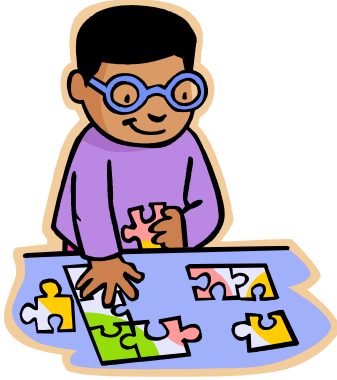


**Sch Psy 670: INTRODUCTION TO COGNITIVE ASSESSMENT**  
**FALL 2006**  
**Thursdays, 5-8:30 p.m., Ritter Annex 271**



**Instructor**

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**Purpose of Course**

The purpose of this course is to develop basic skills in the individual assessment of intelligence and cognitive functioning. Both theoretical and practical aspects of the assessment process will be emphasized. Factors affecting cognitive test results, including cultural and ethnic diversity, language difference, and disability, will be considered. Successful students will become proficient in test administration and scoring, assessment planning and interpretation using the Cattell-Horn-Carroll (CHC) theory, and communicating assessment findings orally and in writing.

The following goals and objectives of the School Psychology training program will be addressed in this course.

**1. To prepare students to utilize evidence-based practice in assessment, consultation, and intervention.**

*Objective 1:* Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

*Objective 2:* Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment.

**2. To prepare students to integrate and apply research findings to the practice of school psychology and to perform empirical research.**

*Objective 1:* Students will demonstrate knowledge of research findings and the ability to critically analyze research.

**3. To prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations.**

*Objective 1:* Students will demonstrate knowledge of diversity, including impact of racial, ethnic, class, cultural, language, lifestyle, and ability differences on the practice of school psychology, including assessment.

**Target Audience and Course Prerequisites**

This course is designed for matriculated school psychology students only. The tests taught in this course are secure instruments that can be administered only by psychologists; therefore, only in the rarest of circumstances will a student from another program be permitted to enroll.

**Texts and Required Materials**

**Required:**

Flanagan, D. P., & Harrison, P. L. (Eds.). (2005). *Contemporary intellectual assessment: Theories, tests, and issues (2<sup>nd</sup> ed.)*. New York: Guilford. [CIA]

Flanagan, D. P., & Ortiz, S. O. (2000). *Essentials of Cross-Battery Assessment*. New York: Wiley. [XBA]

Mather, N., & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: Wiley. [M&J]

A packet of supplemental readings and materials. This packet will be available for purchase at \$64.50 from the Copy Center, Ritter Hall 234. Some materials may also be passed out in class or posted to the Blackboard site.

Test kits will be signed out from the test library by the TA after ensuring that all of the pieces are present. You will be responsible for any damage, loss, or theft that occurs while a test kit is signed out to you. These kits are VERY EXPENSIVE, so safeguard them!

A stopwatch is required to administer the tests. Please make sure that your stopwatch DOES NOT beep when you start or stop it.

A clipboard is needed to secure the protocol during testing.

Pencils are to be used for completing protocols and are also used for client responses. Always have several sharpened pencils, some with and some without erasers.

Large envelopes must be used to turn in all protocols and reports to ensure confidentiality. Put your name and the course number on the envelope.

### **Course Requirements, Rights, and Responsibilities**

1. Attendance at the class sessions, class participation, and study of the required readings are essential to mastering the skills taught in this course. This is a very time-intensive course. If you must miss a class session, please discuss your plan for making up work with the instructor in advance.
2. Working with the TA is an important part of learning proper test administration and scoring. One hour of lab time per week is scheduled at the beginning of class for this purpose.
3. Later assignments depend on feedback from earlier ones. Assignments are due by class time on the date listed in the class schedule. Late assignments will be penalized unless the instructor has approved the delay in advance.
4. APA ethical principles must be adhered to in working with clients.
5. The tests used in this course are confidential. You are responsible for protecting test security.
6. You are responsible for providing your own clients for testing. Special care should be taken to find volunteers who vary in ethnicity, background, gender, and age. Try to avoid testing relatives, family members, close friends, or anyone about whom you cannot be objective. Neighbors, other students who are not close friends, or children of acquaintances are more appropriate. Since you will not be providing test results, avoid testing anyone who actually needs an assessment (suspected disability or giftedness).
7. Clients, or parents/guardians, must sign a permission-to-test form before being assessed. A signed form must accompany each protocol and report that you hand in. Forms will be provided.
8. Because you are in the process of learning test administration and scoring, you may make mistakes that will diminish the reliability and validity of test results. When seeking volunteers for participation, inform them of your student status and advise them that you are unable to share test results at all due to the unknown validity of the results. If you have a concern about a client based on your results, please consult with the instructor. **Do not make treatment recommendations to clients.**
9. You must comply with copyright law. NO PHOTOCOPIES of test record forms, protocols, or other test materials are to be made. Please note that the cost of the readings packet includes royalties to the copyright owners; the packets may not be copied!
10. It is Temple University's policy to provide reasonable accommodations to students with disabilities under the ADA. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.
11. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed on the following page: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

### **Course Assignments**

1. Test administration and scoring: You must administer and score a total of ten (10) individual tests of cognitive ability: 5 each of two of the following: Wechsler Intelligence Scale for Children–Fourth Edition (WISC-IV), Woodcock-Johnson Tests of Cognitive Ability–Third Edition (WJ-III Cog), Stanford-Binet–Fifth Edition (SB5). Your administration and scoring of those two instruments must reach the mastery level in order for you to pass the course.
2. Written manual quizzes: You must complete a quiz over each test before you administer it for the first time. Questions will cover administration, scoring, and technical characteristics of the test. You will be allowed to use the manual during the quiz.
3. Observed testing for mastery: Portions of those tests must be administered while being observed for mastery of administration.

4. Written reports: Two (2) test results sections (one for each instrument) will be written up and turned in. One (1) complete integrated report is to be turned in. They must be typewritten according to the guidelines provided in class.
5. Oral case presentation: One case must also be presented orally to the class. Requirements will be discussed in class.
6. Debate: You will take part in a debate on intelligence testing where teams will be assigned at random. Each participant will also submit a written position paper on intelligence testing. (Your position paper should reflect your personal beliefs, not the side of the debate to which you were assigned.) The position paper should be typewritten and no longer than two double-spaced pages.
7. Final exam: There will be a final take-home exam covering theoretical and practical aspects of cognitive assessment. It will consist of essay questions designed to assess your understanding and integration of the material covered in readings, lectures, and class discussions.

### Evaluation

Successful completion of this course is considered evidence that you are competent to administer individual intelligence tests. Therefore, if you do not achieve mastery of test administration and scoring procedures, REGARDLESS OF YOUR POINT TOTAL, you will not receive a passing grade. If you do not achieve mastery, you may choose to administer additional tests until you do; you must obtain additional test records in order to do this. Test write-ups and written reports will be graded on a modified mastery learning basis. If your initial grade on one of these papers is below a B- level (7/10 or lower for test write-ups; 22/30 or lower for the integrated report), you can choose to re-write it to turn in within a week of receiving it. Re-writing a paper can earn you back, at most, half of the points you originally lost.

Points will be given for the following:

Test results write-ups (2 @ 10 points)	20
Written integrated report	30
Case presentation	10
Debate/position paper	10
Final exam	30

If you have achieved mastery, your final grade will be assigned based on the following point totals:

A	= 93 or higher
A-	= 90-92
B+	= 87-89
B	= 83-86
B-	= 80-82
C+	= 77-79
C	= 73-76
C-	= 70-72
D+	= 67-69
D	= 63-66
D-	= 60-62
F	= 59 or below

### Class Schedule

NOTE: In addition to assigned reading, during the period that you are working with a test, read the CIA chapters pertaining to that test.

DATE	TOPIC	ASSIGNMENT DUE BY CLASS TIME
8/31/2006	Introductions Overview of course syllabus The assessment process Good testing procedures Assessment of children Administration and scoring of first test	Sign out first test Begin scheduling volunteers
9/7/2006	Historical views of intelligence The IQ controversy CHC Theory and the cross-battery approach to cognitive assessment	Review test manual—first test <b>First test manual quiz due</b> <b>First protocol due—first test</b> Read CIA, Chs. 1 and 2. Read XBA, Ch. 1.

9/14/2006	Feedback on administration and scoring of first test Test interpretation—applying the cross-battery approach Profile analysis & hypothesis generation Report writing and oral reporting	<b>Second protocol due—first test</b> Read CIA, Chs. 3 and 8. Read XBA, Chs. 2 and 3. Read Sandoval, 1998; Kamphaus, 1998; Kamphaus, 2001; Hale & Fiorello, 2001.
9/21/2006	Race, culture, and class issues in testing Use of interpreters Interviewing and observations Testing across the life span	<b>Third protocol due—first test</b> <b>First test results write-up due</b> Read CIA, Chs. 11 and 25. Read XBA, Ch. 5. Read Murray & Herrnstein, 1994; Oakland, 1995, Kirp, 2006; Ridley, 1999; Dickens & Flynn, 2001.
9/28/2006	Administration and scoring of second test Mental retardation and giftedness Adaptive behavior	<b>Fourth protocol due—first test</b> Read CIA, Ch. 23.
10/5/2006	<b>Observed testing session—First test</b>	<b>Fifth protocol due—first test</b> <b>Return first test; Get second test</b>
10/12/2006	Test interpretation—integrating tests Diagnostic and treatment validity of intelligence tests Interpretation of clinical scales	Review manual—second test <b>Second test manual quiz due</b> <b>First protocol due—second test</b> Read CIA, Chs. 12 & 28. Read Sternberg, 2002.
10/19/2006	Feedback on administration and scoring of second test Assessment of learning disabilities and AD/HD; Processing assessment Ability-achievement discrepancy vs. intracognitive discrepancies vs. RTI	<b>Second protocol due—second test</b> <b>Second test results write-up due</b> Read CIA, Chs. 13 & 24. Read Dehn, 2006.
10/26/2006	Assessment planning—designing the cognitive assessment to address diagnostic hypotheses	<b>Third protocol due—second test</b> Finish reading XBA.
11/2/2006	Assessment of persons with sensory and motor disabilities, adaptations and augmentative communication Neurological assessment and brain damage	<b>Fourth protocol due—second test</b>
11/9/2006	<b>Observed testing session—Second test</b>	<b>Fifth protocol due—second test</b> <b>Return second test</b>
11/16/2006	IQ testing debate	<b>IQ testing debate (position paper due)</b>
11/21/2006	<b>Special Tuesday class! (Thanksgiving schedule)</b> Integrating findings from cognitive assessment with other information	<b>Integrated CHC report due</b> Review M&J, Section II: Reports.
11/23/2006	<b>Thanksgiving—No class</b>	
11/30/2006	Working with a team Case presentations Review for Final Exam Receive Final Exam	<b>Case presentation</b>
12/7/2006	<b>Study day—No class</b>	
12/14/2006		<b>FINAL EXAM DUE</b>