



**Chaminade University of Honolulu**  
**Doctoral Program: Doctor of Education in**  
**Educational Psychology (EdD)**  
**Course Syllabus**  
[Chaminade University Honolulu](https://chaminadeuniversityhawaii.edu/)  
3140 Waialae Avenue - Honolulu, HI 96816

**Course Number: EPSY 710**  
**Course Title: Cognitive Assessment**  
**Term:** Fall 2023  
**Class Meeting Days:** Wednesday and Thursday  
**Class Meeting Hours:** 5:30 p.m. -9:20 p.m.  
**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

**Instructor Name:** Yolanda Amerson, Psy.D., LCSW  
**Email:** [yolanda.amerson@chaminade.edu](mailto:yolanda.amerson@chaminade.edu)  
**Phone:** 808 255-2604  
**Office:** Call for an appointment as needed  
**Office Hours:** upon request

**Instructor Availability:** Questions for this course can be emailed to the instructor at [yolanda.amerson@chaminade.edu](mailto:yolanda.amerson@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

### **Catalog Course Description**

This course is designed to address the administration, scoring, and interpretation of individual intelligence and cognitive assessment instruments. It includes practice in administering assessments, test interpretation, report writing, and making specific recommendations for teaching strategies and materials. As a part of this course, participants will participate in practica that includes hands-on practice of the learned skills with oversight and supervision by a qualified school personnel.

### **Required Text:**

- 1) Assessment of Children Cognitive Foundations and Application 6th Edition (ACCFA) by Jerome Sattler
- 2) Assessing intelligence in children and adolescents (AICA): A practical guide for evidence-based assessment. By John H. Kranzler and Randy G. Floyd
- 3) Psychoeducational assessment and report writing 2<sup>nd</sup> Ed. (PARW) Springer Nature. By Stefan Dombrowski

## Recommended Text/link:

- 1) Essentials of WISC-V Assessment by Dawn P. Flanagan and Vincent C. Alfonso
- 2) Essentials of DAS-II Assessment by Ron Dumont, John O Willis, and Colin D. Elliott
- 3) Standards for Educational and Psychological Testing, 2014 American Educational Research Association, American Psychological Association, National Council on Measurement in Education.

<https://www.testingstandards.net/open-access-files.html>

## Required Learning Materials

### Cognitive Assessment Testing battery kits/materials/test protocols:

- 1) Wechsler Intelligence Scale for Children 5<sup>th</sup> Ed. (WISC V)
- 2) Differential Ability Scales (DAS II)

The majority of the students in this program are currently working in a school setting and may or may not have access to borrow a test kit. If you do not have the means to borrow a test kit from your respective school district there will be limited availability for rental, please make arrangements with [kandis.amimoto@chaminade.edu](mailto:kandis.amimoto@chaminade.edu)

Please keep in mind that the assessment instruments are VERY expensive, and YOU will be responsible for them while they are checked out under your name. DO NOT leave test materials in your car or unattended at any time. You will also need the following:

- 1) 1 Stop Watch (a silent, digital model, your cell phone stopwatch)
- 2) 1 Clipboard (for use during testing)
- 3) 2 # 2 pencils with no erasures
- 4) 2 #2 pencils with erasures
- 5) 1 Highlighter (any color)

## Course Overview

This course is designed for persons working in a school who have the responsibilities of cognitive assessments. Students develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal)/cognitive abilities, while simultaneously considering various diagnostic issues present within multiculturally diverse school populations and reflecting the established standards of educational and psychological testing.

In order to do an effective job with these tests, it is important that you have a background in human development, test and measurement, statistics, abnormal psychology, and exceptional children. It is recommended that you review these areas concurrently with your study of the tests covered in the course. Excellent written communication skills (e.g., spelling, grammar, and sentence construction) are also needed.

This course includes:

- (1) *Review of the cognition foundations and application*
- (2) *Cognitive assessment practice report writing* (2) *\*See Assignments for details*
- (3) *Cognitive test review paper* *\*See Assignments for details*

(4) *Group practice* in administering, scoring, interpreting cognitive tests, report writing and conveying results to the mock school team

(5) *Final project*: Recorded video of the selected test administration with a school age (2 years 6 months to 17 yrs. 11 mo.) participant to fulfill the assessment requirements example: Obtaining parent consent, selecting the assessment, administering, scoring, interpretation, written cognitive assessment report, and mailing the original protocol to the instructor. *\*See Assignments and other important information for details*

### **Class Format**

This is an accelerated blended (asynchronous, on-line, and/or in-person) 10-week course. **Week 1 will be asynchronous. Week 2 – Week 10 on Wednesday will be on-line class discussions**, watching videos, case studies. **Week 2 – Week 10 on Thursday will be practicing with your partner** the hands-on cognitive assessment administration via **virtual and/or in-person** using the test battery kits.

It is critical that students read assigned materials before beginning Wednesday's class. This will reinforce that all students can participate in the learning process to the maximum extent possible. Your active engagement in class on-line and test administration practice in-person and/or online (when agreed upon with your testing partner) is vital to the success of this course. Your attendance/participation is one of the most important components of this course and of your final grade in this course. Please see attendance policy for details.

Traditionally, there is a lot of testing (administration of various cognitive assessments) required for this course. However, due to this accelerated course and the unique logistical distribution of test materials this will be limited to practicing 2 cognitive assessments.

Wednesday (5:30 p.m., to 9:20 p.m.) - On-line class. Class reading discussion, assessment administration protocols, meaning of subtests, interpretation, report writing, and case studies. We will be meeting with the entire class via the Google Classroom link posted on the Canvas and syllabus schedule for on-line discussion.

Thursday (5:30 p.m. to 9:20 p.m.) – Practice administering test. Practice and administer the Cognitive Assessments subtest (WISC V and DAS II) using the test kit materials in pairs via virtually and/or in-person. The group/pair will be designated by the instructor and you will remain in the same group/pair for the entirety of the course. Supervision will be done via on-line. You will need to provide/email the invitation link to yolanda.amerson@chaminade.edu to join in during your practice time.

You and your partner will decide on a case scenario provided by your instructor. You will take turns with your partner role playing and administering the subtests based on the case information.

## **ASSIGNMENTS**

### **Practice Cognitive Assessment Reports: Due WISC V 11/08/23 and DAS II 12/06/23 (200 pts)**

The class is divided into 9 pairs to meet on-line and/or in-person. Thursday's will be used to practice and administer the Cognitive Assessments simulating a mock case. The specific tests used in this course will be the WISC V and DAS II cognitive assessment using the test kit materials and practicing among your group/pair. You will be expected to have read the test manual and to have studied the test materials. The course requires a high level of social and ethical responsibility.

For the WISC V test, you will be expected to learn how to evaluate the examinee's strengths and weaknesses by an analysis of the Full Scale IQ by administering the 10 Core subtests and subtest scaled scores. Submit the practice written report to include the fundamental components Example: Identifying information, Reason for Referral, Procedures, Assessment methods and background information, Assessment results, Interview/Observations, Implications for Learning, Summary, and Recommendations.

For the DAS II test, you will be expected to learn how to evaluate using the Early Years (6 Core subtests) and School-Age (6 Core Subtests). Submit the practice written report using *ONLY ONE* of the results from the Early Years **OR** the School-Age to include the fundamental components.

### **Cognitive Test Review Paper: Due 11/01/23 (100 pts)**

Students will submit a cognitive test review paper **other than** the WISC V and DAS II.

*Examples of Cognitive Tests:*

RIAS-2: Reynolds Intellectual Assessment Scales 2nd Ed

WJ COG: Woodcock-Johnson Tests of Cognitive Abilities

LEITER-3 Leiter International Performance Scale 3rd Ed (non-verbal test)

WPPSI-IV: Wechsler Preschool and Primary Scale of Intelligence 4th Ed

KABC-II: Kaufman Assessment Battery for Children 2nd Ed

PTONI: Primary Test of Nonverbal Intelligence (non-verbal test)

UNIT: Universal Nonverbal Intelligence Test (non-verbal test)

CAS-2: Cognitive Assessment System

This paper is not to exceed 10 pages to include the following:

Format/Headings

Abstract  
Test Description  
How the test is administered  
How the test is scored  
The Psychometric characteristics – Reliability and Validity  
The Psychometric characteristics – Standardization  
How the results are interpreted  
Strengths  
Limitation  
References

The expected quality of work papers includes:  
Use of Microsoft Word to produce written assignment  
1-inch margins  
APA 7th edition format (read the manual)  
Proofread paper for grammatical, mechanical, and spelling errors

Plagiarism is unacceptable and is not tolerated. Students found to plagiarize; including self-plagiarizing, will fail the assignment and be referred to The Office of Student Rights and Responsibilities.

**Final Project: Due 12/10/23 (200 pts.)**

A recorded video of the selected test administration using the WISC V or DAS II with a school age participant (2 years 6 months to 17 yrs. 11 mo.) to fulfill the assessment requirements of the referral process (Obtaining parent consent, selecting the assessment, administering, scoring, interpretation, written cognitive assessment report). You are responsible for finding participants to fulfill the assessment requirements for this course.

**The original test protocol will be mailed to the instructor for grading by 12/10/23.**

**Mail to: Chaminade University of Honolulu  
3140 Waialae Ave.  
Behavioral Sciences 111  
Honolulu, HI 96816  
Attn: Dr. Yolanda Amerson**

**IMPORTANT Assessment Directions:**

All testing instruments/materials must be checked prior to administering. \*\*Please become familiar with the instruments before use during a testing session. This means it is up to you to study, review, and become familiarized with the assessment instruments outside of regular class time.

Please keep in mind that the assessment instruments are VERY expensive, and YOU will be responsible for the test kits while they are checked out under your name from Chaminade University or IF you borrowed them from your own school district.

DO NOT leave test materials in your car or unattended at any time. You will need a stopwatch (your cell phone stopwatch can be used) and a clipboard for administering tests. A highlighter can be used to highlight starting points or any other useful information on the protocol.

All students are required to find their own examinees such as family members, friend’s children, etc. Also, please be aware that finding participants can take longer than expected so please start early. Also, testing can take longer due to your limited experience so please provide yourself with enough time to conduct these assessments. Due to the limited number of testing equipment, we may have to share test kits. Students that share test kits need to take responsibility for the transfer of these kits. If you have access to a current diagnostician, you might be able to “borrow” theirs to allow for more practice time without as many time constraints.

**OTHER THINGS TO REMEMBER**

- Do not wait until the last minute to complete an assessment.
- Parental consent forms must be completed before testing can occur, even if you are testing your own children. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). *\*Template forms will be in classroom resource google folder <https://bit.ly/EPsy710Resources>*
- You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed.
- In addition, you are **NOT** to make recommendations for psychological services to the examinee, school, or parent (but you will make recommendations, as practice, in your report).

**Edd in Educational Psychology Program Learning Outcomes (PLOs)**

Educational Psychology students will:

1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.
3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21<sup>st</sup> century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

**Grading**

Reading discussion participation (10 wks)	10 x 20 pts	200
Practice test administration participation (10 wks)	10 x 20 pts	200
Practice cognitive assessment report writing (2 rpts)	2 x 100 pts	200
Cognitive Test Review Paper	100 pts	100
Final Project	200 pts	200
	<b>TOTAL</b>	<b>900</b>

A - 90% and above of total points	810 – 900 points
B - between 80-89% of total points	719 – 809 points
C - not passing range	Less than 600 points

**Canvas**

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

#### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

#### **CUH Services and Policies**

##### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

##### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

##### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

##### **Attendance Policy**

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address (yolanda.amerson@chaminade.edu) or call/text (808) 255-2604 . It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica,



studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

## **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich

educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

**Each of these characteristics are integrated, to varying degrees, in this course.**

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Course Calendar (Subject to Change)

Week/Day	Topic	Readings/Class Assignment	Due
<b>Week 1</b>	<b>MEETING FORMAT: ASYNCHRONOUS</b>		
	<p><u>View Video:</u></p> <ol style="list-style-type: none"> <li>Welcome &amp; Introductions</li> <li>Syllabus review/Format</li> <li>Expectation</li> </ol> <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>What is Intelligence? (History, Construct, Controversy) What Are We Actually Measuring?</li> <li>How and Why Do People Differ in Intelligence?</li> <li>Purpose of Psychoeducational Assessment and Report Writing</li> <li>The Psychoeducational Assessment Process</li> <li>Challenges in Assessing Children: The Process</li> </ul>	<p><i>Assessment of Children Cognitive Foundations and Application 6th Edition (ACCFA)</i></p> <p><i>Assessing intelligence in children and adolescents (AICA)</i></p> <p><i>Psychoeducational assessment and report writing 2<sup>nd</sup> Ed. (PARW)</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>AICA: Chapter 1-3</li> <li>PARW: Chapter 1-2</li> <li>ACCFA: Chapter 1, 3, 6</li> </ul>	
	<p><u>Review:</u></p> <ul style="list-style-type: none"> <li>Role of the Evaluator in the Assessment Process</li> <li>How Do We Do it? (Ethics, Behavior Observations)</li> </ul> <p><b>INTRODUCTION TO THE WISC-V</b></p> <ul style="list-style-type: none"> <li>Overview/Description</li> <li>How to Administer the WISC-V</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>ACCFA: Chapter 9, 10 (p. 341-354)</li> <li>Essentials of WISC-V Assessment: Chapter 1, 2 (p.78-88)</li> </ul> <p><b>Review WISC V Manual: Subtest</b></p> <p>1) Block Design, 2) Similarities, 3) Matrix Reasoning, 4) Digit Span</p>	
<b>Week 2</b>	<p><b>MEETING FORMAT: SYNCHRONOUS online</b></p> <p>To join the video meeting, click this link: <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a></p> <p>Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#</p>		
	<p><u>Review:</u></p> <ul style="list-style-type: none"> <li>Week 1 topics</li> <li>Review subtests: What are the specific subtest testing for?</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>AICA: Chapter 4, 5</li> <li>PARW: Chapter 3-5</li> </ul>	

	<ul style="list-style-type: none"> <li>• How to administer subtest. (Block Design Similarities, Matrix Reasoning, Digit Span)</li> <li>• Case Studies to select for Practice</li> </ul>		
	<p><b>Meeting with Partner</b> - Make arrangements to practice using the WISC V testing battery with your partner either in-person or virtually.</p> <p><b>In both settings, you will need to send an on-line link to the instructor for supervision</b>  <a href="mailto:yolanda.amerson@chaminade.edu">yolanda.amerson@chaminade.edu</a></p> <p>You and your partner will decide on a case scenario provided by your instructor. You will take turns with your partner role playing and administering the subtests based on the case information.</p> <p><i>Be sure to use the same test record form until Week 5 where you will score all 10 subtests and note your observations for the practice report.</i></p> <p><b>Practice Subtests:</b> 1) Block Design, 2) Similarities, 3) Matrix Reasoning, 4) Digit Span</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• ACCFA: Chapter 10 (p. 354-366)</li> <li>• Essentials of WISC-V Assessment: Chapter 2 (p. 89-96)</li> </ul> <p><b>Review WISC V Manual: Subtest</b></p> <p>5) Coding, 6) Vocabulary, 7) Figure Weights, 8) Visual Puzzles</p>	
<b>Week 3</b>	<p><b>MEETING FORMAT: SYNCHRONOUS online</b>  <b>To join the video meeting, click this link: <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a></b>  <b>Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#</b></p>		
	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Basic psychometric principles that inform score interpretation</li> <li>• The assessment process with children and adolescents</li> <li>• Interviewing and gathering data</li> <li>• Observing the child</li> <li>• General guidelines on report writing</li> </ul> <p><b>Review Subtests:</b> What are the specific subtest testing for? How to administer subtest.</p> <p>5) Coding, 6) Vocabulary, 7) Figure Weights, 8) Visual Puzzles</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• AICA: Chapter 8, 9</li> <li>• PARW: Chapter 6-10</li> </ul>	
	<p><b>In both settings, you will need to send an on-line link to the instructor for supervision</b>  <a href="mailto:yolanda.amerson@chaminade.edu">yolanda.amerson@chaminade.edu</a></p> <p><b>Meeting with Partner</b></p> <p><b>Practice Subtests:</b> 5) Coding, 6) Vocabulary, 7) Figure Weights, 8) Visual Puzzles</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• ACCFA: Chapter 10 (p. 366-372)</li> <li>• Essentials of WISC-V Assessment: Chapter 2 (p. 97-100)</li> </ul> <p><b>Review WISC V Manual: Subtest</b></p>	

		9) Picture Span, 10) Symbol Search	
<b>Week 4</b>	<b>MEETING FORMAT: SYNCHRONOUS online</b> To join the video meeting, click this link: <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a> Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#		
	<u>Review:</u> <ul style="list-style-type: none"> <li>Interpreting Intelligence Test Scores</li> <li>Evidence-based practice and cognitive interventions</li> <li>Report Writing: Section-by-section report writing guidance</li> </ul>	<u>Readings:</u> AICA: Chapter 10	
	<b>Review Subtests:</b> 9) Picture Span, 10) Symbol Search		
	<b>Meeting with Partner</b> <ul style="list-style-type: none"> <li><b>Practice Subtests:</b> 9) Picture Span, 10) Symbol Search</li> <li>Practice Scoring WISC V and Interpreting results.</li> <li>Prepare to write your report</li> </ul>	<ul style="list-style-type: none"> <li>Begin writing the Cognitive Assessment Report for the WISC V.</li> <li>Be prepared to discuss results to your small group as a Mock School Eligibility Meeting in Week 5.</li> </ul>	
<b>Week 5</b>	<b>MEETING FORMAT: SYNCHRONOUS online</b> To join the video meeting, click this link: <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a> Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#		
	<u>Review:</u> <ul style="list-style-type: none"> <li>Sharing the Results from Intelligence Test</li> </ul>	Cognitive Test Review Paper	Due: 11/01/23
	<b>Meeting with small group:</b> Mock presentation of cognitive assessment report to school team. Discuss any feedback.  (ADD GOOGLE LINK to Groups)	<u>Readings:</u> <ul style="list-style-type: none"> <li>ACCFA: Chapter 16</li> <li>Essentials DAS II Assessment Chapter 1-2</li> </ul> <b>Review DAS II Manual: Early Age Subtests:</b> 1) Verbal Comprehension, 2) Picture Similarities, 3) Naming Vocabulary	
<b>Week 6</b>	<b>MEETING FORMAT: SYNCHRONOUS online</b> To join the video meeting, click this link: <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a> Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#		
	<u>Review:</u> <ul style="list-style-type: none"> <li>Introduce and Overview DAS II</li> <li>How to administer the DAS II</li> </ul>	Practice Cognitive Assessment Report for the WISC V	Due: 11/08/23

	<p><b>Review DAS II Early Age Subtests: What are the specific subtest testing for? How to administer subtest.</b></p> <ol style="list-style-type: none"> <li>1) Verbal Comprehension</li> <li>2) Picture Similarities</li> <li>3) Naming Vocabulary</li> </ol>		
	<p><i>Be sure to use the same test record form (Early Age and School Age record forms) until Week 9 where you will score all 6 subtests on each record form and note your observations for the practice report.</i></p> <p><b>Meeting with Partner</b>  <b>Practice DAS II Early Age battery Subtests:</b> 1) Verbal Comprehension 2) Picture Similarities 3) Naming Vocabulary</p>	<p><b>Review DAS II Manual: Early Age Subtests:</b> 4) Pattern Construction, 5) Matrices, 6) Copying</p>	
<b>Week 7</b>	<p><b>MEETING FORMAT: SYNCHRONOUS online</b>  <b>To join the video meeting, click this link: <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a></b>  <b>Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#</b></p>		
	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• DAS II Early Age Subtests: What are the specific subtest testing for? How to administer subtest.</li> <li>4) Pattern Construction</li> <li>5) Matrices</li> <li>6) Copying</li> <li>• Review scoring DAS II Early Age cluster/subtests, General Conceptual Ability score, and Interpreting results.</li> </ul>		
	<p><b>Meeting with Partner</b></p> <ul style="list-style-type: none"> <li>• <b>Practice DAS II Early Age battery Subtests:</b> 4) Pattern Construction, 5) Matrices, 6) Copying</li> <li>• Practice Scoring DAS II Early Age cluster/subtests, General Conceptual Ability score, and Interpreting results.</li> </ul>		
<b>Week 8</b>	<p><b>MEETING FORMAT: ASYNCHRONOUS online</b></p>		
	<p><b>Review DAS II Manual: School Age Subtests:</b> 1) Recall Design, 2) Word Definitions, 3) Pattern Construction, 4) Matrices, 5) Verbal Similarities, 6) Sequential &amp; Quantitative Reasoning</p>		
	<p><b>Thanksgiving Holiday (No Class)</b></p>		
<b>Week 9</b>	<p><b>MEETING FORMAT: SYNCHRONOUS online</b>  <b>To join the video meeting, click this link: <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a></b>  <b>Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#</b></p>		

	Review DAS II School Age Subtests: What are the specific subtest testing for? How to administer subtest.  1) Recall Design, 2) Word Definitions, 3) Pattern Construction, 4) Matrices, 5) Verbal Similarities, 6) Sequential & Quantitative Reasoning		
	<p><b>Meeting with Partner</b></p> <ul style="list-style-type: none"> <li>• <b>Practice DAS II School Age battery Subtests:</b> 1) Recall Design, 2) Word Definitions, 3) Pattern Construction, 4) Matrices, 5) Verbal Similarities, 6) Sequential &amp; Quantitative Reasoning</li> <li>• Practice Scoring DAS II School Age cluster/subtests, General Conceptual Ability score, and Interpreting results.</li> <li>• Select and prepare to write either results from the Early Age <b>OR</b> School Age practice test.</li> </ul>	Be prepared to discuss results to your small group as a Mock School Eligibility Meeting in Week 10.	
<b>Week 10</b>	<b>MEETING FORMAT: SYNCHRONOUS online</b>		
	<p><b>Meeting with small group:</b> Mock presentation of cognitive assessment report to school team. Discuss any feedback.</p> <p>(ADD GOOGLE LINK to Groups)</p>	<b>Practice Cognitive Assessment Report for the DAS II (Early Age or School Age)</b>	<b>Due: 12/06/23</b>
	<p>Overview</p> <p><b>To join the video meeting, click this link:</b>  <a href="https://meet.google.com/sgo-egkd-ydv">https://meet.google.com/sgo-egkd-ydv</a></p> <p><b>Otherwise, to join by phone, dial +1 440-467-2429 and enter this PIN: 211 400 394#</b></p>	<b>FINAL PROJECT DUE</b>	<b>12/10/23</b>