

PSYC – 541A Cognitive Assessment of Children and Adolescents Fall 2019

Professor:	Dr. Sarah Conoyer	Class Location:	AH, Rm. 0333
Office:	Alumni Hall, Room 0136	Class Time:	Thurs, 9:00 – 11:50 pm
Contact:	650-3659; sconoye@siue.edu	Office Hours:	Tues, 1 – 2, or by appt.

Course Description

This course is designed to provide students with the skills necessary to administer, score, and interpret cognitive assessments of exceptional children and adolescents according to standardized administration procedures. In addition to a variety of cognitive measures, students will gain proficiency in the administration, scoring, and interpretation of specific measures of achievement (including specific measures of reading and mathematics skill). Students will also gain experience in the identification of exceptional students and communication of diagnostic information through both oral and written reports. Student involvement in classroom discussions and activities is expected throughout the semester.

Required Texts

Flanagan, D. P., & McDonough, E.M. (Eds.). (2018). *Contemporary intellectual assessment: Theories, tests, and issues*. Guilford Press.

Kranzler, J. H., & Floyd, R. G. (2013). *Assessing Intelligence in Children and Adolescents: A Practical Guide*. New York, NY: The Guilford Press. (AICA)

Schneider, W., J., Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2018). *Essentials of assessment report writing* (2nd Ed). John Wiley & Sons. (EARW)

Recommended Text:

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Edition). Washington, D.C.: American Psychological Association.

NASP Domains for Graduate Preparation of School Psychologists (2010) Addressed:

1 Data-Based Decision Making & Accountability

- Knowledge of varied methods of assessment and data collection
- Skills in using psychological and educational assessment... to design, implement, and evaluate response to services and programs

3 Interventions and Instructional Support to Develop Academic Skills

- Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional collaboration
- Skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills

5 School-Wide Practices to Promote Learning

- Implement practices and strategies to create and maintain effective and supportive learning environments for children and other

8 Diversity in Development & Learning

- Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences
- Recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery

9 Research & Program Evaluation

- Knowledge of research design, statistics, measurement... sufficient for interpreting data in applied settings

10 Legal, Ethical, and Professional Practice

- Knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists
- Skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists; including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills

Assignments

Weekly Discussion Questions (DQ: 75 pts; 5 pt each week)

The goal of this assignment is to allow you to stop at regular intervals to think about what you are reading, the assessments procedures you are watching, and how it is informing your developing understanding of assessment. Please consider the concepts/procedures on which you would like additional information, clarification, or instruction. **Each week you are required to share a minimum of three questions about the topic/readings or assessment protocol video with me.** This information will be used to plan lecture and discussion activities for the following day's class.

1. For face to face classes – your questions should be posted in your journal on Blackboard at **12 noon on Wednesdays**.
2. For the online class on 10/3/19 – only one question should be posted in the Discussion Board for that week by **12 noon on 10/2** and you will be required to respond to at least 1 of your peer's question by 10/7. You will also complete a report writing practice activity to receive your points for the week.

Grades will simply reflect completion of the assignment; points may be deducted for responses that are late or lacking in quality.

Test Administration Critique (75 pts) – Students will observe a video of an WISC-V being administered by a model and provide a critique of the administration. Administration critiques will allow the student to review the model's adherence to standardized administration procedures. **The administration critique will be scored on the student's ability to identify strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding the test administration.**

Self-Evaluations (75 pts) – Students will use their assessment recording as the basis for a self-critique of their own assessment performance. Specifically, students will critique their first WISC-V paper pencil administration performance via a form provided on Blackboard. **The self-evaluation will be scored on the student's ability to identify personal strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding test administration.**

Test Administrations and Protocols (325 pts) – Protocols will be scored on appropriate calculation of chronological age, scoring accuracy, and adherence to standardized administration procedures. Students will administer a total of 7 protocols over the course of the semester:

1. WISC-V paper and pencil (50 pts)
2. WISC-V via Q-Interactive Ipad (50 pts)
3. WIAT-III (50 pts)
4. KABC-II (50 pts)
5. KTEA – 3 (50 pts)
6. WJ-IV COG (75 pts)
7. Supplemental Assessment (see below for points and description)

Please adhere to the following administrations guidelines:

1. Students will be expected to repeat administrations of the WISC-V until they have obtained a score of 35 out of 50 or higher; **any test protocol earning less than 65% of all available points will be required to be repeated.**
2. If a student **obtains a C or below average on all test administrations** (including re-administrations) in this course, the student will be required to complete repeat administrations during a one-hour “readings” course in the spring semester.
3. **Be aware that students are not permitted to administer any standardized assessments before they are formally introduced in class.** All participants need to be within the sample norms – please attend to the age ranges appropriate for each battery and the availability of practice participants within that range.
4. All assessments must be recorded via the flash drives provided by the Resource Center and turned in with the recording. **NO ASSESSMENT PROTOCOLS WILL BE ACCEPTED WITHOUT RECORDED DOCUMENTATION.**

Supplemental Battery (100 pts) – Students will select one supplemental assessment to 1) administer (50 pts) and 2) report on to the class (50 pts). Students may **choose one** of the following assessments:

1. Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)
2. Key-Math 3
3. Wechsler Preschool and Primary Scales of Intelligence – Fourth Edition, (WPPSI-IV)

1) When selecting your supplemental test battery, please attend to the age ranges appropriate for each battery and the availability of practice participants within that range. Each of these batteries should be administered and presented by at least one member of the class, so instructor approval is required prior to selecting the battery. Students will be responsible for writing up the results in accompaniment of the WJ-IV COG cognitive measure for Report #4. **Therefore, the supplemental battery should be administered to the same child taking the WJ-IV COG.**

2) Grading on the administration of the supplemental assessment presentation will reflect knowledge of the administration procedures as well as accuracy in carrying them out. **Students presenting on the same supplemental measure to the class should coordinate portions of the presentation so that the information does not overlap.**

Reports (400 pts) – Students will write four reports over the course of the semester. The first will focus on a single cognitive battery, the last three will require reporting on both a cognitive and an achievement measure.

Combination reports should include two protocols given to the same child.

1. *WISC-V (admin #1)*
2. *WISC-V & WIAT-III report*
3. *KABC-II & KTEA-3 report*
4. *WJ-IV COG & Supplemental Battery report*

Please adhere to the following guidelines for all reports:

1. Reports should include tables presenting standard/scaled/T-scores for ALL subtests and composites, percentile ranks, and 95% confidence intervals, as well as narrative descriptions of behavioral observations, any unusual or exemplary responses or behaviors, patterns of responding, and the extent to which performance might be affected by external conditions (e.g., fatigue, lighting, hunger) and/or other measured abilities or skills. Examples will be given in class to provide direction.
2. **All reports are to be de-identified as either “John Doe or Jane Doe” and be double spaced to allow for appropriate feedback and critique.**
3. *Reports will be graded according to the thoroughness of information presented, quality and level of data synthesis (interpretation), clarity, and writing style. Reports earning a superior grade will contain well-chosen vocabulary, high quality sentence structure, and excellent grammar. See below for additional information regarding writing format and appropriate use of other scholars’ ideas.*

Case Study Presentation (150 pts) - During the final weeks of class, students will present a brief presentation (with handouts) to the class on a case (of their choice) consisting of an assessment battery composed of cognitive and achievement (or other supportive) assessments. The presentation should be structured as a mock IEP (school psychology students) or clinic feedback (clinical child students) meeting with parents and teachers, and should include (a) relevant background information, (b) behavioral observations, (c) test results, (d) data interpretation, and (e) recommendations. Composite and full scale scores should be plotted on a normal curve and be included in the presentation. Students should solicit and involve participation from peers (acting as though they are parents and teachers/other service providers) and creativity in involving one's peers is encouraged. This presentation should be no longer than 15 minutes, including time for questions/discussion.

Grading Procedures

Assignment	Total Points
Test Administration Critique	75
6 Test Administrations	325
Weekly Discussion Questions	75
Report 1	75
Report 2	100
Report 3	100
Report 4	125
Supplemental Measure Admin & Presentation	100
Self-Evaluation	75
Case Presentations	150
Total	1200
<p style="text-align: center;">Course Averages A = 92.5% or above = 1110 points or above B = 84% to 92.4% = 1008 points to 1109 points C = 77.5% to 83.9% = 930 points to 1007 points D = 929 points and below</p> <p>*Grades will not be assigned until ALL above assignments are completed and turned in, and all test administrations have been completed at an acceptable level of accuracy.</p>	

Student Expectations

Academic engagement. Students are expected to attend to and participate in classroom discussions and activities at all times, and the level and quality of classroom interaction is included in calculating final grades for the semester. High quality classroom participation includes allowing ample opportunity for one's peers to participate in all classroom discussions. Personal technology should be prepared in such a way as to minimize distractions to oneself and fellow students. The receipt and transmission of personal phone calls or messages during class time should be limited to vital correspondence; so vital in fact, that you should feel compelled to leave the room to attend to it because it is a SIGNIFICANT PERSONAL NEED of an EMERGENCY nature. Failure to comply with these procedures may result in being asked to leave the classroom.

Class attendance. Perfect class attendance is expected. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. Two or more absences will result in a one letter grade deduction. **All assignments must be completed to receive a grade in this course.**

Test Batteries and Recording Equipment. The flash drives, cameras, and multiple versions of each test that are available for student use are provided via the **generosity of the Psychology Department**, and are a luxury that can only be ensured if everyone takes responsibility for their care and maintenance. To do so, please observe the following:

- 1) At some point throughout the semester, you will need to share recording equipment with peers in the CCS program or with peers in other Psychology grad programs. Please do so without delay.
- 2) You will need to trade off test kits with one another regularly throughout the semester. It is your responsibility as a cohort to make sure that everyone has access to the kits. **Please return them promptly after using them, and carefully document any hand to hand exchanges with the RC. It is your responsibility to make sure that Resource Center staff are aware of and have officially documented who has each test kit at all times.**

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary. Course materials, including those necessary to complete test administrations, will be available electronically via Blackboard.

Accommodations. Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Children in the classroom. I never want a student to have to choose between their education and caring for their child; therefore, I have the following policy regarding children in the classroom: All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. **I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.**

Statement on APA Format in Written Work

Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 6th edition of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

*****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.*****

If you would like additional instruction in the use of APA format, *please see me during office hours*. Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<https://www.siue.edu/lss/writing/index.shtml>), which also provides workshops in APA style.

Department and University Policies

As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per the 6th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<https://www.siue.edu/lss/writing/index.shtml>) or utilize one of the many online resources they have identified to help students (<https://www.siue.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Academic Honesty. Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>).

University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at

<http://www.siue.edu/education/psychology/plagiarism.shtml>. *****It is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations (unless otherwise noted) for this class, including assessment reports. *****

Course Calendar (Subject to Change)

Date	Topic	Readings/Videos for Class	Assignment Due	Protocol Due
8/22	History & Nature of Intelligence	CIA:1 AICA: 1 & 2	WDQ #1 in class	
8/29	Introduction to Intelligence Theory, Review of Measurement, & Selecting Assessments	CIA: 3 & 6 AICA: 5 Stats Refresh on BB	WDQ #2	
9/5	Ethics, Administering Assessments, & Behavior Observations	AICA: 3 & 4 EARW: 5	WDQ #3	
9/12	WISC-V administration PP	*WISC-V videos on BB Test Review on BB CIA: 11	WDQ #4 Administration Critique	
9/19	Report Writing: Intro to Scoring, Interpretation, & Report Structure	AICA: 6 & 8 EWRA: 4	WDQ #5	WISC-V # 1 PP
9/26	WISC-V administration via Q- Interactive	*WISC-V Q-Interactive video on BB Test Review on BB	WDQ #6 Self-evaluation	
10/3	No Class: Online Activities	Reading & Report Writing Practice Activity on BB	WDQ #7 Report Writing Worksheet	
10/10	WIAT-III administration and scoring	*WIAT-III Video on BB	WDQ #8 WISC-V #1 Report	WISC-V #2 via Ipad
10/17	Report Writing: Synthesizing findings & recommendations	EWRA: 7, 9	WDQ #9	WIAT-III
10/24	KABC-II administration and scoring	* KABC-II video on BB Test Review on BB CIA: 12	WDQ #10	
10/31	Communicating Assessment Results & Assessing Exceptional Learners	AICA: 10 & 11 EWRA: 6 *Sharing Results Video 1 on BB	WDQ #11 WISC-V #2 & WIAT-III Report	Suppmatl. Assessment
11/5	KTEA - 3 administration and scoring via Q-interactive	* KTEA-3 video on BB Test Review on BB	WDQ #12	KABC-II
11/14	Rights and Responsibilities, Culturally Competent Assessment	AICA: 13	WDQ #13	
11/21	WJ-IV COG administration and scoring	* WJ-IV COG video on BB CIA: 14 Test Review on BB	WDQ #14 KABC-2 & KTEA-3 Report	KTEA – 3 via Ipad
11/28	THANKSGIVING BREAK			
12/5	Assessment in Educational Settings	AICA: 9, & 12 Fletcher & Miciak (2017) Schneider & Kaufman (2017)	WDQ #15 In class Supplemental Presentations	WJ-IV COG
12/12	Case Study Simulation		WJ-COG & Supplmtl Report	