

## Instructor/TA Info

### Instructor Information

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### TA Information

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## Course Information

### 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>)

### HBLL Course Reserve Readings

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

### 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 - Required</u> by Flanagan, D	110.00	82.50



Woodcock-Johnson Iv - Optional  
by Mather, N

125.00

93.75

## 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

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.

- **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.*

## Reviews of Ids.org/disability resources

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Jan  
07

Due: Monday, Jan 07 at 11:59 pm

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## Test Reviews

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Jan  
11

Due: Friday, Jan 11 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 \(https://docs.google.com/spreadsheets/d/19NUYuS2v66hJZ4jHEo5JEXayq5nRpZLA3elbGj-iN7w/edit#gid=0GQv2oykNeam5olXmFCY/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/19NUYuS2v66hJZ4jHEo5JEXayq5nRpZLA3elbGj-iN7w/edit#gid=0GQv2oykNeam5olXmFCY/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

## RCFT Protocol

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Jan  
14

Due: Monday, Jan 14 at 11:59 pm

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You will not have time to finish scoring the RCFT in class. The Scoring Instructions and the Normative Tables are available at the front desk from the receptionists (they are in the filing cabinets for the receptionist to retrieve for you). 1 hour checkout, please. If you need longer, just let the receptionist know to check it out to your for another hour.

## Practice Report for RCFT

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Jan  
21

Due: Monday, Jan 21 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

**WAIS-IV/WISC-V report****Feb**  
**11**

Due: Monday, Feb 11 at 11:59 pm

**WAIS/WISC paper administration (standard and supplemental battery)****Feb**  
**11**

Due: Monday, Feb 11 at 11:59 pm

*General Test Administration Instructions:*

For each test you administer 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)

You may use the iPad to administer ONE of the Wechsler tests -- WISC, WAIS, WPPSI or WMS. You will need some extra response booklets, the WPPSI materials and the partial WMS kit in addition to the iPads. For the WISC-V, all you need is the iPads, the kit contains the red and white blocks YOUR IPAD ADMINISTRATION SHOULD NOT BE YOUR FIRST ADMINISTRATION, AND YOU MUST DO ALL OTHER ASSIGNED WECHSLERS ON PAPER. You may do an extra iPad administration for your Choose Your Own Adventure assignment, however.

**Vineland practice administration****Feb**  
**19**

Due: Tuesday, Feb 19 at 11:59 pm

*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

**WISC-V/WAIS-IV Report Integrated with the Vineland 3****Feb**  
**25**

Due: Monday, Feb 25 at 11:59 pm

Use the report template to report on your results of the WISC-V ( you will be integrating the Vineland into your results next week, so delete the Vineland parts of the template).

Report Template WAIS and WISC with Vineland 3 only.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=94320cb1-ezIn-JI1s-FUsl-BFde7162d9d1&](#)

[pubhash=lyrNB2gqLVAdhImv327LhTyIWc4VC9eQLHfy4UWovw9vTFaxEEZyqK2h8h37wEGisLLEHbFFX36vhA1Wg3YCQw==](#)

**Flrst video (WAIS or WISC-V) administration due**

**25****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 or OneDrive and share with your TA for grading. You may download to a flashdrive, but Google drive has worked better in the past.

**iPad administration of the WAIS/WISC****Feb  
25**

Due: Monday, Feb 25 at 11:59 pm

**General Test Administration Instructions:**

For each test you administer 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)

You may use the iPad to administer ONE of the Wechsler tests -- WISC, WAIS, WPPSI or WMS. You will need some extra response booklets, the WPPSI materials and the partial WMS kit in addition to the iPads. For the WISC-V, all you need is the iPads, the kit contains the red and white blocks YOUR IPAD ADMINISTRATION SHOULD NOT BE YOUR FIRST ADMINISTRATION, AND YOU MUST DO ALL OTHER ASSIGNED WECHSLERS ON PAPER. You may do an extra iPad administration for your Choose Your Own Adventure assignment, however.

**Woodcock Johnson Behavior Observations****Feb  
25**

Due: Monday, Feb 25 at 11:59 pm

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****Mar  
04**

Due: Monday, Mar 04 at 11:59 pm

Videotape yourself (and some of your friends, if you wish) performing the pantomime instructions for the UNIT-2.

**WJ Cog Practice Administration****Mar  
11**

Due: Monday, Mar 11 at 11:59 pm

**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)

FOR ALL WJ TESTS, CHOOSE A BATTERY FROM THE FRONT OF THE EASEL THAT INCLUDES A MINIMUM OF 8 SUBTESTS.

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

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Mar  
11

Due: Monday, Mar 11 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)

You may use the iPad to administer ONE of the Wechsler tests -- WISC, WAIS, WPPSI or WMS. You will need some extra response booklets, the WPPSI materials and the partial WMS kit in addition to the iPads. For the WISC-V, all you need is the iPads, the kit contains the red and white blocks YOUR IPAD ADMINISTRATION SHOULD NOT BE YOUR FIRST ADMINISTRATION, AND YOU MUST DO ALL OTHER ASSIGNED WECHSLERS ON PAPER. You may do an extra iPad administration for your Choose Your Own Adventure assignment, however.

### **Report with WJ results integrated**

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Mar  
11

Due: Monday, Mar 11 at 11:59 pm

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### **WJ Oral Language**

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Mar  
11

Due: Monday, Mar 11 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)

FOR ALL WJ TESTS, CHOOSE A BATTERY FROM THE FRONT OF THE EASEL THAT INCLUDES A MINIMUM OF 8 SUBTESTS.

### **WJ Ach Administration**

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Mar  
11

Due: Monday, Mar 11 at 11:59 pm

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#### *Test Administration Protocols:*



- 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)

FOR ALL WJ TESTS, CHOOSE A BATTERY FROM THE FRONT OF THE EASEL THAT INCLUDES A MINIMUM OF 8 SUBTESTS.

FOR ALL WJ TESTS, CHOOSE A BATTERY FROM THE FRONT OF THE EASEL THAT INCLUDES A MINIMUM OF 8 SUBTESTS.

### Peer Review of Integrated Report #1 (AS CLIENT) Due

Mar  
18

Due: Monday, Mar 18 at 11:59 pm

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.

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

Mar  
18

Due: Monday, Mar 18 at 11:59 pm

#### *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)

### Stanford-Binet practice administration (may need to extend deadline)

Mar  
25

Due: Monday, Mar 25 at 11:59 pm

#### *Test Administration Protocols:*

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

- 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)

### Post-Review Revised Integrated Report #1

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Mar  
25

Due: Monday, Mar 25 at 11:59 pm

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

### Peer Review of Integrated Report #2 (AS COLLEAGUE) Due

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Apr  
01

Due: Monday, Apr 01 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 #2).

- 1) Write the report and give it to another student in the class to review AS A COLLEAGUE.
- 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 TO ASK FOR CLARIFICATION OR ASK QUESTIONS AS IF THEY ARE YOUR COLLEAGUE.
- 7) You may revise your report after it has been reviewed. Reviewers: if your name does not appear on the comments, please put your name in the first comment so you can get credit.

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

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Apr  
01

Due: Monday, Apr 01 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 or OneDrive and share with your TA for grading. You may download to a flashdrive, but Google drive has worked better in the past.

### Erik Carter Hinckley Scholar Lecture on Fostering Belonging and Disabilities

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Apr  
08

Due: Monday, Apr 08 at 11:59 pm

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<https://fhssbyu.com/2018/02/12/foster-belonging-for-people-with-disabilities/> (<https://fhssbyu.com/2018/02/12/foster-belonging-for-people-with-disabilities/>)

<https://www.youtube.com/watch?v=DAhWDSqeNJ0&feature=youtu.be> (<https://www.youtube.com/watch?v=DAhWDSqeNJ0&feature=youtu.be>)

Watch this video and post a short comment on Learning Suite.

### Post-Review Revised Integrated Report #2

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

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

Apr  
08

Due: Monday, Apr 08 at 11:59 pm

*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)

You may use the iPad to administer ONE of the Wechsler tests -- WISC, WAIS, WPPSI or WMS. You will need some extra response booklets, the WPPSI materials and the partial WMS kit in addition to the iPads. For the WISC-V, all you need is the iPads, the kit contains the red and white blocks YOUR IPAD ADMINISTRATION SHOULD NOT BE YOUR FIRST ADMINISTRATION, AND YOU MUST DO ALL OTHER ASSIGNED WECHSLERS ON PAPER. You may do an extra iPad administration for your Choose Your Own Adventure assignment, however.

**Extra test administrations**

Apr  
15

Due: Monday, Apr 15 at 11:59 pm

**Feedback Session in Class**

Apr  
15

Due: Monday, Apr 15 at 11:59 pm

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).

**BRIEF self-assessment**

Apr  
15

Due: Monday, Apr 15 at 11:59 pm

**Total Extra Credit**

Apr  
17

Due: Wednesday, Apr 17 at 11:59 pm

**Final Exam**

Apr  
23

Due: Tuesday, Apr 23 at 11:59 pm

## End of Semester Evaluation

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Apr  
24

Due: Wednesday, Apr 24 at 11:59 pm

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## 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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### 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

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 Today	Due Today - Test Admins	Due Today - Reports
Week 1			

M Jan 07 Monday	<p>Putting Intellectual Assessment into Perspective -- the Controversies. Introduction to standardized testing and report writing processes.</p> <p>RCFT</p> <p>Preparation: Module 1</p>		
Week 2			
M Jan 14 Monday	<p>Preparation: Module 2</p> <p>Case #1 -- Adult assessment for Learning Disability -- WAIS-IV (16 - 90.11yo; 6 copies)</p> <p>Test review: WAIS-IV</p> <p>WAIS-IV</p>	<b>RCFT Protocol</b>	
Week 3			
M Jan 21 Monday	<p><b>Martin Luther King Jr Day</b></p> <p><b>NO CLASS</b></p>		<b>Practice Report for RCFT</b>
F Jan 25 Friday	<p>Autism Workshop at BYU all day. Thursday and Friday \$10 - \$25 for students. see <a href="http://autismworkshop.byu.edu">autismworkshop.byu.edu</a></p>	<p>Most Fridays -- Extra Credit Available for attending URLEND seminar MCKB 343, 12-4 (see Taylor for details)</p>	
Week 4			
M Jan 28 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>Test Review: WISC-V -- Cortland</p> <p>WISC-V</p>	<p>Turn in your first video and first protocols as soon as they are finished to avoid long delays in feedback.</p>	

Week 5			
M Feb 04 Monday	<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>Test Review: Stanford-Binet 5 -- Kari</p> <p>SB-V</p> <p>Test Review: ABAS - Leah</p> <p>Test Review: Vineland - Tina</p> <p>ABAS</p> <p>Vineland</p> <p>Mock Feedback Session</p> <p>Demos (rescheduled to next week)</p>	<p>Turn in your videos and protocols as soon as they are finished to avoid long delays in receiving feedback.</p>	
Week 6			
M Feb 11 Monday	<p>Preparation Module 5</p> <p>Case #5 Assessment of TBI WJ</p> <p>Cog/Ach/Oral Language (2-90yo; 15 copies of each)</p> <p>Mock Feedback DEMO</p> <p>Interpreting Woodcock Johnson Results -- Cog, Ach, Oral Lang.</p> <p>Test Review: Woodcock-Johnson Cog -- Sarah</p> <p>Test Review: Woodcock-Johnson Oral Lang -- Jacob</p> <p>Test Review: Woodcock-Johnson Ach -- Haeun</p> <p>WJ Cog</p> <p>WJ Oral Language</p> <p>WJ Ach</p>	<p><b>WAIS/WISC paper administration (standard and supplemental battery)</b></p>	<p><b>WAIS-IV/WISC-V report</b></p>

M Feb 18 Monday	<b>Presidents Day</b> NO CLASS - Class on <b>Tuesday, Feb 19th</b>		
T Feb 19 Tuesday	<b>Monday Instruction</b> Mock Feedback: Cortland Watson & Maddy Cope Preparation Module 6 Test Review: UNIT -- Sheryl Test Review: Leiter-3 -- Maddy Test Review: WNV -- Alex 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) UNIT	Refer back to Chapter 8 <b>Vineland practice administration</b>	
Week 8			
M Feb 25 Monday	<b>NO CLASS</b> -- NASP Conference TA's available for Lab/Consult during normal class time	<b>First video (WAIS or WISC-V) administration due iPad administration of the WAIS/WISC</b>	<b>WISC-V/WAIS-IV Report Integrated with the Vineland 3</b>
Week 9			
M Mar 04 Monday	Preparation Module 7 Case #7 -- Assessment of vision impaired, assessment of culturally and linguistically diverse populations -- Bateria Woodcock Munoz- III. Differential Abilities Scales DAS-II (2:6 - 17:11; 1-2 copies) Test review: DAS-II -- Carly DAS-II Bateria WJ Munoz Mock Feedback: Leah Hardy & Sheryl Vernon	<b>Nonverbal pantomime instructions</b>	
Week 10			



M Mar 11 Monday	<p>Preparation Module 8</p> <p>Case #8 -- Assessment of Learning Disability - Child:</p> <p>KABC (3-18yo: 3 copies), WIAT (4-20yo; 6 copies),</p> <p>Test review: KABC -- Chris</p> <p>Test review: KTEA -- Taylor</p> <p>Test review: WIAT -- Dane</p> <p>WIAT</p> <p>KTEA</p> <p>KABC</p> <p>Mock Feedback: Tina Grubb &amp; Carly Atchely</p>	<p><b>WJ Cog Practice Administration</b></p> <p><b>WJ Oral Language</b></p> <p><b>WJ Ach Administration</b></p>	
Week 11			
M Mar 18 Monday	<p>Preparation Module 9 (Guest Speaker today - 45 min.)</p> <p>Case #9 -- Assessment of Pre-schoolers and Kindergartners -- WPPSI (2.6 - 7.7yo; 2 copies)</p> <p>WPPSI-IV</p> <p>Test review: WPPSI-IV -- Erin</p> <p>Mock Feedback: Taylor Michelsen &amp; Haeun Lee</p>	<p><b>UNIT, WNV, Leiter-3 or CTONI administration</b></p>	<p><b>Peer Review of Integrated Report #1 (AS CLIENT) Due</b></p>
Week 12			
M Mar 25 Monday	<p>Preparation Module 9</p> <p>Case #12 -- Assessment of Developmental Delay -- MULLEN and BAYLEY</p> <p>Test review: Bayley Infant Scales --</p> <p>Test review: Mullen Scales -- Rachel</p> <p>Bayley</p> <p>Mullen</p> <p>Mock Feedback: Jacob Goetz &amp; Sarah Muhlestein</p>	<p><b>Stanford-Binet practice administration (may need to extend deadline)</b></p>	<p><b>Post-Review Revised Integrated Report #1</b></p>
Week 13			

M Apr 01 Monday	Preparation Module 10 Case #11 -- Assessment of Memory and Executive Function Test review: WMS --  Test review: BRIEF -- Review of California Verbal Learning Test -- BRIEF CVLT (iPad) Wechsler Memory Scales (iPad) BRIEF (online) Mock Feedback: Chris Mosqueda & Erin Neth	<b>Second Video (SB-5, KABC, or WJ-IV Cog) due</b>	<b>Peer Review of Integrated Report #2 (AS COLLEAGUE) Due</b>
Week 14			
M Apr 08 Monday	Preparation Module 11 Case #10 -- Assessment of Individuals with Autism Spectrum Disorders Mock Feedback: Dane Abegg & Rachel Chapman	<b>Choose Your Own Adventure: WPPSI, Mullen or Bayley, KABC, KTEA, WIAT, DAS-II or WMS administration</b>	<b>Post-Review Revised Integrated Report #2</b>
Week 15			
M Apr 15 Monday	BRIEF Case Study Discussions and any "undone" assessment issues Diagnostic overshadowing - Report 2 Last Feedback Sessions BRIEF results Unfinished lectures Your Questions  Review for Final Exam Mock Feedback: Alex Wheatley & Kari Pugh	<b>BRIEF self-assessment Feedback Session in Class</b>	
Week 16			

M Apr 22 Monday	Final Exam: 355 MCKB 11:00am - 2:00pm (this is the designated time for finals, but the final is actually online, you can take it anytime once it is opened).		
T Apr 23 Tuesday			
W Apr 24 Wednesday			