

***Psychology/Special Education 573  
Intellectual Assessment I  
Monday 4:30-7:10 PM  
Fall 2013***

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**Instructor:** Dr. DeMarquis Hayes

**Office:** Binnion 219

**Office Hours:** Monday 2:00 – 4:30 (MPLX)  
Tuesday 2:00-4:30 (Commerce)  
or by appointment

**Telephone:** 903-886-5418

**Email:** demarquis.hayes@tamuc.edu

**Class:** MPLX

**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](mailto: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., KABC-II, WISC-IV, & WJ-III COG) 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/SPED 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 Model 10 Domains of Practice):**

**2.1: Data-Based Decision Making & Accountability:** *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**2.4: Interventions and Mental Health Services to Develop Social and Life Skills:** *You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

**2.5: School-Wide Practices to Promote Learning:** *You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

**2.8: Diversity in Development and Learning:** *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**2.10: Legal, Ethical, and Professional Practice:** *You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

**Required Text:**

Flanagan, D. P., & Kaufman, A. S. (2009). *Essential of WISC-IV Assessment, 2<sup>nd</sup> Ed.* Hoboken, NJ: Wiley & Sons, Inc.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C (2013). *Essentials of cross-battery assessment with CD Rom, 3<sup>rd</sup> 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, 2<sup>nd</sup> 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.

Hale, J. B., Kaufman, A., Naglieri, J. A., Kavale, K. A. (2006). Implementation of IDEA: Integrating response to intervention and cognitive assessment methods. *Psychology in the Schools, 43*, 753-770. doi: 10.1002/pits.20186

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

Michaels, M. H. (2006). Ethical considerations in writing psychological assessment reports. *Journal of Clinical Psychology, 62*, 47-58. doi: 10.1002/jclp.20199

**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 participants 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 (but you will make recommendations in your psychological report).

**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 up to **TWO** class days with no penalty of points deducted from your final grade. Any student that misses more than two days 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 4 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 unless you have previously cleared it with the instructor or it is due to a documented approved circumstance which will be determined on a case by case basis.

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 before 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, regularly 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 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 and/or 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 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 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 covered in the readings for the week). 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** (you need to write a question, either at top or bottom of your page, about the reading that you would like to ask your classmates & or professor). You need to have a question that you will ask your classmates based on the assigned reading and we will discuss in class. Each student will take times during class to share their reflections in order to spark discussion about the reading for that class period.

Even though you will turn the assignment in on eCollege it is a good idea to have a copy for yourself in class so you can be prepared to discuss with peers. Your Reading Reflection/Discussion points will be graded based on relevance, thoughtfulness, and creativity. There will be 12 discussion points due throughout the semester worth 4 points each (students that turn in every discussion point will get 2 extra points). 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 so that I can easily identify the assignment.

**2. Interview Assignment: (50 points)**

Students will also conduct an interview with a school-aged child/adolescent. This interview must be recorded (approximately 10 minutes) and saved on a flash drive to be turned into the instructor. (25 points).

Students will also do a report write-up on the student interview. This must be submitted (on eCollege) when you turn in your video recording. (25 points)

**3. Midterm: (100 points)**

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

**4. Woodcock-Johnson III Cognitive Assessment: (200 points)**

- WJ-III COG with student including scored protocol (100 pts.) & report (100 pts.)

**5. Kaufman Assessment Battery for Children, 2<sup>nd</sup> Edition: (200 points)**

- KABC-II with student including scored protocol (100 pts.) & report (100 pts.)

**6. Wechsler Intelligence Scale for Children: 4<sup>th</sup> Edition or Wechsler Adult Intelligence Scale 4<sup>th</sup> Edition: (200 points)**

- WISC-IV or WAIS-IV with student including scored protocol (100 pts.) & report (100 pts.)

**Total Points for Course:**

800

(Your grade/800)\*100

**Grading Scale:**

A 720 - 800

B 640 - 719

C 560 - 639

D 480 - 559

F < 480

**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 any time. 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. I will set up a check out list on eCollege so we can all know who has which test kit.

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

Week	Date(s)	Topic(s)
1	08/26	<ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Review of the syllabus and course requirements</li> <li>• Specific Learning Disabilities</li> </ul> <p><b>Readings:</b> Ahearn (2009) Hale et al. (2006)</p>
2	09/02	<b>Labor Day (No Class)</b>
3	09/09	<ul style="list-style-type: none"> <li>• CHC Theory &amp; Cross-Battery Overview</li> </ul> <p><b>Readings:</b> Flanagan, Ortiz, &amp; Alfonso Ch. 1, Appendix F</p>
4	09/16	<ul style="list-style-type: none"> <li>• Administering test to children</li> <li>• Clinical interview</li> </ul> <p><b>Readings: Readings Will be Provided</b></p>
09/20		<p>Dallas-Forth Worth Regional Association of School Psychologists Fall Conference held at Arlington ISD (<a href="http://www.dfwrasp.org">http://www.dfwrasp.org</a> for details)</p> <ul style="list-style-type: none"> <li>• Morning session Ethics</li> <li>• Afternoon session Assessment of Emotional Disturbance</li> </ul>

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5	09/23	<ul style="list-style-type: none"><li>• Woodcock-Johnson-III Test of Cognitive Abilities</li></ul> <b>Readings:</b> Schrank et al., Chapters 1, 2, & 3
6	09/30	<ul style="list-style-type: none"><li>• Woodcock-Johnson-III Test of Cognitive Abilities</li></ul> <b>Readings:</b> Schrank et al., Chapters 4, 5, & 7 (Split Case study 1 & 2) <b>Due:</b> <b>Student Interview (Video &amp; Write-up)</b>
7	10/07	<ul style="list-style-type: none"><li>• Report Writing</li></ul> <b>Readings:</b> Mastoras et al (2011) Michaels (2006)
10/10 – 10/12		Texas Association of School Psychologists Annual Convention held in San Antonio, TX ( <a href="http://txasp.org">http://txasp.org</a> for details)
8	10/14	<ul style="list-style-type: none"><li>• Midterm</li></ul>
9	10/21	<ul style="list-style-type: none"><li>• Kaufman Assessment Battery for Children- II</li></ul> <b>Readings:</b> Kaufman et al., Chapters 1 & 2 <b>Due:</b> <b>WJ III</b>
10	10/28	<ul style="list-style-type: none"><li>• Kaufman Assessment Battery for Children- II</li></ul> <b>Readings:</b> Kaufman et al., Chapters 3, 5, & 7 (Split Case Study 1-4)

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11	11/04	<ul style="list-style-type: none"><li>• Cross-Battery Assessment</li></ul> <b>Readings:</b> Flanagan, Ortiz, & Alfonso Ch 2, 3, & Appendix H
12	11/11	<ul style="list-style-type: none"><li>• Wechsler Intelligence Scale for Children- IV</li></ul> <b>Readings:</b> Flanagan & Kaufman, Chapters 1, 2, & 3 <b>Due:</b> <b>KABC-II</b>
13	11/18	<ul style="list-style-type: none"><li>• Wechsler Intelligence Scale for Children- IV</li></ul> <b>Readings:</b> Flanagan & Kaufman, Chapters 4, 5, & 8
14	11/25	<b>Thanksgiving Break (No Class)</b>
15	12/02	<ul style="list-style-type: none"><li>• Cross-Battery Assessment</li></ul> <b>Readings:</b> Flanagan, Ortiz, & Alfonso Ch. 4, 5, & 6 <b>Due:</b> <b>WISC-IV or WAIS-IV</b>
16	12/09	<ul style="list-style-type: none"><li>• Nonverbal Intelligence Assessments</li><li>• Diversity and Cultural Considerations</li></ul> <b>Readings:</b> <b>Will be provided</b>

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