

**Cognitive Assessment of Children and Adolescents**  
**PSYC – 541A**  
**Fall 2009**

<b>Professor:</b>	Greg Everett, PhD	<b>Class Location:</b>	Alumni Hall, Room 0201
<b>Office:</b>	Alumni Hall, Room 0129b	<b>Class Time:</b>	Thursdays, 9:00 – 11:50
<b>Phone:</b>	650 – 3430	<b>Office Hours:</b>	Tuesdays 10 – 12
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**NASP Standards Addressed:**

- 1: Data-Based Decision Making & Accountability
- 3: Learning & Instruction
- 5: Student Diversity in Development & Learning
- 9: Research & Program Evaluation
- 10: School Psychology Practice & Development
- 11: Technology Standards

**Course Description**

Cognitive Assessment of Children and Adolescents is a 3 credit hour course designed to provide students with the skills necessary to administer, score, and interpret cognitive assessments of children and adolescents according to standardized administration procedures. In addition to a variety of cognitive measures, students will gain proficiency in the administration, scoring, and interpretation of specific achievement, adaptive, and developmental measures. Students will also gain experience in the communication of diagnostic information through both oral and written reports.

**This course is not intended to be primarily lecture in nature; rather it is seminar-style course where student involvement is expected.**

**Required Texts**

Sattler, J. M. (2008). *Assessment of Children: Cognitive Foundations* (5<sup>th</sup> edition). San Diego: Jerome M. Sattler, Publisher, Inc. (CF)

Sattler, J. M., & Hoge, R. D. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations* (5<sup>th</sup> edition). San Diego: Jerome M. Sattler, Publisher, Inc. (BSC)

**Course Objectives**

By the completion of the course students will gain:

- proficiency in the standardized administration, scoring, and interpretation of various individual tests of cognitive ability.
- proficiency in the standardized administration, scoring, and interpretation of various psychoeducational assessment measures, academic screening tests; as well as developmental, and adaptive measures.

- skills in data-based decision-making that affect service delivery and evaluation including the use of standardized assessment data in the determination of exceptionality as defined by both federal and state statute (i.e., IDEA, Section 504).
- an understanding of cognitive development and adaptive behavior in childhood and adolescence as well as the interconnectedness of human development, learning, and cognitive assessment.
- the ability to obtain data from interviews, developmental histories, observations, and test administration as well as the integration, interpretation, presentation, and reporting of such data in both written and oral form.
- an understanding of the importance of assessment data in informing and guiding appropriate intervention design and evaluation.
- a more complete understanding of psychological concepts including intelligence, IQ, specific learning disabilities, mental retardation, giftedness, and adaptive skills.
- an understanding of the limits of standardized assessment measures, especially as it relates to the determination of service provision within the school setting.
- an understanding of the professional ethics and concerns involved with standardized assessment (e.g., confidentiality and professional accountability).
- a multicultural understanding of those issues related to the standardized assessment of ethnic minority children.

### Assignments and Final Grades

Assignments		Final Grades	
<b>Intelligence Theory Presentation</b>	20 points	<b>A:</b>	462+
<b>WISC-IV Exam</b>	20 points	<b>B:</b>	425 – 461
<b>10 Test Protocols</b>	10 points each	<b>C:</b>	387 – 424
<b>5 Reports</b>	25 points each	<b>D:</b>	350 – 386
<b>Midterm &amp; Final Case Study Reports</b>	25 points each	<b>F:</b>	<350
<b>Videos &amp; Self evaluation</b>	40 points		
<b>Peer Evaluation</b>	40 points		
<b>Case Presentation</b>	55 points		
<b>Class Participation</b>	50 points		

- **Intelligence Theory Presentation** – During the first week of class students will be assigned a theory of intelligence for which they must prepare a brief (10 – 15 minute) presentation to be given during the second week of class. Each presentation should include a discussion of the major proponent(s) and tenant(s) of the theory, as well as the identification of at least one weakness.

- **WISC-IV Exam** – A written, in class, “closed book” exam consisting of fill in the blank and True/False questions will be administered on 9/24. Those who do not perform at or above 90% on the exam must retake the exam until they do so and will be prohibited from administering any standardized instruments beyond the WISC-IV until such criterion is attained.
- **Protocols** – Protocols will be scored on appropriate calculation of chronological age, scoring accuracy, and adherence to standardized administration procedures. Specific point deductions will be provided/ discussed prior to the first WICS-IV administration. **Be aware students are not permitted to administer any standardized assessments before they are formally introduced in class.**  
 In addition, all assessments must be recorded (i.e., on VHS videotape or DVD) and turned in with the recording. **NO ASSESSMENT PROTOCOLS WILL BE ACCEPTED WITHOUT RECORDED DOCUMENTATION.**
- **Reports** – Reports will be scored on thoroughness of information presented, quality and level of data synthesis (interpretation), clarity, and writing style. **All reports are to be double spaced to allow for appropriate feedback and critique.**
- **Two Case Studies** – Two case studies consisting of both background information and hypothetical test scores will be provided to students (one during the week of 11/5 and one during the week of 12/10). Students will then have one week to write a full report (including appropriate treatment recommendations) based on the information provided, with such reports scored according to the outline above.
- **Videos & Self-Evaluations** – Although all assessments must be videotaped (as described above), on one occasion students will use the recording as the basis for a self-critique of their own assessment performance. Specifically, students will critique their individual WISC-IV performance through a two-page written evaluation. Videos will be scored on the adherence to standardized administration procedures. The self-evaluation will be scored on the student’s ability to identify personal strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding test administration.
- **Peer Evaluation** – Related to the videotaped self-evaluation described above, students will also pair up with each other and observe a WISC-IV administered by a peer. Peer critiques will be scored according to the criteria described above for the self-evaluations as related to the administration strengths and weaknesses of their peer.
- **Case Presentation** – During the final weeks of class, students will present a 20 – 30 minute Power Point presentation (with handouts) to the class on a case (of their choice) consisting of an assessment battery composed of cognitive and achievement (or other supportive) assessments. The presentation should include (a) relevant background information, (b) test results, (c) data interpretation, and (d) recommendations.

- **Class Participation** – Regular class participation is expected and, therefore, is a large part of the student’s grade in this course. Students who regularly contribute to the class discourse will earn all available points, with deductions based on a lack of substantive comments.

### **Attendance Policy**

Perfect class attendance is expected. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. Two or more absences will result in a one letter grade deduction. **All assignments must be completed to receive a grade in this course.**

**Please be aware that this professor will not drop a student from this course for non-attendance. It is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.**

### **Additional Information**

#### **Lab Fee**

Students will be assessed a lab fee to cover the cost of test kits and protocols.

#### **Statement on Disabilities**

Students with documented disabilities should notify the instructor regarding any needed accommodations at the beginning of the course. To request accommodations please contact the Office of Disability Support Services, Rendleman Hall, Room 1218 (618-650-3726). According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor

#### **Department of Psychology Policy on Withdrawal and Incomplete Grades**

All withdrawals must be completed by the end of the 13<sup>th</sup> week of classes during fall and spring, and by the end of the 6<sup>th</sup> week of an 8-week summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

## Statement on Plagiarism

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

**In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations (with the exception of the Peer Evaluation assignment as described above) for this class.**

## Tentative Course Schedule

Date	Topic	Assignment	Required Reading
8/27	Introduction and Syllabus review		
9/3	Intelligence theories and issues	Intelligence Theory Presentations	Chapter 1 (CF) Chapter 2 (CF; pp. 31-50) Chapter 3 (CF; pp. 63-70) Chapter 8 (CF)
9/10	Statistical & measurement concepts Introduction to the WISC-IV		Chapter 2 (BSC) Chapter 6 (CF) Chapter 9 (CF)
9/17	WISC-IV administration & scoring		Chapter 10 (CF)
9/24	WISC-IV score interpretation Review 1 <sup>st</sup> WISC-IV administration	1 <sup>st</sup> WISC-IV protocol WISC-IV exam	Chapter 11 (CF)
10/1	Introduction to the SB-V		Chapter 16 (CF)
10/8	Report writing		Chapter 19 (CF)
10/15	Continue report writing Recommendation development	2 <sup>nd</sup> WISC-IV protocol	
10/22	Other cognitive instruments Introduction to the WPPSI-III	3 <sup>rd</sup> WISC-IV (w/report) WISC-IV Peer Evaluation WISC-IV Self Evaluation (w/video)	Chapters 12 & 13 (CF)
10/29	Achievement testing Introduction to the WIAT-II		
11/5	Introduction to the WJA-III	1 <sup>st</sup> SB-V protocol (w/report)	

<b>11/12</b>	Learning Disability diagnosis	1 <sup>st</sup> case study	Chapter 16 (BSC) Chapter 17 (BSC)
<b>11/19</b>	Assessment of adaptive functioning Introduction to the Vineland	1 WISC-IV + WIAT-II (w/report)	Chapter 11 (BSC)
<b>11/26</b>	<b>Thanksgiving holiday (No Class)</b>		
<b>12/3</b>	Mental retardation Gifted assessment	Case presentations 1 SB-V + WJIII-ACH (w/report)	Chapter 18 (BSC) Chapter 19 (BSC)
<b>12/10</b>	Multicultural assessment	Case presentations 1 WPSSI-III + Vineland (w/report)	Chapter 5 (CF)
<b>12/17</b>	Course Wrap-up	2 <sup>nd</sup> case study	