

# SPD 595: Individual Assessment of Cognitive Functioning/Wechsler Scales

*Course Number is a required course for Educational Diagnostician Certification.*

**College of Education  
Department of Language, Literacy, and Special Populations  
Summer 2008**

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

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**Text/Readings:**

Sattler, J & Dumont, R. (2004) *Assessment of Children WISC-IV and WPPSI Supplement*. San Diego, CA: Jerome M. Sattler, Publisher

Sattler, Jerome M. (2001). Assessment of Children Cognitive Applications (4<sup>th</sup> Edition). San Diego, CA: Jerome M. Sattler, Publisher

Kaufman, A. & Lichtenberger, E. (1999) Essentials of WAIS-III Assessment. New York, NY: John Wiley & Sons Publishing

**Additional Materials**

No additional lab fees will be collected in class. However, students are responsible for ordering their own test protocols from Psychological Corporation for the WISC-IV, WPPSI-III, and WAIS-III.

**Course Description:**

The course, Individual Assessment of Cognitive Functioning/Wechsler Scales, is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence. Specifically, each student will learn to administer, score, and interpret the WISC-IV, WAIS-III, and the WPPSI.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities</b> (* indicates field-based activity)	<b>Performance Assessment</b>	<b>Standards:</b> • <u>SBEC</u> • <u>CEC</u>
To review ethical standards of practice, roles, and responsibilities regarding	<b>Compare/Contrast/Integrate:</b> <i>IDEA '97, Section 504, ADA, FERPA</i> <b>Compare/Contrast:</b> <i>Educational</i>	Exams #1 and #2	<u>1.1k, 1.1s, 1.2k, 1.4k, 1.5k, 2.1k, 2.2k</u>

assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.	<i>Assessment, Psychological Assessment, Forensic Assessment</i> <b>Textbook Readings:</b> Sattler Chapters 3 & 4	Venn Diagram  Class discussion	1.2k
To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.	<b>Group Activity:</b> <i>Test Evaluation</i> <b>Textbook Readings:</b> Sattler Chapters 3 & 4	Exams #1 and #2  Class discussion	<u>1.2k, 1.4k,</u>  1.2k, 8.1k, 8.7k
To examine the most common theories of intelligence and their appropriateness for assisting in measuring intelligence.	<b>Team Presentation:</b> <i>Theoretical Perspectives on Intelligence Testing, proven theories and appropriateness.</i> <b>Textbook Readings:</b> Sattler Chapters 5 & 6	Exam #1  Presentation Rubric Class discussion	<u>1.3k</u>  1.1k
To explore research associated with intelligence and related achievement by examining publications relevant to the field of educational diagnosis.	<b>Group Activity:</b> <i>List pros and cons of: classification and labeling and standardized testing</i> <b>Readings:</b> Field publications, Journals, Readings	Class discussion	<u>2.4k, 2.7s</u>  1.1k, 9.2k
To master the basic administration, scoring, and interpreting skills in individual intelligence testing.	<b>*“Testing Out” Process:</b> <i>Each student must demonstrate ability to follow the WISC-IV test manual prior to receiving approval to administer the WISC- IV to examinees outside of class</i> <b>*Test Administration:</b> <i>Students will administer, score, and interpret a minimum of: 10 WISC-III, 10 WAIS-III, and 2 WPPSI-III</i> <b>Student Demonstration:</b> <i>Students will videotape their administration of the WISC-IV for evaluation and feedback on assessment administration progress and complete a self-evaluation.</i> <b>Group Activity:</b> <i>Blind Review</i> <b>Textbook Readings:</b> Sattler Chapters 4, 9, 13, & 16; Kaufman text	Exams #1 and #2  Rubric for Scoring of Protocols  Video Rubric & Self Evaluation  Quizzes #1-4  Report Writing Rubric  Blind Review Results	<u>1.2s, 2.7s, 5.3s, 6.1k, 6.2k, 6.3k, 6.3s, 6.6k, 6.7k</u>  8.1k, 8.1s, 8.2k, 8.2s, 8.3k, 8.3s, 8.5s, 8.6s, 8.7k,
To develop awareness of various administration adjustments in assessment situations with special populations. Uses procedures to ensure nonbiased results	<b>Group Activity:</b> <i>Rank order Guidelines for Assessment (p. 9) from most important descending to least important</i> <b>*Test Administration:</b> <i>Students will select appropriate instruments, administer, score, and interpret a minimum of: 10 WISC-IV, 10 WAIS-III and 2 WPPSI-III.</i> <b>Textbook Readings:</b> Sattler Chapters 10, 13, 16, 19, & 20; Kaufman text	Exams #1 and #2  Rubric for Scoring of Protocols  Video Rubric  Quizzes #1-4  Report Writing Rubric	<u>6.2s, 6.5s, 6.8k, 7.1s</u>  2.2k, 3.1k, 8.4s
To communicate assessment results through formal report writing.	<b>Report Writing:</b> <i>Students are responsible for writing four narrative reports.</i> <b>Textbook Readings:</b> Sattler Chapters 10, 13, 16, & 21; Kaufman text	Exam #2  Report Writing Rubric	<u>3.8s, 3.10s, 6.11s</u>  8.11s, 8.12s, 10.1s,
Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results	<b>Report Writing:</b> <i>Students are responsible for writing four narrative reports.</i> <b>Group Activity:</b> <i>Blind Review</i> <b>Subtest Charts:</b> <i>Subtest charts for the WISC-IV, WAIS-III, &amp; WPPSI will be required. The charts should include: (1) what is required of the individual, (2) what the test measures, and (3) remedial measures</i> <b>Textbook Readings:</b> Sattler Chapters 10, 13, 16, & 21; Kaufman text	Exam #2  Report writing Rubric  Blind Review Results  Subtest Chart Grading Rubric	<u>4.3s, 5.1s, 5.2s, 5.3s, 6.4s, 6.9k, 6.10k, 6.10s, 6.11s, 6.12s, 7.1s, 10.1s</u>  8.4s, 8.11s, 8.12s, 10.1s

### **Course Format:**

Through lecture presentations, group activities, field experiences, text readings, class assignments, testing administration demonstrations, and exams, the instructor and students will work to achieve course objectives. Supplemental lecture materials will be posted on Blackboard for reference.

### **Course Content and Objectives:**

This course is designed to cover the basic skills needed to administer and interpret individual intelligence tests. Three tests are highlighted: Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale- Third edition (WAIS-III) and Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III). On each scale students are expected to evaluate the examinee's strengths and weaknesses by an analysis of Full scale, index scores, and subtest scaled scores. Excellent written communication skills (e.g. spelling, grammar, and sentence construction) are also needed. This course requires a high level of social and ethical responsibility. The goals of the course are as follows:

1. To provide students with a systematic approach to the development of individual assessment skills.
2. To review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.
3. To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.
4. To examine the most common theories of intelligence and their appropriateness for assisting in measuring intelligence.
5. To explore research associated with intelligence and related achievement by examining publications relevant to the field of educational diagnosis.
6. To observe the administration of individual intelligence tests and to practice individual assessment skills.
7. To master the basic administration, scoring, and interpreting skills in individual intelligence testing.
8. To identify skill strengths and weaknesses and develop a growth plan for mastery.
9. To develop awareness of various administration adjustments in assessment situations with special populations.
10. To communicate assessment results through formal report writing.
11. Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results

## Course Requirements:

### Assignments:

1. **“Testing Out” Process:** Each student must demonstrate ability to follow the WISC-IV test manual prior to receiving approval to administer the WISC-IV to examinees outside of class. Appointment times for testing out will need to be scheduled through the class TA. If subtests are not administered properly, students will have the opportunity to retest.
2. **Wechsler Scales Administration:** Upon completion of “testing out,” students will administer and score a minimum of 10 WISC-IV’s, 10 WAIS-III’s, and 1 WPPSI-III.

Protocols will be submitted for grading and will be returned with feedback by the next scheduled class period. Protocols will be graded on a 100 point scale. Students must achieve an average score on WISC III of 90% and an average score of 90% on WAIS-III. Students will be required to continue administering the tests until this criterion is met. All protocols will be submitted with an audio tape of the administration as well as parental permission forms. NO protocols will be graded without the above listed items.

**Mastery of this criterion is necessary to receive a grade of A or B in this course. A student should not expect to receive an A if criterion is not met prior to the semesters end.**

Students are expected to find their own subjects. Whenever possible, students should try to select subjects that span the entire age range for each scale. Administrations should include subjects ranging from mentally retarded to gifted when possible. It is the responsibility of the student to follow the “Guidelines for Examinee’s” and to secure the participants for the testing sessions.

Two protocols per week are to be submitted. Late protocols will receive a 10 point deduction.

3. **Blind Review:** Students will examine a list of scores for interpretation purposes. Scores will be discussed in small groups to assist with interpretation and interventions prior to writing the report.
4. **Video:** Each student is required to videotape their administration of the WISC-IV. All or some of these will be viewed in class for discussion purposes.

**Students must demonstrate proficiency in WISC-IV administration in order to pass the course.** Each student will complete a self-evaluation using the chart found in the Sattler text. Student’s will be partnered and will trade video administration tapes. Partners will then review self-evaluations and produce a one-page critique of the video to be submitted to the professor along with the self-evaluations and videos.

5. **Intelligence Testing Narrative Reports:** Students will write a narrative report for one WISC-IV. A one page personal reaction should accompany the report highlighting your thoughts about the test administration, reasons for interpreting results as stated, obstacles/challenges, and learning opportunities.
6. **Quizzes:** Periodic quizzes will determine familiarity with material, particularly the Wechsler manuals.

**Evaluation (\* indicates field-based activity):**

1. **Exams:** Examinations serve a number of purposes. They let the instructor know how well students are progressing with mastery of the material, and they let students know how well they are assimilating and accommodating the material. Two examinations will be administered. They may cover any information assigned (textbook readings) or presented in class and may be objective or essay or a combination of both. Although some of the material will be covered in class, it is the responsibility of students to master the material. Each test will be comprehensive including all previously presented/assigned material.

2. **Quizzes:** Each of the four quizzes will relate to text readings and/or test manuals.

*Please note that graded examinations and quizzes remain with the instructor but may be viewed upon request.*

3. **Reports:** One report based on a WISC-IV protocol is required to be written for this course. Reports must be submitted on the designated due date. A late report will be given a grade of F. Developmental progress is expected on administrations, scoring, interpreting, and report preparation skills. Although it is expected that students will learn through making mistakes, carelessness will be penalized.

4. **Video:** Each student will videotape his/her administration of the WISC-IV. Although the videos may be viewed in class for discussion purposes, overall competency of administration is required for course completion. See assignment above for additional information.

5. **Demonstration:** All students will be required to administer one WISC-IV or WAIS-III in the presence of the instructor or TA with classmates viewing. **Students must demonstrated proficiency in administration and scoring in order to pass the course. NO EXCEPTIONS!**

6. **Testing Portfolio-** Students are required to maintain a testing portfolio that consists of each protocol submitted, video feedback, personal reflections, scoring rubrics, and reports.

5. The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your \*(a) professional and ethical development; \*(b) preparation before testing; (c) ability to accept constructive criticism; \*(d) interpersonal relationships with

- fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.
6. Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students receive an **A**. It is also possible that all students receive a **B**. No **C**'s will be assigned. If a student is not able to perform at a satisfactory level, an **F** will be assigned.

### **Course Point Distribution:**

#### **Grade of A:**

Mastery of WISC-IV administration (Average score of 90%)  
Mastery of WAIS-III (Average score of 90%)  
Pass of Testing Demonstration (Pass/Fail grade)  
Video Administration submitted to partner (Pass/Fail grade)  
Personal Reaction to Video Critique  
Self Evaluation of Video Critique  
Narrative Report (WISC-IV)  
Submitted WPPSI-III  
Two exams completed with 80% accuracy  
Quizzes completed  
Testing portfolio submitted

#### **Grade of B:**

Mastery of WISC-IV administration (average score of 85%)  
Mastery of WAIS-III (Average Score of 85%)  
Pass of Testing Demonstration (Pass/Fail grade)  
Video Administration submitted to partner (Pass/Fail Grade)  
Personal Reaction to Video Critique  
Self Evaluation of Video Critique  
Narrative Report (WISC-IV)  
Submitted WPPSI-III  
Two exams completed with 70% accuracy  
Quizzes completed  
Testing portfolio submitted

#### **Grade of F:**

Any of the above listed criteria not met.

### **Expectations:**

#### ATTENDANCE POLICY:

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for

more than three hours of absences. My policy: Attendance (absences, tardies, early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. More than three hours of absence will require a meeting with the instructor to determine if you should remain in the class. More than six hours of absence will result in a failing grade for the class. Missing exam days is highly discouraged. No make-ups will be allowed for students who miss more than three hours of class. I, as your instructor, will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. They will not be available from me except on the date initially provided. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

### TIME REQUIREMENT

For each hour attempted, at least three hours outside class is expected. This 3-credit-hour course will meet three hours each week. That leaves 9 hours each week outside of class in which to read and complete assignments. Since it is essentially a practicum class, more time may be required. It is expected that if you enrolled in this course, you can meet the time requirements.

### PROFESSIONALISM

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of intelligence.

### STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

### DISABLED STUDENT POLICY:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing

Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

#### Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

### **Participant Guidelines**

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship; persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and persons who are currently students of the graduate student examiner.
2. When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.
3. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.
4. Material obtained from examinees is to be treated as **confidential**, meaning the student should identify subjects by their initials or pseudonyms on reports.
5. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.





## ***SAM HOUSTON STATE UNIVERSITY***

*A Member of The Texas State University System*

*Department of Language, Literacy And Special Populations Huntsville, Texas 77341  
(936) 294-1238*

### **Permission Form**

I grant my permission to be administered an individual intelligence or achievement test by \_\_\_\_\_, a graduate student in the Department of Language, Literacy and Special Populations at Sam Houston State University. I understand the purpose of this evaluation is instructional in nature and is being conducted only as a part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision making purposes. I further understand that because the graduate student involved is just learning to administer such tests, the results may not be reliable or valid; therefore, it would be inappropriate to have the results discussed with me. I understand that I may contact the instructor of the course, Dr. Cynthia Simpson, at (936) 294-1238 should I have any questions or concerns.

Signature of Participant: \_\_\_\_\_

Date: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Signature of Graduate Student Conducting Assessment: \_\_\_\_\_

Date: \_\_\_\_\_



## ***SAM HOUSTON STATE UNIVERSITY***

*A Member of The Texas State University System*

*Department of Language, Literacy And Special Populations Huntsville, Texas 77341  
(936) 294-1238*

### **Permission Form**

I give permission for my daughter/son, \_\_\_\_\_, to be administered an individual intelligence or achievement test by \_\_\_\_\_, a graduate student in the Department of Language, Literacy and Special Populations at Sam Houston State University. I understand the purpose of this evaluation is instructional in nature and is being conducted only as a part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision making purposes. I further understand that because the graduate student involved is just learning to administer such tests, the results may not be reliable or valid; therefore, it would be inappropriate to have the results discussed with me. I understand that I may contact the instructor of the course, Dr. Cynthia Simpson at (936) 294-1238 should I have any questions or concerns.

Parent's or Legal Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Child's Date of Birth: \_\_\_\_\_

Signature of Graduate Student: \_\_\_\_\_

Date: \_\_\_\_\_

# Blind Review Format

SPD 587: Workshop in Education: Individual Assessment of Cognitive Functioning/Wechsler  
Scales  
Summer 2008

(Your Name)

Gender of child:

Age of child:

Grade completed:

Test Administered: Wechsler Intelligence Scale for Children – IV

## WISC-IV RESULTS

Fifteen subtests of the Wechsler Intelligence Scale for Children (4<sup>th</sup> Edition) were administered to \_\_\_\_\_. Scores were as follows:

WISC-IV COMPOSITES	Score	Percentile Rank	95% Confidence
Verbal Comprehension Index (VCI)			
Perceptual Reasoning Index (PRI)			
Working Memory Index (WMI)			
Processing Speed Index (PSI)			
Full Scale IQ (FSIQ)			

### Verbal Comprehension Subtest Scores

Subtests	Scaled Score	Percentile Rank
Similarities		
Vocabulary		
Comprehension		
(Information)		
(Word Reasoning)		

### Perceptual Reasoning Subtest Scores

Subtests	Scaled Score	Percentile Rank
Block Design		
Picture Concepts		
Matrix Reasoning		
(Picture completion)		

**Working Memory Subtest Scores**

<b>Subtests</b>	<b>Scaled Score</b>	<b>Percentile Rank</b>
Digit Span		
Letter-Number Sequencing (Arithmetic)		

**Processing Speed Subtest Scores**

<b>Subtests</b>	<b>Scaled Score</b>	<b>Percentile Rank</b>
Coding		
Symbol Search (Cancellation)		

Additional Information: