

EDP 611
Assessment of Intellectual & Cognitive
Functioning
Spring 1 998

<u>Meeting Time:</u>	11:00-1:15 T&Th
<u>Location:</u>	153 McGuffey
<u>Instructor:</u>	Raymond Witte
<u>Office Hours:</u>	10:00-11:00 T/Th, 11:00-12:00 W
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COURSE DESCRIPTION:

Examination of theories of intelligence as they relate to the evaluation of intellectual functioning. Review of psychoeducational assessment procedures with emphasis on administration of cognitive/intellectual measures. Analysis of data with the goal of providing meaningful information to others, including remediation strategies (The Miami Bulletin, General Edition 1996-98).

This course is designed to provide a broad overview of the assessment process and provide basic skills needed to deal with the administration and interpretation of standardized intelligence and achievement tests. The course will begin with an overview of two basic assessment models. The majority of the course will be devoted to assessment of intellectual functioning.

The Wechsler series of intelligence tests are highlighted during this course: the Wechsler Intelligence Scale for Children-Third Edition (WISC-III) and the Wechsler Adult Intelligence Scale-Third Edition (WATS-III). The Das-Naglieri Cognitive Assessment System (DN:CAS) will also be examined along with a neuropsychological processing model of intelligence. There will also be exposure to the Bender Gestalt Test, Test of Visual-Motor Integration (VMI), Draw a Person (DAP), Wechsler Memory Scale-Third Edition (WMS-III) and the Wechsler Individual Achievement Test (WIAT). Other achievement and speciality tests may be examined if possible during the semester. In order to do an effective job with these tests, it is important that you have a background in child development, tests and measurements, statistics, and exceptional children (atypical

development). Excellent written and oral communication skills (e.g., grammar, writing for meaning, speaking within a group) will be needed.

Some of the objectives of this course center on assessment competency. In particular, competency will be expected in the following areas: in establishing rapport with examinees, in handling test materials, in following test directions, in timing tests, in scoring test protocols, in communicating test findings, in interpreting test findings, in integrating diverse sources of information, and in making recommendations.

Although considerable time will be spent in mastering standardized, norm referenced tests it should be noted that much if not most information about children is gained through non-test based measures, including observation of the child in different contexts, review of records, interviews with teachers and parents, and informal assessment methods. Though the primary focus may be on psychometric cognitive assessment of school age children, you should keep in mind that ASSESSMENT is broader in nature.

COURSE OUTLINE

Jan 13 (T)	Course Overview & Nature of Assessment: The Whole is Greater Than the Sum of Its Parts (Cha 1 Sattler)
Jan 15 (Th)	"Stat" Review (Cha 2 Sattler), Tests & Measurements Principles and Procedures
Jan 20 (T)	Standardized Assessment, Introduction to Intelligence Theory (Cha 3 Sattler, Sternberg & Daniel 1997)
Jan 22 (Th)	Formal Evaluation of Intelligence, Introduction of the Wechsler Series
Jan 27 (T)	Introduction to the WISC-III, Review of Manual (Cha (5 Sattler, Kaufman Cha 1)
Jan 29 (Th)	WISC-III continued (Macmann & Barnett 1997, Gresham & Witt 1997)
Feb 3 (T)	WISC-III continued (Kaufman Cha 2)
Feb 5 (Th)	First Exam

Feb 10 (T)	Introduction to the WAIS-II I
Feb 12 (Th)	WAIS-I I i continued, First WISC-III completed
Feb 17 (T)	<u>NO CLASS</u> (Monday-Tuesday Exchange Day)
Feb 19 (Th)	Introduction to the Das-Naglieri Cognitive Assessment System (DN :CAS)
Feb 24 (T)	DN:CAS continued, Second WISC-III completed
Feb 26 (Th)	<u>NO CLASS</u>
Mar 3 (T)	Introduction to Bender Gestalt, VMI, and DAP: Are They Worth the Time?, First WATS-III completed
Mar 5 (Th)	Introduction to WMS-I I I, Second Exam
Mar 10 (T)	<u>NO CLASS</u> (Spring break)
Mar 12 (Th)	
Mar 17 (T)	Introduction to the WIAT, Third WISC-III completed
Mar 19 (Th)	Information in the Cumulative Folder: Make Sure You Know What You Are Looking For!, Second WATS-III completed
Mar 24 (T)	Putting the Information Together, (Cha 16 & 17 Sattler) First DN:CAS completed, First & Only WMS-III completed
Mar 26 (Th)	Analyzing Assessment Findings: Making Sense of What You Havel
Mar 31 (T)	The Art of Writing Accurate Clinical Reports, Second DN:CAS completed
April 2 (Th)	Report Writing: Know Your Audience and Your Purpose (Cha 23 Sattler), First WIAT completed
April 7 (T)	Reviewing Ohio Rules for Education of the Handicapped: "Getting to Know the Blue Book"
April 9 (Th)	Continued Review of the Blue Book, Second WIAT

	completed
April 14 (T)	Mini-Series Commentaries (Reschly, Braden, Lopez, Canter 1997)
April 16 (Th)	Mini-Series Commentaries, Psychological Report Draft Due
April 21 (T)	Ethical Responsibility (Cha 24 Sattler)
April 23 (Th)	Psychological Report Due
April 28 (T)	Catch-Up Time
April 30 (Th)	Catch-Up Time, Evaluation of Course

REQUIRED TEXT/READINGS:

- Kaufman, A. S. (1994) *Intelligent Testing With The WISC-III* (Chapters 1 & 2) Sattler, J.M. (1992). *Assessment of Children* (3rd ed. rev.). San Diego, CA:Jerome Sattler.
- Special Issue: *American Psychologist*. Vol. 52, No. 10, October 1997
- Mini-Series Commentaries, *School Psychology Review*, Vol 26, No. 2, 1997.

TESTING SUBJECTS

Locating potential testing subjects is the responsibility of each graduate student. For this class you will need a minimum of seven individuals: 5 school-age children and 2 adults (18 years of age or older). Assistance from the instructor on obtaining subjects will be provided if necessary. Do not approach a school system to obtain examinees. Forms will be provided to obtain parental permission for testing (for those younger than 18 years of age) and you are responsible for obtaining written parental permission prior to testing.

The information that you obtain is confidential. Therefore, you will be expected not to discuss any test results outside of class. Protocols should indicate first name only. You will be unable to give feedback to parents about their child's performance. Parents and examinees need to know beforehand that you are a school psychologist-in-training and that you can only discuss results with them in general terms. Guidelines for submitting protocols and the psychological report will be provided in class.

COURSE REQUIREMENTS & GRADING

There will be two multiple choice and short answer/essay examinations during the semester. Also, a total of ten test protocols will be completed (scored on a 5 pt. scale). Finally, a psychological report must be completed at the end of the semester.

Grades will be determined according to the following:

Two Examinations Test	20 pts. each
Protocols Psychological	40 pts. (4 pts. each)
Report Class	30 pts.
Attendance/Participation	30 pts.
Total Points	120 pts.

The following grade scale will be used:

<u>Points</u>	<u>Grade</u>	<u>Percentage</u>
120-116	A+	(100-97%)
115-113	A	(96-94%)
112-108	A-	(93-90%)
107-104	B+	(89-87%)
103-101	B	(86-84%)
100-96	B	(83-80%)
95-92	C+	(79-77%)
91-90	C	(76-75%)
89-88	C	(74-73%)