

CPSY 537 Cognitive Theory & Assessment Spring, 2005

Instructor: Colleen M. Hanson, Ed.D.
Forest Park Elementary 8:00 to 4pm (503) 916-5400 M, W, Th, F
Skyline Elementary 8:00 to 4pm (503) 916-5212 T
E-Mail: cmhanson@pps.k12.or.us

Office Hours: By appointment

Text: (Required) (1.) Sattler, J., Assessment of Children (4th ed.), Jerome M. Sattler, Publisher, Inc., San Diego, CA., 2001
(2.) Kaufman, A. & Lichtenberger, E., Essentials of WISC-III & WPPSI-R Assessment, Psychological Corp., San Antonio, TX, 1999.
&
(3.) Articles purchased in first class

Course Description:

This course is the second of two designed to give you instruction and practical experience in the measurement of individual differences. The purpose and focus of this portion of your program will be the intellectual evaluation: assessing the learner's cognitive abilities and aptitude levels in the course of formal education, as well as providing a comprehensive conceptual and practical overview of the current state of the art of intellectual assessment.

During this course you will become familiar with formal and informal techniques for assessing cognitive skills spanning the age and developmental levels from early childhood education through adulthood. In addition, you will become familiar with non-verbal intellectual instruments and adaptive behavior. You will become familiar with contemporary theories of the structure of intelligence and personal competencies, new assessment technology, and current scientific knowledge of the validity of cognitive constructs and measures of intelligence. Particular emphasis will be placed on the practical experience of test selection, administration, and results interpretation. The pre-referral process, as well as the legal and ethical aspects of the school psychologist's job will also be explored. This course culminates in the development of a comprehensive psychological report that will include the design recommendations and intervention plans sensitive to the needs of the diverse student populations and cultures within which you might expect to work as a school psychologist.

Course Objectives:

- To provide students with an overview of a wide variety of prominent theories of intelligence and issues related to the utility of current intelligence batteries for special populations (e.g., preschoolers, culturally and linguistically diverse, etc.).
- To provide students with the experience of assessing cognitive skills using tests that focus on specific areas and age levels from early childhood through adulthood.
- To provide students with an exposure to a variety of instruments in each area or age level.
- To provide students with the opportunity to explore and articulate ways of linking assessment and intervention through report writing, designing recommendations and through direct consultation

Course Requirements:

1. **Administer and Score (2) WISC-III's**
2. **Administer and Score (2) WJ3's (Cognitive)
Standard Battery Only**
3. **Administer and Score (1) SB4th Edition
Standard Battery Only**
4. **Administer and Score (1) WISC-IV
Please administer all subtests**
5. **Complete a written report on WISC-IV**
6. **Complete a written report on WJ3 (#2)**
7. **Write on one current theory of cognition (5-6 pages). This research paper should have at least 4 references. You will make a 15-20 min. class presentation & provide copies of your paper to your classmates (and one for me).**
NOTE: Tables, outlines, graphs, drawings, and references are **in addition** to the **5-6-page requirement**
8. **Complete a TAKE-HOME writing activity (FINAL) due the last class**

Grades:

WISC-IV Write-up	=		=	25%
WJ3 (#2) Write-up	=		=	25%
Theory Research Paper	=		=	25%
Take-Home Final	=		=	<u>25%</u>
TOTAL			=	100%

Grade Distribution:

98-100	=	A+	87-89	=	B+	
93-97	=	A	83-86	=	B	
90-92	=	A-	80-82	=	B-	...etc.