



CHAPMAN
U n i v e r s i t y
Orange, California 92866

Course Outline

CSP 637: Neuropsychological Assessment for Intervention
Fall 2005 - Tuesday 4:00 to 6:50pm
Michael Hass, Ph.D.

Welcome to CSP 637! CSP 637 is the second of three courses in assessment that you will take in the School Psychology Program at Chapman University. EDUC 601 focused on academic assessment and is a prerequisite for CSP 637. CSP 510, CSP 516 and EDUC 600 are also prerequisites. My assumption is that you understand the role of assessment in professional school psychology, legal issues related to assessment and psychometric and statistical concepts related to standardized tests. I also assume you have developed some skills in interviewing children and parents and understand the notion of R.I.O.T. We will review some of these concepts but will not deal with them in depth.

CSP 637 will focus on helping you further understand a comprehensive model of assessment that combines data from the review of records, interviews, observations, and administration of standardized tests. You will also learn to administer standardized tests of cognitive or intellectual functioning and to interpret these tests through the lens of the Cattell-Horn-Carroll theory of cognitive abilities and developmental neuropsychology. In addition to administration and interpretation, we will practice writing reports and presenting assessment results orally.

This course, along with your practicum, is a turning point in your development as professional School Psychologists. As second year students you will start to make a rapid transition from student to professional. At times, this will seem stressful and challenging but come May, you will be amazed at how much you have learned and how ready you are to take on the challenges of being a School Psychologist.

CSP 637 Course Goals: Knowledge and Skills

Knowledge:

1. The purposes of assessment and the role of assessment in professional School Psychology.
2. The Chapman University School Psychology Program's assessment themes.
3. A comprehensive model of assessment that combines data from the review of records, interviews, observations, and administration of standardized tests (R.I.O.T.).
4. Ethics of assessment as defined by NASP and other professional organizations.
5. Legal mandates, regulations, and case law related to assessment.
6. Psychometric and statistical concepts as they pertain to tests and assessment.
7. The Cattell-Horn-Carroll theory of cognitive abilities
8. Basic concepts of developmental neuropsychology
9. Issues of language, culture and social class and their impact on the assessment process.

Professional skills:

1. Obtaining informed consent and explaining legal rights to diverse parents.
2. Observing the behavior of children and youth during assessment and determining its impact on assessment results.
3. Administering, scoring, and interpreting the Woodcock Johnson III Tests of Cognitive Ability, Kaufman Assessment Battery for Children II, and WISC IV.
4. Organizing and interpreting test data using CHC Theory to identify both normative and individual strengths and weaknesses
5. Selecting tests and assessment procedures that assess key cognitive and neuropsychological
6. Determining the appropriate language(s) of assessment for second language learners by assessing patterns of language development and language usage.
7. Minimizing cultural and language biases in standardized assessment by interpreting test data based on cultural and linguistic demands.
8. Writing effective written reports of assessment results.
9. Orally explaining assessment results to diverse parents.

Ways to connect with me

Please feel welcome to arrange a one-on-one meeting during my office hours. This is an opportunity for us to get to know each other better and for you to ask any questions you perhaps do not wish to ask in class. If you cannot get a face-to-face meeting promptly, send me an e-mail message. I check my e-mail often and usually respond to messages quickly. I am also happy to review written assignments electronically if you send them to me as an attachment.

Phone: (714) 628-7217
Fax: (714) 744-7035
E-mail mhass@chapman.edu
Office hours: Tuesdays 1:00 to 3:30pm
Thursdays 11:00 to 12:00pm
3:30 to 5:30pm

Please contact me by email if you need an appointment outside these hours.

Texts:

Please bring the appropriate text to class.

Flanagan, Dawn P., and Samuel Ortiz (2001). Essentials of Cross-Battery Assessment New York: John Wiley and Sons

Lichtenberger, Elizabeth O. and Nancy ;Mather, Nadeen L. Kaufman and Alan S. Kaufman (2004). Essentials of Report Writing New York: John Wiley and Sons

Schrank, Fredrick A., Dawn P. Flanagan, Richard W. Woodcock, Jennifer T. Mascolo (2001) Essentials of WJ III™ Cognitive Abilities Assessment New York: John Wiley and Sons

Other materials you will need for this course

1. Stopwatch
2. Audiotape recorder - The recorder must have high quality speakers, headphones, and a counter.
3. Test Batteries (WISC, WJ III Cognitive, KABC II, etc.) – May be checked out in the School of Education office. There are a limited number of test kits so please do not keep them longer than a week.
4. Test records or protocols may be also purchased in the School of Education office.

Volunteer Participants

It will be your responsibility to find volunteers for practice test administrations this semester. You cannot administer the same test twice to the same person but you can administer the same person two different tests, i.e., you cannot give John the WJ-III twice but you can give him the WJ-III and the WISC-III. You should plan on using five volunteers for your test administrations and case studies. One volunteer has to be bilingual. It is better for you if you gain experience with at least two different age groups (young child, middle child, and adolescent).

If the volunteer is a minor, you must obtain written permission from the parent or guardian (permission form is available on-line). You should represent yourself as a trainee school psychologist and inform the person giving permission that you **will not be sharing results** because you cannot yet vouch for their validity. You may practice administrations with family, friends, or fellow graduate students but tests administered to these persons will not count towards your required administrations or case studies.

Please do not test relatives or close friends!

Policies

- In graduate work a B is considered competent and an A is considered superior. If you earn a B you have done everything expected and have the knowledge and skills necessary to move on to the next level (CSP 638). An A means that you exceed this standard and demonstrate knowledge and skill far beyond what is necessary to move on to the next level.
- Grading is always at least a little subjective and I reserve the right to move the grade up or down by + or – so that it reflects my global assessment of your performance. For example, if you bomb the first report but go out of your way to send me drafts or see me for individual meetings to improve your following reports I would consider raising your grade by a +.
- 80% or a B is the standard set for graduate students and means you have adequate skill and knowledge for this point in your professional education. If you earn less than 80% of the possible points on an assignment, I will ask you to resubmit it the following class session or a date we have agreed upon. **Attach the original along with the revised version.**
- If possible, please notify me in advance if you are going to be absent from class. One absence is not a big problem. Two absences begin to be a concern and three absences is a big problem. If you are absent three times, plan to meet with me outside of class to discuss your options for completing the course. All grades of incompletes must be completed by the beginning of the semester they were given in the following academic year. This means you would need to complete an incomplete for this semester by the beginning of fall 2006.
- Class will usually start about five minutes after 4:00 PM. It is both courteous and professional to arrive before we start.
- Please plan to turn in your work on time. This allows you to get feedback in a timely manner and helps your assignments from stacking up. Please share any obstacles that might prevent you from completing an assignment on time, privately or in class. Do not wait until the last moment or, worse yet, after the deadline has passed to discuss a problem with me. Please send me an **email** if you need an extension on a timeline, even if we have already discussed it in person.
- I will make every effort to return all assignments **within no more than two weeks** of the time they are due.
- **Resources on campus** include The Writing Center (714) 997- 6624 and the Center for Academic Success (714) 997-6828

Collaboration and Participation (20 points)

Ways to collaborate and participate in class

- Be active during class by asking questions and making comments: Speaking in front of others and working collaboratively in groups are important skills for psychologists. Because of individual differences in temperament, comfort level with public speaking, etc. this is easier for some of than others. I hope you to push yourself to positively contribute to class discussions. For some this may mean listening and reflecting more, for others, speaking up more.
- Participate in on-line discussions: The **Blackboard** web site is an important part of our learning community. This is the place I will make announcements, post answers to questions and upload class material. This is also the place for you to post comments, ask questions or respond to questions about the class or readings or what ever is on your mind.
- Participate in Learning Support Groups and role plays: We will form Practice Groups of four or five persons. Your group will be the in-class forum for small group discussions, role-plays, and sharing of test kits.

At least twice during the semester you will play the role of psychologist in an enactment of a meeting with a student or parent. After the role-play, each of the members of your Learning Support Group will provide you with feedback. You will reflect on that feedback in a posting to the Blackboard discussion forum.

At least once during the semester you will facilitate a discussion of a key article or book chapter with your Learning Support Group. You will be responsible for providing a handout, not necessarily a summary or outline, and a list of discussion questions for the members of your group and the instructor. You will lead a discussion that should be designed to elicit thoughts and reflections from the group about the material.

Write Learning Logs

As you have learned in other classes, we believe that reflection and thoughtfulness is an important quality in school psychologists. The learning logs are opportunities for you to think about your experiences in this course. My hope is that this increases your engagement with both the content and processes of the course. (10 x 4 = 40 points)

Your learning logs will be written in response to questions posed in class. Entries should be typed and about two to three double spaced pages in length.

Entry one – Due toward the beginning of class

The syllabus outlines several ways that you can participate or contribute to this course. What are your strengths and challenges as a class participant? How might these strengths and weaknesses impact your performance as a school psychologist in the field? What are your goals (no more than three) as a class participant? If you accomplished these goals (or, were making steps in the right direction) what would the instructor and your peers observe? If you were able to do this, how would it make a difference in this class? In your performance as a school psychologist?

Entry two – Due about mid term

How are you doing so far? What has been easy and challenging? What do you need to change during the second half of the course? What help do you need from the instructor? From your peers? Specifically, how are you doing with the participation goals you identified in your first Learning Log? If this was the end of the course, how many participation points would you give yourself? Why?

Entry three – due after you receive feedback on your first written report. Respond to the comments made on your draft and critique your strengths and challenges as an interpreter and communicator of assessment results. What have you done well? What do you need to improve on? Make a improvement plan for your next report, even if it is lay out what you are already doing.

Entry four – Due at the end of the class

This entry has two parts. In the first part evaluate your learning in this course relative to the course goals. In the second part, imagine you meet another student who is going to enroll in this course. She asks you for advice. What do you tell her? You might share with her what you would do differently if you were to take the course again. You also might share how you managed to be successful in the course or what were the most important things you learned.

Practice and then administer the 1) Woodcock Johnson III Standard 2) Woodcock Johnson III Standard and Extended 3) Kaufman Assessment Battery for Children II 4) the Bilingual Verbal Abilities Test and the 5) WISC IV.

The main goal of this assignment is to master the correct administration of these tests. For this reason, the test protocol should be completely and correctly completed. If you make mistakes, you will be asked to correct them or, in some cases, redo the assignment. You will also practice interviewing students and parents, which approximates what you will do in a real case study. (5 x 10 points = 50 points)

For each administration you will administer and score the required test, have the parents complete the BASC SDH, and interview the person using the interview protocol provided in class. The BVAT will also require additional questions related to language development and usage and a one page write-up.

Someone in your group must review your protocols before you submit them. That person should sign your protocol before you turn it in.

- For the **WJ III Standard** you will turn in: 1) completed protocols, including the BASC SDH 2) computer scoring print out, (remember to include discrepancy tables and profiles) 3) signed consent form, and 4) practice log and contact log, 5) notes from interviews.
- For the **WJ III Standard and Extended** you will turn in: 1) completed protocols, including the BASC SDH 2) computer scoring print out, (remember to include discrepancy tables and profiles) 3) signed consent form, and 4) practice log and contact log, 5) notes from interviews.
- For the **KABC II** you will turn in 1) completed protocols, 2) signed consent form, and 3) practice log and contact log, 4) notes from interviews
- For the **WISC IV** you will turn in 1) completed protocols, 2) signed consent form, and 3) practice log and contact log, 4) notes from interviews
- For the **BVAT** you will turn in 1) completed protocols, 2) computer scoring print out, 3) signed consent form, and 4) practice log and contact log, 5) notes from interviews, including an informal assessment of language development and dominance (to be discussed in class) and a one page write-up of your bilingual volunteer's language usage and competence.

Administer the Woodcock Johnson III Cognitive Battery and write a report

This assignment gives you further practice in test administration but also requires interpretation of test results and a written report, expressing these results in a clear and understandable way. This is where you pull it all together in a manner much like you will do in the field. (40 points)

For the **WJ III case study**, administer the Standard and Extended Batteries to a **different** child or adolescent than for your WJ III administrations.

You will turn in: 1) completed protocols, including the BASC SDH 2) computer scoring print out, (remember to include discrepancy tables and profiles) 3) signed consent form, and 4) practice log and volunteer log, 5) notes from interviews, and 6) a written report. Guidelines for the report will be discussed in class.

Someone in your group must review your work before you submit it.

Administer KABC or WISC and selected tests from the WJ-III Cognitive Standard, Extended or Diagnostic Supplement Batteries to the same person and write a CHC based Cross Battery Report.

Similar to above but you must systematically interpret information from multiple test batteries. (50 points)

You will administer the KABC or WISC and relevant parts of the WJ III to a different child than you have worked with before. The guidelines for this are in the Essentials of CB Assessment text and will be explained in class.

For this assignment you will turn in 1) protocols, 2) computer scoring print outs for the WJ III, 3) signed consent form, 4) written report of background, interview data, and test results, and 5) report writing checklist and evaluation form, 5) practice log and volunteer log, 6) notes from interviews and 7) completed Cross Battery worksheets

Someone in your group must review your work before you submit it.

Assignment point breakdown

Collaboration	20 points	10%
Learning logs	40 points	20%
Test administrations	50 points	25%
WJ III Case Study	40 points	20%
CHC CB Case Study	50 points	25%
Class total	200	100%

- 95% A
- 90% A-
- 85% B+
- 80% B
- 75% C+