



INTELLECTUAL ASSESSMENT I/ PRINCIPLES OF COGNITIVE ASSESSMENT
PSY/SPED 573
COURSE SYLLABUS: SPRING 2021 - ONLINE

Professor: Dr. Maria Peterson-Ahmad, Ph.D.

Email:

Office Hours: By appointment via online platform

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.

Textbooks (Required):

1. Brue, A. W., & Wilmshurst, L. (2016). *Essentials of intellectual disability assessment and identification*. Hoboken, NJ: Wiley & Sons Inc (**AVAILABLE ONLINE**)
2. Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment*. Hoboken, NJ: Wiley & Sons, Inc
3. 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**)*
4. Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E. & Kaufman, N. L. (2005). *Essentials of KABC-II Assessment*. Hoboken, NJ: Wiley & Sons, Inc.
5. Lichtenburger, E., Kaufman, A. (2013). *Essentials of WAIS-IV Assessment*. Hoboken, NJ: Wiley & Sons, Inc. (**AVAILABLE ONLINE**)
6. Lichtenburger, E., Mather, N., Kaufman, N., & Kaufman, A. (2012). *Essentials of Assessment Report Writing*, 2nd Ed. Hoboken, NJ: Wiley & Sons, Inc. (**AVAILABLE ONLINE**)
7. 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**)

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

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
- 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.
- **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.

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:

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. While efforts are made to check and respond to email in an expedited manner, please allow a minimum 24-hour response time during the week and a minimum 48-hour response time on the weekends, during professional trainings/conferences, and/or on holidays. As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

Professionalism Student involvement in classes is aimed at developing need skills and teacher attributes that will enable them to productive members of the teaching profession. It is expected that students will work on developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity, and tactfulness.

Expected Quality of Work Papers These requirements apply to any paper that is assigned, and that is to be completed outside of the classroom:

- ✓ Use of Microsoft Word to produce written assignments
- ✓ 1-inch margins
- ✓ APA 7th edition format (**read** the manual)
- ✓ Proofread paper for grammatical, mechanical, and spelling errors
- ✓ *It is highly suggested that students using the Writing Center for assistance*
- ✓ *TurnItIn may be utilized for submitted papers*

Plagiarism is unacceptable and is not tolerated. Students found to plagiarize; including self-plagiarizing, will fail the assignment and be referred to The Office of Student Rights and Responsibilities.

Deadlines All assignments must be submitted on time-late assignments will not be accepted. **Note:** *Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student.*

Class participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in the identification of the issues, understanding of the problems, and ability to propose and evaluate solutions. **It is expected that discussion in class will reflect reading related to the topic.** All participants are expected to welcome open expression of opinions, attitudes, and beliefs.

Class attendance policy

Class attendance is monitored through timely online participation and posting. It is the responsibility of the student to assure that his/her presence has been noted. Punctuality in submitting assignments and asking questions is expected as part of professional responsibility and courtesy.

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.

University Specific Procedures- 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)

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>

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. The first instance of plagiarism/academic dishonesty will result in a 0 on the assignment and the second will result in a 0 in the course. 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>

ADA Statement- 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
Email: Rebecca.Tuerk@tamuc.edu

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

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

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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer. 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.

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

COURSE REQUIREMENTS

Class Format

This course will consist of recorded lectures that will be posted in D2L, online discussion groups, watching videos and demonstrations within modules posted in D2L, and practicing skills learned. **It is critical that students read assigned material before beginning each of the online modules so that all students can participate in the learning process to the maximum extent possible.**

Traditionally, there is **a lot of testing** (administration of various cognitive assessments) required for this course. However, due to COVID, the availability of test subjects and distribution of test materials may be limited. We will monitor this throughout the semester to determine the best way to proceed as we go. In addition, we will use online resources and materials to give you the broadest exposure possible. It is my hope that every student will be able to administer each main assessment at least once. **You are responsible for finding participants to fulfill the assessment requirements for this course.**

Assessment 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.**

Assessment 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

IMPORTANT

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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 with the scheduled date/time that has been setup to check out these materials.**

***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 testing 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

OTHER THINGS TO REMEMBER

- 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). **A permission form will be posted in D2L.**
- 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, as practice, in your psychological report).

Course Assignments/Points/Descriptions:

- Bi-Weekly Module Assignments (7 x 20 points each) = 140 points
- Cognitive Assessment Statement = 50 points
- Protocol Review (3 @ 50 points each) = 150 points
- KABC-II = 100 points
- WISC-V= 100 points
- WJ-IV COG= 100 points
- XBA Assignment= 60 points

NOTE *in order to receive a grade for this class you need to complete ALL assignments in their entirety.*

TOTAL POINTS AVAILABLE=700 points

Grade Distribution: A 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or lower

Bi-Weekly Course Modules (Qty. 7 @ 20 pts. each = 140 pts.):

You will be required to complete the assigned readings from your assigned readings (see course agenda) as well as other accompanying readings, viewing of videos, discussions, or other activities as assigned in each module. Modules may consist of a discussion board thread, activity response, etc. Please be sure that you plan enough time to thoroughly prepare for the completion of each bi-weekly module, as it will be directly linked to your text and other items posted within each module. You must complete all components in the module. At the end of each module, you will complete a culminating assignment in which you will be graded on. These will include information from the entirety of each module. Your answers should provide direct evidence from the text, other readings, videos, outside sources, etc. and be well written.

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?

Protocol Reviews: (3 @ 50 points each = 150 points)

Students will review 3 protocols provided by instructor and need to score/find errors. If errors are found, student will write about what the error is and statements about why they feel it's an error and how it should be corrected and/or modified.

KABC-II: (100 points)

You will administer the KABC-II and submit the scored protocol (45 pts), written report (45 pts), and signed consent form (10 pts) with your assignment submission.

WISC-V: (100 points)

You will administer the WISC-V and submit the scored protocol (45 pts), written report (45 pts), and signed consent form (10 pts) with your assignment submission.

WJ-IV COG: (100 points)

You will administer the WJ-COG and submit the scored protocol (45 pts), written report (45 pts), and signed consent form (10 pts) with your assignment submission.

XBA Assignment: (60 points)

Students will complete the following for this assignment:

1. Conduct research on XBA; find a minimum of 2 peer-reviewed articles. From the articles found, you will write a minimum of 2 pages discussing the articles, information you learned, information you still have questions about, etc. Please use appropriate APA citation usage in your writing.
2. Watch a webinar on XBA. After you watch the webinar, you will write a minimum of one page in reflection to the webinar regarding information you learned, information you still have questions about, etc. Please use appropriate APA citation usage in your writing.
3. Look at a profile of scores completed in the XBA software to determine if the given profile would qualify for a SLD. Write a brief report to explain the results from the XBA report and the implications of these results. Please write a minimum of one page. Use the Texas Legal Framework and other relevant documents to support your writing for this portion of the assignment.

EDSE 573 Course Agenda

**Subject to change at the discretion of the professor

Note: Assignments are due on or before the due dates posted below

	Topics & Assigned Readings/Activities	Assignments & Due Dates
Weeks 1 & 2 January 11- January 24	<ul style="list-style-type: none"> • Cognitive Assessment • Posted articles/other readings/activities in D2L 	<ul style="list-style-type: none"> • Bi-Weekly Module #1- due by 10 pm on January 24 • Cognitive Assessment Statement due by 10pm on January 24
Weeks 3 & 4 January 25- February 7	<ul style="list-style-type: none"> • KABC • Posted articles/other readings/activities in D2L 	<ul style="list-style-type: none"> • Bi-Weekly Module #2- due by 10 pm on February 7 • Protocol Review #1 due by 10pm on February 7
Weeks 5 & 6- February 8- February 21	<ul style="list-style-type: none"> • WISC • Posted articles/other readings/activities in D2L 	<ul style="list-style-type: none"> • Bi-Weekly Module #3- due by 10pm on February 21 • Protocol Review #2 due by 10pm on February 21
Weeks 7 & 8- February 22- March 7	<ul style="list-style-type: none"> • WJ-IV • Posted articles/other readings/activities in D2L 	<ul style="list-style-type: none"> • Bi-Weekly Module #4- due by 10 pm on March 7 • Protocol Review #3 due by 10pm on March 7
Weeks 9 & 10 March 8- March 21	<ul style="list-style-type: none"> • LD Identification • Posted articles/other readings/activities in D2L 	<ul style="list-style-type: none"> • Bi-Weekly Module #5- due by 10 pm on March 21
Weeks 11 & 12- March 22- April 4	<ul style="list-style-type: none"> • XBA • Posted articles/other readings/activities in D2L 	<ul style="list-style-type: none"> • Bi-Weekly Module #6- due by 10 pm on April 4 • XBA Assignment due by 10pm on April 4
Weeks 13 & 14- April 5- April 18	<ul style="list-style-type: none"> • Other Items TBA • Posted articles/other readings/activities in D2L 	<ul style="list-style-type: none"> • Bi-Weekly Module #7- due by 10 pm on April 18
Week 15– FINALS WEEK April 19-April 23	<ul style="list-style-type: none"> • All administered assessments, scored protocols, written reports, and signed consent forms due by 10 pm on April 22 	

