

Counseling, Educational Psychology, and Special Education 880
COGNITIVE ASSESSMENT
Fall 2006

Time and Location

Thursdays, 12: 40PM to 3:30PM
116b Erickson Hall

Instructor and Teaching Assistant Information

Instructor: Sara E. Bolt, Ph.D.

Office: 442 Erickson Hall

Office Hours: by appointment, please contact me one week in advance to schedule appointment

Email: sbolt@msu.edu

Phone: 432-9621

Teaching Assistant: Julia Ogg

Office: 401e Erickson Hall

Office Hours: (TBA)

Email: oggjulia@msu.edu

Phone: 517-449-7905

Course Overview

The primary goal of this class will be to teach students how to administer, score, and interpret standardized measures of cognitive ability. Students will receive direct instruction and supervised practice on the following three measures of cognitive functioning:

- The Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
- Woodcock Johnson Test of Cognitive Abilities-Third Edition (WJ-III COG)
- The Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)

This course will also address historical perspectives, psychometric issues, current social/legal controversies, theories, and general skills related to standardized assessment practices. Issues related to psychological report writing and non-discriminatory assessment will be emphasized.

The course sequence is unique in that you will learn specific applications and testing procedures prior to being introduced to general concepts and theories. An integration of practice and theory will come later in the semester as we begin to examine a number of issues currently debated in the field.

Instructional methods will include lecture, demonstration, supervised practice, readings, case studies, peer collaboration, and small group discussion. This course will involve a considerable amount of time and energy. Teamwork is essential as you will work with others to coordinate test kits, help with scoring, read drafts of reports, and discuss course content and expectations.

Course Objectives

At the completion of this course, students will be able to:

1. Administer the Woodcock-Johnson-III Cognitive Battery, the Wechsler Intelligence Scale for Children (4th edition), and the Wechsler Adult Intelligence Scale (3rd edition) following all standardization procedures and criteria identified for competent administration.
2. Apply cognitive assessment skills to administer, score, interpret, and critique other measures of cognitive functioning.
3. Summarize behavioral observations from test administrations.
4. Describe nine considerations for best practice in conducting intellectual assessments.
5. Describe various social, ethical, and legal issues concerning the use of standardized measures of intelligence.
6. Demonstrate an understanding of alternative theories of intelligence (e.g., Das/ Naglieri, Gardner).
7. Understand test terminology, sources of error in tests, psychometric properties, development and standardization of tests, and appropriate uses of cognitive ability measures.
8. Utilize a computer-scoring program to score results and produce reports.
9. Apply best practices in testing persons from diverse ethnic, cultural, and socioeconomic backgrounds.

Course Website

Many course materials (e.g., syllabus, presentation slides, and additional supplemental materials) will be made available through ANGEL, an online course management system. You can access the materials by going to the following website: <http://angel.msu.edu>, and providing your MSU NetID and password. If you have problems accessing materials through this system, you can call the LC&T Help Desk at 1-800-500-1554 or 355-2345 for assistance.

Protocol Fee

You will be allowed to purchase protocols at the cost that we are able to obtain from the publisher. This cost will be totaled at the beginning of the year and must be paid in full within the first two weeks of the semester.

Testing Clients

We will work together to help each other recruit participants for testing. Under no circumstances will test scores be shared with parents or clients. All volunteers must sign, or have a parent sign, a written consent form. Consent forms must be attached to protocols, reports, and videotapes.

Course Readings

The required texts are available through www.amazon.com or through www.sattlerpublisher.com.

1. Required Texts

Sattler, Jerome M. (2001). *Assessment of Children: Cognitive Applications (4th Ed.)*. San Diego: Sattler Publishing, Inc.

Sattler, J. M., & Dumont, R. (2004). *Assessment of Children: WISC-IV and WPPSI-III Supplement*. San Diego: Sattler Publishing, Inc.

Additional readings as listed below (online); more readings may be assigned at instructor's discretion, as well.

2. Recommended Text

Wechsler, D. (2003). *WISC-IV Administration and Scoring Manual*. Psychological Corporation.

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

Additional Equipment:

- **Stop watch** (no or quiet beeps or clicks; count up *and* count down option is ideal)
- **Clipboard**
- **DVDs to record test administration (at least 2)**
- **Video recorder – may be borrowed from COE technology and learning center or from instructor** (talk to Julia if you have questions about how to do this)
- **Electronic access to the MSU library system through proxy server**

To be Successful in CEPSE 880, You Need to:

- Read the assigned readings before the class in which they will be discussed
- Ask the TA or instructor any questions you have during designated course times by appointment (see above)
- Bring the necessary test kits to class
- Actively participate in class discussions
- Read and re-read the test administration manuals

Accommodations for Individuals with Disabilities

Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor as soon as possible. Given documentation of your disability, I will be very willing to work with you to make appropriate accommodations. Information on this documentation can be obtained from Disability Services (ph. 353-9642, website: <http://www2.rcpd.msu.edu/Home/>). I will attempt to maintain the confidentiality of such information to the best of my ability.

Attendance Policy, Incompletes, Make-up Exams

Students are expected to attend all classes. Incompletes shall be assigned at my discretion when, due to extraordinary circumstances (e.g., hospitalization), a student was prevented from completing the work of the course on time. If you can not make it to class due to observing a religious holiday, please inform me of the situation ahead of time (see University policy on religious observance at: <http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/Instruction/v-religiousobservance.htm>). The assignment of an incomplete requires a written agreement, signed by the instructor, specifying the time and manner in which the student will complete the course requirements.

Academic Integrity

Students are expected to perform to the utmost of their ability in an honest and ethical manner. Cheating, plagiarism, or other forms of academic misconduct will be handled severely per university guidelines (see <http://www.vps.msu.edu/SpLife/rule32.htm>).

Grading

A total of 100 points is possible in this course. The following highlights grading criteria:

4.0 = 92 - 100 points

3.5 = 85 - 91 points

3.0 = 79 - 84 points

2.5 = 69 – 78 points

1.0 = <69 points

Assignments

The assignments are listed below. If you are late in turning in an assignment, your grade will be reduced 10% for each day that it is late (must be in my mailbox by 5PM to be considered turned-in on any particular day). A description of each assignment is described in the text below, along with point values. *You are encouraged to select persons of diverse ages, economic status, and cultural backgrounds in completing these assignments.*

A. Wechsler Scales (35 points)

You will administer the WISC-IV to a minimum of three individuals and the WAIS-III to 1 individual. The second administration of the WISC-IV will be observed by the TA. At least one administration of the WISC-IV will be videotaped and handed in for review. A set of administration, scoring, and interpretation criteria must be met in order to meet course

requirements. First, two WISC-IV protocols must have no major administration or scoring errors, and you must “catch” all but up to five minor administration or scoring errors for these protocols (defined on protocol evaluation scales, which you will receive later). These are considered “error-free WISC-IV protocols.” Furthermore, your videotaped administration must not have any major administration errors, and you must “catch” all but up to five minor administration errors for these protocols (defined on administration evaluation scales, which you will receive later). These are considered “error-free WISC-IV videos”. During the spring semester, you will be expected to complete a third error-free protocol, which will be factored into your grade for CEP 893K. Additional testing (you will need to purchase additional protocols) will be required if necessary to meet these standards. For each additional protocol, video, and report that the TA/instructor needs to score for you to meet the error-free standards, you will lose one point from this section. However, your grade will be comprised of the highest grade received to meet the requirements. Finally, you will need to turn in at least two reports of your administration of the WISC-IV. One of these reports needs to meet the error-free interpretation criteria (defined on report evaluation scales, which you will receive later). These are considered “error-free WISC-IV reports.” You may *only* redo assignments that do not meet error-free requirements (i.e., you can not simply redo to earn more points).

Summary:

- At least 3 WISC-IV administrations (each worth 5 points; 15 points total)
- Second WISC-IV administration observed by TA (no grade, apart from point value above; TA comments will inform your future administration/scoring)
- At least 2 WISC-IV reports (each worth 5 points; 10 points total)
- At least 1 WISC-IV video (worth 5 points)
- 2 error-free WISC-IV protocols (see above)
- 1 error-free WISC-IV video (see above)
- 1 error-free WISC-IV report (see above)
- 1 administration of WAIS-III (worth 5 points)

B. Woodcock-Johnson III Tests of Cognitive Abilities (25 points).

You will administer this test to at least three individuals (2 children/adolescents and 1 adult). At least two administrations must meet the error-free WJ-3 protocol criteria, one of which must be a child/adolescent administration. One of the child/adolescent administrations must be video-taped and meet the error-free WJ-3 video criteria. One report must be completed. Additional testing (you will need to purchase additional protocols) will be required if necessary to meet these criteria. Similar grading procedures as those indicated for the WISC-IV will apply (i.e., 1 point deduction for each additional item scored, highest grades considered for overall grade).

Summary: at least 3 administrations of WJ-III COG, 1 must be of an adult (worth 5 points each; total of 15 points)
 1 error-free WJ-3 child/adolescent protocol (see above)
 1 error-free WJ-3 child/adolescent or adult protocol (see above)
 1 error-free WJ-3 child/adolescent video (worth 5 points)
 1 report (worth 5 points)

C. Combined WJ Achievement/Ability Testing (10 points)

You will administer the WJ-III Achievement test to one of the individuals you used for the above WJ-III COG. A test protocol and interpretative report will be turned in summarizing the results from both tests. You may be asked to revise and resubmit this report. If so, a one-point deduction will occur for each revision required; however, the highest grade will be included in your final grade. You will only be allowed to revise and resubmit according to the discretion of the instructor.

D. Structured Debate: Cognitive Testing in the Schools (5 points)

You will develop a one-page (can be double-sided) handout that describes the pros and cons of using standardized measures of cognitive functioning in the schools. During class, students will be randomly assigned to either support or refute this practice in a structured debate. Students will be graded on their active participation in the debate and the quality of their handouts. Resources for handout development will be provided.

E. Additional Measure of Cognitive Ability (10 points)

You will select an additional cognitive measure to examine and learn to administer. You will (a) provide a 2-3 page reflection on this tool (e.g., theory, strengths and weaknesses, utility within schools) to the instructor, TA, and the class, and (b) present an overview of this tool to the class as part of a formal presentation. In completing part (a) you are encouraged to consult the test review procedures described by Salvia, Ysseldyke, & Bolt (provided in class). Your presentation may include demonstration of the tool. Examples of tests that could be used include the C-TONI, UNIT, KAIT, or the SB-5.

F. Final Exam: (15 points)

You will take a final exam consisting of multiple-choice and essay questions focusing on issues related to cognitive test administration and interpretation, assessment of diverse children, historical underpinnings, and current issues in cognitive assessment.

Class Schedule and Topics*

	Date	Topic	Assignment Due
1	8/31	Course Introduction and Overview of the Wechsler Scales Review of syllabus Recruiting examinees Introduction to the WISC-IV Reschly BP IV chapter on intellectual assessment (pp. 1337-1350)	
2	9/7	Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) Administration: Core Subtests WISC-IV Manual, Administration Sattler (2001) Chapter 7 and Sattler (2004) Chapter 1 & 2	<i>set up supervision meeting with TA for sometime between 9/28 and 10/5</i>
3	9/14	WISC-IV Administration: Supplemental Subtests & Scoring WISC-IV Manual Sattler (2004) Chapter 3	<i>WISC-IV Protocol 1</i>
4	9/21	WISC-IV Scoring, Interpretation, and Report Writing Sattler (2004) Chapter 4 Sattler (2001) Chapter 21: Principles of Report Writing	<i>WISC-IV Protocol 2) – dvd and protocol due to TA on Sep. 25</i>
5	9/28	Introduction to Assessment: Stat, Measurement, Legal and Ethical Issues Sattler (2001) Chapter 1 to Chapter 4	<i>WISC-IV Report 1</i>
6	10/5	History of Intelligence Testing, Theories of Intelligence, Best Practices in Intellectual Assessment, Evaluating New Tools Sattler (2001) Chapter 5: History and Theories of Intelligence Sattler (2001) Chapter 6: Issues of Measurement and Change in Intelligence John Carroll's most recent book chapter: http://www.iapsych.com/Carroll1b.pdf IAP website ppt.:	<i>Must have completed meeting with TA by Oct. 5.</i>
7	10/12	Woodcock-Johnson-III Tests of Cognitive Abilities (WJ-III COG) Introduction WJ-III COG Manual	<i>WISC-IV Protocol 3 WISC-IV Videotape WISC-IV Report 2**</i>
8	10/19	WJ-III COG Administration and Scoring-Standard and Extended Battery WJ-III COG Manual	
9	10/26	WJ-III COG Administration, Scoring, and Interpretation	

		<p>WJ-III COG Manual</p> <p>Explore Kevin McGrew's IAP website (http://www.iapsych.com/Homepage.htm)</p> <p>Read McGrew & Evans (2004) – available at: http://www.education.umn.edu/nceo/OnlinePubs/Synthesis55.html</p> <p>Re-read Reschly BP chapter on Intellectual assessment (pp. 1337-1350)</p>	
10	11/2	<p>Cross-Battery Approach</p> <p>Sattler (2001) Chapter 14 to Chapter 16</p> <p>Explore Dumont-Willis website (http://alpha.fdu.edu/psychology/)</p> <p>Be sure to look at:</p> <p>http://facpub.stjohns.edu/~ortizs/cross-battery/</p> <p>http://alpha.fdu.edu/psychology/chc_theory.htm and http://alpha.fdu.edu/psychology/ATDR.htm</p>	<i>WJ-III COG Protocol 1</i> <i>*sign up for team presentations</i>
11	11/9	<p>Assessment of Culturally and Linguistically Diverse Children</p> <p>Sattler (2001) Chapter 19 and 20</p>	
12	11/16	<p>Wechsler Adult Intelligence Scale- Third Edition</p> <p>WAIS-III Manual</p> <p>Sattler (2001) Chapter 12 and 13</p>	<i>WJ-III COG Protocol 2</i> <i>WJ-III COG Report</i>
13	11/23	<p>No Class – Thanksgiving Break</p>	<i>WJ-III COG Protocol 3</i> <i>WJ-III COG Videotape</i> <i>WJ-III COG Cog/Ach Report</i> <i>(all due before break)</i>
14	11/30	<p>Structured Debate: Cognitive Testing in the Schools Review Session</p>	<i>Structured Debate Handout</i>
15	12/7	<p>Presentations on Additional Measure (Sign Up)</p>	<i>WAIS-III Protocol Additional Measure Review and Presentation</i>
	12/12	<p>Final Exam: Test Administration; Test Interpretation; Assessment and Diversity</p>	<i>Final Exam</i> 12:45 to 2:45PM

*Subject to change (notice will be provided)

**Additional protocols/videos/reports can be turned in as you complete them to meet error-free protocol requirements. The TA/instructor will score and return one-week after they are turned in.

Consent for Practice Administration of a Measure of Cognitive Ability

Dear Parents,

I am taking a course titled Cognitive Assessment at Michigan State University. This course is being taught by Sara E. Bolt, Ph.D., who can be reached at 517-432-9621 if you have any questions about this form or about the assessment procedures. The class is made up of graduate students who are interested in and have worked with children and adolescents. We are required to administer a variety of individual intelligence tests to children. I would like your permission to administer one or more tests to your child. The total administration of each test should take no more than two hours and will take place at a time that is most convenient for you and your child. I would also like your permission to video tape this administration, as my performance is repeatedly evaluated throughout the semester by Dr. Bolt.

At the completion of this course students should be able to select appropriate assessment instruments and correctly administer and score the instruments and write clear and concise reports. However, at this time I will just be learning to administer the test instruments and the results I obtain may not be reliable or valid. Therefore, it would be inappropriate to discuss the results with you. Most children find the activities administered to be interesting and fun. By allowing your child to participate, you will also enable me to gain valuable practice. I appreciate your consideration of this request.

- I do consent to let my child be given a practice administration of an individual measure of cognitive ability and I understand that I will not be given specific information about my child's performance. I understand that my rights and my child's right to privacy and confidentiality will be respected and while the information gained may be discussed in Dr. Bolt's class, no identifying information will be shared.
- I do not consent.

Child's Name: _____

Date of Birth: _____

Parent's Signature: _____

Date: _____

Consent for Practice Administration of a Measure of Cognitive Ability

I am taking a course titled Cognitive Assessment at Michigan State University. This course is being taught by Sara E. Bolt, Ph.D., who can be reached at 517-432-9621 if you have any questions about this form or about the assessment procedures. The class is made up of graduate students who are interested in and have worked with other adults in the past. We are required to administer a variety of individual intelligence tests with persons of varying ages. I would like your permission to administer one or more tests to you. The total administration of each test should take no more than two hours and will take place at a time that is most convenient for you. I would also like your permission to video tape my administration(s), as my performance is repeatedly evaluated throughout the semester by Dr. Bolt.

At the completion of this course students should be able to select appropriate assessment instruments and correctly administer and score the instruments and write clear and concise reports. However, at this time I will just be learning to administer the test instruments and the results I obtain may not be reliable or valid. Therefore, it would be inappropriate to discuss the results with you. I understand that my rights to privacy and confidentiality will be respected and while the information gained will be discussed in Dr. Bolt's class, no identifying information will be shared

- I do consent to be given a practice administration of an individual measure of cognitive ability and I understand that I will not be given specific information about my performance due to the learning nature of this activity.
- I do not consent.

Name: _____

Date of Birth: _____

Signature: _____

Date: _____

CEP 880
Course Testing Requirements

Student's Name: _____

Semester: _____

Course Title: _____

<u>Test Name and #</u>	<u>Age</u>	<u>Gender/Diversity</u>	<u>Exam Date</u>	<u>Report</u>	<u>Score</u>
------------------------	------------	-------------------------	------------------	---------------	--------------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.