



**PSY/SPED 573 INTELLECTUAL ASSESSMENT I/PRINCIPLES OF  
COGNITIVE ASSESSMENT**

Wednesday 4:30 – 7:10

COURSE SYLLABUS: SPRNG 2019

**Instructor:** Dr. Kayla Nichols, LP, LSSP

**Office:** Henderson 234

**Class:** Henderson 207

**Email:** Kayla.nichols@tamuc.edu

**Office Hours:**

Wednesday in Commerce: 11:00 am until 4:00 pm

*\*Also available by email Monday-Friday. Please allow a 24-hour response time. Emails sent during the weekend will receive a response by Tuesday.*

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for individuals with disabilities. In addition, this legislation requires that all students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact Ms. Rebecca Tuerk, Director-Office of Student Disability Resources and Services-Gee Library, Room 132. Telephone Number: 903.886.5150 or 903.886.5835 Fax Number: 903.468.8148. Email Address: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

***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-V, & WJ-IV 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.

## COURSE INFORMATION

### **Textbook(s) Required:**

Braaten, E. (2008). *The Child Clinician's Report-Writing Handbook (The Clinician's Toolbox)*. New York, NY: Guilford Publications, Inc.

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment*. Hoboken, NJ: Wiley & Sons, Inc

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C (2013). *Essentials of cross-battery assessment with CD Rom, 3rd Ed. Hoboken, NJ: Wiley & Sons, Inc. \*This can be a used edition and you do not need a copy with the disc.\**

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., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ IV Cognitive Abilities Assessment*. Hoboken, NJ: Wiley & Sons, Inc. ISBN-13: 9781119163367

### **Other Required Reading:**

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

McGill, R. J., Styck, K. M., Palomares, R. S., & Hass, M. R. (2016). Critical issues in specific learning disability identification: What we need to know about the PSW. *Learning Disability Quarterly, 39*(3), 159-170. doi: 10.1177/0731948715618504

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

Scanlon, D. (2013). Specific learning disability and its newest definition: Which is comprehensive? And which is insufficient? *Journal of Learning Disabilities, 46*, 26-33. doi: 10.1177/0022219412464342

Wiener, J. & Costaris, L. (2012). Teaching psychological report writing: Content and process. *Canadian Journal of School Psychology, 27*, 119-135. doi: 10.1177/0829573511418484

Zirkel, P. A. (2013). The trend in SLD enrollments and the role of RTI. *Journal of Learning Disabilities, 46*, 473-479. doi: 10.1177/0022219413495297

### **Links to NASP Model 10 Domains of Practice**

**Domain 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.*

**Domain 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.*

**Domain 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.*

**Domain 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.*

**Domain 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.*

### ***Student Learning Outcomes***

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 AND UNIVERSITY PROCEDURES/POLICIES**

***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. 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.

Students that have **more than 3 unexcused absences** will automatically receive a grade of **F for 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 20 minutes or more** will be **counted as absent**. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply.

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 but this 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**.

### ***TAMUC Attendance***

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

***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 refrain from using their laptops/cell phones during class.

### ***Student Conduct***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

***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 MyLeo.** All Students should activate and regularly check their Leo Mail 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 eCollge. 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). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

**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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>). 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. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials.

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

#### [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

#### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

**For Your Information:** Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

**Drop Policy.** Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of “F”. Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

### ***Nondiscrimination Notice***

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### ***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
  - Current anti-virus software must be installed and kept up to date.
  - Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) [http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies/ For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### *Pearson LearningStudio (eCollege) Access and Log in Information*

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.

<http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).



**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

### **Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### ***Policy for Reporting Problems with Pearson LearningStudio***

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you



**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

### Learner Support


The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

### FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone</b> – Pearson LearningStudio Courses for iPhone <b>Android</b> – LearningStudio Courses - Phone
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities

- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### **LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses. Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## **COMMUNICATION AND SUPPORT**

### ***Interaction with Instructor Statement***

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.

## **COURSE REQUIREMENTS**

### ***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.** It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test you own children or family members. **However, I caution you to choose wisely because in your professional role you and I are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.** You will need to test **THREE** children during this course, so I recommend that you find these children early, and schedule assessment times with them as soon as you can. Do not wait until the last minute to complete an assessment. Parental consent forms must be completed before testing can occur, even if you are testing your own children. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). 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).

## **Course Activities & Assignments**

### **1. Cognitive Assessment Statement: (50 points)**

Prepare a one-page summary about what cognitive assessment means to you. In your own words define and state the purpose of cognitive assessment. What experiences, if any, do you have with cognitive assessment? In your view, how does cognitive assessment vary from other types of assessments? What do you believe to be the pros and cons of such an assessment? Finally, what do you hope to learn from this class?

### **2. Clinical Interview Assignment: (100 points)**

Students will conduct a clinical interview (approximately 15-20 minutes) with a school-aged child/adolescent. This interview must be recorded (iPhone, laptop, or other digital format so that it can be uploaded to D2L). (45 points)

Students are also required to write an interview write-up. (45 points)

Students must also submit a signed consent form. (10 points)

### **3. Kaufman Assessment Battery for Children, 2nd Edition: (100 points)**

- KABC-II protocol & report w/ peer (100 points)
- KABC-II protocol & report w/ a student (provide consent form) (100 points)

### **4. Wechsler Intelligence Scale for Children 5<sup>th</sup>: (100 points)**

- WISC-V protocol & report w/ peer (100 points)
- WISC-V protocol & report w/ a student (provide consent form) (100 points)

### **5. Woodcock-Johnson IV Cognitive Assessment: (100 points)**

- WJ-IV COG protocol & report w/ peer (100 points)
- WJ-IV COG protocol & report w/ a student (provide consent form) (100 points)

### **6. XBA Assignment: (100 points)**

Students will be provided with a profile of scores which must be entered into the XBA software to determine if the given profile would qualify for a SLD. Students must enter the data and determine if the profile meets eligibility for a SLD. Students must also write a brief report explain their results and the implications of these results.

#### **Assignment Points Possible:**

Recording of Assessment	100
Cognitive Assessment Statement	100
Clinical Interview Assignment	100

KABC-II	200
WISC-V	200
WJ-IV COG	200
<u>XBA Assignment</u>	<u>100</u>
<b>Total Points:</b>	<b>1000</b>

### Final Grades

A	(1000-900)
B	(899-800)
C	(799-700)
D	(699-600)
F	(599 and below)

### 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 (your cell phone stopwatch can be used) and a clipboard for 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.

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 checkout list for me to keep up with who has what kits, so we can help arrange for sharing. If you have access to a current diagnostic, you might be able to “borrow” theirs to allow for more practice time without as many time constraints.

**Spring 2019 Course Schedule PSY/SPED 573 (Subject to Change)**

<b>Week</b>	<b>Topic &amp; Assignment</b>	<b>Reading</b>
<b>1</b> January 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>Greeting and introductions</li> <li>Review syllabus</li> <li>ABC's of Assessment and report writing</li> </ul>	<ul style="list-style-type: none"> <li>Essentials of Report Writing</li> <li>Clinicians Report Writing Handbook</li> </ul>
<b>2</b> January 23 <sup>st</sup>	<ul style="list-style-type: none"> <li>CHC Theory</li> <li>Cross Battery Overview</li> </ul>	<ul style="list-style-type: none"> <li>Cross Battery Assessment: Ch. 1, 2, Appendix A – C</li> </ul>
<b>3</b> January 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>KABC-II</li> </ul> <p><b>Due: Cognitive Assessment Statement</b></p>	<ul style="list-style-type: none"> <li>KABC-II: Chapters 1 &amp; 2</li> <li>KABC-II Manual</li> </ul>
<b>4</b> February 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>KABC-II</li> <li>WISC-V</li> </ul>	<ul style="list-style-type: none"> <li>KABC-II: Chapters 3, 5, &amp; 6</li> <li>WISC: Chapters 1, 2, &amp; 3</li> </ul>
<b>5</b> February 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>WISC-V</li> </ul> <p><b>Due: KABC-II Peer Protocol</b></p>	<ul style="list-style-type: none"> <li>WISC-V: Chapters 4 &amp; 5</li> </ul>
<b>6</b> February 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Report Writing</li> </ul> <p><b>Due: Clinical Interview</b></p>	<ul style="list-style-type: none"> <li>Clinicians Report Writing Handbook</li> <li>Essentials of Report Writing – Provided Readings</li> <li>Mastoras et al (2011)</li> <li>Michaels (2006)</li> <li>Wiener &amp; Costaris (2012)</li> </ul>
<b>7</b> February 27 <sup>th</sup>	<p><b>No Class</b> – Use this week Wisely! NASP 2019 Annual Convention Feb 26<sup>th</sup>- Mar 1<sup>st</sup></p>	
<b>8</b> March 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>WJ-Cog</li> </ul> <p><b>Due: WISC-V Peer Protocol</b></p>	<ul style="list-style-type: none"> <li>WJ-IV: Chapters 1, 2, &amp; 3</li> </ul>
<b>9</b> March 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>WJ-Cog</li> </ul> <p><b>Due: KABC-II Peer Report</b> <b>Due: WJ Cog Peer Protocol – Score in class</b></p>	<ul style="list-style-type: none"> <li>WJ-IV: Chapters 4, 5, Appendix</li> </ul>
<b>10</b> March 20 <sup>th</sup>	<p><b>SPRING BREAK!!!</b></p>	
<b>11</b>	<ul style="list-style-type: none"> <li>Intellectual Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>McGill et al. (2016)</li> </ul>

March 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Specific Learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Scanlon (2013)</li> <li>• Zirkel (2013)</li> <li>•</li> </ul>
<b>12</b> April 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Neuropsychology Overview</li> </ul> <p><b>Due: KABC Student Report</b></p>	<ul style="list-style-type: none"> <li>• Readings will be provided</li> </ul>
<b>13</b> April 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Stanford Binet Overview</li> </ul> <p><b>Due: WISC-V Peer Report</b> <b>Due: WJ-Cog Student Protocol (score in class)</b></p>	<ul style="list-style-type: none"> <li>• Readings will be provided</li> </ul>
14 April 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Cross Battery Assessment</li> <li>• DEMO XBASS</li> </ul> <p><b>Due: WJ-Cog IV Peer Report</b></p>	<ul style="list-style-type: none"> <li>• Cross Battery Assessment: Ch. 3, 4, 6</li> <li>• WISC-V: Chapter 7</li> </ul>
15 April 24 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Other Cognitive Assessments</li> </ul> <p><b>Due: WISC-V Student Protocol &amp; Report</b></p>	<ul style="list-style-type: none"> <li>• Readings will be provided</li> </ul>
16 May 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• In Class Work Day</li> </ul> <p><b>Due: WJ-Cog Student Protocol &amp; Report</b></p>	
17 May 8 <sup>th</sup>	<p>FINALS WEEK</p> <p><b>Due: XBA Assignment</b></p>	

### SYLLABUS POLICY CHANGE

**\*\*\*The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance. \*\*\***