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

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Matthew Morris Office
Location: Virtual
Office Hours: By Appointment
University Email Address: Matthew.Morris@tamuc.edu
Preferred Form of Communication**:** Email
Communication Response Time: 48 hours

COURSE INFORMATION

Class Meeting Time: Mondays 5:30-8:30 pm via Zoom

Textbook(s) Required:

Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of assessment report writing* (2nd ed.). Wiley.

Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners* (1st ed.). John Wiley and Sons, Inc.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). John Wiley & Sons, Inc.

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ-IV cognitive abilities assessment.* Wiley & Sons, Inc. ISBN-13: 9781119163367

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V assessment*. Hoboken, NJ: Wiley & Sons, Inc.

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Other Required Readings:
Students will be provided resources from the Texas Education Agency and other sources regarding current practices in the identification of disabilities in schools. These materials will be shared in D2L.

Course Description

(PSY/SPED 573)The purpose of this course is to attain knowledge of cognitive functioning & develop skills in the cognitive assessment of children & adolescents. This course integrates the skills of administration, scoring, & interpretation of major cognitive assessment instruments (e.g., WJ-IV COG, KABC-II NU, & WISC-V) in the context of recent cognitive theories & 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 & linguistically diverse children & adolescents are integrated throughout the course in addition to specified lectures.

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:

1. Establishing and maintaining rapport with children, adolescents, and young adults (if applicable)
2. Administering tests of cognitive functioning, including handling test materials, following test directions, and demonstrating competency in timing tests
3. Scoring test protocols
4. Interpreting test findings
5. Writing reports

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be familiar with Microsoft Word for report writing purposes. In addition, students should also be able to access software to launch and attend virtual lectures.

Instructional Methods

This course will consist of lectures, discussion groups, small group work, role-playing, and other active learning exercises. These formats will occur in a virtual setting. Since

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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. Parental consent forms must be completed before testing can occur. 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/special education services to the examinee, school, or parent (but you will make recommendations in your written report for the purpose of understanding how to write specific and targeted recommendations based on the examinee's needs).

Student Responsibilities or Tips for Success in the Course

This is a very demanding course in terms of reading requirements and technical skill acquisition. You will need to budget your time weekly, read ahead when you can, and do all assignments as they are due. This course teaches skills that will impact the lives of children, youth, and adults. Grading is strict, but objective. If at any time you fall behind or are having trouble with the work required in this course, speak to the professor immediately – do not wait until the last week of class.

All testing instruments/materials must be checked out and will be coordinated by the Graduate Assistant assigned to this course. You must verify the kit that you check out has all the materials present. When the kit is returned, the kit will be verified to ensure that all materials are returned.

Please become familiar with the instruments before you record your practice administration or any testing session. This means it is up to you to study, review, and become familiarized with the assessment instruments outside of 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. As a result, please be aware that finding participants can take longer than expected so it is important to 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 materials to become familiar with them and begin testing as soon as you are comfortable.

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Due to the limited number of test kits, we may have to share. Students that share test kits need to take responsibility for the transfer of these kits. The Graduate Assistant assigned to this course will set up a checkout list and coordinate this process. If you have access to a current diagnostician or LSSP, you might be able to "borrow" a kit to allow for more practice time without as many time constraints.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Assessments

Course Activities & Assignments:

1. **Class Participation: (100 points)** Coming to classes prepared is essential for your learning. 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. **WJ-IV COG: (800 points)**
   • 2 administrations of the WJ-IV COG including:
       - Signed consent form (points included with protocols)
       - WJ-IV COG Manual Search Assignment/Quiz (100 points)
       - WJ-IV COG Videos of Select Subtests (400 points total)
       - WJ-IV COG Protocols (two for a total of 200 points)
       - WJ-IV COG Report (100 points)

3. **WISC-V: (700 points)**
   • 2 administrations of the WISC-V including:
       - Signed consent form (points included with protocols)
       - WISC-V Manual Search Assignment/Quiz (100 points)
       - WISC-V Videos of Assigned Subtests (300 points total)

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⬚ WISC-V Protocols (two for a total of 200 points)
⬚ WISC-V Report (100 points)

4. **KABC-II NU: (700 points)**
    • 2 administrations of the KABC-II NU including:
        ⬚ Signed consent form (points included with protocols)
        ⬚ KABC-II NU Manual Search Assignment/Quiz (100 points)
        ⬚ KABC-II NU Videos of Assigned Subtests (300 points total)
        ⬚ KABC-II NU Protocols (two for a total of 200 points)
        ⬚ KABC-II NU Report (100 points)

Consent Forms, Protocols, and Reports: 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 required to complete two protocols with a volunteer using the WJ-IV COG, two protocols with a volunteer using the WISC-V for a total of four administrations, and two protocols with a volunteer using the KABC-II NU for a total of six administrations. Consent forms must accompany each of the protocols. Additionally, there is one report for the WJ-IV COG, one report for the WISC-V, and one report for the KABC-II NU for a total of three reports. Completing protocols properly is of essential importance as a school psychologist, educational diagnostician, and clinician. Do not rush. Give yourself time. Triple check for accuracy. Do not use real names on reports and protocols. *Rubrics will be utilized for protocols and written reports and posted in D2L.*

Videos of Assigned Subtests: Students are required to submit videos of a select number of assigned subtests during one administration of the WJ-IV COG, one administration of the WISC-V, and one administration of the KABC-II NU. These videos must be shared in D2L. It is recommended that students upload their videos to their personal Google drive accounts and create shareable links to the videos and paste them in a Word document that can be uploaded in D2L. This helps ensure testing materials are kept secure, rather than using YouTube or other online platforms. *Rubrics will be utilized for videos of assigned subtests and posted in D2L.*

Scoring System for Protocols

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Major Errors	Minor Errors	Percentage of Points
0	0	100 A+
0	1	95 A
0	3	90 A-
0	4	85 B
0	5	80 B-
1	0	75 C
1	1	70 C-
1	2	65 D
1	3	60 D-
1	4	55 F
1	5	50 F
2	0	45 F
2	1	40 F
2	2	35 F
2	3	30 F
2	4	25 F
2	5	20 F
3	0	15
3	1	10

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3	2+	5
4+	0+	0

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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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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

Dr. Morris will communicate via email to all students. Please allow 48 hours for a response.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments: Late assignments will NOT be accepted unless you have provided adequate documentation allowing your absence to be excused (i.e. doctor's note in case of illness or copy of a funeral program in case of a death of a loved one).

Attendance: Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Excused absences may be allowed under extenuating circumstances with documentation (i.e. emergency room report or doctor's note). If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

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https://www.britannica.com/topic/netiquette

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.
13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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
Velma K. Waters Library Rm 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/

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

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

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**

Department or Accrediting Agency Required Content

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;

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ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Links to TExES Competencies for Diagnosticians

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

COURSE OUTLINE / CALENDAR

Week	Topic/Assignment/Activities	Materials
1	• Introductions • Overview of course and requirements • Review of syllabus • Overview of cognitive assessments/special considerations/best practices • WJ-IV COG Manual Search Assignment/Quiz • Check out WJ-IV COG test kit	• WJ-IV COG Examiner's Manual • WJ-IV COG Test Kit • WJ-IV COG Record Forms • WJ-IV COG Response Booklets • Essentials of WJ-IV Cognitive Abilities Assessment

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2	• Overview and administration of WJ-IV COG • Video assigned subtests and submit for grading • Submit protocols for grading	• WJ-IV COG Examiner's Manual • WJ-IV COG Test Kit • WJ-IV COG Record Forms • WJ-IV COG Response Booklets • Essentials of WJ-IV Cognitive Abilities Assessment
3	• Scoring of WJ-IV COG • Statistical concepts related to WJ-IV COG and other cognitive assessments	• WJ-IV COG Examiner's Manual • WJ-IV COG Test Kit • WJ-IV COG Record Forms • WJ-IV COG Response Booklets • Essentials of WJ-IV Cognitive Abilities Assessment • Handouts/resources in D2L
4	• Interpretation and report writing with the WJ-IV COG • Submit WJ-IV COG report for grading • WISC-V Manual Search Assignment/Quiz • Check out WISC-V test kit • Submit WJ-IV COG evaluation report	• Essentials of WJ-IV Cognitive Abilities Assessment Essentials of Assessment Report Writing • Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners • Handouts/resources in D2L
5	• Overview and administration of WISC-V • Video assigned subtests and submit for grading	• WISC-V Administration Manual • WISC-V Test Kit • WISC-V Record Forms

	• Submit protocols for grading	• WISC-V Response Booklets • Essentials of WISC-V Assessment

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6	• Scoring of WISC-V • Q-global scoring demonstration	• WISC-V Administration Manual • WISC-V Test Kit • WISC-V Record Forms • WISC-V Response Booklets • Essentials of WISC-V Assessment
7	Spring Break – No Class	
8	• Interpretation and report writing with the WISC-V • Check out KABC-II NU test kit • KABC-II NU Manual Search Assignment/Quiz • Submit WISC-V evaluation report	• Essentials of Assessment Report Writing • Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners • Essentials of WISC-V Assessment • Handouts/resources in D2L
9	• Overview and administration of KABC-II NU • Video assigned subtests and submit for grading • Submit protocols for grading	• KABC-II NU Manual • KABC-II NU Test Kit • KABC-II NU Record Forms
10	• Scoring of KABC-II NU • Q-global scoring demonstration	• KABC-II NU Manual • KABC-II NU Test Kit • KABC-II NU Record Forms
11	• Interpretation and report writing with the KABC-II NU • Submit KABC-II NU evaluation report	• Essentials of Assessment Report Writing • Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners • Handouts/resources in

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		D2L
12	• Cognitive abilities related to adaptive behavior • Identification of Intellectual Disability • Legal Framework in Texas	• Handouts and website resources provided in D2L
13	• Overview of models used to identify Specific Learning Disabilities • Legal Framework in Texas	• Essentials of CrossBattery Assessment • Handouts and website resources provided in D2L
14	• Demonstration of X-BASS • Early childhood assessments • Nonverbal assessments	• Essentials of Cross-Battery Assessment • Handouts/resources in D2L
15	• Checkout with instructor/conferences via Zoom	• N/A

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