

Individual Cognitive Assessment
Melissa Rivera Marano, Psy.D.
Chase Johnson - Course Assistant
Spring 2023
18:820:633 Sect. 02

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 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.

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
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 WISC V, WAIS IV, & 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 proficiency with linguistic and cultural diverse populations
12. Demonstrate beginning proficiencies in case management including initiating a new case, taking a detailed history, administering a battery of measures, meeting with a peer supervisor, writing an integrated report and being supervised by a doctoral level psychologist

METHODS OF EVALUATION:

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

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. Marano.

Each student will meet with the course assistant for lab appointments. The class will meet for Labs on the WISC V, WAIS IV and WJ. These lab dates and times will be arranged with the course assistant and may occur outside of scheduled class time. This is anticipated to occur in person.

Final examination. This is comprised of an essay question and protocol scoring.

Competency examinations on the WISC-V, WAIS-IV and WJ will be scheduled with both the course assistant and Dr. Marano. This is anticipated to occur in person.

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. (2024) *Assessment of Children: Cognitive Foundations and Applications 7th Ed.*, Las Mesa, California: Jerome M. Sattler, Publisher, Inc.

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 Psychological Assessment texts available for each test. Affordable- easily found on Amazon.

There are several excellent basic texts about basic psychometric concepts. For those of you who prefer to read from different texts we recommend the following foundational texts:

Anastasi, A. & Urbina (7thed.) (1997). *Psychological testing*. New Jersey: Upper Saddle River: Prentice Hall.

Cronbach,L. (1991). *Essentials of Psychological Testing*. Any edition.

TESTING LIBRARY:

Each testing kit must be signed out (if you are part of a safe cohort the kit will be shared and only one of you will sign out the kit). Please inform the teaching assistant 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. At this time we continue to need to return testing kits after they are used. In addition, 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. 30	WISC V practice administrations in class
Feb. 6	WISC-V protocol scored- Alexis scored
Feb. 20	WISC-V administered and scored (ages 7-16)
Mar. 5	WAIS-IV protocol scored-Craig
SPRING BREAK March 11-18	
Mar. 19	WAIS-IV administered and scored. (16-95)
Apr. 9	WJ-IV select subtests administered and scored (5-95)
Apr. 16	Competency Exams
Apr. 23	Comp Make-Ups (if needed)
4/30 & 5/7	Write Ups/Final

Individual Cognitive Assessment

Melissa Rivera Marano, Psy.D.

4

TOPIC OUTLINE:

I. Introduction Jan. 16

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

II. WISC V & Test Scores Jan. 23- Jan. 30

- A. Types of Test Scores
- B. **PRACTICE LAB**
- C. Sattler Chaps. 1-4
- D. WISC-V

III. Feb. 6-13

- A. Reliability & Validity Sattler Chaps.
- C. Flanagan and Harrison, Chaps. 1,2,14
- D. Gould, pp. 21-141.
- E. WISC-V

IV. Feb. 20- Feb. 27

- A. Text on basic testing
- B. Flanagan and Harrison, Chaps. 3-9
- C. WAIS IV

V. Task of the Practitioner March 5

- A. The Boston Process Approach
- B. Sattler, Chap. 10
- C. Gould, pp. 143-263.
- D. Flanagan and Harrison, pp. 192-202, Chap. 10.
- E. WAIS-IV
- F. **WECHLSER REVIEW**

3/11-3/18 Spring Break

VI. Models of Human Intelligence-March 19

- A. Product & Process models
- B. CHC Theory
- C. Factorial models
- D. Nature/nurture arguments
- E. WJ IV

VI. WJ IV- March 26

- A. Sattler, Chap. 11
- B. WJ IV

Individual Cognitive Assessment

Melissa Rivera Marano, Psy.D.

5

VII. WJ IV/NATURE NURTURE Apr. 2

A. Sattler Chaps. 5, 6, 12

B. Gould, pp. 264-350.

C. PRACTICE LAB- REVIEW WJ

D. Assessment Review

VIII. Review- April 9

COURSE ASSISTANT REVIEW SESSION

X. Competency Exams Apr. 16

XI. Clinical Assessment-Reporting the results Apr. 23

A. Sattler, Chap. 21

B. Sample reports

C. Rhodes, Ochoa & Ortiz

D. Culturally Competent Testing

XII. Learning disorders April 30 & May 7

A. Sattler Chaps. 5, 6, 12

B. Gould, pp. 264-424.

C. Neisser, U. et al. (1996). Intelligence: Knowns and unknowns.
American Psychologist. 51,2,77-101.

A. Sternberg, R. (Ed.) (1997). Intelligence and lifelong learning. Special Issue
American Psychologist, 52, 10.

Rutgers Statement on Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>