

Psychometric Foundations and Assessment of Intelligence

Winter 2016 Section 1

341 MCKB on Monday from 9:00 am - 11:50 am

Instructor/TA Info

Instructor and TA Information

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Course Information

HBLL Course Reserve Readings

HBLL Course Reserve Readings
password is gab647

APA Guidelines

APA guidelines regarding assessment practices and interpretations may be accessed through the following links:
<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

Description

This is a professional training course in theory, administration, scoring, and interpretation of standardized measures of cognitive assessment of function. A broad range of assessment instruments will be taught and practiced, including the most current editions of the WAIS, WISC, Stanford-Binet, Woodcock-Johnson Cognitive and Academic, Vineland Adaptive Behavior Scales, WPPSI, KABC, UNIT, WIAT, and others. Upon successful completion of the course, you will be qualified to administer and interpret standardized cognitive assessments under the supervision of a licensed professional, in school or other settings.

Materials

Required

- Contemporary Intellectual Assessment 3rd Edition by D. Flanagan

Optional

- Woodcock-Johnson IV by N. Mather

Learning Outcomes

Explain assessment findings

Students will be able to explain assessment findings in a way that is understandable to other mental health professionals, teachers, clients, and parents

Synthesize assessment information

Students will be able to synthesize assessment information (including test scores, background information, behavioral observations, etc.) into a written assessment report.

Administer, score and interpret measures of intelligence

Students will be able to administer, score, and interpret multiple measures of intelligence, including those most commonly used in the field of psychology and school psychology.

Grading Policy and Scale

Because this is a professional training course, competency in administration, scoring, and interpretation are key to your grade. There is no slack time built into the schedule, so careful and timely completion of all assignments is critical to achieving competency on first or second attempt. You will not have enough time to repeat assignments and still complete all assigned practice administrations and report writing. Attendance in class is an absolute requirement for success in the course. Your grade in the class will reflect your competency as measured by your presentation of psychometric properties, practice administrations, reports written, and score on the final exam.

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Participation Policy

This course is designed to promote intellectual curiosity, professional inquiry, and a lifetime habit of consultation with colleagues. Each student has his or her own style of class participation, but regardless of your style, you will be expected to ask and answer questions in class. Although the class as a whole can learn more from questions raised in class, you are also encouraged to contact the TAs and professor with any additional questions or comments. Initiative for communication regarding any problem you may be having with the course or your assignments is the responsibility of the student.

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)
Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality. Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

NASP Domains

(Downloaded 9/6/2013 from <http://www.nasponline.org/standards/practice-model/domains.aspx>) Refer to Schedule for linkage of domains to coursework.
Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Assignments

Assignment Descriptions

Contemporary Intellectual Assessment Chaps. 1 & 2 History

Writing Psychoeducational Reports that Matter Part 1

Reviews of lds.org/disability resources

Test Reviews *Please see Digital Dialog page for instructions and sign up.*

RCFT Protocol

Contemporary Intellectual Assessment Chap. 8 WAIS-IV and WMS-IV

Writing Psychoeducational Reports that Matter Part 2

Contemporary Intellectual Assessment Chap. 23 SLD and Academic Interventions

Practice Report for RCFT

For this first practice report, use the report template to create a very brief report on just your RCFT results. Use your own name or make one up. You will have no Review of Records data, and no Interview data, so state that. Since you only have a few items of data, go ahead and include the table in your Test Results section (there is a table in the template). After this week, we will have you talk about the results in the Test Results section and give the tables in the Data Summary section.

Summarize what you think the implications are for your results.

You don't need to do any recommendations for this first report.

Upload your finished report to Learning Suite and turn your protocol in to your TA in class.

Wechsler Administration Tips (Mark Beecher) under Test Choice and Administration tab in Content

Contemporary Intellectual Assessment Chap. 29 TBI

Contemporary Intellectual Assessment Chap. 30 ID and DD

WAIS practice administration (standard battery only)

Test Administration Protocols:

For each test you administer (see point breakdown) you should turn in the following to the teaching assistants:

- 1) Protocol and Response Booklets. NO REAL NAMES of participants.
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
- 3) Hand Scoring (when applicable)
- 4) Computer Scoring (when applicable)

Video Recorded Test Administration:

You will video record your second administration of the WISC-IV and the WAIS-IV. Before turning it in, you will watch the recording and note errors, areas in need of improvement, and things done well. Turn these notes in with your video.

First video (WAIS) administration due

Writing Psychoeducational Reports That Matter Part 3

WAIS practice administration (standard and supplemental battery)

Contemporary Intellectual Assessment Chap. 28 ADHD

Introduction to Vineland (See Content Page)

Contemporary Intellectual Assessment Chap. 10 SB5

Contemporary Intellectual Assessment Chap. 25 Gifted

WISC practice administration (standard and supplemental batteries) - 6 - 16 year olds

WAIS-IV report

Woodcock Johnson Behavior Observations

If you completed the Behavioral Observations (the really long administration checklist) in addition to the practice review questions for the Woodcock-Johnson, you can get some extra credit.

Nonverbal pantomime instructions

Vineland practice administration

WISC practice administration (standard battery only)

Second Video (WISC) due

Contemporary Intellectual Assessment Chap. 12 WJ III NU (Optional)

Contemporary Intellectual Assessment Chapter 4 CHC Theory

WISC-V Report

Contemporary Intellectual Assessment Chap. 18 Cross Battery Assessment (optional)

Contemporary Intellectual Assessment Chap. 36 Assessment in 3-Tier Service Delivery System (opt.)

WJ Cog Practice Administration

Contemporary Intellectual Assessment Chap. 14 UNIT

Report with Vineland integrated into previous WISC or WAIS results

Contemporary Intellectual Assessment Chap. 18 WNV

Contemporary Intellectual Assessment Chap. 22 CALD

WJ Ach & Oral Language Administration

Peer Review of Integrated Report #1 Due

Each of you will be writing an integrated report based on the same set of data (data will be posted to CONTENT page and labeled as Report Data #1, #1, etc.).

- 1) Write the report and give it to another student in the class to review.
- 2) Each student can only review one report.
- 3) Deliver your report to the other student with enough time for review before the due date.
- 4) Reports delivered for review must be reviewed and returned within 2 days of receipt.
- 5) In order to receive full credit for the assignment, you must write your report and serve as reviewer for another report.
- 6) Reviewers should use comments (not tracked changes) on the original report document.
- 7) You may revise your report after it has been reviewed, but do not delete the reviewer's comments. Reviewers: if your name does not appear on the comments, please put your name in the first comment so you can get credit.

Contemporary Intellectual Assessment Chapter 11 KABC, KTEA

UNIT, WNV or CTONI administration

Post-Review Revised Integrated Report #1

This is the spot for your revised Report after peer review.

Contemporary Intellectual Assessment Chap. 9 WISC-IV and WPPSI-IV (optional)

Peer Review of Integrated Report #2 Due

Stanford-Binet practice administration

Contemporary Intellectual Assessment Chap. 27 Autism

Post-Review Revised Integrated Report #2

Peer Review of Integrated Report #3

Contemporary Intellectual Assessment Chap. 34 Executive Function

Post-Review Revised Integrated Report #3

BRIEF self-assessment

Contemporary Intellectual Assessment Chap. 24 Early Childhood

Evaluation

Feedback Session in Class

Each of you will have the opportunity to volunteer to do a mock feedback session in front of the class. One of your classmates will be the parent or individual assessed and you will give feedback in 3 minute increments (3

minutes per assessment measure). You will then be asked to summarize the case in a 30-second version for a colleague (also one of your classmates).

Extra test administrations

WPPSI, Mullen or Bayley, KABC, KTEA, WIAT or WMS administration

Final Exam *Comprehensive exam based primarily on readings.*

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170

WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually

results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference August 24, 2010, "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016) Putting Intellectual Assessment into Perspective -- the Controversies. Introduction to standardized testing and report writing processes. Writing Psychoeducational Reports that Matter Part 1 Contemporary Intellectual Assessment Chaps. 1 & 2 History
M Jan 11 Monday	Case #1 -- Adult assessment for Learning Disability -- WAIS-IV (16 - 90.11yo; 6 copies)

Contemporary Intellectual Assessment Chap. 8 WAIS-IV and WMS-IV
Writing Psychoeducational Reports that Matter Part 2
Contemporary Intellectual Assessment Chap. 23 SLD and Academic Interventions
Wechsler Administration Tips (Mark Beecher) under Test Choice and Administration tab in Content

M Jan 18 **Martin Luther King Jr Day**
Monday NO CLASS

M Jan 25 **Contemporary Intellectual Assessment Chap. 30 ID and DD**
Monday **Writing Psychoeducational Reports That Matter Part 3**

Case #2 - Assessment for Intellectual Disability -- Vineland (birth - 90yo; indiv. protocols)

Case #3 -- Assessment for child/adolescent with ADHD -- WISC-V (6 - 16.11yo; 6 copies)

Introduction to Vineland (See Content Page)
Contemporary Intellectual Assessment Chap. 28 ADHD
Contemporary Intellectual Assessment Chap. 29 TBI

M Feb 01 Legally Defensible Reports
Monday Faculty pet peeves on reports
Different report styles
Case #4 -- Assessment for gifted -- Stanford-Binet (2 - 85+yo; 3 copies)
Contemporary Intellectual Assessment Chap. 10 SB5
Contemporary Intellectual Assessment Chap. 25 Gifted

M Feb 08 Case #5 Assessment of TBI WJ Cog/Ach/Oral Language (2-90yo; 15
Monday copies of each)
Contemporary Intellectual Assessment Chap. 12 WJ III NU (Optional)
Contemporary Intellectual Assessment Chapter 4 CHC Theory

M Feb 15 **Presidents Day**
Monday NO CLASS

T Feb 16 **Monday Instruction**
Tuesday **Contemporary Intellectual Assessment Chap. 18 Cross Battery Assessment (optional)**
Contemporary Intellectual Assessment Chap. 36 Assessment in 3-Tier Service Delivery System (opt.)

Interpreting Woodcock Johnson Results -- Cog, Ach, Oral Lang.

M Feb 22 Monday Case #6 Nonverbal Assessment -- UNIT (5 - 17.11yo; 7 copies), WNV (4 - 21.11; 2 copies) C-TONI (6 - 89:11; 1 copy)

**Contemporary Intellectual Assessment Chap. 14 UNIT
Contemporary Intellectual Assessment Chap. 18 WNV**

M Feb 29 Monday Case #7 -- Assessment of vision impaired, assessment of culturally and linguistically diverse populations -- Bateria Woodcock Munoz-III

Contemporary Intellectual Assessment Chap. 22 CALD

M Mar 07 Monday Case #8 -- Assessment of Learning Disability - Child: KABC (3-18yo: 3 copies), WIAT (4-50yo; 6 copies)

**Contemporary Intellectual Assessment Chapter 11 KABC,
KTEA**

M Mar 14 Monday Case #9 -- Assessment of Pre-schoolers and Kindergartners -- WPPSI (2.6 - 7.7yo; 2 copies)

**Contemporary Intellectual Assessment Chap. 9 WISC-IV and
WPPSI-IV (optional)**

M Mar 21 Monday Case #10 -- Assessment of Individuals with Autism Spectrum Disorders

Contemporary Intellectual Assessment Chap. 27 Autism

M Mar 28 Monday Case #11 -- Assessment of Memory and Executive Function

**Contemporary Intellectual Assessment Chap. 34 Executive
Function**

M Apr 04 Monday Case #12 -- Assessment of Developmental Delay -- MULLEN and BAYLEY

**Contemporary Intellectual Assessment Chap. 24 Early
Childhood**

M Apr 11 Monday Review for Final Exam

T Apr 12 Tuesday **Last Day of Winter Semester (01/04/2016 - 04/12/2016)**

M Apr 18 Monday Final Exam: FINAL EXAM IS ONLINE--NO CLASS MEETING TODAY
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