

ASSESSMENT OF SCHOOL-AGED CHILDREN AND ADULTS

Instructor: Kathleen A. Loomos, Ph.D.

Spring Semester 2011

Tuesdays: 4:15 – 6:45 PM

Water Tower Campus

Maguire Hall, Room 410

1 E. Pearson

Wednesdays: 4:15 – 6:45

Water Tower Campus

Corboy Law Center, Room 303

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Course Dates: 1/18/2010 – 5/10/2010

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COURSE DESCRIPTION

Within the school psychology program, CIEP 480 is designed to teach diagnostic problem-solving skills for early identification and referred student academic and behavioral issues. A primary goal is the development of professional technical competencies in the administration, and interpretation of a wide variety of intellectual measures from a culturally competent perspective. Students are also exposed to functional assessment of academic and behavior difficulties. A critical approach to the evaluation of diagnostic instruments is interwoven throughout the entire course. The importance of issues such as ethical test use, standardization, reliability, construct, content and criterion-related validity will be emphasized.

CIEP 480 is typically taken within the first year of study within the Ed.S. School Psychology program. Ph.D. candidates take the course early in their training as well, if they have not previously taken this specific course in their master's preparation. Because the emphasis within the Ed. S. and Ph.D. program of study is based on prevailing theories in educational psychology, students are required to take CIEP 450 (Educational Psychology) before enrolling in the course. CIEP 450 is intended to provide students with a background in learning theory, cognitive science and the interdependence between educational psychology theoretical principles, and applied school psychological practice within the schools. Students are also required to have a basic background in statistical applications to education, including an understanding of measures of central tendency, standard deviation, standard error of measurement, norms, and the limitations of norm-referenced tests and measurement.

Conceptual Framework

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of social justice. Within a social justice framework, professionals are prepared for advancing distributive justice. This course emphasizes the equitable and nonbiased use of individualized assessment instruments and an understanding of the responsibilities associated with culturally competent assessment. The student's understanding of the application of the course to the conceptual framework is assessed through the written evaluations completed by students and through in-class small group exercises.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd> .

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Diversity and Culturally Competent Assessment

The development of professional skills with a diverse population is a thread throughout the course. Emphasis is placed on historical misuse of tests with underrepresented groups, and one's professional responsibility to use tests and measurement in a culturally competent manner. Students are evaluated on their sensitivity to diverse populations during in-class exercises and in the completion of standardized assessments and subsequent written reports. In addition, their clinical test administration skills are evaluated during an observed administration of a test, with direct feedback from the instructor.

<http://www.nasonline.org/resources/culturalcompetence/index.aspx>

Use of Technology

We cover ethical guidelines associated with computerized scoring and interpretation of protocols. The student's knowledge is assessed by in-class group and individual exercises related to the computer scoring of the Woodcock-Johnson III, Tests of Cognitive Ability. Also, the use of the CD ROM from the *Essentials* Texts for the WISC IV and the WAIS IV as well as one's ability to maximize features of word processing programs for efficiency in report writing is expected. Additionally, most support material (weekly power points, scoring rubrics, assignments, and handouts) for this course is posted on Blackboard and thus students are expected to access these materials from this source. <http://blackboard.luc.edu>

Although the use of technology is encouraged to assist with tasks related to the course and your development as a psychologist, during class time, cell phones are expected to be put away and silenced. If a laptop is brought to class, it is expected that it is being used only for class activities such as displaying the current power point or installing provided software for use with assignments. Checking email, completing assignments during instructional time, social networking and internet surfing are not part of this course and as such if a laptop is being used for those purposes, then laptops will not be allowed during class time. This is aligned with expected behaviors for practicing psychologists.

COURSE OBJECTIVES

The specific objectives for the course are in accordance with the primary goal of the Loyola University of Chicago Ed.S. And Ph.D. programs of study in school psychology. Specifically, the major focus of the school psychology program is the training of professional school psychologists with a strong theoretical knowledge base in psychology and the practical competencies needed to provide psychological services in the schools. Within the Ed.S. Program, the emphasis is on the development of practical skills in the areas of assessment, intervention and consultation for entry-level practice within public schools, primarily within Illinois. At the doctoral level, the focus is on further development of professional competencies, and an increased focus on the generation of scientific applied research related to school psychology and the educational needs of an increasingly diverse student population. The Ed.S. And Ph.D. programs of study in school psychology offer an integrated, planned sequence of courses with the ultimate goal of training practitioners and scholars who take a critical problem-solving approach to case conceptualization. The incorporation of research and scientific data in professional decision-making is a core concept developed throughout the training sequence.

A major principle within the school psychology program is the training of practitioners and scholars who are aware of multicultural and diversity issues, and the sociopolitical issues that underrepresented groups continue to face in society. The current course introduces students to historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention conducted with youth from underrepresented groups. The requirements of legislation, such as the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act in the service of individuals from underrepresented groups and those with disabilities are reviewed. The application of professional ethical standards such as the NASP Specialty Guidelines, the Ethical Principles of Psychologists, Standards for Educational and Psychological Testing, and the APA Guidelines for Providers of Services to Ethnic, Linguistic, and Culturally Diverse Populations are discussed within the context of the course.

As this course is one of the first applied courses within the school psychology program, substantial efforts are made to orient students to their future and professional roles and activities. The role of the school psychologist in applying diagnostic skills in the early identification and intervention for a range of behavioral and academic issues is examined. The professional role of the school psychologist as part of a mandated professional under the Individuals with Disabilities Education Act (IDEA) act, as an essential consultant to prereferral teams, and as a member within a multi-disciplinary team (MDC) is considered through case studies involving assessment data, and recommended interventions, driven from the data.

M.Ed. and Ph.D. Objectives for the Course -NASP Standards Covered

1. A conceptual understanding of the major statistical principles regarding measurement and assessment, and a critical review of test instruments and test manuals. The development of critical skill in the evaluation of measures for a specific use and/or a specific population (NASP Standard 1) - Assessed through Case Study Evaluation.

2. A discussion of the limitations of psychometric tests, with an overview of alternative methods of assessment, including curriculum-based measurement within an overall referral question (NASP Standard 1, NASP Standard 10) -Assessed through In-Class Exercises.
3. Exposure to the major theories of intelligence, and an understanding of the history and current trends in intellectual assessment, particularly as it relates to ethical and legal uses of tests and assessment devices with under-represented groups (NASP Standard 10, NASP Standard 5) - Assessed through In-Class Exercises.
4. An understanding of the standardization procedures, appropriate uses, normative data, and appropriate interpretation of a wide variety of intellectual assessment instruments (NASP Standard 10, NASP Standard 5) - Assessed through Case Study Evaluation.
5. Clinical use of the most widely used measures of intellectual assessment, and the development of appropriate technical skills required to administer the tests in a standardized manner (NASP Standard 1, NASP Standard 10) -Assessed through Case Study Evaluation.
6. Clinical practice involved with the compilation of test data, appropriate interpretation, and synthesis of findings in a report format (NASP Standard 1, NASP Standard 2, NASP Standard 3) -Assessed through Case Study Evaluation.
7. An understanding of the clinical populations that are referred for intellectual assessment, and increased ability to make decisions regarding the appropriate measure for the referral question. (NASP/ISBE Standard 1, NASP ISBE Standard 10) -Assessed through Case Study Evaluation.
8. Exposure to the ethical principles developed for the use of psychological measurement, and development of internal standards for assessment. Specific material involves ethical principles described by Sattler (textbook), APA guidelines regarding assessment, NASP guidelines regarding assessment, and Standards for Educational and Psychological Testing, (published jointly by American Educational Research Association, American Psychological Association, and National Council on Measurement in Education) (NASP/ISBE Standard 10) - Assessed through In-Class Exercises and Case Study Evaluation.
9. Increased skill in verbally reporting test findings to consumers of psychological assessments, particularly parents, and teachers. Increased skill in developing recommendations resulting from assessment findings (NASP/ISBE Standard 1, NASP/ISBE Standard 2, NASP/ISBE Standard 3) Assessed through In-Class Exercises.
10. Improved skill in the development of written professional psychological reports (NASP/ISBE Standard 2, NASP/ISBE Standard 10) -Assessed through Case Study Evaluation.
11. An integrated knowledge base related to multicultural and diversity issues, and application of this knowledge in appropriate and ethical assessment and intervention with under-represented groups. The development of clinical skills related to the non-biased assessment of ethnic minorities and other under-represented groups (NASP/ISBE Standard 5).

TEXTBOOKS/REQUIRED MATERIALS

Required Textbooks:

- 1) Sattler, J.M. (2008). Assessment of Children: Cognitive Applications (5th Edition). San Diego: Jerome M. Sattler, Publisher Inc. (ISBN 978-0-9702671-6-0) www.sattlerpublisher.com NOTE: Two books shrink wrapped together are hardcover Cognitive Applications and softcover Resource Guide. NOTE: print out the Errata sheet in week 1 of Blackboard or go to http://www.sattlerpublisher.com/errata_cog5e.htm and print out Errata Sheet to place in your text. http://www.sattlerpublisher.com/cog5e_order.htm It is already posted in Week One on Blackboard
- 2) Schrank, F.A., Miller, D.C., Wendling, B.J., Woodcock, R.W. (2010). Essentials of WJ III Cognitive Abilities Assessment, Second Edition. New York: Wiley and Sons. (ISBN 978-0-470-56664-). <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470566647.html>
- 3) Flanagan, D.P. and Kaufman, A.S. (2009). Essentials of WISC-IV Assessment, Second Edition. New York: Wiley and Sons. (ISBN 978-0-470-18915-3) Comes with a CD ROM for assistance with interpretation. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470189150.html>
- 4) Lichtenberger, E.O. and Kaufman, A.S. (2009). Essentials of WAIS-IV Assessment. New York: Wiley and Sons. (ISBN 978-0-471-73846-6). <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0471738468.html>

Required Protocols (kept behind the desk at bookstore and/or supplied by instructor as available.)

- Woodcock Johnson Test of Cognitive Abilities III Record Forms (1 of each) - BOOKSTORE
- Woodcock Johnson Test of Cognitive Abilities III Response Booklets (1 of each) – BOOKSTORE

Practice protocols will be posted on Blackboard for the Wechsler Scales for class activities and partner administration. Students will be responsible for purchasing original protocols for the administration of the WAIS-IV and WISC-IV to volunteer subjects. Ordering/purchasing information will be forthcoming.

- Wechsler Adult Intelligence Scale – Fourth Edition Record Forms (2 of each)
- Wechsler Adult Intelligence Scale – Fourth Edition Response Booklets (2 of each)
- Wechsler Intelligence Scale for Children – Fourth Edition Records Forms (3 of each)
- Wechsler Intelligence Scale for Children – Fourth Edition Response Booklets (3 of each)

Required Materials:

1) *Stopwatch* (bring to every class) - A start/stop/reset without beep. Available at:

- Palos Sports (Item # 48032) – This is a “timing clipboard”, but it beeps <http://www.palossports.com/store/proddetail.cfm/ItemID/1103/CategoryID/42/SubCatID/27/file.htm> or 708-396-2555. (\$26.95)
- OR purchase a digital stopwatch and attempt to silence it by taking the back off and covering the noise maker with tape. Check at Target, Radio Shack, Wal-Mart, etc. Some cell phones also have a stopwatch but you need to become very familiar with it as with any stopwatch and you do not want it to make noise. Recommended by a student and very reasonably priced are stopwatches at the following website: www.bodytronics.com/page/bodytronics/PROD/ultra_stopwatches/UL310

2) *Calculator* (bring to every class)

3) *Post-it notes* for correction of scoring errors prior to submission

4) *Highlighters* (bring to every class)

5) *Sharp Pencils* (bring to every class)

- 6) *Red Pencil* (used during WISC-IV administration)
- 7) *VHS video tapes* – 1 (Video Project with volunteer subject)
- 8) *3 different school-age volunteer participants* between the ages of 6 and 21 – dependent on instrument age range.

Suggested Materials:

- Three 3-ring binders (1 – 1 ½ inch): Useful for organization of materials from each assessment instrument; helpful to get different colors

COURSE REQUIREMENTS

PLEASE NOTE: Due to increased class size, students will work with assigned partners/groups for the purpose of sharing test kits and completion of some assignments. Students are encouraged to choose their groups based on proximity to each other to provide greater ease sharing test kits. There will be six groups of three students each for Tuesday and three groups of three students each for the Wednesday section. Test kits will be separated in the library with an allotted number per section available. The instructor reserves the right to reassign students to groups or disband a group to maximize the learning processing for all.

The skills obtained in this course are necessary prerequisites for the professional practice of school psychology. It is imperative that students become competent in the administration, scoring, and interpretation of the intellectual measures, as well as report writing from a culturally competent perspective.

- Active, weekly participation in class discussions
- Submission of weekly assignments based on readings and practice scoring exercises
- Satisfactory performance of an **partner** administered and scored protocol with interpretation worksheets and report (WAIS-IV)
- Satisfactory performance of a **volunteer** administered and scored protocol interpretation worksheets and report (WAIS-IV)
- Satisfactory performance of a **partner** administered and scored protocol with interpretation worksheets (WISC-IV)
- Satisfactory performance on a **volunteer** administered and scored protocol with interpretation worksheets/implications (WISC-IV)
- Satisfactory performance on videotaped test administration with **volunteer** subject with protocol/interpretation worksheets and report submitted (WISC-IV)
- Satisfactory performance on a **volunteer** administered and scores protocol with compuscore/implications (WJ III COG)
- Competence in administration, scoring and interpretation of the cognitive ability instruments
- Satisfactory performance on cognitive reports including completion of scoring inserts and templates
- Satisfactory performance on final exam based on scoring and interpreting a cognitive test protocol

Class Attendance: This class is intensive and developmental in nature. Missing a class will put the student at a great disadvantage, since there is no way to make-up the missing experience of a class session. Class attendance, participation, and completion of class exercises are expected. **Each missed class session will result in a 3-point deduction from cumulative points earned toward final grade.**

Learning Module Homework:

Chronological Age Calculations, Manual/Protocol Scavenger Hunt, Processing Speed subtests (scoring and administration), Protocol Score Conversion, Daniel Hoffman reading, Verbal Scoring Exercises

Assignments and practice scoring exercises as provided by instructor.

- Scoring Exercises
- Quizzes on readings
- Intervention list development

WECHSLER INTELLIGENCE SCALE FOR CHILDREN – FOURTH EDITION (WISC-IV)

NOTE: There are 10 WISC-IV test kits available which will be split between the sections; each partner group will have access to a test kit. Students in a group are encouraged to coordinate checking one out among themselves on a weekly basis.

1) INDIVIDUAL ASSIGNMENT: Students will complete the WISC-IV Scoring Exercises as provided by instructor.

2) INDIVIDUAL ASSIGNMENT: Development of a score summary insert and narrative template to be used for report writing in the field.

3) WISC-IV TEST ADMINISTRATIONS:

- PARTNER ADMINISTRATION: Students will administer the WISC-IV to one of the partners in a group. Each partner in a group will take the test once and administer it once. Protocol is to be scored and submitted.

- VOLUNTEER ADMINISTRATION: Students will administer the WISC-IV to a volunteer subject in the age range of the instrument. Following administration, protocol will be scored and the WISC-IV Essentials Text CD ROM interpretation worksheets will be completed; implications of cognitive profile will be summarized with implications/recommendations.

- VOLUNTEER VIDEO ADMINISTRATION: Video Administration, Scoring and Interpretation of one (1) Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) *protocol with accompanying reports and interpretive summaries* based on *WISC-IV Essentials* Text CD ROM. The subjects must fit within the normative age ranges for the WISC-IV. Students are encouraged to find a student in the age range they anticipate working with during practicum. The *video tape* will be viewed by either the instructor or graduate assistant. All video tapes will be submitted with the report. Students will sign up with the instructor and be provided with feedback from the instructor/graduate assistant immediately following the administration. Volunteer subjects will need to accompany CIEP 480 student to the video lab on a Saturday for videotaping. This will count as one class session.

WECHSLER ADULT INTELLIGENCE SCALE TEST – FOURTH EDITION (WAIS-IV)

NOTE: There are two copies of the WAIS-IV which are only available for use in the library. To complete the administration assignment, groups will need to meet and reserve a study room in the library.

4) INDIVIDUAL ASSIGNMENT: Students will complete WAIS-IV Scoring Exercises as provided by instructor.

5) INDIVIDUAL ASSIGNMENT: Development of a score summary insert and narrative template to be used for report writing in the field.

6) WAIS IV TEST ADMINISTRATIONS:

- GROUP ASSIGNMENT - PARTNER ADMINISTRATION: Partner groups will administer the Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV) to one another for the purpose of test administration and practice scoring (see below). Use the age norms for one of the partners based on date of administration and his/her birth date. *Protocol* will be submitted to ascertain accuracy of scoring. Students working with their partner group will be responsible for writing a *complete psychological group report* with relevant recommendations based on profile strengths and weaknesses and submit *interpretation sheets from the*

WAIS-IV Essentials text CD ROM. This group report will allow students an opportunity for feedback prior to writing individual psychological reports.

	Partner 1 –Take	Partner 2 – Take	Partner 3 – Take
Partner 1 - Administer		Similarities, <i>Vocabulary*</i>	Coding, Symbol Search, Cancellation
Partner 2- Administer	<i>Visual Puzzles*</i> , <i>Figure Weights*</i> , <i>Picture Completion*</i>		Digit Span, Arithmetic
Partner 3 - Administer	<i>Block Design*</i> , <i>Matrix Reasoning*</i>	Information, Comprehension, Letter Number Sequencing	

*Students will need to use the library copies of the WAIS IV in order to administer perceptual reasoning and vocabulary subtests as the items are contained in the stimulus booklet. NOTE: One protocol will be submitted by the group – thus, scoring on all subtests is the responsibility of the group. It is imperative that all members participate in scoring the protocol for accuracy (especially the verbal items).

- VOLUNTEER ADMINISTRATION: Students will find a volunteer subject within the age range of the WAIS-IV (age 16-adult). Students are encouraged to find a high school age student if possible. Following administration, protocol will be scored and the WAIS-IV Essentials Text CD ROM interpretation worksheets will be completed with an accompanying report written.

NOTE: Students will need to use the library copies of the WAIS IV in order to administer perceptual reasoning and vocabulary subtests as the items are contained in the stimulus booklet. You are able to schedule a study room. Please plan well as there are only two (2) copies of the WAIS-IV available for use and you will need to have your volunteer meet you downtown for the perceptual reasoning and vocabulary subtests.

WOODCOCK JOHNSON THIRD EDITION TESTS OF COGNITIVE ABILITY (WJ III COG):

NOTE: There are 5 WJ III COG test kits available per section; thus, each group will have 1 test kit to share among themselves. Students in a group are encouraged to coordinate checking one out among themselves on a weekly basis.

7) INDIVIDUAL ASSIGNMENT: Development of a score summary insert and narrative template to be used for report writing in the field.

CLASS/INDIVIDUAL ASSIGNMENT: Students will be provided with a *protocol* from the instructor to score and input into the computer scoring program of the WJ III COG. The scoring program is available in the library for checkout and can be saved to your computer. Students will then submit the required *compuscore reports* as well as a brief summary of overall cognitive profile identifying strengths and weaknesses as well as instructional implications.

- Required compuscore reports to be submitted are:
 - Summary and Score Report with the following report options: Age; Intellectual Ability (GIA Extended); Intra-Cog Ability Discrepancy; and check to include GIA scores.
 - Standard Score and Percentile Rank Report with the following options: GIA/BIA scores; Clinical and Narrow Clusters; and Cognitive Categories.

Samples of these reports are in the class binder under WJ III Section, pages 13-23.

8) **INDIVIDUAL ASSIGNMENT:** Students will find a school-age volunteer subject for an administration of the WJ III COG. Following administration, protocol will be scored and WJ III Compuscore program will be used to score protocol. Protocol, compuscore and identification of cognitive strengths/weakness identified with implications submitted.

FINAL:

9) Students will be provided with a cognitive protocol to score and interpret. It is anticipated that at this point in the semester students should be able to transfer what they have learned during the semester. Thus, the protocol provided may be one from a cognitive instrument that was not directly taught during the semester. At this point, students should understand administration guidelines regarding basals/ceilings, calculating raw scores, conversion of raw scores to standard scores and interpreting obtained results regarding an individual's cognitive profile with strengths and weaknesses.

EVALUATION CRITERIA FOR COURSE

Grading Procedure

The following requirements will contribute to your overall grade as follows:

Protocols (not including in-class demonstrations and practice exercises) = 30% of grade. Scoring rubrics located for each test (WJ III COG, WAIS-IV, WISC-IV) on Blackboard.

2 reports (not including in-class demonstrations) ; 2 summary implications = 25% of grade.

Compuscore/Graphs/EXCEL/Interpretive Worksheets = 5% of grade. Worksheets completed and turned in with protocols and reports.

WISC-IV Videotaped Assessment with volunteer subject = 10% of grade; Scoring rubric located on Blackboard.

Learning Module Attendance and Completion of Exercises = 10% of grade.

Class Exercises and Assignments = 10% of grade.

Final Protocol and Interpretation = 10% of grade.

REMINDER: Each absence will result in a 3 point deduction from overall cumulative grade. Please remember that missed class experiences and exercises can not be made up for credit. If you are not in class, you cannot receive credit for in-class activities.

CONFIDENTIALITY

Anonymity in Grading: Because a graduate assistance will be helping and to ensure fairness in the grading of protocols and the Interpretive Worksheets, students will be assigned a three digit number that should be placed on each protocol and worksheet instead of their names. **HINT:** When you purchase your protocols and response booklets place your three-digit student number on them immediately in the space for examiner name. On the reports, students should sign the report with their assigned numbers. Also when reports are sent via Blackboard, place in the header your 3 digit number and the name of the assignment.

Confidentiality of Subjects: NO subject last names should be placed in the reports, on the protocols, or on the Interpretive Worksheets. Please use the individual's first name and last initial for protocol and reports.

Students should include the permission slip to test the subject in a sealed envelope with the protocol and worksheet. **If last names are used then a major error will have occurred.**

HAND IN PROTOCOLS AND WHEN APPROPRIATE THE INTERPRETIVE WORKSHEET IN THE BROWN ENVELOPE WITH YOUR ID# ON THE FRONT. Put the signed parent consent form in an envelope in this larger envelope and submit with the protocol. **Protocols will not be accepted or graded without accompanying consent form; therefore, if you come to class to submit the protocol on its due date without the consent, once it is submitted it will be considered late and points will be deducted.**

ALL REPORTS MUST BE IN TURNED INTO THE INSTRUCTOR IN HARD COPY FORM *AND* DOWNLOADED VIA BLACKBOARD ASSIGNMENT TOOLBOX <http://blackboard.luc.edu> on or before the DUE DATE which is at the start of the class session. All digitally dropped reports and assignments must be in the drop box by 9 P.M. the evening that they are due. Hard copies are required at the beginning of the class session or assignment will be considered LATE.

Protocol/Report Editing and Grading Criteria

1). Protocol Procedure: Partner and Volunteer Administered Protocols will be based on a 6-point possible total, and will be turned in at the beginning of class. For each major error committed (see below under major errors), .50 points will be deducted. For a minor scoring/judgment error, .25 points will be deducted.

- The student has the opportunity to correct a major error if it is found before turning the protocol in to the instructor.
- Correction of a major error will be accepted if the correction is clearly typed on a separate paper/post-it and the subtest/item number is clearly specified. For example, if the student finds that he/she should have continued past a point that he/she stopped a subtest, then this error should be clearly noted on a separate paper/post-it. On a separate paper/post-it the student would write, "I should have continued past item 30 on vocabulary subtest b/c..."
- If a student is unsure of scoring on Similarities, Vocabulary, or Comprehension, a written explanation of why the particular scoring was completed can be included with the protocol. This explanation must include a description of the thinking behind why a particular score was awarded.
- On qualitative scoring items, if a student thinks that a different amount of points could have been awarded to a response, the student must indicate why one thinks a different score is required not just, "maybe 2 points."
- In cases where errors influence other scores (i.e. raw scores and standard scores), then adjustments should be made to other impacted scores for the self-correction to be accepted by the instructor.
- If the self-correction procedure is followed properly, then a score will not be deducted.
- The instructor reserves the right to deny self-corrections in cases where the errors were fatal to the completion of an adequate protocol.
- Further, ***the instructor will refuse to accept protocols that are illegible or it cannot be determined how scoring was completed due to the student examiner failing to write responses down on the protocol.***
- If the same type of error occurs more than once in the same protocol, then only one major error will be subtracted. For example, if during a WISC-IV administration, the examiner fails to cue for a second response when it is required during comprehension, and this is the second time in the protocol, then it is considered the same item type and only one major error will be counted. If, however, repeated similar errors make the protocol virtually unscorable, then it is up to the discretion of the instructor to score multiple errors.
- Students cannot correct or revise protocols after they are given to the instructor.

- Students will not have an opportunity to re-do protocols; however, the Instructor reserves the right to require more Protocols from students having difficulty in the class.
- The assignment number for the protocol should be clearly marked (i.e. WISC-IV protocol #1 should be marked on the front of the protocol).

A major error on test administration is as follows:**

- * Starting a subtest at the incorrect item level
- * Failing to discontinue a subtest at an appropriate level
- * Inappropriate scoring of an item response
- * Inappropriate calculation of raw score points
- * Inappropriate conversion of raw score points to scale score points
- * Inappropriate calculation of area scores, or overall intellectual scores
- * Inappropriate administration of practice items, failure to give a required correction response, practice item, sample item, or failure to return to previous items when required
- * Inappropriate calculation of chronological age
- * Failure to time items appropriately, or to note time in test protocol
- * Failure to query a response when it is indicated
- * Incomplete or illegible notation of responses
- * Mathematical or calculation errors
- * Incomplete/lack of recording responses in the protocol, making it impossible for the instructor to determine how points were awarded

Each of the first protocols for the assessment instruments (WJ III COG, WAIS-III, WISC-IV) will be due the same night as the report and exchanged with a peer for review. This will allow students to practice scoring protocols as well as allow students peer feedback and an opportunity to self-correct before report is submitted to instructor for grading. Protocol must be submitted at the start of the following class session so students will need to meet with partners prior to class to exchange protocols and correct errors.

- Peer scoring rubrics are posted on Blackboard.
- Since the instructor will need to see the protocol score analysis page, students are responsible for attaching a copy of the score pages to their report with the interpretive summary as required for the Wechsler Scales.
- Students are encouraged to review each protocol prior to submission using the peer scoring rubrics available on Blackboard.

2). Correcting Reports: Reports will be turned in as specified in course outline. When errors are made in the protocol and corrected, the interpretative report should also be modified accordingly before turning in the report at the beginning of class. Students have one opportunity to revise a report *if* the instructor asks for a revision. After receiving the initial report with comments from the instructor, the student has one week to revise the report. When the second draft of the report is given to the instructor, the first version with instructor's comments should be attached. **For each of the first reports submitted, student is responsible for copying the protocol cover with scores to submit with the report. The raw scores, conversion scores and protocol analysis information are required.**

3). Report Grading

All reports must be typewritten with 1/2" margins to allow for instructor comments. Acceptable FONTS and SIZE are: **TIMES NEW ROMAN 12 or COURIER NEW 12**

Misspellings, errors in calculations, and gross grammatical errors will likely be cause for failing the report. Therefore, proofread all reports very carefully and ask a class partner to proofread it prior to turning it in to the instructor. Report outlines are available on Blackboard. Sample test reports available in the course textbooks and library should be consulted while writing your reports; **however, they should not be copied verbatim. USE OF ANOTHER STUDENT'S REPORT OR THAT OF THE LIBRARY SAMPLE WILL RESULT IN NO POINTS BEING AWARDED.**

Reports will be graded for:

- Appropriately reporting test scores in the written evaluations (scoring template)
- Accurately interpreting the test results
- Writing clarity.
 - If grammar substantially impacts one's ability to understand a report, then point deductions will be made for these issues as well.
 - Demonstrating an understanding of the results from a culturally competent perspective.
 - The potential biases of the test should be considered in light of the child's cultural-linguistic background
 - Educational Implications and recommendations must be based on a complete understanding of the child's personal background and need for specialized classroom-based interventions.
- If the subject's last name is used then a major error will have occurred.

Six (6) reports are required: One(1) on the WJ III (summary section); two (2) on the WAIS-IV and three (3) WISC-IV reports. The instructor reserves the right to increase the number of reports.

REMEMBER: Writing reports is part of the process of thinking about and interpreting results. It is a learning process. **USING ANOTHER STUDENT/LIBRARY REPORT WILL RESULT IN A SCORE OF ZERO ON YOUR REPORT.** Also, recycling your first report for the second or third administration is not acceptable. Although students are encouraged to develop templates/blurbs for submitting scores and introductory sentences, the focus on writing reports is *meaningfully interpreting* what the findings mean for that individual child/adolescent in his/her current setting and demands that must be met in his/her environment.

4). Late Assignments

It is imperative that professionally trained psychologists complete written evaluations in a timely manner. To facilitate this work behavior, point deductions will be made for late protocols and reports. The following deductions will be made for late assignments, protocols, interpretative worksheets, and reports (each portion receiving a point deduction if late): portion receiving a point deduction if late):

- 1 day late: 95% of the points (5% of the points deducted)
 - 2 to 3 days late: 90% of the points (10% of the points deducted)
 - 4 to 6 days late: 80% of the points (20% of the points deducted)
 - 7 days late: 70% of the points (30% of the points deducted)
- No Credit if work is more than 7 days

Final Grade:

Percentages:

A =	97-100	C+ =	77-79
A- =	90-96	C =	72-76
B+ =	87-89	C- =	70-71

B = 82-86 D = 60-69
B- = 80-81 F = ≤59

- For students in the School Psychology Ed.S. or Ph.D. programs of study, a grade of C or below will necessitate that the course be retaken with a "B" or better before enrolling in the practicum (typically taken during the second year of study).
- If a final grade of C or below is earned by students in programs other than school psychology, respective program directors will be notified regarding this performance.

VOLUNTEER SUBJECTS

It is the responsibility of the student to locate volunteer subjects. A signed consent form (located on Blackboard) must be turned in with the protocol in a sealed envelope. Subjects must fall within the normative requirements of the test (i.e. between the ages of 6-16 for the Wechsler Intelligence Scale for Children –Fourth Edition). Students will only be testing each other as stipulated within the syllabus. Students cannot disclose the results of the testing to the participants (this is also stipulated in the consent form), or imply that the assessment results are valid in any way. Testing participants (and their parents) should be informed about the voluntary nature of their involvement and that the testing situation is for training purposes. This procedure is part of our emphasis on ethical practice and professional training.

NOTE: Given that the majority of the students enrolled in this course will be working with school age students (elementary, junior and senior high) that is the age range of the subjects that *must be* used for assessments even when test age ranges allow for administration to an adult population. Students in the Counseling Psychology program who will be working with specific adult populations are encouraged to use such individuals when seeking volunteer subjects if the test age range permits.

Because of the serious time limitations for the class it is never too soon to begin the search for an appropriate test subject – this is very important as you will need your volunteer subject to come to the university for the video taping and there are limited dates available for the video lab.

TEST KIT CHECK OUT AND USAGE:

There are limited numbers of test kits available and they have been split between two sections. Students will self-select a group of three to be in and the three members of the group will share one test kit among themselves. Test kits are checked out for one week at a time on the 6th floor of the library (25 E. Pearson). Test kits **MUST** be renewed in person and you **MUST** bring the entire test kit with you to the library in order to renew it for a second week. If there is not another test kit available in the library you will not be allowed to renew your test kit. For this reason, students are encouraged to collaborate with each other regarding test kit renewal. Please remember the importance of sharing your test with the members of your group.

SATURDAY VIDEO ASSESSMENT DATES:

The administration of the WISC-IV to a volunteer subject with the accompanying report is one of the most important assignments in CIEP 480. This allows students to get immediate feedback regarding testing skills as practicum and intern supervisors expect students to be competent in this area. Thus, you will need to find a volunteer subject that can attend this session with you. Remember, it is never too soon to start looking for your volunteer subject and have a back-up available as well.

Video Lab Lewis Tower – Room 414

Student must bring blank videotape, WISC-IV test kit and materials, and volunteer subject.

LIBRARY Opens at 10:00 on SATURDAY... PLEASE be sure to check out test kits the day before video-taping when needed. Members of the same group will not be able to sign up for the same video time as test kits are being shared.

Parking is available at Bloomingdales (900 N. Michigan) at a discounted rate of \$6.00. Other Loyola Discounted Parking is available and information can be found on the LUC website or information desks on campus.

Saturday sessions:

DATE	TIME	STUDENT
3/5/11	9:00 – 11:30	1) 2)
3/5/11	12:00 – 2:30	1) 2)
3/19/11	9:00 -11:30	1) 2)
3/19/11	12:00-2:30	1) 2) 3)
3/26/11	12:00-2:30	1) 2) 3)
3/26/11	12:00-2:30	1) 2) 3)

4/2/11	9:00 – 11:30	1) 2) 3)
4/2/11	12:00 – 2:30	1) 2) 3)
4/16/11	9:00 – 11:30	1) 2) 3)
4/16/10	12:00 – 2:30	1) 2) 3)

SESSION	DATE	TOPIC	READINGS	ASSIGNMENT DUE
1	1/18 Both Sections	Syllabus Overview		Student Data Sheet Learning Module Homework
2	1/25 and 1/26	Scoring and Conversions	WISC-IV and WAIS-IV Manual	Score Conversion of WISC IV – Cesar
3	2/1 and 2/2	Overview of Assessment: Test Administration Guidelines Review of administration of Wechsler Scales	Sattler – Chapters 1 and 6 (required) Sattler – WISC-IV - 9 and 10 WAIS IV <i>Essentials</i> – 2	Process Analysis Section of 1) Learning Module Homework 2) WISC-IV - Cesar
4	2/8 and 2/9	Test Administration cont'd and Report Writing	Sattler – Chapter 19	Report writing sections identified and summarized (from Chapter 19 and Class Binder)
5	2/15 and 2/16	Report Writing and Interpretation Overview	WISC-IV: Sattler – 11 WAIS IV <i>Essentials</i> - 4	1) WAIS-IV Practice Partner Protocol 2) Description of WISC IV and WAIS IV Subtests – narrow abilities measured in chart form (Refer to Class Binder, Technical Manual from test kits and Sattler Appendix D-8)
6	2/22 and 2/23	NASP CONFERENCE	NO CLASS	WISC IV and WAIS IV Narrative Templates (Refer to class binder, technical manual, sample reports)
7	3/1 and 3/2	Practice Test Administration and Wechsler Scales Interpretation using computer spreadsheet	WISC-IV <i>Essentials</i> – 4; WAIS IV <i>Essentials</i> – 5; Review CD ROMS from WISC and WAIS Essentials Text	WISC-IV Practice Partner Protocol
SAT.	3/5*	VIDEO – 4 students	Lewis Towers – 4 th floor	
8	3/7 and 3/8	SPRING BREAK		
9	3/15 and 3/16	Wechsler Scales Interpretation	Sattler 379-385; Sattler Appendices D-3 to D-9; WISC IV <i>Essentials</i> CD ROM – Appendixes A and I WAIS IV <i>Essentials</i> CD ROM – Appendix B	1) WAIS Partner Report (based on partner/peer administration) 2) 3/5 Saturday Video Protocols/Computer Scoring
SAT.	3/19*	VIDEO – 5 students	Lewis Towers – 4 th floor	
10	3/22 and 3/23	Group Report Feedback Practice Administrations		1) Group - Listing of Interventions for weakness 2) WISC-IV Practice Volunteer Protocol (school age subject) with computer scoring and highlighting of pertinent interpretative data/implications 3) 3/19 Saturday Video Protocols/Computer Scoring

SAT.	3/26*	VIDEO – 6 students	Lewis Towers – 4 th floor	
11	3/29 and 3/30	WJ III Overview and Test Administration	Sattler – 697-700 WJ III <i>Essentials</i> – Chapters 2 and 3	1) Individual WAIS-IV Practice Volunteer Protocol and Report 2) 3/26 Saturday Video Protocols/Computer Scoring
SAT.	4/2*	VIDEO – 6 students	Lewis Towers – 4 th floor	
12	4/5 and 4/6	WJ III Test Administration cont'd and Compuscore	WJ III <i>Essentials</i> – Chapters 2 and 3	1) WISC-IV reports from 3/5 and 3/19 videos 2) 4/2 Saturday Video Protocols/Computer Scoring
13	4/12 and 4/13	WJ III Interpretation Overview	WJ III <i>Essentials</i> – Chapter 4	1) Completion of narrow abilities table for WJ III 2) WISC-IV reports from 3/26 videos
SAT.	4/16*	VIDEO – 6	Lewis Towers – 4 th floor	
14	4/19 and 4/20	WJ III Interpretation	WJ III <i>Essentials</i> – Chapter 4	1) WISC-IV reports from 4/2 videos 2) 4/16 Saturday Video Protocols/Computer Scoring (copies)
15	4/26 and 4/27	FINAL		1) WJ III Volunteer Protocol with Compuscore/Identification of cognitive strengths and weaknesses/Implications 2) WISC-IV reports from 4/16 videos (may turn in 5/3/11 if needed)
16	5/3 and 5/4	*Saturday Video Session		