

Psychology/Special Education 573
Intellectual Assessment I/Principles of Cognitive Assessment
Thursday 4:30-7:10 PM
Fall 2014

Instructor: Dr. DeMarquis Hayes

Office: Binnion 219

Office Hours: Tuesday 1:00 – 4:00 pm
 Thursday 3:00 – 4:30 pm (MPLX)
 or by appointment

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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

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, 2nd Ed.* 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.
- 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:

- 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
- 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
- Unruh, S. & McKellar, N. A. (2013). Evolution, not revolution: School Psychologists' changing practices in determining Specific Learning Disabilities. *Psychology in the Schools, 50*, 353-365. doi: 10.1002/pits.21678
- 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

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. 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 **4 or more 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 30 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**.

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.

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/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).

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.

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.

Course Requirements and Grade Determination:

1. Reading Reflection: (50 pts)

Students must turn in a **1-2 page** (double spaced) **reflection** about the assigned readings on eCollege for the corresponding week by **Thursday morning 8 AM**. The reflection does not have to discuss everything covered in those weekly readings but instead focus on a topic of interest that you would like to share with the class. This is not merely a summary of what you read but an analysis of what you thought about what you read. Any reflections that are not turned in prior to 8 AM will not be graded. Even though you are turning assignment in on eCollege, please put your name & the corresponding class date for the assignment at the top of the page. This assignment does not have to be in APA style.

2. Interview Assignment: (60 points)

Students will bring a copy of a sample interview that they would do with a child/adolescent/adult to class. We will discuss appropriateness of questions (10 pts)

Students will 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. Students must also submit a signed consent form. (25 pts)

Students will also do a report write-up on the student interview that will be submitted on eCollege. (25 pts)

3. Midterm: (50 points)

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

4. Woodcock-Johnson III Cognitive Assessment: (100 points)

- WJ-III COG with student including scored protocol (50 pts.) & report (50 pts.)

5. Kaufman Assessment Battery for Children, 2nd Edition: (100 points)

- KABC-II with student including scored protocol (50 pts.) & report (50 pts.)

6. Wechsler Intelligence Scale for Children: 4th Edition or Wechsler Adult Intelligence Scale 4th Edition: (100 points)

- WISC-IV or WAIS-IV with student including scored protocol (50 pts.) & report (50 pts.)

7. XBA Assignment: (50 pts)

- Students will use the XBA program to enter their WJ-III Cognitive scores.

8. Assessment Presentation (40 pts)

- All students will due a brief presentation on one of the 3 evaluations they did during the semester. Use power point to show scores to the class as you explain your results.

9. Participation (10 pts)

- Students must actively participate and show up for classes. The more you put in the more you will get out of this class.

10 points	8-9 Points	5-7 Points	0-4 Points
Attends all classes from start to finish; Strong idea generator and/or facilitator in class activities	Absent, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics	Absent, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions	Absent, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process

Evaluation

Final grades will be calculated based on the total number of points obtained for the assignments.

Assignment	Points Possible
Reading Reflections (x10)	50
Interview Assignment	60
Midterm	50
WJ-III	100
KABC-II	100
WISC-IV	100
XBA Assignment	50
Presentation	40
Participation	10
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Total Points for Course:	560

Final grades will be assigned using the following scale:

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

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 2014 Course Schedule PSY/SPED 573 (Subject to Change)

Week	Date(s)	Topic(s)
1	08/28	<ul style="list-style-type: none"> • Greetings and introductions • Review of the syllabus and course requirements • Specific Learning Disabilities <p>Readings: Scanlon (2013) Unruh & McKellar (2013) Zirkel (2013)</p>
2	09/04	<ul style="list-style-type: none"> • Administering test to children • Clinical interview <p>Readings: Readings Provided</p> <p>Due: Bring Clinical Interview Questions/Protocol to Class</p>
3	09/11	<ul style="list-style-type: none"> • CHC Theory • Cross-Battery Overview <p>Readings: Cross Battery Assessment: Ch. 1, Appendix A - C</p>
4	09/18	<ul style="list-style-type: none"> • Woodcock-Johnson-III Test of Cognitive Abilities <p>Readings: WJ-III: Chapters 1, 2, & 3</p> <p>Due: Student Interview (Video & Write-up)</p>
09/19	Dallas-Forth Worth Regional Association of School Psychologists Fall Conference held at Dallas County Schools (http://www.dfwrasp.org for details)	
		<ul style="list-style-type: none"> • Morning session Ethics • Afternoon session Cultural Diversity
5	09/25	<ul style="list-style-type: none"> • Woodcock-Johnson-III Test of Cognitive Abilities <p>Readings: WJ-III: Chapters 4, 5, & 7 (Split Case study 1 & 2)</p>

6	10/02	<ul style="list-style-type: none">• Report Writing Readings: Mastoras et al (2011) Michaels (2006) Wiener & Costaris (2012)
7	10/09	<ul style="list-style-type: none">• No Class ----- Midterm
8	10/16	<ul style="list-style-type: none">• Cross-Battery Assessment Readings: Cross Battery Assessment: Ch 2, 3, & Appendix H; (CD) Due: WJ-III Assessment (Protocol & Report)
10/16 – 10/18		Texas Association of School Psychologists Annual Convention held at Omni Mandalay Hotel at Las Colinas(http://txasp.org for details)
9	10/23	<ul style="list-style-type: none">• Cross-Battery Assessment Readings: Cross Battery Assessment: Ch. 4, 6, & 7; (CD)
10	10/30	<ul style="list-style-type: none">• Kaufman Assessment Battery for Children- II Readings: KABC-II: Chapters 1 & 2 Due: Input Use XBA to input WJ-III scores
11	11/06	<ul style="list-style-type: none">• Kaufman Assessment Battery for Children- II Readings: KABC-II: Chapters 3, 5, & 7 (Split Case Study 1-4)

12	11/13	<ul style="list-style-type: none">• Wechsler Intelligence Scale for Children- IV Readings: WISC-IV: Chapters 1, 2, & 3 Due: KABC-II
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13	11/20	<ul style="list-style-type: none">• Wechsler Intelligence Scale for Children- IV Readings: Flanagan & Kaufman, Chapters 4, 5, 8, & 9
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14	11/27	Thanksgiving (No Class)
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15	12/04	<ul style="list-style-type: none">• Presentation of Assessment Results Due: WISC-IV
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