

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: CNS

COURSE NUMBER: 689

CREDIT HOURS: 3

I. TITLE: Individual Testing

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Supervised practice in the administration and interpretation of a variety of individual cognitive tests such as the WJ-III Cognitive and WISC-IV. This course is designed for individuals in the school counseling, Individual Intelligence Assessment endorsement, and school psychology programs.

Prerequisite(s): CNS 683 and permission of instructor.

III. COURSE OBJECTIVES

This course will provide theoretical knowledge and skills in testing the intellectual functioning of children and adolescents for school purposes. This course is also designed to provide students with an understanding of the role of assessment, the strengths and limitations of intelligence testing, and the ethical obligations involved in evaluation.

NASP domains are in parentheses. CACREP Section II Standards (2009) are in brackets. EPSB standards are in italics.

Students will gain knowledge of:

1. Individual testing, measurement concepts, and appraisal principles (2.1, 2.3, 2.9)[G7b, G7f] Strengths and limitations of intellectual assessment (2.1, 2.8, 2.9)
2. Critical issues related to cultural biases of testing (2.8)[G7f]
3. Ethical standards for assessment (2.10) [G7g]
4. Report writing and parent feedback (2.1, 2.3) *Literacy*
5. Basic assessment principles of rapport and managing the client (2.1) [G8d]
6. Kentucky's special educational referral process (2.1, 2.3, 2.4)
7. Exceptional populations (e.g., learning disabilities, intellectual disabilities) and how to assess them (2.1, 2.3, 2.4, 2.8)[G3e, G7f]

IV. CONTENT OUTLINE:

- A. Myths and role of IQ testing
- B. Measurement concepts
- C. Woodcock-Johnson III
- D. Wechsler Intelligence Scale for Children

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture, class participation, and discussion
- B. Test administration and interpretation with written reports and feedback

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

- A. Students will practice administering and scoring the WJ-III Cognitive and WISC-IV
- B. Students will practice integrating and interpreting information from allied procedures (e.g., interviews, behavior observations).
- C. Students will practice written and oral interpretation of test results

VII. TEXT AND RESOURCES:

- A. Required Text:
Settler, J. (2008). *Assessment of children: Cognitive foundations* (5th Ed.). Author.
- B. Resources:
National Association of School Psychologists (2008). *Best practices in school psychology-5th ed*), Author.
American Counseling Association. (2014). *ACA Code of Ethics 2014*. Alexandria, VA: Author.

- C. Websites:
 - Kentucky System of Interventions
 - Kentucky Special Education Forms and Documents
 - WJ-III Examiner Training Workbook
 - ASCA
 - ACA
 - NASP

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements:

2 Exams (mid-term/final)	100 pts each
4 WJ-III reports	20 pts each
4 WJ-III protocols	10 pts each
1 WJ-III Video	Scored pass/fail
3 WISC-IV reports	20 pts each
RTI Paper	50 pts
430 pts total	

- B. Grading Scale:
 - A = 387 points
 - B = 344 points
 - C = 301 points

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Regular attendance is expected. Discuss any absence with the instructor. All required work and activities must be completed. Only under unusual extenuating circumstances will missed or late examinations and projects be accepted. More than one absence may result in a letter grade reduction.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus.

When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

CACREP Counseling Program Specifics for CNS 689

School Counseling Objectives:		Assessment
Diversity and Advocacy E1	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Discussion, Exams, Reports, Protocols
Diversity and Advocacy E2	Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.	Discussion, Exams, Reports, Protocols
Assessment G1	Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students.	Discussion, Exams, Reports, Protocols
Assessment G3	Identifies various forms of needs assessments for academic, career, and personal/social development.	Discussion, Exams, Reports, Protocols, Video
Assessment H1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Discussion, Exams, Reports, Protocols, Video, RTI
Assessment H2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Discussion, Exams, Reports, Protocols
Assessment H3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Discussion, Exams, Reports, Protocols, Video
Assessment H4	Makes appropriate referrals to school and/or community resources.	Discussion, Exams, Reports, Protocols,
Assessment H5	Assesses barriers that impede students' academic, career, and personal/social development.	Discussion, Exams, Reports, Protocols
Assessment F1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development	Discussion, exams, reports, video; RTI

**Tentative Course Schedule
School Counselor Standards in Brackets**

<u>Meeting</u>	<u>Subject</u>	<u>Readings</u>
1	Introduction; review syllabus; Review of myths & role of IQ testing; Ethics in testing [SC H.1, 2, 3, 5]	
2	Measurement concepts; WJ3 admin. WJ3 test kits assigned [SC H.1,2,3,5]	WJ-III Workbook & Examiner's Manual
3	WJ3 interpretation/application [SC H.1.2,3,5; SC E.1,2,3,4]	Handouts Ch. 5, 6
4	WJ protocol 1 due ; testing children Report writing [SC F.1; SC H.1; SC G1]	Ch. 1, 2, 21
5	WJ Report 1 Due Developmental history Referral forms; RTI; KYSystem/Interven. [SC H.1, 2, 3, 4,5; SC G.1,3]	Handouts
6	Test 1; WJ protocol 2 due	
7	WJ report 2 due ; WISC4 review WISC4 interpretation [SC H.1.2,3,5]	Handouts
8	WISC report 1 due ; Behavior Observations Learning disabilities/Models [SC H.1.2.3.4,5; G.1,3]	Handouts
9	WJ Protocol 3 due ; BIF; Ach. testing [SC H.1, 2,3,5]	Handouts
10	Spring Break	
11	WISC report 2 due Mental disabilities; adaptive testing Behavior disorders [SC H.1,2,3,4,5; G.1,3]	Handouts
12	WJ Protocol 4 and Video due ; Case studies	Handouts

13	WISC Report 3 due Case Studies; Feedback/Staffing [SC H.1.2,3,4,5; G1,3;E.1.2.3.4]	Handouts
14	Feedback/Staffing cont. [SC F.1; H.1; G.1]	
15	Test 2; Instructor evaluation	
16	WISC Report due	

General Testing Considerations

1. Each student is required to “supply” their own volunteer examinees for the course and is encouraged to begin locating examinees immediately (you will need at least 4 cooperative subjects). All examinees must be children ages 6 to 16 years, 11 months. Parent permission (see attached) must be obtained prior to testing. Providing any feedback to parents or the examinee regarding test performance or providing answers to the child at any time is unethical and a violation of test security and may result in dismissal from the course. No persons except you and the instructor are to know the score of any examinee. Do not present yourself as a representative of Murray State University or the Department of Educational Studies, Leadership, and Counseling.
2. You are to make no recommendations for psychological, educational, or medical treatment to the examinee or parents on the basis of your evaluation. You will be expected, however, to make recommendations in reports to or discussions with the instructor. If you have difficulty coping with an anxious parent who is pressing you for advice, consult the instructor.
3. Due to the intensity and time limitations of this course, test protocols and reports have specific due dates. Late assignments will result in a reduction in overall grade unless cleared with instructor. *Tests cannot be administered before they are assigned*—you must receive feedback on the previous test before you can administer another test.
4. Do not test your own children, spouse, partner, or parents. However, you may exchange children and relatives with classmates. On the test booklet, designate examinees by their first name and initial of their last name.
5. All test booklets will be provided. Always attach the completed Consent Form to the front of the protocol and the Checklist for Rating Psychoeducational Reports to the front of each report. All materials must be turned in in an envelope to protect the confidentiality of the examinees.
6. Keep reports, protocols, and test materials in a safe place. Do not share items or concepts in the tests with non-assessment personnel under any circumstances. You are ethically and financially responsible for the test kit.
7. Record all examinee responses *neatly and clearly using pencil*. Scoring cannot be checked unless the record book is legible.

Checklist for Rating Psychoeducational Reports

Examiner: _____

Date: _____

Examinee: _____

Assignment Number: _____

Test Name(s): _____

Rating Scale: 10 = Above Average

≤ 7 = Unacceptable

8 - 9 = Average

Rating

- | | |
|---|----------------------|
| 1. Observations and Relevant Background Factors
(clear, relevant, complete, logical) | 10 9 8 7 6 5 4 3 2 1 |
| 2. Results (accurate tables, accurately reported in text)
and Interpretations (accurate and meaningful, consistent
with available data, lack of incongruities, linked to the
classroom or vocation, linked with existing data) | 10 9 8 7 6 5 4 3 2 1 |
| 3. Recommendations (logical, realistic,
based upon obtained data) | 10 9 8 7 6 5 4 3 2 1 |
| 4. Integrated Summary (contains only essential facts and
interpretation, logical) | 10 9 8 7 6 5 4 3 2 1 |
| 5. Style and Communication (comprehensible for a novice
reader, explanations clearly communicated, sentences not too
long/too short, no first person or fragments, personalized
vs generalized style) | 10 9 8 7 6 5 4 3 2 1 |
| 6. Spelling/Grammar (subject/verb agreement, consistent
tense, evidence that report was carefully proofread) | 10 9 8 7 6 5 4 3 2 1 |
| 7 Overall Rating (#2 and 4 are weighed more than others) | 10 9 8 7 6 5 4 3 2 1 |

X 2 _____

CONSENT FOR TEST ADMINISTRATION

I give permission for my child to be administered the individual tests listed below:

I fully realize that _____ is taking a testing course, which is designed to help him/her become proficient in administering, scoring, and interpreting various tests. Because the student is gaining experience, I acknowledge that the test results may be invalid and that the student will not be reporting any results to me.

Parent Signature

Date

CONSENT FOR TEST ADMINISTRATION

I give permission for my child to be administered the individual tests listed below:

I fully realize that _____ is taking a testing course, which is designed to help him/her become proficient in administering, scoring, and interpreting various tests. Because the student is gaining experience, I acknowledge that the test results may be invalid and that the student will not be reporting any results to me.

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