



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

Monday 7:20pm – 10:00pm

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Kendra Saunders, Ph.D., Assistant Professor of School Psychology

Office Location: Henderson 234

Office Hours: Monday 3:00pm – 6:00pm (Mesquite); Wednesday 2:00pm -4:00pm (Online via D2L/Zoom); by appointment online or in person.

University Email Address: Kendra.Saunders@tamuc.edu

Preferred Form of Communication: University Email

Communication Response Time: Via university email within 48 business hours.

Room: Mesquite Metroplex, TBD

COURSE INFORMATION

Materials Required:

Clip board

Pencils with and without an eraser

Black or Blue pen

Stopwatch that does not beep (you can use your phone)

Textbook(s) Required:

1. Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment*. Hoboken, NJ: Wiley & Sons, Inc. (SCHOOL PSYCH & DIAG STUDENTS)
2. 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)*
3. Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E. & Kaufman, N. L. (2005). *Essentials of KABC-II Assessment*. Wiley & Sons, Inc.
4. Lichtenberger, E., & Kaufman, A. (2013). *Essentials of WAIS-IV assessment, 2nd Ed.*. Wiley. (CLINICAL/APPLIED STUDENTS)
5. Lichtenberger, E., Mather, N., Kaufman, N., & Kaufman, A. (2012). *Essentials of Assessment Report Writing, 2nd Ed.* Wiley & Sons, Inc. (AVAILABLE ONLINE)

6. Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ-IV Cognitive Abilities Assessment*. Wiley & Sons, Inc. ISBN-13: 9781119163367 (**AVAILABLE ONLINE**)
7. Zuckerman, E. (2019). *Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological Reports*, 8th Edition. Guilford Press. (**AVAILABLE ONLINE OR FREE DOWNLOAD**)

Other Required Article Readings:

Barber, N. (2004). Educational and ecological correlates of IQ: A cross national investigation. *Intelligence*, 33, 273-284.

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

Dickens, W., & Flynn, J. (2006). Black Americans reduce the racial IQ gap: Evidence from standardization samples. *Psychological Science*, 17, 913-920.

Dickens, W., & Flynn, J. (2006). Common Ground and Differences. *Psychological Science*, 17, 923- 924.

Edwards, O. (2006). Special education disproportionality and the influence of intelligence test selection. *Journal of Intellectual & Developmental Disability*, 31, 246–248

Fagan, J., & Holland, C. (2002). Equal opportunity and racial differences in IQ. *Intelligence*, 30, 361- 387.

Farrell, M., & Phelps, L. (2000). A comparison of the Leiter-R and the Universal Nonverbal Intelligence Test (UNIT) with children classified as language impaired. *Journal of Psychoeducational Assessment*, 18, 268–274.

Floyd, R., Clark, M., & Shadish, W. (2009). The Exchangeability of IQs: Implications for Professional Psychology. *Professional Psychology Research and Practice*, 39, 414-423.

Hale, J., & Fiorello, C. (November 2002). Beyond the Academic Rhetoric of g: Intelligence Testing Guidelines for Practitioners. *Communiqué*, 30, Issues 2&3.

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(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
- Pelco, L., Ward, S., Coleman, L., Young, J. (2009). Teacher ratings of three psychological report styles. *Training and Education in Professional Psychology, 3*, 19-27.
- 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
- Reed, M., & McCallum, R.S. (1995). Construct validity of the Universal Nonverbal Intelligence Test (UNIT). *Psychology in the Schools, 32*, 277-290.
- Rushton, J.P., & Jensen, A.R. (2006). The totality of available evidence shows the race IQ gap still remains. *Psychological Science, 17*, 921-922.
- 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
- Scheiber, C. (2016). Does the KABC-II display ethnic bias in the prediction of reading, math, and writing in elementary through high school? *Assessment, 6*, 729-745. doi: 10.1177/1073191115624545
- Silverman, W., Mizejeski, C., Ryan, R., Zigman, W., Krinsky-McHale, S., & Urv, T. (2010). Stanford-Binet and WAIS IQ differences and their implications for adults with intellectual disability (aka mental retardation), *Intelligence, 38*, 242-248.
- Wiener, J. & Costaris, L. (2012). Teaching psychological report writing: Content and process. *Canadian Journal of School Psychology, 27*, 119-135. doi: 10.1177/0829573511418484
- Young, E.L., & Assing, R. (2000). Review of the Universal Nonverbal Intelligence Test. *Journal of Psychoeducational Assessment, 18*, 280-288.
- 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

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/WAIS-IV, & 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.

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. The objectives in this course are to develop student competency in:

- Establishing and maintaining rapport with children and adolescents
- 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.

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>

Interaction with Instructor Statement

All students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). All communication about the class must be completed with your university email and will not be completed with personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSY/SPED 573: Question about assignment. As noted above, all emails will be returned in 48

hours, except for weekends and holidays. If you have a question that can be addressed through email, I will do so. If your question would best be served by us meeting by telephone, video chat, or in person, I will schedule an appointment with you during office hours or at a mutually convenient time.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Class Format

This course will consist of lecture, discussion groups, small group work, simulations, role-playing, and other active learning exercises if time permits. **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 actively participate in the learning process.**

There is a **high amount 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 your own children or family members. **However, I caution you to choose wisely because in your professional role as 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.**

School Psychology and Diagnostician students will need to test **THREE** children during this course and **Applied/Clinical** students are required to test **ONE** child, 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. Class Participation: (50 points)

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: (2 @ 50 points each = 100 points)

Students will review 2 protocols provided by instructor and need to score/find errors. If errors are found, student will provide details about the error, why it constitutes an error, and how it should be corrected and/or modified.

4. Protocols and Reports: (600 points)

Standardized testing is a complex and demanding clinical assessment task. Examiners must follow administration and scoring guidelines with absolute accuracy to ensure valid results while simultaneously interacting with and observing the examinee's behavior, affect, mood, interest, and effort. Practice is the most effective way for new examiners to develop comfort and fluency with these tasks. The administration assignments are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in this course. *Students are responsible for obtaining volunteer subjects to test.*

Students are required to complete 2 peer protocols, 3 protocols with a K-12 student/volunteer for a total of 5 administrations. Additionally, there is 1 report per K-12 student/volunteer protocol for a total of 3 reports. Completing protocols properly is of essential importance as a school psychologist, diagnostician, and clinician. Do not rush. Give yourself time. Triple check for accuracy. Do **NOT** use real names, rather use first and last initial or pseudonyms on all reports and protocols.

All protocols, record forms, consent forms, strength/deficit forms, and flash drives must be turned in at the beginning of class in the student's folder to receive full credit. If any of the aforementioned documents are missing, 2 points per day will be deducted from the total assignment grade.

Protocols

Students are required to turn in their protocols with each report and consent forms for protocols with a K-12 student. If consent forms are not submitted with the protocols a grade of **ZERO** will be given. NO EXCEPTIONS. Students are also required to turn in the completed strength/deficit form with each protocol. Students are responsible for keeping up with their protocols. Extra protocols will NOT be provided. **The rubric for reports will be uploaded to D2L. Scoring is extremely strict due to the importance of accuracy.**

WISC-V/WAIS-IV test administrations will consist of the 10 core subtests. WJ-IV test administrations will consist of the 14 extended cognitive battery subtests.

SSP & Diagnostician Students

Wechsler Intelligence Scale for Children 5th Edition: (375 points)

- WISC-V protocol with peer (50 points) & brief reflection (25 points)
- WISC-V protocol (50 points) & report with a student (provide consent form) (100 points)
- WISC-V protocol (50 points) & report with a student (provide consent form) (100 points)

Woodcock-Johnson IV Cognitive Assessment (225 points)

- WJ-IV COG protocol with peer (50 points) & brief reflection (25 points)
- WJ-IV COG protocol (50 points) & report with a student (provide consent form) (100 points)

Applied/Clinical Students

Wechsler Adult Intelligence Scale | Fourth Edition (375 points)

- WAIS-IV protocol with peer (50 points) & brief reflection (25 points)
- WAIS-IV protocol (50 points) & report with a volunteer (provide consent form) (100 points)
- WAIS-IV protocol (50 points) & report with a volunteer (provide consent form) (100 points)

Woodcock-Johnson IV Cognitive Assessment (225 points)

- WJ-IV COG protocol with peer (50 points) & brief reflection (25 points)
- WJ-IV COG protocol (50 points) & report with a student (provide consent form) (100 points)

Reports

All reports must be uploaded to D2L under the specified assignment as a Word document in 12-point font (examples will be given). Reports should include the five sections mentioned below and will be graded based on the instructor's clinical judgement. Be sure to use all of your resources when writing your reports. You must use a different student/volunteer for each report.

Guidelines for Writing Psychological Reports.

Each written report will contain the following sections:

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

5. Video Administration (100 points)

Students are required to record their third administration of the WISC-V (SSP and Diags) or either the WAIS or WJ (Applied/Clinical) using: iPhone, laptop, or another digital format, so that it can be shared with the professor via DropBox or YouTube. Students can also put their recordings on a flash drive that they DO NOT NEED BACK as an alternative option.

6. XBA Assignment (100 points)

- 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.

- Look at a profile of scores completed in the XBA software to determine if the given profile would qualify for 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.

Assignment Points Possible:

Assignments	Points
Class Participation	50
Cognitive Assessment Statement	50
Protocol Reviews	100
Protocols and Reports	600
Video Administration	100
XBA Assignment	100
Total Points	1000

- A = 90%-100% (900-1000 points)
- B = 80%-89% (800-899 points)
- C = 70%-79% (700-799 points)
- D = 60%-69% (600-699 points)
- F = 59% or Below (less than 599 points)

Assessment Directions:

All testing instruments/materials must be checked out.

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).

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 advanced.

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/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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. 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>

Students with Disabilities-- ADA Statement

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

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

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

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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.

COURSE OUTLINE / CALENDAR

Spring 2022 Course Schedule PSY/SPED 573 (Subject to Change)

Week	Date	Topic	Readings	Assignment Due
1	January 31 st	<ul style="list-style-type: none"> • Greetings and introductions • Review syllabus and course requirements • Administering tests to children (Building Rapport) • ABC's of Assessment and report writing 	<ul style="list-style-type: none"> • Essentials of Report Writing 2nd Edition – Chapter 1 & 4 • Readings on D2L 	
2	February 7 th	<ul style="list-style-type: none"> • Report Writing • Ethical & Multicultural Issues in Assessment 	<ul style="list-style-type: none"> • Essentials of Report Writing 2nd Edition – Chapter 1 & 4 • Readings on D2L 	Cognitive Assessment Statement due February 7 th by 11:55pm
3	February 14 th	NASP BOSTON – NO CLASS		
4	February 21 st	<ul style="list-style-type: none"> • Intelligence Research & Theory • CHC Theory • Cross-Battery Overview • Brief Validity/Reliability Overview 	<ul style="list-style-type: none"> • Cross Battery Assessment: Ch. 1, 2, Appendix A – C • Readings on D2L 	
5	February 28 th	<ul style="list-style-type: none"> • WISC-V/WAIS-IV <p style="text-align: center;">In class practice</p>	<ul style="list-style-type: none"> • WISC-V: Chapters 1-3 • WAIS-IV Chapters 1-3 	

6	March 7 th	<ul style="list-style-type: none"> WISC-V/WAIS-IV Continued <p>In class practice with peer</p>	<ul style="list-style-type: none"> WISC-V: Chapters 4-5 WAIS-IV Chapters 4-5 	WISC-V/WAIS-IV Protocol Review
7	March 14 th	SPRING BREAK – NO CLASS		
8	March 21 st	<ul style="list-style-type: none"> Woodcock-Johnson IV 	<ul style="list-style-type: none"> WJ-IV: Chapters 1, 2, & 3 	-WISC-V/WAIS-IV Peer Protocol & Reflection
9	March 28 th	<ul style="list-style-type: none"> WJ-IV Continued WJ-IV with peer 	<ul style="list-style-type: none"> WJ-IV: Chapters 4, 5, & Appendix 	-WJ-IV Cog Protocol Review
10	April 4 th	<ul style="list-style-type: none"> Task Demand & Recommendations Test Selection Recommendations & g's 	<ul style="list-style-type: none"> Readings posted on D2L 	-WISC-V/WAIS-IV Student/Volunteer Protocol & Report #1
11	April 11 th	<ul style="list-style-type: none"> KABC-II Intellectual Disabilities Specific Learning Disabilities 	<ul style="list-style-type: none"> KABC-II Chapters 1-5 Readings posted on D2L 	-WISC-V/WAIS-IV Student/Volunteer Protocol & Report #2 -Video Administration
12	April 18 th	<ul style="list-style-type: none"> Nonverbal Assessment UNIT /WNV 	<ul style="list-style-type: none"> Readings posted on D2L 	-WJ-IV COG Peer Protocol & Reflection
13	April 25 th	<ul style="list-style-type: none"> Cross-Battery Assessment DEMO XBASS In class XBA Assignment 	<ul style="list-style-type: none"> Cross Battery Assessment Chapters 3, 4, 6 	
14	May 2 nd	<ul style="list-style-type: none"> Early Childhood Assessment WPPSI DAS II 	<ul style="list-style-type: none"> Readings posted on D2L 	-WJ-IV COG Protocol & Report with Student
15 Finals Week	May 9 th			-XBA Assignment

