

INTELLECTUAL ASSESSMENT - PSY 564
Tuesday and Thursday, 10:00-12:30
Dr. Gene Johnson - Winter 2007
Office, Psych 121 - Phone 963-2501 (O), 962-6679 (H)

TEXT: Sattler, J.M. (2001) *Assessment of Children: Cognitive Applications* (4th ed.) (required)

Schrank, F.A., Flannagan, D.P., Woodcock, R.W. & Mascolo, J.T. (2002) *Essentials of WJ-III Cognitive Abilities* (at clinic desk).

PREREQUISITE: Admission to the School Psychology Program

DESCRIPTION: This is a graduate level course required for students enrolled in the School Psychology Program. The course will focus on standardized measures of intelligence. One important aspect of the course involves the administration of tests to subjects along with a formal write-up of results. In addition, issues involving tests and the process of assessment will be discussed such as test bias, and the use of intelligence tests with minority populations.

OBJECTIVES: The objectives of the course are listed as follows:

- To learn the ethical and legal requirements of intellectual assessment
- To learn statistics involving testing
- To learn how tests are constructed, standardized, and normed
- To learn how to administer intelligence instruments
- To learn how to score tests and interpret test results
- To learn appropriate application of test results
- To learn techniques of test interpretation

REQUIREMENTS:

1. **Attendance and Participation:** It is important that students attend classes on a regular basis and participate in class discussion and activities. For reinforcement purposes, a percentage of your grade is based on this requirement.
2. **Tests:** There will be a mid-term and final examination. These tests will include practical,

short essay and objective-type questions. Missed tests can only be made-up for documented extenuating circumstances.

3. **Readings:** The attached syllabus lists dates and chapter reading assignments. It is important that students read the assigned chapter prior to class review. Students will be responsible for all text material since there is insufficient time to review each chapter in depth during class.
4. **Test Administration:** A total of 20 tests will be administered to subjects including preschoolers, school age children and adults (up to age 21). The purpose is to develop familiarity with test administration and scoring procedures. Seven (1 of each test) sessions should be videotaped for review in class. Signed consent forms will be needed for all subjects. The following tests will be administered:

W-J III COG	4 admin.	3 reports	(2 to 90)
WISC-IV	4 admin.*	3 reports	(6-0 to 16-11)
WAIS-III	3 admin.	1 report	(16-89)
WPPSI III	3 admin.	1 report	(2-6 to 7-3)
Stanford Binet V	2 admin.	1 report	(2 to 85)
C-TONI	2 admin.	1 report	(6-0 to 89-11)
KABC -II	2 admin.	1 report	(3 to 18)

*one administration must also include the W-J III Academic, the Bender and VMI along with a child interview and collection of background information.

5. **Reports:** A total of 11 reports are required. These reports will be based on the administered tests and will interpret test results.

COURSE GRADING SYSTEM:

The grade earned for the course will be based on a 1,000 point system as indicated below:

Mid-term exam	100
Final exam	100
20 test administrations @ 20 pts*	400
10 reports @ 30 pts	300
1 report @ 60 pts	60
Participation	40
TOTAL	1000

Grade Point Distribution

A = 934-1000	B+ = 867-899	C+ = 767-799	D+ = 667-699
A- = 900-933	B = 834-866	C = 734-766	D = 634-666
	B- = 800-833	C- = 700-733	D- = 600-633

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Jan 4	Introduction	
9	WISC-IV - Administration	Sattler, 9 & 10
11	WISC-IV - Scoring	Sattler, 9 & 10
16	Measurement of Intelligence, Interpretation, Reports - Interpretation	Sattler, 6
18	Measurement of Intelligence, Interpretation, Reports	Sattler, 6
23	WAIS-III - Administration and Scoring	Sattler, 12 & 13
25	WAIS-III - Interpretation (all WISC-IV due)	Sattler, 12 & 13
30	WPPSI III - Administration and Scoring	Sattler, 11
Feb 1	WPPSI III - Interpretation (all WAIS-III due)	Sattler, 11
6	Midterm	
8	Review of midterm, W-J III COG - Administration (W-J III Training Video)	Schrank, 1
13	W-J III - Scoring and Interpretation (large report due)	Sattler pp. 572-3, Schrank, 2, 3 & 4
15	W-J III - Interpretation	Sattler pp. 572-3
20	Stanford-Binet V - Administration and Scoring (all WPPSI III due)	Sattler, 11
22	Stanford-Binet V - Interpretation	Sattler, p. 548
27	C-TONI - Administration, Scoring and Interpretation (all W-J III due)	Sattler, p. 548
Mar 1	K-ABC-II - Administration, Scoring and	

	Interpretation (all Binet's due)	Sattler, p. 557
6	Culturally & Linguistically Diverse Children	Sattler, 19 & 20
8	Review (all C-TONI & K-ABC-II due)	

FINAL - DATE TO BE ANNOUNCED

MAKE UP EXAMS: Students will be able to make up missed exams only if they have a reason for missing an exam that is approved by the instructor in advance or for emergencies.

STATE AND NASP AND CTL STANDARDS:

This course meets the following National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 181-78A-270 (7) (a) [Rev. 10/11/04].

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement

interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

ADA STATEMENT: Students with disabilities who require academic accommodations are encouraged to meet with me as soon as possible to discuss their needs.

PSYCHOLOGY 564 LIVETEXT ARTIFACT

Comprehensive Report.

As specified in the course syllabus, you are required to administer a battery of instruments and write a comprehensive report. The report should include background information, child interview, assessment results, interpretation, summary and recommendations.

Standard	Poor performance, insufficient evidence of meeting standard	Acceptable performance, meets standard as expected for current status in the program	Excellent performance, exceeds standard for current status in the program
2.1 Data-Based Decision-Making and Accountability	0	1	2
2.2 Consultation and Collaboration	0	1	2
2.3 Effective Instruction and Development of cognitive/ Academic Skills	0	1	2
2.5 Student Diversity in Development and Learning	0	1	2
2.10 School Psychology Practice and Development	0	1	2
2.11 Information Technology	0	1	2

CTL Standards addressed by this course:

CTL Standard #1.1 – Candidates demonstrate subject matter knowledge in areas of endorsement.

CTL Standard #1.3 – Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills.