

**Cognitive Assessment of Children and Adolescents**  
**PSYC – 541A**  
**Fall 2023**

<b>Professor:</b>	Gregory E. Everett, Ph.D.	<b>Class Location:</b>	Alumni Hall, Room 0333
<b>Office:</b>	Alumni Hall, Room 0126	<b>Class Time:</b>	Tuesdays, 9:30 – 12:20
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**NASP Domains for Graduate Preparation of School Psychologists (2020) Addressed:**

- 1: Data-Based Decision Making & Accountability
- 3: Interventions and Instructional Support to Develop Academic Skills
- 5: School-Wide Practices to Promote Learning
- 8: Diversity in Development & Learning
- 9: Research & Program Evaluation
- 10: Legal, Ethical, and Professional Practice

**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 exceptional 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 measures of academic achievement. 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**

Dombrowski, S. C. (Ed.). (2020). *Psychoeducational assessment and report writing* (2<sup>nd</sup> Ed). Springer Nature. (PARW)

Kranzler, J. H., & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment*. Rowman & Littlefield Publishers. (AICA)

**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 academic achievement 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.
- an understanding of cognitive development 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, intellectual disability, and giftedness.
- 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).

### Assignments and Final Grades

Assignments		Final Grades	
<b>6 Test Protocols</b>	40 points each	<b>A:</b>	555+
<b>3 Reports</b>	50 points each	<b>B:</b>	510 – 554
<b>2 Self-Evaluations</b>	30 points	<b>C:</b>	465 – 509
<b>Case Presentation</b>	100 points	<b>D:</b>	420 – 464
<b>Class Participation</b>	50 points	<b>F:</b>	<420

- **Protocols** – Protocols will be scored on appropriate calculation of chronological age, adherence to standardized administration procedures and scoring accuracy. More specific scoring procedures will be discussed prior to the first WISC-V 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 and turned in with the recording. **No assessments will be accepted without recorded documentation and signed parental (guardian) consent.**
- **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 and printed on only one side of the page to allow for appropriate feedback and critique.**
- **Self-Evaluations** – Twice during the semester, students will critique their assessment administration through a written evaluation assessing adherence to standardized administration and scoring procedures. Self-evaluations will be scored on individual

identification of mistakes made during administration and scoring as well as assessment of overall performance regarding test administration and compared to the Graduate Assistant scoring of the same protocols. Self-evaluations will be conducted on one *WISC-V* and one *WIAT-IV* protocol.

- **Case Presentation** – During the final weeks of class, students will present a 15 – 20 minute Zoom-based presentation to the instructor consisting of an assessment battery composed of cognitive and achievement assessments. The presentation should be structured as a mock IEP (school psychology students) or clinic feedback (clinical child students) meeting with parents, and should include (a) relevant background information, (b) behavioral observations, (c) test results, (d) data interpretation, and (e) summary and 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 or comments that monopolize class discourse.

### **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 unexcused absences will result in a one letter grade deduction. **All assignments must be completed to receive a grade in this course.**

### **Additional Information**

#### **Test Battery and iPad Use**

The multiple versions of each test that are available for student use are provided via the **generosity of the Psychology Department** and are a luxury that can only be ensured if everyone takes responsibility for their care and maintenance. To do so, observe the following:

- Be aware of the Resource Center hours and work with the graduate assistant on duty to check out and return your kits. Always communicate with the resource center if you need more time with a kit and follow rental guidelines appropriately.
- iPad kits can be checked out from Christine in the main office. Please make sure to complete the checkout sheet and return these as promptly as possible.
- **DO NOT under any circumstances store a test kit/iPads in your vehicle.**

#### **Services for Students Needing Accommodations**

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

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

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It 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 coursework before the deadline for grade submission. 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.

**In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.**

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

### Tentative Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Required Reading</b>
8/22	Introduction and Syllabus review		
8/29	What is intelligence? (Theories and Differences)		Chapters 1 & 2 (AICA)
9/5	Ethics and Psychometrics		Chapters 3 & 4 (AICA)
9/12	<i>WISC-V</i> : administration, scoring & interpretation (paper/pencil)		Chapter 6 (AICA) <i>WISC-V</i> Administration Manual
9/19	<i>WISC-V</i> : administration, scoring & interpretation (Q-Interactive)		<i>WISC-V</i> Administration Manual
9/26	Achievement Testing <i>WIAT-IV</i> : administration, scoring & interpretation (paper/pencil)	<i>WISC-V</i> Protocol #1 (PP)	<i>WIAT-IV</i> Administration Manual
10/3	Achievement Testing <i>WIAT-IV</i> : administration, scoring & interpretation (Q-Interactive)	Self-Evaluation #1 ( <i>WISC-V</i> )	<i>WIAT-IV</i> Administration Manual
10/10	Report Writing		Chapter 8 (AICA) Chapters 6 – 9 (PARW)
10/17	Report Writing, Continued Recommendation Development		Chapters 10 & 11 (PARW)
10/24	Other Cognitive Instruments <i>KABC-II-NU</i> administration, scoring & interpretation	<i>WIAT-IV</i> Protocol #1 (PP) Report #1	<i>KABC-II-NU</i> Administration Manual
10/31	Other Achievement Instruments <i>KTEA-3</i> administration, scoring, & interpretation	Self-Evaluation #2 ( <i>WIAT-IV</i> )	<i>KTEA</i> Administration Manual
11/7	<b>Election Day (No Class)</b>	<i>WISC-V</i> Protocol #2 (iPad) <i>WIAT-IV</i> Protocol #2 (iPad) Report #2 <b>Due Wed, 11/8 by 12 pm</b>	
11/14	Assessment of Intellectual Disability and Giftedness; Cultural Considerations		Chapters 11, 12, 14 (AICA)
11/21	<b>Thanksgiving Break (No Class)</b>		
11/28	Communication of Assessment Results	<i>KABC-II-NU</i> Protocol (PP) <i>KTEA</i> Protocol (iPad) Report #3	Chapter 10 (AICA) Chapter 21 (PARW)
12/5	Course Catch-Up and Wrap-Up		
12/12	Case Presentations (via Zoom)	Individually Scheduled	