

**University of Kentucky
Department of Educational and Counseling Psychology**

EDP 640: INDIVIDUAL ASSESSMENT OF COGNITIVE FUNCTIONING

Fall 2005

Class lecture: Wednesday, 9:30 – 11:55

Class location: Dickey Hall 203

Credit Hours: 3

“A test score cannot be interpreted in isolation. It needs confirmatory data from other sources, as well as information about the individual’s experiential history and about the particular context for which the individual is being assessed.” Anastasi (1992).

Instructor:

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(school psych clinic)

Course Description:

This course is designed to provide the student with knowledge of the assessment of cognitive functioning in children and adolescents and related issues. This knowledge will be formally assessed through written psychology reports, observations of testing proficiency, class presentations and examinations. Because the determination of children/adolescents’ educational and psychological needs is an integral part of the psychologist’s activities, and because the outcomes of such assessment may have a substantial impact on the child, it is important that the student become proficient in the entire assessment process. Such proficiency will also be obtained via a thorough understanding of theories of intellectual assessment.

The applied and theoretical structure of this course is grounded in the University of Kentucky College of Education’s conceptual model of training educators as reflective decision makers and the School Psychology Program’s model of training scientist-practitioners. Additionally, course material is developed with a systems-approach to assessment and an ecological-behavioral framework to child development.

Course Objectives:

The student who successfully completes this course will master the following objectives:

(1) Demonstrate (on written tests and classroom presentations) a significant body of knowledge of psychometric issues as they are related to test use and interpretation.

(2) Demonstrate (on written tests and in classroom presentations) knowledge of IQ testing, as well as theories relevant to intelligence testing.

- (3) Proficiency in the administration, scoring, and interpretation of various intelligence tests (observation of performance; completed protocols).
- (4) Proficiency in psychological report writing.
- (5) Proficiency in the administration, scoring and interpretation of the Vineland Adaptive Behavior Scales.

Course Structure:

The instructional format of this course will include lecture, discussion, demonstration, practice, written reports, feedback, and readings. In addition, a laboratory component is provided to give students guided experience in test administration, scoring and interpretation. Students will find that a large amount of time outside of class is required to complete this course successfully. Learning to administer and interpret the scales covered in this course takes literally hours of practice. Each student needs to be aware of this situation and budget her or his time accordingly.

Textbooks and Required Readings:

Flanagan, D. P., & Harrison, P. L. (2005). *Contemporary intellectual assessment: Theories, tests, and issues (2nd Ed.)*. New York: Guilford Press.

Sattler, J. M. (2001). *Assessment of children: Cognitive applications (4th Ed.)*. San Diego: Author.

**Additional articles and handouts on reserve or as provided by the course instructor.

Materials Needed for the Course:

1. A good stopwatch (i.e., not the one on a wristwatch) WITHOUT an audible beep, if possible.
2. Test kits and protocols.

**Test kits are available from the school psychology clinic and will be checked out to students. Given the number of available kits, students will likely have to share a test kit with other students. A packet of protocols needed for the course may be purchased at the school psychology clinic during the first week of class.

**Video recorders and tape recorders are available at the Instructional Technology Center (ITC) on the first floor of the Taylor Education Building. ITC and I have a standing agreement that you may check out equipment. Access to equipment for extended periods of time is not standard, and you *must* understand and abide by check-out and return policies. Please be sure this is clear and understood by both you and ITC before you leave ITC with any equipment.

School Psychology Clinic Information:

As noted above, protocol packets and test kits can be obtained from the school psychology clinic, which is located at 641 Maxwellton Court (down the street from the Lexington Theological Seminary). The clinic website is <ukschoolpsychclinic.com>. The password and user name for accessing this website is "spc." Ms. Carrie Bowling staffs the clinic and will be on site 20 hours per week at various times. Her schedule is on the clinic website and will change from week to week. The phone number for the clinic is 257-4804. You may wish to call the clinic before you make a trip there to make sure someone is available to assist you.

Attendance Policy:

Each student is expected to attend all scheduled class meetings and to engage actively in class discussions and group activities. Arrangements must be made in advance if professional

commitments or personal obligations present a conflict with attending lecture. No more than two absences are allowed. For the third and for each subsequent absence, the final academic grade will be reduced by 5%.

Academic Honesty:

Any form of cheating or plagiarism is unacceptable. The minimum penalty for either of these academic offenses is an “E” in the course, with the possibility of suspension and dismissal from the program.

Guidelines for submitting assignments:

The student is expected to submit assignments in class on the day they are due. If assignments are late, points will be deducted from the final grade.

Final Grading Calculations:

Final grades in this course will be based on a 590 cumulative point scale:

A = 531 - 590 points

B = 472 - 530 points

C = 413 - 471 points

D = 354 - 412 points

E = 353 points or below

COURSE ASSIGNMENTS

1. *Reaction Papers (15 points each, 90 points total)*

1-2 page written responses to weekly reading assignments are due at six scheduled times throughout the semester. Students are encouraged to include course material from other weeks as it is relevant. Papers must: (1) reflect learning experiences rather than restate information from readings and (2) communicate a viewpoint(s) and scholarly perception(s)...tell me what YOU think!

2. *Test Administration and Protocol Completion*

Assessment guidelines

*In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship; persons the student has any reason to believe might need a psychological evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and persons who are currently pupils or clients of the student examiner.

*When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.

*Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on protocols and in reports.

*The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of her or his evaluation.

The student must demonstrate mastery of administration and scoring of tests through observed administrations and completed protocols. Students with observed administrations and protocols with significant errors will be expected to complete (and submit) additional administrations and protocols until mastery is achieved. Timelines for resubmission will be arranged with the instructor. Viewing of videotaped administrations (observed administrations) will be arranged directly with the TA. **Intense practice by the student is expected before she or he videotapes a test administration and requests observation.**

The course schedule in this syllabus indicates dates by which administrations and observations are due. **KEEP IN MIND** that it takes time to score and interpret information to write a report. When scheduling an assessment, make sure you allow enough time to score the protocol and write the report!!!!

Test to Administer

2 WISC-IV

- 1st administration with checked protocol (25 points)
- 2nd administration that is video-taped (25 points)
- 1 report written using test results from 1st or 2nd administrations (50 points)

2 WJ-III Cognitive

- 1st administration with checked protocol (25 points)
- 2nd administration that is video-taped (25 points)
- 1 report written using test results from 1st or 2nd administrations (50 points)

2 UNIT

- 1st administration with checked protocol (25 points)
- 2nd administration that is video-taped (25 points)
- 1 report written using test results from 1st or 2nd administrations (50 points)

1 Vineland Adaptive Behavior Scales

- 1 protocol checked (25 points)
- 1 summary/report of results (25 points)

Grading Procedures

Submit all papers for an assignment in an organized, bound fashion. Place the grading sheet (distributed in class for each assignment) on top. For each assessment submitted to the instructor, students must include the permission form for testing. **THE STUDENT WILL AUTOMATICALLY RECEIVE A FAILING GRADE FOR THE COURSE IF PERMISSION FORMS ARE NOT PROVIDED.**

3. *Report Writing*

Report writing guidelines

*Reports must be typed and double-spaced. A report format will be provided and must be followed for all reports. This format is one used in the SPC clinic and contains elements likely to be used throughout the program and in the field of practice.

*Report writing will follow a draft and re-write process as a means of providing the student the opportunity to integrate suggestions and make changes to a report. The student will submit the first draft of a report to the TA on the date specified in the course schedule section of this

syllabus. The draft will be returned with feedback and students are expected to incorporate changes. A final draft will be submitted to the instructor according to the schedule.

4. WISC Results Presentation (25 points)

This assignment is an exercise in presenting results to parents. Students will work in pairs to present their results. Each student will have approximately 8 minutes to present the report to their “parent” partner with 2 minutes for questions. Students will then reverse roles. Every student in the class will have a turn to act as parent and assessor.

5. Test Review Presentation and Handout (50 points)

Students will work in pairs to present information about an intelligence test. Each set of presenters will provide a handout (2-4 pages) to all classmates the week of the presentations. Each presentation will be limited to 20 minutes. Students must discuss the purpose of the test, psychometric properties, relation to theory, uses, pros and cons, and evaluate whether they would recommend the test for use.

6. Portfolio (25 points)

Each student will organize a portfolio/binder to contain work from this course and subsequent courses. Contents should be well-organized and labeled in the following way:

1. Conceptual Framework (20 points)
2. Curriculum Vita
3. Transcripts
4. Assessment
5. Literature Reviews
6. Instruction/Presentations
7. Research

The portfolio is designed to showcase and synthesize graduate training coursework and experiences. Students will be required to develop a Curriculum Vita and write a conceptual framework. Both these documents will likely change each semester. Each student will add to his/her portfolio over time, both with content and areas of content (e.g., intervention, consultation). Examples of portfolios will be made available to students in class.

7. Final Examination (50 points)

The final for this course will be essay and students will be required to synthesize material from throughout the course.

TENTATIVE SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

DATE	TOPIC	READINGS	DUE
8/24 Week 1	Overview of course What is intelligence? What is assessment?	Sattler 6 Best Practices in Intellectual Assessment Sattler 1	
8/31 Week 2	Assessing children Federal laws Basic principles of measurement/stats	Sattler 2, 7 Sattler 3, p. 45-69 (review for laws) Sattler 4	Reaction Paper #1
9/7 Week 3	History of intelligence testing Theories of intelligence Hypothetical constructs and intervening variables	Flanagan 1, 2 Sattler 5 Flanagan 3-8 (skim) Flanagan 27 (read for <u>general concepts</u> only) MacCorquodale & Meehl, 1948	Reaction Paper #2
9/14 Week 4	WISC-IV overview, administration, scoring **suggested timeline for WISC administrations 9/15-10/4	WISC-IV manual Flanagan 14	
9/21 Week 5	Cultural competence and fairness of testing	Flanagan 11 Armour-Thomas, 1992 Jencks, 1998	Reaction Paper #3
9/28 Week 6	WISC-IV interpretation Report writing/communicating results	Flanagan 12, 14 Sattler 21	WISC protocol

10/5 Week 7	Non-verbal IQ testing UNIT	Flanagan 26 Flanagan 19	WISC report/video to TA
10/12 Week 8	WISC report Q&A with partners (in dyads)		Final WISC report UNIT protocol
10/19 Week 9	WJ-III Cog. overview, administration, scoring ***suggested timeline for WJ Cog administrations 10/20-10/29	WJ-III Cog. Manual Flanagan 9, 17	UNIT report/video to TA
10/26 Week 10	WJ-III Cog scoring, interpretation, report writing		WJ Cog protocol Final UNIT report
11/2 Week 11	Adaptive behavior	BP in Assessment of Adaptive Behavior	Reaction Paper #4 WJ report/video to TA
11/9 Week 12	Intellectual assessment of very young children Intellectual assessment of children with disabilities Ethical issues and considerations for assessment of IQ	Flanagan 22 Flanagan 23 Sattler 3 (revisit)	Reaction Paper #5 Final WJ Cog report
11/16 Week 13	Sampling of intelligence tests		Test Review Presentation Handout portfolio assignment
11/23 Week 14	NO CLASS – Thanksgiving		Vineland Summary of Results

11/30 Week 15	Assessment of culturally and linguistically diverse children Assessment of children with severe disabilities	Sattler 19, 20 Flanagan 25	Reaction Paper #6
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12/7 Week 16	Bringing it all together Future of intelligence testing	Flanagan 29	Portfolio Conceptual Framework
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12/14	FINAL EXAMINATION DUE BY 12:00 PM		
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