

Psychology 284: Assessment of Intellectual Abilities

(4 units)

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Office Hours: Mon. 3-4; Wed.9-10; Thurs. 1-4 & by appt.

Texts and Resources:

Naglieri, J., & Goldstein, S. (Eds.) (2009). *Practitioner's guide to assessing intelligence and achievement*. Hoboken, NJ: Wiley & Sons, Inc.

Sattler, J. M (2008). *Assessment of Children: Cognitive Foundations (10th Ed)*. Jerome Sattler Pub. La Mesa, Ca.

Thomas, A., & Grimes, J. (2008). *Best practices in school psychology –V*. Bethesda, MD: National Association of School Psychologists (supplementary) <http://www.nasponline.org/>

Test Protocols will be purchased through the Psychology Department Office.

Course Prerequisites: The course is primarily designed for students in the first year of the school psychology program. Students should have a background in child development, human learning, and tests and measurement.

Course Description: Psychology 284, Assessment of Intellectual Abilities, will include review of theories of intelligence. The course will teach students basic skills of administering, scoring, and interpretation of individually administered intelligence tests. The primary goal of this course is to develop students' understanding and knowledge of assessment instruments as tools for 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 this course. Understanding and responsiveness to the learning needs of individuals will be emphasized.

COURSE GOALS LINKED TO NASP STANDARDS

1. Data-based decision-making and accountability
2. Effective instruction and development of cognitive/academic skills
3. Socialization and development life skills
4. Student diversity in development and learning
5. Information technology

COURSE GOALS AND OBJECTIVES:

1. Students will demonstrate knowledge of History and theory of cognitive assessment
 - Students will select appropriate measure(s), - considering age, language and culture, ethnicity, referral question
 - Students will defend why giving or not giving a cognitive measures (IQ test or adaptive) is legal and ethical, best practices
 - Students will demonstrate competency in establishing rapport with examinees
 - Students will exhibit skill in handling test materials
 - Students will demonstrate competency in following test directions, timing and scoring

- tests
- Students will be able to interpreting test results accurately and communicate test results in writing and verbally clearly

COURSE ETHICS: CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential. Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

It is expected that students on practicum experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tact, and punctuality. Supervision, consultation, and review will be provided by a university supervisor and field personnel. Failure to adhere to the policy of confidentiality or reviews indicating unprofessional conduct on practicum will result in a review with the school psychology faculty and a determination of whether the student should be allowed to continue in the School Psychology Program.

Disruptive Classroom Behavior: Cell phones should be turned off during class time except in cases of family emergencies. Food may not be consumed in class unless treats are provided for the entire class. Beverages are allowed.

COURSE REQUIREMENTS

Course Procedures: Some restrictions are imposed by the size of the class, limited facilities, limited number of test materials, time available for observation of student test administration, and the necessity for careful evaluation of assignments by team partners and the instructor. Each student in the course will receive individual instruction, which makes scheduling considerations extremely important. 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 or afford the materials should withdraw from the course and enroll at another time when they have more hours or financial resources available.

Examinees:

1. Test an equal number of male and female examinees if possible.
2. The number of examinees you will assess per instrument is attached. If you cannot find an adequate number of volunteers to participate you should enroll at another time.
3. All examinees must be volunteers. You must secure permission from all persons who are assessed. When evaluating children you must secure permission in writing from the child's parent as well as assent from the child. **NEVER** administer a test procedure to anyone unless you have signed parental and/or individual permission. If these policies are violated you will be given an F in the course.
4. **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's 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 meaningless.
5. **You are to make no educational, psychological, or medical recommendations of any kind.**

Violations will result in a grade of F in the course.

6. **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. Let me be clear, 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.
7. **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.

Course Requirements

Assignments: Class assignments will consist of submitting questions from required weekly readings, test protocols, reports, exams, and other assigned activities are to be completed according to the course schedule (attached). The Professor understands that students and examinees do 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 **will NOT be made**. If difficulties arise (e.g., you become ill) you should consider dropping the course. For any assignment that is turned in late, 10% will be deducted **per calendar day**. Assignments are due **PRIOR** to class beginning via e-mail or as a hard copy at the beginning of class.

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

Students who fail to return protocols to classmates within 2 days of receiving them will be deducted 2% points from their **FINAL POINT TOTAL** for each offense. Please help each other out and get the materials back to each other quickly.

Additional Protocols:

A student will be allowed to complete additional protocols **ONLY** when a score of 0 has been obtained. **No more than two additional protocols may be submitted**. Additional protocols will NOT be accepted should the student receive a low score. Therefore, it is extremely important that you carefully check and review all of your work prior to submission.

Computer Scoring:

Computerized scoring is required for the Woodcock-Johnson III; this is available in the test library. All other protocols will be scored using the manuals.

<i>Sample Protocol Scoring</i>	POINTS	TOTAL Possible	Points Earned
Correct age	1	1	
Correct scoring each subtest	1	10-15	
Correct Item scoring for Similarities, Vocab, Comprehension, Information	1	4	

Correct Index scoring – must have all correct for point	1	5	
Discrepancy Analysis -	.5 for each row	5	
TOTAL		25 to 30	

Test Observations:

Each student will observe their partner administer **FOUR** complete tests. See form at end of syllabus for criteria.

	<u>Protocols - 284</u>	<u>NUMBER</u>
WISC-IV		4
WJ-III		2
UNIT		2
DAS-2		3
CTONI		1
WRAML		2
Vineland		2
ABS		2

Test Videotapes:

Each student will be videotaped **THREE TIMES** during the semester administering tests. Videotaping will be in mid-February to early March. Students will be video taped administering each of the following tests:

1. WISC-IV
2. DAS-II
3. UNIT

It is highly recommended that you wait until after you have received feedback from you partner at least a few times as 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 and a grade of 0 will be given for the videotape. **No makeups of videotapes will be allowed. Be sure to check the video for sound, sight, etc. Mechanical excuses that interfere with appropriate grading will not be accepted for any reason.**

Recording in Test Protocols:

In administering tests, the student is to record, in BLACK PENCIL, and in FULL, all of the examinee’s responses. **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 however, 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. DO NOT express to the Professor your concerns about recording examinee responses in full. This is correct and common practice.

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 report (and video if applicable)
2. Proofread reports before submitting. Spelling, grammar, and punctuation errors will result in a loss of 1 point per error.
3. Often students put a report format on their computers and then change names and pronouns to make the reports easier to complete. This is accepted, however, failure to proofread reports for missed name changes is not. **You will receive a 0 for such reports and will not be allowed to make them up if student names AND PRONOUNS are not changed.**

Two WISC-IV
 One UNIT
 One DAS-II
 Vineland or ABS

REPORT SCORING

AREA	POINTS POSSIBLE	POINTS	Comments
Header / format	5		
Reason	2		
Background	3		
Test observations	5		
Test description	5		
Presentation of scores	10		
Description of scores	15		
Summary	5		
TOTAL	50		

Psych 284 Grading	Points
Exams: Three at 100 points each	300
Review of an Intelligence Test: Each student will review one test and submit a 2-page report to each class member using the format to be provided later.	75
Presentation on Intelligence Test.	25
Partner Observations: 4 observations at 20 points each	80
Partner Review of Protocols: 15 reviews at 10 points each	150
Test Protocols: 18 at 25 points each	450
Videotapes: 3 at 50 points each	150
Assessment Reports – 5 at 50 points each	250
Total Points Possible	1480
Grading Scale: A – 90% and above B – 80-89% C – 70-79% D – 60-69%	

F – less than 60%		
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Subject to change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

ASSIGNMENTS

Session 1	Overview Sattler 1, N & G 1		
Session 2	Historical overview Sattler 7-8, N & G 2		
Session 3	Standards & Ethics Sattler 3		
Session 4	Statistics Review Sattler 4	Check out WISC-IVs	
Session 5	Issues in Assessment Sattler 2, 6		
Session 6	WISC-IV Sattler 9, N & G 7		
Session 7	Holiday		
Session 8	WISC-IV Sattler 10, 11		
Session 9	Report Writing Sattler 19		
Session 10	Exam 1		
Session 11	NASP Conference		
Session 12	WRAML2 Hartman, D. (2007) Test review: Wide Range Assessment of Memory and Learning-2(WRAML-2): WRedesigned and WReally improved. <i>Applied neuropsychology</i> (14), pp 138 -140	WISC-IV 1	
Session 13	WRAML2	WISC-IV 2	SB-5 presentation
Session 14	WJ-III N & G 8, Sattler 18	WRAML1	WAIS-V, WPPSI presentations
Session 15	WJ-III BP 39	WISC-IV 3	WISC-IV Report 1 WISC-IV video 1
Session 16	DAS-2 Sattler 17	WRAML2	
Session 17	DAS-2	WJ-III 1	CAS presentation

	Spring Break		
	Spring Break		
Session 18	Ethnic Minority Students/ELL Sattler 5, BP 40	WISC-IV 4 WJ-III 2	WISC-IV video 2
Session 19	UNIT N & G 9	DAS 1	
Session 20	UNIT Sattler 18	UNIT 1	KABC-2, TONI presentations
Session 21	CTONI Sattler 18, N & G 9	DAS 2	Leiter presentation
Session 22	Exam 2	UNIT 2	UNIT Report Unit video
Session 23	Adaptive Behavior BP 37	DAS 3	DAS Report
Session 24	Vineland De Bildt, A., Sytema, S., Kraijer, D., Sparrow, S, & Minderaa, R. (2005). Adaptive functioning and behavior problems in relation s to level of education in children and adolescents with intellectual disability. <i>Journal of Intellectual Disability Research</i> , 49, 672- 681.	CTONI 1	
Session 25	Adaptive Behavior Scale Ditterline, J., Banner, D., Oakland, T., & Becton, D. (2008). Adaptive behavior profiles of students with disabilities. <i>Journal of Applied School Psychology</i> , 191-208.	Vineland 1	DTLA, PIAT-R presentations
Session 26	MR eligibility	ABS 1	
Session 27	Processing, RTI, and SLD BP 17, 41	Vineland 2	Adaptive Report HAWAII or SIB-R presentation
Session 28	Preschool Assessment Using a Response-to-Intervention Approach in <i>Preschool</i> to Promote Literacy . Hagans-Murillo, K. <i>California School Psychologist</i> , 2005, Vol. 10, p45- 54, 10p; (AN 19141894) Ford, L., & Dahinten, S. (2005). Use of intelligence tests in the assessment of preschoolers. In Flanagan, D., & Harrison, P. (Eds.), <i>Contemporary intellectual assessment: Theories, tests, and issues (2nd ed.)</i> (pp. 487-503). New	ABS 2	BATTELLE or Bayley presentation

	York: Guilford.		
Session 29	Final Exam		

PROTOCOLS: 2 protocols per week are due. It is understood test kits are limited and protocols may be turned in any order once the tests as been presented in class. However you should turn in at least 1 protocol per week; no more than 3 per week will be accepted.

Reports and videos more than 1 week late will lost 50% of points. No protocols, reports, or videos will be accepted after May 14.

University Policies

Cheating and Plagiarism: "Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtained course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent or deceptive means" (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

"Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work." (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies & Regulations).

Discrimination: In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Disruptive Classroom 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. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class and the program. Cell phones should be

turned off during class time except in cases of family emergencies. Food may not be consumed in class unless treats are provided for the entire class. Beverages are allowed.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: –Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- 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. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." Laptop computers may be used in class only with approval of the instructor.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

New University Drop Policy:

Please note new procedures for dropping courses this semester. Those dropping courses late (Feb. 18-April 21) for serious & compelling reasons must have a *documented* serious and compelling reason (e.g., doctor's note for illness). Reasons such as “I am failing the course” or “I have had a change in work schedule” will not be considered serious and compelling. Students who drop a course late without an accepted serious and compelling reason will receive a failing grade in the course.

Partner Observation Scoring Criteria for Evaluating Testing Skills

Examiner: _____ Date: _____

Examinee: _____ Test: _____

Evaluator: _____

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

Comments:
