



TEXAS A&M UNIVERSITY COMMERCE

Psychology/Special Education 573
Intellectual Assessment I/Principles of Cognitive Assessment
Tuesdays 4:30-7:10 PM
Spring 2016
Metroplex

Instructor: Robin Balderson

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Office Hours: Tuesday 7:10-8:00 PM (MPLX) or by appointment

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-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.

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.

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

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., 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.

Other Required Reading: Various journal articles will be provided as appropriate to the class.

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. For some people, I find it better not to test your own children or family members but instead to test the children of friends. If this is not possible then you are permitted to test you own children or family members. Some people find it is nice to practice on their own children before administering to meet assignments due. 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. Parental consent forms must be completed before testing can occur even if testing your own children. When giving consent you must address the issue of confidentiality and when it will not be maintained. 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 and let me know ahead of time at all possible via text or email. 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. 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

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 put cell phones 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. However; we are all mature, professionals with children and families and situations do arise, so I am ok with you checking occasionally to make sure your people aren't trying to reach you for an emergency.

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 and eCollege accounts associated with this class.

*****I am new to this process, but have been working on the Ecollege site. It is clearly a work in progress, so please bear with me as I discover all the things it can do. For now, I will have weekly outlines, chapter notes and power points, extra credit opportunities and Handouts for optional readings. Mostly what I am still working on is figuring out the Drop Box feature for you to upload assignments for grading. We will just plan on having you bring hard copies of assignments to me in class until I become a 'master' at it😊**

****In addition to that, I am new to teaching this course and feel it important to not "build" the course too far out to ensure the best plan for the class as we move forward. Therefore, the course outline is a "work in progress" and I will most likely only be working about 2-3 weeks in advance as I see where we are and how the flow of the class moves.**

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). 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. In the event of a 2nd offense the student will automatically receive a grade of F in the course and again be reported to the appropriate university officials.

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. Personal Statement: Getting to Know You

50 points

Prepare a one page summary so that your classmates and I can get to know you. Give information about your degree sought, teaching experience, ambitions for the future or anything else you think we will find interesting. Feel free to include some personal details such as family, pets, hobbies/interests.

2. Interview Assignment: (50 points)

Students will prepare a sample interview that they would do with a child/adult to class to be modeled after the class discussions and examples are shared. We will discuss appropriateness of questions.

Students will conduct an interview with a school-aged child/adolescent. The interview questions document with answers plus the formal 1 page write up will be turned in for the grade. (40 pts)
Students must also submit a signed consent form. (10 pts)

4. Kaufman Assessment Battery for Children, 2nd Edition: 350 points total

* 2 administrations of KABC-II with student including scored protocol (100pts each)

*1 administration of KABC-II with student including scored protocol (100 pts) and written report of findings (50pts). (To be turned in later towards the middle to end of class after you've had ample exposure to tests and expectations.)

*Protocols and reports are graded very carefully- One point deduction for every error.

5. Wechsler Intelligence Scale for Children: 5th : 350 points total

*2 administrations of WISC 5 with student including scored protocol (100pts each)

*1 administration of WISC 5 with student including scored protocol (100 pts) and written report of findings (50pts). (To be turned in later towards the middle to end of class after you've had ample exposure to tests and expectations.)

*Protocols and reports are graded very carefully- One point deduction for every error.

6. Woodcock-Johnson IV Cognitive Assessment: (350 points total)

**2 administrations of WJ-COG IV with student including scored protocol (100pts each)

*1 administration of WJ-COG IV with student including scored protocol (100 pts) and written report of findings (50pts). (To be turned in later towards the middle to end of class after you've had ample exposure to tests and expectations.)

*Protocols and reports are graded very carefully- One point deduction for every error.

7. XBA Assignment: (100 pts)

*Students will use a profile given to them by professor where results have already been entered into XBA program in order to analyze results and complete a 1-3 page written report on findings and implications and determine if eligibility criteria as SLD was met.

8. FINAL: Cognitive Administrations with examinee of your choice (100 points)

* Each student will have to sign up for a time during the last two weeks of class to administer portions of the 3 cognitive assessments covered during the course to the instructor. Each student will test for approximately 15-30 minutes. You will be required to bring in a test examinee of your choice and once there, you will be told which test to administer and which subtest to start with. You will not be asked to administer a whole test, just enough for me to see you have become comfortable with the tests and are proficient. Students will be graded on accuracy of administration behaviors only. Once you complete your administration, you will be through with the class for the semester.

Evaluation

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

Assignment Points Possible:

Personal Statement 50

Interview Assignment 50

WJ-IV 350

KABC-II 350

WISC-V 350

XBA Assignment: Written Report 100

FINAL: Cognitive Administration 100

Total Points for Course: 1350

Final grades will be assigned using the following scale:

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 formal testing session to be turned in for a grade. **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 or timer on your phones will suffice 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 and age of examinee 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 check out 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 diagnostician, you might be able to “borrow” theirs to allow for more practice time without as much time constraints.