

**California State University, Fresno**  
**College of Science and Mathematics**  
**Department of Psychology**

**Psychology 284: Assessment of Intellectual Abilities (4 Units)**

Spring 2020

Tuesday 5:00-8:40 PM

Science II – 238

**Instructor: Simon Villalobos**

S2 356; Phone: (559) 273-9303

E-mail:[svillalobos@centralusd.k12.ca.us](mailto:svillalobos@centralusd.k12.ca.us)

**Office Hours:** By Appointment; available via email and/or before or after class.

**Course Description**

Psychology 284 is a 4-unit graduate course for school psychology students, which focuses on theories of intelligence, and assessment instruments and practices. The course will provide students with skills in administering, scoring, and interpreting measures of intelligence and cognitive functioning. The primary goal of the course is to help students develop an understanding and knowledge of assessment instruments as tools for data collection and observation. Students will learn to ethically employ intelligence tests with culturally diverse populations and to use ecologically-based methods in addition to traditional techniques. Adaptive behavior assessment techniques will also be covered in the course. Understanding and responding to the learning needs of individuals will be emphasized.

**Required Texts**

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press.

Sattler, J. (2018). *Assessment of Children: Cognitive Foundations and Applications (6<sup>th</sup> Ed) and Resource Guide to Accompany Assessment of Children: Cognitive Foundation (6<sup>th</sup> Ed)*. La Mesa, CA: Sattler Publisher.

Additional readings may be assigned by the professor as needed. The professor has the right to make any necessary changes to this syllabus due to extenuating circumstances at his discretion.

**Course Prerequisites**

The student must be admitted to the School Psychology program and have a background in development, human learning, and measurement.

**Course Goals and Objectives**

*Student Learning Objectives*

1. Demonstrate knowledge of history and theory of cognitive assessment
2. Critically analyze technical adequacy of assessment instruments
3. Demonstrate competency in establishing rapport with examinees
4. Administer assessment measures according to standardized procedures
5. Demonstrate awareness and responsiveness to cultural and individual differences in assessment
6. Score measures accurately
7. Interpret assessment information and present data and conclusions in writing

### *Major Topics of Course*

1. Legal and Ethical Considerations in Assessment
2. Multicultural Considerations in the Assessment Process
3. Data-Based Decision Making and Diagnosis
4. Review of Concepts of Measurement
5. Adapting Tests to Accommodate Students
6. Nondiscriminatory Assessment and Testing Students with Limited English Proficiency
7. Evaluating Tests
8. Presenting Conclusions and Recommendations in Writing
9. Assessment of General Intellectual Profile (IQ)
10. Assessment of Cognitive Processes (e.g., Fluid Reasoning, Working Memory, Processing Speed, etc.)
11. Awareness of First and Second Language Development Issues in Assessment
12. Assessment of Adaptive Behavior

### *NASP Domains:*

1. Data based decision-making and accountability.
2. Consultation and collaboration.
3. Interventions and instructional support to develop academic skills.
4. Interventions and mental health services to develop social and life skills.
5. School-wide practices to promote learning.
6. Preventive and responsive services.
7. Family-school collaboration services.
8. Diversity in development and learning.
9. Research and program evaluation.
10. Legal, ethical, and professional practice.

### **Class Behavior**

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

### **Cheating and Plagiarism Policy**

Each student is expected to perform his or her own work throughout the course. Cheating and plagiarism will not be tolerated and will be dealt with according to university policy. Refer to the California State University, Fresno catalog for further information.

### **Disability Policy**

It is the responsibility of students with disabilities to identify themselves to the university and the instructor so reasonable accommodations can be made. For more information, contact Services to Students with Disabilities (559 278-2811).

### **Honor Code**

Members of the California State University, Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. As a student you should understand expectations for academic integrity in this course, neither give nor receive unauthorized aid on examinations or other course work that is used as the basis of grading, and take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### **Computers**

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every

student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software.

### **Copyright Policy**

Copyright laws and fair use policies protect the rights of those who have produced material. Any material copy in this course has been provided for private study, scholarship, or research only.

### **Emergency (on campus)**

In the event of an emergency, you should call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble in the grassy field adjacent to the parking lot to the north of the building. Upon assembly, report missing persons and physically challenged persons requiring rescue to emergency responders. If you have concerns about other emergencies or if you have special circumstances that I need to know about, please speak to me after class.

### **Course Ethics:**

Confidentiality is a non-negotiable criterion of this course. CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Students must not share confidential information about assessments (e.g., names or identities of children, parents, teachers, community persons, etc.) with each other or anyone else outside of the course. Students also are expected to be confidential about issues and individual cases discussed in the classroom.

### **Attendance:**

Students are expected to attend, prepare for, and participate in all class sessions. It will be the student's responsibility to obtain material missed from the class session from other students in the class.

### **Course Requirements**

#### **Scheduling and planning:**

Class assignments will consist of submitting test protocols, results reports, quizzes/exams, and other assigned activities that are to be completed according to the course schedule. The professor understands that students and examinees may become ill or life activities may interfere. Therefore, you should plan your testing sessions and assignments well in advance of the due dates. Although the professor understands, exceptions to the Course Schedule cannot be made. If difficulties arise (e.g., you become ill) you should consider withdrawing from the course. For any assignment that is turned in late, 10% will be deducted per calendar day. Assignments are due in hard copy at the beginning of class. In order to provide the necessary supervision of each student's work, it is essential that the attached course schedule be adhered to. Students who find themselves unable to maintain the schedule, find examinees, collaborate with peers in a timely manner, should withdraw from the course and enroll at another time when they have more hours or resources available.

#### **Individual Standardized Assessment Batteries**

Each student will complete a series of standardized tests. **Students should not be administering tests before they are introduced in class AND they have read the test manual. Students will have to REDO the test with a different child if THREE subscale raw scores are incorrect which would lead to an invalid test score. REDOS ONLY GET 50% OF THE SCORES. If you redo the same test twice, you will score zero. However, you will keep redoing until the**

**protocol is acceptable; failure to clear a redo will result in failing the class. Students who do two or more REDOs cannot earn an A in the class, regardless of total final points.**

*Examinees for Standardized Test Practice Exercises:*

You must secure permission from all persons who are assessed. When evaluating children, you must secure the permission of the child's parent/guardian. Never administer a test procedure to a child unless you have a signed parental consent form before starting the test. All information that you obtain from examinees is confidential. Do not discuss the examinee or any part of the test results with persons outside of this class, and never use real names.

*Course Materials and Procedures:*

1. Students will need to obtain a stopwatch either digital or with a second hand.
2. Technology to record video will be necessary to complete certain assignments.
3. Manuals and test kits will be checked out from the Psychology Department's Test Library. Students are responsible for these materials and a grade of incomplete will be given until all materials are returned at the end of the semester.

*Additional Notes on Examinees:*

1. Test an equal number of male and female examinees if possible.
2. If you cannot find an adequate number of volunteers to participate you should enroll in the course at another time.
3. Remember: ALL INFORMATION IS CONFIDENTIAL. No person except you, your partner, and I are to know the scores of any examinee. You must inform parents prior to Assessing that the results cannot be disclosed to them. General comments, such as "She is doing well," cannot be made. If this occurs you will be given an F in the course. Tell the parent (or examinee, in the case of an adult) that you are learning how to administer the test and results of such testing are not valid.
4. You are to make no educational, psychological, or medical recommendations of any kind. Violations will result in a grade of F in the course.
5. Do not test pupils at the school where you are doing other practicum work or your own children. Your own children or children of relatives or friends can be assessed by other class members and an exchange system can be arranged. If your child is assessed, you will not be able to see the test materials or receive any information from the examiner about your child's performance.
6. All examinee information is confidential and must remain so. Do not discuss the examinee or any part of the test results with persons outside this class. Violations of this section will result in a course grade of F and dismissal from the course.

*Test Protocols:*

When you have administered a test you should:

1. Score in **BLACK PENCIL**
2. Give it to your partner who will double check accuracy of scoring and computations using **BLUE INK or a different color than black. Peer reviewer name must be written on protocol.**
3. After receiving the protocol back from your partner (within two days of being given) you should review the protocol and make any changes you think are necessary.

- Then submit the protocol and reports to the Professor on or before the due date.

*Peer Observations:*

Each student will observe their partner administer **two** complete tests. Observations can be either in person or video. See form at end of syllabus for criteria. Failure to turn in a peer observation will result in 5% deducted from final grade.

*(P-1.1) Test Administrations*

Protocols	#
WISC-V	3
KABC-2	3
DAS-II	3
UNIT-2	2
WRAML-2	1
Vineland 3- Parent	1
Vineland 3- Teacher	1
Adaptive Behavior Assessment-3 <sup>rd</sup> Edition, School Form (Ages 5-21), Parent	1
Adaptive Behavior Assessment-3 <sup>rd</sup> Edition, School Form (Ages 5-21), Teacher	1

TEST	SUBTESTS	VIDEO	PEER OBS	Narrative
WISC-V (1)	10 (Standard)	*		
WISC-V (2)	16 (Ancillary)		*	
WISC-V (3)	21 (Complementary)			*
KABC-2 (1)	Luria Model			
KABC-2 (2)	CHC models			*
KABC-2 (3)	CHC Models	*		
DAS-II (1)	School-Age		*	*
DAS-II (2)	Early Years			
DAS-II (3)	School-Age	*		
WRAML-2 (1)	Core Battery			*
UNIT-2 (1)	Full Scale Battery			
UNIT-2 (2)	Full Scale Battery			*
Vineland 3- Parent (P, A – 8.2)				*
Vineland 3- Teacher (P, A – 8.2)				*
Adaptive Behavior Assessment-3 <sup>rd</sup> Edition, School Form (Ages 5-21), Parent (P, A – 8.2)				*
Adaptive Behavior Assessment-3 <sup>rd</sup> Edition, School Form (Ages 5-21), Teacher (P, A – 8.2)				*

*Test Videotapes*

Each student will be videotaped **THREE TIMES** during the semester administering tests. You must be extremely familiar with the tools. Students should be able to respond to the examinees and make eye contact and observations throughout the videotaped assessment. Should a student show an inadequate familiarity with the tools (e.g., searching through materials, getting lost with steps or

procedures, and ignoring the examinee) the video will be returned to the student, a grade of 0 will be given for the videotape, and the video must be redone; each video redo decreases 10% of the final grade. **Be sure to check the video for sound, sight, etc. Mechanical issues that interfere with appropriate grading will not be accepted for any reason. You will be required to do the assignment over if the technical quality is unacceptable.**

Do NOT use laptops to record; laptops often do not have enough processing capabilities, temporary memory (RAM), or storage space (hard disk space) for large videos. Do not expect the instructor to watch your video on your camcorder; camcorder screens are too small, and do not allow for adequate feedback. Additionally, borrowing your camcorder would create unnecessary risk for the instructor if your camcorder gets stolen, damaged, etc. If you use choose to submit your video via Google Drive, use the following email address to grant access to the instructor: [svillalobos@centralusd.k12.ca.us](mailto:svillalobos@centralusd.k12.ca.us) If you choose to use YouTube, make sure to set the video to “unlisted” so that it is not publicly available.

### **Recording in Test Protocols:**

When administering tests, the student is to record all of the examinees verbal responses In FULL and in BLACK PENCIL. **ALL responses must be LEGIBLE.** Failure to do so will result in the protocol being returned and the case will be considered a 0. You may redo these protocols. In addition, examiners must record a “Q” to show that she/he questioned the examinee at the point indicated by the testing manual.

For the purposes of this course, RECORD only examinee’s first and last initial. The test protocol should include the date of the administration, the examinee’s date of birth, chronological age, and your name. If other identifying information is included that breeches confidentiality, the test will be returned with a 0 **and you will not be able to make it up.**

### **Reports:**

1. Turn in: protocols, permission to test forms, and the narrative (report section) and video, if applicable.
2. **Save a copy of your anonymous protocol results for review.**
3. Proofread any narratives before submitting. Spelling, grammar, and punctuation errors will result in a loss of 1 point per error.

### **Test Review**

Each student will present one test review (30 minutes, PowerPoint presentation) during the semester focusing on the technical adequacy of the instrument (i.e., validity and reliability). The student presenter will distribute a one-page handout for the class to share information about the instrument. The student will also demonstrate the instrument to the class.

List of tests to review: WAIS, WPPSI, NEPSY, KBIT, WASI, SB, TONI, CTONI, WNV, WJ. A list will be provided by the instructor.

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Examiner: \_\_\_\_\_

Date: \_\_\_\_\_

Examinee: \_\_\_\_\_

Test: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<i>Criteria</i>	<i>Possible points</i>	<i>Score</i>		
1. Arranged testing materials in a systematic manner	½	0	½	1
2. Kept testing materials, toys, and other equipment at hand but out of sight when not in use	½	0	½	
3. Put the examinee at ease and made sure the examinee was physically comfortable before beginning the examination	1	0	½	1
4. Began and ended the test at the proper level	1	0	½	1
5. Read instructions in a natural tone of voice	1	0	1	
6. Followed instructions for administering items exactly	1	0	1	
7. Made fluid transitions between subtests	1	0	1	
8. Adjusted the speed of administering the test to the temperament of the examinee	½	0	½	
9. Praised the examinee adequately	1	0	½	1
10. Watched for signs of boredom, fatigue, etc., and did something about alleviating the problems	1	0	½	1
11. Recorded responses and scores in an unobtrusive manner	1	0	½	1
12. Provided closure for the examinee	½	0	½	
TOTAL:	10			

Comments:

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Schedule and Assignments Subject to Change

<b>Assignments</b>	<b>Points</b>	<b>Course Grading</b>
Standardized Tests (60%)	(12 test protocols x 15 points) + (4 rating protocols x 15 points) = 240	
Videos (30%)	3 x 50 = 150	90%+ A
Test Review Presentation (5%)	1 x 25 = 25	80 – 89% B
Midterm Written Exam (5%)	1 x 25 = 25	70 – 79% C
Practical Final Exam	1=60	60 – 69% D
		< 59% F
<b>TOTAL (100%)</b>	<b>500</b>	

All assignments must be completed in order to receive a passing grade.



Week	Date	Topic & Readings	Assignments/Protocols Due
1	1/21/2020	Course Overview Foundations-Types of Assessments Psychological measurement ( <i>Sattler Chapter 4</i> )	Identify potential examinees for practice, communicate with peers to exchange participants
2	1/28/2020	General Process: Role of the Evaluator in the Assessment Process ( <i>Sattler Chapter 6</i> ) WISC-V	Read WISC V manual Chapter 1 & 2
3	2/4/2020	WISC-V Report Writing ( <i>Sattler Chapter 18</i> )	
4	2/11/2020	KABC-2 (I – 1.1) Historical Survey and Theories of Intelligence ( <i>Sattler Chapter 7</i> ) Correlates of Intelligence ( <i>Sattler Chapter 8</i> )	(P-1.1)WISC-V (1) Core
5	2/18/2020	Assessing Children: The process ( <i>Sattler Chapter 1</i> ) KABC-2	WISC-V (2) Ancillary Peer Observation Read KABC II manual Chapter 1-3
6	2/25/2020	Assessment in Context ( <i>Sattler Chapter 2</i> ) Intellectual Disability	WISC-V (3) Complementary Video
7	3/3/2019	(I – 1.1, 8.2)Vineland 3; ABAS 3 Ethical, Legal and Professional considerations ( <i>Sattler Chapter 3</i> )	KABC-2 (1) - CHC/Luria Models
8	3/10/2019	Specific Learning Disabilities: RTI Specific Learning Disabilities: Patterns of Strengths & Weaknesses	KABC-2 (2) - CHC (P-1.1) Vineland/Teacher/Parent
9	3/17/2020	DAS-II ( <i>Sattler Chapter 16</i> ) Specific Learning Disabilities: Discrepancy	KABC-2 (3) - CHC/Luria Models Video ABAS 2/Parent/Teacher
10	3/24/2020	Culturally and Linguistic Diverse Children ( <i>Sattler Chapter 5</i> ) (I – 8.1)	DAS II (1) School Age – Peer Observation ABAS II (Parent/Teacher)
11	3/31/2020	UNIT-2 (A-1.1) MIDTERM Score & write Adaptive narratives	DAS-II (2) Early Years
12	4/14/2020	MIDTERM Score & Write Adaptive narratives	DAS-II (3) Video Due Unit 2 (1) Full Battery (Protocol only) Due
13	4/21/2020	<b>Spring Break</b>	
14	4/28/2020	WRAML-2 Review TEST – Presentations & demonstration	Unit 2 (2) Full Scale Battery & Narrative

15	5/5/2019	Test Presentations and demonstration BVAT/Bilingual Assessments Last Day of Instruction	WRAM-2 (1) Due Protocol & Narrative
14	5/12/2019	Last Day of Instruction; (A-1.1) Final Practicum Exam Test presentations	

### **Informed Consent for Intellectual Assessment of a Child**

By signing this letter, I agree to allow my child, to be administered a standardized intelligence for the practice of Mr./Ms. \_\_\_\_\_, a graduate student in school psychology at California State University, Fresno. I understand that the student is learning to administer, score, and interpret cognitive and that he/she is not qualified to discuss the results with me. Graduate students are prohibited from providing any comments or scores as such information is not indicative of the abilities or skills of my child. This assessment is not considered valid and is for student practice purposes only.

I am free to withdraw permission at any time and my child is free to stop participating at any time. My signature below indicates that I understand and agree with the above conditions.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Student Signature

\_\_\_\_\_  
Date

If you have any questions, you may contact the instructor, Simon Villalobos at [svillalobos@centralusd.k12.ca.us](mailto:svillalobos@centralusd.k12.ca.us)