

CSP 744 COGNITIVE ASSESSMENT-FOR-INTERVENTION SPRING 2008 SYLLABUS

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COURSE OVERVIEW

Data-based decision making is the heart of school psychology. This 3-unit, one-semester experience, promotes the development of data-based decision making through the use of “models and methods as a part of a systemic process to collect data and other information to, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services” (NASP Standards for Training and Field Placement Programs in School Psychology, 2.1). The course provides school psychology trainees with the basic knowledge and skills to provide individual cognitive assessment, and interventions informed by cognitive profiles.

The semester focuses on *cognitive functioning* as a construct (e.g., cognitive factors, skills, abilities, and processes), a focus for assessment and evaluation, and expanding the repertoire of tools designed to inform our descriptions of the cognitive functioning of children and youth. The emphasis of instruction will be on cognitive assessment with school-age students, 5 to 18, with an introduction to the applications of cognitive assessment and intervention with special populations (preschool and those with low-incidence disabilities).

OUTCOMES

By the end of the semester, each school psychology trainee will be:

- flexible in selecting, designing and implementing cognitive assessment & evaluation procedures;
- proficient in the administration, scoring, and pattern analysis of the Cognitive Assessment System (CAS), Woodcock-Johnson III Tests of Cognitive Ability (WJ-III).and the Kaufman Assessment Battery for Children-Third Edition (KABC-III);
- effective in linking cognitive assessment to intervention;
- versed in cultural and linguistic issues in cognitive assessment and evaluation;
- articulate when explaining processes and rationale underlying these best practices;
- cognizant of their own professional development;
- grounded in the laws, ethics, and standards influencing the practice of assessment & evaluation
- confident in their competence;
- well-versed in procedures to enhance the reliability and validity of assessment and evaluation;
- recognize research-based patterns of performance of culturally-linguistically diverse students on IQ tests;
- effective in narrative report writing; and
- familiar with the processes of assessment-evaluation, cross-battery approach, and comprehensive report writing.

Outcomes for Competency Development

This course facilitates the development of competence in Areas I, III, V, VI, VII of the SDSU School Psychology Program Outcomes and Domains 2.1, 2.3, 2.5, 2.10, 2.11 of the National Association of School Psychologists Domains of School Psychology Training and Practice:

Area I: Professional School Psychology (NASP Domain 2.10, School Psychology Practice & Development)

Area III: Social & Cultural Foundations (NASP Domain 2.5, Student Diversity in Development & Learning)

Area V: Psychological Foundations (NASP Domain, 2.3, Effective Instruction & Development of Cognitive/Academic Skills)

Area VI: Assessment-For-Intervention (NASP Domain 2.1, Data-Based Decision-Making & Accountability)

Area VII: Interventions (NASP Domain Effective Instruction & Development of Cognitive/Academic Skills)

NASP Domain 2.11, Information Technology permeates throughout this course experience with the use of computer-based scoring systems, pattern analyses; and training modules.

REQUIRED TEXTS & RESOURCES

1. Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E., & Kaufman, N. L. (2005). *Essentials of KABC-II Assessment*. NY: John Wiley & Sons
2. Mather, N., & Jaffe, L. E. (2002). *Woodcock-Johnson III reports, recommendations, and strategies*.
 - a. NY: John Wiley & Sons.
3. Naglieri, J. (1999). *Essentials of CAS assessment*. NY: John Wiley & Sons.
4. Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. Guilford. [CLD]
5. Woodcock, R., & Schrank, F. (2001). *Essentials of WJ-III cognitive abilities assessment*. NY: John Wiley & Sons.

The Student Survival Kit [<http://edweb.sdsu.edu/CSP/sp/survival.html>] This website includes an array of assessment supports and tools, some of which are required for use in this course.

Additional Required Resources

- Computer for word processing, standardized test analysis programs, web access, & electronic supervision.
- E-mail for course communication & supervision.
- Assessment & Evaluation Tools may be purchased, borrowed from your field supervisor, or rented (and protocols purchased) from the Center CSP/ARC.
- Audiotape Recorder for administration of some standardized tests; must have high quality speakers (range 100 to 10,000 Hz) and a tape counter [also available Center CSP/ARC].
- Stopwatch for precision in systematic observation and standardized testing.
- Videotaping Equipment to document the trainee's proficiency with standardized test administration. Videotapes must be in standard VHS cassette format.
- Volunteer Children/Adolescents (ages 8-16) must be recruited by each trainee for the process of developing proficiencies with standardized tests.

Activities and Grading

Requirements	Points	Total Points
<u>PASS Theory & CAS</u>		
• Volunteer Protocol (5-10)	20	
• Volunteer Protocol (11-17)	20	
• Weekly Progress Checks: PASS and CAS	10	
• PASS Proficiency Pack	50	
		<u>100</u>
<u>CHC Theory & WJ-III</u>		
• Volunteer Protocol (5-10)	20	
• Volunteer Protocol (11-17)	20	
• Weekly Progress Checks: CHC & WJ-III	10	
• WJ-III Proficiency Pack	50	
•		
		<u>100</u>
<u>FCI & MPI Theory & KABCII</u>		
• Volunteer Protocol (5-10)	20	
• Volunteer Protocol (11-17)	20	
• Weekly Progress Checks: FCI & MPI and KABC	10	
• WJ-III Proficiency Pack	50	
		<u>100</u>
<u>Presentations</u>		
• WJIII Cognitive Abilities Presentations (paired)	20	
• Culturally Affirming Assessment Presentation (paired)	20	
<u>CASE Study</u>	40	
<u>Attendance & Participation</u>	20	
		<u>100</u>
Total Course Points		<u>400</u>

Assignment Grading Scale: 100 point scale

A=95-100 *Outstanding achievement; highest accomplishment*
 A-=90-94
 B+=85-89
 B=80-84 *Average; awarded for satisfactory performance*
 B-=75-79
 C+=71-75
 C =66-70 *Minimally Passing*
 C- =61-65
 Below C- (Failing)

Final Grade for the Course: Overall Grading Scale: 400 point scale

A=395-400 *Outstanding achievement; highest accomplishment*
 A-=390-394
 B+=385-389
 B=380-384 *Average; awarded for satisfactory performance*
 B-=375-379
 C+=371-374
 C =366-370 *Minimally Passing*
 C- =361-365
 Below C- (Failing)

ASSIGNMENT DETAILS

I. Proficiency with Standardized Tests

Trainees will develop proficiency with the third edition of the Cognitive Assessment System (CAS), Woodcock-Johnson Tests of Cognitive Abilities Assessment Battery (WJ-III), and with the Kaufman Assessment Battery for Children (KABC-II). While a significant portion of class time is devoted to mastering the administration, scoring, and interpretation of these tools, you must also devote substantial time to study-practice outside of class. Our approach to mastering these tests is as follows:

Step	Activity	Location
1.	Study Manual & Observe sample videotape <i>Record observations & questions on form provided</i>	home
2.	Administer test to class partner. You will each get a chance to administer the entire test while you are being observed by the instructor and/or a GA. <i>Live review of administration and scoring</i>	SDSU
3.	Administer to Volunteer ¹ <i>Protocol review: administration, subtest scoring, pattern analysis, narrative</i>	Fieldsite/Home
4.	Administer to a child volunteer <i>Protocol review: administration, subtest scoring, pattern analysis, narrative</i>	Fieldsite/Home
5.	Administer to a child/adolescent (ages 8-16) <u>volunteer</u> * <u>Proficiency Pack:</u> Parent Permission, DVD, Protocol, Pattern Analysis, Narrative & Self-Critique	Fieldsite/Home
6.	<i>Upon Approval of Instructors, integrate in service delivery</i>	

* See Ethical Considerations (Part IV) regarding recruitment & informed consent of volunteers.

*all protocols must be checked by your assigned peer.

Evaluation & Grading the Proficiency Pack: Step 5 will be evaluated for proficiency; where proficiency is defined as no major administration or scoring errors, accurate self-critique, appropriate pattern analysis, and accurate narrative presentation (as would be presented in a psychological report). In the rare event that proficiency is not demonstrated, Step 5 will be repeated until proficiency is demonstrated (if repeated, average grade will be used). Note: Your Standardized Test Proficiency Rubric will be sent to your field supervisor.

Proficiency packets will include:

- Parent permission form for volunteer subjects
- Videotape of test administration, which must be audible and in which examiner-examinee interactions are clearly visible
- Scored protocol
- Graphic pattern analysis
- Narrative description of findings
- Completed self-critique on each subtest and overall administration.*

Peer Feedback System: The Peer Feedback System is designed to give you an “extra” check and balance system before turning in your scored protocol for a grade. For each protocol your assigned “peer evaluator” checks your protocol for accuracy and initials your protocol. Each protocol MUST be checked by a your peer evaluator before it is handed in for a grade.

¹ CAS only requires 1 volunteer

2. Weekly Progress Checks

Weekly Progress Checks (e.g., reflective reading logs, quizzes, “Before & After Thoughts”, Cooperative Learning) are incorporated into the course to evaluate your knowledge of cognitive theory, assessment knowledge, and skill development. Progress Checks are also incorporated into the course to give you the opportunity to demonstrate knowledge of the theory, goals, components, and major features of assessment. Each “assessment of knowledge” will tap into a variety of learning styles incorporating a combination of written, oral, and collaborative efforts. There may be times when your knowledge and/or progress are assessed at the beginning and end of class. The purpose of this format is to ensure that you are grasping the concepts and that you do not walk away from class sessions feeling like you “didn’t get it”. It is my hope that everyone will “get it” (i.e., the skills, competence, practical knowledge, and expanding your repertoire to feel confident with conducting assessment and evaluations in multicultural schools).

3. Presentations (Paired)

You will complete 2 presentations (in addition to your Case Study Presentation) this semester. Both presentations will be a paired experience.

Cognitive Abilities Presentation (20 minutes):

- provide handouts and reading materials for audience
- present on two cognitive abilities
- provide a definition
- describe what it measures
- tell what tools measure this ability
- provide examples of this ability (pattern analysis and narrative example)
- interventions for this ability
- discuss cultural considerations/questions

Culturally Affirming Assessment-Intervention (20 minutes)

- provide handouts and reading materials for audience
- Provide brief background of culture
- Cultural considerations in assessment and evaluation
- Appropriate Assessment Tools
- Appropriate Interventions

4. Case Study (organization, report, presentation, & supervision)

You will conduct the cognitive portion of a comprehensive evaluation in response to a Special Education Reevaluation at your field placement under the direct supervision of your field placement supervisor (School Psychologist) and course instructor. You will work with a student suspected of having a specific learning disability. The case study will be conducted in four phases: (1) records review, (2) gather data (observations, teacher input, student input, and parent input) (3) cognitive assessment, and (4) link assessment to intervention services. Each trainee (individually) will write a psychoeducational report integrating the findings and implications for intervention for the student.

Case Study Reports. Report guidelines and outlines will be presented in class. Trainees must fulfill the guidelines and use the class format. Each trainee will complete an independent report for the case study. The report must be produced in Word and submitted electronically. Written supervision and guidance for revision will be provided, after which the trainee will revise the report. The report used for grading the case study will be the revised report (one revision only). The instructing supervisor may require additional revisions to ensure that you reach threshold in report writing.

Case Study Presentation (individual)

(25 MINUTES)

- Reason for Referral and Background Information (5 minutes)
- Evaluation Results: Interviews, Observations, Assessment Results (5 minutes)
- Interpretation—Bringing it All Together (5 minutes)
- Recommendations (5 minutes)
- Reflection (answer all): What I learned about the evaluation process; What I learned about others; What I learned about myself; What will I do differently? (5 minutes)

Case Study Group Supervision. Once you have gained proficiency in the cognitive tools you will participate in group supervision. Group supervision allows for the opportunity to: (a) coalesce your conceptualization of your case, (b) obtain feedback and suggestions from your colleagues, and (c) expand the learning of your colleagues beyond direct experiences with their own cases. To achieve these objectives each team must :
be prepared with a structured and organized case information (cognitive profiles and intervention plan) and
distribute your cognitive profiles, intervention plans, latest report to everyone (if available) in the class at least two days prior to presentation
read the reports (and other important info regarding the case) of other teams prior to discussion.

You will be responsible for facilitating our discussion of your case in CSP 730.

****Your field supervisor is legally responsible for the work you do in your field placement and will provide formal supervision of the case studies required for this course. This supervision must be documented by your supervision notes and his/her signature on the report.*

ETHICAL CONSIDERATIONS

Trainees are to conduct themselves in accordance with the ethical standards of the National Association of School Psychologists (see appendix of *Best Practices III*). Violation of ethical standards is grounds for reprimand (and, in the worst case scenario, dismissal from the program).

Confidentiality. Only first names will be used in case supervision discussions (although full names will be used on protocols and in reports). All university participants (i.e., trainees and instructors) must meet high ethical standards and respect the confidentiality of the student and his/her family.

Informed Consent. In addition to the standard assessment plan used by the school district, we obtain parental (or guardian) *informed* consent specific to our work with students. Trainees are responsible for obtaining similar written consent from parents for field-based case studies.

Recruitment & Consent of Volunteers. Trainees will need to recruit non-referred school-aged (ages 8-16) volunteers to complete the requirements for proficiency with standardized tests.

- These volunteers **cannot** be in a situation that calls for assessment, evaluation or re-evaluation, because administrations will be considered *invalid* until proficiencies are demonstrated.
- I encourage you to work with your field supervisor to develop a way to recruit students at your practicum site as this situation would best match the "real world." [Your practice administrations at your fieldwork site cannot count toward your hours for 730 Practicum.] If needed, you may recruit children/adolescents from your neighborhood.

- You **cannot** recruit your own children or relatives; you may, however, exchange recruitment resources with other trainees.
- The parent's informed consent (form provided) must be obtained and included with the protocol.
- The trainee must present the experience as one of practice where the results will be invalid and will not be provided to the volunteer or parent(s).
- We suggest that you use the same volunteers across instruments to compare tools.

Limits of Competence in Assessment. The case studies included in this course are necessary but insufficient to prepare you to provide assessment and special education evaluation services in the schools. Trainees must contribute, to the limits of their competence, to assessments and evaluations conducted by their field supervisors. When considering the limits of competence in conducting assessment services, more than proficiency with tools or techniques must be considered. What is your familiarity with the identified or suspected disability? Do you need to become familiar with constructs? How aware are you of appropriate interventions? We recommend establishing specific goals with your supervisor and seeking opportunities to meet those goals. All trainees will be exposed to bilingual or LEP case studies over the course of the year, but not all will have direct experience in class. Expand your repertoire of constructs by working with students with MR, Asperger's, autism, LEP, etc. in your field placement under the close guidance and supervision of your field supervisor.

EXPECTATIONS

Confidentiality. Confidentiality is an essential component of our role in the profession of school psychology (Please refer to NASP Standards and Ethics and Laws section on confidentiality). We will hold this ethical practice in high honor at all times whether in the university setting or fieldwork setting. As we discuss cases within the university classroom environment and school based environment we will keep names and personal identifying information confidential.

Attendance and Participation Participation is of the essence if you expect to get the most out of this learning experience. The classroom is a teaching and learning tool and the highly interactive nature of this class requires that members are active and respectful participants. This is a collaborative effort and the issues and topics we discuss/address are vital components of professional development. Attendance in at least 90% of classes is required for a passing grade. Please contact me in advance via telephone or email if you are going to be absent.

Completion of Assignments Completion of all assignments is an integral component in your growth as a competent multicultural school psychologist. You will have "one excused late assignment" that may be turned in one week late, thereafter, late assignments will be deducted 2 points for each day they are late. Failure to complete assignments will influence your grade in the course.

Reading in Advance of Class Session The regular reading assignments not only keep you abreast of the new and innovative research and practices in the field they also provide you with unique opportunities to share, reflect, discuss, and develop skills and expand your cultural knowledge from a school psychology perspective. Your ability to contribute to class discussions and cooperative learning assignments will depend heavily on your consistency and faithfulness in reading the material carefully prior to class sessions and by being prepared to participate in the discussion of the reading material.

Respect It is essential that we hear and listen to the perspectives/viewpoints of others. We continue to remember that one individual is not a spokesperson for their group and that within group differences and between group differences exist for all groups.

GA Communication and RespectThe Graduate Assistants for the course are here to assist you in your develop. They are considered proficient in all administration tools for the course and well-versed in the administration, scoring, interpretation, and report writing of these tools. Our hope is that you will receive timely feedback (one week turn around). Please be sure to get your assignments in on time to foster this process. We will have a sign up sheet to make the processing of handing in your protocol easier. Please communicate with your assigned GA during the semester, but be mindful that they are also taking courses.

ADDITIONAL RESOURCES AND BIBLIOGRAPHY

Supplemental Texts & Readings: *In addition to the required texts*, readings will be assigned from these texts. Because you have used these in previous classes, we expect that you need only skim-review the assigned chapters.

- Armour-Thomas, E., & Gopaul-McNicol, S. (1998). *Assessing intelligence: Applying a bio-cultural model*. Thousand Oaks, CA: Sage.
- Flanagan, D. P., & Harrison, P. L. (Eds.) (2005). *Contemporary intellectual assessment: Theories, tests, and issues (2nd edition)*. New York: Guilford Press. {FG&H}
- Henning-Stout, M. (1994). *Responsive assessment: A new way of thinking about learning*. San Francisco: Jossey-Bass. {HS}
- Losen, D. J., & Orfield, G. (2002). *Racial Inequity in Special Education*. Cambridge, MA: Harvard Education Press.
- Salvia, J., & Ysseldyke, J. E. (2001). *Assessment (8th ed.)*. Boston: Houghton Mifflin. {S&Y}
- Thomas, A. & Grimes, J. (Eds.) (2002). *Best practices in school psychology -IV*. Washington, DC: National Association of School Psychologists. {BP3}

Important Resources: These are resources to be consulted throughout this course and in providing assessment-evaluation services in the schools. Specific assignments of reading will not be given; however, you will be expected to access, use and apply these resources as needed.

- California Department of Education (2001). *California special education programs: A composite of laws (23rd ed.)*. Sacramento, CA: Author. [Required resource, available free from the California Department of Education]. Also available as a searchable database on-line at: <http://www2.otan.dni.us/lawssearch/lawsrch.taf>
- McGrew, K. S., & Flanagan, D. P. (1998). *The intelligence test desk reference (ITDR): Gf-Gc cross-battery assessment*. Boston: Allyn & Bacon. [Essential to selecting tools by which to conduct cross-battery assessment in the CHC framework]

Essential Web Sites

- Buros Mental Measurements Yearbook:* <http://www.unl.edu/buros>
For information & critiques of standardized tests.
- Dumont-Willis on the Web:* <http://alpha.fdu.edu/psychology/>
Ron Dumont and John Willis at Fairleigh Dickenson University provide fabulous resources.
- Institute for Applied Psychometrics:* <http://home.att.net/~gfgc/index.htm>
Kevin McGrew's homepage. Excellent CHC, Gf-Gc, and WJ-III resource; links to a variety of helpful web sites. While there, subscribe to the e-mail listserv.
- School Psychology Resources:* <http://www.schoolpsychology.net>
Sandra Steingart's incredible array of website links and resources.
- The Source for Cognitive Assessment:* <http://www.mypsychologist.com>
Jack Naglieri's homepage for CAS resources. While there, subscribe to the e-mail listserv and newsletter.

For Continuing Education and Professional Development

Standard Resources

- Reynolds, C. R., & Kamphaus, R. W. (Eds.) (1990). *Handbook of psychological and educational assessment of children: Intelligence and achievement*. New York: Guilford Press.
- Sattler, J. M. (2006). *Assessment of children: Cognitive applications (5th Ed.)*. San Diego: Author.
- Wong, B. Y. L. (1996). *The ABC's of learning disabilities*. San Diego: Academic Press. [Helpful to understand LD, offers recommendations for authentic assessment of academic skills and provides an array of research-based interventions]

Specific Theories & Tools

- Das, J. P., Naglieri, J. A., & Kirby, J. R. (1994). *Assessment of cognitive processes: The PASS theory of intelligence*. Boston: Allyn & Bacon. [Explores in depth the theory behind the CAS; helpful to test pattern analysis & interpretation]
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Kaufman, A. S. (1994). *Intelligent testing with the WISC-III*. New York: John Wiley & Sons.
- Lidz, C. S. (1991). *Practitioner's guide to dynamic assessment*. New York: Guilford.
- Kamphaus, R. W., & Reynolds, C. R. (1987). *Clinical and research applications of the K-ABC*. Circle Pines, MN: American Guidance Service. [available Center CSP/ARC]
- Shapiro, E. S. (1989). *Academic skills problems: Direct assessment and intervention*. New York: Guilford.

Ethno-Linguistic Diversity & Assessment-Evaluation-Testing

- Canino, I. A., & Spurlock, J. S. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.
- Dana, R. H. (1993). *Multicultural assessment perspectives for professional psychology*. Boston: Allyn & Bacon.
- Gonzalez, V., Brusca-Vega, R., & Yawkey, T. (1997). *Assessment and instruction of culturally and linguistically diverse students with or at-risk of learning problems: From research to practice*. Boston: Allyn & Bacon.
- Gould, S. J. (1996). *Mismeasure of man (revised & expanded)*. New York: Norton.
- Hamayan, E. V., & Damico, J. S. (Eds.) (1991). *Limiting bias in the assessment of bilingual students*. Austin, TX: Pro-Ed.
- Hilliard, A. G., III (Ed.) (1987). *Testing African-American students: A question of validity*. Special issue of *The Negro Education Review* (Vol 38, Nos 2-3), reprinted by Julian Richardson Associates, San Francisco.
- Jones, R. L. (1988). *Psychoeducational assessment of minority group children: A casebook*. Berkeley, CA: Cobb & Henry.
- Polloway, E. A., & Smith T. E. C. (1992). *Language instruction for students with disabilities (2nd Ed.)*. Denver: Love Publishing. [a great assessment resource, particularly for authentic assessment, although you can't tell this from the title of the book]
- Samuda, R. J., Kong, S. L., Cummins, J., Pascual-Leone, J., & Lewis, J. (1991). *Assessment and placement of minority students*. Toronto: C. J. Hogrefe.
- Suzuki, L. A., Meller, P. J., & Ponterotto, J. G. (Eds.) (1996). *Handbook of multicultural assessment*. San Francisco: Jossey-Bass.
- Valdés, G., & Figueroa, R. A. (1994). *Bilingualism and testing: A special case of bias*. Norwood, NJ: Ablex Publishing. {V&F}