

**University of Washington
College of Education
Area of Educational Psychology
Autumn Quarter, 2008**

EdPsy 540 School Psychological Assessment

Tuesdays and Thursdays 9:30-11:50 AM, Miller 402T

Course Website: <https://catalysttools.washington.edu/workspace/jjones2/1733>

Professor:

Janine Jones, Ph.D., NCSP

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Teaching Assistant:

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Course Description:

Prerequisite: Graduate standing in School Psychology program or permission of instructor. This course is designed to train school psychologists in individual intellectual assessment and nonverbal intellectual assessment. The emphasis is on individual intellectual testing of children, adolescents, and adults. Students learn test administration procedures, interpretation methods, as well as how to integrate the information into a psychoeducational report. Students writing skills for cognitive psychological reporting are developed.

Course Rationale:

This course is designed to meet the following knowledge and skill base requirements for Washington State ESA certification in School Psychology:

- Individual and Cognitive Assessment
- Assessment of exceptional children
- Cognitive and perceptual skills
- Social and Cultural Factors
- Assessment of adaptive behaviors
- Professionalism

Course Objectives:

The primary objective of the course is to provide a suitable context in which students gain practical experience in determining intellectual capabilities of individuals. The following are specific objectives:

1. To understand the foundations of intellectual assessment and intervention through the perspective of school psychologists
2. To implement and interpret standardized instruments of intellectual assessment
3. To learn methods of intellectual assessment and how to apply interventions based on the findings.
4. To select appropriate assessment measures based on presenting problems and desired outcomes.
5. To understand how to assess specific problems, competencies, and populations (including culturally diverse populations)
6. To understand the theoretical perspectives of learning, motivation, and intellectual assessment.
7. To develop introductory skills in cognitive report writing as an understanding of the assessment data in developed.

Performance Outcomes:

The students will demonstrate competence in the administration, scoring, and interpretation of intellectual assessment instruments. Students will develop report writing skills that are integrative and encompass a broad understanding of the test results.

Methods of Instruction:

This course is organized as a graduate level seminar where the primary modes of instruction will include assigned readings, classroom lectures and discussion, paired experiential activities, peer review, test administration (both inside and outside of class), one-way mirror observation, and report writing.

Text/Readings:

Sattler, J.M. (2008). *Assessment of Children* (5th Ed). San Diego: Sattler, Inc.

Sattler, J.M. (2006). *Assessment of Children: Behavioral and Clinical Applications* (5th edition). San Diego: Sattler.

Selected chapters/ articles (Provided by professor):

Harris, J. G and Llorente, A. M. (2005). Cultural considerations in the use of the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV). In A. Prifitera D. H. Saklofske, and L.G. Weiss, (2005). *WISC-IV clinical use and interpretation: Scientist-practitioner perspectives*, (pp. 381-413). San Diego: Elsevier Academic Press.

Kaufman, J.C., Kaufman, A.S., Kaufman-Singer, J., Kaufman, N. (2005). The Kaufman Assessment Battery for Children—second edition and the Kaufman Adolescent and Adult Intelligence Test. In D.P. Flanagan and P.L. Harrison (Eds.) *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (2nd Edition). New York: Guilford.

McCallum, R.S. & Bracken, B.A. (2005). The Universal Nonverbal Intelligence Test: A multidimensional measure of intelligence. In D.P. Flanagan and P.L. Harrison (Eds.) *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (2nd Edition). New York: Guilford.

- Ortiz, S.O. & Dynda, A. M. (2005) Use of Intelligence tests with culturally and linguistically diverse populations. In D.P. Flanagan and P.L. Harrison (Eds.) *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (2nd Edition). New York: Guilford.
- Roid, G. H. and Pomplun (2005) Interpreting the Stanford-Binet Intelligence Scales, Fifth Edition. In D.P. Flanagan and P.L. Harrison (Eds.) *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (2nd Edition). New York: Guilford.
- Schrank, F.A. (2005). Woodcock-Johnson III tests of cognitive abilities. In D.P. Flanagan and P.L. Harrison (Eds.) *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (2nd Edition). New York: Guilford.

Course Requirements and Grading:

- 1- **Class preparation, attendance, and participation:** In order to be adequately prepared for classroom discussions, student must read the assigned chapters *prior to* the class meeting. Each class will include lecture, discussion, as well as practice exercises, so unexcused absences will *not* be acceptable. An excused absence will be granted if there is an emergency situation and the student calls in advance. The student will be responsible for obtaining the information that was covered from another student. Class preparation will also be measured by periodic online quizzes (through WebQ) that are to be completed before 10am the day that the readings are due.
- 2- **Assessment Protocols:** Throughout the course, students will be provided different assessment measures to implement outside of the class period. There will be a total of 10 tests administered of which students will be given credit for 9 of the protocols. Students may choose the higher score of the first two WISC administrations and drop their lowest score as a “practice administration.” The third WISC protocol will be graded on the basis of scoring accuracy *and* administration skill. This administration must occur in the lab with simultaneous supervision from the professor. The breakdown of protocols are as follows:

Wechsler Intelligence Scale for Children- IV (WISC IV)	Total: 3
Wechsler Adult Intelligence Scale- III (WAIS-IV)	Total: 1
Woodcock Johnson Test of Cognitive Abilities (WJ III-Cog)	Total: 1
Stanford-Binet-V (SB-V)	Total: 1
Kaufman Assessment Battery for Children-II (KABC-II)	Total: 1
<i>Choose 1 from the following:</i>	Total: 1
Comprehensive Test of Nonverbal Intelligence (C-TONI)	
Leiter International Performance Scale- Revised (Leiter-R)	
Universal Nonverbal Intelligence Test (UNIT)	
<i>Choose one from the following:</i>	Total: 1
Vineland II	
Adaptive Behavior Assessment System II (ABAS II)	
<i>Choose one from the following:</i>	Total: 1
Beery test of Visual Motor Integration (VMI)	
Bender Gestalt Test II (Bender II)	

Assessment Protocols will be graded according to the following criteria:

- Basal and ceiling rules all applied correctly
- Absence of addition errors
- Correct use of tables (percentiles, standard scores, scaled scores, etc.)
- Completion of protocols by due date
- Familiar with test materials and instructions
- Standardized administrations
- Integration of feedback from professor and TA

3- Virtual Case: The class will be divided into two groups: each with three students. Each group will be given a case to analyze online along with their fellow group members. The case will consist of both intellectual assessment data and academic assessment data. The goal of the Virtual case assignment will be to focus on analyzing the assessment information and *designing appropriate interventions for the case based on the learning experiences in EdPsy 507 with Dr. Berninger and EdPsy 572 with Dr. Cunningham.* Each group will present their analysis and intervention plan to the class at the end of the quarter. During this presentation, the group should give an overview of relevant information including: age, grade, and behavioral observations, interpretation of scores, and recommendations.

4- Report: One full report will be written in the course. The report is to include the data from the student’s *best* WISC IV assessment protocol. The report should include a summary of the child/adolescent’s intellectual strengths and weaknesses based on the assessment protocol. Since a full battery will not be administered, the sections of the report will be reduced to include only intellectual data. An outline for the report and a sample report will be provided. Students will be expected to turn in a first draft* report to receive feedback from a peer through the peer review module of Catalyst. A final copy of the report is due to the professor at the end of the quarter and should incorporate feedback from the peer review.

***Note: a draft report does NOT mean an incomplete report. Incomplete reports are never acceptable.**

Instructions for turning in the reports via peer review:

Catalyst peer review does not save formatting if you cut and paste your document into the site. In order to preserve formatting, you will need to save your word file as html (or web page). In Microsoft Word> Save as> name your document> save as type: use the pull down menu to select webpage> Save. Upload this document to the peer review as an html file.

Evaluation:

Your grade in the course will be based on the following:

Test Protocols	<u>Test Name</u>	<u>Age range</u>	<u>% of grade</u>
	WISC IV(1) <u>or</u> WISC (2)	6:0-16:11	10%
	WISC IV (3)**		10%
	WAIS IV	16:0-89:11	10%

	WJ-III Cog	2:0-90	10%
	SB-V	2:0-85	10%
	KABC-II	3:0-18:11	10%
	CTONI, UNIT, or Leiter-R	6:0-90 5:0-17 2:0-20	10%
	Vineland or ABAS II	Birth-90 Birth- 89	2.5%
	VMI or Bender II	2:0-100 4:0-85	2.5%
Group assignment: Virtual Case			10%
Report (Final version)			10%
Participation: (WebQ, attendance, report peer review)			<u>5%</u>
		TOTAL	100%

***Your third administration of the WISC MUST be completed in our lab under supervision of Dr. Jones or Lily*

Grading Policy:

1. 4.0 corresponds to A+: An exceptionally outstanding application of knowledge and practice. Test administration, scoring, and interpretation are perfect or near perfect and student incorporates feedback from professor and teaching assistant effectively. Student integrates knowledge from reading materials, class lectures, and discussion into the practice administrations and scoring of the instruments. Student always comes to class prepared and having completed the assigned reading and assignments on time.
2. 3.7-3.9 corresponds to A: An outstanding application of knowledge and practice. Same as 4.0 but to a lesser degree. Student may show some errors in accuracy and administration, but incorporates feedback and does not repeat the same mistakes. Student comes to class prepared and completes the reading and assignments on time.
3. 3.5-3.6 corresponds to A-: Administration and scoring are of excellent quality, but not as strong as 3.7 or above. Otherwise meets all other criteria
4. 3.0-3.4 corresponds to B: Must of the work is good quality, but student requires more assistance from the professor in incorporating new material or does not use feedback effectively, or does not achieve a high level of performance consistently.
5. 3.0 or less: Not satisfactory graduate work. Student may not proceed to EdPsy 564, the Practicum in School Age Assessment and Consultation without additional work.

COURSE SCHEDULE AND ASSIGNMENTS

Readings provided by professor

Date	Topic	Assignments	Due
September 25	<ul style="list-style-type: none"> • Overview of course • Introduction to intellectual Assessment 	Sattler chapters 1-4, 6, and 7;	
September 30	<ul style="list-style-type: none"> • Assessment process • Ethical and legal issues • Theories of intelligence 	Sattler Ch. 9-10, test manual	WebQ by 10 am
October 2	WISC IV	Sattler Ch. 11 and test manual	WebQ by 10 am
October 7	WISC IV practice and interpretation	Administer/score WISC tests Sattler chapter 14, supplemental reading online	
October 9	WAIS IV	WAIS IV manual	WISC IV protocol #1 <i>(Feedback by 10/13)</i>
October 14	WAIS III practice and interpretation	Practice WISC IV administration <i>Schrank</i> Sattler ch 18* (related section)	WISC IV protocol #2 <i>(Feedback by 10/20)</i>
October 16	WJ-III- Cognitive	WJIII Test Manual Study WISC manual	
October 21	WJ III Cognitive interpretation (AM) WISC IV administration in clinic (bring volunteer to test b/w 3:30-5:30pm)	<i>Roid & Pomplun</i> Sattler Ch. 16	
October 23	SB V	SB-V Manual and <i>SB-V FAQ</i>	WISC IV protocol #3 due <i>(observation feedback- 10/28 protocol feedback by 10/30)</i>
October 28	SB-V practice and interpretation	<i>The Kaufman's</i> Sattler Ch 18* (related section)	
October 30	KABC II	KABC manual <i>KABC Essentials Chapter 6</i>	
November 4	KABC II practice and interpretation	Sattler Chapter 18* (Related sections) <i>McCallum & Bracken</i>	SB-V protocol
November 6	Nonverbal assessment (CTONI, UNIT, & Leiter-R)	<i>Sattler (B&C) Chapter 11 & 18</i>	
November 11 HOLIDAY	NO CLASS	Enjoy!!	

November 13	Adaptive behavior assessment and mental retardation (Vineland and ABAS II)	Sattler Chapter 19 <i>Sattler (B&C) chapters 5,6</i>	
November 18	<ul style="list-style-type: none"> • Report Writing • Interviewing • Virtual case project 	Sattler Chapter 5 Discuss <u>virtual case</u> online with group <i>Ortiz & Dynda</i> <i>Harris & Lorente</i>	WebQ by 10 am Begin virtual case analysis
November 20	Cultural and Linguistic Issues in assessment	<i>Sattler (B&C) Chapter 12</i> Continue working on virtual case	
November 25	Visual Motor Assessment (VMI, Bender and WRAVMA)	Provide feedback to your partners report draft	Report <u>draft due for peer review</u>
November 27 HOLIDAY	NO CLASS	Enjoy!!!	
December 2	Administration in class (choose between the WJIII, or KABC II) (between 9:30-11:30 or 3:30- 5:30 pm)	Work on final report and virtual case Score protocol and turn in on Tuesday 12/4 by 9:30 AM	Peer feedback of report due
December 4	Virtual Case presentations		Last protocol due Final report due

*Some tests are not covered as well as others in your text. Thoroughly review the manual before you administer any test to a child.

There are set deadlines for the WISC IV and SB V protocols because there are enough test kits to go around. All other protocols are to be turned in on a rolling basis to accommodate sharing of test kits. When you check out a test kit that has fewer than 7 copies, you have ONE week to return the kit. Therefore, if you check out the kit on a Tuesday, it is due back the following Tuesday. Ideally, your protocol is due the same day the kit is returned. There are no set deadlines for the others unless we see you get far behind. If this occurs, you will be required to turn in a *minimum* of one protocol a week.

Kit availability: 9/18/08: (WISC IV=11; WAIS-IV=5; WJIII-C=8; SB-V=10; KABC-II=6; CTONI=6; UNIT=3; Leiter-R=2; Vineland II=9; ABAS-II=11; Beery VMI=5, Bender II=2)

If you would like to request academic accommodations due to a disability, please contact Disabled Students Services, 448 Schmitz, (206) 543-8924. If you have a letter from Disabled Student Services indicating that you have a disability that requires accommodations, please present this letter to Kent Jewell, Area Secretary, to discuss the accommodation you might need for class.