Individual Cognitive Assessment: EDPC 5344
Spring 2010 Syllabus

Instructor: Juan Alderete, M.Ed.
Office: ***********
Office Hours: Not applicable
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Email: alderete.juan@ymail.com
Course Time: Tuesdays, 5:00PM-7:30PM
Classroom: A108

**COURSE DESCRIPTION:**
The purpose of this course is to attain knowledge of intellectual functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration and scoring of major cognitive assessment instruments (i.e., WISC-IV, WJ-III COG, KABC-II) in the context of recent cognitive theories and research. An overview of the SB5 and other tests will be presented. The Cattell-Horn-Carroll Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. This course will also discuss APA and NASP Ethics Codes and Professional Standards pertinent to testing and dissemination of test results; social and educational implications of assessment; and development of communication skills and appropriate interventions. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures.

**COURSE OBJECTIVES:**
1. To gain an understanding of the assessment process and procedures used for children and adolescents consistent with ethical and professional standards.
2. To gain an understanding of the socio-political historical background underlying intelligence testing and development of cognitive tests, the role of culture and bias in testing, and the nature-nurture debate of intelligence.
3. To develop scientific problem-solving and hypothesis testing skills.
4. To acquire knowledge in developmentally appropriate test selection and psychometrics (e.g., standardization sample, reliability, validity, test floors and ceiling).
5. To acquire competency in administration and scoring of the WISC-IV, WJ-III COG, and KABC-II.
6. To acquire proficiency in test interpretation using CHC Theory through cases and writing psychoeducational reports.
7. To acquire proficiency in writing interpretation of assessment results for the WISC-IV, WJ-III COG, and KABC-II.
8. To communicate test findings and academic recommendations accurately and clearly through oral and written presentations.
9. To gain knowledge of assessing culturally and linguistically diverse children and adolescents through appropriate test selection, understanding cultural and linguistic demands of tests, and developing awareness of the influences of acculturation level and language proficiency on test performance.
**Required Textbooks:**


- Essentials of Cross Battery Assessment 2nd Ed.
- Author(s): Dawn Flanagan, Samuel O. Ortiz, Vincent C. Alfonso
- Publisher: John Wiley and Sons


- Essentials of Processing Assessment
- Author: Milton J. Dehn
- Publisher: John Wiley and Sons
- ISBN: 0-471-71925-0

**Optional:**


- Assessment of Children
- Cognitive Foundations, 5Ed.
- Author: Sattler, J. M.
- ISBN: 978-0-9702671-6-0

**Suggested Supplementary Textbooks:**


**REQUIRED MATERIALS:**

- Test kits and protocols for WISC-IV, WJ-III COG, and KABC-II.
- Stopwatch (silent)
- Clipboard to attach protocols during test administration
- Cassette tape or CD player to play auditory portions of tests
- Sharpened pencils with and without erasers
- Calculator
- Large manila envelope to submit protocols

**ASSIGNED READINGS:**

Each student is expected to read assigned chapters prior to attending class. This will benefit and reinforce learning of concepts, theories, and application.
ASSIGNMENTS:

TEST ADMINISTRATIONS:
Each student is required to administer 3 WISC-IV, 3 WJ-III COG, and 3 KABC-II. The first administrations of the WISC-IV, WJ-II COG, and KABC-II are practice administrations to help students become familiar with test content and administration. Each student will be paired up with another student to administer tests to each other. The second administration will involve a subject to be tested. Again, this will be considered a practice administration to help students become familiar with assessments and begin to establish proficiency using the assessments. Each student is required to assess “real” volunteer examinees from 2 different age groups. Parental consent must be obtained prior to testing examinees under the age of 18. Please make sure a consent form is attached to each submitted protocol. Consent forms will be provided. The third administration will also involve an examinee to be tested. This administration will count towards your grade. The student will be evaluated using the Protocol Review Form attached. Please note that for each administration, students are to turn in the protocol for each administration along with the Protocol Review Form. The student will pair up with other classmates to evaluate each others protocol and sign off as “Evaluator” at the bottom of the Protocol Review Form. Also, on the third administration, students will video tape the assessment session to meet the section under Evaluation of Testing Skills below. (300 points). Students will select 1(one) cognitive test for the 3rd administration.

**Please Note** If a child refuses to go with the tester, no child should be coerced into being tested. If the child requests to discontinue and/or leave during the testing session, this request must be honored at no penalty to the child. Each student is expected to reach 100% accuracy on at least one protocol for each test. Failure to reach an error-free protocol will result in additional administrations. Under no circumstances are students allowed to provide test results or recommendations based on your evaluation to volunteer examinees and/or their parents. Test administrations are for training purposes only and therefore results may not be reliable or valid.

EVALUATION OF TESTING SKILLS:
There will be 1 testing skill evaluation (30 points ) for the third test administration for one of the following: WISC-IV, KABC-II, or WJ-III COG, (see Evaluation of Testing Skills Rating Form). Any grade 80% and above is considered passing. Any grade below 80% is considered failing. If you fail any of the testing skill evaluations, you will have to redo the assignment. Once the student has completed the first two administrations for each assessment as discussed under TEST ADMINISTRATIONS, the third administration should be videotaped in order to meet this requirement. Further details will be discussed in class. (30 points)

PSYCHOEDUCATIONAL REPORTS:
Each student is required to write a report (300 points) for the WISC-IV, WJ-III COG, or KABC-II. Each student will receive feedback (formative process) on his/her report writing until criteria set by the instructor is satisfactorily met. Report Writing Criteria will be distributed to students in class. (300 points)

QUizzes: FOR EXTRA CREDIT ONLY
There will be 2 short quizzes (10 points each) given at the beginning of class. Students will be notified of the content and date. Quizzes are given to reinforce learning of concepts, theory, and application. More information will be provided at a later time.

REFLECTION: ABSTRACT:
Students will read and write a one page reflection on professional journal pertaining to the coursework. Please do not write a summary of what you have read. Please write about your reactions, insights, thoughts and feelings, etc. Reading assignment is subject to change at instructors’ discretion. (100 points)
FINAL EXAM: CASE PRESENTATION
Students will present one case using the information from previous assignments. Students will choose a subject that they assessed, videotaped, and wrote a report on for their case presentation. The presentation will include explaining the protocol information, presenting the information on the report and describing the findings with recommendations for each cognitive processing area. Students should be prepared to answer questions and defend their recommendations. Students will present this information in a professional and serious manner. Students are required to complete this section of the coursework. Any student who fails to complete this section of the coursework will receive an “F” for the entire course regardless of the accumulated points on previous assignments.

LATE ASSIGNMENTS:
A grade reduction of 10% per day will be given for late assignments.

ACADEMIC INTEGRITY:
ANY STUDENT WHO IS CAUGHT CHEATING, COPYING OFF FROM ANOTHER STUDENT, FABRICATING TEST ADMINISTRATION AND DATA, UNETHICALLY PROVIDING OTHERS WITH TEST ITEMS/ANSWERS OUTSIDE OF THE COURSE WILL BE IMMEDIATELY REPORTED TO DR. COMBS, DEPARTMENT CHAIR AS WELL AS BE DISEDISHED FROM THE COURSE AND RECEIVE A GRADE OF “F”.

STUDENTS WITH DISABILITIES:
Students are advised of their right that the self-disclosure and accommodation process be carried out as confidentially as possible. It is the student’s responsibility to inform the instructor of his/her eligibility for accommodations by providing a copy of the documentation letter within the first two weeks of the term.

GRADING CRITERIA:
Test Administrations: (1 X 300) 300 points
Evaluation of Testing Skills: (1 X 30) 30 points
Psycho-educational Reports: (1 X 300) 300 points
Quizzes: Extra Credit (2 X 10) 20 points
Abstract: 100 points
Final Exam: 20 points
Total Points: 750 points

601 – 750 = A
451 – 600 = B
301 – 450 = C
151 – 300 = D
0 – 150 = F

ATTENDANCE:
Each student is required to attend all classes. If you are unable to attend a class due to extraordinary circumstances (e.g., hospitalization) or religious observance, please inform me as soon as possible. It is your responsibility to get any missed notes and handouts from your peers, so please make arrangements with them in advance. If a student misses more than two classes, including excused absences, the student will be asked to drop the class.

All students will be required to submit all assignments in order to receive the grade based on the accumulated points. If an assignment is not completed or not turned in, you will receive a “C” or “F” for the semester. This will be at the discretion of the instructor.
**CLASS PARTICIPATION:**
Class participation is critical to the course because it allows the instructor to check whether students have been doing the required readings, gauge students’ understanding of the course materials, and evaluate students’ strength and weaknesses as well as their attention.

**PROFESSIONAL BEHAVIOR:**
Given that this is graduate school, the following professional behaviors are expected in class:

1. Use electronic devices (e.g., laptops) appropriately. The following behaviors are prohibited- playing games on the laptop, talking in chat rooms, checking email, working on papers or projects, IM’ing, texting, Googling, etc. Laptops are to be used for note-taking only! After a first offense, you will be banned from using them in class.
2. Side conversations are not allowed in class during instruction, presentations, and group discussions since this is disruptive to the instructor and your peers.
3. Listen and attend to others when they are speaking. This means that there should be no note passing, whispering, sleeping, working on homework for another course or work, etc.
4. Be respectful to instructor and other students by using constructive comments and suggestions.
5. Any student who engages in unprofessional behavior will be reflected in your overall grade by a decrease of a whole grade below what has been earned.

**TESTING LIBRARY:**
Please make sure you check for missing items in the test kit prior to signing out and returning to the test library. Please inform the department of any missing pieces immediately. You will be responsible for any loss, damage, or theft that occurs while the test is signed out to you. Test kits are very expensive ($700-$900) as well as individual pieces. Test kits must be returned immediately after all assignments have been turned in. All test kits are to be returned by the last day of class (May 31st). Failure to return test materials will result in a grade of INCOMPLETE.
# Course Calendar: Topics, Reading, and Assignments

(The course calendar is subject to change as deemed appropriate or necessary at the discretion of the instructor)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s) and Reading Assignments</th>
<th>Assignment Due/Deadlines</th>
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<tbody>
<tr>
<td>Jan 19</td>
<td>• Course Introduction&lt;br&gt;• Historical Perspective-AGORA&lt;br&gt;• Power point presentation-Sattler chap 8 The Development and Measure of Intelligence&lt;br&gt;• (Where to obtain assessment manuals)</td>
<td>No assignments due</td>
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<tr>
<td>Jan 26</td>
<td>• The challenges in Assessing Children&lt;br&gt;  o Chap. 1-The process&lt;br&gt;  o Chap. 2-The content&lt;br&gt;  o Chap. 3-Ethical Duties and Responsibilities&lt;br&gt;• Resources-TEA requirements/Standards&lt;br&gt;• Resources-SBEC requirements&lt;br&gt;• **Begin to read manual for (KABC-II, WISC-IV, WJ-III)&lt;br&gt;• *Assign Journal review</td>
<td>No assignments due</td>
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<tr>
<td>Feb 2</td>
<td>• Sattler Chap 7-Historical summary and theories of Intelligence&lt;br&gt;• Sattler Chap 6-Adm. tests to children</td>
<td>Abstract due beginning of class</td>
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<tr>
<td>Feb 9</td>
<td>• Intro to Diagnostic Stats-Building the Bridge power point presentation Module 1&lt;br&gt;• Overview of 1st cognitive battery (video? Or invite diag)&lt;br&gt;• ** Continue to read manual for (KABC, WISC, WJ III)</td>
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<tr>
<td>Feb 16</td>
<td>• Use this time to catch up on assignments&lt;br&gt;• Begin to read XBA Chapt1-3</td>
<td>Work with classmates and test each other.</td>
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<tr>
<td>No Class</td>
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<td>Feb 23</td>
<td>• Reflect/Catch-up/ Q and A&lt;br&gt;• AGORA-Intro to CHC&lt;br&gt;• Ppt. Intro to CHC</td>
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<tr>
<td>March 2</td>
<td>• Cross Battery Assessment-XBA&lt;br&gt;• Discuss chap 1-2</td>
<td>1st protocol due for all three tests</td>
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<tr>
<td>March 9</td>
<td>• Discuss chapter 3:Cross Battery Assessment: Interpreting test scores, unitary or not, analyze narrow ability; introduce XBA software</td>
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<tr>
<td>March 16</td>
<td>• Spring Break&lt;br&gt;• Read chapter 4-6 of XBA</td>
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<td>March 23</td>
<td>• Reflect/Catch-up/ Q and A&lt;br&gt;• AGORA- Presentation&lt;br&gt;• Introduction to Chap 4: Cross Battery Assessment: Cognitive assessments and LD: Develop scientific problem-solving and hypothesis testing skills. Cross battery book chapter 4 or power point</td>
<td>2nd protocol due for all three tests</td>
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<tr>
<td>March 30</td>
<td>• Continue chap. 4: Cross Battery Assessment: Cognitive assessments and LD: Develop scientific problem-solving and hypothesis testing skills. Cross battery book chapter 4 or power point</td>
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### April 6
- Issues of assessing culturally and linguistically diverse children
- Sattler chap 5 Review chapter 5
- Review chap 5: Cross Battery Assessment

### April 13
- Review chapter 6 Cross Battery Assessment-Strengths and weaknesses of XBA approach

### April 20
- Cognitive assessments and MR
  - Building the Bridge power point presentation tab
  - 2 MR and LD
- Principles to psychoeducational reports

### April 27
- Psychoeducational reports

### May 4
- Reflect/Catch-up/ Q and A
- Review UNIT if schedule permits

### May 11
- Finals
- Psychoeducational reports due

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**Any part or section of this syllabus is subject to change as deemed appropriate or necessary at the discretion of the instructor.**

Additional Notes**