

Adelphi University  
Derner Institute of Advanced Psychological Studies  
Garden City, New York

**School Psychology 607  
Course Outline**

**Instructors:**

Rosemary Flanagan, Ph.D.  
Phone: (516) 877-4743  
e-mail: flanagan@adelphi.edu

Patrick Grehan, Ph.D.  
Phone: (516) 877-4749  
e-mail: grehan@adelphi.edu

Alison Brennan, Ph.D.  
Phone: (516) 398-5253  
e-mail: alison412@hotmail.com

**Intellectual Assessment I  
Fall 2006**

Office: 212B Blodgett  
Hours: Mon M 3:45-4:45  
Tues 3--6, 8-9 PM  
Wed 12-1 PM  
& by appointment

Office: 212D Blodgett  
Hours: Mon 12:30 – 2:00  
Tues 1:00-2:00 & 8:00-9:00  
Wed 11:00-12:00  
Fri 1:00- 2:00 & by appointment

Office: 212 Blodgett  
Hours: Tues 8-9PM

**Purpose:** To introduce students to major cognitive measures that are commonly used in school-based practice, and to train students to administer, score, interpret, and report on these measures. The course will address theory and practice.

**Texts:**

Flanagan, D. & Harrison, P. (2005). *Contemporary Intellectual Assessment*. NY: The Guilford Press.

Schrank, F., Flanagan, D., Woodcock, R. & Mascolo, J. (2001). *Essentials of WJ-III Cognitive Abilities Assessment*. NY: Wiley

Lichtenberger, E., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). *Essentials of Assessment Report Writing*. NY: Wiley

Mather, N., Wendling, B., & Woodcock, R. (2001). *Essentials of WJ-III Tests of Achievement Assessment*

Lichtenberger, E. & Kaufman, A. S. (2003). *Essentials of Assessment with WPPSI-III* NY: Wiley .

**Additional Readings:**

- The following readings are available for download from the library through course reserves. Go to <http://alicat.adelphi.edu> click the Course Reserve tab and search by course or instructor.

Sattler, J. (2001). *Assessment of Children: Cognitive Applications, 4th ed.* San Diego, CA: J.M. Sattler, pub. Chapters 1, 2, 3, & 7

Flanagan, R., Miller, J. A., & Jacob, S. (2005). The 2002 Revision of Ethical Principles for Psychologists: Implications for School Psychologists. *Psychology in the Schools, 42*, 433-445.

## **Tests & Reports**

### Woodcock-Johnson Tests of Cognitive Ability, 3rd Edition:

- 1 practice administration (to each other), 4 administrations, 4 reports

### Woodcock-Johnson Tests of Achievement, 3rd Edition

- 1 practice administration (to each other), 2 administrations, 2 reports

### Wechsler Preschool and Primary Scale of Intelligence, 3rd Edition

- 1 practice administration (to each other), 2 administrations, 2 reports

**Grades:** 40%: practice administrations, report writing, and other homework  
20%: midterm examination(s)  
20%: final examination(s)  
20%: competency exam (WJ-III)\*\*see note below

**Structure of the course:** Both sections will begin with the WJ-COG. Following the midterm, one section will learn the WPPSI, then the WJ-ACH; the other section will learn the WJ-ACH first, then the WPPSI. This will allow for more effective sharing of test kits. Students will have all three instructors over the course of the semester. This allows for more effective sharing of test materials.

**Readings:** Additional readings may be assigned at the discretion of instructors. Students are expected to keep up with reading. Should it be determined that students are not reading the assigned material, written summaries of all reading will be required.

**Exams:** The midterm examination will cover theory and practical information about testing. The final examination will have a greater hands-on component and may include in-class as well as take-home portions. The exams will be the same for both sections.

**Assignments:** Homework assignments will consist of practice administrations of tests and report writing. Students are urged to work promptly, so as to receive prompt feedback, and avoid repeated errors in subsequent assignments. Students are urged not to hand in multiple administrations of any given test at once: again the reason is to avoid repeated errors. Students will be required to demonstrate that they understand what they have written in reports, rather than simply prepare a report according to a "formula". Initially, homework will be critiqued; eventually, it will be graded. Should a student realize that an error was made in test administration after the fact, write a note on the protocol as to the problem and indicate what should have been done. That is a learning experience. Deadlines must be adhered to. Points will be deducted from your grade for failure to meet deadlines.

**Test Kits:** Test materials will be distributed and collected by Teaching Assistants only. A schedule for each TA will be established. Faculty members and secretaries are not to be asked to distribute materials or accept these for return. Students are responsible for planning ahead so as to return test materials in a timely manner. Failure to do so will result in points deducted from your grade. You will also be graded on timely return of the test kits; students who do not return test kits on time may receive a grade of "I".

Students are to work in groups of 2-4 for the purpose of sharing test materials. Students should exchange phone numbers and develop a plan for sharing materials over the course of the week. If there are any difficulties sharing the test kits, a system on one-day usage of test kits will be instituted.

Students are responsible for ALL ITEMS in a test kit. These items are costly and students will be required to replace any missing items. This will be considered part of your class work and should you not replace materials, your grade will be "I" until such replacement is made. For this reason, **students will be required to pay a refundable deposit in order to borrow test materials. An additional charge of \$50 will appear on your tuition bill.**

Because each segment of the course will be 5 weeks, the Teaching Assistants will facilitate the exchange of test kits across sections. This will most likely occur in the classrooms. Students MUST be prepared to return kits in good order on the fifth week of the rotation.

**Practice Subjects:** Students are responsible for recruiting their own subjects for testing. The same individual may be used more than once (providing they meet the age requirements of the test). You will be expected to obtain informed consent from the individuals (or their parents) that you test. For those who are evaluated from the undergraduate subject pool or those you evaluate in school buildings, you will need to obtain this in writing. A form will be provided for this purpose. The form must be turned in with each practice administration.

**Test protocols:** Protocols must have your name on them. The client's initials are sufficient, but other demographic information (such as age, date of testing, date of birth and gender), must be provided. Protocols will be graded by the TA's. Protocols are to be dropped off in the faculty mailboxes in 212 Blodgett. This can be done whenever the office is open. The office is always open 8-4:30 Monday-Thursday and from 9-2 on Friday. Sometimes the office is open later- students are urged to check carefully and knock on the door/ring the doorbell. *On occasion* students may also slide papers under the door if these are in clearly marked envelopes. Corrected protocols will be in your mailboxes. Mailboxes for the TAs are housed in the same location as student mailboxes; protocols may also be handed in directly to the TA. Every effort will be made to have a supply of blank forms in the mailbox room in the event the supply in the kits gets depleted. These are not to be used in the event of errors; that is wasteful and the forms are expensive.

**Psychological Reports.** The instructors will provide you with a format, as opposed to a boilerplate. Your progress will be determined based on your ability to present the information in your own words. Reports are to be **double spaced** (for this course only, so as to provide space for comments). Each instructor will have his or her preference as to submissions- which could be hard copy or electronically. **No client information is to appear on a report submitted electronically-** only initials, gender, date of test, date of birth and age. In general, the email option will result in the quickest feedback. Emailed reports should be sent as attached Microsoft Word (.doc) files. Please do not send as a zip file. There will be penalties for failure to adhere to the policies regarding electronic submissions. Students using the electronic submission option are to add the following statement to the signature block on their email accounts:

“This email is meant only for the intended recipient. It may contain confidential information which is legally or otherwise protected by law. If you received this email in error or from someone who was not authorized to send it to you, you are strictly prohibited from reviewing, using, disseminating, distributing or copying this email. Please notify me immediately of the error by return email and delete this message from your system. Thank you. “

The electronic option is preferred, not required.

**Competency Exam.** At the minimum, students must demonstrate competency in the administration and scoring of the WJ-COG-III. Students will make individual appointments with a TA to take an exam consisting of a live administration of selected portions of the test to the TA. Students must earn a grade of 80% on this exam; students must pass this exam by the third trial. No student will be permitted to take the exam more than 3 times. Students who do not pass by third trial will fail the course. Students should plan to take the competency exam no later than the completion of the WJ-COG segment. IF need be, the students for whom the WJ-III is the third segment can take the competency exam during the first week of January. The TA's will provide a schedule and you should work with them directly. Do not schedule an appointment during another class. Allow one hour for the process.

Students are urged to be prompt in their own work habits and to discuss any difficulties meeting deadlines with the instructor. Lateness in meeting any and all deadlines will be penalized. The instructors reserve the right to add additional readings and assignments. Students are responsible for being aware of the academic calendar; this often does not coincide with the calendar used by the public schools.

### **COURSE ORGANIZATION**

Note that the course is divided into three 5-week units. This has been done to allow students from all three sections to have access to the required test kits. During Unit A, students will have a kit all to themselves. During Units B and C, it will be necessary to share test kits between two to three students at a time. It is crucial that test kits be returned at the designated times. Students returning kits late will receive demerits towards their overall grade for the class.

**Unit A – WJIII Cognitive**

<b>CLASS</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENT DUE</b>
<b>A1</b>	Demo Woodcock-Johnson Tests of Cognitive Ability- III Demo	WJIII Cog Manual WJIII Cog Essentials	
<b>A2</b>	WJ-COG Demo	WJIII Cog Essentials CIA Ch. 17 – WJIII	Practice WJ-COG WJ-COG & report
<b>A3</b>	Description of WJ-COG, Standardization, psychometric properties (different scoring metrics), report writing		
<b>A4</b>	Interpretation of WJ-COG Various procedures; combinations of subtests; merits/uses of different metrics; percentile, GE, AE, RPI, standard scores	CIA Ch. 4 – 3 stratum theory	WJ-COG & report All appointments for competency exam should be made with TA
<b>A5</b>	Continuation		WJ-COG & report  ** A report is due no later than the following week (which may coincide with the date of the final exam)

**Unit B – WJIII Achievement**

<b>CLASS</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENT DUE</b>
<b>B1</b>	Demo of WJ-ACH, 3 <sup>rd</sup> . ed.	WJIII Ach Manual WJIII Ach Essentials	
<b>B2</b>	WJ-ACH Interpretation & Report Writing; compuscore and predicted achievement method	WJIII Ach Essentials	Practice WJ-ACH

<b>B3</b>	Challenges in assessing children	Sattler Ch. 1,2	WJ-ACH & report
<b>B4</b>	Ethics	Sattler Ch. 3 Flanagan, Miller & Jacob	WJ-ACH & report
<b>B5</b>	Continuation		

### Unit C – WPPSI-III

CLASS	TOPIC	READINGS	ASSIGNMENT DUE
<b>C1</b>	<i>Demo of WPPSI-III</i>	WPPSI-III Manual WPPSI-III Essentials	
<b>C2</b>	WPPSI-III Interpretation & Report Writing	WPPSI-III Essentials	Practice WPPSI
<b>C3</b>	Intelligence Test Interpretation (metrics, base rates, using tables)	CIA Ch. 1 & 2	WPPSI & report
<b>C4</b>	CHC Theory	CIA Ch. 8 & 9	WPPSI & report
<b>C5</b>	Continuation		

### CALENDAR

DATE	UNIT		
	SECTION 1	SECTION 2	SECTION 3
<b>8/29</b>	Introduction & A1	Introduction & B1	Introduction & C1
<b>9/5</b>	A2 Sattler Ch. 7 – administering tests to children	B2 Sattler Ch. 7 – administering tests to children	C2 Sattler Ch. 7 – administering tests to children
<b>9/12</b>	A3 Report Writing Essentials	B3 Report Writing Essentials	C3 Report Writing Essentials
<b>9/19</b>	A4 Report Writing Essentials	B4 Report Writing Essentials	C4 Report Writing Essentials
<b>9/26</b>	A5	B5	C5
<b>10/3</b>	B1	C1	A1

<b>10/10</b>	B2	C2	A2
<b>10/17</b>	In class midterm, followed by: <i>B3</i>	In class midterm, followed by: <i>C3</i>	In class midterm, followed by: A3
<b>10/24</b>	<i>B4</i>	<i>C4</i>	A4
<b>10/31</b>	B5	C5	A5
<b>11/14</b>	<i>C1</i>	A1	B1
<b>11/21</b>	<i>C2</i>	A2	B2
<b>11/28</b>	<i>C3</i>	A3	<i>B3</i>
<b>12/5</b>	<i>C4</i>	A4	<i>B4</i>
<b>12/12</b>	<i>NO CLASS</i>	NO CLASS * WJ3 Cog & Report Due	<i>NO CLASS</i>
<b>12/19</b>	C5  In class final exam	A5  In class final exam	B5  In class final exam