

Rochester Institute of Technology
Rochester, New York
 COLLEGE of LIBERAL ARTS
 Department of School Psychology
 COURSE: 0527-731

Title: Psychoeducational Assessment II **Winter 2007**
Credit Hours: 4 Wednesday: 10:00 -11:50, Bldg 09-3139
 Thursday: 10:00 - 11:50, Bldg 1-3159
Prerequisite(s): Assessment I
Course taught by: **Scott Merydith** , Ph.D.
 Phone: 475-7980 e-mail: spmgsp@rit.edu
Office Hours: Tuesday 12:00 - 2:00 , Wednesday 12:00 - 2:00,
 or by appointment

2.0 Course information:

| | Contact hours | Maximum students/section |
|-----------------------|----------------------|---------------------------------|
| Classroom | 4 | 10 |
| Lab | | |
| Studio | | |
| Other (specify _____) | | |

Quarter(s) offered (check)
 Fall **Winter** **Spring** **Summer**

Students required to take this course:
 All School Psychology students

Course Description

This is an applied course the diagnostic assessment of cognitive assessment. Consistent with the RIT school psychology mission and goals (specifically Goal III) students learn to develop competency in administering, scoring, interpreting and reporting on cognitive tests. This course includes theories of intelligences, history of intelligence testing and cultural considerations/limitations with regards to cognitive testing. The focus is on developing proficient skills in standardized administration procedures, accurate scoring, interpreting test data and report writing.

Upon completion of this course students will have achieved competence in administration, scoring, interpreting and reporting of the WISC-IV, WJ-III and DAS-II. Students will be ready for further training in individual cognitive assessment in supervised practicum experience. In addition other cognitive tools will be introduced.

3.0 Goals

- I. Students will demonstrate an understanding of the processes involved in the selection, administration, and interpretation of cognitive tests with an awareness of and sensitivity to sources of bias that affect test performance, (e.g., culture).
- II. Students will develop competence in the standardized administration, scoring, interpretation and reporting of WISC-IV, WJ-III and DAS-II. III.
- III. Students will demonstrate knowledge of psychometric issues, legal and ethical issues, cultural issues and professional standards regarding the assessment and reporting of cognitive functioning.
- IV. Students will describe the contributions of cognitive assessment to decision-making and problem –solving practice.
- V. Students will develop the ability to communicate assessment data in oral and written form.
- VI. Students will develop competency in the following specific skill areas:
 - a. establishing and maintaining rapport with examinees
 - b. handling test materials
 - c. following test directions
 - d. timing tests
 - e. scoring
 - f. interpreting test results
 - g. communicating test results and interpretations

Required Texts:

Flanagan, D. P., & Kaufman, A. S. (2004). *Essentials of WISC- IV assessment*. New Jersey: John Wiley & Sons, Inc.

Prifitera, A., Sakolfske, D. H. & Weiss, L. G. (Eds.). (2005). *WISC-IV Clinical use and interpretation: Scientist-practitioner perspective*. Burlington, Massachusetts: Elsevier Academic Press. **(CHAPTERS HANDED OUT)**

Schrank, F. A., & Flanagan, D. P. (2003). *WJ III Clinical use and interpretation: Scientist – practitioner perspectives*. San Diego, California: Academic Press. **(CHAPTERS HANDED OUT)**

Schrank, F. A., & Flanagan, D. P. (2003). *Essentials of WJ-III Cognitive assessment*. New Jersey: John Wiley & Sons, Inc.

Supplemental Readings to be distributed in class

Manuals for the tests covered in class (available in the student lounge and on reserve in the library)

Required Materials

Stopwatch

Clipboard

Test Protocols (packet provided)

VHS Videotape

Course Requirements

1. Students will be prepared to discuss class readings. Active participation in class discussion and group activities is an important part of learning this material.
2. There will be three quizzes throughout the quarter on the lecture, practical and reading material.
3. Test results may not be shared with students, adults, parents or other interested of concerned parties. Test results may not be used for instructional planning classification, screening or programming decisions or recommendations. This condition must be clarified with volunteers prior to their participation.
4. The confidentiality of all test results, protocols, conclusions, and recommendations will be strictly maintained in class discussions and peer review. Pseudonyms will be used in all references to examinee volunteers.
5. Parental informed consent and permission will be obtained for all minor volunteers. Any adult volunteers also will provide informed consent. All materials submitted for review must be accompanied by a signed consent form.
6. All assignments must be completed and submitted by the end of class on Incompletes will be awarded only under rare and unusual circumstances and with prior instruction approval.
7. All protocols must be resubmitted until they have no errors. Further, resubmitted protocols are subject to a 2 point decrease in the total possible of points that can be earned.
8. You can rewrite reports, however, the total points possible for a resubmitted report will be based on a scale that is 2 points lower than the original points possible. Additionally all rewrites need to be resubmitted by the following week. Remember to include the test protocol when you submit the report

6.0 Topics Course Outline:

| Date | Topic and Readings | Assignments |
|--|--|--|
| <i>Week 1</i> | | |
| 12/5 | Review of Syllabus Introduction to WISC-IV | |
| 12/6 9:00 to 1:00 | WISC -IV FUNDAMENTAL "WORKSHOP" Review of Subtests Administration of Subtests Scoring of Subtests | Faculty Commons |
| <i>Readings due for this week:</i> <i>WISC-IV Manual pp. 1-162</i> | | |
| <i>Week 2</i> | | |
| 12/10 Mon | | WISC -IV Protocol I due 5:00 pm |
| 12/12 | WISC-IV Test Interpretation | |
| 12/13 | Report Writing Issues related to administration | |
| <i>Readings due for this week:</i> <i>Flanagan and Kaufman (pp. 1 - 170)</i> <i>Sattler - Principles of Report Writing (Handed out)</i> | | |
| <i>Week 3</i> | | |
| 12/17 Mon | | Report 1 due |
| 12/19 | Test Interpretation | |
| 12/20 12:00 to 2:00 (Rm: CLARK B - SAU) | Review Report issues | QUIZ 1 |
| <i>Readings due for this week</i> Chapter 2, Chapter 3 & Chapter 12 in Prifitera, A., Sakolfske, D. H. & Weiss, L. G. (Handed Out) | | |

Over Holiday break administer and video tape your administration of WISC-IV (standard and supplemental) which will be due on Monday Jan 7th.

| Date | Topic and Readings | Assignments |
|---------------|--|--|
| <i>Week 4</i> | | |
| 1/7 -Mon | | WISC-IV Video/Protocol II due |
| 1/9 -Wed | WJ-III Overview Background | |
| 1/10-Thur | WJ-III Administration and Scoring | |
| | <i>Readings due for this week</i> | |
| | WJ-III COGNITIVE MANUAL | |
| | WJ-III HANDOUT | |
| <i>Week 5</i> | | |
| 1/15 | | Videos/Protocol II returned WJ-III Protocols due |
| 1/16 | WISC-IV Report Writing Review | |
| | WJ-III Interpretation | |
| 1/17 | WJ-III Interpretation | |
| 1/18 - Fri | | WJ-III protocol returned Report 2 due |
| | <i>Readings due for this week</i> | |
| | Chapters 1,2, & 8 (HANDED OUT) | |
| | Essentials of WJ-III | |
| <i>Week 6</i> | | |
| 1/21-Wed | WJ-III Report Writing | Report 3 WJ-III (i)due Report 2 returned |
| 1/24-Th | WJ-III Report Writing | QUIZ II |
| 1/25 -Fr | | WJ -III protocols due to Checkers |
| | <i>Readings due for this week (same as Week 5)</i> | |
| | Chapters 1, 2, & 8 (HANDED OUT) | |
| | Essentials of WJ-III | |

Week 7

1/29 - Tuesday

Report 3 returned

1/30 - Wed.

DAS II Overview and Background
DAS II Administration and Scoring
Administration Issues with Preschoolers
Readings due for this week
DAS II Manual

1/31- Th

Protocols WJ-III (ii) returned

Week 8

2/4 - Mon

NASP IN NEW ORLEANS

WJ-III (ii) Report 4 Due

Week 9

2/11 - Mon

DAS protocol due to checkers

2/13 - Wed

DAS II Interpretation

WJ-III Report 4 returned

2/14 - Thu

History of Intelligence Testing

Readings for the week: Handouts

2/15 - Fr

DAS protocol returned

Week 10

2/18 - Mon

DAS Report 5 Due

2/20- Wed.

Introduction to Processing tests

QUIZ 3

2/21- Th

Introduction Neuropsych. Assessment

DAS Report

Returned

Readings for the week: Handouts

Finals Week

2/27

Final Activity Wednesday

7.0 Intended Learning outcomes and associated assessment methods of those outcomes

1. To demonstrate your knowledge of the there will be three quizzes on the assigned readings and lectures.
2. To demonstrate beginning proficiency in cognitive test scoring and administration five selected cognitive test administrations are required.
3. To develop your interpretation skills and report writing five reports will be written.
4. To demonstrate you verbal communication of test results a presentation of results will be completed.
5. To demonstrate your proficiency in administration a WISC-IV administration will be completed.
6. To demonstrate cultural sensitivity in the administration of cognitive tests and an awareness of the effects that cultural differences have on cognitive tests.

ADDITIONAL COMMENTS:

You can rewrite reports, however, the total points possible for a resubmitted report will be based on a scale that is 2 points lower than the original points possible. Additionally all rewrites need to be resubmitted by the following week. Remember to include your protocol when you submit the report.

1. Remember these are children's lives with whom you are dealing. Protocol scoring errors can cause inaccurate conclusions about a child and can have a severe impact on the child's educational career. The first place to check when scores and patterns don't make sense is if there are any scoring errors.

GRADE COMPUTATION

| Course Assignments: | Percentage for grade |
|--|----------------------|
| 3 Quizzes (10 points each,) | 15% |
| 5 Test Administrations (12 points each) | 30% |
| 5 Psychological Reports (14 points each) | 35% |
| 1 Video demonstration (20 points) | 10% |
| Final Activity (presenting the results, 10 points) | 5% |
| Class Participation (10 points) | 5% |

Total Points = 200

200 - 180 = A

179 - 160 = B

< 160 = C

8.0 Program goals supported by this course

The primary problem goal supported by this course is **Goal 3: Students will develop competency in selecting, administering, and interpreting psychological and educational assessment data.**

9.0 Supplemental Information

Students with Disabilities: The Rehabilitation Act of 1973, reaffirmed by the 1992 Americans with Disabilities Act (ADA), was created to protect the rights of the disabled population. Anyone in this class who has a disability or any other situation or problem that requires special accommodations should let me know as soon as possible, not after the first project/exam/etc. We will discuss the necessary accommodations. There are resources on campus that you should know about as well. Please see me after class or during office hours.

Psychoeducational Assessment II
Protocol Review Form

Examiner: _____ Total Score: _____ /
12

Volunteer: _____ Date of Test:

| | <u>One or More Errors</u> | <u>No Errors</u> | |
|------------------|---------------------------|------------------|------|
| Recording | | | /1.5 |

Every administered item should have (a) the examinee's response where possible, and (b) the examinee's score for that item. Items not administered should not be scored or have a response. Items not administered for which credit was given should be so indicated. Responses and scores should be legible and in pencil.

| | | | |
|---------------------------|--|--|------|
| Supplemental Table | | | /1.5 |
|---------------------------|--|--|------|

As an assist in interpreting test results, supplementary tables are used to obtain confidence intervals, percentile ranks, strengths and weaknesses, factor scores, reliable differences, and atypical differences. Errors or omissions in the use of supplementary tables would be coded in the Supplemental Table category.

| | | | |
|--------------|--|--|------|
| Query | | | /1.5 |
|--------------|--|--|------|

Failing to question a query response is a Query error. Query errors are important because query responses cannot be scored as pass or fail without questioning. Questioning unnecessarily is not an error, but should be minimized to facilitate rapport and smoothness of administration.

| | | | |
|----------------|--|--|------|
| Scoring | | | /1.5 |
|----------------|--|--|------|

A scoring error occurs when an item is scored incorrectly (for example, when a 1-point response is scored 2 points, or when a failing response is scored as a pass).

| | | | |
|-----------------|--|--|------|
| Clerical | | | /1.5 |
|-----------------|--|--|------|

Clerical errors include errors in adding scores, counting the number of correct responses, transferring scores to the front of the protocol, or calculating the scores.

| | | | |
|-----------------------|--|--|------|
| Administration | | | /1.5 |
|-----------------------|--|--|------|

An administration error occurs when a basal and/or ceiling is not obtained, when an incorrect subtest is administered or when an appropriate subtest is not administered. When this occurs, the subtest cannot be scored. Generally, this is a fatal error in administration that cannot be corrected.

| | | | |
|--------------------|--|--|------|
| Norms Table | | | /1.5 |
|--------------------|--|--|------|

Errors in using the norms tables in the test manual include using the wrong table, getting the wrong score, transposing scores, etc.

| | | | |
|--------------------------|--|--|------|
| Chronological Age | | | /1.5 |
|--------------------------|--|--|------|

All errors in calculating the chronological age are CA errors.

Psychoeducational Assessment II
Administration Review Form
WISC-IV

Examiner: _____ Total Score : _____ /20

Volunteer: _____ Date of Test: _____

| Rapport | Needs Improvement | Acceptable | Super |
|---------------------|-------------------|------------|-------|
| Friendliness/warmth | | | |
| Encouragement | | | |
| Listening | | | |
| Prepared examinee | | | |
| Honesty | | | |
| Voice | | | |
| Score: (0-4) _____ | | | |

| General Setup | Materials not present or organized | Some material missing or difficulty finding | All materials present and organized before beginning |
|------------------------|------------------------------------|---|--|
| Placement of Materials | | | |

| Specific Materials | Accessible and Convenient | | Unobtrusively shielded from Examinee | | Examinee and examiner barrier | | Unobtrusive use and manipulation | |
|---------------------------|---------------------------|----|--------------------------------------|----|-------------------------------|----|----------------------------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Manual | | | | | | | | |
| Briefcase | | | | | | | | |
| Protocol | | | | | | | | |
| Stopwatch | | | | | | | | |
| Score: (0-2) _____ | | | | | | | | |

Standardization (rate each category once for each applicable subtest. Category score is the average of ratings)

| Materials | Subtest or items spoiled | | Material changes omissions affecting score | | Minor material errors some effect on scores | | Minor material changes no effect on score | | Exact and verbatim | |
|-----------------------|--------------------------|----|--|----|---|----|---|----|--------------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | <i>Block Design</i> | | | | | | | | | |
| <i>Picture Concep</i> | | | | | | | | | | |
| <i>Coding</i> | | | | | | | | | | |
| <i>Vocabulary</i> | | | | | | | | | | |
| <i>Matrix Reason</i> | | | | | | | | | | |
| <i>Symbol Search</i> | | | | | | | | | | |
| <i>Picture Comp</i> | | | | | | | | | | |
| <i>Cancellation</i> | | | | | | | | | | |
| <i>Arithmetic</i> | | | | | | | | | | |
| Score: (0-4) _____ | | | | | | | | | | |

Comments:

| Verbal Directions | Subtest or items spoiled | | Changes omissions affecting score | | Minor errors some effect on scores | | Minor word changes no effect on score | | Exact and verbatim | |
|--------------------------|--------------------------|----|-----------------------------------|----|------------------------------------|----|---------------------------------------|----|--------------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | <i>Block Design</i> | | | | | | | | | |
| <i>Similarities</i> | | | | | | | | | | |
| <i>Digit Span</i> | | | | | | | | | | |
| <i>Picture Concep</i> | | | | | | | | | | |
| <i>Coding</i> | | | | | | | | | | |
| <i>Vocabulary</i> | | | | | | | | | | |
| <i>Letter-Number</i> | | | | | | | | | | |
| <i>Matrix Reas</i> | | | | | | | | | | |
| <i>Comprehension</i> | | | | | | | | | | |
| <i>Symbol Search</i> | | | | | | | | | | |
| <i>Picture Comp</i> | | | | | | | | | | |
| <i>Cancellation</i> | | | | | | | | | | |
| <i>Information</i> | | | | | | | | | | |
| <i>Arithmetic</i> | | | | | | | | | | |
| <i>Word Reason</i> | | | | | | | | | | |
| Score: (0-4) _____ | | | | | | | | | | |

| Timing/Time d Presenting | Subtest or items spoiled | | Time limits not monitored, serious inaccuracies | | Some timing errors affecting scores | | Mostly accurate but room for improvement | | Accurate and precise | |
|-------------------------------------|-----------------------------|----|---|----|--|----|---|----|-------------------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| <i>Block Design</i> | | | | | | | | | | |
| <i>Digit Span</i> | | | | | | | | | | |
| <i>Coding</i> | | | | | | | | | | |
| <i>Letter-Number</i> | | | | | | | | | | |
| <i>Symbol Search</i> | | | | | | | | | | |
| <i>Picture Comp</i> | | | | | | | | | | |
| <i>Cancellation</i> | | | | | | | | | | |
| <i>Arithmetic</i> | | | | | | | | | | |
| Score: (0-4) _____ | | | | | | | | | | |

| Questions | Inappropriate prompting, repeating, or querying | | Appropriate prompting, repeating, or querying | |
|----------------------|---|----|--|----|
| | Yes | No | Yes | No |
| <i>Similarities</i> | | | | |
| <i>Vocabulary</i> | | | | |
| <i>Comprehension</i> | | | | |
| <i>Information</i> | | | | |
| | | | | |
| Score: (0-2) _____ | | | | |

Psychoeducational Assessment II
Psychological Report Review Form

Examiner _____
 Examinee _____
 Test Name _____

Score _____/14
 Date of Test _____
 Date Submitted _____

| Area | Needs to Improve | Acceptable | Point Possible 14 |
|--|------------------|------------|----------------------|
| Global | | | |
| Organization | | | |
| Objective | | | |
| English/Grammar Usage | | | |
| Jargon Minimized | | | |
| Concise | | | |
| Reason for Referral | | | |
| Background Information | | | |
| Behavioral Observations | | | |
| Test Behaviors with validity statement | | | |
| Test Results | | | |
| Appropriate Scores Reported | | | |
| Accurately Reported | | | |
| Test Title | | | |
| Classification of Scores | | | |
| Interpretation | | | |