



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

Tuesday & Thursday 10:00 am (will attempt live stream on D2L)

COURSE SYLLABUS: SUMMER I 2020

**Instructor:** Dr. DeMarquis Hayes, LP, LSSP

**Office:** Binnion 201

**Class:** Web

**Email:** [demarquis.hayes@tamuc.edu](mailto:demarquis.hayes@tamuc.edu)

**Preferred Form of Communication:** email

*Please allow 24 business hours for a response time. Emails sent during the weekend will receive a response by Tuesday.*

**Office Hours:**

Tuesday & Thursday via D2L

2:00 pm until 4:00 pm

**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 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

***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:**

Brue, A. W., & Wilmshurst, L. (2016). *Essentials of intellectual disability assessment and identification*. Hoboken, NJ: Wiley & Sons Inc (**AVAILABLE ONLINE**)

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.\* (AVAILABLE ONLINE)**

Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E. & Kaufman, N. L. (2005). *Essentials of KABC-II Assessment*. Hoboken, NJ: Wiley & Sons, Inc.

Lichtenburger, E., Kaufman, A. (2013). *Essentials of WAIS-IV Assessment*. Hoboken, NJ: Wiley & Sons, Inc. (**AVAILABLE ONLINE**)

Lichtenburger, E., Mather, N., Kaufman, N., & Kaufman, A. (2012). *Essentials of Assessment Report Writing, 2<sup>nd</sup> Ed.* Hoboken, NJ: Wiley & Sons, Inc. (**AVAILABLE ONLINE**)

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 (**AVAILABLE ONLINE**)

### **Other Required Reading:**

Cormier, D. C., Wang, K., & Kennedy, K. (2016). The linguistic demands of the oral directions for administering the WISC-IV and WISC-V. *Canadian Journal of School Psychology*, 31, 290-304. doi: 10.1177/0829573516643314

Luria, S. (2016). Creativity in gifted identification: increasing accuracy and diversity. *Annals of the New York Academy of Sciences*, 1, 44-52. doi: 10.1111/nyas.13136

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, 159-170. doi: 10.1177/0731948715618504

Proctor, S., Graves, Jr., S., & Esch, R. (2012). Assessing African American students for specific learning disabilities: The promises and perils of response to intervention. *Journal of Negro Education, 81*, 268-282. doi:10.7709/jnegroeducation.81.3.0268

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

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

Zhou, Z. (2018). Psychological assessment with Chinese Americans: Concerns and recommendations. *Psychology in the Schools, 55*, 1121-1132. doi: 10.1002/pits.22162

### **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.*** Due to Covid Pandemic this class has moved to an online format which will lead to differences in attendance for us all. I will have live class at least once a week. This will be recorded in case some students are unable to attend the live stream. Attendance will be assessed via completion of assignments and/or discussion board.

### ***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 & Special Education and/or Dean's Office).

### ***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 D2L. 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. 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. A second instance of academic integrity can result in the failure of this course.

### **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***

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ***ACCESS AND NAVIGATION***

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:** 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.

## ***COMMUNICATION AND SUPPORT***

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **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, watching videos and demonstrations, and practicing skills learned. **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.**

Traditionally, there is **a lot of testing** (administration of various cognitive assessments) required for this course. However, due to the Covid Pandemic the availability of test subjects and distribution of test materials may be limited. We will discuss during class the best way to proceed. It is my hope that every student will be able to administer each main assessment at least once. At any rate, we will use online resources and materials to give you the broadest exposure possible. If we do test students/people **you are responsible for finding participants to test to fulfill requirements for this course.** 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 or an adult. 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. Class Participation: (50 points)**

Coming to online classes prepared is essential for your learning and weekly quizzes and discussion questions will be given. Quizzes and discussions will count towards your participation grade.

Discussion, presentations, and simulations (if time allows) require your active participation. You are expected to complete the readings scheduled for each class, and to come to class prepared to discuss them. It is essential that you attend class, read assignments, and complete assigned activities each week.

### **2. 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?

### **3. Protocol Reviews: (150 points)**

Students will review 3 protocols provided by instructor and need to score/find errors

### **4. KABC-II: (200 points)**

1 administration of KABC-II including scored protocol (90 pts), written report (90 pts), and signed consent form (20 pts)

### **5. WISC-V: (200 points)**

1 administration of KABC-II including scored protocol (90 pts), written report (90 pts), and signed consent form (20 pts)

### **6. WJ-IV COG: (200 points)**

1 administration of KABC-II including scored protocol (90 pts), written report (90 pts), and signed consent form (20 pts)

### **7. 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.

## **TOTAL POINTS FOR CLAS: 950 points**

**A 950 – 855 points**

**B 854 – 760 points**

**C 759 – 665 points**

**D 664 – 570 points**

**F < 570 points**



**\*\*All Assignments must be scanned and uploaded to D2L.\*\***

### **Protocols**

Students are required to turn in their protocols with each report and consent forms for protocols with each assessment. **Scoring is extremely strict due to the importance of accuracy. One point will be deducted for every mistake. If a mistake is made multiple times, it will be marked wrong each time.**

### **Reports**

All reports must be uploaded to D2L under the specified week as a Word document, double spaced, in 12-point font. Reports should include the six sections mentioned below and will be graded based on the instructor's clinical judgement. Essentially, 1 point will be deducted for every mistake. **If a mistake is made multiple times, it will be marked wrong each time. Be sure that all descriptors align with the assessment that is given, that all grammar is correct, and that all formatting is followed.** Be sure to use all of your resources when writing your reports.

### **Guidelines for Writing Psychological Reports.**

Each written report will contain the following sections:

- 1. Background Information
- 2. Behavioral Observations
- 3. Test Results and Interpretation
- 4. Summary
- 5. Recommendations
- 6. Appendix: Tabled Test Scores

### **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 diagnostician, you might be able to "borrow" theirs to allow for more practice time without as many time constraints

**Summer I 2020 Course Schedule PSY/SPED 573 (Subject to Change)**

<b>Week</b>	<b>Topic &amp; Assignment</b>	<b>Reading</b>
<b>1</b> June 1 – June 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Greetings and introductions</li> <li>• Review of the syllabus and course requirements</li> <li>• Administering test to children (Building Rapport)</li> <li>• Clinical interview (Provided)</li> <li>• Multicultural Issues</li> <li>• Report Writing</li> <li>• Recommendations</li> </ul> <p><b>Due: Cognitive Assessment Statement</b></p>	<ul style="list-style-type: none"> <li>• Zhou, Z. (2018)</li> <li>• Cormier, et. al. (2016)</li> <li>• Luria (2016)</li> <li>• <i>Essentials of Report Writing</i></li> <li>• Mastoras, et al. (2011).</li> </ul>
<b>2</b> June 8 <sup>th</sup> – June 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>• KABC-II</li> <li>• UNIT</li> </ul> <p><b>Due: KABC Protocol Review</b></p>	<ul style="list-style-type: none"> <li>• <i>Essentials of KABC-II Assessment</i></li> </ul>
<b>3</b> June 15 <sup>th</sup> – 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• WISC-V</li> <li>• WPPSI-IV</li> <li>• WAIS-IV</li> </ul> <p><b>Due: WISC Protocol Review</b>  <b>Due: KABC Protocol &amp; Report</b></p>	<ul style="list-style-type: none"> <li>• <i>Essentials of WISC-V Assessment</i></li> <li>• <i>Essentials of WAIS-IV Assessment</i></li> <li>• <i>Essentials of WPPSI-IV Assessment</i></li> <li>•</li> </ul>
<b>4</b> June 22 <sup>nd</sup> – June 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• WJ-IV COG</li> </ul> <p><b>Due: WJ Protocol Review</b>  <b>Due: WISC Protocol &amp; Report</b></p>	<ul style="list-style-type: none"> <li>• <i>Essentials of WJ -IV Cognitive Abilities Assessment</i></li> </ul>
<b>5</b> June 29 <sup>th</sup> – July 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• CHC Theory</li> <li>• XBA</li> <li>• SLD</li> <li>• ID</li> </ul> <p><b>Due: XBA</b></p> <p><b>Due: WJ Protocol &amp; Report</b></p>	<ul style="list-style-type: none"> <li>• <i>Essentials of intellectual disability assessment and identification</i></li> <li>• <i>Essentials of cross-battery assessment</i></li> <li>• McGill et al. (2016)</li> <li>• Proctor et. al. (2012)</li> <li>• Scanlon (2013)</li> <li>• Zirkel (2013)</li> </ul>