

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology and Philosophy

PSY 595: Assessment of Intelligence and Achievement (3GR)

Fall 2008: Wednesdays, 2:00 – 4:50 PM, AB4 Room 301

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Office Hours: Monday: 1:00 – 2:00 PM
Tuesday and Thursday: 9:30 AM – 11:30 AM
Other times by appointment*

*(Faculty/committee/advisement meetings are occasionally scheduled during these times, so please call or email me to confirm and appointment)

TEXTS

Required: Sattler, J. M. (2008). **Assessment of Children: Cognitive Foundations**, 5th Edition. San Diego, CA: Jerome M. Sattler, Publisher.

Flanagan, D.P., Ortiz, S.O., & Alfonso, V.C. (2007). **Essentials of Cross-Battery Assessment**, 2nd Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Schrank, F.A., Flanagan, D.P., Woodcock, R.W., & Mascolo, J.T. (2002). **Essentials of WJ III Cognitive Abilities Assessment**. New York: John Wiley & Sons, Inc.

Recommended:

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). **Essentials of WJ-III Tests of Achievement Assessment**. New York: John Wiley & Sons.

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). **Essentials of Assessment Report Writing**. New York: John Wiley & Sons.

SUPPLIES

Students will find the following items helpful in their completion of course requirements:

- a red pencil w/ eraser
- a protractor
- a book stand
- a stopwatch
- a carrying case
- a clipboard
- two VHS tapes

COURSE OVERVIEW

The **PSY 595: Assessment of Intelligence and Achievement** course is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence and achievement. Specifically, each student will learn to administer, score, and interpret the following instruments:

- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)
- Woodcock-Johnson Tests of Cognitive Abilities, 3rd Ed. (WJ-COG)
- Woodcock-Johnson Tests of Achievement – Third Edition (WJ-III)
- Wide Range Achievement Test, 4th Edition (WRAT4)
- one additional intelligence test of your choosing
- either the WIAT or the KTEA-II

Additionally, students will practice comprehensive case conceptualization and integrated assessment report writing.

➤ **Goal: Developing specific skills, competencies, and points of view needed by professionals in the field.**

- Learning Outcome: To review psychometric principles and issues in individual assessment.
- Learning Outcome: To provide students with a systematic approach to the development of individual assessment skills.
- Learning Outcome: To observe the administration of individual intelligence tests and to practice individual assessment skills.
- Learning Outcome: To master the basic administration, scoring, and interpreting skills in individual testing.

➤ **Goal: Learning to apply course material to improve thinking, problem solving, and decision-making.**

- Learning Outcome: To review ethical standards of practice regarding assessment.
- Learning Outcome: To examine the most common theories of intelligence and their appropriateness for assisting in measuring intelligence.
- Learning Outcome: To develop awareness of various administration adjustments in assessment situations with special populations.
- Learning Outcome: To identify skill strengths and weaknesses and develop a growth plan for mastery.

➤ **Goal: Developing skill in expressing oneself orally or in writing.**

- Learning Outcome: To master beginning competencies with integrated psychological report writing.
- Learning Outcome: To develop an awareness of the use of technology in assessment.

➤ **Goal: Acquiring skills in working with others as a member of a team.**

- Learning Outcome: To develop skills that will support collegiality and working as part of a professional team.
- Learning Outcome: To develop an ability to work together in acquiring new skills and competencies.

ATTENDANCE POLICY

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Of course, students must certainly sometimes be absent for various legitimate reasons. Therefore, students may miss one class without penalty to their grade, but **missing two classes could result in a failing grade for the**

class. If a student has a conflict with a scheduled class, they must meet with the instructor to determine an appropriate plan of action.

I, as your instructor, will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, **be sure you have arranged for a peer to obtain materials for you.** They will not be available from me except on the date initially provided. **The three hours of absence provided by university policy should be used carefully for serious illness and emergencies. No time beyond these 3 hours will be excused for any reason (i.e., you have to make up the time in some way).**

TIME REQUIREMENT

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. Since this course is essentially a practicum class, more time may be required. *It is expected that if you enrolled in this course, you can meet the time requirements.*

PROFESSIONALISM

Attendance, punctuality, the **quality** of your interactions with colleagues and supervisors, and the quality and **timeliness** regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of intelligence.

ACADEMIC DISHONESTY

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

- The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.
 - ***Cheating*** includes:
 - Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
 - Using, during a test, materials not authorized by the person giving the test.
 - Collaborating, without authorization, with another student during an examination or in preparing academic work.
 - Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.

- Substituting for another student, or permitting another student to substitute for oneself, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- *Specifically for this course, the falsification of testing protocols is an extreme ethical violation that may result in expulsion from your graduate program.*
- **Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.
- **Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

Abuse of resource materials means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

STUDENTS WITH DISABILITIES

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the ADA office located at the SHSU Counseling Center (294-1720), and there are no retroactive accommodations.

REQUIRED COURSE ACTIVITIES

Test Administrations

Class time will be divided roughly evenly between lecture related to course material and management of individual test administrations, including scoring and interpretation.

On two separate occasions, you will be asked to pass an Administration Check with the course teaching assistant or the instructor. ***We will purposefully present you with tricky administration complications to make sure your knowledge of how to administer the test is adequate to begin seeing practice clients!*** If you do not pass the first time, you will automatically be eligible for only a B in the course. This means you should **PRACTICE, PRACTICE, PRACTICE FOR ALL SORTS OF ANSWERS BEFORE THE ADMINISTRATION CHECK. If you do not pass the second administration check, you will not be allowed to proceed in the course.**

Each student will administer and/or score roughly 12 Wechsler protocols (both WISC and WAIS) and 6 WJ-COG protocols. At least 2 WAIS-III, 2 WISC-IV, and 2 WJ-COG passing protocols will be required. Students will be paired with a colleague “buddy.” Each protocol completed and turned in will count for the buddy pair. Both the student administering the test and the student buddy checking the protocol hold responsibility for the protocol’s accuracy. Protocols will be graded as Pass/Fail, and each protocol will be considered passing so long as it has:

1. No careless administration errors (i.e., timing, basal/ceiling rules broken, etc.) or, if there are these types of errors, the error is clearly noted on the protocol and the subtest is not used in scoring.
2. No careless mathematical errors in calculating subtest, IQ, or Index scores.
3. No careless errors in reading scoring tables or making transfers from the table to the protocol.
4. No errors in scoring. For all subtests (but particularly for the Wechsler verbal subtests), scores given to items that are *clearly* incorrect as demonstrated by the test administration and scoring manual may not alter the IQ and/or Index scores.

Students are expected to find their own child examinees. Whenever possible, students should try to select examinees who span the entire age range for the WISC-IV scale, from 6 years, 0 months through 16 years, 11 months. Administrations should include subjects ranging from mentally retarded to gifted when possible. All adult examinees will be obtained through the research subject pool.

Videotaped test administrations

Videotaped administrations will be required early in the administration process for both the WISC-IV and WJ-COG (Standard Battery). Students will practice administering each test with their buddy, and they should plan to videotape their first practice test administration in its entirety. This will allow the instructor to watch a full administration by each student without actually setting up individual appointments that must be coordinated with room and client availability. The Department has three rooms available for your use with video equipment in LDB Suite 149 (rooms are shared with PSY 691 students). However, if students can secure their own equipment, they can film within a home. VHS-C tapes should be provided to the examiner with the VHS adapter. Digital tapes must be transferred to a VHS tape.

Examinations

Examinations serve a number of purposes. They let the instructor know how well students are progressing with mastery of the material, and they let students know how well they are assimilating and accommodating the material. Two examinations will be administered. They may cover any information assigned or presented in class and may be objective or essay or a combination of both. Each test will be comprehensive including all previously presented/assigned material. This instructor’s emphasis is on *mastery* of the material, thus the examinations are called “progress assessments.” Students must be able to demonstrate mastery of this course material to continue in their program of study.

Please note that graded examinations remain with the instructor (via Blackboard) but may be viewed upon request.

Integrated Reports

Information gathered during practice test administrations will be written up into integrated reports. For those students seeking a grade of B, they must submit at least one report for either an adult or a child. For those students seeking a grade of A, they must submit 2 reports, one for a child and one for an adult. Reports should be “sanitized” and password protected and sent to the Instructor electronically. Reports will be returned to students electronically with editing suggestions. One report must be re-submitted for review. The editing process will make your reports more succinct so that they may be included as part of an interview portfolio.

Awarding of grades will be based on an **80%** mastery level for each task. The following table outlines requirements to receive an **A** in the course and requirements to receive a **B**.

To Receive an A	To Receive a B
<ul style="list-style-type: none"> • Administration checks - passed by 1st try • 2 Structured History Interview/Questionnaires • 6 Team Passed WAIS-IV protocols • 6 Team Passed WISC-IV protocols • 6 WJ-COG (SB) Passed protocols • 1 WJ-III (Complete Battery) protocol • 1 WIAT-II or KTEA-II protocol • 2 WRAT4 protocols • 2 Vineland protocols • 1 Videotape of WISC-IV administration • 1 Videotape of WJ-COG administration • 2 Integrated Reports • ≥ 85% Progress Assessment Average • 1 Team class presentation <u>with</u> 1 test administration 	<ul style="list-style-type: none"> • Administration checks – passed by 2nd try • Structured History Interview/Questionnaire • 4 Team Passed WAIS-IV protocols • 4 Team Passed WISC-IV protocols • 4 WJ-COG (SB) Passed protocols • 1 WJ-III (Standard Battery) protocol • 1 WIAT-II or KTEA-II protocol • 1 WRAT4 protocol • 1 Vineland protocol • 1 Videotape of WISC-IV administration • 1 Videotape of WJ-COG administration • 1 Integrated Report • ≥ 80% Progress Assessment Average • 1 Team class presentation

EVALUATION

Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students receive an **A**. It is also possible for all students to receive a **B**. No **C**'s will be assigned. If a student is not able to perform at a satisfactory level, an **F** will be assigned. *Students MUST be able to demonstrate proficiency in skills of individualized assessment in order to continue with their program of study.*

Developmental progress is expected on administrations, scoring, interpreting, and report preparation skills. Although it is expected that students will learn through making mistakes, **carelessness will be penalized.**

SUPERVISION

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to professionally administer individual tests of intelligence will be determined, in part, by your response to supervision.

CLASS PARTICIPATION

ACTIVE class participation in test administration, class discussions and presentations is expected as an avenue to meet course objectives.

METHODS OF INSTRUCTION

Students can expect to experience a variety of instructional methods including lecture, cooperative learning (group work), multi-media, active participation, presentations and other appropriate methods.

TENTATIVE SCHEDULE

August	27	Introduction and Overview of Class WISC-IV kit distribution WISC-IV overview
September	3	WISC-IV Demonstration Sattler: Chapters 9 and 10
	10	This Week (9/4 – 9/10): WISC-IV Administration Check Sattler: Chapters 1, 2, and 6
	17	WISC-IV Video Administration Due Theoretical background of assessment Sattler: Chapters 3, 4, 7, and 8
	24	This Week: Buddy Teams Meet with Instructor Conducting a structured interview Test Interpretation: A beginning Sattler: Chapter 11
October	1	This Week (9/25 – 10/1): Progress Assessment #1 WJ-COG Kit distribution

- WJ-COG overview
WISC-IV Interpretation, revisited
- 8 **This Week: WJ-COG Administration Check**
Supervised Protocol scoring
WJ-COG Essentials: Chapters 1, 2, and 3
- 15 Review of Academic Achievement Tests: WJ-ACH, WIAT-II, KTEA-II, and WRAT4
- 22 **This Week: WJ-COG Video Administration Due**
WJ-COG Interpretation
WJ-COG Essentials: Chapters 4 and 5
Cross-Battery Essentials: Chapter 1
- 29 Report Writing
Sattler: Chapter 19
Report Writing Essentials: 1, 2, 6, and 8
- November** 5 **This Week (10/30 – 11/5): Progress Assessment #2**
WAIS-IV Kit distribution
WAIS-IV Overview
Disability Discussion
- 12 **This Week: Integrated Report Due**
Working with culturally and linguistically diverse populations
Sattler: Chapter 5
- 19 CLD Populations: Wrap-up
Cross-Battery Assessment: An Introduction
Cross-Battery Essentials: Appendix A; Chapter 2
- 26 **This Week: Revised Integrated Report Due**
Cross-Battery Assessment, cont.
3 Test Presentations
- December** 3 **ALL Protocols & Reports Due No Later Than This Class!**
3 Test Presentations
- 10 **Final Class Meeting – All Test Kits to be returned today**
1 Test Presentation
Supervision with Instructor
Final conversations re: individualized assessment

Additional Required Readings (posted for you on Blackboard)

- Assistance to States for the Education of Children with Disabilities; Preschool Grants for Children Disabilities; and Service Obligations for Special Education – Personnel Development to Improve Services and Results for Children With Disabilities; Proposed Rule, 34 C.F.R., pts. 300, 301, and 303 (2005).
- Families and Advocates Partnership for Education (2001). *School accommodations and modifications*. Retrieved March 2, 2006, from <http://www.fape.org>
- Fernandez, K., Boccaccini, M.T., & Noland, R.M. (2007). Professionally responsible test selection for Spanish-speaking clients: A four-step approach for identifying and selecting translated tests. *Professional Psychology: Research and Practice, 38*(4), 363-374.
- Flanagan, D.P. (2000). Wechsler-based CHC cross-battery assessment and reading achievement: Strengthening the validity of interpretations drawn from Wechsler test scores. *School Psychology Quarterly, 15*(3), 295-329.
- Krasa, N. (2007). Is the Woodcock-Johnson III a test for all seasons? Ceiling and item gradient considerations in its use with older students. *Journal of Psychoeducational Assessment, 25*(1), 3-16.
- Krishnamurthy, R., VandeCreek, L., Kaslow, N.J., Tazeau, Y.N., Miville, M.L., Kerns, R., et. al (2004). Achieving competency in psychological assessment: Directions for education and training. *Journal of clinical psychology, 60*(7), 725-739.
- Mayes, S.D., & Calhoun, S.L. (2008). WISC-IV and WIAT-II profiles in children with high-functioning autism. *Journal of Autism and Developmental Disorders, 38*(3), 428-439.
- Ofiesh, N., Mather, N., & Russell, A. (2005). Using speeded cognitive, reading and academic measures to determine the need for extended test time among university students with learning disabilities. *Journal of Psychoeducational Assessment, 23*, 35-52.
- Plank, G.A. (2001). Application of the cross battery approach in the assessment of American Indian children: A viable alternative. *American Indian and Alaska Native Mental Health Research, 10*(1), 21-33.
- Teglasi, H., & Freeman, R.W. (1983). Rapport pitfalls of beginning testers. *Journal of School Psychology, 21*, 229-240.
- U. S. Department of Education (2002). Students with disabilities preparing for postsecondary education: Know your rights and responsibilities. Retrieved August 21, 2006, from <http://www.wrightslaw.com>.

- Watkins, M.W., Glutting, J.J., & Lei, P. (2007). Validity of the Full-Scale IQ when there is significant variability among WISC-III and WISC-IV Factor scores. *Applied Neuropsychology, 14*(1), 13-20.
- Whitaker, S. (2008). WISC-IV and low IQ: Review and comparison with the WAIS-III. *Educational Psychology in Practice, 24*(2), 129-137.
- Wu, W., West, S.G., & Hughes, J.N. (2008). Short-term effects of grade retention on the growth rate of Woodcock-Johnson III broad math and reading scores. *Journal of School Psychology, 46*, 85-105.

Have an awesome *Winter Break!*