

PSY 581 Individual Psychological Evaluation: Intellectual Assessment

Western Illinois University

Fall 2006

TTh 9:30-10:45 p.m.

Waggoner Hall 137

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Graduate Assistant: Brian Bangert

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Th 12:15-1:00 and 3:15-5:15

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It was intelligence testing that first made the scientific study of the child seem viable and visible and important to society, and that first established a new social role for psychologists as diagnosticians of the mind. It was intelligence testing that made a new "clinical psychology" seem a genuine possibility with something different and valuable to offer the public. (Zenderland, 1998, p. 357)

Zenderland, L. (1998). *Measuring minds: Henry Herbert Goddard and the origins of American intelligence testing*. New York: Cambridge University Press.

Course Description from WIU Graduate Catalog

581 Individual Psychological Evaluation: Intellectual Assessment. (3) Examines the administration, uses and interpretations of measures of ability and achievement, emphasizing cultural sensitivity in the application of these instruments. Includes supervised practice in the use of the Stanford-Binet and Wechsler Scales. *Prerequisite: Enrollment limited to students in school psychology or clinical/community mental health program or permission of the instructor.*

Course Objectives

1. Competent administration, scoring, and interpretation of the Woodcock-Johnson Tests of Cognitive Ability-Third Edition (WJ-III COG) and Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV).
2. Exposure to topics and issues related to psychoeducational assessment.
3. Familiarization with a variety of norm-referenced measures used to assess cognitive abilities, academic achievement, and processing skills.

4. Introduction to administration, scoring, and interpretation of the Woodcock-Johnson Tests of Achievement-Third Edition (WJ-III ACH) and Wechsler Individual Achievement Test-Second Edition (WIAT-II).
5. Development of report writing skills.

Materials

Required:

- Flanagan, D.P., & Harrison, P.L. (2005). Contemporary intellectual assessment: Theories, tests, and issues (2nd edition). New York: Guilford.
- 1 blank videotape/DVD
- Stopwatch
- Clipboard
- Tape recorder/CD player

Optional

- Bookstand

Evaluation

40% — Protocols

Protocols will be evaluated on a 5-point scale. This score will reflect accurate scoring judgments as well as correct clerical calculations. The examiner must be careful to avoid scoring judgments contrary to those included in the standards sections of the manual. Double checking all clerical entries and simple calculations will help avoid careless mistakes.

The following examples are general guidelines to be considered in interpreting final scores:

- 5 POINTS: Standard procedures followed (basal and ceilings, discontinuations, etc.).
 (A) Responses recorded verbatim and scored 0, 1, or 2 (WISC-III/WIAT-II), 1 or 0 (WJ-III).
 Credit complete and accurate.
 Descriptive pages of protocol complete and accurate clerically.
 Calculations, transfer of scores, and tables read correctly.
 Scoring judgments match standards and criteria in manual.
- 4.5 POINTS: Same as above with the following exceptions:
 (A) Slight errors that do not affect the results. An example of this might be a questionable judgment on a vocabulary word that would have no affect on the final results. However, if frequent errors of this type are present a lower score may be awarded.
- 4 POINTS: Same as above with the following exceptions:
 (A-) Any error that changes the resulting IQ or standard score.

3.5 POINTS: Obvious scoring and clerical errors that occur even though the IQ remains correct.
(B) Scoring judgments that are clearly contrary to the standards.

3 POINTS: Clerical or scoring errors which change the IQ or standard score beyond the
(C) standard error of measurement.
Frequent scoring errors (2 or more in direct conflict with the criteria).

2 POINTS: Marginal and careless scoring throughout requiring a re-administration for credit.
(D)

1 POINT: Poor performance indicated by disregard for standard procedures, scoring
standards, and gross errors. *Re-administration required.*

REMEMBER! Double and triple check everything.
When in doubt, ask the instructor or graduate assistant.
Consult the manual and scoring criteria frequently.
Have classmates check clerical calculations.
Use the correct tables!
If it's more right than wrong, it's right!
Use common sense.
Give yourself time to check your work, avoid last minute rush.

****20% — Reports****

Your reports will be graded on the following scale:

4.5-5.0 POINTS A report that is technically correct (i.e., classification ranges, percentile
(A) ranges, interpretation, strengths & weaknesses, subtest comparisons) and
integrates background information and/or test observations in the
interpretation.

4.0-4.25 POINTS A report that is technically correct, but does not integrate
(A-) background information and/or test observations in the interpretation.

3.5-3.75 POINTS Minor technical inaccuracies.
(B)

3.0-3.25 POINTS Several minor technical inaccuracies or a major inaccuracy.
(C)

2.5-2.75 POINTS Several major and/or minor technical inaccuracies.
(D) Doesn't conform to format distributed in class.

I will read an early draft of one WJ-III report and one WISC-IV report with you, if you make an appointment to do so before the initial, graded draft is submitted. Because this affords an opportunity to catch any major errors before your report is graded, typically, the highest grade given on the subsequent graded draft is 4.5. Early drafts, and the draft that will be graded, should

be double-spaced. After your report has been graded you must submit a single-spaced, professional-looking report with any corrections. Often I will make wording changes, even after reading an initial draft. Your grade is not affected by minor editorial changes. However, writing style, in general, does influence the overall grade. If the report is written poorly, it distracts from the content of the report.

****15% — Videotape Evaluations****

You will have to demonstrate competency in the administration of the WJ-III COG and WISC-IV via a videotaped administration. Your administration will be evaluated on a 5-point scale (Excellent, Very Good, Average, Fair, Poor). A rating of Average or better demonstrates an acceptable administration. A rating of Fair or Poor will necessitate additional videotaped administrations until a standard of at least Average is obtained. You are strongly encouraged to view and critique your videotaped performance before turning it in to be evaluated.

****20% — Quizzes/Exams/Reaction Papers****

To ensure that you are reading assigned material, you will have quizzes and perhaps reaction papers or possibly some other activities. The intent is to help you gain knowledge, not test memory capacity. The quizzes will be taken on Western Online. As such, they are open book. I expect you to complete the quizzes individually.

****5% — Professional Demeanor****

Professional demeanor refers to the manner in which you conduct yourself in this course. Attendance is mandatory and it is important that deadlines are met. You will be penalized 0.5 points per day on late protocols and 1 point per day on late reports that have not been discussed with me before the deadline. The deadline is the beginning of class on the day things are due. In addition, you are expected to incorporate feedback you are given during the course of the semester in subsequent assignments. In other words, if you have questions about your protocols or reports ask the GA or me rather than repeating the errors over and over.

I have one pet peeve — talking while others are talking (i.e., your classmates asking questions, me lecturing or answering questions). Please use common courtesy, so I do not have to stop class by asking you an embarrassing question like, “Dick/Jane/Spot, did you hear what was just said?”

Finally, this may be your first experience in the role of a “psychologist.” Fortunately or unfortunately, first impressions are a reality. You will want to present yourself professionally. When you are testing you may be dressed casually, but not in shorts, t-shirts, etc.

Final Grades

To monitor your progress in the course, you may use the following guideline:

To Earn An “A”: An average of 4.0 or better on your WJ-III protocols with no more than one score in the 3.0/3.5 range.

An average of 4.0 or better on your WISC-IV/WIAT-II protocols with no more than one score in the 3.0/3.5 range.

An average of 4.0 or better on your WJ-III reports.

An average of 4.0 or better on your Wechsler reports.

An evaluation of “Very Good” or better on your WJ-III videotaped administration.

An evaluation of “Very Good” or better on your WISC-IV videotaped administration.

90% of the possible points available on quizzes/reaction papers/others.

These criteria are provided for your benefit. If you meet them, you will certainly receive an “A.” However, I may be a little more lenient in assigning final grades, if you are close — but don’t necessarily count on it.

You will not be allowed to register for practicum if you earn a “C” in this course. Historically, people who have been in danger of receiving a “C” turn things in late and/or don’t attend to details. If you have multiple 3.0/3.5’s on protocols and reports, you’re in trouble.

Beware! There is subjectivity in the grading process. If you distinguish yourself qualitatively from “the group” in an unfavorable manner, you may receive the “C.”

It may be tempting to “fabricate” protocols. If you create the suspicion that you are doing this, it will be considered cheating. You will receive an “F” for the course, your program coordinator will be informed, and it will be viewed as cheating with all the consequences that accompany academic dishonesty. <<http://www.wiu.edu/VPAS/handbook/policies/acintegrity.shtml>>

Additional Information

This course has a distinctly “practical” orientation. The emphasis is on acquiring skills in administering, scoring, and interpreting the WISC-IV/WIAT-II and WJ-III. The best way to develop skills in administering, scoring, and interpreting tests is through repetition and feedback. Therefore, the emphasis in this class is on practice and feedback. Ideally, the class should be question and answer in nature rather than the typical lecture format. We also will take advantage of the Discussion portion of Western Online. Initially, there will be lectures to facilitate aspects of administration, scoring, and interpretation of the tests used in the class. As the semester progresses, lectures will supplement class discussions on administration and interpretation. Lectures will focus on topics that are germane to the class.

The readings I assign are meant to help develop your skills in administration, scoring, and interpretation. They also are intended to expose you to issues related to the assessment of intelligence that we may not get to in the form of lectures. Ultimately, it is your decision as to whether you do the reading. However, to provide some incentive, you will be quizzed over the readings.

Tentatively, you will be administering a total of 10 cognitive tests (5 WJ-III COG and 5 WISC-IV). You also will be administering 1 WJ-III ACH and 1 WIAT-II. You will be writing 4 reports

(1 WJ-III COG, 1 WJ-III COG-ACH, 1 WISC-IV and 1 WISC-IV/WIAT-II). The majority of the time, we will use the computer software available through the department. This will be discussed in class. The graduate teaching assistant will evaluate your protocols, I will evaluate and provide feedback on your reports. In addition, you will need to demonstrate a competent administration of the WISC-IV and WJ-III via videotaped administrations.

Historically, second year students have observed and provided feedback for an administration of the WISC-IV. The GA (i.e., Brian) will coordinate schedules for these observations.

It is your responsibility to find subjects for your test administrations. You may practice administrations with family, friends, or fellow psychology graduate students. However, tests administered to family, friends, or fellow psychology graduate students will NOT be accepted in fulfilling the required test protocols.

Accommodations <<http://www.wiu.edu/VPAS/handbook/policies/disability.shtml>>

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e., fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability support Services at 309-298-2512 for additional services.

Students are advised that a list of rights and responsibilities is available on-line at:
<http://www.wiu.edu/provost/student/>

School Psychologist Content Area Standards <<http://www.isbe.net/>>

Standard 1 Data-Based Decision-Making and Accountability
Standard 10 School Psychology Practice and Development
Standard 11 Technology Standards

VERY Tentative Schedule

<u>Week of</u>	<u>Topic</u>	<u>Due</u>
August 21st	Orientation to Course Introduction to Intelligence Testing Reading: Flanagan & Harrison Chapters 1, 3, 8, & 17 WJ-III COG Examiner Training Workbook WJ-III COG Examiner's Manual & Easels	
August 28th	Administering the WJ-III COG Readings: WJ-III COG Examiner Training Workbook WJ-III COG Examiner's Manual & Easels (Flanagan & Harrison, if not completed)	
September 4th	Administering/Scoring the WJ-III COG Readings: (On a rotating basis become familiar with WJ-III ACH) (Flanagan & Harrison, if not completed)	
September 11th	Scoring/Interpreting the WJ-III COG Readings: Flanagan & Harrison Chapters 2, 9, & 10	1st WJ-III COG Protocol
September 18th	Introduction to Report Writing Readings:	2nd WJ-III COG Protocol
September 25th	Administering the WISC-IV Readings: WISC-IV Manual Flanagan & Harrison Chapter 14	3rd WJ-III COG Protocol
October 2nd	Administering/Scoring the WISC-IV Readings: WISC-IV Manual	4th WJ-III COG Protocol
October 9th	Scoring/Interpreting the WISC-IV Readings: Flanagan & Harrison Chapters 2 & 12	5th WJ-III COG Protocol 1st WJ-III COG Report
October 16th	Interpreting the WISC-IV Readings: (Flanagan & Harrison, if not completed)	1st WISC-IV Protocol
October 23rd	Report Writing (Cont'd) Readings:	2nd WISC-IV Protocol
October 30th	Multicultural Issues Readings: Flanagan & Harrison Chapters 11 & 25	3rd WISC-IV Protocol
November 6th	Multicultural Assessment Readings: NASP Handouts	4th WISC-IV Protocol 1st WISC-IV Report
November 13th	Processing Assessment Readings: Flanagan & Harrison Chapter 10	5th WISC-IV Protocol

November 20th	Fall Break	
November 27th	Introduction to Tests Not Covered in this Course Readings: Flanagan & Harrison Chapters 15 & 16	WJ-III ACH Protocol WJ-III COG-ACH Report
December 4th	Introduction to Tests Not Covered in this Course (continued) Readings: Flanagan & Harrison Chapters 22 & 26	WIAT-II Protocol WISC-IV-WIAT-II Report
December 11th	Final Exam Week Scheduled final Dec. 14 @ 8:00 a.m. All * previously graded * outstanding materials due	