



Sul Ross State University  
Department of Education

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**Office Hours:** By appointment (no campus office)

**Virtual Office Hours:** As requested by student, by appointment

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**ED 5306, Assessment of Individual Intelligence, Spring 2017**

**Text:** The following text book and resource guide are required-

Sattler, J. (2014). *Foundations of behavioral, social, and clinical assessment of children* (6<sup>th</sup> ed.). La Mesa, CA: Jerome M. Sattler.

Sattler, J. (2014). *Resource guide to accompany foundations of behavioral, social, and clinical assessment of children* (6<sup>th</sup> ed.). La Mesa, CA: Jerome M. Sattler.

(These can be purchased together with the following ISBN: 978-0-9702671-2-2)

The following text is optional-

Sattler, J., Dumont, R., & Coalson, D. (2015). *Assessment of children WISC-V and WPPSI-IV*. La Mesa, CA: Jerome M. Sattler. (ISBN 978-0-9861499-0-0)

**Description:** The focus of this course is on developing the expertise necessary to fulfill the TEA requirements leading to professional certification as an Educational Diagnostician. We will concentrate on the administration and analysis of clinical tests of individual intelligence with emphasis on the Wechsler Scales.

**Meeting Days:** We will meet face-to-face, 1/21 & 1/22, online 2/19 & 3/26, and face-to-face 4/8 & 4/9.

**ED 5306 will contribute to the following Program Learning Outcomes (PLOs):**

- The educational diagnostician candidate will demonstrate knowledge of factors that affect evaluations of students with disabilities.
- The educational diagnostician candidate will discriminate between appropriate and inappropriate behaviors during observations and evaluations.
- The educational diagnostician candidate will demonstrate knowledge of legal foundations of psychoeducational assessment.

**ED 5306 will address the following Student Learning Outcomes (SLOs):**

The beginning diagnostician is able to:

- Articulate the purpose of evaluation procedures and their relationship to educational programming.
- Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- Score assessment and evaluation instruments accurately.
- Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.
- Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g. ARD/IEP meetings, parent/guardian communications and notification).

**TEXES Competencies for Educational Diagnosticians Addressed through course activities and assigned readings:**

Standard II The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard X The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

**Course Policies:**

*Late or Missing Assignments:* Educational Diagnosticians do not have the luxury of missing deadlines that are mandated by Federal and State law. It is tempting to state that late assignments will not be accepted in this class. However, every semester presents extenuating circumstances that make this rule difficult to enforce. For this class, points totaling one full letter grade will be deducted from all late assignments.

*Attendance Policy:* You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Blackboard site several times each week. The

University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

*Submissions:* All work should be double-spaced and typed in APA style, Times New Roman, 12-point font. Data gathering documents do not need to be typed.

*Academic Integrity:* Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**Course Expectations:** Graduate students are expected to demonstrate professionalism.

Professionalism is shown when students: (a) attend class sessions on time; (b) are prepared for class discussions; (c) attend to class discussions; (d) are flexible to schedule changes; (e) respect the opinion, and rights of others (f) and cite work appropriately, including the text.

Each student is expected to attend class and be on time. To be counted as present in class, a student must remain through the entire class. Any student arriving thirty or more minutes late will be considered absent for that class period. **Points will be deducted from the final grade for each absence.** Please contact your instructor if you have unusual circumstances that prevent you from attending class. **Please be aware that attendance is critical to success in this class.**

Individualized instruction is available upon request with the instructor of the course. Because our face-to-face interaction is limited, it is highly recommended that you contact the instructor to request an additional session when needed.

**Blackboard:** This course is web-enhanced which means we will be using Blackboard for our online meetings. Grades will be calculated and posted to Blackboard, as well as announcements related to due dates, meeting dates, assignments, etc. Therefore, it is very important that you are familiar with Blackboard. Please contact me if you have problems logging on or accessing the course. You may also contact the Office of Information Technology. For login issues, or to get your username and password information, contact the LTAC Helpdesk at 432-837-8888 or toll free at 1-888-837-2882.

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts. Please check your Sul Ross email frequently throughout each week. Students should submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Course Grading:** Please monitor your My Grades area in Blackboard for grades on assignments.

A 1143 – 1270 points

B 1016 - 1142

C 889 - 1015

D 762 - 888

**Required Readings:**

-Sattler, including the supplemental Resource Guide (included with your textbook)

-Test manuals

**Specific Course Requirements:**

**Administration of Intelligence Tests (to be compiled in a large three-ring binder)**

Wechsler Intelligence Scale for Children (IV or V*)	<b>3 @ 25 points=75</b>
Woodcock Johnson Tests of Cognitive Ability (III or IV*)	<b>3 @ 25 points=75</b>
	<b>6 Protocols=150 Points</b>

**\*Students using WISC-V or WJ-IV are responsible for obtaining protocols and scoring. SRSU does not have access to protocols or the online scoring systems for these tests.**

You will scan your first completed protocol and email it to me for review. I will provide written feedback via email. You will be allowed to correct this protocol. It will not be graded until you submit your final binder. However, a second protocol will be scanned/mailed at a later date for a grade (25 points). To assist me with the grading of your binder, these two protocols must be clearly flagged in your binder (i.e., "Protocol was graded 2/4/17").

**Please insure that at least one of your test subjects is age 5 or younger.** The WJ-III can be used with individuals age 2 to 90; the WISC – IV can be used with individuals age 6 to 16. It will benefit you greatly if you can experience testing very young children during this class. *At least* one child age 5 or younger is required; more than one examinee age 6 or younger is recommended.

*\*\*Wechsler tests are addressed on your TExES which is why we will focus on Wechsler tests in this class\*\**

**Additional tests that may be previewed in this class:**

Battelle Developmental Inventory (BDI)  
Kaufman Assessment Battery for Children (KABC)  
Universal Nonverbal Test of Intelligence (UNIT)

**On Each protocol**

- Circle all Entry Points (1 point)

- Indicate Basils (1 point)
- Indicate Ceilings (1 point)
- Be Sure Raw Scores are Correct (2 points)

**Each test protocol should be accompanied by the following documents which can be found on Blackboard:**

- A Consent for testing form which needs to be signed by the parent or adult examinee prior to the administration of the test (2 points)
- Home Language Survey (2 points)
- Health Information (2 points)
- Sociological Data (2 points)
- Assistive Technology Assessment (2 points)
- Behavior and Attitude Checklist (2 points)
- A Checklist for Evaluation Timelines indicating dates are in compliance (2 points)
- A Notice of Admission, Review and Dismissal Committee Meeting (2 points)

*We will discuss proper completion of each of these documents during our first face-to-face meeting. Take good notes!*

**When submitting your binder be sure that**

- All Timelines are correctly adhered to (date of consent, date of FIE, notice of ARD, ARD date)
- Scaled and standard scores have been correctly copied from the WISC compu-score report onto the front page of the WISC protocol and the compu-score is included in the binder (2 points)
- Nothing has been left blank (2 points)

**Protocols and Data Gathering Documents (6 sets) = 150 Total Points**

**Full Individual Evaluation Reports (to be included in your binder)**

Six Full Individual Evaluations (FIEs) are due. Each FIE is worth 55 points and the points are determined in the following way

- Information is to be presented correctly, clearly and succinctly in each of the following domains:
  - Date of Birth, FIE Date, & Date of Consent (5 points)
  - Language/Communication (5 points)
  - Physical (5 points)
  - Sociological (5 points)
  - Emotional/Behavioral (5 points)
  - Intelligence/Adaptive Behavior (5 points)
  - Intelligence/Adaptive Behavior Recommendations (5 points)
  - Achievement (5 points) You must **informally** gather data about the student's reading, writing, and math abilities (school readiness or developmental skills for students under age 5)
  - Assistive Technology and Transition (5 points)
- FIEs should contain information regarding eligibility for Special Education (5 points)
- The FIE needs to be signed by the evaluator(s) (5 points)
- The report is to be free of spelling and grammar errors (one point will be deducted for each error; up to 50 points total could be deducted)
- Use the FIE template provided on Blackboard

**6 @ 50 points= 330 points**

You will email your first FIE to me by the date listed below. I will grade the FIE and provide you with feedback to guide you as you complete your remaining 5 reports. This FIE must be clearly flagged in your binder (i.e., "This FIE has already been graded 3/4/17").

### **Binders are worth a total of 630 Points**

***\*No written report generated from testing requirements for this class is to be disseminated to anyone other than the instructor. Because this course is a skill development course, it is probable that many, even most, of the test administrations will have some error and, thus, limited validity. Therefore it is imperative that these reports NOT be used for decision-making***

*purposes. Violations of this practice will be considered a serious breach of professional ethics. Scores are not to be provided to anyone and this should be made clear upon obtaining consent.*

**Oral Presentation**

Students will present a Full Individual Evaluation to the class. **1 @ 100 points**

**Participation**

Students will be required to participate in online discussions, both synchronous and asynchronous. Attendance, both online and at face-to-face meetings, motivation, and self-discipline to meet or exceed all course requirements will also be included in the final participation grade. **4 @ 25 points = 100 points**

**Quizzes/Discussion Boards**

Students will complete a quiz for each chapter covered in the Sattler textbook; 12 quizzes total and one discussion board:

Chapter 1	25 points
Chapter 3	25 points
Chapter 4	25 points
Chapters 11/12	25 points
Chapter 2	25 points
Chapter 15	25 points
Chapter 25	25 points
Chapters 16/17	25 points
Chapter 18	25 points
Chapter 22	25 points
<u>Chapters 23/24</u>	<u>40 points</u>
<b>Total</b>	<b>290 points</b>

**One Discussion Board** **25 points**

Midterm (essay and multiple choice)	50 points
<u>Final Exam (multiple choice)</u>	<u>75 points</u>
<b>Total</b>	<b>125 points</b>

**\*Total Points for Course: 1,270\***

**ED 5306 Schedule of Meetings and Assignments**

<b>Date</b>	<b>Read</b>	<b>To Do</b>	<b>Assignment Due</b>
Week 1 1/17 – 1/22	Purchase the text ASAP. Thoroughly read entire syllabus. Print and bring syllabus to class this weekend. Read Chapter 1	Face-to-Face Meeting in Alpine Saturday and Sunday. We'll review the syllabus, the forms you'll be using to gather data, an FIE, a psycho-educational report, distribute test kits and review chapter 1	1/21 9a – 5p 1/22 8a - noon
Week 2 1/23 – 1/29	Chapter 3 Conducting the Assessment	<b>You should be administering tests at this point</b>	
Week 3 1/30 – 2/5	Chapter 4 Culturally and Linguistically Diverse Children	Scan one complete protocol and email to me for review/feedback no later than 2/5 11:59 pm	Chapter 1, 3 & 4 Quizzes due 2/5, 11:59 pm
Week 4 2/6 – 2/12	Chapters 11 and 12 Adaptive Behavior Visual-Motor Perception and Motor Proficiency	Do not put off your testing!	Chapter 11 & 12 Quiz due 2/12, 11:59 pm
Week 5 2/13 – 2/19	Chapter 2 Statistics and Psychometrics (read prior to online meeting)	Online Meeting Sunday  We'll discuss the WISC indexes, (also the WPPSI, if time allows) The Cattell-Horn-Carroll Theory of Intelligence and Chapter 2	2/19, 1p – 5p  Chapter 2 Quiz due 2/19, 11:59 pm (you may want to wait until after our online meeting to take the quiz)
Week 6 2/20 – 2/26		You should be testing every week!	
Week 7 2/27 – 3/5		Scan one complete protocol and email to me for a grade	You are encouraged to submit your protocol earlier, but no later than 3/5 11:59 pm
Week 8		<b>Midterm Exam (Mostly</b>	<b>Due 3/12,</b>

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3/6 – 3/12		<b>Essay)</b>	<b>11:59 pm</b>
Week 9 3/20 – 3/26	Chapter 25 Report Writing	Online Meeting Sunday We'll discuss analyzing scores and report writing	3/26, 1 – 5 pm  Chapter 25 Quiz due 3/26, 11:59 pm
Week 10 3/27 – 4/2		Email one FIE to me for a grade	You are encouraged to submit an FIE earlier, but no later than 4/2/17 11:59 pm
Week 11 4/3 – 4/9		Present FIE at Face-to-Face Meeting in Alpine Saturday and Sunday  Goal: Turn in your binder this weekend to avoid the expense of mailing your binder and test kits to me.	Sat. 4/8, 9-5 Sun. 4/9, 8 – noon
Week 12 4/10 – 4/16	Chapter 14 Disruptive Disorders  Chapter 15 ADHD	Chapter 14 Disruptive Disorders	Chapter 14 Discussion Board posts due 4/16, 11:59 pm  Chapter 15 Quiz due 4/16, 11:59 pm
Week 13 4/17 – 4/23	Chapters 16 and 17 SLD	<b>Binders must be in my hands by 6 pm Saturday 4/22/17</b>	Chapter 16 & 17 Quiz due 4/23, 11:59 pm
Week 14 4/24 – 4/30	Chapter 18 Intellectual Disability  Chapter 22 Autism		Chapter 18 Quiz due 4/30 11:59 pm  Chapter 22 Quiz due 4/30, 11:59 pm
Week 15 5/1 – 5/3	Chapters 23 and 24 Brain Injuries		Chapter 23 & 24 Quiz due <b>Wednesday</b>

			5/3, 11:59 pm
Finals Week 5/8 – 5/10		<b>Final Exam</b>	<b>Due Monday 5/8 by 11:59 p.m.</b>

**Materials:**

- You are personally responsible for the testing materials entrusted to you during the semester. If you return test kits via mail, you must purchase insurance. You will mail the test kit to the instructor's personal address (provided upon request).
- Damage to testing materials beyond normal wear will be your responsibility to repair, or, if necessary, replace at full replacement cost. The decision to require replacement will rest solely with the instructor of the course.
- You will not receive a final grade for this course until all testing materials are returned.
- You are responsible for purchasing/providing other items as required by the test publisher (i.e., stopwatch, pencils).

**Testing:**

- You must select the children you will be testing.
- ***Do not choose a child who is in special education or may be referred for the support and services.***
- Always secure written permission from the parents or adult student prior to testing the examinee.

***Remember:*** *When scoring tests double and triple check everything. When in doubt, ask the instructor. Consult the test manual and scoring criteria frequently.*

**SRSU Graduate Student Center:** located in BAB 104, the Graduate Student Center provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group

study. Alpine and distance education students can receive writing and thesis assistance by contacting [sabra.laviers@sulross.edu](mailto:sabra.laviers@sulross.edu) or calling 432-837-8247.

**ADA Accommodations:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services

Ferguson Hall, Room 112

P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832

Telephone: 432-837-8691.

E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

**Tobacco Policy:**

Smoking is only permitted in designated areas on campus. No smoking or tobacco allowed in the buildings.

**Electronic Equipment Policy:**

Use of cell phones and/or pagers or any other electronic communication device is prohibited during class time. *\*Please be respectful of the instructor and your peers and refrain from texting in class. You will be provided with breaks and you may use your cell phone at that time.*

**Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include, but are not limited to:

- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another's work as one's own;
- Copying from professional works (including our text) and Internet sites without citation.

\*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

\*Any student sharing answers for an online quiz will be given a zero on the quiz and all subsequent quizzes thereafter.

**This course syllabus is intended to be a guide and may be amended with adequate notice from the professor as necessary with appropriate notification to the students.**