

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 the student 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; specifically understand the modern Cattell-Horn-Carroll (CHC) theory as an organizing conceptual framework for interpreting cognitive test results.
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, UNIT, WJ IV-Cog, WJ IV-Ach, SB-V, and DAS-II (see full test names below).
6. Initial competence in writing cognitive test results in a report format.
7. Initial experience and competence using Q-interactive administration, computer-assisted scoring, and interpretive software.
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 Discussion Questions: Students are expected to complete weekly readings prior to class, bring necessary materials to class, attend each class, and participate in class activities and discussions. Students will role play working with examinees and practice test administrations during class. Reading discussion questions will be posted on Discussion Boards on ELMS throughout the semester. *Students should reply to the Discussion Board questions by 9 pm the night before class.* Students should check their individual settings on ELMS to ensure that they receive notification when the instructor posts discussion questions and other important information on the course website.

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Instructor: Dr. Jill Berger

Email: jmberger@umd.edu

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Class presentations: Each student will make two 30-minute presentations during class. Assignment to topics will occur at the beginning of the semester. Topics include: (a) *nonverbal assessment*, (b) *multi-cultural issues in assessment*, (c) *history of learning disabilities identification*, (d) *existing models for assessing learning disabilities*, (d) *background, definition, and assessment of intellectual disabilities*, and (e) *early childhood assessment*. Please see the Weekly Course Schedule for the dates of each topic presentation. Based on the assigned readings and any additional relevant materials, students should develop a formal presentation (such as PowerPoint slides) in addition to including in-class activities and/or discussion questions. Students are encouraged to meet with the instructor to discuss their presentation at least one week in advance. In addition to submitting the presentation materials on ELMS, students are required to bring a hard copy of their presentation to class for the instructor.

Basic Test Administration: Students will administer and score each of the 8 cognitive tests listed in the table below. Students will locate volunteer children examinees and one adult examinee (ages must be appropriate for the test being administered). Students will submit their scored test protocols and a written report of the results from each test. Written informed consent must be obtained prior to administering any test (posted on ELMS). ***Important information about Students' Examinees is provided under Additional Information below.*** For the first two tests administered, students will submit the scored protocol and receive feedback on administration and scoring prior to writing the report. Students may administer multiple tests to the same examinee, though each test may only be administered after it has been reviewed in class (no exceptions). Protocols and reports will be evaluated primarily based on the mechanics of administration and scoring, though students are also expected to learn preliminary skills in writing up and interpreting the results.

Test Name	Test Abbreviation	Age Ranges
Wechsler Adult Intelligence Scale—Fourth Edition	WAIS-IV	16 to 90
Wechsler Intelligence Scales for Children—Fifth Edition	WISC-V	6 to 16
Wechsler Preschool and Primary Scale of Intelligence—Fourth Edition	WPPSI-IV	2:6 to 7:7
Stanford-Binet Intelligence Scales—Fifth Edition	SB5	2 to 85+
Woodcock-Johnson IV Tests of Cognitive Ability	WJIV-Cog	2 to 90
Woodcock Johnson IV Tests of Achievement	WJV-Ach	2 to 90
Universal Nonverbal Intelligence Test	UNIT	5 to 17
Differential Ability Scales—Second Edition	DAS-II	2:6 - 17:11

Live Observation on Instructor-Selected Instrument(s): As a final assessment of student's learning of test administration, students will be asked to administer test(s) learned during the course of the semester to an examinee during a live administration during class. Students will be observed by the instructor and graded on their test administration skills. Students should be prepared to administer core subtests from all of the instruments listed above, though the instructor will select 1 or 2 specific instruments for the live observation session. The live observations will take place on the last day of the class.

Take Home Final Exam: The final take-home exam will include multiple choice, short answer, and essay questions covering course content. The exam will be open book. Students will be expected to use course materials, and they also may access other resources that might be available to a practicing school psychologist (though additional materials are not required). Students are expected to complete the

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exam individually and in its entirety in one sitting, taking no more than three hours and not accessing help from any person. More details on the final exam will be shared during class.

Evaluation

Grading rubrics are available on ELMS.

Coursework	Total Possible	Due Date
Class Participation and Discussion Questions	20	Weekly
Basic Test Administration	80 (8 x 10 points each)	Test 1 (WAIS-IV) – 10/7, 10/28 Test 2 (WISC-V) – 10/14, 11/4 Test 3 – 11/11 Test 4 – 11/18 Test 5 – 11/25 Test 6 – 12/2 Test 7 – 12/2 Test 8 – 12/9
Class Presentations	30 (2 x 15 points each)	9/30, 11/4, 11/11, 11/18, 12/2
Live Observation	30	12/9
Take Home Final Exam	40	12/16
TOTAL POINTS POSSIBLE	200 POINTS	

Additional Information & Expectations

Students' Examinees

Students will need to identify children and one adult outside of class to serve as their examinees for testing. Your 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. Students may not test their own significant others or family members. Students may test one adult for the WAIS-IV; all other examinees must be college age or younger (and must be within the age limits of the specific test given). Students may test the same child using multiple instruments.

Adult examinees or parents/guardians of children examinees **must sign the consent form prior to starting testing**. Consent forms will be distributed in class and posted on the ELMS course website. **Since students are at the beginning of their assessment training, test results will not be considered reliable or valid and may not be shared with anyone outside of the course, since our ethical principles prohibit the release of information that may be harmful to the examinee.** Thus students may not share test results with parents, teachers, examinees, schools, or anyone else other than the course instructor.

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Accommodations

If you have a documented disability and wish to discuss academic accommodations, please see the course instructor as soon as possible.

Religious Observation:

Students should inform the instructor of any intended absences for religious observances in advance.

Academic Integrity

In all class work and assignments, it is expected that students adhere to the highest personal and professional standards that reflect both the objectives of the University of Maryland and our professional ethics. Proper citations, paraphrasing, and quotations are essential in all work. Each student's work is expected to 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*).

Confidentiality

Students are expected to engage in ethical and professional behavior and adhere to the APA and NASP confidentiality and case management rules and policies. All materials related to cases are to remain confidential and therefore not viewed by any person aside from the student and instructor. It is the student's responsibility to protect confidential information by using initials and fake names. Identifying information should be removed before submitting materials or bringing materials to class. Class discussions, including information shared about examinees and other sensitive information, are confidential.

Timely Completion of Assignments

Students are expected to complete assignments as specified by the due dates in the syllabus unless otherwise indicated by the instructor. To avoid late penalties, prior arrangements must be made with the instructor if students anticipate turning in an assignment after the due date specified on the weekly schedule. 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. Attendance to all classes is **strongly** encouraged; however, students are allowed one excused absence for the semester (students are still responsible for all materials covered/assignments due that day and late penalties still apply). In the unlikely event that a student is absent on the day of his or her class presentation, the student should plan to provide the instructor with all materials prepared in advance of the class' start time. Students who become ill or plan to miss class should let the instructor know ahead of time if possible. Students

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who are absent from class may be asked to complete additional assignments to make up for missed class time.

Course Materials and Readings

Textbooks

- Sattler, J.M (2008) *Assessment of Children: Cognitive Foundations, 5th ed.* San Diego, CA: Sattler Publisher. (referred to as "Sattler text" in Weekly Schedule)
- Weiss, L., Saklofske, D., Holdnack, J., & Prifitera, A. (2016). *WISC-V Assessment and Interpretation: Scientist-Practitioner Perspectives.* San Diego, CA: Academic Press.

Materials

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

List of Readings (posted on ELMS, available online, or available through UMD Library)

- 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.
- 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.
- 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.
- Flanagan, D. P., Genshaft, J. L., & Harrison, P. L. (Eds.) (1997). *Contemporary intellectual assessment: Theories, tests, and issues.* New York: Guilford Press. (selected chapters)
- Flanagan, D. P., & Harrison, P. L. (Eds.) (2005). *Contemporary intellectual assessment: Theories, tests, and issues., 2nd Ed.* New York: Guilford Press. (selected chapters)
- Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment, Third Edition.* New York: Wiley. (selected chapters)
- 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.
- Hallahan, D. P., & Mercer, C. D. (2002). Learning disabilities: Historical perspectives. *Identification of learning disabilities: Research to practice*, 1-67.
- Harris, J. C. (2006). *Intellectual disability.* New York: Oxford University Press, Ch. 3: *Classification of intellectual disability.*
- 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.
- Mather, N., & Wendling, B. (2015). *Essentials of WJ IV Tests of Achievement Assessment.* New York: Wiley. (selected chapters; available on www.lib.umd.edu)

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- McGrew, K. (2015, February). NASP Mini Skills Workshop: "The WJ IV Cognitive Battery and Beyond CHC Theory". Available online at <http://www.iqscorner.com/2015/02/the-wj-iv-cognitive-battery-and-beyond.html>.
- National Association of School Psychologists. (2009). *Early Childhood Assessment* (Position Statement). Bethesda, MD: Author.
- Raiford, S., & Coalson, D. (2014). *Essentials of WPPSI-IV Assessment*. New Jersey: Wiley. (selected chapters)
- Sattler, J. M., & Ryan, J. J. (2009). *Assessment with the WAIS IV*. San Diego, CA: Sattler Publisher.
- Shalock, et al. (2007). The renaming of Mental Retardation: Understanding the change to the term Intellectual Disability. *Intellectual and Developmental Disabilities, 45*, 116-124.
- 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.

There are a number of optional reading materials and resources posted on the ELMS course website for students wishing to seek additional information (*Note that some of the forms and examples are posted for students to understand what is currently being used in the field, but they do not necessarily reflect "best" or research-based practices*).

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Weekly Class Schedule

Date	Topics	Readings Due	Assignments
9/2	Week 1: Course Overview; Introduction to Cognitive Assessment	Sattler text, Chapters 1 and 2 (will be reviewed in class)	
9/9	Week 2: Introduction to Wechsler scales and test measurement; WAIS-IV Admin and Scoring	Sattler & Ryan, Chapters 2 and 3 WAIS-IV manual, Chapter 2	Discussion questions
9/16	Week 3: WISC-V Admin and Scoring	Weiss et al. (2016), Chapters 1, 2, and 11	Discussion questions
9/23	Week 4: Theories of Intelligence	Sattler text, Chapters 7 and 8 Weiss et al. (2016), Chapters 4 and 5 Flanagan et al. (2013)	Discussion questions
9/30	Week 5: Early Childhood Assessment; WPPSI-IV Admin and Scoring (Topic presenter: _____)	Raiford & Coalson (2014) NASP (2009)	Discussion questions
10/7	Week 6: WJ IV-Cog and WJ IV-Ach Admin and Scoring	Mather et al. (2015), Chapters 2 and 3 McGrew (2015)	WAIS-IV Protocol
10/14	Week 7: Interpretation of Wechsler Scales and Report Writing	Sattler text, Chapter 19 Weiss et al. (2016), Chapter 3 Bucknavage & Schaefer (2006)	Discussion questions WISC-V Protocol
10/21	Week 8: SB-V Admin, Scoring, and Interpretation	Sattler text, Chapter 16 Excerpt from SB-V manual	
10/28	Week 9: DAS-II Admin, Scoring, and Interpretation	Sattler text, Chapter 17 Excerpt from DAS-II manual	#1 Report (WAIS-IV)
11/4	Week 10: Nonverbal Assessment; UNIT Admin, Scoring, and Interpretation (Topic presenter: _____)	Flanagan & Harrison (2005), Chapters 19 and 26 Excerpt from UNIT manual	Discussion questions #2 Report (WISC-V)
11/11	Week 11: Multicultural Issues in Assessment (Topic presenter: _____)	Sattler text, Chapter 5 Weiss et al. (2016), Chapters 5 and 6 Flanagan & Harrison (2005), Chapter 25	Discussion questions #3 Report/Protocol
11/18	Week 12: Assessment of Learning Disabilities (Topic presenter: _____) (Topic presenter: _____)	Hallahan & Mercer (2002) Weiss et al. (2016), Chapters 8 and 9 Flanagan et al. (2013), Chapter 4	#4 Report/Protocol
11/25	Week 13: No class meeting HAPPY THANKSGIVING!	Weiss et al. (2016), Chapter 10 Stuebing et al. (2012)	Discussion questions #5 Report/Protocol
12/2	Week 14: Assessment of Intellectual Disabilities (Topic presenter: _____)	Bergeron & Floyd (2013) Harris (2006) Schalock et al. (2007)	#6 Report/Protocol #7 Report/Protocol
12/9	Week 15: Live Observations in Class	Review test instrument administration materials	#8 Report/Protocol
12/16			Take Home Final due

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