

Psychology/Special Education 573
Intellectual Assessment I
Wednesday 4:30-7:10 PM
Spring 2013

Instructor: Dr. DeMarquis Hayes

Office: Binnion 219

Office Hours: Monday & Wednesday 11:00-1:00
or by appointment

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Class: Ferguson Social Sciences 312

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Catalog Course Description:

PSY 573. *Intellectual Assessment I*. Three semester hours. (Same as SPED 573). The purpose of this course is to attain knowledge of cognitive functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessment instruments (e.g., WJ-III COG, KABC-II, & WISC-IV) in the context of recent cognitive theories and research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures.

Prerequisites: Prior enrollment in PSY/SP ED 572 or consent of instructor.

Instructor's Description:

I view psychological assessment as a dynamic and inherently therapeutic process that combines test-derived sources of information with contextual and historical data, relayed subjective experiences, presenting concerns, signs, and symptoms, observational data, and information provided from multiple informants to understand the person being evaluated, answer referral questions, and develop a therapeutic plan. You will learn about current issues affecting the field of cognitive assessment, theories of intelligence, ethical principles and codes of conduct that guide psychological assessment, and issues of diversity relevant to cognitive assessment and education.

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

Optional Reading:

Lichtenberger, E. O., Kaufman, A. S., & Breaux, K. C. (2010). *Essentials of WIAT-III and KTEA-II Assessment, 1st Ed.* New York: Wiley & Sons, Inc.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ III Tests of Achievement Assessment.* New York: Wiley & Sons, Inc.

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) 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 upon your return to class.

You will be allowed to miss only **ONE** class day with no penalty of points deducted from your final grade. Any student that misses more than one day will have 5 points per absence deducted from their final grade. Also, if any work is due on the day you are absent and you fail to turn it in due to missing class I will not accept the late work. The only acceptations, as previously mentioned, would be for extreme circumstances as long as you have appropriate documentation and have contacted me. Graduate students that miss more than 3 class days (unexcused) will automatically receive a grade of “F” in the course.

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. Any student who is late 30 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but this will count against your number of absentees as discussed earlier. Again, students will be allowed to have **ONE** tardy with no penalties against them but for each additional tardy (30 minutes or more) you will be counted as absent and therefore lose 5 points per excessive tardy on your final grade. If for whatever reason your schedule will not allow for you to be in class on time you need to consider dropping this course.

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 or on the side in order to minimize distractions when you leave. Just because you are allowed to leave early does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early will have similar consequences as coming to class late.

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. Also, student behavior that interferes with an instructor’s ability to

conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean's Office). Finally, 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 refrain 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 and eCollege. All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. **I WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (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.

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. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. 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 of the given assignment, failure in the course, and possible expulsion from the University.

Course Requirements and Grade Determination:

1. Reading Reflection & Discussion Questions: (50 points)

Students must turn in a copy on eCollege (1 page in length) 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** (write it either at top or bottom of your page. Basically, you need to have a question that you will ask your classmates based on the assigned reading). Even though you will turn the assignment in on eCollege it is a good idea to have a copy for yourself in class because we may discuss the different points raised by you and your classmates. 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 4 points each. Even though you are turning assignment in on eCollege, please put your name, date assignment due, and chapter or reading that was covered at the top of the page.

2. Interview Assignment: (30 points)

Students will conduct a 15-20 minute interview with a peer covering family, school, and peer relationships. Students will have to generate an interview protocol and do the interview with a peer in class (10 points).

After we discuss interviewing in class the instructor will also provide a sample interview that can be incorporated into what you already developed to be used with a student. The student interview must be recorded (15-20 minutes) and emailed or saved on a flash drive to be turned into the instructor. (10 points).

Finally, a report write-up on the student interview must be submitted when you turn in the video recording of the interview (turn in on eCollege). (10 points)

3. Midterm: (100 points)

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

4. Woodcock-Johnson III Cognitive Assessment: (500 points)

- WJ-III COG with peer including scored protocol & report (50 points each)
- WJ-III COG with 2 students including 2 scored protocols, & 2 reports (100 points each)

5. **Kaufman Assessment Battery for Children, 2nd Edition: (500 points)**
 - KABC-II with peer including scored protocol & report (50 points each)
 - KABC-II with 2 students including 2 scored protocols, & 2 reports (100 points each)
6. **Wechsler Intelligence Scale for Children: 4th Edition: (200 points)**
 - WISC-IV with peer including scored protocol & report
7. **Academic Assessments: (300 points)**
 - WJ-III ACH with peer included in peer WJ report (50 points)
 - WJ-III ACH with 1 student included in report with WJ-III COG (100 points)
 - KTEA-II with peer included in peer Kaufman report (50 points)
 - KTEA-II with 1 student included in report with KABC-ii (100 points)
8. **XBA CD Assignment: (20 points)**
Students will use the Cross-Battery CD to transfer scores from their WJ-III COG & KABC-II assessments to gain experience with using the software.

NOTE: students have to show mastery on report writing & protocols. For the WJ-COG & KABC-II students have to get 100% accuracy on the 2nd administration of the protocol & report details in order to have a passing grade. Thus, if you miss anything on the final protocol you will receive a score of 0 and if you miss any of the basic elements of the report you will receive a score of 0.

Total Points for Course:
1700

Grading Scale:
A 1700 - 1530
B 1529 - 1360
C 1359 - 1190
D 1189 - 1020
F < 1020

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. This means it is up to you to study, review, and become familiarized with the assessment instruments outside of regular class time. 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.

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 experience 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 limited number of test equipment we may have to share test kits. Students that share test kits need to take responsibility for the transfer of these kits. Remember you are responsible for test kits so if you pass them off I would use an email trail in order to acknowledge the change of position of test equipment. Documentation is critical so we know who has which assessment instruments thus also indicating who is responsible for the equipment.

Spring 2013 Course Schedule PSY/SPED 573 (Subject to Change)

Week 1	Jan 16	Greetings & Introductions; Class Overview; IDEA 2004; Section 504; & ADA
	Readings:	IDEA 2004 (http://nasponline.org/resources/listingi.aspx)
Week 2	Jan 23	CHC Theory
	Readings:	Flanagan et al. text, Appendix A, B, & C
Week 3	Jan 30	Clinical Interview with Children & Adolescents
	Readings:	Will be provided
	Due:	Interview questions to use with peer
	In Class:	Complete interview with peer
	Begin:	Recording of Student Interview
FYI	Feb 1	Winter DFWRASP Meeting in Grand Prairie ISD
Week 4	Feb 6	Woodcock-Johnson-III Test of Cognitive Abilities
	Readings:	Schrank et al., Chapters 1, 2, & 3
	Begin:	Complete Peer WJ COG
Week 5	Feb 13	Woodcock-Johnson-III Test of Achievement Abilities
	Readings:	Will be provided
	Begin:	Complete Peer WJ ACH
	Due:	Recorded Student Interview & Write-Up
Week 6	Feb 20	Interpretation of WJ-III COG & ACH
	Readings:	Schrank et al., Chapters 4, 5, & 7 WJ-III ACH will be provided
	In Class:	Go over Peer COG & ACH scores (score before class)
	Begin:	1st Student WJ COG

Week 7	Feb 27	Report Writing
	Readings:	Mastoras et al (2011)
Week 8	Mar 6	Midterm
	Due:	Peer WJ COG, ACH, & Report
Week 9	Mar 20	Kaufman Assessment Battery for Children-II Kaufman Test of Educational Achievement-II
	Readings:	Kaufman et al., Chapters 1 & 2 KTEA-II readings will be provided
	Begin:	Complete Peer KABC-II & KTEA-II
Week 10	Mar 27	Interpretation of KABC-II
	Readings:	Kaufman et al., Chapters 3, 4, 5, & 7
	Begin:	2nd Student WJ (COG & ACH)
	Due:	1st WJ COG protocol & report
Week 11	Apr 3	Cross-Battery Assessment
	Readings:	Flanagan et al, Chapters 1, 2, & 3
	Begin:	1st Student KABC-II & KTEA-II
	Due:	Peer KABC-II & KTEA-II with report
FYI		Spring DFWRASP meeting sometime in April
Week 12	Apr 10	Cross-Battery Assessment
	Readings:	Flanagan et al, Chapters 4, 6, & 7
	In Class:	Use XBA CD on 1st student WJ COG
	Due:	2nd Student WJ (COG, ACH, & Report)
Week 13	Apr 17	Wechsler Intelligence Scale for Children-IV
	Readings:	Flanagan & Kaufman, Chapters 1, 2, 3, 4, & 5
	Due:	1st KABC-II & KTEA-II with report
Week 14	Apr 24	No Class Work on Assessment Reports
	Begin:	2nd Student KABC-II
	Due:	Use XBA CD on 1st student KABC-II

Week 15	May 1	Specific Learning Disabilities; Diversity Issues
	Readings:	Ahearn (2009) Grant et al. (2009) Ofiesh (2006)
	Due:	2nd Student KABC-II with report
Finals	May 8	Last day to submit WISC-IV Peer Protocol & Report