

EDP 383C INDIVIDUAL TESTING

FALL, 2015

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The class will meet 9-12, Wednesday, in room 444 Sanchez Building. The Lab will meet 8-9 am on Wednesday in room 444.

Course Description:

This course is designed to teach the selection, administration, scoring, and interpretation (oral and written) of commonly administered tests of intelligence for children and adolescents. To do so, we will focus on three major strands of instruction: 1) theories and measurement of intelligence, 2) the administration and interpretation of individually administered tests of intelligence with children and adolescents of varying abilities and from diverse racial/ethnic and linguistic backgrounds, and 3) the process of communicating test results to parents and school professionals.

You will administer, score, and interpret commonly used measures of intelligence. You will prepare written reports on these cases, and should be prepared to discuss them in class. We will focus primarily on three tests of intelligence: the Woodcock Johnson Tests of Cognitive Abilities, 4th edition (WJ IV Cog), the Wechsler Intelligence Scale for Children, 5th edition (WISC-V), and the Differential Abilities Scales, 2nd edition (DAS-II). Other intelligence tests will be covered in less detail

Textbooks, Readings, & Materials:Required Texts:

Dumont, R., Willis, J. O., & Elliott, C. D. (2009). *Essentials of DAS-II assessment*. New York: Wiley.

Sattler, J. M. (2008). *Assessment of children: Cognitive foundations* (5th ed.). La Mesa, CA: Jerome Sattler, Publisher.

Recommended Texts:

Flanagan, D. P., & Harrison, P. L. (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed.). New York: Guilford.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). New York: Wiley. (you will need this book next semester as well; available as an E-book through the UT library website.)

Other Readings (available on Canvas):

Keith, T. Z., Low, J. A., Reynolds, M. R., Patel, P. G., & Ridley, K. P. (2010). Higher-order factor structure of the Differential Ability Scales—II: Consistency across ages 4 to 17. *Psychology in the Schools*, 47, 676-697.

Keith, T. Z., & Reynolds, M. R. (2010). CHC and cognitive abilities: What we've learned from 20 years of research. *Psychology in the Schools*, 47, 635-650.

Neisser, U., Boodoo, G., Bouchard, T. J., Jr., Boykin, A. W., Brody, N., Ceci, S. J., Halpern, D. F., Loehlin, J. C., Perloff, R., Sternberg, R. J., & Urbina, A. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101.

Reynolds, C. R., & Lowe, P. A. (2009). The problem of bias in psychological assessment. In T. B. Gutkin & C. R. Reynolds (Eds.), *Handbook of school psychology* (4th ed., pp 332-374). New York: Wiley.

Reynolds, M. R., Keith, T. Z., Flanagan, D. P., & Alfonso, V. C. (2013). A cross-battery, reference variable, confirmatory factor analytic investigation of the CHC taxonomy. *Journal of School Psychology*, 51, 535-555.

Other readings will be assigned as the semester progresses.

Materials:

Test Forms (aka Protocols):

WJ IV Cognitive	3
WISC-V	3
DAS-II	3

Others, as needed.

Never take the last test form! Let me or the TA know if we are running low on test record forms.

You will need to have a stopwatch. Try to get one that doesn't make a sound when you start and stop it. An app on your phone is fine, but make sure you can restart it with and without resetting it.

You may also need access to a CD player on your computer or elsewhere when we discuss the WJ. It should have a counter, and you will also need a stereo-to-mono adapter, a Y-adapter, and two sets of earphones. Radio Shack sells all these components.

Activities & Requirements:

Primary activities for this class will be your administering individual intelligence tests to children and adolescents and writing up the results of those tests. ***You will need to make your own arrangements to find children to test, and parents need to be informed that feedback will not be provided because you are just learning the tests.***

You will administer a minimum of nine individual intelligence tests for this class (with the distribution of testing explained below). You should videotape all test administrations. You should turn in the tape of your last DAS administration for review, and one tape of the WJ and the WISC. You will write up the results of at least five of those evaluations, and may be asked re-write them integrating our comments and suggestions. You will present the results of at least one case to the class.

You should not assess the same person more than once with the same test. I encourage you, however, to administer *different instruments* to the same participant. Indeed, another assignment will require that you administer two intelligence tests to one child and prepare a short paper comparing the results of the two test administrations.

You will participate in a weekly lab session, which will be conducted by advance

school psychology students. The lab will provide opportunities for direct practice with tests, scoring exercises and practice, observation and feedback on skills in test administration, and discussion of scoring and interpretive issues.

Requirements:

1. Class participation and discussion of cases.
2. Administer and score *a minimum of nine* individual intelligence tests. Your first WJ administration will be a practical exam; a TA will serve as your examinee. The TA will provide directions on which subtests to administer and will provide immediate feedback following your administration.
3. Write (and rewrite, as needed) five diagnostic evaluations.
The requirements are distributed as follows:

<i>Tests</i>	<i>Administer</i>	<i>Reports</i>	<i>Videotapes</i>
WJ IV Cog	3	2	1
WISC-V	3	2	1
DAS-II	3	1	1

4. A paper or presentation comparing a child's performance on two separate intelligence tests.

Evaluation:

Minimum competency

1. Psychometric fundamentals quiz.
2. Test administration and scoring **must** be accurate.

Mastery

1. Test reports. Evaluated for technical adequacy, interpretation, and writing.
2. Presentation or test results comparison paper.

You cannot earn above a C in this course unless you perform adequately on the psychometric fundamentals quiz (may be retaken once) and your test administration and scoring are accurate by the end of the series. **Note that the number of tests listed above is the minimum, and assumes that you administer and score the tests accurately. If we have concerns about your accuracy, we will require additional test administrations for you to demonstrate proficiency. If you have not demonstrated proficiency by the end of the class, you will not be considered to have demonstrated minimum competency, and your maximum grade will be a C.**

Once these conditions are met, they are of minor importance in determining your grade; your grade then depends primarily on your test reports and assignments (presentation or test comparison paper). Your grade will be the average of your reports (and rewrites), class presentation (equal to one report) or test comparison paper (equal to one report)

Both initial test reports and their rewrites will be graded based on their technical adequacy and your quality of writing. Later reports are graded more strictly than earlier reports. Qualitatively, we will evaluate your reports and other work in the following manner:

- A: Excellent work at the graduate level
- B: Average or fair work at the graduate level
- C: Below average work at the graduate level
- F: Poor work at the graduate level.

Obviously, grading will be somewhat subjective. (But then, believe it or not, it always is.)

You will fall behind if you do not keep up with the assignments; it is difficult to catch up in this class if you fall behind. If you leave your work until the end of the semester, your failure to plan will not be our emergency! If you do not complete course requirements by the end of the semester, you will get a grade of incomplete. If you finish the requirements before the end of the next semester, your final grade will be one letter grade below what it would have been otherwise. If you do not finish requirements by the end of the next semester, your grade will become an F.

Test kits are limited and cooperation among class members is essential. Kits will be signed out to groups and reasonable arrangements for scheduling need to be made.

Professional Behavior:

You are enrolled in a graduate program that has both academic and professional expectations. Thus we expect students to conduct themselves in a professional manner in classes, in practicum settings, and in their work with parents and children. Listed below are some of the behaviors we expect of you professionally (the list is not exhaustive). You are expected to:

1. Attend all classes and labs and be an active contributor.
2. Be on time for class and for lab.
3. Treat your professors and fellow students with respect. We will treat you with respect and expect the same in return.
4. Be respectful of the children, parents, and school professionals you work with.
5. Refrain from texting, web browsing, etc. in class and in lab.
6. Guard the tests and their items.
7. Treat test results and information shared with you as confidential, high-stakes information.

Failure to act in a professional manner will result in a lowering of your final grade, whereas active and professional participation will be considered in deciding on borderline grades

NASP Training Domains

The student will (items corresponding NASP domains):

- Gain knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. (2.1 Data-Based Decision Making and Accountability)
- Demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. (2.1 Data-Based Decision Making and Accountability)
- Demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. (2.3 Interventions and Instructional Support to Develop Academic Skills)
- Have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. (2.5 School-Wide Practices to Promote Learning)
- Gain knowledge about how to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. (2.5 School-Wide Practices to Promote Learning)
- Gain knowledge about evidence-based strategies to enhance pre-referral services and address potential influences related to diversity. (2.8 Diversity in Development and Learning)

Evaluation of the Course:

At the end of the semester, a formal evaluative questionnaire regarding both the curriculum and my instruction will be administered. I will also request your feedback on the work of the TAs. The information gathered from this process will be used to improve future courses and instruction. Additionally, I strongly encourage you to provide feedback to me during the semester either in person or anonymously – I am here to teach you and want to do it well!

Disability Services:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

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Tentative Schedule

Date	Topics to Be Covered in Class	Assignment (to be completed <u>prior</u> to class)
1. August 26	SP program business Introduction, plans for the semester Test security, ethics Intelligence issues & questions Check out WJ kits	
2. September 2	WJ introduction Demonstration of the WJ WJ administration WJ questions	Play around with WJ, administer to classmate; bring protocol to class Begin recruiting test participants Begin reading WJ manual; Sattler 1, 2, 6; WJ readings on Canvas (Niileksela et al, through discussion of Figure 1)
3. September 9	WJ questions Assessment process Intelligence theory & research	Scored 1 sample protocol WJ practical exam with TA (WJ administration #1) Read Neisser et al.; Continue reviewing WJ manual; Sattler 7-8
4. September 16	Intelligence theory & research	WJ practical exam with TA continued (WJ administration #1) Read Flanagan & Harrison, chapter 4 and appendix; Keith & Reynolds (2010)
5. September 23	WJ interpretation Writing reports WISC preview	WJ administration #2; Sattler 19
6. September 30	WISC introduction WISC administration WISC demonstration	WJ administration #3, videotape Read WISC manual; skim Sattler 9-10; F&H 9
7. October 7	WISC questions Psychometric fundamentals	WJ Report #1 Read Sattler 4; skim WISC readings on Canvas
8. October 14	Psychometric fundamentals WISC interpretation	WISC administration #1 Skim Sattler 11 (Interpreting the WISC-IV)

9. October 21	DAS introduction DAS administration Psychometric quiz	WISC administration #2 WJ Report #2 Read DAS manual; begin Dumont/DAS Essentials administration chapters; Read F&H 13
10. October 28	DAS demonstration Other intelligence tests Factor analysis Theory-test match	WISC administration #3, videotape Skim DAS reading on Canvas; skim Sattler 12, 14, 16 – 18; Review F&H, Chap 32
11. November 4	DAS Interpretation	WISC report #1 DAS administration #1 Read Dumont interpretation chapter; Sattler 17
12. November 11	Assessing children from diverse backgrounds	DAS administration #2 Read F&H 22; Sattler 5; Reynolds & Lowe (2009)
13. November 18	Cross battery assessment	DAS administration #3, videotape Read F&H 19; Flanagan, Ortiz, & Alfonso, Chap 1; Reynolds, Keith, Flanagan, & Alfonso (2013)
14. November 25	Assessing exceptional children Integrating test results Questions, cases, catch up Presentations	DAS report #1 Read Sattler 3; F&H 26; skim F&H 24- 30
15. December 2	Presentations	Integration report
16. December 9	Exams (no class)	