

PSY 562

Cognitive Assessment

INSTRUCTOR: Timothy M. Lionetti, Ph.D.

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OFFICE HOURS: M, T, W 3:30-5 p.m.
& by appointment

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MEETING TIME: M: 5:30-8:30 p.m.

COURSE DESCRIPTION:

Provides an overview of contemporary theories and methods of cognitive assessment. Students will develop skills in the assessment of pre-school, school age, and adults using a variety of instruments including the Wechsler scales, the Stanford-Binet, and the Woodcock Johnson Tests of Cognitive Abilities.

The emphasis of this course will be on developing sound practices regarding cognitive assessment. Such practices must evolve from a **critical reading** and understanding of the research literature, through theory building and testing, by repeated practice with test materials, and through the assimilation of the ethical guidelines established by NASP and APA.

COURSE OBJECTIVES:

At the completion of this course, the participants will:

1. gain an understanding of the history and issues in the area of intelligence and intellectual assessment.
2. gain an understanding of the CHC theory and other models of intelligence and intellectual assessment.
3. acquire knowledge of and skill in the administration, scoring, and interpretation of contemporary intelligence tests.
4. gain skill in writing comprehensive reports based upon individuals cognitive functioning.
5. gain an understanding of the use of intelligence tests with culturally diverse populations and acquire an approach to assess the cognitive abilities of such individuals.

REQUURED TEXTS:

Flanningan, D.P. & Harrison, P.L. (2005). *Contemporary intellectual assessment: Theories, tests, and issues*. New York: Guilford Press

Mather, N., & Jaffe, L.E. (2002). *Woodcock-Johnson-III: Reports, recommendations, and strategies*. New York: John Wiley & Sons, Inc.

REQUIRED ADDITIONAL READINGS:

Kamphaus, R., W. (2001). *Clinical assessment of children and adolescent intelligence*. Boston: Allyn and Bacon

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.

Byrd, P.D., & Buckhalt, J.A. (1991). A multitrait-multimethod construct validity study of the Differential Ability Scales. *Journal of Psychoeducational Assessment*, 9, 121-129.

Glutting, J.J., & McDermott, P.A. (1990) Patterns and prevalence of core profile types in the WPPSI standardization sample. *School Psychology Review*, 19, 471-491.

Holland, A.M. & McDermott, P.A. (1996) Discovering core profile types in the school-age standardization sample of the Differential Ability Scales. *Journal of Psychoeducational Assessment*, 14, 131-146.

Kaufman, A.S., Lichtenberger, E.O., & Naglieri, J.A. (1999). Intelligence Testing in the schools. In Reynolds, C.R., & Gutkin, T.B. (1999). *The Handbook of School Psychology*. New York: John Wiley & Sons, Inc.

Keith, T.Z. (1990) Confirmatory and hierarchical confirmatory analysis of the Differential Ability Scales. *Journal of School Psychology*, 29, 293-307.

Macmann, G. M., & Barnett, D.W. (1997). Myth of the master detective: Reliability of interpretations for Kaufman's "Intelligent Testing" approach to the WISC-III. *School Psychology Quarterly*, 12, 197-234.

McDermott, P.A., Fantuzzo, J.W., & Glutting, J.J. (1990). Just say no to subtest analysis: A critique on Wechsler theory and practice. *Journal of Psychoeducational Assessment*, 8, 290-302.

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., Flanagan, D.P., Keith, T.Z., & Vanderwood, M (1997). Beyond g: The impact of Gf-Gc specific cognitive abilities research on the future use and interpretation of intelligence tests in the schools. *School Psychology Review*, 23, 640-650.

Naglieri, J.A. (1993) Pairwise and ipsative comparisons of WISC-III IQ and index scores. *Psychological Assessment*, 5, 113-116.

Platt, L.O., Kamphaus, R.W., Keltgen, J., & Gilliland, F. (1991). An overview and review of the Differential Abilities Scales: Initial and current research findings. *Journal of School Psychology, 29*, 271-277.

Reynolds, C.R., Lowe, P.A., & Saenz, A.L. (1999). The problem of bias in psychological assessment. In Reynolds, C.R., & Gutkin, T.B. (1999). *The Handbook of School Psychology*. New York: John Wiley 7 Sons, Inc.

Sandoval, J. (1992) Using the DAS with multi-cultural populations: Issues of test bias. *Journal of Psychoeducational Assessment, 10*, 88-91.

Woodcock, R.W. (1993). An information processing view of Gf-Gc theory. *Journal Psychoeducational Assessment, Monograph Series: WJ-R Monograph*, 80-102.

These and other readings will be distributed in class as they become available

COURSE REQUIREMENTS

1. Attendance and class participation.

You are expected to not only attend class but also to be an active participant during class discussions. This means you must do the readings and assignments in advance of class and come prepared for class meetings. You should be on time and plan to stay the entire class. Repeatedly being late for class will result in your grade being dropped one letter grade. **30 points**

2. Protocols -

You will complete and hand in a minimum of 9 test record forms or protocols that will be assessed for scoring accuracy. You must submit at least two WISC-IV, two WJ-III Cog and two WAIS-III protocols that are free from major scoring errors and administration errors. The test record scoring checklist and administration checklist will be distributed in class prior to the first protocol due date. All protocols must include a consent form and the computer scoring printout (if applicable) at the time they are due or you will not receive credit for the assignment. A participant cannot be assessed more than once with the same instrument, although it is acceptable to assess the same person with different instruments. *You are required to submit at least three protocols each on the WISC-IV, WJ-III Cog, and WAIS-III*, but you may need to do more than three protocols per test in order to obtain competency. You cannot pass this course without meeting this standard. Two (2) of the 9 must be administered to individuals from cultures different from your own. **90 points**

3. Videotapes

You will submit at least 9 videotapes. You are required to submit the first videotape for each of the WISC-IV, WJ-III COG, and WAIS. You must earn 8 of 10 possible points for each videotape to demonstrate mastery of test administration (lower ratings will require you to submit another videotape). You must also self-rate your tape before you submit it for a grade. Be sure to watch your video. If it is apparent that you did not review your

video, the protocol will be scored as a zero. Tapes turned in for a grade must include a signed consent form, an original copy of the protocol for the taped session, and your self-critique. The tapes should represent a variety of ages. I would suggest handing in a video with every protocol Videotapes will be critiqued using rubrics handed out in class by the instructor. **60 points**

4. Videotape Critique

Each student will find a partner, and will review and critique their partner's videotapes. The student will (1) watch the videotape, (2) complete the videotape critique form, (3) write a one-paragraph reaction to the experience, (4) briefly discuss the critique with your partner, and (5) submit the critique to the course instructor for review. You will critique 6 tapes of your partner's videos while you complete the checklists provided. I will randomly spot check to insure the accuracy of your critiques and administration. **30 points**

5. Each student will hand in two reports for each of the major tests reviewed during the semester. You will use one of your scored protocols and interpret the results with background information given to you in class. Students will do 2 reports for the WISC-IV, WJ-III COG, and the WAIS. **60 points**

6. The Great IQ Debate

Each student will be assigned to a team that will either defend or attack the value of intelligence tests. You should address their value in general for school-age children, and in particular for children from ethnic/cultural/linguistic minorities. Each team member will then hand in a synopsis of the strongest points you believe will support the other side of the case (e.g., if you were attacking tests, you will defend them). This exercise will require you to work both with a group and alone, and it will require you to argue both sides of the issue before deciding which ones are the strongest. When making points, citation of appropriate literature and respect for others is crucial. **40 points**

7. Final Exam

The final exam will be held on the last day of class and will consist of you completing a protocol that contains scoring and administration errors. You are to correct the protocol and to then score the protocol. You will have the choice of a WISC-IV, or WAIS protocol from which to choose. **90 points**

GRADING PROCEDURES:

95-100% of the points	A
90-94%	A-
85-89%	B+
80-84%	B
79+%	B-
75-79%	C+
70-74%	C
<70	F

SPECIAL SERVICES: Any student with a disability may request an adjustment in meeting the requirements of this class. Please do so by contacting Mr. Christopher Moy at x2549.

Schedule

Session	Class Topic	Assignment
Session 1 1/16	Introductions/History/ Report writing	
Session 2 1/23	Useful Statistical & Measurement Concepts Introduction to Alternative Tests WJ-III, KAIT, CAS, DAS	Kamphaus (2001), Ch. 5 Flannigan et al (2005) Ch 20, 18, 16
Session 3 1/30	WJ-III COG	Flannigan et al (2005) Ch 17 Mather et al Section III WJ-III COG manual
Session 4 2/6	The WJ-III interpretation	Flannigan et al (2005) Ch 4 & 8 Mather et al Section I 1st WJ-III protocol due
Session 5 2/13	WAIS-III Administration/Scoring	WAIS Manual Kamphaus, Ch. 11
Session 6 2/20	WAIS-III Interpretation Review scoring	Satler Ch 12 & 131 st 1st WAIS protocol due 2nd WJ-III protocol due
Session 7 2/27	WISC-IV: Administration WISC-IV Interpretation SCORING IN CLASS	WISC-IV Manual Flannigan et al (2005) Ch 14 Satler Ch 1 (supp)
Session 8 3/13	Stanford-Binet-V SCORING IN CLASS	SB-V Manual Kamphaus, Ch. 9 3rd WJ-III protocol due WJ-III reports no later
Session 9 3/20	Intelligence testing of Preschool Children/WPPSI	Kamphaus, Ch. 15 Satler Ch Flannigan et al (2005) Ch 22 Selected Readings 1st WISC-IV protocol due 2nd WAIS protocol due
Session 10 3/27	Adaptive Scales Vineland/SIB-R	selected readings

Session 11
4/3

WJ-III Tests of ACH
Ability/Achievement discrepancy
Giftedness

Flannigan et al (2005) Ch 23, 24
2nd WISC protocol due
3rd WAIS protocol is due
WAIS reports no later

Session 12
4/10

Emerging issues in Intelligence
Assessment/Bilingual Cog. Assess
Class Debate
Best Testing Practices/Ethics

Flannigan et al (2005) Ch 25
selected readings
3rd WISC protocol due
WISC –IV reports no later

Session 13
4/24

FINAL EXAM