

Individual Cognitive Assessment Kenneth Schneider, Ph.D. Gabrielle Gunin, M.A. -course assistant Spring 2022

The purpose of this course is to develop competent skills for the cognitive assessment of children, adolescents and adults. This course integrates the skills of administration and scoring of major cognitive assessment instruments (i.e., WISC-V, WAIS-IV, WJ-IV COG,) in the context of recent cognitive theories and research. An overview of the Stanford Binet Intelligence Scale and other tests will also be presented. The Cattell-Horn-Carroll Theory of Cognitive Abilities will be contrasted with other conceptualizations of intelligence. The conceptualizations of intelligence will examine the historical and current contributions of scientists, journalists, politicians, structural racism and economics in the development of the tests and how information from the tests has been used in education, employment and social intercourse. The topic of Learning Disorders is introduced along with historical, conceptual and relevant clinical issues.

The APA/AERA Ethics Codes and Professional Standards pertinent to testing and dissemination of test results will be discussed along with educational, employment and social implications of assessment and development of communication skills and appropriate interventions. Issues of assessing culturally and linguistically diverse individuals are integrated throughout the course and systemic cultural contributors to the “achievement gap”.

The course is designed as “in class-in person”, but given the possibility of significant inclement weather conditions, if acceptable to everyone, an option of Zoom streaming a particular class may occur. Some assignments have been modified to fit the pandemic restrictions. Each of you must have access to the test kits and the test protocols. In some cases some of you will be asked to share a kit with one other classmate.

We will be starting with the Wechsler Intelligence Scale Scale for Children (V) and then before the spring break we will transition to the Wechsler Adult Intelligence Scale (WAIS IV). There are some assignments that will require you to administer each test to someone else. The WAIS may be administered to someone 16 years old and older. Further information will be shared in class. One of the classes of the course, March 30, is a tutorial with Ken. He will focus on introducing both Wechsler tests, administering the Block Design subtest, transitioning from one subtest to another, Digit Span, Coding/Symbol Search and Arithmetic. By the end of the semester, students are expected to reach a beginning mastery level of each test that will be demonstrated during a competency evaluation.

In order to achieve these skills, the student will:

1. Know the socio-political historical bases of psychological assessment.
2. Apply psychometric concepts to intelligence tests through test evaluation, test selection and test interpretation.
3. Demonstrate proficiency in the administration and scoring of the Wechsler Scales of Intelligence and Woodcock Johnson Cognitive Battery. Proficiency means knowledge of the administration rules for each subtest, reasonable administration fluency for a novice*, accurate scoring and awareness of self-determined errors that are communicated to Gabby.
4. Apply the scientific problem solving model of psychological assessment to an analysis of referrals and use of tests.

5. Apply the Cattell, Horn, and Carroll (CHC) theory of intelligence through test analysis and interpretation, oral and written communication of test findings.
6. Describe the historical context of Learning Disability.
7. Practice administering WJ-IV.
8. Demonstrate proficiency in observational skills so that client test taking behaviors are integrated with quantitative, content and process information.
9. Write psychological reports which communicate the results of the assessment in an accurate and clearly presented manner.
10. Evaluate structural, systemic, information processing, and multiple explanations of intelligence.
11. Demonstrate awareness of proficiency with linguistic and culturally diverse populations. Awareness is demonstrated through knowledge and practice related to languages, cultures, sub-cultures and mind-sets congruent with a novice. The student is not expected to be multi-lingual nor aware of all languages, customs, and mind-sets, but is expected to become proficient with practice, supervision, and self-awareness and become culturally competent by the end of year three.
12. Examine personal thoughts and feelings about importance of intelligence for self and others. This includes accepting facts about intelligence that are counter to beliefs about intelligence.

There is a great amount of outside time necessary to meet all the objectives of this course. Gabby will be conducting 4 lab sessions. Attendance at the lab sessions is mandatory. Gabby will schedule her meetings with you.

METHODS OF EVALUATION: Each student is expected to obtain proficiency in test administration as determined through course assistant observations of test administrations.

* novice-Beginner practitioner who has practiced test administration of each test at least three times and has submitted dummy protocols on time and received feedback about correct and incorrect scoring and by the end of the semester makes no more than one error per-subtest and then after feedback makes no errors per subtest at the competency evaluation. A novice reads the instructions to the examinee fluently, accurately and with appropriate expression and pacing. A novice keeps accurate time. A novice begins each subtest at the correct item and stops each subtest according to the discontinue rule. A novice scores items as per the rules in the manual and makes appropriate judgment about items that are scored 2,1,0 and requests help from the course assistant and/or professor. A novice accurately recalls subtest administration rules when asked. A novice improves administration and scoring errors over the semester and is deemed competent by the course assistant. Each student is expected to reach scoring mastery on each set of test protocols. Mastery means correct administration of each test and scoring as judged by the course assistant and Dr. Schneider.

Each student will meet with the course assistant for four lab appointments. The class will meet twice with Gabby as a whole to review test administration (once for the WISC-V and once for the WAIS-IV). These meetings will occur before the first assigned administration for each test. Gabby will notify you about the time you will be meeting. Attendance at these meetings is mandatory. Gabby will also meet with students in small groups to observe and give feedback on

test administration. These meetings will occur after the first assigned administration for each test. The dates and times for these labs will be set by Gabby .

Final examination. ++Arrange with the Gabby for competency examinations on the WISC-V, WAIS-IV and WJ after March 25.

Textbooks: Sattler, J. M., Dumont, R. & Coalson, D (2016) Assessment of Children WISC-V and WPPSI-IV, San Diego, CA: Jerome Sattler. Sattler, J. M. (2009). Assessment with the WAIS-IV . San Diego, CA: Jerome M. Sattler. Gould, S. J. (1996). The mismeasure of man. New York: W. W. Norton & Company. Suggested Supplementary Textbooks: Flanagan, D. P., & Harrison, P. L. (Ed.) (2011). Contemporary intellectual assessment: Theories, tests, and issues. New York: Guilford Press. Roid, G. H., & Barram, A. (2004). Essentials of Stanford-Binet Intelligence Scales (SB5) assessment. Hoboken, NJ: John Wiley & Sons. There are other Essentials of XXXX texts available for each test.

There are several excellent basic texts about basic psychometric concepts. For those of you who prefer to read from different texts we recommend any edition of the following: Anastasi, A. & Urbina (7thed.) (1997). Psychological testing. New Jersey: Upper Saddle River: Prentice Hall. Cronbach,L. (1991). Essentials of Psychological Testing.

TESTING LIBRARY: Each testing kit must be signed out by the members of your team (usually two of you). Please inform Gabby of any missing pieces immediately. You will be responsible for protecting the integrity of each test and adhering to the APA code of ethics. You will also be responsible for any loss, damage, or theft that occurs while the test is signed out to you. Test kits must be returned after all assignments have been completed. All test kits are to be returned by the last day of class. Failure to return test materials will result in a grade of INCOMPLETE.

You will be learning to administer various tests that are not only copyright protected but also protected under the ethical standards of APA and NASP. It is our responsibility to make sure that you protect these tests and also use them under strict guidelines. It is most important that you protect the test material and its contents. Since you will be learning these tests through practice administrations, it is essential that you only administer these tests to either a student peer in this class or to another person who signs an informed consent agreement. Please make sure a consent form is attached to each submitted protocol. Test administrations are for training purposes only. .

SCHEDULE OF TEST PRACTICE ASSIGNMENTS:

Jan. 26 WISC-V practice with a pandemic safe person.
Feb. 9 WISC-V protocol scored-Carmena (CANVAS)
Mar. 9 WISC-V administered and scored. (16-90; Pandemic safe person or Gabby)
Mar. 30 WAIS-IV protocol scored-Gina(CANVAS)
Apr. 13 WISC-V administered and scored. (7-16; Pandemic safe person or Gabby)
Apr. 20 WJ-IV administered and scored. *
Apr. 27 One WAIS-IV or WISC-V and WJ administered to a pandemic safe individual with a report
May 11 Final Examination due

Complete the WISC-V dummy protocol named, Carmena, and send it to Gabby up to the morning of February 9. See document in CANVAS about how to complete the dummy protocols. Complete the other test dummy protocols and send them to Gabby up to the date listed above. Administer a WISC-V, score and send to Gabby by March 11th. Administer WJ IV Cognitive Battery subtests 1-6, 13,16 and 18 to a pandemic safe person. Administer WAIS or WISC and WJ-IV Cognitive Battery subtests 3,6, 13, 16, 18, score everything and write report and deliver to Ken April 27. Final Examination due May 11.

Final is a take home exam. The exam consists of a dummy protocol, either WISC or WAIS (your choice) and one essay question. You will receive the exam May 6.

You will sit for a competency examination of both the WISC and WAIS with Gabby. She will coordinate times with you. March 30 is not a lecture/discussion class. On that date, you and your partner will have an appointment with Ken (times will be sent to you). Each pair should expect to stay for about forty minutes.

TOPICAL OUTLINE: I. Introduction Jan. 19

- A. Review syllabus and assignments
- B. Obtaining practice subjects
- C. Purposes of clinical assessment

II. Types of Test Scores Jan. 26- Feb. 2

- A. Text on testing –see N.B. above
- B. Brief history of intelligence testing-Stanford-Binet-Are these tests inherently biased against individuals who have been oppressed?
- C. Sattler (09) Chaps. 1-4, Sattler (16) Chap. 1
- D. C. Neisser, U. et al. (1996). Intelligence: Knowns and unknowns. American Psychologist. 51,2,77-101.

III. Reliability Feb. 9-16 Text on basic testing-Continued conversation about Intelligence

- B. Sattler (16) Chap. 2
- C. Flanagan and Harrison, Chaps. 1,2,14
- D. Gould, pp. 21-141.
- E. WISC-V.

IV. Validity Feb. 23-Mar. 2

- A. Text on basic testing
- B. Flanagan and Harrison, Chaps. 3-9
- C. WISC-V
- D. Sattler (09) Chap. 10, Sattler (16) Chap. 3
- E. Gould, pp. 143-263.

V. Learning Disorders- March 9

- A. History, definitions and mis-understandings
- B. WAIS-IV
- C. Sattler

VI. Models of Human Intelligence-March 23

- A. Sattler (09)
- B. CHC Theory
- C. Gould, pp. 264-350
- D. WAIS-IV continued

VII. Micro Lab-March 30

- A. Micro-lab-Teams will meet with Ken to go over WISC, WAIS
- B. Sattler, Chap. 11

VIII. Presentation by Gabby April 6

- A. Woodcock Johnson Battery-continued Shaywitz, S. & Shaywitz,
- B. (2008). Paying attention to reading: The neurobiology of reading and dyslexia. *Development and psychopathology*, 20, 1329-1349.

IX. Reporting the results Apr. 13

- A. Sattler (09), Chap. 21, Sattler (2016) Chap. 8
- B. Sample reports
- C. Woodcock Johnson Battery
- D. Case presentation

X. Intelligence testing controversies Apr. 20

- A. Sattler (09) Chaps. 5, 6, 12
- B. Gould, pp. 264-424.
- C. Sternberg, R. (Ed.) (1997). Intelligence and lifelong learning. *Special Issue American Psychologist*, 52, 10.
- D. Case presentation

XI. Clinical Interpretation with a battery of tests April 27

- A. Sattler (09) Chap 11
- B. The Boston Process Approach to test interpretation
- C. Case presentation

XII. Final examination due - May 11.

While it would be ideal if you could arrange in person a safe way to administer the test to a child and adult, this may not be possible for many of you. A substitute administration may be done via Zoom, but obviously all the subtests may not be administered via Zoom. We will discuss the process in class.

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properly acknowledge and cite all use of the ideas, results, or words of others
properly acknowledge all contributors to a given piece of work
make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:
everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
all student work is fairly evaluated and no student has an inappropriate advantage over others
the academic and ethical development of all students is fostered
the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. – The Rutgers University Academic Integrity Policy

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