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Office Hours:  
Wednesday 10:00 AM to 12: PM  
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EDS 242A  
COGNITIVE ASSESSMENT  
SPRING, 2006

**Texts:**

Required

- Flanagan, D. & Harrison, P. (2005) *Contemporary Intellectual Assessment, Second Edition*, Guilford Press  
Berninger, V. Richards., T. 2002. *Brain Literacy for Educators and Pscyhologists*. Academic Press, San Diego  
Schrank, F. et al (2001). *Essentials of WJ III Cognitive Assessment*\_(for 242b also)

Recommended

- Mather and Jaffe (2002) *Woodcock-Johnson III, Reports, Recommendations and Strategies* John Wiley and sons  
Urbina, Susan (2004). *Essentials of Psychological Testing*. John Wiley and Sons.

Further Information

- AERA, APA, NCME (1999). *The Standards for Educational and Psychological Testing*, AERA  
Flanagan, D. & Ortiz, S. (2001). *Essentials of cross battery assessment*. NY: John Wiley and Sons  
Mather, N., Wendling, R. & Woodcock, R. (2001). *Essentials of WJII tests of achievement assessment*. NY: John Wiley and Sons.  
Schrank, F. F., D. (ed.). 2003. *WJIII Clinical use and interpretation*. Academic Press, San Diego.  
Sousa, D. (2001) *How the Brain Learns*. CA: Corwin Press  
Sousa, D (2001) *How the Special Needs Brain Learns* CA: Corwin Press

**Course Objectives:**

This course is designed to introduce prospective school psychologists to the theory and practice of cognitive assessment. The CHC model will be used as a framework for understanding cognitive assessment and the instruments used for such assessment. Students will be introduced to the WJ-III and will be exposed to various other approaches to cognitive assessment (specifically the KABC and the WISC-IV). Students will also be introduced to the assessment of learning disabilities. At the end of this course students will:

- Understand the development and structure of cognitive ability tests,
- Be familiar with a variety of approaches to cognitive assessment,
- Be competent in administering the WJ-III and one other cognitive assessment,
- Be familiar with the administration of selected other tests,

- Understand the purposes for cognitive assessment,
- Be aware of legal, moral and ethical issues in cognitive assessment
- Be aware of multicultural issues in cognitive assessment
- Understand the concept of learning disabilities and information processing theories
- Have a basic understanding of the neural substrates underlying learning.

**Program Outcomes Addressed:**

*Student outcomes:*

- conceptualize student needs from a developmental and ecological perspective
- utilize a wide range of methods in assessing student needs, designing appropriate interventions and using data-based decision making to evaluate the effectiveness of those interventions

*NASP Standards:*

- 2.1. School psychology program graduates will be competent in using data based decision making and accountability in their professional practice.
- 2.5. School psychology program graduates will demonstrate understanding of student diversity in development and learning.
- 2.11. School psychology program graduates are able to use information sources and technology relevant to their work, in ways that enhance or safeguard the quality of services.

**Course requirements:**

- Students are expected to attend all classes prepared to discuss the week’s reading and/or assignment.
- A midterm and final examination will be given to assess long-term learning and understanding of the material.
- Projects and written assignments will be given to provide practice in using what you are learning.
- A major presentation will be assigned to provide the opportunity to integrate your own learning and practice creating and providing inservices.

**Grades will be based on the following:**

- |                               |     |
|-------------------------------|-----|
| ▪ CHC Handout                 | 10% |
| ▪ Brain Literacy presentation | 20% |
| ▪ Other assignments           | 20% |
| ▪ Midterm                     | 20% |
| ▪ Final                       | 20% |
| ▪ Participation               | 10% |

Class attendance will be monitored. Students missing more than 2 classes cannot receive an “A” grade. Students missing more than 3 classes cannot receive a “C” grade. Assigned grades will be consistent with CSUS grading policy as described in the course catalog.

### Class Schedule:

DATE	TOPIC	READING	ASSIGNMENT
1/26	Introduction Review of 245 Final Theories and history	Flanagan & Harrison, Chap. 1 & 2	
2/2	CHC Theory	Flanagan, Chapt 8, 9 & 17. At <a href="http://www.iapsych.com">http://www.iapsych.com</a> , read: <a href="http://www.iapsych.com/CHCPP/CHCPP.HTML">http://www.iapsych.com/CHCPP/CHCPP.HTML</a>	<a href="#">Join the IAP &amp; Cattell-Horn-Carroll (CHC) listserv</a>
2/9	WJ III scoring	Schrank et al, Chapter 3 Mather and Jaffee, Section 1 <i>Mather, Chapter 5</i>	<b>Scored practice protocols due</b>
2/16 <b>CASP</b>	WJ III interpretation; CHC	Schrank et al, Chapter 4	<b>Net search questions</b>
2/23	WJIII interpretation Information processing	Schrank et al, Chapt 6, 7 <a href="http://www.riverpub.com/products/clinical/wj3/pdf/asb-3.pdf">http://www.riverpub.com/products/clinical/wj3/pdf/asb-3.pdf</a>	<b>Case studies due</b>
3/2	Gifted Assessment	Flanagan Chapt. 23	
3/9	<b>Midterm</b>		
3/16	<b>Spring break</b>		
3/23	Mental Retardation	Sattler BOC, chapt. 13. <i>Listen to Giving the Hard News Well</i>	Respond to the following: “After hearing the tape what are the three things you think are most important to remember and why?”
3/30 <b>NASP</b>	Bias in Cognitive Assessment	Flanagan, Chapt, 11 & 25	<b>CHC handout due</b>
4/6	Early Childhood	Flanagan Chapt 22	<b>Early childhood practice assessment due.</b>
4/13	Introduction to Brain Literacy	Berninger, Chapt 1, 2, 3, 4	
4/20	Brain Literacy/Reading	Berninger Chapt. 5, 8	Presentation by reading group
4/27	Brain Literacy/Writing	Berninger, Chapt 6, 9	Presentation by writing group
5/4	Brain Literacy/Computation	Berninger, Chapt. 7,10	Presentation by computation group
5/11	Learning Disabilities	Operational Definition of LD Flanagan, Chapt. 13 & 24	
5/18	FINAL		

### Net Search Questions

- ❑ Questions will be provided in class
- ❑ Purpose is to inspire your exploration of the many sources of information available on the Internet

### **Case Study**

- ❑ You will be given a score printout from the WJIII and need to interpret it using step by step procedure in Schrank et al.
- ❑ Report does not need to be in standard report format but needs to be clearly presented.
- ❑ Also note any instructional implications of results

### **CHC Handout:**

- Work in pairs.
- Pick one of the CHC processes.
- Note what possible tests (or subtests of broad batteries) you could use to assess this area (a minimum of 3).
- What academic areas might logically be affected by disorders in this psychological process? How might they be affected? Explain with examples.
- Prepare your report in the form of a brief handout.

### **Early Childhood Assessment**

- ❑ You will administer (or attempt to administer) an age appropriate test to an infant/toddler/preschooler.
- ❑ Write a brief report:
  - Test administered
  - Difficulties encountered
  - Observations on testing process

### **BRAIN LITERACY/LD**

- Group presentations based on Berninger, *Brain Literacy for Educators and Psychologists*.
- Each group will pick one of the academic areas: Reading, Writing, Computing
- Each group will have 5 members.
- You will prepare a presentation suitable for an inservice to a group of teachers regarding your selected academic area. The two chapters from Berninger and Richards relevant to your academic area should form the basis for your presentation (e.g. Building a Reading Brain Neurologically and Building a Reading Brain Pedagogically).
- Additional requirements include the following:
  - Access one curriculum (available in main library or from a school where you work) to determine if it meets the pedagogical guidelines put forward by Berninger and Richards. You may also access other outside sources if needed.
  - Discuss how CHC factors might affect functioning in your academic area.
  - Prepare handouts for your classmates with sufficient information that they would be able to read the chapters and present the inservice themselves.



*Instructors:*

Mark Atkinson [MAtkinso@egusd.net](mailto:MAtkinso@egusd.net) Monday 12-4

Catherine Christo [christo@csus.edu](mailto:christo@csus.edu) Wednesday 12-4

Rona Leitner [leitner@csus.edu](mailto:leitner@csus.edu) Thursday 8-12

EDS 242 b  
Cognitive Assessment Lab  
Spring, 2006

**TEXT:**

Schrank, F. , Flanagan, D. Woodcock. R. & Mascolo, J. (2001). *Essentials of WJ III Cognitive Assessment*. Wiley and Sons

Lichtenberger, Mather, Kaugman & Kaufman (2004). *Essentials of Assessment Report Writing*. Wiley and Sons

Urbina, S. (2004). *Essentials of Psychological Testing*. Wiley and Sons

**Further Information**

[www.riverpub.com](http://www.riverpub.com) technical abstracts

various test manuals as assigned

**MATERIALS**

You will need to purchase the following:

- Stopwatch
- CD player with headphones and an earbud (head piece that goes in one ear for you) and a splitter so that you and the examinee can hear the CD at the same time.
- Clipboard

**COURSE OBJECTIVES**

This course is designed to develop basic skills in test administration, scoring and interpretation.

It is expected that students will develop competency in:

- Establishing rapport with examinees
- Interacting in a culturally sensitive manner with children and their parents
- Handling test materials
- Following test instructions
- Scoring tests
- Interpreting test findings
- Communicating test findings
- Evaluating tests for appropriateness

**Program Outcomes Addressed:**

*Student outcomes:*

- conceptualize student needs from a developmental and ecological perspective
- utilize a wide range of methods in assessing student needs, designing appropriate interventions and using data-based decision making to evaluate the effectiveness of those interventions

*NASP Standards:*

- 2.1. School psychology program graduates will be competent in using data based decision making and accountability in their professional practice.
- 2.5. School psychology program graduates will demonstrate understanding of student diversity in development and learning.
- 2.11. School psychology program graduates are able to use information sources and technology relevant to their work, in ways that enhance or safeguard the quality of services.

Activities that will foster the development of assessment skills include:

- ❑ Practice administering tests to volunteers
- ❑ Practice administering tests with partners
- ❑ Observing test administration
- ❑ Video taping
- ❑ Assessment of students for GATE eligibility
- ❑ Parent consultation pre and post assessment
- ❑ Scoring and interpreting test results
- ❑ Reporting results in writing and verbally

The primary assessment instrument you will be trained on is the Woodcock Johnson Test of Cognitive Abilities III (WJIII). You will also learn to administer the Wechsler Intelligence Scale for Children IV (WISC-IV or the Kaufman Assessment Battery for Children (KABC-II). Following are some important reminders.

**Guidelines for practice testing:**

- ❑ Prior to giving a test in the clinic you will be required to complete three practice tests with volunteers that you locate.
- ❑ Attached is a permission slip that the parent must sign prior to your testing
- ❑ NO test results will be shared with these parents
- ❑ The following are caveats to remember in selecting students with whom to practice
  - Don't test children whose parents might be concerned about their learning
  - Be very clear that you are just learning and no results will be given
  - Remember that children have the right of non-participation
- ❑ For each test you will turn in a completed protocol and scoring printout.
- ❑ For practice, all examinees must be volunteers. For children, you must have parent permission.
- ❑ If you give a test (or portions of a test) to children be sure to inform their parents ahead of time that you will not be providing them with results. It is best to avoid giving the test to any parent who has concerns about his or her child.
- ❑ Testing results from practice tests are only to be shared with the instructor or within class settings as directed by the instructor.
- ❑ As a result of practice tests, you are to make no recommendations to parents for support services or testing.
- ❑ You will score each protocol but not write a report.

- ❑ For practice purposes you will need to make a minimum of 4 copies of the WJIII protocol. You will need 4 copies of the KABC OR WISC protocol.

### **Guidelines for reports and materials:**

- ❑ See report suggestions in Mather and Jaffee
- ❑ Follow schedule for turning in reports.
- ❑ Reports can be emailed to your instructor any time prior to the due date. Reports not turned in by the due date will drop one grade.
- ❑ When e-mailing reports, remove identifying information. Use pseudonyms or initials for child, parent and teacher.
- ❑ All protocols administered in the clinic must be checked by a classmate for accurate scoring. That person should place his/her initials in the right hand corner of the first page of the protocol.
- ❑ Tests, reports and all other materials must be kept in a safe place.
- ❑ Results are confidential and should be shared only as directed by the instructor.
- ❑ No information about any clients is to be shared outside of class.
- ❑ Any test materials must be checked out following clinic procedures and turned in on time.
- ❑ Test results from students assessed within the clinic are only to be shared with parents, the instructor and classmates as needed.
- ❑ At the end of the semester, all confidential information must be turned in to the clinic or destroyed. This includes erasing files from your computer or any discs. If you want to use a report as a template store it without identifying information.

### **Videotaping**

- ❑ You will videotape your first and second WJIII GATE test administration and KABC or WISC IV administrations.
- ❑ You will critique the tape using the supplied checklist.
- ❑ Videotaping is set up by office staff. You should provide your own tapes.
- ❑ Videotapes are highly confidential material. Therefore, you should view them in a private setting.
- ❑ After viewing the videotape and critiquing it provide the instructor with the critique checklist and the videotape for review. When videotapes are returned to you erase the tape.

### **Grading:**

This course is credit/no credit. However, as a graduate level course, in order to receive credit you will need to reach 80% competency or a grade of B. Grades will be based on student competency in the following areas:

1. Interviewing strategies with client and parent.
2. Sound assessment practices.
3. Accurate scoring and statistical interpretation of test results.
4. Summary and recommendations.
5. Verbal and written communication of results.
6. Organization and completion of tasks in a timely manner.

Computation of grades will be as follows:

- 10% timeliness
- 10% professionalism
- 80% scoring rubric

### **PROCEDURES:**

GATE evaluations are done in one visit. You will be given the contact information for your client and parents prior to the date of testing. You will meet with the parents first to gain background information. A form is available for this purpose. After your interview with the parents you will administer a cognitive instrument. Remember that your testing goal is to create an atmosphere in which the child can perform at his/her potential. You must schedule a break for some time during the administration.

After administering and scoring, you will write a brief report. The report should be ready for your instructor to check as noted in the schedule. Turn the report and protocols in to the instructor in the group room when you come to the clinic. You should also e-mail a report to your instructor.

Bring two copies of your final report on the day of your parent conference and give them to your instructor to sign and then stamp them with the “confidential” and “student report” stamps before giving one to the parents. One copy stays with the protocols and is turned in to the office with all documents relevant to the student.

ALL PROTOCOLS require checking of scoring by another student. Have the other student put his or her initials in the top right corner of the protocol to indicate that the other student has checked your scoring procedures. This is very important.

If you have any questions regarding scoring check with your supervisor, another instructor or another student. It is far better to postpone a parent follow-up than to report incorrect information.

#### Timeline for Assessments:

8:00 or 12:00 Set up for testing / meet with group

8:30 or 12:30: Meet with parent

8:45 or 12:45 Begin assessment with child

- ❖ schedule at least one break
- ❖ when finished confirm appointment for conference with parent

11:00 or 3:00 Parent conference

11:30 or 3:30 Wrap up

**CLASS SCHEDULE**

The testing lab is an extension of your class in cognitive assessment. The testing requirements are six GATE assessments. Reports will be written on all GATE students.

Students are scheduled for you by clinic staff. Adhering to the schedule is very important.

Students are scheduled in advance and if an emergency necessitates any changes you are responsible for notifying the clients and clinic staff.

<b>DATE</b>	<b>ASSIGNMENT</b>	<b>ACTIVITY</b>
1/23/25/26	Sattler, Chap 1 &2 Schrank, Chapter 1 Schrank Chapter 2	Introduction
1/30	Urbina, Chap 1 & 2 Collecting parent information	WJ-III practice WJ-III Video and demonstration
2/6	Sattler Chapter 7 Schrank, Chapter 3 Parent interview	WJ-III practice Practice test 1 (WJIII) due
CASP	Urbina, Chap 7	Practice test 2 & 3 due
2/20	Schrank, Chapter 4 Video tape self and critique	WJ-III Testing 1
2/27	Lichtenberger, Chapt 1, 2, 3, 4 Video tape Parent conferences	Draft report 1 Prepare for parent conferences Revisions to draft report due 24 hours after class
3/6		WJ-III testing 2 Parent conferences 1
3/13 Spring break		Spring Break
3/20		WJ III testing 3 Draft report 2 due
3/27 NASP		Draft report 3 due One KABC/WISC practice test due Practice KABC/WISC Parent conference 2
4/3	Video tape and critique	One KABC/WISC practice test due Practice KABC II/WISC Parent conference 3
4/10		Test 4: KABC II/WISC
4/17	Video tape	Draft report 4 due Prepare for conferences
4/24		Test 5: KABC II /WISC Parent conference 4
5/1		Test 6: KABC II /WISC Draft report 5 due
5/8		Draft report 6 due Prepare for conferences
5/15	FINAL	Parent conferences 5+6

### Clinic Manners:

Many students from different classes use the clinic. Therefore it is important that we do whatever we can to be respectful of and courteous to each other. There is frequently a sense of urgency in the clinic as everyone feels a time crunch at one point or another. However, abiding by some simple rules and keeping a few important things in mind can help significantly.

1. Making transitions from one group to another as easy as possible will be aided by remembering to:
  - a. fold down tables
  - b. return testing kits as directed
2. Noise carries. Be as quiet as possible with conversations. (Don't hesitate to remind anyone, we need to help each other.)
3. Respect confidentiality. Never forget that we are working with people who have feelings about themselves and their children. Therefore, do not speak in demeaning or derogatory terms about those with whom you are working. Comments carry and you will be amazed at just how many people know each other.
4. Food and drink are allowed in the clinic, but remember to clean up anything you bring in. It is a good idea to bring simple snacks for the child you are testing. However, be sure to ask the parent about offering food to avoid allergy-related issues.
5. Dress appropriately. Wear professional clothes on days you are testing or meeting with parents.

### Parent Conferences

Below are some suggestions/guidelines for parent conferences.

1. The most important issue is to be fully prepared. This means understanding what you are talking about, having all materials you think you might need available and planning what you are going to say.
2. Be absolutely sure that you are able to address the reason for referral. Typically, data relevant to the reason for referral would be highlighted during the parent conference.
3. Planning what you are going to say should involve rehearsal. Literally, talk it through or write it out for yourself.
4. Anticipate possible parent questions. Put yourself in the parent's shoes and try to anticipate what information they would want to better understand their child's needs.
5. Try to avoid telling the parent what they already know, unless you need to do so to confirm something. For example, parents know their child's health history.
6. Avoid overstepping your test information or your knowledge base. For example, remember that parental reports of school functioning are their perceptions and not necessarily accurate representations of their child's school functioning.
7. The following is a possible "template" for a parent conference:
  - a. Welcome parents.
  - b. Say something positive about working with their child.
  - c. Tell them what you are going to talk about and that they will receive a report, etc.

- d. Review reason for referral and how that directed the evaluation. For example, "You were concerned about Jimmy's problems with learning to read. From our conversation it seemed that he was struggling with reading, even though he could sound out words. ...Therefore, I gave him the following tests..." You might also note factors that limit the ability to generalize from your data (e.g., limited testing time, problematic test taking behavior, etc.).
  - e. At this point you can share your written report with the parent. You may refer to the report for reference when you share the results, but avoid the tendency to read the report. The recommendations section is the only part of the report that should be read.
  - f. Visuals are helpful for parents if you are talking about specific tests. Often test protocols provide graphs that may be helpful in helping parents to understand their child's performance. Simple bell curves can be helpful to show the spread of scores.
  - g. As you share test results, avoid the temptation to share every minor detail with the parent. Rather, emphasize the main assessment findings. Eventually you will discuss tests more globally, but at this point it is fine to report results to parents on a test-by-test basis, just explain to them why you gave each test. For example, "I gave Reggie portions of the Wide Range Assessment of Memory and Learning to more thoroughly evaluate his ability to remember information that is verbally presented to him and usually stored in a verbal code. For example, listening to a story and repeating it back or remembering numbers."
  - h. Summarize the important information for parents in a succinct manner that highlights your response to their question. "Gina's score on the WISC-III does not meet the commonly accepted criterion for participation in GATE programs."
7. In addition to giving parents relevant information it is also important to figure out how not to engage in extended conversations. For example, if a parent asks you about medication issues you might say: "You know that is a really important issue, but I am not the one to discuss it with. This is an issue to review with your child's doctor." If appropriate, however, you may provide other resources that may be able to address the parent's questions.
  8. Another suggestion for limiting the conference time is to make certain parents understand the time frame before you begin to provide data. For example, you might say: "We have 20 minutes for our conference. I will spend about 10-15 minutes reviewing the results with you and that will leave another 5-10 minutes for any further discussion."