of psychology in Aotearoa New Zealand*. New Zealand Psychological Society.

Evans, Ian M; Paewai, Mahalia K. (n.d.). Functional Analysis in a Bicultural Context. *Behaviour Change*, 16(1), 20-36.

<http://search.informit.com.au/documentSummary;dn=459166031738853;res=IELHEA>

Flanagan, D. P., Harrison, P. L., & Ebooks Corporation. (2012). *Contemporary intellectual assessment: theories, tests, and issues* (3rd ed). Guilford Press.

<https://ebookcentral.proquest.com/lib/vuw/detail.action?docID=836857>

Florian, L., Hollenweger, J., Simeonsson, R. J., Wedell, K., Riddell, S., Terzi, L., & Holland, A. (2006). Cross-Cultural Perspectives on the Classification of Children With Disabilities: Part

- I. Issues in the Classification of Children With Disabilities. *The Journal of Special Education*, 40(1), 36–45. <https://doi.org/10.1177/00224669060400010401>
- Fuchs, Lynn S. (2004). The Past, Present, and Future of Curriculum-Based Measurement Research. *School Psychology Review*, 33(2), 188–192. http://search.proquest.com/docview/219653915?rfr_id=info%3Axri%2Fsid%3Aprimo
- Gary J. Duhon, George H. Noell, Joseph C. Witt, Jennifer T. Freeland, Brad A. Dufrene, Donna N. Gilbertson. (n.d.). Identifying academic skill and performance deficits: the experimental analysis of brief assessments of academic skills. *School Psychology Review*. <http://go.galegroup.com/ps/i.do?&id=GALE|A124000613&v=2.1&u=vuw&it=r&p=AONE&sw=w&authCount=1>
- Gimpel Peacock, G. & Ebooks Corporation. (2010). *Practical handbook of school psychology: effective practices for the 21st century*. Guilford Press. <https://ebookcentral.proquest.com/lib/vuw/detail.action?docID=460408&>
- Greenberg, G. (2013). Chapter 1. In *The book of woe: the DSM and the unmaking of psychiatry*. Blue Rider Press, a member of Penguin Group (USA) Inc.
- Gutkin, T. B. (2012). Ecological Psychology: Replacing the Medical Model Paradigm for School-Based Psychological and Psychoeducational Services. *Journal of Educational and Psychological Consultation*, 22(1–2), 1–20. <https://doi.org/10.1080/10474412.2011.649652>
- Gutkin, T. B., & Reynolds, C. R. (2009). *The handbook of school psychology* (4th ed). Wiley. <http://catdir.loc.gov/catdir/toc/ecip0818/2008021371.html>
- Has Curriculum-Based Assessment Become a Staple of School Psychology Practi... (2004). *School Psychology Review*. <http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=13907090&site=ehost-live>
- Hintze, J. M., Christ, T. J., & Methe, S. A. (2006a). Curriculum-based assessment. *Psychology in the Schools*, 43(1), 45–56. <https://doi.org/10.1002/pits.20128>
- Hintze, J. M., Christ, T. J., & Methe, S. A. (2006b). Curriculum-based assessment. *Psychology in the Schools*, 43(1), 45–56. <https://doi.org/10.1002/pits.20128>
- Hintze, J. M., & Shapiro, E. S. (n.d.). Best practices in the systematic observation of classroom behavior. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology III*. In *Best Practices in School Psychology III*. National Association of School Psychologists.
- Karpov, Y. (2009). Dynamic Assessment: Progress, Problems, and Prospects. *Journal of Cognitive Education & Psychology*, 8(3). <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=45106076&site=ehost-live>
- Kvale, S. (2007). *Doing interviews*. SAGE. <http://methods.sagepub.com/book/doing-interviews>
- Macfarlane, Angus HBlampied, Neville MMacfarlane, Sonja H. (n.d.). *Blending the Clinical and the Cultural: A Framework for Conducting Formal Psychological Assessment in*

Bicultural Settings. *New Zealand Journal of Psychology (Online)*, 40(2), 5–15.
http://search.proquest.com/docview/1024790363?rfr_id=info%3Axri%2Fsid%3Aprimo

Macfarlane, S. (2009). *Te Pikinga ki Runga: Raising Possibilities*.
https://www.nzcer.org.nz/system/files/journals/set/downloads/set2009_2_042_0.pdf

McMahon, H. G., Mason, E. C. M., Daluga-Guenther, N., & Ruiz, A. (2014). An Ecological Model of Professional School Counseling. *Journal of Counseling & Development*, 92(4), 459–471. <https://doi.org/10.1002/j.1556-6676.2014.00172.x>

Merrell, K. W., Ervin, R. A., & Gimpel Peacock, G. (2012). *School psychology for the 21st century: foundations and practices* (2nd ed). Guilford Press.
<https://ebookcentral.proquest.com/lib/vuw/detail.action?docID=829312>

Neisser, Ulric Boodoo, Gwyneth Bouchard, Thomas J., Jr. Boykin, A. Wade Brody, Nathan. (n.d.). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77–101.
<https://search.proquest.com/docview/614336527?accountid=14782>

Nisbett, Richard E. Aronson, Joshua Blair, Clancy Dickens, William Flynn, James. (n.d.). Intelligence: New findings and theoretical developments. *American Psychologist*, 67(2), 130–159.
<http://search.proquest.com/docview/913714259?OpenUrlRefId=info:xri/sid:primo&accountid=14782>

Playground-Based Observational Systems: A Review and Implications for Pract... (2005). *School Psychology Review*.
<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=20085544&site=ehost-live>

Psychometrics: An Ancient Construct for Maori. (2005). *New Zealand Journal of Psychology*.
<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=17153219&site=ehost-live>

Richard K. Wagner, , Christopher Schatschneider, , Caroline Phythian-Sence, , Edward J. Daly, , Ruth A. Ervin, , Gretchen Gimpel Peacock, , Kenneth W. Merrell, , Gretchen Gimpel Peacock, , and Edward J., III Daly. (2009). Chapter 4: Assessment of Cognitive Abilities and Cognitive Processes. In *Practical Handbook of School Psychology : Effective Practices for the 21st Century*. Guilford Publications.
<https://ebookcentral.proquest.com/lib/vuw/reader.action?docID=460408&ppg=63>

Roberts, Maura L Marshall, Jody Nelson, J Ron Albers, Craig A. (2001). Curriculum-based assessment procedures embedded within functional behavioral assessments: Identifying escape-motivated behaviors in a general education classroom. *School Psychology Review*, 30(2). http://search.proquest.com/docview/219644895?rfr_id=info%3Axri%2Fsid%3Aprimo

Shapiro, E. S., & Kratochwill, T. R. (n.d.). *Conducting school-based assessments of child and adolescent behavior*. Guilford Press.

Shapiro, Edward S. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review*, 29(4).
http://search.proquest.com/docview/219658680?rfr_id=info%3Axri%2Fsid%3Aprimo

Shriver, Mark D Anderson, Cynthia M Proctor, Briley. (2001). Evaluating the validity of functional behavior assessment. *School Psychology Review*, 30(2).
http://search.proquest.com/docview/219645224?rfr_id=info%3Axri%2Fsid%3Aprimo

Sternberg, Robert J. (n.d.). Culture and Intelligence. *American Psychologist*, 59, 325–338.
<https://search.proquest.com/docview/614427254/fulltextPDF/1E81C38331854DC8PQ/1?accountid=14782>

Suzuki, L. A., & Ponterotto, J. G. (2008). *Handbook of multicultural assessment: clinical, psychological, and educational applications* (3rd ed). Jossey-Bass.
<https://ebookcentral.proquest.com/lib/vuw/detail.action?docID=331382>

The Ecology of School Psychology: Examining and Changing Our Paradigm for t... (2000). *School Psychology Review*.
<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=3912587&site=ehost-live>

Thomas, A., Grimes, J., & National Association of School Psychologists. (2008). *Best practices in school psychology*, V ([5th ed.]). National Association of School Psychologists.

Villa, M., & Reitman, D. (2012). *Overview of interviewing strategies with children, parents, and teachers*. SAGE Publications.
<https://ebookcentral.proquest.com/lib/vuw/reader.action?docID=996489&ppg=11>

William, D. (2010). What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. *Review of Research in Education*, 34(1), 254–284. <https://doi.org/10.3102/0091732X09351544>

Ysseldyke, J., Lekwa, A. J., Klingbeil, D. A., & Cormier, D. C. (2012). Assessment of Ecological Factors as an Integral Part of Academic and Mental Health Consultation. *Journal of Educational and Psychological Consultation*, 22(1–2), 21–43.
<https://doi.org/10.1080/10474412.2011.649641>