

# Instructor/TA Info

## Instructor Information

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# Course Information

## HBLL Course Reserve Readings

HBLL Course Reserve Readings (<http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5482&page=docs>)  
password is gab647

## APA Guidelines

APA guidelines regarding assessment practices and interpretations may be accessed through the following links:

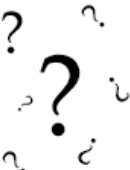
<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

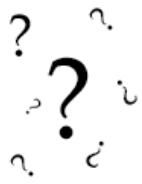
<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

## 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

	Item	Price (new)	Price (used)
	<u>CONTEMPORARY INTELLECTUAL ASSESSMENT 3E - Required</u> by FLANAGAN, D	105.00	78.75



## 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 Scale

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%

## Grading Policy

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.

## 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**

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](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf)  
([http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](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

#### Writing Psychoeducational Reports that Matter Part 1

Jan  
09

Due: Monday, Jan 09 at 11:59 pm

<http://www.nasponline.org/publications/cq/42/3/professional-practice.aspx>  
(<http://www.nasponline.org/publications/cq/42/3/professional-practice.aspx>)

## Contemporary Intellectual Assessment Chap. 1 Intro and Chap. 2 History

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Jan  
09

Due: Monday, Jan 09 at 11:59 pm

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## Reviews of [ids.org](http://ids.org)/disability resources

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Jan  
09

Due: Monday, Jan 09 at 11:59 pm

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## Test Reviews

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Jan  
13

Due: Friday, Jan 13 at 11:59 pm

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(SCROLL DOWN TO VIEW SUBMITTED REVIEWS FROM THIS SEMESTER)

Link to combined information from Test Review Powerpoints:

[Psychometric Properties of Assessment Instruments](#)

(<https://docs.google.com/document/d/1qqCEvFOijCEV0rwa94TVusKZGQv2oykNeam5olXmFCY/edit?usp=sharing>)

To review a test:

Search for the test by name in the

## Mental Measurements Yearbook with Tests in Print

database through BYU's library (online).

THERE MAY BE MORE THAN ONE REVIEW-- PLEASE READ THEM ALL BEFORE YOU SUMMARIZE YOUR INFORMATION

Prepare a 5 minute presentation on the test to cover the following information:

Authors and publisher

Very brief history from original to current edition

Standardization sample size and composition

Reliability **data**

Validity **data**

Age range

Features that distinguish this test from others in the same area of assessment

Advantages and disadvantages

## Writing Psychoeducational Reports that Matter Part 2

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Jan  
23

Due: Monday, Jan 23 at 11:59 pm

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<http://www.nasponline.org/publications/cq/42/4/professional-practice.aspx>  
(<http://www.nasponline.org/publications/cq/42/4/professional-practice.aspx>)

## Contemporary Intellectual Assessment Chap. 23 SLD and Academic Interventions

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Jan  
23

Due: Monday, Jan 23 at 11:59 pm

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

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Jan

**23** Due: Monday, Jan 23 at 11:59 pm

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### **RCFT Protocol**

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**Jan 23** Due: Monday, Jan 23 at 11:59 pm

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### **Practice Report for RCFT**

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**Jan 23** Due: Monday, Jan 23 at 11:59 pm

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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**

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**Jan 23** Due: Monday, Jan 23 at 11:59 pm

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### **Contemporary Intellectual Assessment Chap. 28 ADHD**

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**Jan 30** Due: Monday, Jan 30 at 11:59 pm

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### **Contemporary Intellectual Assessment Chap. 30 ID and DD**

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**Jan 30** Due: Monday, Jan 30 at 11:59 pm

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### **Introduction to Vineland (See Content Page)**

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**Jan 30** Due: Monday, Jan 30 at 11:59 pm

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### **Contemporary Intellectual Assessment Chap. 9 WISC-IV and WPPSI-IV**

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**Jan 30** Due: Monday, Jan 30 at 11:59 pm

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### **Writing Psychoeducational Reports That Matter Part 3**

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**Jan 30** Due: Monday, Jan 30 at 11:59 pm

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### **Contemporary Intellectual Assessment Chap. 25 Gifted**

Feb  
06

Due: Monday, Feb 06 at 11:59 pm

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### **Contemporary Intellectual Assessment Chap. 10 SB5**

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Feb  
06

Due: Monday, Feb 06 at 11:59 pm

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### **Vineland practice administration**

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Feb  
06

Due: Monday, Feb 06 at 11:59 pm

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#### *Test Administration Protocols:*

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

- 1) Protocol
- 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), with item scoring

### **WAIS practice administration (standard and supplemental battery)**

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Feb  
13

Due: Monday, Feb 13 at 11:59 pm

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#### *Test Administration Protocols:*

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

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE)
- 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)

### **Contemporary Intellectual Assessment Chapter 4 CHC Theory**

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Feb  
13

Due: Monday, Feb 13 at 11:59 pm

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### **Contemporary Intellectual Assessment Chap. 29 TBI**

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Feb  
13

Due: Monday, Feb 13 at 11:59 pm

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

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Feb  
13

Due: Monday, Feb 13 at 11:59 pm

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**WAIS-IV report**

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**Feb  
13**Due: Monday, Feb 13 at 11:59 pm

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

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**Feb  
21**Due: Tuesday, Feb 21 at 11:59 pm

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**Contemporary Intellectual Assessment Chap. 18 Cross Battery Assessment**

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**Feb  
21**Due: Tuesday, Feb 21 at 11:59 pm

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

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**Feb  
27**Due: Monday, Feb 27 at 11:59 pm

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*Test Administration Protocols:*

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

- 1) Protocol
- 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)

**Contemporary Intellectual Assessment Chap. 18 WNV**

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**Feb  
27**Due: Monday, Feb 27 at 11:59 pm

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**WISC-V Report**

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**Feb  
27**Due: Monday, Feb 27 at 11:59 pm

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**Contemporary Intellectual Assessment Chap. 14 UNIT**

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**Feb  
27**Due: Monday, Feb 27 at 11:59 pm

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**Woodcock Johnson Behavior Observations**

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**Feb  
27**Due: Monday, Feb 27 at 11:59 pm

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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.



## First video (WAIS or WISC-V) administration due

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Feb  
27

Due: Monday, Feb 27 at 11:59 pm

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### *Video Recorded Test Administration:*

You will video record either you WAIS or WISC administration, receive feedback, then record one other IQ test (SB-5, WJ-Cog, KABC, DAS-II) mid-semester. Upload your video to Google Drive and share with your TA for grading. You may download to a flashdrive, but Google drive has worked better in the past.

## WJ Ach Administration

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Mar  
06

Due: Monday, Mar 06 at 11:59 pm

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### *Test Administration Protocols:*

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

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE)
- 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)

## WJ Cog Practice Administration

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Mar  
06

Due: Monday, Mar 06 at 11:59 pm

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### *Test Administration Protocols:*

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

- 1) Protocol
- 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)

## Contemporary Intellectual Assessment Chap. 22 CALD

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Mar  
06

Due: Monday, Mar 06 at 11:59 pm

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## WJ Oral Language

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Mar  
06

Due: Monday, Mar 06 at 11:59 pm

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### *Test Administration Protocols:*

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

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE)

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)

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### Report with Vineland integrated into previous WISC or WAIS results

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Mar  
**06**

Due: Monday, Mar 06 at 11:59 pm

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### Peer Review of Integrated Report #1 Due

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Mar  
**13**

Due: Monday, Mar 13 at 11:59 pm

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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) 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.

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### Nonverbal pantomime instructions

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Mar  
**13**

Due: Monday, Mar 13 at 11:59 pm

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### Contemporary Intellectual Assessment Chapter 11 KABC, KTEA

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Mar  
**13**

Due: Monday, Mar 13 at 11:59 pm

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### Second Video (SB-5, KABC, or WJ-IV Cog) due

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Mar  
**13**

Due: Monday, Mar 13 at 11:59 pm

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#### *Video Recorded Test Administration:*

You will video record either your WAIS or WISC administration, receive feedback, then record one other IQ test (SB-5, WJ-Cog, KABC, DAS-II) mid-semester. Upload your video to Google Drive and share with your TA for grading. You may download to a flashdrive, but Google drive has worked better in the past.

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### WAIS, WISC, WPPSI, iPad administration (standard battery only) (Extra Credit)

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Mar  
**13**

Due: Monday, Mar 13 at 11:59 pm

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*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)

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### **UNIT, WNV, Leiter-3 or CTONI administration**

Mar  
20

Due: Monday, Mar 20 at 11:59 pm

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#### *Test Administration Protocols:*

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

- 1) Protocol
- 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)

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

Mar  
20

Due: Monday, Mar 20 at 11:59 pm

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### **Post-Review Revised Integrated Report #1**

Mar  
20

Due: Monday, Mar 20 at 11:59 pm

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

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

Mar  
27

Due: Monday, Mar 27 at 11:59 pm

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### **Stanford-Binet practice administration**

Mar  
27

Due: Monday, Mar 27 at 11:59 pm

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#### *Test Administration Protocols:*

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

- 1) Protocol
- 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)

## Peer Review of Integrated Report #2 Due

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Apr  
03

Due: Monday, Apr 03 at 11:59 pm

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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) 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 Chap. 34 Executive Function

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Apr  
03

Due: Monday, Apr 03 at 11:59 pm

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## Choose Your Own Adventure: WPPSI, Mullen or Bayley, KABC, KTEA, WIAT, DAS-II or WMS administration

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Apr  
03

Due: Monday, Apr 03 at 11:59 pm

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### *Test Administration Protocols:*

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

- 1) Protocol
- 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)

## Contemporary Intellectual Assessment Chap. 27 Autism

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Apr  
10

Due: Monday, Apr 10 at 11:59 pm

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## BRIEF self-assessment

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Apr  
10

Due: Monday, Apr 10 at 11:59 pm

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## Post-Review Revised Integrated Report #2

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Apr  
10

Due: Monday, Apr 10 at 11:59 pm

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

### End of Semester Evaluation

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Apr  
17

Due: Monday, Apr 17 at 11:59 pm

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### Extra test administrations

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Apr  
17

Due: Monday, Apr 17 at 11:59 pm

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### Feedback Session in Class

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Apr  
17

Due: Monday, Apr 17 at 11:59 pm

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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).

### Final Exam

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Apr  
18

Due: Tuesday, Apr 18 at 11:59 pm

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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](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) 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> (<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	Class Topic and Items Due	Prep and Readings
Week 1		
M Jan 09 Monday	Putting Intellectual Assessment into Perspective -- the Controversies. Introduction to standardized testing and report writing processes.  RCFT  Preparation: Module 1	<b>Writing Psychoeducational Reports that Matter Part 1</b> <b>Contemporary Intellectual Assessment Chap. 1 Intro and Chap. 2 History</b>
F Jan 13 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 2		
M Jan 16 Monday	<b>Martin Luther King Jr Day</b>  NO CLASS	
F Jan 20 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 3		
M Jan 23 Monday	Preparation: Module 2 <b>Practice Report for RCFT</b> Case #1 -- Adult assessment for Learning Disability -- WAIS-IV (16 - 90.11yo; 6 copies) <b>RCFT Protocol</b> Jared - WAIS-IV	<b>Contemporary Intellectual Assessment Chap. 8 WAIS-IV and WMS-IV</b> <b>Contemporary Intellectual Assessment Chap. 23 SLD and Academic Interventions</b> <b>Writing Psychoeducational Reports that Matter Part 2</b> <b>Wechsler Administration Tips (Mark Beecher) under Test Choice and Administration tab in Content</b>  Test review: WAIS-IV

F Jan 27 Friday		<p>URLEND didactics for extra credit HBLL Rm 4739 12- 4</p> <p>Autism Workshop at BYU all day. Thursday and Friday \$10 - \$25 for students. see autismworkshop.byu.edu</p>
Week 4		
M Jan 30 Monday	<p>Preparation: Module 3</p> <p>Case #2 - Assessment for Intellectual Disability -- Vineland (birth - 90yo; indiv. protocols)</p> <p>Case #3 -- Assessment for child/adolescent with ADHD -- WISC-V (6 - 16.11yo; 6 copies)</p> <p>Jason - Vineland</p> <p>Lindsay - WISC-V</p> <p>Molly - ABAS</p>	<p><b>Contemporary Intellectual Assessment Chap. 30 ID and DD Writing Psychoeducational Reports That Matter Part 3</b></p> <p><b>Contemporary Intellectual Assessment Chap. 9 WISC-IV and WPPSI-IV</b></p> <p>Test Review: Vineland</p> <p>Test Review: WISC-V --</p> <p><b>Introduction to Vineland (See Content Page)</b></p> <p><b>Contemporary Intellectual Assessment Chap. 28 ADHD</b></p>
F Feb 03 Friday		
Week 5		
M Feb 06 Monday	<p><b>Vineland practice administration</b></p> <p>Preparation: Module 4</p> <p>Legally Defensible Reports</p> <p>Faculty pet peeves on reports</p> <p>Different report styles</p> <p>Case #4 -- Assessment for gifted -- Stanford-Binet (2 - 85+yo; 3 copies)</p> <p>Robyn - SB-V</p>	<p>Test Review: Stanford-Binet 5 --</p> <p><b>Contemporary Intellectual Assessment Chap. 10 SB5</b></p> <p><b>Contemporary Intellectual Assessment Chap. 25 Gifted</b></p>
F Feb 10 Friday		<p>URLEND didactics for extra credit HBLL Rm 4739 12- 4</p>
Week 6		
M Feb 13 Monday	<p><b>WAIS practice administration (standard and supplemental battery)</b></p> <p><b>WAIS-IV report</b></p> <p>Case #5 Assessment of TBI WJ Cog/Ach/Oral Language (2-90yo; 15 copies of each)</p> <p>Interpreting Woodcock Johnson Results -- Cog, Ach, Oral Lang.</p> <p>Emily - WJ Cog</p> <p>Kade - WJ Ach</p> <p>Preparation Module 5</p>	<p>Test Review: Woodcock-Johnson Ach --</p> <p>Test Review: Woodcock-Johnson Oral Lang --</p> <p><b>Contemporary Intellectual Assessment Chap. 12 WJ III NU (Optional)</b></p> <p>Test Review: Woodcock-Johnson Cog --</p> <p><b>Contemporary Intellectual Assessment Chap. 29 TBI</b></p> <p><b>Contemporary Intellectual Assessment Chapter 4 CHC Theory</b></p>



F Feb 17 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 7		
M Feb 20 Monday	<b>Presidents Day</b> NO CLASS	
T Feb 21 Tuesday	<b>Monday Instruction</b> NO CLASS -- Faculty at NASP	<b>Contemporary Intellectual Assessment Chap. 18 Cross Battery Assessment</b> <b>Contemporary Intellectual Assessment Chap. 36 Assessment in 3-Tier Service Delivery System (opt.)</b>
F Feb 24 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 8		
M Feb 27 Monday	<b>WISC-V Report</b> Case #6 Nonverbal Assessment -- UNIT (5 - 17.11yo; 7 copies), WNV (4 - 21.11; 2 copies) C-TONI (6 - 89:11; 1 copy), Leiter 3 (3-75+; 1 copy) <b>WISC practice administration (standard and supplemental batteries) - 6 - 16 year olds</b> <b>First video (WAIS or WISC-V) administration due</b> Marcie - UNIT Adam -- WJ Oral Language Preparation Module 6	<b>Contemporary Intellectual Assessment Chap. 14 UNIT</b> Refer back to Chapter 8 <b>Contemporary Intellectual Assessment Chap. 18 WNV</b> Test Review: C-TONI -- Test Review: UNIT -- Test Review: WNV --
F Mar 03 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 9		
M Mar 06 Monday	<b>WJ Cog Practice Administration Report with Vineland integrated into previous WISC or WAIS results</b> Case #7 -- Assessment of vision impaired, assessment of culturally and linguistically diverse populations -- Bateria Woodcock Munoz-III <b>WJ Oral Language</b> <b>WJ Ach Administration</b> Amanda - DAS-II Connor - Bateria WJ Munoz Preparation Module 7  iPad administration	Test review: Bateria -- <b>Contemporary Intellectual Assessment Chap. 22 CALD</b>

F Mar 10 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 10		
M Mar 13 Monday	<p><b>Peer Review of Integrated Report #1 Due</b></p> <p>Case #8 -- Assessment of Learning Disability - Child: KABC (3-18yo: 3 copies), WIAT (4-50yo; 6 copies), Differential Abilities Scales DAS-II (2:6 - 17:11; 1-2 copies)</p> <p><b>Second Video (SB-5, KABC, or WJ-IV Cog) due</b></p> <p>Danielle L - KABC Nicole - WIAT Tarryn - KTEA Preparation Module 8</p>	<p>Test review: KABC -- Test review: KTEA -- Test review: WIAT --</p> <p><b>Contemporary Intellectual Assessment Chapter 11 KABC, KTEA</b></p>
Week 11		
M Mar 20 Monday	<p>Case #9 -- Assessment of Pre-schoolers and Kindergartners -- WPPSI (2.6 - 7.7yo; 2 copies)</p> <p><b>Post-Review Revised Integrated Report #1 UNIT, WNV, Leiter-3 or CTONI administration</b></p> <p>Preparation Module 9 Bango - WPPSI-IV</p>	<p>Test review: WPPSI-IV --</p> <p><b>Contemporary Intellectual Assessment Chap. 9 WISC-IV and WPPSI-IV (optional)</b></p>
F Mar 24 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 12		
M Mar 27 Monday	<p>Case #12 -- Assessment of Developmental Delay -- MULLEN and BAYLEY</p> <p><b>Stanford-Binet practice administration</b></p> <p>Preparation Module 9 Danielle R - Mullen Melissa - Bayley</p>	<p>Test review: Bayley Infant Scales --</p> <p><b>Contemporary Intellectual Assessment Chap. 24 Early Childhood</b></p> <p>Test review: Mullen Scales --</p>
F Mar 31 Friday		URLEND didactics for extra credit HBLL Rm 4739 12- 4
Week 13		

M Apr 03 Monday	<p><b>Peer Review of Integrated Report #2 Due</b></p> <p>Case #11 -- Assessment of Memory and Executive Function</p> <p><b>Choose Your Own Adventure: WPPSI, Mullen or Bayley, KABC, KTEA, WIAT, DAS-II or WMS administration</b></p> <p>Preparation Module 10</p> <p>Laurel - BRIEF</p> <p>CVLT (iPad)</p> <p>Wechsler Memory Scales (iPad)</p> <p>BRIEF (online)</p>	<p>Test review: WMS --</p> <p>Test review: BRIEF --</p> <p><b>Contemporary Intellectual Assessment Chap. 34 Executive Function</b></p> <p>Review of California Verbal Learning Test --</p>
F Apr 07 Friday		<p>URLEND didactics for extra credit HBLL Rm 4739 12- 4</p>
Week 14		
M Apr 10 Monday	<p>Case #10 -- Assessment of Individuals with Autism Spectrum Disorders</p> <p><b>Post-Review Revised Integrated Report #2</b></p> <p><b>BRIEF self-assessment</b></p>	<p><b>Contemporary Intellectual Assessment Chap. 27 Autism</b></p>
Week 15		
M Apr 17 Monday	<p>Review for Final Exam</p>	
Week 16		
M Apr 24 Monday	<p>Final Exam:</p> <p>355 MCKB</p> <p>11:00am - 2:00pm</p>	