Fairleigh Dickinson University
School of Psychology
MA/Certification Program in School Psychology

PSYC 7615.81 Child Assessment I
Fall 2006

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Maximum Enrollment: 15 students

Course overview

Intellectual Assessment is designed to provide students with an in-depth knowledge of the process of cognitive assessment including administration, scoring, and interpretation of several intellectual ability tests. Primary focus in this course will be on the Wechsler tests (WISC-IV and WAIS-III) and the Woodcock Johnson Tests of Cognitive Ability - Third Edition (WJ-III COG). Students will become primarily familiar with these scales as a way of learning "intelligent testing" skills that can be transferred for use with other tests. Similarities and differences, as well as pros and cons of each test discussed over the semester will be discussed. Assessment utilizing a "cross-battery approach" will be emphasized, demonstrated, and critiqued. Students will gain knowledge about the psychometric issues related to test use and interpretation. Practicum experience is required.

Relevant NASP Domains[2]

Domain 1: Data-Based Decision-Making and Accountability
Domain 2: Consultation and Collaboration
Domain 3: Effective Instruction and Development of Cognitive/Academic Skills
Domain 5: Student Diversity in Development and Learning
Domain 9: Research and Program Evaluation
Domain 10: School Psychology Practice and Development
Domain 11: Information Technology

Learning Objectives

At the completion of this course, students will have:

1. gained an understanding of the history, theories, and issues in the area of intelligence and intellectual assessment (Domain 3)
2. gained knowledge of psychometric issues related to the use and interpretation of IQ tests (Domain 1)
3. acquired proficiency in the administration, scoring, and interpretation of the Wechsler scales in complete accordance with the manual (Domain 10)
4. acquired proficiency in the administration, scoring, and interpretation of the WJ-III in complete accordance with the manual (Domain 10)
5. gained an understanding of the uses, strengths, and limitations of IQ tests (Domain 9)
6. gained skill in writing comprehensive reports based upon an individual's cognitive functioning (Domain 2)
7. gained an understanding of various approaches to the interpretation of IQ test results and the use and misuse of computer-based scoring and report writing (Domain 11)
8. gained an understanding of the issues and challenges inherent in the testing of culturally diverse populations (Domain 5)

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[1] *The teaching assistant facilitates the correcting of protocol forms but does not have a supervisory function in the course or have any input into grades of individual students*.

[2] **National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology**
http://www.nasponline.org/certification/FinalStandards.pdf

Content

1. Norms and Statistics
2. History of intelligence testing
3. Administration of tests
4. Intelligence as a Construct
   Gf-Gc theory
5. Interpretation
   Profile Analysis
   Greater Distance Theory
   Significant differences
6. Alternative intelligence testing
7. Assessment of special populations

Required Texts

Sattler, J. M. (2001). *Assessment of Children: Cognitive Applications*. 4th ed. San Diego: Jerome M. Sattler, Publisher, Inc. [Referred to as "Sattler" under Readings]

Sattler, J. M., & Dumont, R. P. (2004). *Assessment of Children: WISC-IV and WPPSI-III Supplement*. San Diego: Jerome M. Sattler, Publisher, Inc. [Referred to as "Supplement" under Readings]

Shrank, A. F., Flanagan, D. W., Woodcock, R. W., & Mascolo, J. T. (2002). *Essentials of WJ III Cognitive Assessment*. New York: Wiley. [Referred to as "WJ III" under Readings]

Date	Topic	Readings	NASP Domains Addressed
9/11	Introduction, Administration of Test to Children, Statistics	Sattler 1, 2, 3, 4	1
9/18	Administration and Scoring Tests of Intelligence	Sattler 7	10
9/25	*Gf-Gc* Theory, History	Sattler 5, 6	9
10/2	Subtests and clinical features of the WISC-IV	Supplement 1, 2, 3, 4	10
10/9	Subtests and clinical features of the WAIS-III	Sattler 12, 13	10
10/16	Subtests and clinical features of the WJ III COG	WJ III 1, 2, 3	10
10/23	(No class)		
10/30	Learning Disability Evaluations	Supplement 5, 6, 7, 8	2
11/6	Cross Battery Test Interpretation		2, 11
11/13	Cross Battery Test Interpretation		2, 11
11/20	Testing with Special Cases, Cross-Cultural Testing	Sattler 19, 20	5
11/27	Report Writing Educational Implications	Sattler 21 WJ III 4, 7	3, 11
12/4	Report Writing Educational Implications		3, 11
12/11	In-class Final Examination		
12/18	All materials in and completed		

Description of Assessments of Student Knowledge and Competencies

This course relies on specific criteria, both objective and qualitative, for the assessment of students both in their academic achievements in the course and their possession of professional qualities necessary for effective provision of quality services in their future role as school psychologists.

Assessment	Description/Rationale	NASP Domains Assessed
Attendance and Class Participation (15 points toward final grade)	Attendance is mandatory. There is so much material to cover, and so much discussion that must take place, that missing any class can be problematic. Although students are able to do the readings outside of class, missing discussions and lectures seriously hinder full understanding of the course content.	10
Written Questions Based on Readings (due after each reading assignment) (15 points toward final grade)	Students are expected to do all required readings and be prepared to discuss each reading in class. Each student must bring to class **two written questions** generated from each reading. These questions will be the basis for discussion. All students are evaluated for their individual contributions to the guided discussions.	3, 9
Quizzes (random throughout semester) (5 points toward final grade)	Quizzes in class will generally focus on materials presented through the weekly lectures/discussions, as well as from the weekly readings. Questions about statistical concepts, administration and scoring concerns, theoretical constructs, may all be included in the quizzes. Generally, the questions raised are those for which a competent test administrator/user should be able to answer quickly and correctly without the need to use reference materials.	1, 9
Final Examination (take home due 12/18 (10 points toward final grade)	A take home final exam in which you will be provided test data from an actual child assessed in school. The case will typically have two or more tests administered to the child. Your job is to develop and support hypotheses based on the test data.	9
Final Examination (in-class final on 12/18) (10 points toward final grade)	The in-class final consists of short answers to real questions raised by parents at multidisciplinary team meetings. These questions all have to do with intellectual assessment.	9
Behavioral Report (due 11/27) (5 points toward final grade)	Examiners should take careful notes of test behaviors and reminders on the protocol form during test administration. Each student is required to hand in a 1 page summary write-up of a selected child's test behaviors. Guidelines and examples are presented in the Sattler book.	2, 5
Test Results Report (due 12/4) (5 points toward final grade)	Each student is required to hand in a 1 to 2 page write-up focusing on the test results of a selected child.. This assignment focuses only on how one writes the results section. It need not have any introduction, background information, or overall summary. Guidelines and examples are presented in the Sattler book.	2

Integrated Report (due 12/11) (5 points toward final grade)	Each student is required to hand in a 3-4 page integrated report on a selected child. It should include an introduction, some background information, test results, and an overall summary and recommendations sections. Copies of scores used in the final report should also be attached. .Guidelines and examples are presented in the Sattler book.	2, 3
Administration and scoring of at least 12 tests (There are no specific due dates, but it is *strongly recommended* that students begin handing in protocols as soon as possible to complete by the end of the semester.) Also, it always best practice to score a protocol form immediately after test administration. In order to track your progress, when you hand in two or more of the same type protocols at the same time make a note on the front sheet of each which one you administered and scored first and which one you did second, and so on. (30 points toward final grade)	**12** Tests: **6** Wechsler's, **6** WJ III COG's At least 8 protocols (4 Wechsler's, 4 WJ III COG's) must be error free. The student may need to administer more tests until this goal is achieved. Errors are those mistakes that are clear and evident from a careful reading of the manual. Errors are not "judgment calls." Examiners will often disagree about how to score particular items. This is judgment. However, if the manual notes that a particular item is scored a certain way and the examinee does not score the item that way – that is an error. Mathematical calculations (e.g., adding raw score totals, computing incorrect means) and not following correct basal and ceiling rules are examples of errors. Errors made during test administration: even the best examiner occasionally queries a response when a query is not in fact necessary or gives additional items during administration and later decides that he or she should have stopped based on the score of previous items. It is not incorrect to do this during testing, but it is incorrect to give points based on a mistake during administration. When you make a mistake during administration and realize it later during scoring, simply draw a line through your original score and note the correct item score on the protocol form. DO NOT ERASE an item and replace it with something that is easier to score.	1, 11

Final Grade Scale:

A = 91-100	B- = 78-80
A- = 88-90	C+ = 75-77
B+ = 85-87	C = 71-74
B = 81-84	F < 70

Policies:

Students are expected to help each other recruit volunteers for testing. Under no circumstances are results from these tests to be shared with the volunteers or their parents. Whenever possible, volunteers should be recruited who are willing to take multiple tests. For example, the ideal volunteer would be one who agrees to be administered the WISC-IV and at some later date the WJ III COG. This will provide students the opportunity to examine similarities and differences between the different intellectual assessment tests.

Copies of the useful articles (listed below), Excel templates for test analysis, course information and general information about "intelligent" testing is available on this course's webcampus site http://webcampus.fdu.edu and the Dumont-Willis webpage http://alpha.fdu.edu/psychology/

Students are reminded to obtain a webmail.fdu.edu login from Computing Services and to check this email address regularly for important course announcements. This email address and password are also used as the login and password for the webcampus site.

FDU Graduate Studies Bulletin 2003-2005, page 32, regarding Incompletes:

"**I-Incomplete**--this designation is not a substitute for a letter grade. It merely describes a student's temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPR.

Special regulations may apply for Research and Thesis and Advanced Special Projects.

Requests for extensions must be made to the instructor, approved by the chair or director and forwarded to the College dean and Office of Enrollment Services."

Please see *The Student Handbook of the School Psychology MA/Certification Program* for additional policies of this program and the *Fairleigh Dickinson University Metropolitan Campus Student Handbook* (2006, available at http://view.fdu.edu/default.aspx?id=2516) for additional campus-wide policies.

TEST LIBRARY: The School of Psychology maintains a large research and training library of psychological and educational assessment measures in Williams Hall. These tests are for students to use during their coursework, practicum, and training assignments. This test library is separate from, and has distinct policies from the test closet of the Psychological Clinic on the Hackensack side of the campus. Please consult the Clinic's Handbook for its policies. Graduate students in the Clinical and School Psychology Programs are welcome to borrow tests from this library.

The closet in which tests are stored is in a classroom, and therefore is inaccessible while classes are in progress. The Director of Psy.D. and M.A. Programs in School Psychology is in charge of the test library and determines all policies and eligibility to borrow items. Do not however, leave kits in the Director's office instead of checking them in—it is not part of the Director's job to valet the kits back into the closet.

When borrowing please follow the following procedures:

1. Print your name, the test kit number and date that the kit was borrowed on the sign-out sheet.
    a. Note: Sign-out sheets are color coded
        i. Pink: WPPSI-III
        ii. Blue: WISC-IV
        iii. Green: WAIS-III
        iv. Orange: WJ III COG
        v. Yellow: DAS-II
        vi. White: All other instruments

2. Check the test kit against the laminated color-coded card which should be contained in the kit box/bag. Immediately notify the Director should any items on the card be missing. Not every test kit has the identical number of items. All kits have been inventoried and should have what is listed on their card. Failure to inform the Director of missing items will lead to the assumption that you lost said items when the next person checks out the kit.

When returning a test kit, sign the kit back in on the same sign-out sheet you signed it out on.

Note the test kits and their items are rather expensive (see next sheet) and anyone signing out a test will be held responsible for any damage or loss of any items that are listed on the colored card in the kit (please don't loose that card!). Care should be taken when testing to prevent damage to kit items. Never write in the kit's manuals.

Excessive carelessness and failure to compensate the School for damages will result in possible disciplinary actions according to program standards for professional behavior.

Kit Item	Price
WJ III Cognitive Abilities Battery with Carrying Case	$779.50
WJ III Technical Manual	$62.00
Package of Scoring Guides	$19.50
Examiner Training Workbooks for WJ III COG (Pkg of 5)	$11.50

WPPSI-III Kit in Attaché Case	$899.00
WPPSI-3 Stimulus Booklet 1	$130.00
WPPSI-3 Stimulus Booklet 2	$130.00
WPPSI-3 Administration and Scoring Manual	$130.00
WPPSI-3 Technical Manual	$130.00
WISC-IV Kit with Soft Case	$925.00
WISC-4 Administration and Scoring Manual	$160.00
Symbol Search Scoring Key	$17.00
Coding Scoring Key	$41.00
Stimulus Book 1	$315.00
Block Design Set	$133.00
Cancellation Template	$23.00
WISC-4 Integrated Technical and Interpretive Manual	$160.00
WAIS-III Complete Kit in Attaché Case	$925.00
WAIS-3 Administration and Scoring Manual	$130.00
Stimulus Booklet	$185.00
Object Assembly Set	$196.00
Picture Arrangement	$148.00
Block Design Set	$133.00
WAIS-3 Scoring Keys (Set of 2)	$27.00
WAIS-3/WMS-3 Technical Manual	$85.00

Additional useful texts (not required)

Many additional readings are found at the FDU WebCampus website: http://webcampus.fdu.edu/webapps/portal/frameset.jsp

In order to access WebCampus, you must have a Webmail account and be officially registered for this class.

If you have a FDU Webmail account, your username and password for WebCampus are identical to your Webmail username and password (e.g. einstein@student.fdu.edu). Please note, there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts).

If you do not have a Webmail account, you must first create your Webmail account at webmail.fdu.edu. Click on the "Create New Account" link and follow the online instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu.

If you are using campus computers, you must have a Novell account. For additional information, please see the Student Resources section on the Office of Educational Technology website. Novell accounts must be created in a university lab. A valid FDU ID is required.

Flanagan, D. P. & Harrison, P. L. (Eds.). (2005). *Contemporary educational assessment: Theories, tests and issues* (2nd ed.). New York: Guilford Press.

Reynolds, C. R. & Kamphaus, R. W. (Eds.). (2003). *Handbook of psychological and educational assessment of children: Intelligence, aptitude, and achievement* (2nd ed.). New York: Guilford Press.

Flanagan, D. P., Ortiz, S. O., Alfonso, V. C. & Mascolo, J. T. (2006). *Essentials of cross-battery assessment* (2nd ed.). New York: Wiley.

Gerogas, J., Weiss, L. G., van de Vijver, F. J. R., Saklofske, D. H. (Eds.). (2003). *Culture and Children's Intelligence: Cross-Cultural Analysis of the WISC-III*. New York: Wiley.

Schrank, F. A. & Flanagan, D. P. (Eds.). (2003). *WJ-III Clinical Use and Interpretation: Scientist-Practitioner Perspectives.* New York: Wiley.

Mather, N. & Jaffe, L. E. (2004). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: Wiley. Book with CD-ROM.

Useful Articles (not required)

Alfonso, V. C., & Flanagan, D. P. (1995). A critical review of the technical characteristics of new and recently revised intelligence tests for preschool children. *Journal of Psychoeducational Assessment, 13*, 66-90.

Cuenin, L. H. (1990). Use of the Woodcock-Johnson Psycho-Educational battery with learning disabled adults. *Learning Disabilities Focus, 5(2)*, 119-123

Dumont, R., Cruse, C. L., Price, L., & Whelley, P. (1996). The relationship between the Differential Ability Scales (DAS) and the Wechsler Intelligence Scale for Children-Third Edition (WISC-IV) for students with learning disabilities. *Psychology in the Schools, 33*, 203-209.

Dumont, R., Farr L. P., Willis, J. O., McCarthy, T., & Price, L. (2000) The relationship between the Differential Ability Scales (DAS) and the Woodcock-Johnson Revised-Cognitive (WJ-R COG) for students referred for special education evaluations. *Journal of Psychoeducational Assessment 18, 27-38*

Evans, J. H., Carlsen, R. N., & McGrew, K. S. (1993). Classification of exceptional students with the Woodcock-Johnson Psycho-Educational Battery-Revised. *Journal of Psychoeducational Assessment, Monograph Series: WJ-R Monograph*, 6-19.

Hoy, C., Gregg, N., Jagota, M., King, M., Moreland, C., & Manglitz, E. (1993). Relationship between the Wechsler Adult Intelligence Scale-Revised and the Woodcock-Johnson Test of Cognitive Ability-Revised among adults with learning disabilities in university and rehabilitation settings. *Journal of Psychoeduational Assessment, Monograph Series: WR-R Monograph,* 54-63.

Klinge, V., & Dorsey, J. (1993). Correlates of the Woodcock-Johnson Reading Comprehension and Kaufman Brief Intelligence Test in a forensic psychiatric population. *Journal-of-Clinical-Psychology, 49*, 593-598.

Laurent, J. (1997). Characteristics of the standard and supplemental batteries of the Woodcock-Johnson Tests of Cognitive Ability Revised with a college sample. *Journal of School Psychology, 35*, 403-416.

Mather, N. (1993). Critical issues in the diagnosis of learning disabilities addressed by the Woodcock-Johnson Psycho-Educational Battery-Revised. *Journal of Psychoeducational Assessment, Monograph Series: WJ-R Monograph,* 103-122.

Mather, N., & Healey, W. C. (1990). Deposing the aptitude-achievement discrepancy as the imperial criterion for learning disabilities. *Learning Disabilities: A Multidisciplinary Journal, 1(2*), 40-48.

McDermott, P. A., & Glutting, J. J. (1997). Informing stylistic learning behavior, disposition, and achievement through ability subtests: Or, more illusions of meaning? *School Psychology Review, 26*, 163-175.

McGrew, K. S. (1993). The relationship between the WJ-R Gf-Gc cognitive clusters and reading achievement across the lifespan. *Journal of Psychoeducational Assessment, Monograph Series: WJ-R Monograph*, 39-53.

McGrew, K. S., & Hessler, G. L. (1995). The relationship between the WJ-R Gf-Gc cognitive clusters and mathematics achievement across the life-span. *Journal of Psychoeducational Assessment, 13*, 21-38.

McGrew, K. S., & Knopik, S. N. (1996). The relationship between intra-cognitive scatter on the Woodcock-Johnson Psycho-Educational Battery-Revised and school achievement. *Journal of School Psychology, 34(4*), 351-

364.

McGrew, K. S., & Knopik, S. N. (1993). The relationship between the WJ-R Gf-Gc cognitive clusters and writing achievement across the life-span. *School Psychology Review, 22,* 687-695.

McGrew, K. S., & Murphy, S. R. (1995). Uniqueness and general factor characteristics of the Woodcock-Johnson Tests of Cognitive Ability-Revised. *Journal of School Psychology, 33,* 235-245.

Meinhardt, M., Hibbett, C., Koller, J., & Busch, R. (1993). Comparison of the Woodcock-Johnson Psycho-Educational Battery-Revised and the Wechsler Intelligence Scale for Children-Revised with incarcerated adolescents. *Journal of Psychoeducational Assessment, Monograph Series: WJ-R Monograph,* 64-70.

Schultz, M. K. (1997). WISC-IV and WJ-R tests of achievement: Concurrent validity and learning disability identification. *Journal of Special Education, 31(3),* 377-386.

C. R. Greenwood, G. J. Luze, and J. J. Carta, "Best Practices in Assessment of Intervention Results With Infants and Toddlers," in *Best Practices for School Psychologists—IV,* edited by Alex Thomas and Jeff Grimes (Washington, DC: National Association of School Psychologists, 2005).

D. J. Reschly and J. P. Grimes, "Best Practices in Intellectual Assessment," in *Best Practices for School Psychologists—IV,* edited by Alex Thomas and Jeff Grimes (Washington, DC: National Association of School Psychologists, 2005).

National Association of School Psychologists' (NASP) ***Domains of School Psychology Training and Practice***

Domain 1: Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Domain 2: Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Domain 3: Effective Instruction and Development of Cognitive/ Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Domain 4: Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Domain 5: Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Domain 6: School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Domain 7: Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

Domain 8: Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Domain 9: Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Domain 10: School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Domain 11: Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.