

**State University of New York at Buffalo
Graduate School of Education
Department of Counseling, Educational, and School Psychology**

CEP 590: Individual Intelligence Testing

Instructor:

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*The instructor and teaching assistants ask that you always call the office phone number before trying to reach any of us on our cell phones. If the question or concern can wait, leave us a message on the office phone mail and we will get back to you as soon as possible. If something requires immediate attention and you are unable to reach us at the office, then by all means use the cell phone numbers.

Course Info:

IIT Class
415 Baldy Hall
Tuesdays, 4:10 PM – 6:50 PM

IIT Lab
425 Baldy Hall
Thursdays, 4:10 PM – 6:10 PM

****Please note that the instructor reserves the right to alter, delete from, add to, or otherwise modify any part of the syllabus provided that students are given sufficient notice.**

Course Syllabus

Course Overview:

This course is for graduate students matriculated in the school, counseling, or related applied psychology graduate programs. In it you will learn: (a) the basic theory and application of psychological measurement; and (b) to properly administer, score, and interpret a variety of individually administered tests of intelligence. Course emphasis will be placed on the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale-Third Edition (WAIS-III), Stanford-Binet Intelligence Scale: Fifth Edition (SB5), and the Woodcock-Johnson Tests of Cognitive Ability: Third Edition (WJ III). Information regarding the history of intellectual assessment and major theories of intelligence will also be presented to heighten your awareness of the historical context for your work and to ultimately make you into a more critical, informed, and well-rounded applied psychologist.

Required Text(s):

Sattler, J.M. (2001). *Assessment of children (4th ed.): Cognitive applications*. San Diego, CA: Jerome Sattler Publisher. (ISBN: 0-9618209-7-7)

Sattler, J.M., & Dumont, R. (2004). *Assessment of children: WISC-IV and WPPSI-III supplement*. San Diego, CA: Jerome Sattler Publisher. (ISBN: 0-9702671-1-8)

Schrank, F.A., Flanagan, D.P., Woodcock, R.W., & Mascolo, J.T. (2002). *Essentials of WJ III cognitive abilities assessment*. New York, NY: John Wiley & Sons, Inc. (ISBN: 0-471-34466-4)

Urbina, S. (2004). *Essentials of psychological testing*. New York, NY: John Wiley & Sons, Inc. (ISBN: 0-471-41978-8)

Recommended Text(s):

Kaplan, R.M., & Saccuzzo, D.P. (2005). *Psychological testing: Principles, applications, and issues (6th ed.)*. Belmont, CA: Thomson Wadsworth. (ISBN: 0-534-63306-4)

Roid, G.H., & Barram, R.A. (2004). *Essentials of the Stanford-Binet Intelligence Scales (SB5) assessment*. New York, NY: John Wiley & Sons, Inc. (ISBN: 0-471-22404-9)

Required Materials:

1) ****\$50.00 testing materials fee: mandatory fee to supplement the costs of record forms, test kits, and related materials.****

2) Clipboard

3) Stopwatch (preferably one that does not beep)

4) One VHS Tape

5) Several #2 Pencils (some with and some without erasers)

6) One Green Pencil

7) Tape Recorder/Player that plays standard size cassette tapes

8) Calculator

9) Protractor

Attendance:

Class attendance is essential for successful performance in this course. In the event of an emergency or illness, please call or e-mail me in advance of class.

Course Requirements:

1) Lab Sessions: Students are required to attend all weekly lab sessions. These sessions allow students to have more specific questions regarding test administration and scoring answered, allow test administration practice time with feedback, and allow for the presentation of more specific practical information that cannot be covered during regular class lecture meetings. A lab grade of S (Satisfactory) or U (Unsatisfactory) is assigned at the end of the semester for the CEP 593B Practicum course on your transcript. Regular attendance and participation will result in a grade of S. Missing lab sessions or failing to participate during the lab sessions will result in a grade of U. Those who receive a grade of U will have to repeat the lab section of the course the following year.

Lab sessions are listed for two hours. A 10 minute break is included. The first hour will generally be didactic and more measurement-oriented (e.g., information on test construction, use of SPSS for evaluating reliability and validity, test scoring, interpretive worksheet information, etc.). The second hour will generally involve more questions and practice. Bring current test materials to each lab session.

2) Students are required to administer 11 intelligence batteries according to the breakdown shown in the chart on the next page. Students will obtain written informed consent prior to each administration using the form provided.

	<u>School Administrations</u>	<u>Counseling Administrations</u>
WISC-IV	3	2
WAIS-III	2	3
SB5	2	2
WJ-III	4	4

Total	11	11

Note that many students tend to score poorly on the initial test protocols that they hand in. It is wise to hand them in gradually over the course of the semester rather than all at once. Handing them in gradually allows you to use the feedback from earlier protocols to improve on those that follow.

You are allowed to catch your own mistakes on completed test protocols. Do this by making corrections in green pencil and noting it as an error that you caught. You will not lose points for catching your own mistake. However, once a protocol is handed in and graded, corrections will not increase your grade. You can also improve a poor protocol grade by administering the test again to another examinee and submitting the new protocol to replace an earlier problematic one.

Those with the best protocol grades in the past have tended to thoroughly check over their protocols before handing them in and frequently met with the teaching assistants outside of class to get more specific administration and scoring questions answered.

Bring administration and scoring questions to the lab periods and take advantage of the teaching assistants' office hours. The lab sessions and teaching assistants are available to you based on feedback from previous students who requested them.

3) Live Administration: In addition to in-class/lab practice and demonstration of test administration, students will conduct two live administrations of an intelligence test battery (WISC-IV and WJ III). Live administrations will be scheduled outside of class. Testing generally takes place in the ECRC in the basement of Baldy Hall. The advantages of this location are its two-way mirrors for unobtrusive observation and readily available videotaping equipment.

4) Videotape: Students will submit one videotape of a test administration.

5) Reports: Students will complete two written reports (i.e., one WISC-IV report and one WJ III report) that will include basic background information, behavioral observations, and evaluation results.

6) Quizzes: Three or four quizzes will be given over the course of the semester. This helps to break the evaluation of course material down into smaller and more manageable units. Quizzes are of mixed format (e.g., multiple choice and short answer essay) and often involve demonstrating one's skill and accuracy in protocol scoring and interpretive worksheet use.

7) Final Exam: The final exam is divided into two parts--a practical final exam and an in class final exam. The practical final is scheduled as a one-to-one short-form test administration with the instructor or one of the teaching assistants. The in class final is a cumulative test consisting of multiple choice, fill in the blank, and essay questions.

By the end of the semester (i.e., Exam Week), students will submit a portfolio. This will include 11 completed and corrected test protocols, 11 completed and signed consent forms, one videotaped test administration, and two corrected evaluation reports.

Course Schedule:

<u>Date</u>	<u>Topic(s)</u>	<u>Reading(s)/Assignments/Tests</u>
8/30	Course & Text Introduction, Procedures, Brief Early History of Intelligence Testing, Statistical Basics,	Sattler Chpt 5 (just pp. 128-135) & Chpt 4, Urbina Chpt. 1
9/06	Overview of Psycho-educational and Intellectual Assessment, Assessment of Children, Normative Measurement, Reliability Theory,	Sattler Chpt. 1, 2, & 7, Urbina Chpt. 2-4 (Skim pp.103-115),
9/13	Intro to the Wechsler Scales, Construct Validity, WAIS-III Psychometrics,	Quiz #1 WAIS-III Examiner's Manual, WAIS-III Tech. Manual pp.7-14 & Chpt 2-5, Sattler Chpt 12 & 13, Urbina Chpt. 5,
9/20	Wechsler Scales (continued), WISC-IV Psychometrics,	WISC-IV Examiner's Manual, Sattler & Dumont Chpt 1-3
9/27	Wechsler Scales, Report Writing,	Sattler Chpt 21 (Skim) Sattler & Dumont Chpt 4 (Skim)
10/04	Wechsler Scales (cont.)	2 Wechsler Protocols Due (WISC-IV or WAIS-III) Reserved Reading(s)
10/11	Wechsler Scales: Summary & Critique, SB5, SB5 Psychometrics,	Quiz #2 SB5 Examiner's Manual, SB5 Tech. Manual Chpt 1 & 2,

<u>Date</u>	<u>Topic(s)</u>	<u>Reading(s)/Assignments/Tests</u>
10/18	Intelligence Theory & Research, SB5 (continued),	All 5 Wechsler Protocols Due (1st Report Due) Sattler Chpt 5 (pp. 135-159) & 6, SB5 Tech. Manual Chpt 3-5,
10/25	WISC-IV Live Test Admin., Intelligence Theory & Research (continued),	Quiz #3 Reserved Reading(s)
11/01	SB5 Summary & Critique, Introduction to WJ-III, WJ-III Psychometrics,	Schrank et al. Chpt 1-3, & 5, WJ III Technical Manual, Reserved Reading(s)
11/08	WJ-III (continued), Overview and Administration,	2 SB5 Protocols Due WJ III Examiner's Manual, Reserved Reading(s)
11/15	WJ III (continued), Scoring, Interpretation, and Report Writing	Video Administration Due, Schrank et al. (complete), Reserved Reading(s)
11/22	WJ III Summary & Critique, Language Reduced Measures of Intelligence (e.g., UNIT, Leiter, etc.)	Quiz #4 2 WJ III Protocols Due Sattler pp. 567-568, Reserved Reading(s)
11/29	WJ III Live Test Admin., Test Bias, Assessment with Diverse Populations,	All 4 WJ III Protocols Due Sattler Chpt 19 & 20 Reserved Reading(s)
12/06	Course Reflection	Final Exam (2nd Report Due)

Grading:

The final grade for the course is based on performance in the following areas weighted according to their corresponding percentages:

1) Test Protocols	30%
2) Live Admin/Videotape	20%
3) Report Writing	10%
4) Quizzes	20%
5) Final Exam	20%

Final Course Grade:

<u>Percentage</u>		<u>Letter Grade</u>
≥94	=	A
90-93	=	A-
88-89	=	B+
84-87	=	B
80-83	=	B-
78-79	=	C+
74-77	=	C
70-73	=	C-
65-69	=	D
≤64	=	F

Professional Conduct:

Conduct violations will result in disciplinary action. Graduate students are expected to:

- 1) Dress professionally for test administrations.
- 2) Follow APA and NASP guidelines for professional conduct.
- 3) Obtain written informed consent prior to administering all tests.
- 4) Withhold all information regarding test results to examinees, their parents, teachers, or others, as indicated on the informed consent form (attached). You are testing for training purposes only.
- 5) Protect the confidentiality of all examinees' identifying information.
- 6) Seek advisement/supervision from the course instructor when correct conduct or practice is unclear.

Grading Schedule for Assessment Protocols

# Major Errors	# Minor Errors	Points
0	0	5.0
0	1	5.0
0	2	4.7
0	3	4.5
0	4	4.0
0	5	3.75
1	0	4.0
1	1	3.75
1	2	3.5
1	3	3.25
1	4	3.0
1	5	2.75
2	0	3.0
2	1	2.75
2	2	2.5
2	3	2.25
2	4	2.0
2	5	1.75
3	0	2.0
3	1	1.75
≥3	≥2	1.5

Note: The final portion of your grade for test protocols will be computed as a mathematical percentage. Those trying to achieve a protocol grade of A should target an average of at least 4.5 points per protocol.

Assessment Consent Forms
State University of New York at Buffalo
Department of Counseling, School, and Educational Psychology

Print legal name of client here: _____ . I,
_____, as parent, guardian, or agent thereof of a minor child, or as a consenting adult, do hereby release and discharge the State University of New York at Buffalo, and the undersigned student examiner, from all claims, demands, and causes of action, either legal or ethical, which may hereafter arise as a result of, or in relation to, testing, psychological assessment, reports, or feedback. I understand that _____ is a graduate student enrolled in CEP 590 (Individual Intelligence Testing) at SUNY Buffalo, and will be using the assessment information to fulfill class requirements. I understand that I will not receive specific information about my or my child's performance on this evaluation because _____ is learning to administer the evaluation instrument(s), and therefore the accuracy of the test results may be in question. It is further understood and agreed that: a) evaluation results and feedback thereof are primarily for training purposes; b) SUNY Buffalo is under no obligation to release or convey test results and related information in any manner whatsoever to other persons or agencies unless specific arrangements have been made between the client and supervisory faculty; c) some sessions may be video-taped and these tapes may subsequently be used for training purposes only; and d) if any of the evaluation materials are used in training other than for the evaluation of the student examiner named below, the supervisory faculty member will ensure to the greatest degree possible the confidentiality of the subject.

Adult, Parent, or Guardian (print name) _____
Signature _____
Date

Student Examiner (print name) _____
Signature _____
Date

Course Goals that Reflect NASP Standards for Domains of School Psychology Training and Practice:

1) Your knowledge of theories of intelligence, intelligence tests, statistics, psychometrics, ethics, and test bias will lay the foundation for the practice of data-based decision-making and accountability in assessment. (Consistent with Standard 2.1)

Objective 1a: Students will gain a solid foundation in historical and contemporary intelligence theories (e.g., Spearman's g, Thurstone's PMAs, Simultaneous-Successive Model, PASS Model, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory, Original and Modern Gf/Gc Theory, Carroll's Three-Stratum Theory, Integrated Carroll-Horn-Cattell Model, Information Processing Models, etc.)

Assessed and Attained: Students will demonstrate their knowledge of historical and modern intelligence theories via passing grades (\geq B) on relevant quizzes, exams, lab assignments, class discussion, and criterion referenced assessment reports.

Objective 1b: Students will develop knowledge and competence in the administration, scoring, and interpretation of a variety individually administered, standardized cognitive tests for school age children and young adults (e.g., WISC-IV, WAIS-III, SB-5, and WJ-III).

Assessed and Attained: Students will demonstrate their knowledge of cognitive tests via passing grades (\geq B) on relevant quizzes, exams, lab assignments, and class discussion. They will demonstrate their skills in administration, scoring, and interpretation through live/videotaped test administrations, test protocol grades (average \geq 4 points per protocol), criterion referenced practical section of the final exam (requires a perfect administration of three WISC-IV/WAIS-III subtests), and criterion referenced assessment reports.

Objective 1c: Students will understand and be able to apply basic statistical concepts relevant to testing (e.g., measures of central tendency, measures of dispersion, z scores, correlation, regression, etc.).

Assessed and Attained: Students will demonstrate their knowledge of statistics and their ability to apply this knowledge to testing via passing grades (\geq B) on relevant quizzes, exams, lab assignments, class discussion, and criterion referenced assessment reports.

Objective 1d: Students will understand and be able to apply basic psychometric concepts relevant to testing (e.g., normative measurement, standard scores, various forms of reliability, various forms of validity, confidence intervals, etc.).

Assessed and Attained: Students will demonstrate their knowledge of psychometric concepts and their ability to apply these concepts to testing via

passing grades (\geq B) on relevant quizzes, exams, lab assignments, class discussion, average test protocol grade of ≥ 4 points, passing grades (\geq B) on scoring work sheets, and criterion referenced assessment reports.

Objective 1e: Students will demonstrate knowledge of and behavior consistent with NASP/APA ethical principles related to assessment (e.g., regarding client confidentiality, appropriate use of tests/scores, test security, Sattler's four pillars of assessment, Kaufman's intelligent testing philosophy, etc.).

Assessed and Attained: Students will demonstrate their knowledge of ethical principles and their ability to apply these principles via passing grades (\geq B) on relevant quizzes, exams, lab assignments, class discussion, handing in signed informed consent forms, live/videotaped test administrations, and criterion referenced assessment reports.

Objective 1f: Students will acquire knowledge of the assessment of test bias and learn methods for dealing with it properly.

Assessed and Attained: Students will demonstrate their knowledge of test bias via attaining passing grades (\geq B) on relevant quizzes, exams, lab assignments, and class discussion. In some cases criterion referenced assessment reports will also be relevant.

Objective 1g: You will develop beginning skills for writing psychoeducational reports.

Assessed and Attained: Students will demonstrate their beginning skills in writing psychoeducational reports via three criterion referenced assessment reports.

2) You will acquire an appreciation for diversity in development and learning as it pertains to your assessment work. This appreciation for diversity extends over the range of issues related to individual differences, abilities, and disabilities and to the potential influence of biological, social, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors on a person's performance. (Consistent with Standard 2.5)

Objective 2a: Students will gain knowledge of the psychology of individual differences and the variety of factors that contribute to these differences (e.g., biological, non-shared environments, social, cultural, ethnic, experiential, socio-economic, gender-related, linguistic, etc.)

Assessed and Attained: Students will demonstrate their knowledge of the psychology of individual differences via passing grades (\geq B) on relevant quizzes, exams, lab assignments, class discussion, and criterion referenced assessment reports.

Objective 2b: Students will gain an appreciation for the meaning of differences in various cognitive abilities in individuals across the life span.

Assessed and Attained: Students will demonstrate their appreciation for the meaning of differences in various cognitive abilities in individuals across the life span via passing grades (\geq B) on relevant quizzes, exams, lab assignments, and class discussion. In some cases criterion referenced assessment reports may also be relevant.

Objective 2c: Students will be introduced to a number of school-related special education concepts (e.g., learning disability, mental retardation, emotional disturbance, other health impaired, etc.) that will be expanded upon in CEP 592. They will know the basic definitions of these concepts at this level.

Assessed and Attained: Students will demonstrate their knowledge of school-related special education concepts via passing grades (\geq B) on relevant quizzes, exams, and class discussion.

3) You will learn to apply and integrate statistical, psychometric, and research concepts into your assessment work. Your knowledge of these things will make you a better consumer of applied assessment research, allow you to critically evaluate the strengths and weaknesses of available assessments instruments, and inform your selection of test instruments for various assessment situations. (Consistent with Standard 2.9)

Objective 3a: Students will become familiar with the applied assessment research literature relevant to the assessment instruments they most often use.

Assessed and Attained: Students will demonstrate their knowledge of the applied assessment literature via passing grades (\geq B) on relevant quizzes, exams, lab assignments, class discussion, and criterion referenced assessment reports.

Objective 3b: Students will learn to evaluate the psychometric properties of tests (e.g., know appropriate levels of reliability, understand evidence for sufficient construct validity, know when normative information is to be deemed adequate, etc.).

Assessed and Attained: Students will demonstrate their knowledge of the applied assessment literature via passing grades (\geq B) on relevant quizzes, exams, lab assignments, and class discussion.

Objective 3c: Students will learn rules for the appropriate selection of tests for various assessment situations (e.g., which cognitive test to use that overlap in terms of age range—taking into account the person’s background, person’s suspected ability level, normative test information, etc.).

Assessed and Attained: Students will demonstrate their knowledge of appropriate test selection via passing grades (\geq B) on relevant quizzes, exams, lab assignments, and class discussion.

4) You will learn to use appropriate computer-related/information systems technology in the conducting of your assessment work. When used properly, this technology makes evaluators more efficient, reduces scoring errors, and fosters more thorough evaluation work. (Consistent with Standard 2.11)

Objective 4a: Students will become familiar with and utilize assessment-related computer software to assist in the scoring and interpretation of the more current psychological tests (e.g., WJ-III).

Assessed and Attained: Students will demonstrate their knowledge and skill in using assessment-related computer software by turning in correctly completed computer printouts for the more current psychological tests used.

Objective 4b: Students will develop skills in the use of library search technologies, internet search engines, and useful assessment-related internet web sites (e.g., NASP, APA, interventioncentral.org, AGS, etc.).

Assessed and Attained: Students will demonstrate their knowledge and skills in utilizing these computer resources by submitting relevant print outs (e.g., PDF files related to assessment, use of chronological age calculator, etc.) and attaining passing grades (\geq B) on quizzes, exams, and lab assignments that require the resources accessed in this manner.