

SPSY 542: ASSESSMENT AND INTERVENTION II
Fall Semester, 2016

GENERAL COURSE INFORMATION

Instructor: Kathryn Jaspers, Ph.D., NCSP
Class Day and Time: Tuesday 5:30 – 8:45pm
Class Location: York Graduate Center, Room 121
Office Location: Rogers 426
Office Hours: Tuesday 4-5:30pm; Thursday 12 – 2pm; by appointment
Phone: 503-768-6119
Email (preferred): jaspers@lclark.edu

Prerequisite: SPSY 541

Credit: 3 semester hours

Required Text:

Sattler, J.M. (2008). *Assessment of Children: Cognitive Foundations – 5th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.

Flanagan, D. P., Ortiz, S.O., & Alfonso, V.C. (2013). *Essentials of Cross-Battery Assessment, Cross-Battery 3rd Edition*.

Additional readings will be made available online or in class

Course Description:

This course is the second of a three-part assessment sequence that addresses psychoeducational, social, emotional, and behavioral assessment of children and adolescents from birth through age twenty-one. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using psychoeducational assessments involving cognitive and academic measures.

This course is designed to prepare students to (a) understand and learn the process of assessment, (b) critically evaluate various standardized measures of cognitive and achievement functioning, (c) employ an empirically-based method of analyzing information obtained during the assessment process and linking data to interventions, (d) communicate assessment findings orally and in writing in a clear and professional manner to a variety of audiences, and (e) appreciate the theoretical constructs and psychometric properties that underlie cognitive and achievement assessment instruments.

Students will use empirically supported procedures for collecting, analyzing, and presenting assessment data used in making educational and clinical decisions. All measures discussed in the course will be presented as *tools* that complement other facets of assessment. The course emphasizes both “how to” administer specific tests, as well as general principles and theoretical grounding to guide the use and application of these and other assessment tools throughout the individual’s professional career. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of intellectual assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. *Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.*

Course Goals and Objectives:

1. Recognize measurement principles for selecting, using, and interpreting assessment tools
2. Become familiar with ethical and legal standards and responsibilities in regard to test materials
3. Exhibit interpersonal relationship skills including the ability to develop rapport with an examinee and communicate in a sensitive manner when providing feedback.
4. Develop an appreciation and awareness of the use and limitation of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds
5. Demonstrate initial competence in the standardization administration, scoring, interpretation, and reporting of the WJ-IV COG, WISC-V, and WJ-IV ACH.
6. Become familiar with additional cognitive and academic measures by conducting a test review and a classroom presentation
7. Develop proficiency in writing “Report of Cognitive Ability” and “Report of Academic Ability”
8. Demonstrate basic knowledge of psychometrics and test development including an application of psychometric theory in practice.
9. Become familiar with ethical and legal standards and responsibilities in regard to test materials
10. Describe the contributions and relevance of intellectual assessment for making important decisions about children and adults.
11. Describe the applications of assessment within a problem-solving and Response to Intervention model for educational decision-making.
12. Examine and describe test performance in terms of the behaviors required for successful completion.
13. Integrate information from tests, observations or behavior, and interviews in a written report suitable for parents/clients.
14. Demonstrate knowledge of issues surrounding the intellectual assessment of children and adults from special populations, such as preschoolers, children/adults with disabilities, and children/adults for whom English is a second language.

GRADING COMPONENTS AND SCALE

Test Protocols (WJ, WISC)	=	20 pts. each
Reports	=	50 pts. each
Video/Observations	=	80 pts. each
Presentation	=	100 points (add'l instrument, protocol, presentation)
Exams/Quiz	=	approximately 150-200 points
Practicum Observation	=	20 pts

Each student must achieve mastery of the 3 major tests taught in this course – WJ-IV-COG, WISC-V, and WJ-IV ACH. Mastery is set at 80% for the total average and for each component (protocols, reports, and video). Thus, for the WJ-IV COG, the student must have an 80% average of the accumulated point value (3 protocols, 1 case study report, 1 observation) and an 80% average on each of the three components (protocols, report, and observation). The same criterion applies to the WISC-V and WJ-IV ACH. The one exception to this is that on the 3rd protocol for both the WJ-IV COG and WISC-V, the student must achieve a 90% criterion level on scoring of the protocol or an additional scoring assignment will be assigned. The grade on an assigned protocol for scoring is averaged with the grade on the protocol that fell below the criterion; the additional assignment cannot be used to replace the initial grade on that protocol. For the videos/observations, if the 80% criterion is not achieved, an additional observation is required. The purpose of this extra observation (if required) is to regain up to ½ of the points lost on the original observation in certain areas, not to replace the grade. The highest grade that can be obtained if an observation is redone will range from 80-89, depending on the initial observation score (no A is allowed if an observation is redone). Failure to meet any criteria for the WISC-V or either WJ-IV scales will result in additional testing or writing assignments dependent on the area of weakness. Additional requirements are assigned by the instructor and not allowed for general grade improvement. The additional work is

assigned only if the student is unable to meet the performance criterion. If extra work does not allow for meeting the performance criterion, the student has not successfully met the course requirement and the resulting average will equal 0 on that component. No other requirement can compensate for the 80% mastery level on the WJ-IV COG, WISC-V, and WJ-IV ACH.

Turning in any item late: -5 pts. per day

Course grading scale

WJ-IV-COG = 25%

WISC-V = 25%

WJ-IV-ACH = approx 12%

Presentation and extra test = approx. 13%

Exams, Assessment Observation = approx. 25%

Scale : 95-100% = A 90-94% = A- 87-89% = B+ 84-86% = B 80-83%=B-
77-79% = C+ 74-76% = C 70-73% = C- ≤69%=F

ATTENDANCE

Attendance in this course is required and the following penalty will be assessed: Each absence = -6 pts. Given the sequential nature of the class lectures and activities, students should make every effort to be on time for the onset of each class. Consistent tardiness will be penalized at the same level of an absence (3 tardies=-6 pts).

ADDITIONAL REQUIREMENTS/EXPECTATIONS

Each student must have the following: Clipboard and Stopwatch (cannot beep)

Each student is expected to find his/her subjects for testing. For the WJ-IV COG, 3 subjects are needed (2nd and 3rd administrations must be school-aged students; first administration should be younger than 22). For the WISC-V, 3 children (ages 6-16) are needed. At least 1 of these subjects must also have been administered the WJ-IV COG. For the WJ-IV ACH, 2 school-age subjects are needed.

Students should not test family members. Scores CANNOT be shared with students, families, schools, or other concerned parties. All consent forms will say this and this policy must be adhered to.

Students will be provided with test protocols and consent forms. The protocols cannot be copied or faxed. No requirements in this course, including reports, may be faxed. No requirements in this course, particularly reports, can be e-mailed. Reports must be in final form on the date due and turned in at the onset of the class period.

On the 1st protocol of each test, students are not limited in the number and types of questions that can be asked regarding scoring. For the WISC-V and WJ-IV COG, on the 2nd protocol, there is a limit of 3 questions per verbal subtest. On the 3rd Wechsler protocol and 3rd WJ-IV: COG protocol, no questions are allowed. By this point, it is expected that students are independent in scoring ability. Class time is devoted to answering questions on the first 2 protocols of the WISC-V and WJ-IV COG.

All students are expected to act professionally in setting up testing appointments and conducting the test session. Careful consideration must be given to environmental conditions during testing.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy.

Disabilities: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Incomplete: Incomplete (INC) grades may be given when circumstances beyond the control of the student prevent him/her from completing the course on time. It is the responsibility of the instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time.

The date by which the Incomplete must be made up is one year following the last day of classes of the semester. Once the Incomplete is made up, the instructor must submit a Supplemental Grade Change form to the Graduate Office of the Registrar. An Incomplete grade that is not made up within the due date becomes a permanent grade of Incomplete.

Cell Phones and Laptops: Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets (e.g., iPad) are used in class, internet functions must be turned off. Laptops/tablets can be used for note-taking purposes only. Abuse of this privilege will result in loss of privileges for all students for the remainder of the semester.

Test Kits: You will be sharing test kits with students enrolled in the course under considerable time pressure, so please make sure that you sign out the test only for the day (or two) you will be administering it. **If you check out a kit for the test we are discussing in class (see class outline), please bring it to class.** Test kits will be checked in and out by **making an appointment** with Emily Morin at emorin@lclark.edu during her regular office hours (Tuesday & Thursday 9:00-5:00). Each test kit group will be responsible for their test kit throughout the semester. Before the last day of class at the end of the semester, one or more members from each group will contact Emily to bring in all test kits for final check-in. During this appointment, the contents of each kit will be inventoried, using the enclosed list of components. **Each member of the group will be financially responsible for all missing components.** An essential aspect of professional courtesy is to return or pass on a kit in perfect condition, ready to be used by the next person.

This is a very rigorous course which requires a lot of outside work. All testing is done outside of class hours, and scoring and report writing are also done outside of class, although some scoring is done within the class period for initial protocols. Thus, the applied skills (practice) component of this course will require much additional time, and students must be aware of time management issues as they progress throughout the semester. It is very important that students keep up with the readings assigned in the chapters as these will facilitate understanding of testing issues and assist in report writing. *Quizzes are used to ensure that students are keeping up with the assigned chapter readings.* Any concerns that arise regarding the inability to meet course and time demands should be discussed with the professor immediately when these arise. The class itself may go beyond the time limits set when administration of tests is being covered and for some periods when scoring is addressed; thus, students need to plan accordingly.

Test Presentation: This project will be done in small groups. The group will select an instrument, review it and read a chapter pertaining to the instrument. Each member will conduct a practice administration (school-age child), turn in the test protocol on the subject, and prepare a brief 20-minute presentation on the instrument. The presentation will include the theoretical background of the measure, the cognitive processing areas measured by the instrument, subtest examples/demonstrations, and when the instrument may be most useful.

COURSE OUTLINE: This outline is designed to be our schedule for the Fall semester. It is our primary planning document and is usually followed without modification. If there is a change needed, it will be announced in class.

Due to the nature of this course, it will be necessary on several occasions to go overtime. This is especially true on practice days that involve learning test administration and the scoring of protocols.

DATE	TOPIC(S)	Assignment
9/6	Review Syllabus and Course Requirements; Discuss concepts of Standardization and Standardized Procedures (Chapter 4) Administration of the WJ-IV-COG (tests 1-7) Manual	Check out WJ-IV-COG and bring to class
9/13	Normal Curve and Standard Scores (Chapter 4) Theories of Intelligence Administration of the WJ-IV-COG (tests 1-7, continued, and extended) Manual	Read Chapters 4,7 Selected sections of manual
9/20	Administration and Scoring issues for Protocol #1 Administration of the WJ-IV-COG (extended) Levels of Test Interpretation Chapter 1 – The Assessment Process	Read Chapter 1 WJ-IV-COG Protocol #1 Due
9/27	Interpretation/Report Writing of the WJ-IV-COG - Sample Case Study Review of common errors to avoid in administration Chapter 2 – Testing Children	Chapter 2
10/4	Chapter 19 – Report Writing Interpretation/Report Writing (continued) Material for Case Study Report given TAKE-HOME QUIZ #1 due on 10/11	WJ-IV-COG Protocol #2 Due
10/11	Testing Children – Chapter 2 Administration of the WISC-V	TAKE-HOME QUIZ #1 Due Check out and bring WISC-V
10/18	Review WJ-IV-COG Case Study Reports and Issues in Interpretation Chapter 6 – Administering Tests to Children Administration of the WISC-V (continued + supplemental tests) Administration and Scoring Issues - Chapters 9, 10, 11	Read Chapter 6 WJ-IV-COG Case Study Report due WJ-COG-IV Protocol #3 and Video Due
10/25	WISC-V Interpretation/Report Writing – Sample Case Study	WISC-V Protocol #1 Due Essential of Cross-

		Battery Chap 1 & 2
11/1	Reliability and Validity (selected sections from Chapter 4) Chapter 8 – The Development and Measurement of Intelligence Material for Case Study report given The General Ability Index	Read Chapter 8 Observation of Assessment Write Up Due
11/8	Assignments for Presentations – Teams and Test Selections TAKE-HOME QUIZ #2 due on 11/15 WJ-IV ACH – Begin to present Administration Comparison of Wechsler Scales and WJ-IV Cross-Battery Assessment CHC Model	Cross Battery Chap 4 WISC-V Protocol #2 Due Check out and bring WJ-IV ACH
11/15	Administration of WJ-IV ACH Achievement testing (WJ-IV ACH, KTEA-3, WIAT-III) Identification of Specific Learning Disability (understanding cognitive and achievement together; alternative models)	TAKE-HOME QUIZ #2 Due WISC-V Protocol #3 and Video Due
11/22	WJ-IV ACH –Administration (cont) Assessment of Culturally and Linguistically Diverse Children (Chapter 5) CLIM – Cross-Battery Assessment Non-Discriminatory Assessment Practices Material for Cross-Battery Case Study report given	WISC-V Case Study Report Due Read Chapter 5
11/29	Scoring Questions and Administration Issues for Protocol #1 Diagnosis and Classification Issues in Special Education Chapter 3 – Ethical Issues in Testing Overview of Laws (emphasis on IDEA & 504) TAKE-HOME QUIZ #3	WJ-IV ACH #1 Due Read Chapter 3
12/6	Preschool Assessment Completion of course material Test Presentations Review Cross-Battery reports	Cross-Battery Report Due
12/13		WJ-IV ACH #2 Due TAKE-HOME QUIZ #3 Due (Can be submitted on 12/6)