

EDPC 5344 Use and Interpretation of Cognitive Measures

The University of Texas at El Paso

Course Time: M 5:00PM-7:50PM

Bldg/Rm: TBD

Course Catalogue Description:

This course identifies techniques and procedures of standardized administration of verbal and nonverbal cognitive tests with an emphasis on interpretation of results and program recommendations. **It is designed to cover the basic skills needed to administer and interpret individual intelligence test and prepare individualized professional reports.**

Assessments Administered and/or reviewed for this course:

Woodcock Johnson IV Test of Cognitive Abilities (WJ IV)
WJIV Early Cognitive and Academic Development (ECAD)
Bateria de Habilidades Cognitivas III (IV)
Wechsler Intelligence Scale for Children V (WISC V)
Kauffman Assessment Battery for Children II NU (KABC II)
Universal Nonverbal Intelligence Test 2(UNIT-2)
Slosson Intelligence Test – 4 (SIT – 4)
Leiter 3

Course Objectives:

- To gain an understanding in the assessment process and hypothesis testing consistent with ethical and professional standards.
- To gain an understanding of the historical background underlying intelligence testing, development of cognitive tests, and the theoretical frameworks associated with current cognitive testing underlying test result interpretation.
- To acquire beginning competency in administering and scoring cognitive assessments, interpreting results and using assessment results to make appropriate intervention and program recommendations.
- To acquire knowledge in developmentally appropriate test selection and psychometrics (e.g., standardization sample, reliability, validity, test floors and ceiling.)
- To gain knowledge around assessing culturally and linguistically diverse children and adolescents through appropriate test selection, understanding cultural and linguistic demands of tests, and developing awareness of the influences of acculturation level and language proficiency on test performance.
- Become familiar with the characteristics and limitations of norm-referenced measures of cognitive functioning and how to select tests for an appropriate assessment utilizing referral information.
- To expand on building skills in communicating test findings including cognitive data into written summary reports.

Required Text:

Dehn 1. M. (2014). Essentials of Processing Assessment 2nd Edition. Hoboken, NJ: John Wiley & Sons

Required Additional Reading: (will be provided)

Sattler, J.M. (2001). *Assessment of children: Cognitive applications* (5th ed.) Chapter 4. San Diego, CA: Jerome M. Sattler, Publishers.

Kanaya, T., Ceci S., Scullin M. (2003). The rise and fall of IQ in special ed: Historical trends and their implications. *Journal of School Psychology*, 41 (6), 453-465.

Recommended Book Purchase although not required for this course:

Flanagan, D. (Editor), McDonough, M. (Editor), Kaufman, A.S. (Foreword)(2018). *Contemporary Intellectual Assessment, 4th Edition: Theories, Tests, and Issues*. Guilford Press. ISBN 9781462535781

Required Additional Documents: (These documents along with other documents will be provided; you need to print them out, hole punch, and place in a 1 ½ - 2 in 3 ring binder. You will be adding tools throughout the semester to this binder.

Resources:

- Differentiating ID, GLD and SLD
- WJIV ECAD Bulletin 4
- A Primer on Statistics and Psychometrics Sattler Chapter 4
- Principles of Report Writing Sattler Chapter 21

CHC:

- Carroll-Horn-Cattell (CHC) Theory of Cognitive Processing Revised
- CHC Theory to Academic Learning
- Linking CHC to Intervention
- Appendix A CHC Narrow Ability Definitions and Task Examples
- Appendix B Broad and Narrow Abilities Classification Tables

SLD:

- Specific Learning Disability
- Utilizing Professional Judgement within the SLD Eligibility Determination Process
- X-BASS Dual Discrepancy/Consistency (DD/C) Model
- PASS Theory
- WJIV Cognitive Core Tests and the C-SEP Model
- WJIV C-SEP applied to Identification of SLD Bulletin 8
- Using the Pattern of Strengths and Weakness, or Third Method, for SLD Identification
- What is SLD vs. What is not SLD

ID:

- Quick Guide: Intellectual Disability

Required Materials:

- Test kits and protocols (from the UTEP Lab)
- Stop Watch
- CD Player
- Sharpened pencils
- Binder with dividers

House Notes:

Professionalism and Courtesy:

- Due to the critical nature of this course, attendance will be closely monitored. Any more than two absences (including excused) you will be asked to drop the course. A grade of an “I” will only be issued with the instructor’s permission and with the approval of a specific plan that details when the remainder of the course work will be submitted.
- As professionals in the field of education, you are expected to conduct yourselves as such in the classroom environment. Be respectful to one another and respectful of our time together.
- This syllabus is subject to change at the discretion of the instructor. Make sure you keep up with any changes and keep yourself informed by monitoring emails.
- As a student you will need to devote considerable time to master the course objectives, read the test manuals, and study the materials. The assignment sheet provides a timeline for the completion of each task and recommended readings. You are expected to participate in class discussions.

Academic Integrity:

- Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are not attributable in or in part to another person, taking an examination for another person, any act designated to give unfair advantage to a student or the attempt to commit such acts. Proven violation the detailed regulations as printed in the handbook of Operating Procedures and available in the office of the Dean of Student may result in sanctions ranging from disciplinary probation to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Assignment Expectations:

- All assignments are expected on due dates. It is up to the instructor to accept “late” assignments. Late papers may result in a grade penalty.
- All assignments which require written responses must be typed. All written assignments will be evaluated on the basis of organization of ideas, clarity of expression, grammar, spelling, and punctuation. PLEASE PROOFREAD YOUR WORK before submitting!
- Students may be asked to submit additional protocols and/or schedule observations in the event that the course instructor considers additional practice necessary. Until the remedial work has been completed to the satisfaction of the course instructors, the grade of “I” will be issued.

Availability of Test Kits and Protocols:

- A limited number of the standardized test kits are available for checkout in the testing library at UTEP. Each group will have a collection of test kits to share. Be respectful and mindful of your peer. Once you administer a test to **one** of your students, pass the kit to your peer. Do not keep test kits until you finish administering to all your students. Students can also work closely with a diagnostician and/or borrow test kits from their respective districts. ***Students must be diligent and proactive in securing test kits.*** Failure to return a UTEP test kit will result in an “Incomplete”. Please assure all test kits are complete upon checkout and return, otherwise you may be charged.

Test Administration Details:

1. Students are responsible for recruiting and contacting their own volunteer examinees, up to 4 of them. Try to test students from a variety of age ranges. **Volunteers should not be used that have been**

previously identified as having a disability or are suspected of having a disability. Caution when testing your own children only, using a variety of student volunteers will enhance your practice.

2. Prior to testing, parent of any volunteer **MUST** be informed that **TESTING SCORES** identified during evaluation will not be disclosed and written permission must be obtained. (Informed Consent form within this syllabus) Failure to provide evidence of permission is considered an ethical violation. **Always explain that you are a student being trained in the administration of these tests, and thus your test results are not considered reliable. Test results are confidential and will not be shared with anyone. NO EXCEPTIONS! Identify children on protocols by their first name only. Sharing this information is considered an ethical violation.**
3. There will be one formal observation of your evaluation skills. When first learning how to administer a test, it is not uncommon for the student to make errors in administration. Be kind to yourself and understand that learning to conduct cognitive tests is a skill, dependent upon patience, awareness, and practice.

Students with Disabilities:

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915-747-5148, or by email to cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>

Course Assignments:

Assignment 1: Test Administration:

(800 points – 50 each)

So that students may practice the administration and scoring procedures of the major assessments studied in class, you will practice administering and scoring cognitive assessments on your volunteer students. Protocols should be turned in to the instructor on the due date so that it may be returned with feedback. **All protocols submitted must be filled out legibly, completely, and must be scored in pencil.** A part of this assignment will be the summary of score interpretation. This summary should focus on the task demands of each subtest, what the student was required to do and include how they performed using behavioral observations. The summary should also include some individualized recommendations for the student. You will be provided additional guidance for the summary. There are many different options for organizing this assignment depending on the number of volunteers. You can have from one to four volunteers. As stated in the test administration skills the current situation may result in the need for you to test your own children or children of family or friends who you have already been in contact with and exposed to during this pandemic. The following example is for two volunteers which may be the most feasible at this time.

Example of how to organize this assignment if you have two volunteers:

- *Student A*
 - Informed Consent
 - *WJ IV (subtests # 1-10 standard & 11-18 extended)*
 - protocol / WJ scoring report printout / interpretation summary
 - *WJ IV OL (subtests # 1-9)*
 - protocol / WJ scoring report printout / interpretation summary

- *Student B*
 - Informed Consent
 - *KABC II (subtests – core tests for ages 7 - 18)*
 - protocol / hand scored / interpretation summary
 - *WISC V (subtests # 1 – 10 for the 5 indexes & # 1 – 7 for the FSIQ)*
 - protocol / hand scored / interpretation summary

Assignment 2: Formal Evaluation of Testing Skills: (100 points)

A critical aspect of “testing” involves careful attention to directions, prior planning and preparation before actual testing session, understanding basal and ceiling, attention to scoring procedures, and integration of behavioral observations during testing sessions. One formal observation of testing skills will be conducted during the semester. This involves you choosing a cognitive test to administer and record a 20-minute session. You can choose from the WJIV Cognitive, KABC II, or WISC V.

Assignment 3: Evaluation of Cognitive Tests: (200 points – 100 each)

It is important to critically review tests that are available. Tests are revised and re-normed continually and to select the appropriate test one must be knowledgeable about those tests. Students will be provided the tools to conduct an evaluation of the main three cognitive tests that will be used in the course.

Assignment 4: Brochure: (100 points)

Students will learn about the CHC Broad Abilities and create a brochure that describes the 7 G’s.

Assessment 5: Final Exam: (100 points)

Your final exam will be analysis of a sample case, interpretation of the scores, and instructional recommendations.

Students will be required to submit all assignments in order to receive the grade based on the accumulated points. Students may be asked to submit additional protocols and or/schedule observations in the event that the course instructor considers remedial work necessary. Until the remedial work has been completed to the satisfaction of the course instructors the grade of incomplete will be assigned.

In order to obtain clearance for EDPC 5348 you must obtain a grade of “B” or better in this course.

Grading:

A student’s final grade will be determined according to the total points earned on the assignments.

Total 1300 points
 1170 – 1300 = A
 1040 - 1169 = B
 910 - 1039 = C

Your success in this course will depend on you being prepared for class, keeping up with the reading and projects and paying careful attention to the test manuals and test administration procedures.

Date	Topic / Discussions	Assignments Due / Class Preparation
Jan 17	MLK Day	No Class
Jan 22	Meet at Ed Building Rm 214 at 10:00 am to switch out test kits	Review syllabus and pair up for testing kits

Jan 24	Zoom: Introduction to Psychological Processes	Chapter 1 Essentials of Processing Assessment
Jan 31	Zoom: Patterns of Strength and Weakness for SLD	Learning Disabilities Volume 18 Number 12
Feb 7	Overview of WJ IV Cognitive; Basal, Ceiling, Raw Scores, Administration and scoring	Review the WJIV Cog Demo prior to class
Feb 14	Overview of WJ IV OL; Basal, Ceiling, Raw Scores, Administration and scoring	Review the WJIV OL Demo prior to class
Feb 21	Overview of KABC II; Basal, Ceiling, Raw Scores, Administration and scoring	Review the KABC II Demo prior to class
Feb 28	Overview of WISC V; Basal, Ceiling, Raw Scores, Administration and scoring	Review the WISC V Demo prior to class
Mar 7	Zoom: CHC Theory a Look at the G's	The CHC Theory of Cognitive Abilities by Flanagan and Dixon Handout
Mar 14 - 18	Spring Break	No Class
Mar 21	Zoom: Interpreting Broad and Narrow Abilities and investigate how to interpret subtests	Appendix A: CHC Narrow Ability Definitions and Task Examples Appendix B: CHC Broad and Narrow Abilities
Mar 28	Zoom: Linking CHC to Intervention	Summary of Relations Chart Instructional Implications/Accommodations for G's Cognitive Processes and Interventions/Strategies
Apr 4	Zoom: Exclusionary Factors	Exclusionary Factors Checklist Utilizing Professional Judgment within the SLD Process
Apr 11	Zoom: Intellectual Disability Evaluations	Differentiating ID, GLD and SLD
Apr 18	Zoom: Best Practice Approach for Using Tests with ELs	Best Practices in Nondiscriminatory Assessment by Sam Ortiz
Apr 25	Zoom: Evaluation Report Writing	Sattler Chapter 21 Principles of Report Writing
May 2	Final Exam on Blackboard	Be prepared to meet in ED Building Room 214 on May 14 to turn in test kits
May 14	Turn in Test Kits	

Any part or section of this syllabus is subject to change as deemed appropriate or necessary as per City Health Guidelines or at the discretion of the instructor.

Informed Consent
EDPC 5344 Use and Interpretation of Cognitive Measures

Each year graduate students in the Educational Diagnostician program at the University of Texas at El Paso take a course in cognitive assessment. This course is a learning experience for these diagnosticians-in-training and gives them experience with students at a variety of different age levels. You have volunteered to let your child be tested by one of these students. If at any time you or your child feels uncomfortable with the process, you have the right to end your participation. Since this testing session is part of a learning experience, it may be videotaped by the professor or the student so that the student can receive feedback from the professor. All information will be kept confidential and only your child's first name will be used. The person giving the test to your child is a student and, because of his/her inexperience with cognitive testing, the results are not valid and cannot be shared with you.

If you are willing to let your child be involved in this experience, please sign this consent. If at any time you have additional questions about the testing process, please contact the instructor for the course, Norma Castillo at (915) 588-7437.

I give permission for _____ to be tested as part of the training of Educational Diagnosticians at UTEP. I understand that my child's participation is voluntary and that the information will be kept confidential. Although the professor and other students in the class may view parts of a videotape of the test session, only my child's first name will be used and no results of the test will be shared with me without the advice of the course instructor.

Parent or Guardian _____

Address _____

Home phone _____

Date _____

Parent or Guardian Signature _____

Scoring Criteria for Evaluating Testing Skills

Examiner: _____ Date: _____ Examinee: _____

Test: _____ Subtests: _____

Criteria	Possible Points	Score
1. Arranged testing materials in a systematic manner	5	
2. Kept testing materials, toys, and other equipment at hand but out of sight when not in use	5	
3. Put the examinee at ease and made sure the examinee was physically comfortable before beginning the examination	10	
4. Began and ended the subtests at the proper level	10	
5. Read instructions in a natural tone of voice	10	
6. Followed instructions for administering items exactly	10	
7. Made fluid transitions between subtests	10	
8. Adjusted the speed of administering the subtests to the temperament of the examinee	5	
9. Praised the examinee adequately	10	
10. Watched for signs of boredom, fatigue, etc., and did something about alleviating the problems	10	
11. Recorded responses and scores in an unobtrusive manner	10	
12. Provided closure for the examinee	5	
Total	100	

Comments:
