

PSY 560
Assessment of Individual Intellectual
Functioning: Theories and Issues
Fall 2020
Mondays: 4:00 - 6:45
GRH 1065



Instructor

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Description of Course

Review of the theory and development of individually administered cognitive assessments used as basic tools in education and clinical diagnosis. Includes examination of issues in their use and interpretation. This course will also include supervised experience in the administration and interpretation of intelligence tests.

Required Textbook:

Kranzler, J. H., & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment, 2nd edition*. Rowman & Littlefield Publishers.

*Additional readings will be provided via the course Blackboard site.

Not required, but relevant resources:

Flanagan, D. P. & Alfonso, V. C. (2017). *Essentials of WISC-V assessment*. Wiley & Sons.

Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E., & Kaufman, N. L. (2005). *Essentials of KABC-II assessment*. Wiley & Sons.

Course Materials

For this course, students will need a stopwatch (preferably non-beeping) and a clipboard for test administrations. Stopwatch functions that are on your cell phone or tablets are acceptable but not recommended due to the distracting nature of the devices.

Course Objectives and NASP Standards

1. Students will be familiar with theories and concepts of intelligence (NASP 2.3).
2. Students will understand how the assessment of intelligence is used as part of the assessment of developmental disabilities (NASP 2.1, 2.3).
3. Students will become familiar with a variety of individually administered tests used to assess intelligence (NASP 2.1, 2.3).

4. Students will be exposed to social, ethical, and legal issues and controversies surrounding the use of intelligence tests. In addition, students will display knowledge of the limitations of intelligence tests with individuals from culturally and linguistically diverse populations (NASP 2.10).
5. Students will demonstrate competency in the administration and scoring of select standardized, norm-referenced intelligence tests (NASP 2.1, 3.2).
6. Students will demonstrate the ability to interpret assessment results and to produce written reports in a clear and understandable manner (NASP 2.3).

Learning Activities & Evaluation Procedures

Quizzes and exams will be given over the course readings and test manuals (NASP 2.1, 2.3, 2.10). It's important to read the assigned chapters and the test manuals prior to class discussions of those topics. Even though administration procedures will be covered in class, this is not a substitute for reading the manuals.

This course is very time consuming due to the lengthy amount of time it takes to practice, administer, and score cognitive tests and write reports. It is best to schedule (keep free) blocks of time during each week for studying the test manuals and practicing test administrations.

All students will administer the *Wechsler Intelligence Scale for Children, 5th edition* (WISC-V) and the *Kaufman Assessment Battery for Children, 2nd edition, normative update* (KABC-II-NU). Because it is crucial that students demonstrate competence on administering these measures, **it may be necessary for students to administer the tests more times than described in the following administration sequence.** Competency is demonstrated by exhibiting no errors (or very few minor errors) on the test administration, protocol scoring/completion, and on the written report. It is the instructor's discretion as to whether all or parts of a test administration, protocol scoring, and written report need to be repeated.

Please note! With the exception of administration #1, DO NOT proceed with a subsequent administration until you receive feedback from the previous administration!!! You are to use the feedback you receive to improve your administration performance and make sure you are doing everything correctly before practicing again.

1. Sequence for the WISC-V and KABC-II (*The sequence is repeated for each test*) (NASP 2.1, 3.2)

Administration #1: Students should pair up and practice administering the test to each other. Each person should administer the test as if it were an actual testing session; do not alternate giving subtests to each other. The person in the role of the examinee should also follow along in a 2nd manual to give feedback as to correct/ incorrect administration procedures. While administration and scoring procedures will be demonstrated and practiced in class, it is still challenging to correctly administer and score the tests having seen them demonstrated only once. Thus, it is up to you and your partner to figure out correct administration and scoring procedures by carefully reading the manual. If you still are unsure, then you should definitely ask a TA or the instructor. You do not want to be practicing any aspect of the test incorrectly. This administration and the protocol are not graded but you need to turn in the protocol for it to be checked for accuracy. No report will be required.

Administration #2: Students will administer the test to the TA or instructor. The TA or instructor will complete an observation critique. This administration serves as a check for minimal competency in administration, recording, and scoring. This administration is graded pass/fail; all students must pass this step (i.e., proficient or emerging) before they will be allowed to move on to the next step. The pass/fail grading system consists of the following:

Proficient: 46-50 points. Student does fairly well (or does great!) with the administration and clearly made a good faith effort to learn test administration.

Emerging: 40-45 points. Student makes more errors than he/she should have but adequate enough to pass.

Novice: No points (yet). Many errors and/or awkward administration. Student needs to study the manual and practice on his/her own before re-administering the test to the TA or instructor. Student must receive an emerging or proficient rating on this administration before being allowed to practice with a child. No report will be required.

Administration #3: Administer the test to a volunteer child for whom written parent consent is given. For the WISC-V, the first 10 subtests should be administered. For the KABC-II, all subtests that comprise the FCI should be administered. This test administration will be video recorded and observed by the TA or instructor. Feedback will be provided for you to improve your administration skills. Everything (administration, protocol, & report) will be graded. A certain level of competency ($\geq 80\%$) will be required before you will be approved to give administration #4. Not meeting that competency level will result in the student redoing the entire test, or possibly certain subtests, until that level of competency is met.

Administration #4: Final competency check. Administer the test to a volunteer child for whom written parent consent is given. For the WISC-V, the first 10 subtests should be administered. For the KABC-II, all subtests that comprise the FCI should be administered. This test administration will be video recorded and observed by the TA or the course instructor. Everything (administration, protocol, & report) will be graded. A high level of competency ($\geq 90\%$) is expected. It is possible that a student may need to redo or complete one or more additional assessments before overall competency is established. Although additional opportunities may be required for exhibiting competency, the scores originally received during the competency check can only be minimally improved; thus, it's important you put the appropriate effort into doing everything correctly the first time. (This goes for Administration #3 as well.) A course grade of B or A is a program requirement for this class. Even if a student manages to obtain enough points for a B grade, a student cannot pass the class until they have been deemed competent on both IQ assessment instruments.

2. Three (3) weekday rule.

When you complete a test administration, you have three (3) additional weekdays to score the protocol, write up your report, and submit it. Do not wait until a due date to turn it in. So, for example, if you complete a test administration on Monday, you have until 3:00pm on Thursday to turn everything in. If you test on Friday, you have until 3:00pm Wednesday to turn everything in. Viewing videos and checking your work is very time consuming for the TA and instructor so turning things in quickly helps spread out the workload and helps you advance through the test administrations in a timely manner.

3. Report writing.

As already noted, all students will be required to write a report for test administrations 3 & 4. Report writing suggestions (but not a template) will be given in class. Please do not search for report templates on the internet. I want you to think about how to convey the test information so parents and teachers can understand it. (This will not be easy.) In particular, think about and include information as to how the student's cognitive level may impact his or her academic skills. The first report for the WISC-V (Administration #3) will not be graded. It will be checked for accuracy and to provide students feedback. Reports will be graded for 3 tests administered (i.e., the last WISC-V and the 2 KABC-IIIs). Throughout graduate school and your career, you will notice that different psychologists have different style preferences related to report writing. Over the next few years, be prepared to acknowledge differences exist and take advantage of such opportunities by incorporating aspects you like about different styles into your own report-writing style.

4. Professionalism.

Because this course provides students with practical experiences in cognitive assessment, each student is expected to act in a professional, ethical manner. Poor judgment, poor acceptance of professional responsibility and/or unethical behavior will result in the loss of professional conduct points. Each student begins the class with 60 points in this area. Major transgressions can result in a substantial loss of points that can lower your grade, result in poor progress evaluations, or result in dismissal from the program. Any loss of points for major transgressions will be discussed with individuals in order to prevent further transgressions. Unprofessional behaviors which will result in point loss include: turning in protocols and reports late, displaying inappropriate behaviors with clients, lack of follow-through (not notifying instructor or TA of appointment changes), unethical conduct, and failure to be professional in interactions with classmates (e.g., not turning in or sharing testing kits). Other unprofessional behaviors not listed here may also result in a loss of points.

5. Attendance.

Attendance is the responsibility of the student. In graduate course work, the pace is fast, and attendance is essential to master the material. At the graduate level, attendance is expected for every class. In addition, you are expected to keep all appointments with clients, and appointments with classmates, the instructor, or the TA. We understand that unexpected things happen that prevents students from attending class or cause them to

miss an appointment. Unexcused absences will result in a loss of professionalism points. It is up to the discretion of the instructor if an absence is excused or not. Documentation may be required for an absence to be considered excused. If you know that you will be missing class, notify your instructor in advance and, if applicable, turn in necessary work before you leave. Afterward, obtain the notes for the missed class from a classmate. The instructor will not provide you with the missed material.

6. Lateness.

VOLUNTEER PARTICIPANTS WILL FREQUENTLY MISS SCHEDULED APPOINTMENTS. Thus, you do not want to wait until just before a deadline to schedule a test administration. If a client is a “no-show,” it is your responsibility to schedule another client and complete the assignment before the deadline.

In addition, being late to class is unacceptable. You should be in your seat and ready to begin class at the scheduled time. Not only is lateness disrespectful to others in the class, but it also disrupts the learning process in class. Keep in mind that this may also cause you to miss important announcements and information.

7. Clinic procedures.

There are specific procedures for scheduling rooms in the clinic and using the video equipment in the clinic. Those procedures will be discussed in class and posted on Blackboard. Due to the Covid situation, there will be additional procedures in place for seeing clients in the clinic. You must follow all clinic and WKU safety procedures.

Course Grades

Grades for this course are tentatively based on the following distribution:

Scored protocols (2 WISC-V and 2 KABC-II) = 120 possible points (30 pts each)
Administration #2 (1 WISC-V and 1 KABC-II) = 100 possible points (50 pts each)
Administration #3 (1 WISC-V and 1 KABC-II) = 200 possible points (100 pts each)
Administration #4 (1 WISC-V and 1 KABC-II) = 200 possible points (100 pts each)
Written Reports (1 WISC-V and 2 KABC-II) = 60 possible points (20 pts each)
Professional Conduct Points = 60 possible points
Quizzes/Exams over lectures & readings = 100 possible points (estimate only)

Total Possible Points Available: 840 points (actual total dependent on point value of quizzes and exams, yet to be determined)

The following standard will be used for assigning grades:

90-100% = A	80-89% = B	
70-79% = C	60-69% = D	Below 60% = F

Additional Grading Information

Protocols will be graded for accuracy, completeness, and behavioral observations. Legibility is a must. One to five points will be deducted for each error. Following is a list of possible sample errors for test administration and protocol completion. Please note that this list is not exhaustive; these are *examples* of common errors and only serve as a guideline for deducting points. The instructor reserves the right to use his judgment as to the extent of points taken off for scoring errors. For example, a very simple or careless mistake might result in a drastic score difference for a client. Such mistakes might appear to be disproportionately “punished,” but such mistakes simply cannot be made or allowed. There’s too much at stake for the children, families, and schools we serve, and mistakes will damage our reputation as school psychologists.

.5-point errors

- Not putting “/ (points credited for below basal)”
- Scoring errors that involve judgment but it’s difficult to make a clear scoring decision

1-point errors

- Querying when a clear or adequate answer is given
- Giving verbal or nonverbal cues as to when an answer is correct or incorrect
- Switching questions/incorrect sequence of questions within a subtest
- Scoring errors that involve judgment but would reasonably be scored differently
- Leaving out one or two words or modifying directions slightly per subtest

2-point errors

- Not querying when required
- Starting/stopping at wrong points but scoring not affected
- Leaving out or modifying some of the directions for a subtest
- Not having all the necessary materials readily available
- Not filling in answers/scores
- Scoring errors when the correct answer is listed in the manual
- Incorrect timing (by more than a few seconds)
- Addition errors that don’t result in changes in scaled scores
- Mispronunciation of items (uncorrected)

3-5-point errors (major errors)

- Computing age incorrectly
- Addition or calculation errors that result in scaled/standard scores changes
- Error in determining a score from the norm tables
- Failure to reverse
- Not stating a set of directions for a subtest
- Started/stopped incorrectly (i.e., basal & ceiling) which potentially affects scoring
- Transposition errors on the protocol from one spot to another

Additional Information

Academic Dishonesty

Students are encouraged to work together, help each other learn, and even review one another's protocols to help minimize errors. However, students are expected to complete their own work. That is, a student should never do the scoring of a protocol for another student or give a classmate their written report for the other person to use as a template. As stated in the university catalog, "students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."

This includes faking or modifying test administration responses to better match the manual's scoring criteria. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that graduate students can be dismissed from the program for unethical behavior.

Correspondence

The instructor is usually in his office if not in another class or at some other appointment or meeting. Normally, I would encourage you to feel free to stop in whenever I am there. Due to the Covid situation, it would be best to call or email me for an appointment. To contact you, the instructor and TA will use the student's WKU email address or leave a note in the student's department mailbox. You should check your WKU email account and graduate department mailbox daily (M-F). Please only send emails from your WKU email account. *Please note* – the instructor rarely checks his emails in the evening or on the weekends. If you're looking for a quick(er) response during those times, or at any time if something occurs of an urgent nature, you should text or call him on his cell phone.

Expectations of Students

Desired student behavior: makes an effort to learn the information, attends every class, is punctual, participates, turns off cell phone each class period, listens, asks questions, conducts self in a professional manner, reads readings before each class, and respectful of others.

Undesirable student behavior: shows little effort to learn (e.g., expects to be told how to do something) or only does the bare minimum to pass, turns in assignments late, always has an excuse for shortcomings (i.e., not taking personal responsibility for own actions and learning), late to class, leaves class early, talks while instructor is talking, passes notes, disrespectful to others, sleeps during class, does not complete readings, conducts self in an unprofessional manner, leaves cell phone on, or reads/sends text messages during class.

General Guidelines for Administration of Tests

1. As much as possible, try to practice on a children with varied characteristics in terms of gender and age; other diversity characteristics are desirable as well.

2. Other than your fellow students (i.e., administration #1), do not practice on children that you know. That is, do not use your younger siblings, your own children, or children of friends for testing practice, as it can complicate your relationship with them and may be viewed as a multiple relationship, which is unethical. Written parent consent must be obtained (consent forms will be available on Blackboard).
3. No person, except you, the course instructor, and the TA, is to know the score of any examinee. Parents and examinees must be told beforehand that the tests results will not be disclosed to them. Even general comments, such as “she’s doing well,” should be avoided. Tell the parent (or examinee) that you are simply learning how to administer the test and are not sure how reliable the results will be.
4. DO NOT make recommendations for psychological or medical treatment to the child or parents on the basis of your evaluation. If you have difficulty in coping with an anxious parent or examinee who is pressing for advice, consult with the course instructor.
5. All testing will take place in the Psychological Training Clinic, unless the instructor first approves an alternate location. This means two things. **First**, that testing must be done when the clinic is open and the TA or instructor is in the building, unless you have made arrangements for another school or clinical faculty member to be available. This is to protect students and to provide appropriate supervision. **Second**, you must notify the instructor when you will be testing in the clinic (no matter who is supervising). **You must send Dr. Myers an email** with as much advance notice as possible to see if he or the TA will be available. (Do not rely on asking during class, in the hallway, etc.)
6. Students are responsible for ensuring testing materials are available, for reserving a clinic testing room, and starting/stopping the video equipment.
7. Because clients may cancel, forget, or not show for appointments, it is highly recommended that you schedule clients for test administrations well ahead of due dates. Procrastination may result in a late administration, and procrastination on your part does not constitute an emergency on our part.
8. For ethical reasons, ALL INFORMATION YOU OBTAIN FROM YOUR EXAMINEE AND PARENT IS CONFIDENTIAL. This includes the test protocol and your report. Do not discuss the examinee/parent or any of the test results outside of class with other individuals, even if you are not mentioning names. You must ensure that you do not leave test materials unattended or practice administering tests in public places. You should conceal test materials and reports at all times (e.g., do not write a report in a computer lab where the materials and your screen could potentially be viewed by others). Failure to do so may result in a deduction of professional conduct points. You will also be financially responsible for a loss of test materials.
9. Even though you are practicing test administration, it is important for you to also practice being a professional. Therefore, you should consider these practice sessions with children as “the real deal.” This means you should act professionally

with others (e.g., being on time for appointments, courteous to parents, sensitive to the needs of the child, appropriate language) and that you should dress professionally (and modestly) for your test administrations. You do not have to overdress (e.g., business suits) but jeans, shorts, and t-shirts are examples of unacceptable attire for either male or female students. Remember, first impressions are important, and you want people to treat you professionally as well.

Reports

1. All reports should be typed and initial drafts double-spaced. (Any table in your report does not have to be double-spaced.) Corrected copies should be single-spaced. You will keep re-writing your report until acceptable to Dr. Myers.
2. Carefully proofread each report before submitting it. (I recommend that you let the report “sit” overnight and proofread it again the next day. You are much more likely to catch your own errors that way.) If you notice a few mistakes just before turning it in, neat and legible corrections by pencil or pen are acceptable on initial drafts.
3. Submit your reports with the test protocol using the 3-day rule.
4. Reports will be graded on clarity, completeness, correctness, succinctness, and usefulness. Errors in factual information, transposition, spelling, and punctuations cannot be tolerated, and such errors will result in a loss of points.
5. Keep reports and test materials in a safe place.
6. You must keep all test protocols and reports from this course. You will need to turn them in to the instructor at the end of the semester.

Tentative Course Schedule

(The schedule is likely to be modified by the instructor for reasons such as student acquisition of the material, the inclusion of additional topics, Covid restrictions, etc.)

<u>Date</u>	<u>Class Topic</u>
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|-------|---|
| 8/24 | Introduction to class, terminology, standard scores, standardized procedures, interviewing, behavioral observations, etc.; WISC-V demonstration/practice.
<i>Read pp. 21-55 of the WISC-V Administration & Scoring Manual.</i> |
| 8/31 | WISC-V demonstration/practice. <i>Read pp. 56-62 of the WISC-V Manual.</i>
[Start doing Administration #1 this week.] |
| 9/7 | Testing “tricks,” behavior management, interpreting results, and report writing.
<i>Read Ch. 6 & 8 of textbook.</i> (Yes, this is Labor day but there will be class.)
[This week, finish Administration #1; Start Administration #2.] |
| 9/14 | History of intelligence; theories of intelligence. <i>Read Ch. 1 & 2 of textbook.</i>
[This week, finish Administration #2; Start doing Administration #3.] |
| 9/21 | Odds and ends: Recognizing scoring errors; Other test indices (e.g., nonverbal, GAI); Interpretation of scatter
[This week, finish Administration #3.] |
| 9/28 | KABC-II demonstration/practice/scoring. <i>Read pp. 19-41 of KABC-II Manual.</i>
[This week, do Administration #4.] |
| 10/5 | KABC-II demonstration/practice/scoring.
[Start doing KABC Administration #1.] |
| 10/12 | KABC-II administration tips, interpretation, and report writing.
[This week, finish KABC Administration #1; Start KABC Administration #2.] |
| 10/19 | Theories, characteristics and correlates of intelligence. <i>Read Ch. 13 of textbook.</i>
[This week, finish KABC Administration #2; Start doing KABC Administration #3.] |
| 10/26 | Use of intelligence in the determination of developmental disabilities. <i>Read Ch. 10, 11, & 12 of textbook.</i> [This week, finish KABC Administration #3.] |
| 11/2 | Part scores in Intellectual Disability determination;
[This week, do KABC Administration #4.] |
| 11/9 | Ethics. <i>Read Ch. 3 of textbook.</i> |
| 11/16 | Other intelligence tests. <i>Read Ch. 5 & 7 of textbook.</i> |
| 11/23 | Fall Break |
| 11/30 | Zoom class – Course wrap up of unfinished topics. |
| 12/7 | Final Exam |

Required WKU Syllabus Information

Face Coverings

Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.