

Learning Objectives:

This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments as well as interviewing skills, and report writing. The objectives in this course are to develop student competency in:

- Establishing rapport and conducting interviews
- Administering tests of cognitive functioning, including handling test materials, following test directions, and demonstrating competency in timing tests
- Scoring test protocols
- Interpreting test findings
- Writing reports

Course Objectives (Links to NASP domains of Standard II):

Students in this course will learn:

1. To demonstrate knowledge of the empirical basis of intelligence testing and the development of current testing practices. (2.4)
2. To demonstrate knowledge about the ethical and legal uses of intelligence tests and the technical adequacies (and inadequacies) of such tests. (2.4, 2.5, 2.11)
3. To achieve minimum competency in administration, scoring, interpreting, and reporting of individual intelligence tests. This competency includes accurately and effectively (2.1, 2.4, 2.5, 2.11):
 - a) establishing rapport with examinees
 - b) preparing before testing
 - c) handling testing materials
 - d) following test instructions and administration guidelines
 - e) timing tests scoring tests
 - f) evaluating examinee's strengths and weaknesses
 - g) communicating test findings
 - h) making recommendations based on findings
 - i) following timelines promptly
 - j) accepting both positive and constructive feedback
 - k) developing an appreciation of ethnic and cultural group and individual differences

Required Text:

- Flanagan, D. P., & Kaufman, A. S. (2009). *Essential of WISC-IV Assessment*, 2nd Ed. Hoboken, NJ: Wiley & Sons, Inc.
- Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C (2007). *Essentials of cross-battery assessment with CD Rom*, 2nd Ed. Hoboken, NJ: Wiley & Sons, Inc.
- Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E. & Kaufman, N. L. (2005). *Essentials of KABC-II Assessment*. Hoboken, NJ: Wiley & Sons, Inc.
- Schrank, F. A., Miller, D. C., Wendling, B. J., & Woodcock, R. W. (2010). *Essentials of WJ III Cognitive Abilities Assessment*, 2nd Ed. Hoboken, NJ: Wiley & Sons, Inc.

Other Required Reading:

- Ahearn, E. M. (2009). State eligibility requirements for Specific Learning Disabilities. *Communication Disorders Quarterly*, 30, 120-128.
- Grant, S. D., Oka, E. R., & Baker, J. A. (2009). The culturally relevant assessment of Ebonics-speaking children. *Journal of Applied School Psychology*, 25, 113-127.
- Mastoras, S. M., Climie, E. A., McCrimmon, A. W., & Schwean, V. L. (2011). A C.L.E.A.R. approach to report writing: A framework for improving the efficacy of psychoeducational reports. *Canadian Journal of School Psychology*, 26, 127-147. doi: 10.1177/0829573511409722
- Ofiesh, N. (2006). Response to intervention and the identification of specific learning disabilities: Why we need comprehensive evaluations as part of the process. *Psychology in the Schools*, 43, 883-888. doi: 10.1002/pits.20195

Suggested Text:

- American Psychiatric Association (2000). *DSM-IV-TR: Diagnostic and Statistical Manual of Mental Disorders*. Washington, DC.
- Sattler, J.M. (2008). *Assessment of children: Cognitive foundations*, 5th Ed. San Diego, CA: Jerome M. Sattler, Publisher, Inc. **(Provided)**
- Sattler, J. M. & Hoge, R. D. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations* (5th Ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc. **(Provided)**

Class Format:

This course will consist of lecture, discussion groups, small group work, role-playing, and other active learning exercises. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.

There is a lot of testing (administration of various cognitive assessments to students) required for this course. Students are responsible for finding students to test to fulfill requirements for this course. I find it better not to test your own children but instead to test the children of friends or other family members. If this is not possible then you are permitted to test you own children. Parental consent forms must be completed before testing can occur even if testing your own children. You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent.

Administrative Policies and Requirements: □

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. Attendance is mandatory and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. You **MUST** contact me if you are going to miss class for any reason. Best way of contact is email but if you call please leave a message. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation.

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class and sit in the back to minimize distractions. Just because you are allowed to leave early does not guarantee full credit for assignments to be done in class on that day.

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. In addition, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail. All Students should activate and regularly check their Leo Mail (e-mail account). I will **NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have a doctor's note in case of illness or copy of a funeral program in case of a death of a loved one. I do understand that life happens outside of class but you are responsible for keeping up with assignments and turning them in on time. Please read your syllabus in order to turn in all assignments on time. If for some reason you become aware that you will not be able to turn in an assignment you need to contact the instructor immediately. All assignments have to be turned in directly to me in class (assignments will only be accepted via email if previously directed to do so by the instructor).

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure in the course and possible expulsion from the University.

All assignments that are turned in should be typed in a 12-point Times New Roman font and Double Spaced. Insert Name, date, and page number as a header (No Title Page). All assignments will be collected during class on the due date (refer to syllabus). No late assignment will be accepted. Have assignments ready when you come to class.

Course Expectations and Grading:

- | | |
|--|-------------------|
| 1. Reading Reflection & Discussion Question | 20 points |
| 2. Interview
- Peer (10 pts.)
- Student (20 pts.) | 30 points |
| 3. Midterm | 100 points |
| 4. WJ- III COG
- Peer protocol (50 pts.)
- 2 Student protocols (200 pts.)
- 2 Reports (200 pts.)
- 1 videotape (50 pts.) | 500 points |
| 5. KABC-II
- Peer protocol (50 pts.)
- 2 Student protocols (200 pts.)
- 2 Reports (200 pts.)
- 1 videotape (50 pts.) | 500 points |

Grading Scale

A 1650 - 1485
B 1664 - 1320
C 1479 - 1155
D 1294 - 990
F < 990

6. WISC-IV 500 points

- Peer protocol (50 pts.)
- 2 Student protocols (200 pts.)
- 2 Reports (200 pts.)
- 1 videotape (50 pts.)

Total pts. 1650***Course Requirements and Grade Determination:*****1. Reading Reflection & Discussion Questions:**

Students must bring a paper copy (max 1 page) that consists of their reflections of the required reading for that day (needs to cover only 1 specific topic not everything read for that class period. This is not merely a summary of what you read but an analysis of what you thought about what you read. Students must raise a point from the reading and provide a brief discussion as to why they agree, disagree, or remain unclear on an issue. In addition, students must generate one discussion question that we will talk about as a group in class. Your discussion question can be the basis of your reflection. Discussion points can include reflections on the readings, questions, or personal viewpoints on issues. Students are expected to work independently in writing reflections and generating discussion points. We will spend time discussing topics raised in the discussion points. Discussion points will be graded based on relevance, thoughtfulness, and creativity. Discussion points are worth 2 points each. (0: no turned in or no relevance, 1: minimal effort or little contribution, 2: thorough & provide contribution to class discussion).

2. Interview:

Students will conduct a 15-20 minute videotaped/audiotaped interview with a peer/student covering family, school, and peer relationships. Interviews also gather basic information about academic history. Interviews will be graded for appropriateness of questions, professional demeanor of interviewer, and ability to keep student engaged.

3. Midterm:

One midterm exam will be given over the course material up to that point.

4. Woodcock-Johnson III Cognitive Assessment

- WJ-III COG with peer including scored protocol
- WJ-III COG with 2 students including 1 videotape administration, 2 scored protocols, & 2 reports

5. Kaufman Assessment Battery for Children, 2nd Edition

- KABC-II with peer including scored protocol
- KABC-II with 2 students including 1 videotape administration, 2 scored protocols, & 2 reports

6. Wechsler Intelligence Scale for Children: 4th Edition

- WISC-IV with peer including scored protocol
- WISC-IV with 2 students including 1 videotape administration, 2 scored protocols, & 2 reports

Assessment Directions:

All testing instruments/materials must be checked out. There will be set times during which you will have access to these materials, so you will need to plan ahead. Please become familiar with the instruments before use during a testing session. Please keep in mind that the assessment instruments are **VERY** expensive and **YOU** will be responsible for them while they are checked out under your name. **DO NOT** leave test materials in your car or unattended at anytime. You will need a stopwatch to keep time for timed items and may find using a clipboard or notebook useful when writing and administering tests.

Students are expected to achieve competency with the various assessment tools used this semester (keep in mind the instructor reserves the right to request students to engage in more testing if competency is not met). Instructor will assess competency by reviewing test protocols, video/audiotapes, and in class practice.

Again, all students are required to find their own examinees. Also, please be aware that finding participants can take longer than expected so please start early. Also, testing can take longer due to your lack of inexperience so please provide yourself with enough time to conduct these assessments. Feel free to check out equipment to better learn the materials and begin testing as soon as you are comfortable (but definitely before the assignment is due).

Due to the large number of students in this class and the limited number of test equipment we will have to share test kits. Students that share test kits need to take responsibility for the transfer of these kits. If I were you I would send an email to instructor, you, and person you shared the test kit with to acknowledge passing off of equipment & that all parts of assessment kit are intact. Documentation is critical so we know who has which assessment instrument thus also indicating who is responsible for the equipment.

Fall 2012 Course Schedule PSY 573

Dr. Hayes (Subject to Change)

Date(s)	Topic(s)
08/30	<ul style="list-style-type: none"> • Greetings and introductions • Review of the syllabus and course requirements • IDEA 2004, Section 504, & ADA • Specific Learning Disabilities <p>Readings: IDEA 2004 (http://nasponline.org/resources/listingi.aspx) Sattler Appendix H Sattler & Hoge, Chapters 16 & 17 Ahearn (2009)</p>
09/06	<ul style="list-style-type: none"> • Theories of Intelligence • CHC Theory <p>Readings: Sattler, Chapters 7 & 8 Flanagan et al. text, Appendix A, B, & C</p>
09/13	<ul style="list-style-type: none"> • Administering test to children • Clinical interview <p>Readings: Sattler, Chapter 6 Sattler & Hoge, Chapters 5 & 6</p>
09/20	<ul style="list-style-type: none"> • Woodcock-Johnson-III Test of Cognitive Abilities <p>Readings: Schrank et al., Chapters 1, 2, & 3</p> <p>Due: Peer Interview</p>
09/27	<ul style="list-style-type: none"> • Woodcock-Johnson-III Test of Cognitive Abilities <p>Readings: Schrank et al., Chapters 4 & 5</p>

09/28 Dallas-Forth Worth Regional Association of School Psychologists
Fall Conference held at TWU (<http://www.dfwrasp.org> for details)

10/04

- Report Writing

Readings: Sattler Ch 19
Mastoras et al (2011)

Due: **Student Interview**

10/04 – Texas Association of School Psychologists Annual Convention
10/06 held in Houston, TX (<http://txasp.org> for details)

10/11

- Kaufman Assessment Battery for Children- II

Readings: Kaufman et al., Chapters 1, 2, 3, 4, & 5

Due: **First WJ-III COG**

10/18

- Midterm
-

10/25

- Diversity and Cultural Considerations

Readings: Grant et al. (2009)
Ofiesh (2006)
Sattler Ch 5

Due: **Second WJ-III COG**

11/01

- Cross-Battery Assessment

Readings: Flanagan et al, Chapters 1, 2, & 3

Due: **First KABC-II**

11/08

- Cross-Battery Assessment

Readings: Flanagan et al, Chapters 4, 6, & 7

11/15

- Wechsler Intelligence Scale for Children- IV

Readings: Flanagan & Kaufman, Chapters 1, 2, 3, 4, & 5

Due: **Second KABC-II**

11/22 Thanksgiving Break (**No Class**)

11/29

- Nonverbal Intelligence Assessments

Readings: Will be provided

Due: **First WISC-IV**

12/06

- Feedback Sessions

12/13

Due: **Second WISC-IV**
