

PSYCHOLOGY 674

Assessment I

Fall 2005

INSTRUCTOR: William J. Ernst, Psy.D.
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OFFICE HOURS: Available by appointment. I *welcome* additional questions and discussion beyond the class meetings.

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CLASS MEETINGS: Wednesdays, 1:00 to 3:30, Roop G-10

I. Course Purposes

- To develop competency in the administration and interpretation of selected individual intelligence tests.
- To focus attention specifically on individual client behavior, appreciating individual differences and understanding the behaviors of both client and examiner in the assessment process.
- To develop an understanding of selection, use, and interpretation of individual intelligence instruments.
- To acquaint students with ways to summarize and report test results to other professionals and parents.
- To familiarize students with current issues and trends in ability testing, including issues regarding ethical practices, theories of intelligence, working with linguistically and culturally different children and environmental effects on intelligence.
- To foster a teamwork approach with other disciplines in the assessment process.
- To convey that proficiency in the ethical and appropriate use of the results of individual intelligence tests comes only with subsequent supervised experience.
- Introduce a neuropsychologically oriented process approach to assessment.

II. Course Structure

Class sessions will consist of lectures, demonstrations, group activities, observation of clinic cases,

discussion of readings as well as practice in scoring and interpreting tests.

Students will also be required to administer, score, interpret, and write psychological reports on the instruments reviewed in class.

III. Texts:

Flanagan, D.P. & Kaufman, A.S. (2004) Essentials of WISC-IV Assessment. Wiley: Indianapolis, IN.

Sattler, Jerome (2001). Assessment of Children: Cognitive Applications Fourth edition. Jerome M. Sattler, Publisher: San Diego, CA.

Sattler, Jerome & Dumont, Ron (2004). Assessment of Children: WISC-IV and WPPSI-R supplement. Jerome M.Sattler, Publisher: San Diego, CA

References:

Flanagan, D.P., Genshaft, J.L. & Harrison, P.L. (Eds.) (1997). Contemporary Intellectual Assessment. The Guilford Press: New York.

Reynolds, C.R. & Gutkin, T. (1999). Handbook of School Psychology- 3rd Edition. John Wiley and Sons: NY.

Sattler, Jerome (2002). Assessment of Children: Behavioral and Clinical Applications- 4th Ed. Jerome Sattler, Publisher: La Mesa, CA**

** This text is not required for Assessment I. However, it is very likely to be a requirement for other courses in the program and is an invaluable resource.

NOTE: Other readings may be assigned over the course of the semester

IV. Testing

During the course of the semester, you will be required to administer, score and interpret the results of the following tests:

1 Woodcock Johnson Tests of Cognitive Abilities – Third Edition

1 WAIS III

1 DAS (pre-school form)

2 WISC-IVs

1 Stanford-Binet 5th Edition

Each student will also be observed at the campus Child Development Center (CDC) by either the instructor, the school psychology clinician in residence, or the doctoral GA, administering one of the above instruments to a child during the course of the semester. A sign-up sheet with 2-hour time slots will be available in class.

Test kits are available from the Test Library in the Department of Graduate Psychology and will be checked out to students as needed. A quiet stopwatch will also be required for testing and may be checked out from the Test Library or purchased. Packets of protocols for **ALL** required testing will be distributed in class. Maintaining test security is an ethical obligation according to NASP and APA. Please refer to the ethical guidelines of these organizations and follow the policies of the test library at James Madison University. **Please do not leave tests materials unattended unless they are properly secured.**

A lab fee of \$45.00 to cover test materials, payable to JMU and brought to Rosa Turner's mailbox in JO 214, is due by Oct. 15 (refer to departmental form handout).

Students are to find their own subjects for these practice test administrations. Persons (and parents of minors) asked to take these practice tests should know clearly that test results will **not be reported to them**. However, you may provide some general feedback regarding your behavioral observations of the examinee during testing. The selection of examinees, subject pools to draw from and the matter of providing feedback to them or their parents will be discussed further in class. Permission forms and a parent feedback form are included in your packet. It is important that Psyc. 674 students **DO NOT** present themselves as qualified examiners or psychologists.

V. Reports

You will also write a comprehensive psychological report on **ONE WISC-IV administration, one WAIS-III, and one Stanford-Binet-5 for a total of three reports**. Your grade will be based on administration, scoring and analysis of the results. For the remainder of the tests given, the protocol and brief analysis will be submitted.

If a major scoring error is found in any of the reports that significantly changes the interpretation, the report will NOT be graded and you will need to test **another subject** and submit that protocol and report. Reports turned in late without prior approval by the instructor will be lowered one grade.

All protocols **MUST** be peer checked before they can be graded. This gives you extra scoring practice and allows for errors to be caught before the work is turned in. The accurate administration and scoring of psychological tests is extremely important as test results may have a major impact on the examinee.

VI. Other Requirements

- A. **Peer Review:** Each student will observe and critique one peer's test administration. An evaluation of the observation will be completed and turned in to the instructor along with detailed comments about the test administration such as where subtest errors occurred, use of encouragement, what could have been done differently, appropriateness of questioning, accuracy of scoring, etc. The evaluation form will be provided. This observation may be done at the CDC at the same time as the instructor's or clinician in residence's evaluation observation.
- B. **Clinic Observation:** Each student will observe an assessment case conducted by the professional staff at the CDC. Following the observation, you will turn in a brief one-page summary/reaction paper with any identifying information omitted to the instructor to get credit for this experience. Guidelines for observation will be provided so that client confidentiality and care is protected.
- C. **Head Start Observation:** Each student will observe a child in a local Head Start classroom **under**

the supervision of a doctoral GA. Observation is an essential component of the assessment process and is incorporated into curriculum-based, consultative, and test-based approaches. To provide a context for assessment skill building, you will conduct a mental health observation of a pre-school child at a local Head Start classroom. The observation will be carried out using a structured format, the Student Observation System (SOS) of the Behavior Assessment for Children (BASC). Training will be provided on the observation method as well as information on the Head Start philosophy of early childhood intervention and the developmental characteristics of pre-school children. The observations will be done in one to two sessions with supervision provided by a doctoral GA. A brief observation report will be turned in to the instructor as well as to the GA Head Start supervisor. Please keep a log of the dates and time spent in observation, supervision, and report writing using a spreadsheet format (guidelines provided in Psyc. 525-Role class). These hours will be counted as part of the introductory school psychology practicum experience and will total approximately 8 to 10 hours. This experience will provide the foundation for later practicum work in behavioral interventions with young children and family work with at-risk populations.

VII. Grading

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|------------------------|-----------------------|
| Reports | 60% (20% each report) |
| Final Exam | 20% |
| Head Start Observation | 10% |
| Peer critique | 5% |
| Class participation | 5% |

Completed protocols from the 5 practice test administrations and the Clinic Observation are required for course credit.

VIII. Tentative Course Outline

| <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|-------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Aug. 31 | Course Introduction | |
| Sept. 7 | Theories of Intelligence Measurement and Change of Intelligence | Sattler: 5 & 6 |
| Sept. 14 | Assessment Process/Ethical issues Fair testing practices Administration Issues | Sattler: 1-4 & 7; NASP& APA ethical guidelines; Flanagan et al. (1997) Appendices A, B, & C (optional) |
| Sept. 21 | Report Writing | Sattler: 21; Flanagan & Kaufman: 8 |
| Sept. 28 | The Wechsler Series Administration of the WISC-IV | Sattler Supplement: 1-4 Flanagan & Kaufman: 2 |

Examiner/Examinee Issues

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|---------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Oct. 5 | Interpretation of the WISC-IV | Flanagan & Kaufman: 4 |
| Oct. 12 | Interpretation of the WISC-IV | Flanagan & Kaufman: 4 |
| Oct. 19 | Neuropsychologically Oriented Process Approach to WISC-IV Assessment & Interpretation | WISC-IV Integrated (Primary and Technical (Manual) |
| Oct. 26 | VPA (NO CLASS) | |
| Nov. 2 | WAIS-III | Sattler: 12 & 13 *WISC-IV report due |
| Nov. 9 | Differential Ability Scales (DAS) Pre-school Assessment | Sattler: 15 *WAIS-III report due |
| Nov. 16 | Stanford Binet-5 | SB-5 Manual |
| Nov. 23 | NO CLASS- Happy Thanksgiving | |
| Nov. 30 | UNIT/issues with culturally & linguistically diverse children | Sattler: 19 & 20 *SB-5 report due |
| Dec. 7 | Specialized measures for the assessment of intelligence Cognitive Assessment System Woodcock Johnson-III | Sattler: 16 Kaufman & Kaufman TBA |
| Dec 14 | Final Exam | |