Cognitive Assessment
EDCP 632
Fall 2017, Wednesday 9:00 – 11:45 am (Seneca 1102M)

Instructor: Jill B. Jacobson, Ph.D.
Email: jillbj@umd.edu
EDU 3208, office hours by appt.
Work: 301-405-0687, Cell: 757-621-5621

COURSE SYLLABUS

Overview and Goals

This is the first assessment course in a sequence designed to produce, within the scientist-practitioner model, professionals who will provide effective assessment services for children and adolescents, primarily in schools and, secondarily, in other settings. The course provides students with initial competence; *it is not intended as a stand-alone course to provide the qualifications necessary to independently perform cognitive assessments*. Students wishing to gain such proficiency must also complete an integrated sequence of graduate-level courses, including individually supervised practica and internship designed for professional-level competence.

This course supports the program's objective that: *Students will demonstrate knowledge of theory and research pertinent to the direct service model in regard to psychodiagnostic, psychoeducational, and educational assessment*. This course in part addresses NASP standards of *Data-Based Decision-Making* (systematic data collection, models and methods of assessment, competence in psychological and educational assessment methods, identifying strengths and weaknesses), and *Information Technology* (*use of computer-assisted scoring and interpretive software*), as well as other NASP Standards.

By completion of this course, students will demonstrate:

1. Understanding of the historical and current context of cognitive assessment.
2. Understanding of the theoretical foundations of major cognitive ability tests.
3. Initial understanding of the multicultural issues, test bias, and other professional and ethical issues related to cognitive assessment.
4. Knowledge of the general rules for administration and scoring of a variety of standardized cognitive assessment measures and skills that will be helpful in learning new test instruments in the future.
5. Initial competence in the administration and scoring of the WISC-V, WPPSI-IV, WAIS-IV, WJ IV-Cog, WJ IV-Ach, and UNIT-2 (see full test names below).
6. Initial competence in writing cognitive test results in a basic report format.
7. Initial experience and competence using technology to administer and score select tests.
8. Initial understanding of the use of cognitive testing in the identification of students with learning disabilities and intellectual disability.

Course Requirements

Class Participation and Homework Assignments: You are expected to complete weekly readings prior to class, bring necessary materials to class, attend each class, and participate in class activities and discussions. We will practice test administration during class. I will post homework assignments on Canvas Discussion Boards throughout the semester, and you *must reply by 8 pm the night before class*. Please check your individual settings on Canvas to ensure that you receive notification when I post discussion questions and other important information on the course website.

Topic Presentation: You will make one 30-minute presentation on a special topic during class. Assignment to topics will occur at the beginning of the semester. Topics and dates include: (a) early childhood assessment on 9/27, (b) nonverbal assessment on 10/25, and (c) diversity issues in

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assessment on 11/1. Based on the assigned readings and at least one additional scholarly source, you will develop a formal presentation (such as PowerPoint slides) and include one group activity or discussion. You must set up a meeting with me to discuss your presentation at least one week in advance. You will want to plan ahead so we can coordinate our schedules. You should have completed relevant readings and drafted your presentation before we meet. In addition to submitting your presentation materials on Canvas, bring a hard copy of your presentation to class for me.

Instrument Presentation: At the end of the semester, you will present on a standardized instrument (cognitive or achievement) that was not covered in class. You will select from the following instruments (tests with an asterisk are available on campus): SB-5*, DAS-II*, WASI-II*, KTEA-3*, CTONI-2, K-ABC2, CAS-2, and RIAS-2. Instruments not on this list require prior approval. Your 45-minute presentation will include an overview of instrument, intended population and normative sample, theoretical background on which the test was developed, basic administration and scoring guidelines, demonstration of select subtests, and advantages/disadvantages of the instrument. You are not required to use PowerPoint but you should provide the class with a handout or visual aid, which includes your complete references list. To prepare for your presentation, you should review the test manual and contents of the test kit, familiarizing yourself with general administration and scoring procedures. You will select 2-3 subtests or portions of the test to demonstrate in class. You should also read at least one scholarly resource on the instrument, preferably a test review, which provides an objective critique of the test. After selecting and gaining access to the test instrument, you are encouraged to meet with the instructor to discuss your presentation, at least one week before the presentation (preferably sooner). In addition to submitting the presentation materials on Canvas, please bring a hard copy of your presentation to class for me.

Basic Test Administration and Recorded Test Session: You will administer and score each of the six cognitive tests listed in the table below. Some tests will be administered twice. You will locate volunteer examinees (ages must be appropriate for the test's age range). For more detailed information about examinees, see *Additional Information* below. Written informed consent must be obtained prior to administering any test. You will maintain the Consent Forms for your own records and use an ID number or fake name on materials submitted to me and when discussing the case in class. You may only administer a test after it has been reviewed in class (no exceptions). For grading, you will submit the *scored test protocols and a one-page description of the test session and observations*. You will scan the test protocols to yourself, check for readability, and then submit the protocol and accompanying write-up on Canvas. In your test session write up, you should note any deviation from standard procedures, describe the examinee's behaviors throughout testing, and reflect on your assessment skills. As a final assessment of your test administration skills, you will video record one of your second testing sessions with the WISC-V or WAIS-IV for the instructor to review and grade along with the scored protocol. Recorded sessions will take place in the testing rooms in the Seneca Building with your volunteer examinee. I will provide more information about scheduling these sessions in class. Please note that the recorded session and accompanying protocol are due on 11/22, though we are not meeting for class due to the University holiday.

Test Name	Test Abbreviation	Age Range	# of Administrations	Due date
Wechsler Adult Intelligence Scale—4th Edition	WAIS-IV	16 to 90	2	9/27, 10/4, 11/15, 11/22
Wechsler Intelligence Scales for Children—5th Edition	WISC-V	6 to 16	2	

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Wechsler Preschool and Primary Scale of Intelligence—4th Edition	WPPSI-IV	2:6 to 7:7	1	10/18
Woodcock-Johnson IV Tests of Cognitive Ability	WJIV-Cog	2 to 90	1	10/25 and 11/1
Woodcock Johnson IV Tests of Achievement	WJV-Ach	2 to 90	1	
Universal Nonverbal Intelligence Test—2nd Edition	UNIT-2	5 to 17	1	11/8

Wechsler Scale Reports: You will submit two abbreviated reports including behavioral observations and cognitive test results. One report will be based on an administration of the WAIS-IV, and the second report will be based on an administration of the WISC-V. I will provide additional information about the format of these reports in class.

Final In-Class Exam: You will take the final exam on the last day of class. The exam will include multiple choice, short answer, and short essay questions covering course content, including materials from student presentations. I will share additional details about the exam in class.

Evaluation

Coursework	Total Possible	% of Grade
Class Participation and Homework Assignments	10	5%
Basic Test Administration	70 (10 points each)	35%
Recorded Test Session	30	15%
Wechsler Scale Reports	20 (10 points each)	10%
Topic Presentation	15	7.5%
Instrument Presentation	15	7.5%
Final Exam	40	20%
Total	**200**	**100%**

Additional Information & Expectations

Accommodations

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. If you have a disability and wish to discuss academic accommodations, please see the course instructor during the first week of class.

Religious Observation:

You should inform the instructor of any intended absences for religious observances during the first week of class.

Academic Integrity

In all class work and assignments, you are expected to adhere to the highest personal and professional standards that reflect both the objectives of the University of Maryland and our professional ethics codes (i.e., American Psychological Association/APA, National Association of School Psychologists/NASP). Proper citations, paraphrasing, and quotations are essential in all work. Your work

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should be consistent with the affirmation in our University's Code of Academic Integrity (*I pledge on my honor that I have not given or received any unauthorized assistance on this examination/assignment*).

Students' Examinees

You will identify volunteers of various ages to serve as your examinees for testing. Examinees may not be children or adults whom are: (a) undergoing current psycho-educational evaluations, or (b) suspected of having a disability and possibly in need of evaluations in the next few years. Possible sources for examinees include friends, neighbors, preschools, day care centers, and private schools. You may not test your immediate family members, significant others, and close friends. You are also discouraged from testing your classmates' significant others and close family members, though this is not prohibited as long as proper measures to protect confidentiality are taken. Examinees must be within the age limits of the specific test given. You may administer multiple tests to the same examinee, though each test may only be administered to the examinee once (e.g., you cannot administer the WAIS-IV to the same person twice). Though it may take more effort to find volunteer children, you will learn the most from testing a variety of school-age children.

Adult examinees (ages 18+) or a parent/guardian of children (ages 17 and younger) must sign the consent form prior to the testing session. Child examinees should be asked to give their assent to participate using developmentally appropriate methods. Consent forms will be reviewed in class and are posted on the Canvas course website. **Since you are at the beginning of your assessment training, test results are not considered reliable or valid and may not be shared with anyone outside of the course.** Sharing false information, such as invalid test scores, violates our ethical principles. To reiterate, you will not provide feedback on test performance or share item responses or scores with examinees, parents, teachers, schools, or anyone else other than the course instructor.

Confidentiality

Ethical and professional behavior and adherence to the APA and NASP confidentiality and case management rules and policies are expected. It is your responsibility to protect test copyrights and confidential client information. Test kits, protocols, and other related materials should be safeguarded. You will maintain consent forms with client's names, but all other client materials (e.g., test protocols, information distributed in class) should be marked only with ID numbers or fake names to protect client identity. Further, our class discussions about testing cases are strictly confidential. When selecting your examinees, please carefully consider confidentiality (refer back to the information above about appropriate examinees).

Timely Completion of Assignments

Assignments are due at 9 am on the day of class, as specified on the Weekly Schedule, unless I need to alter our schedule in advance. Due to the nature of scheduling volunteer examinees and sharing test kits with other students, I may occasionally grant an extension on a test protocol if you make prior

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arrangements with me. Extensions will be granted on a case by case basis. All assignments must be completed by the end of the semester in order to avoid a course grade reduction or receipt of a grade of "Incomplete."

Attendance

Regular attendance to class is required to successfully complete this course. If you know that you will miss class ahead of time, please let me know as soon as possible. If your absence is unexpected (e.g., illness), you should let me know before class starts or as soon as possible after the missed class. You are responsible for requesting materials from the missed class session and following up with me with regard to making up any missed work. In the unlikely event that you are absent on the day of your presentation, you should plan to send me your presentation materials in advance of class.

Course Materials and Readings

Materials

- Stopwatch with silent ticker (smartphone can be used)
- Test kits (all required instruments are available for student check out in Seneca) and test protocols (provided)
    - Please note that **test kits and protocols are expensive, copyrighted materials that should be kept in a secure location.** You are responsible for following check out/in procedures for test kits and will receive only the allotted number of protocols required for the course.

Textbooks

- Sattler, J.M., Dumont, R., & Coalson, D. (2016). *Assessment of Children: WISC-V and WPPSI-IV*. San Diego, CA: Sattler Publisher. (required)
- Sattler, J.M (2008) *Assessment of Children: Cognitive Foundations, 5th ed*. San Diego, CA: Sattler Publisher. (Course Reserves)

Full References for Additional Weekly Readings

- Week 3 (9/13)
    - Sattler, J. M., & Ryan, J. J. (2009). Assessment with the WAIS IV. San Diego, CA: Sattler Publisher. (select chapters)
    - Wechsler, D., Coalson, D. L., & Raiford, S. E. (2008). *WAIS-IV technical and interpretive manual*. San Antonio, TX: Pearson. (select chapters)
    - Hartman, D. (2009). Wechsler Adult Intelligence Scale IV (WAIS IV): Return of the Gold Standard. Applied Neuropsychology, 16, 85-87. DOI: 10.1080/09084280802644466
- Week 4 (9/20)
    - Weiss, L., Saklofske, D., Holdnack, J., & Prifitera, A. (2016). *WISC-V Assessment and Interpretation: Scientist-Practitioner Perspectives*. San Diego, CA: Academic Press. (select chapters)
    - Keith, T. (2014). Review of the Wechsler Intelligence Scale for Children—Fifth Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), The twentieth mental measurements yearbook.
- Week 5 (9/27)

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  - Syeda, M., & Climie, E. (2014). Test review: Wechsler Preschool and Primary Scale of Intelligence—Fourth Edition. Journal of Psychoeducational Assessment, 32, 265-272. DOI: 10.1177/0734282913508620
  - Raiford, S., & Coalson, D. (2014). *Essentials of WPPSI-IV Assessment*. New Jersey: Wiley. (select chapters)
  - Ford, L., Kozey, M. L., & Negreiros, J. (2013). Cognitive assessment in early childhood: Theoretical and practice perspectives. In D. P. Flanagan, & P. L. Harrison (Eds.). *Contemporary intellectual assessment: Theories, tests, and issues, 3rd Ed.* (pp. 585-622). New York: Guilford Press.
- Week 6 (10/4)
  - Flanagan, D. P., Alfonso, V. C., Ortiz, S. O., & Dynda, A. M. (2013). Cognitive assessment: Progress in psychometric theories of intelligence, the structure of cognitive ability tests, and interpretive approaches to cognitive test performance. In D. H. Saklofske, C. R. Reynolds, and V. Schwean (Eds.), The Oxford Handbook of Child Psychological Assessment (pp. 239 – 285). New York: Oxford University Press.
  - Mather, N., & Wendling, B. (2015). *Essentials of WJ IV Tests of Achievement Assessment*. New York: Wiley. (select chapters; available on www.lib.umd.edu)
  - Villareal, V. (2015). Test review: Woodcock-Johnson IV Tests of Achievement. Journal of Psychoeducational Assessment, 33, 391-398. DOI: 10.1177/0734282915569447
- Week 7 (10/11)
  - Schrank, F., Decker, S., & Garruto, J. (2016). *Essentials of WJ IV Cognitive Abilities Assessment*. New York: Wiley. (select chapters; available on www.lib.umd.edu)
  - Reynolds, M., & Niileksela, C. (2015). Test review: Woodcock-Johnson IV Tests of Cognitive Abilities. Journal of Psychoeducational Assessment, 33, 381-390. DOI: 10.1177/0734282915571408
- Week 8 (10/18)
  - Bucknavage, L. B., & Schaefer, B. A. (2006, March). *Psychoeducational report jargon: Impact on consumer preference, comprehension, and recall.* National Association of School Psychologists, Anaheim, CA.
- Week 9 (10/25)
  - McCullum, R. S., & Bracken, B. A. (2013). The Universal Nonverbal Intelligence Test: A multidimensional nonverbal alternative for cognitive assessment. In D. P. Flanagan, & P. L. Harrison (Eds.). *Contemporary intellectual assessment: Theories, tests, and issues, 3rd Ed.* (pp. 357-375). New York: Guilford Press.
  - Bracken, B., McCallum, R. S. (2016). *Universal Nonverbal Intelligence Test-Second Edition examiner's manual*. PAR. (select chapters)
- Week 10 (11/1)
  - Ortiz, S. O. (2014). Best practices in nondiscriminatory assessment. In A. Thomas and P. Harrison (Eds.), *Best practices in school psychology: Foundations* (pp. 61 – 74). Bethesda, MD: NASP.
  - Frisby, C. L. (2013). Testing, assessment, and cultural variation: Challenges in evaluating knowledge claims. In D. H. Saklofske, C. R. Reynolds, and V. Schwean (Eds.), *The Oxford Handbook of Child Psychological Assessment* (pp. 150-171). New York: Oxford University Press.
- Week 11 (11/8)
  - Armstrong, K., Hangauer, J. , & Nadeau, J. (2013). Use of intelligence tests in the identification of children with intellectual and developmental disabilities. In D. P. Flanagan, & P. L. Harrison

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(Eds.). *Contemporary intellectual assessment: Theories, tests, and issues, 3rd Ed*. (pp. 726-736). New York: Guilford Press.
  - Bergeron, R., & Floyd, R. (2013). Individual part score profiles of children with intellectual disability: A descriptive analysis across three intelligence tests. *School Psychology Review, 42*, 22-38.
  - Shalock, et al. (2007). The renaming of Mental Retardation: Understanding the change to the term Intellectual Disability. *Intellectual and Developmental Disabilities, 45,* 116-124.
- Week 12 (11/15)
  - Cottrell, J. M., & Barrett, C. A. (2016). Defining the Undefinable: Operationalization of Methods to Identify Specific Learning Disabilities among Practicing School Psychologists. Psychology in The Schools, 53, 143-157.
  - Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). Essentials of cross-battery assessment, Third Edition. New York: Wiley. (select chapters)
  - Stuebing, K. K., Fletcher, J. M., Branum-Martin, L., & Francis, D. J. (2012). Evaluation of the technical adequacy of three methods for identifying specific learning disabilities based on cognitive discrepancies. *School Psychology Review*, *41*, 3.
  - McGill, R. J., Styck, K. M., Palomares, R. S., & Hass, M. R. (2016). Critical issues in specific learning disability identification: What we need to know about the PSW model. *Learning Disability Quarterly, 39*, 159-170 12p. doi:10.1177/0731948715618504.
- Week 13 (11/22)
  - Case, L. P., Speece, D. L.; & Molloy, D. E. (2003). The validity of a response-to-instruction paradigm to identify reading disabilities: a longitudinal analysis of individual differences and contextual factors. *School Psychology Review, 32*, 557-582.
  - MacMillan, D. L., & Siperstein, G. N. (2002). Learning disabilities as operationally defined in schools. In R. Bradley, L. Danielson, D. P. Hallahan (Eds), *Identification of learning disabilities: Research to practice* (pp. 287-340). Mahwah, NJ: Erlbaum.
  - Fiorello, C. A., Hale, J. B., & Snyder, L. E. (2006). Cognitive hypothesis testing and response to intervention for children with reading problems, *Psychology in the Schools, 43*, 835-853.
- Week 14 (11/29)
  - Lee, D., Reynolds, C. R., & Willson, V. L. (2003). Standardized test administration: Why bother? *Journal of Forensic Neuropsychology, 3*, 55-81.
  - Turner, S. M., DeMers, S. T., Fox, H. R., & Reed, G. M. (2001). APA's guidelines for test user qualifications: An executive summary. *American Psychologist, 56,* 1099-1113.

Weekly Class Schedule

Date	Topic	Readings	Assignments Due
8/30	Week 1: Course Overview and Introduction to Cognitive Assessment		
9/6	Week 2: Assessing Children, Test Measurement, Introduction to the Wechsler Scales	Sattler (2008): Ch. 1, 2, and 4 Sattler, Dumont, & Coalson (2016): Ch. 1	
9/13	Week 3: WAIS-IV	Sattler & Ryan (2008): Ch. 2 and 3 WAIS-IV Manual Hartman (2009)	Homework #1

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9/20	Week 4: WISC-V	Sattler, Dumont, & Coalson (2016): Ch. 2, 3, and 4 Weiss et al. (2016): Ch. 11 Keith (2014)	Homework #2
9/27	Week 5: Early Childhood Assessment (Topic leader: _____) and WPPSI-IV	Ford et al. (2013) Sattler, Dumont, & Coalson (2016): Ch. 5, 6, 7 Raiford & Coalson (2014): Ch. 1 Syeda & Climie (2014)	WAIS-IV or WISC-V Protocol (1st)
10/4	Week 6: Theories of Intelligence and Test Interpretation	Flanagan et al. (2013) Sattler (2008): Ch. 7-8 Mather & Wendling (2015): Ch. 1-4 Villareal (2015)	WAIS-IV or WISC-V Protocol (1st)
10/11	Week 7: WJ IV COG and WJ IV ACH (Guest speaker: Dr. Kelly Lee)	Schrank, Decker, & Garruto (2016): Ch. 1-4 Reynolds & Niileksela (2015)	Homework #3
10/18	Week 8: Report Writing	Sattler, Dumont, & Coalson (2016): Ch. 8 Bucknavage & Schaefer (2006)	WPPSI-IV Protocol Homework #4
10/25	Week 9: Nonverbal Assessment (Topic leader: _____) and UNIT-2	McCallum & Bracken (2013) UNIT-2 Manual: Ch. 1, 2, & 4	WJ-IV ACH or COG Protocol
11/1	Week 10: Diversity Issues in Assessment (Topic leader: _____)	Ortiz (2014) Frisby (2013)	WJ-IV ACH or COG Protocol
11/8	Week 11: Assessment of Intellectual Disabilities	Armstrong et al. (2013) Bergeron & Floyd (2013) Shalock et al. (2007)	UNIT-2 Protocol Report #1
11/15	Week 12: Assessment of Learning Disabilities	Cotrell & Barrett (2016) Flanagan, Ortiz, & Alfonso (2013): Ch. 4 Stuebing et al. (2012) McGill et al. (2016)	Homework #5 WAIS-IV or WISC-V Protocol (2nd)
11/22	Week 13: No class – Happy Thanksgiving!	*Optional* readings: Case et al. (2003) MacMillan & Siperstein (2002) Fiorello, Hale, & Snyder (2006)	Recorded WAIS-IV or WISC-V with Protocol (2nd)
11/29	Week 14: Student Instrument Presentations and Course Review	Lee, Reynolds, & Willson (2003) Turner et al. (2001)	Instrument presentation Report #2
12/6	Week 15: Exam and Course Evaluation		Final Exam

Note: Topics, readings, and assignments may change throughout the semester. You will be notified of any changes to the weekly schedule via Canvas and/or during class.