

Sch Psy 671: ADVANCED COGNITIVE ASSESSMENT
SPRING 2007
Thursday, 4:30-8 p.m., Ritter Annex 271

Instructor

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Purpose of Course

The purpose of this course is to develop advanced skills in the individual assessment of intelligence and cognitive functioning. One major component of the course will be learning additional tests of cognitive skills. The second major component will be assessment of children ages birth to six. The third major component will be assessment of children from a variety of cultural, language, and other backgrounds. Successful students will become familiar with test administration, scoring, and interpretation of a variety of instruments and techniques (including the WISC-IV, WJ-III, SB5, KABC-II, CAS, Bayley-III, DAS-II, memory and nonverbal tests, and dynamic assessment and TPBA), as well as gain practice in demands analysis and integrating assessment findings. Students will also become familiar with issues of diagnosis in young children, issues of assessment of children from different cultural, ethnic and language backgrounds, and issues in working with parents and families.

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, which can be administered only by psychologists; therefore, only in the rarest of circumstances will a student from another program be permitted to enroll. A course in introductory cognitive assessment (Sch Psy 670 or equivalent) is a prerequisite of this course.

Texts and Required Materials

Required:

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. Guilford. [CLD]

Lidz, C. S. (2003). *Early childhood assessment*. Hoboken, NJ: Wiley.

Linder, T. W. (1993). *Transdisciplinary Play-Based Assessment: A functional approach to working with young children* (Rev. ed.). Paul H. Brookes.

Recommended:

{You need to read these, but can borrow instead of buy.}

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Farrar, Straus & Giroux.

Kozol, J. (1992). *Savage inequalities: Children in America's schools*. HarperCollins.

It is also assumed that you will still have access to the following professional reference works:

- Flanagan, D. P., & Harrison, P. L. (Eds.). (2005). *Contemporary intellectual assessment: Theories, tests, and issues* (2nd 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]

Additional readings: Links to articles will be available via ereserve or will be passed out in class.

Test kits will be signed out from the test library by Becca 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

- 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.
- One hour of lab time per week is scheduled at the beginning of class for the purpose of learning proper test administration and scoring.
- Later assignments often depend on feedback from earlier ones. Assignments are due by class time on the date listed in the class schedule.
- It is Temple University's policy to provide reasonable accommodations to students with disabilities under the ADA. At the beginning of the semester, any student with a disability should inform the instructor, in confidence, before or after class or during office hours, if instructional accommodations or academic adjustments will be needed. Written documentation will be necessary. For more information about the ADA and academic accommodations or adjustments, contact the Office of Disability Resources and Services at (215) 204-1280.
- APA ethical principles must be adhered to in working with clients.
- The tests used in this course are confidential. You are responsible for protecting test security.
- 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).
- Clients, or parents/guardians, must sign a permission form before being assessed. A signed form must accompany each protocol and report that you hand in.
- 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.
- You must comply with copyright law. NO PHOTOCOPIES of protocols or other test materials are to be made.

Course Assignments

- Test administration and scoring: You must reach mastery in your administration of 2 tests that you did not complete last semester (WISC-IV, WJ-III, KABC-II, or SB-5), and in addition, you must administer and score one dynamic assessment and one additional instrument (for the test review). You will do partial administrations in class to gain some familiarity with the CAS, DAS-II, WPPSI-III, and WAIS-III, and must choose one of them to complete a practice administration outside of class. You must turn in your protocols for review as soon as possible after you have completed a practice administration.
- Observed testing: Portions of the mastery tests must be administered while being observed for mastery of administration.

3. **Test review and presentation:** You must present a test to your classmates and provide a written review of the test. The written review will be no more than two pages long and you will provide a copy for each of your classmates on the day you present. You will sign up for a test in class to ensure availability.
4. **Test results write-ups:** You must write up the test results and interpretation for one assessment of a child age birth to 2 with the Bayley, and the interpretation for one dynamic assessment. They must be typewritten according to the guidelines provided in class.
5. **Integrated report:** You must write up an integrated report of a complete cognitive assessment, using at least two major instruments, one supplemental measure, and behavior observations. (Example would be SB5, WJ-III, language test, dynamic assessment using a drawing task. You may choose to do additional testing on a person you tested last semester rather than starting from scratch.) Interpretation must be according to CHC theory and the report must be typewritten according to the guidelines provided.
6. **Cultural research and presentation:** You must research one racial/ethnic/cultural group in the U.S., other than your own, as related to assessment and educational issues. You will compare and contrast this group to your own. Your group must be approved in advance by the instructor to ensure breadth of coverage. The outcome of your research will not be a traditional paper, but a handout to accompany your class presentation of your findings.

Evaluation

Points will be given for the following:

Test administration and scoring	10
Test results write-ups (2 @ 15 points)	30
Integrated report	30
Test review and presentation	15
Cultural research and presentation	15

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
1/18	Introductions; Overview of course syllabus, schedule, and procedures Administration and scoring—first test	Sign up for cultural group in class
1/26	Review and practice administration and scoring	First test manual quiz due First test protocol #1 due
2/2 lab	Review and practice administration and scoring	First test protocol #2 due
2/2	Integrating results across instruments; testing diagnostic hypotheses Psychometric effects on test results Heredity and environment	Read Bracken (1988); Dickens & Flynn (2001).
2/9 lab	Review and practice administration and scoring	First test protocol #3 due
2/9	Multicultural issues in cognitive assessment; Group differences in cognitive testing results, effects on placement decisions, other high stakes assessment issues; Impact of culturally-sensitive measures on overrepresentation of minority students in Special Education	Read CLD, Chs. 1-3; XBA, Ch. 5.
2/16 lab	Administration and scoring—alternate test #1	First test protocol #4 due

2/16	Language Development; Assessment of the two-language learner; Bilingual Assessment; Use of nonverbal measures	CLD, Chs. 4-6, 9-11.
2/23 lab	Administration and scoring—second test	First test protocol #5 due
2/23	Cognitive Hypothesis Testing model; neuropsychological process evaluation; Demands Analysis; PASS Theory; Compare and contrast to CHC Theory; administration and scoring—CAS	Read Hale & Fiorello (2004), Ch. 4 excerpts; Lidz, Ch. 9.
3/2 lab	Observed testing—First test	Second test manual quiz due Second test protocol #1 due
3/2	Presentations of cultural groups	Handout on cultural groups due Read Tatum (1997); Fadiman (1997).
3/9	Spring Break—No Class	
3/16 lab	Review and practice administration—second test	Second test protocol #2 due
3/16	Principles of preschool assessment; Development (normal and abnormal) and developmental assessment; “developmental delay”; Dynamic Assessment; observations of process and response to teaching	Read Lidz (2003), Chs. 4, 5. Review Linder (1993).
3/23 lab	Administration and scoring—alternate test #2	Second test protocol #3 due Dynamic Assessment results due
3/23	Principles of infant assessment; Working with families; the IFSP; Family strengths and needs; NICU; Administration and scoring of the Bayley	Read Lidz (2003), Chs. 1, 2, 3, 6, 7.
3/30 (NASP)	No class—NASP TPBA; view and score video	Second test protocol #4 due
4/6	Observed testing—Second test	Second test protocol #5 due
4/6	Evaluating special populations; Efficacy of special education Writing reports and implementing interventions	Read Lidz (2003), Ch. 10.
4/13	Administer Bayley in class	
4/20	Presentations of test reviews	Bayley protocol due; Infant (0-2) test results and interpretation due Test reviews handouts due
4/27	Presentations of test reviews	
5/4	Finals—No Class	Integrated Report due Protocol from alternate test due