

PSYCHOLOGY 824  
INTELLECTUAL ASSESSMENT  
Fall 2014 (3.0 Semester Credit Hours)

**Course Description: PSY 824 Intellectual Assessment. (3) A.** Prerequisite: departmental approval. Techniques, principles and problems in the administration, scoring, interpretation, and reporting of individual tests of intelligence for children and adults.

Instructor: Myra Beth Bundy, Ph.D.

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Meeting Room: Graduate Student Workroom (1<sup>st</sup> floor Cammack, beside the elevators)

**Office hours:** Often M 11-2; W 9:30-11 (unless I'm observing one of you!) and always by appointment; also, e-mail me at any time. I don't often sit in my office, so I will also provide my mobile number on the first day of class. We can communicate as a group with our class facebook site.

Required Texts:      \* Assessment of Children -Cognitive Foundations–Fifth Edition, by Jerome Sattler, 2008 (Bookstore or online directly from Sattler at <http://www.sattlerpublisher.com/>) (hereafter called “Gray”)  
                     \* Foundations of Behavioral, Social, and Clinical Assessment of Children--Sixth Edition by Jerome Sattler, 2014 (Bookstore or online directly from Sattler) (hereafter called “Tan/Rust”)  
                     \* Assessment with the WAIS-IV by Jerome Sattler and Joseph Ryan, 2009.  
                     \* Assessment of Children WISC-V and WPPSI-IV by Jerome Sattler, Ron Dumont, and Diane Coalson, 2016.

Additional materials:      Protocols (response booklets) for each of the major tests:

\*Wechsler Adult Intelligence Scale (WAIS-IV)  
WAIS-IV Record Forms--**3**; WAIS-IV Response Booklet #1—**3**; WAIS-IV Response Booklet #2--**3**

\*Wechsler Intelligence Scale for Children (WISC-V)  
WISC-IV Record Books -- **4** ; Response book #1-- **4**; Response book #2—**4**

\*\$10.00 for the license to use Q interactive to give 1 WAIS IV or 1 WISC V

\*Kaufman Assessment Battery for Children (KABC-II) -- **3** Record Forms

\*Stanford Binet Intelligence Scales V (SB-V) – **3** Test Record Forms

These test materials can be purchased in a packet from Brenda Strong, the EKU clinic secretary for approximately \$85.00. I know it's hard to imagine that these could be more expensive, but they cost much more if ordered through the bookstore. Please be kind to Brenda, because she

agreed to take on this duty to save us the difficulty and money required to purchase these through other means! (:

Another financial note: I apologize for the financial investment you will be making into the set of Sattler books, but want to promise you that you will use these books as references for many years to come. You will also use them again in some of your future classes in this program, including the Advanced Assessment class. Also, you will be able to save money if you **order as a class group directly from Sattler** since I have negotiated a discount with his publisher on your behalf.

General Course Description: The primary purposes of this course are to encourage the development of professional skills associated with clinical assessment of mental abilities, to promote an understanding of principle characteristics of psychological tests, and to extend your understanding of some of the more recent literature. Thus, emphasis is placed on acquiring information, abilities, skills, and ethics needed for professional competence in administering, scoring, interpreting, and reporting the results of individual intelligence tests. Four tests are highlighted: Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV), Kaufman Assessment Battery for Children – Second Edition, and the Stanford Binet Intelligence Scales V (SB-V). The WAIS-IV, KABC-II and SB-V scales are still fairly new. The WISC V was published fairly recently and some clinical and school sites may still be in the process of adapting to it.

In order to effectively learn and administer these scales, it is important that you have a background in child development, tests and measurement, statistics, abnormal psychology, and exceptional children. You may need to 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.

Student Learning Outcomes: By the completion of this course, students will demonstrate a level of competency commensurate with a beginning level school psychologist/psychological associate in the following areas (*Method of Evaluating Objective in Italics*):

1. understanding of empirically supported test and measurement principles (*take home assignments*)
2. establishing rapport with a diverse group of examinee during an assessment session (*observation*)
3. smoothly and efficiently handling testing materials while testing (*observation*)
4. accurately following administration guidelines when testing (*observation, test protocols*)
5. accurately timing tests (*observation, test protocols*)
6. accurately scoring tests, including responses to individual items and computing any required subtest, subscale, and total scores (*test protocols*)
7. clearly communicating test findings, in written and oral form (*reports; in class feedback roleplays*)
8. accurately interpreting test findings (*reports; in class cultural diversity assessment activity*), and
9. identifying appropriate recommendations given test findings (*reports*).

On the Wechsler scales you will be expected to learn how to evaluate the examinee's strengths and weaknesses by an analysis of the Factor and Full Scale IQs and subtest scaled scores. On the Stanford-Binet and KABC-II, a similar focus will be used. Additional helpful cues will be obtained from observations of the examinee's behavior and performance and from a qualitative analysis of verbatim test responses.

You will also become aware of current issues related to intellectual assessment (e.g., legal, assessment and diversity, labeling, special education eligibility).

You should be aware of the **great amount of time and effort** on the part of instructor, graduate assistants, and students that will be needed to master the course objectives. You should begin immediately to examine the test manuals and materials and to read about the development and standardization of the tests. Try to develop a conceptual basis for your work. The class schedule provides timetables for the completion of reports and readings. It will be important for you to participate in class discussions and in classroom activities as the course objectives cannot be attained through passive participation. Take this statement of procedures as a positive challenge and recognize the high level of social and ethical responsibility you are assuming in this area of professional preparation. The tools to which you will gain access in this class are powerful and are appropriately used only with a great deal of education, common sense, and professional responsibility.

**Students with Disabilities:** *A student with a “disability” may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.*

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

**Standards for Written Assignments:** Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may schedule a consultation with the Noel Studio: <http://studio.eku.edu/about-consultations>

**Last Date to Drop the Course:** 8/28/16

Last Date to Withdraw from the Course with no fee: 9/18/16

Last Date to Withdraw from the class with fee: 11/13/16

## COURSE GUIDELINES

**Examinees:**

1. Try to test **about** an equal number of males and females—don't stress if it's not exact!
2. Experience using all year levels of the Wechsler scales, the Stanford-Binet, and the KABC should be gained. Persons between the ages of 3 through adult should be included in the testing. Specifically, try for:
  - (a) WISC-V - Two between 6 and 12 years, two between 12 and 16
  - (b) WAIS-IV - Two between 17 and 30 years, one between 30 and 60
  - (c) KABC-II – One between 3 and 5 years, one between 6 and 11, one between 12 and 18
  - (d) SB-V – One between approx. 3 and 7 years, one between approx. 8 and 15 years, one adult
  - (e) You must use the Q-interactive administration system for **1** of your test administrations this semester. You can do an additional testing on Q interactive if the ipads are available this and you want further experience. The WAIS and WISC should be available to you on Q interactive and we have two ipad sets to use for the administration. You can choose either WISC or WAIS. You will need to check these ipads out for a period of two days then return them. They will be in great demand!
3. All examinees must be volunteers. Some preschool and school age examinees are available through the Model Lab School. However, in terms of your time, course time-lines, and availability of materials, it will likely be necessary to test other children at times as well. It will be your responsibility to find such individuals to test. Parental permission is not necessary for Model Lab School students (parents sign an overall consent when they enroll their children). Some of the psychology faculty members have children who attend Model. Do NOT test psychology faculty children at Model. For testing all children *except* for at Model, parental permission must be secured in writing and attached to the test protocol. Also have adults sign their permission to participate in testing. Attach these permission forms when you turn your test forms. (See attached permission forms.) Grades cannot be provided for test forms that aren't accompanied by permission forms.
4. No persons except you, the course instructors, and the course assistants are to know the scores of any examinee unless permission is given by the course instructors. Parents/volunteers must be clearly told BEFOREHAND that test results cannot be disclosed to them. Tell parents/volunteers that you are learning how to administer the test and are not sure how reliable results will be. You can emphasize in recruiting examinees that the session will be interesting and challenging, and a learning experience. Parents often appreciate the fact that the test will be pleasant and a positive learning experience for their child.
5. Similarly, you are to make NO recommendations for psychological or medical treatment to the examinee or the parents on the basis of your evaluation. You may, of course, make such recommendations in your written report to the course instructors.
6. **Do not test students at the school where you work, your own children, or children of close friends or relatives.** as it may be more difficult to adhere to guidelines 4 and 5 under those

circumstances. However, your own children or children of close friends can be tested by other class members and an exchange system can be set up.

7. The material you obtain from your examinee is confidential and should be treated as such. On test booklets and in reports, designate examinees by their first name and first initial of their last name only. Do not discuss the examinee or any of the test results outside of class or supervision. **KEEP ALL REPORTS AND TEST MATERIALS IN A SAFE PLACE. *Do not place test protocols in EKU mailboxes unless they are in envelopes.***

#### Reports and Other Guidelines:

8. Reports must be *double spaced*.

9. Follow one of the outlines provided in class or the one in Chapter 19 of the Gray Sattler Book for report writing.

10. Turn in record booklets, behavior and attitude checklist (Gray Sattler, p202), permission forms, and report together. Include a score summary table either within the report or as an attachment.

11. Behavior observations sections must be completed with each test protocol. You must complete Sattler's "Behavior and Attitude checklist" for at least one protocol. For others, you can choose to use the behavioral observation section provided on the record booklet.

12. **Number** each record booklet and report prominently in the upper right-hand corner. For each series (WISC-V, WAIS-IV, KABC-II, and SB-V) use the numbers 1-4, e.g., number the first WISC-V you administer as "1." This is important for helping you, Dr. Bundy, and Graduate Assistants keep track of what you've turned in and what has been graded.

13. Carefully proofread each report before submitting it. Neatly correct mistakes by any convenient method. Pencil or pen corrections are acceptable in an emergency!

14. If you haven't already realized this, **in this course there is much material to cover and work to be done.** Procrastination or inadvertent postponement of early work will result in too great a load for staff and students alike near the conclusion of the course. In addition, there are a limited number of testing kits to be used by many students. Therefore, if you are delayed in completing your testing you may impact the ability of other students to successfully meet their timeliness. For this reason rigid adherence to deadlines and time schedules must be maintained. Reports and test protocols must be turned in at the beginning of the lecture on the date due. Points will be deducted for each day they are late. At the end of the semester, every report and test protocol must be turned in to the instructors to be shredded or securely stored in order to receive a grade for the course.

**TO HELP IN DIFFICULT CIRCUMSTANCES:** We all have our challenging days or weeks! You will be given 2 "late passes" at the beginning of the semester. When used alone, each can excuse a test protocol for being turned in up to 1 week late. These passes **MAY NOT** be used for

the first test set taught, for the first protocol of any set of tests, or for reports. Turn your late protocol in with the “late pass” stapled to it.

15. Dates for submitting reports and test protocols are on the course schedule.
16. **KEEP REPORTS AND TEST MATERIALS IN A SAFE PLACE.** When submitting reports or protocols that cannot be directly handed to the instructors or assistants, place them in an envelope (e.g., if you are going to slide them under a door or leave in a mailbox).
17. Record verbatim all of the examinee's responses neatly. Scoring cannot be checked unless the record booklet is legible and complete. If the record book is illegible, copy the examinee's responses onto a second record booklet.
18. Arrangements must be made with the instructors and/or assistants to be observed. Students must be observed administering the WISC-V by Dr. Bundy. She'll provide her schedule for this at the beginning of the semester. Students must also be observed administering the SB-V by one of the graduate assistants. If scheduling absolutely prohibits this, a video can be used for the SB-V. The student will be responsible for securing a video of sufficient quality. Observation grades tend to be better for in-person (as opposed to videoed) observations, because corrections can be made early in the process.

#### Guidelines for using Blackboard in this course

19. Check your official EKU e-mail regularly. You may occasionally receive class announcements, answers to questions, etc., in this way through our class Bb site.
21. You may use Blackboard Documents section to obtain copies of the syllabus, permission forms, hints for testing, and other helpful information.
22. Your take-home learning assignments (formerly known as quizzes!) will be taken on Blackboard. Check the announcements section and you'll find a link to the take home. They'll be timed, so you will not have time to look up everything, but you're welcome to use notes and book as *references* as you work on the assignments. You may NOT work with other classmates on the assignment. The assignment will be available for the 24 hours preceding the class day and time for which the assignment is listed and will cover course material up to the day for which the assignment is listed.

#### Evaluation:

Your course grade will be determined from:

1. Skill in administering and scoring the tests efficiently and accurately. Each test should be scored and the report, if required, written as soon as possible after the test is administered. For protocol scoring, ratings will be given on a 1 to 10 scale (see separate grading summary). The grade on protocol scoring for the semester will be based on the average of your 3 best protocols for each test (12 protocols total) and will account for 25% of your grade. This means one

protocol grade (your worst out of 4) will be dropped for the first set of tests (WISC). To exit this course successfully, you must earn at least a “B” average on *each* set of tests, to show competency in that set. For students earning below a “B” on a test set, you will have an opportunity to complete a 4<sup>th</sup> protocol and the worst grade of the 4 will be dropped. **Check your average for each protocol set to determine whether you may need to complete a 4<sup>th</sup> protocol and if so, contact Dr. Bundy to set this up.**

2. Skill in interpreting, evaluating, and synthesizing the results of the individual assessment. One report will be written using data supplied by the instructor (the first WISC-V report). Reports will also be written for four of the tests administered (one for each test). Report writing will account for 25% of your grade. For each set after the first set of reports, students will review each other’s reports in class (in pairs) and provide feedback, along with Dr. Bundy’s grading. This will be great for all of us—you will have an opportunity to correct any problems that your peer-reviewer finds BEFORE you turn in the report to Dr. B. When we can, we’ll go to the computer lab in Cammack to do this work at the end of the report-turn-in class!

After Dr. Bundy gives you your formal report grade, you may also have an opportunity to rewrite your work. Rewrites will be due 1 week after you receive the graded report. "A" reports do not rewrite. "C" or lower reports must rewrite. "B" reports may rewrite--up to the individual student. The grade for a particular report will be the average of the original and the rewrite. Each student will be allowed up to **3** report rewrites during the semester.

3. Three at home quizzes/assignments will motivate you to learn about the required readings and/or main points of issue-based (vs. test administration) lecture. The bulk of this course involves the administration, scoring, and interpreting of individual intelligence tests, but these take-home assignments are necessary to encourage students understand the principles underlying such practices. Written take home assignments over the readings in the text will assess your acquisition of these principles. These assignments will not focus on small details, but will involve mainly short-essay responses to demonstrate a solid grasp of major concepts. There are three quizzes/take-homes of equal weight. The course schedule lists the dates for the quizzes/take homes. Three take home assignments will account for 20% of your grade. As discussed above, these take-homes will be taken on Blackboard.

4. Each student will be observed once by an instructor, once by a teaching assistant, and once by a peer. One observation will be for a Wechsler test, the WISC-V, the other will be the SB-V, and the KABC II will be the third. The WISC-V observation will be completed and graded by Dr. Bundy (a separate grading form will be provided). The SB-V observation will be graded on a pass/fail basis by a teaching assistant. Observations will account for 25% of your grade. Remember to e-mail Dr. Bundy, stop by her office, or talk to the observing GA to receive additional feedback about your SB-V administration. A written copy of the GA’s comments will be available.

You will also receive 5 bonus points for being observed by a **peer** and 2.5 for observing a **peer**. You **must** be observed on (and **must** observe) the KABC-II. These points will be added to a protocol grade(s). To get your extra credit you must turn in an observer checklist sheet for the

KABC II with observer and observee names recorded. See Dr. Bundy or check our Bb site for the checklist.

5. This class can be emotionally challenging, so evidence of effort to develop a professional demeanor, use criticism to grow and learn, and to improve knowledge and diagnostic techniques as evidenced in individual feedback sessions and by class attendance and participation in class discussions will account for a small portion of your grade (3% demeanor and participation; 2% attendance. Your efforts deserve points!!!

6. To grade test administrations that were given on Q interactive, you will either need to turn in a piece of paper for that week (when others are turning in paper protocols) with your Q interactive log in information so that the GA can access your work OR you can print the item level scoring on the Q interactive website. Most students seem to prefer printing the materials even though it results in a big print out.

Attendance Policy: To earn your 2% attendance points, you must miss no more than one class meeting. You are expected to prepare for each class session by reading the required material on the topics and coming to class with questions and comments for discussion.

Student Progress: Students are responsible for monitoring their progress in the course as scored test protocols and written assignments are returned to them on a weekly basis.

Your grade will be computed as follows:

Computation of grade:

Administration and scoring of protocols	25%
Report writing	25%
Observations	25%
Quizzes/Take home assignments	20%
Professional demeanor, participation	3%
Attendance	2%

Grading Scale:

90 and up	A
80-89	B
70-79	C and so on....

Each semester, many students receive grades of “B” in this course. Many students end the semester on the borderline between grades of “A” and “B”. Remember that this is a challenging course and a very high level of performance is required to earn a “B”.

The following adaptation of a statement used by retired professor Dr. Beal in his graduate classes is reflective of the perspective held by the faculty regarding grades at the graduate level.

A grade of "A" is reflective of excellence, and is assigned for outstanding or exceptional work. Outstanding means work which is distinguished and conspicuous, or performance that is

significantly above that which is expected. It should be noted that this is not merely doing what is expected well. This work is unusual; this work stands out; it stands apart.

A grade of "B" is assigned for doing that which is expected in the course, and doing it well. The grade of "B" is the modal grade of graduate school. It is earned when one has mastered the assigned material as required; it is the expected performance for students.

A grade of "C" is assigned for failure to master the assigned material as would be expected for graduate students at your level, e.g., first semester.

A question which has undoubtedly come to mind is "How do I achieve a level of excellence?" Some suggestions which might be of help:

1. Extended effort, going beyond what is expected or required, is a hallmark of outstanding work. This might be achieved by the inclusion of outside material in one's writing and classroom discussions. Such outside material might be theoretical, empirical, or clinical in nature. It is not simply personal anecdote. Furthermore, it is relevant and clearly integrated into assigned course material.

2. In reference to writing: insight, originality, and creativity are important as are organization, integration, and presentation style. Outstanding work reads exceptionally well. It reflects thoughtfulness and attention to detail. Such writing captures the essence of what one is trying to say, but does so with brevity and precision. This skill might best be developed by going over earlier written work, writing and rewriting, clarifying and polishing, selecting words carefully and thoughtfully, with attention given to both form and content.

3. Outstanding performance is also characterized by a quality of seasoned experience and competence. That quality emerges from extended, thoughtful experience with the material. In terms of developing this skill, this may mean reading and rereading, dissecting the material, drawing connections to other material. In terms of test interpretation and report writing, it may involve gathering additional background information and then interpreting test data in light of other information one has about the individual tested, with clear recommendations appropriate both to the data and to the known intentions/aspirations of the examinee. You might refine this ability by reviewing previous material and carefully rewriting it, perhaps soliciting additional assistance from the instructor or peers.

In sum, students who come into this course are expected to achieve a certain level of competence. That level of competence, and the criteria used to evaluate for that level of competence are outlined in the syllabus and handouts. That level is the modal level; it will earn a grade of "B." There will be some students who will go beyond that level, utilizing the suggestions mentioned above, along with other methods necessary to achieve a level of excellence. Those students will receive an "A" for that achievement.

As this is one of the core courses in the professional sequences, students must obtain a grade of B or A or they will be required to repeat the course. In order to obtain a grade of B or A, students must obtain a grade of B or A on each of the three professional skill components of the

course (1. administration and scoring of protocols, 2. report writing, and 3. observations). While the three components are fairly equally weighted and will be averaged along with a student's scores on quizzes and attendance and class participation in the computation of the overall grade to be assigned in the course, a grade of C or lower on any of these three components will result in a C or lower in the class.

Academic Integrity: Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Please communicate with Dr. Bundy with ANY concerns about your performance in this class. She will work with you, reassure you, and help you succeed. In the past, some students have tried to take “short cuts” (AKA academic dishonesty of some kind) to getting a good grade in this course. Because of our (Dr. B. and GAs) greater experience with the course material, we tend to discover these “shortcuts” fairly quickly. The end result is very negative for the shortcutting students. Please seek assistance directly from Dr. Bundy and your GAs. We expect and want you to succeed! We will all be patient with each other in this class. We'll be as flexible as we can and do everything in our power to work with you toward your success in this class, but we lose the power to help if you do not give your full effort or when a dishonest “shortcut” has been taken.**

**PSYCHOLOGY 824 - INTELLECTUAL ASSESSMENT**  
 Fall 2016 (3.0 Semester Credit Hours)  
 9:30 a.m.-12:15 Tuesdays (and some Thursdays) Cammack 117  
 (with selected meetings at other times to be arranged as noted for students in selected  
 “groups”—we may meet on a few Thursday mornings as well)

**TENTATIVE SCHEDULE**

Anti-confusion Key

First set=everyone learn WISC

My group for 2<sup>nd</sup> and 3<sup>rd</sup> sets= [ ]1 [ ] 2

Fourth set=everyone learn WAIS

When you receive your group assignment, highlight *your* class meetings and due date schedule.

August	T 23	<b>Distribution of Syllabus &amp; Introduction</b> <b>Challenges in assessment</b> <b>Review of statistics &amp; measurement</b> <b>Assignment of test-share groups</b>	<i>Gray Sattler</i> Chap 1 <i>Gray</i> Chapter 2 <i>Gray</i> Chapter 4 <i>Tan/Rust</i> Chap 2
	Th 25	<b>History of intelligence testing</b> <b>Theories of intelligence</b> <b>Demonstration of WISC-V</b>	<i>Gray</i> Chapter 7 <b>“<u>I</u> do. (Dr. Bundy)”</b>
	T 30	<b>Wechsler scales: theory, admin, &amp; scoring</b> <b>Practice administration of WISC-V</b> <b>Using Q interactive</b>	<i>WISC-V</i> Manual <i>WISC Sattler</i> Chapter 2 <b>“<u>We</u> do.”</b>

Listen to:

[https://www.brainshark.com/pearsonassessments/WISCV\\_Intro?&WT.mc\\_id=3008901&WT.dcsvid=524929033&utm\\_source=Responsys&utm\\_medium=Email&utm\\_campaign=3008901&r3f](https://www.brainshark.com/pearsonassessments/WISCV_Intro?&WT.mc_id=3008901&WT.dcsvid=524929033&utm_source=Responsys&utm_medium=Email&utm_campaign=3008901&r3f)

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September	T 6	<b>Issues related to IQ</b> <b>Testing children</b> <b>Assessment/diagnostic processes &amp;</b>	<i>Gray</i> Chapters 6,8 <b>“<u>You</u> do!”</b>
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**Classification**

Protocol WISC-1 due

	T 13	<b>Test interpretation &amp; report writing</b>	<i>WISC Sattler</i> Chap 3, 4 <i>Gray</i> Chapter 11, 19 and accompanying appendices. <i>Tan/Rust</i> Chap. 25 Sample Report Handout
		<b>Sample data provided</b> Protocol WISC-2 due Quiz/Take home assignment 1 (available T 9/13 after class to Friday 9/16 5 pm)	
	T 20	<b>Group 1 KABC-II Infant &amp; preschool assessment</b> Sample Report due Protocol WISC-3 due	<i>Gray</i> Chap. 18 (KABC II section) KABC Manual <i>Tan/Rust</i> Chap. 25
	Th 22 9:30-11:30	<b>Group 2 SB</b> Sample Report due Protocol WISC-3 due	SB Manual <i>Gray</i> Chap. 16
	T 27	<b>Academic achievement &amp; special abilities Curriculum-Based Measurement RTI IDEA 2004</b> Protocol WISC-4 due	<i>Tan/Rust</i> Chap.16-17 Handouts
October	T 4	<b>Behavior-Adaptive and Problem Group 1 Protocol KABC-1 due Group 2 Protocol SB-1 due Report WISC due (and review each other's in class)</b>	<i>Tan/Rust</i> Chap.11,13
	T 11	<b>Group 1 SB</b> Group 1 Protocol KABC-2 & KABC-3 due	SB Manual <i>Gray</i> Chap. 16
	T TBA _____	<b>Group 2 KABC-II Infant &amp; preschool assessment</b> Group 2 Protocol SB-2 and SB-3 due	KABC Manual <i>Gray</i> Chapter 18 (KABC section)
<p>No Class 10/18--Enjoy your fall break!</p>			
	T 25	<b>Assessment and Diversity</b> Group1 Protocol SB-1,Report KABC due Group2 Protocol KABC-1due, Report SB due (we'll review reports in pairs in class) Take Home assignment 2	<i>Gray</i> Chapter 5 <i>Tan/Rust</i> Chap. 4 <i>Aronson</i> (2010) (In Bb documents)

(available 10/25 after class-10/28 5pm

Watch In class:

<http://www.upworthy.com/neil-degrasse-tyson-reveals-that-hes-been-black-his-whole-life-hilarity-and-wisdom-follow?c=ufb1>

<b>November</b>	T	1	<b>Developmental Disabilities/ID, Giftedness</b> Group 1 Protocol SB-2 due Group 2 Protocol KABC-2 due	<i>Tan/Rust</i> Chap.18,19, 22
	T	15	<b>WAIS-IV</b> Practice and demo WAIS IV in class Group 1 Protocol SB-3, Report SB due Group 2 Protocol KABC-3, Report KABC due	WAIS Manual Sattler WAIS book
	T	22	<b>IQ and Neuropsychological Assessment</b> Protocol WAIS-1 due	<i>Tan/Rust</i> Chap. 24
	T	29	<b>IQ and Eligibility for Services</b> <b>Kentucky SLD Criteria</b> Protocol WAIS-2 due	<b>KARS</b>
<b>December</b>	T	6	<b>Issues in Report Writing, Providing Assessment Feedback to Clients, Families and Caregivers;</b> Protocol WAIS-3 due, Report WAIS due (and we'll review reports in pairs in class)	Handouts

FINAL EXAM/Take Home Assignment 3:

In EKU Fall 2015 final exam schedule, scheduled for Thursday, December 15 from 8-10 am.

***FINISHED!!! GOOD WORK AND IMPORTANT LEARNING!!!!***