

Grand Valley State University
PSY 623: Intellectual Assessment
(Assessment II)
Winter 2016

Instructor:	Kristen Schrauben, Ph.D.	Course Time:	Th – 10:00 – 12:45
	Psychology Department	Course Location:	2121 ASH
Office:	2135 Au Sable Hall		
Phone:	(616) 331-2336 (E-mail is the preferred way to reach me)		
E-mail:	schrakri@gvsu.edu		
Office Hours:	By appointment (I am reserving 9-10am & 1-2pm Tues/Thurs for grad students)		

Course Summary

Building directly upon Psychology 622, Psychology 623 will allow students to continue to develop competency in the area of assessment, an important component of school psychological practice. In this course, students will learn to select, administer, and interpret assessments. In addition, students will begin to integrate the assessment results from a variety of measures to develop instructional recommendations for students. Students will become proficient in administering and interpreting a range of assessments with school-age children, as well communicating the results of these assessments orally and in written reports. This course will also include important discussions of assessment ethics and assessment with diverse populations, as well as introduce students to the Michigan special education criteria.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Administer, score, and analyze a variety of assessment tools following standardized procedures.
2. Demonstrate knowledge and skill in summarizing, interpreting, and reporting data, including communicating results to teachers and family members both orally and in written reports.
3. Develop instructional recommendations for students based on the synthesis of an intellectual assessment and other assessment tools.
4. Explain issues related to cultural bias in intelligence testing and develop cross-culturally sensitive assessment practices.
5. Demonstrate knowledge of and adherence to professional and ethical standards in relation to the selection, administration, and interpretation of assessment tools.
6. Apply basic measurement principles to the selection, administration, and interpretation of individual measures of intellectual and academic functioning.

Corresponding Program Goals:

This course will specifically address the following program goals:

1. Students will engage and practice in a legal, professional and ethical manner that demonstrates respect for student, family, and school diversity.
2. Students will demonstrate the knowledge and skills needed to collaborate and consult with school professionals, families, and other partners to improve current systems of service delivery to meet the educational and mental health needs of children and adolescents.
3. Students will demonstrate the knowledge and skills to conduct standardized assessments and use a variety of techniques to evaluate the cognitive, academic, and behavioral strengths and needs of students and the environmental contexts in which these competencies develop.

Readings & Materials

Required Texts & Materials:

Kranzler, J. H., & Floyd, R. G. (2013). *Assessing Intelligence in Children and Adolescents: A Practical Guide*. New York: Guilford Press.

[Note: Fully available online through library]

Selected chapters from: *Best Practices in School Psychology VI*. Bethesda, MD: National Association of School Psychologists. [Note: You should have already purchased this for other classes]

Clipboard (any kind you like as long as it is not transparent)

Stopwatch (preferably a timer that can count up and count down, with no/soft beep, that has large “digits”). The instructor will have timers available for students to use in class and borrow for the semester if they would like to wait to purchase a stopwatch.

Additional Required Readings:

Selected chapters from: Flanagan, D. P., & Harrison, P. L. (Eds.). (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed.). New York: Guilford Press.

Selected additional readings will be placed on Blackboard.

Course Format

The format of the class will include lecture, discussion, “lab” time, and individual meetings with me or the second year teaching assistant. Lecture will be used to introduce new topics, to present background information, and to highlight important points in the readings. Discussion will be used to discuss how this relates to practicum experiences and explore current issues in the field. “Lab” time will provide opportunities to practice assessment skills with peers and receive feedback. The teaching assistant and I will have individual meetings with you outside of the regular class time to provide personalized feedback and check-in.

Course Website

Many course materials (e.g., syllabus, presentation slides, readings, assignment rubrics, and additional supplemental materials) will be made available through Blackboard, an online course management system. You can access the materials by going to the following website:

<https://mybb.gvsu.edu/>, and providing your GVSU username and password. If you have problems accessing materials through this system, you can call the IT Help Desk at 855-435-7488 or E-mail bbadmin@gvsu.edu for assistance.

Policies and Procedures

Students are expected to abide by the GVSU student code (<http://www.gvsu.edu/studentcode/>) and the ethical principles of the National Association of School Psychologists (<http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>). These principles serve as a guide to students' behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before, (3) appropriately engaging during courses and practicum activities, and (4) respecting confidentiality. When in the schools, students represent the School Psychology program as well as the University and we expect students' behavior to be professional, respectful, and responsible. Violations of the ethical and professional standards may result in a lowered grade and may be grounds for dismissal from the program.

Accommodations for Students with Disabilities

If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

Academic Integrity and Plagiarism

It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation. Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by the instructor. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources at all times. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so we can eliminate that uncertainty.

Canceled Classes

If classes are canceled at the university, any lecture or activity missed due to cancellation will take place at the next class meeting.

Attendance

You are expected to attend and participate in all classes. It is expected that you will be on time for the start of class and stay for the duration of class (i.e., not leave early). Please contact me in advance if you anticipate missing a class or have a legitimate reason for coming late or leaving early. As this class only meets once per week, missing a class will involve missing a *significant* amount of course content. If you miss a class for any reason, you are responsible for obtaining any information missed through a classmate and meeting with me to go over any questions you have.

Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion. If a conflict exists between the course and a religious observance, students must request a religious accommodation from me within the first two weeks of the semester or as soon as possible so alternative arrangements can be made.

Technology Use

You are strongly encouraged to take notes during class and you are welcome to use a computer to do so. However, the use of computers for personal reasons (e.g., checking E-mail or using Facebook) during class is *highly* inappropriate and disrespectful to other students and myself. I will use my discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session. Please silence cell-phones during class. You should not answer phones in class unless you have primary caretaking responsibilities for another person.

Testing Children/Students: Consent & Confidentiality

When you collect individual data on students for the purposes of this course, parents must sign a written consent form prior to your work with the child. Permission must be obtained before you begin working with the child. Consent forms must be attached to any protocols in order for them to be graded. To protect the identity of any children and their settings, please keep any reports and discussions about cases confidential. In written and oral reports, **always use pseudonyms** (fictitious names, not initials) for the child, parent, teacher, school, and appropriately disguise other demographic information so that they cannot be identified.

Assignments & Late Work

The work to be done for this class includes completing the assigned readings, participating in class discussions, taking quizzes, administering assessments, writing reports, and giving presentations. All written assignments should be turned in via Blackboard by the start of class on the due date unless otherwise noted. Professional writing is an important part of your training as a psychologist and your writing will be evaluated in all assignments. Professional writing is clear, well-organized, uses sentence and paragraph structure to convey content, avoids passive voice, and is free from typographical error, misspellings, and grammatical errors. Further, professional writing balances critical reflection with strengths of the material or information. All work for the course MUST be completed in 12-point Times New Roman font with 1-inch page margins (note that often times the default is 1.25-inch margins and must be changed). With the exception of school-based reports, papers should use APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: Author.

Late work is strongly discouraged. Due to the intensive nature of this semester, I recommend that you avoid late work as much as possible. Assignments turned in after the deadline will be penalized by 25% of the original point value. After three days, assignments will not be graded and be assigned a “0.” However, if you provide at least one week’s notice and have a valid reason, I can provide extensions for a limited number of assignments to allow for late submissions without penalties. This should be last resort so you can show faculty that you are prepared to meet the legal deadlines associated with real cases for second year practicum.

Grading

Grades will be based on your knowledge and understanding of the issues as evidenced by the standardized assessments, quizzes, written work, and contributions to class discussions. Review the “Assignment Descriptions” document for more information about these assignments. Final grades will be based on the total points as indicated below:

<u>Assignment</u>	<u>Point Value</u>
Class Participation	10
Quizzes	15
Standardized Test(s) Presentation	15
Protocols/Rubrics/Videos	70
Assessment Result Reports	45
<u>Assessment Result Presentations</u>	<u>15</u>
Total Points:	170

<u>Grading Scale</u>	
94 above	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
59 & below	F

Course Schedule

Schedule is subject to change at the instructor's discretion. Additional readings may be announced and posted on Blackboard. Assignment deadlines will remain the same unless otherwise indicated by the instructor.

(Week) Date	Seminar Topics/ Reading Assignments	Assignment Due
(1) 1/12	Topics: <ul style="list-style-type: none"> • Introduction to Course • Interviewing Parents • WISC Refresher/Intro to WISC Interpretation Readings: <ul style="list-style-type: none"> • Best Practices (Data-Based)- Chapter 21 • Kranzler & Floyd (2013)- Chapter 4 	
(2) 1/19	Topics: <ul style="list-style-type: none"> • WISC Interpretation Readings: <ul style="list-style-type: none"> • WISC-V Technical & Interpretive manual pp. 149-165 • Kranzler & Floyd (2013)- Chapter 6 	Quiz 1 (in class)
(3) 1/26	Topics: <ul style="list-style-type: none"> • Introduction to the Special Education Evaluation Process (Guest Speaker) • Communicating Assessment Information Readings: <ul style="list-style-type: none"> • Heward (2017) pp. 38-44 (on Blackboard) • Kranzler & Floyd (2013)- Chapter 8 • Best Practices (Data-Based)- Chapter 28 (skim only) 	
(4) 2/2	Topics: <ul style="list-style-type: none"> • Standardized Achievement Tests: KTEA-3 Readings: <ul style="list-style-type: none"> • KTEA-3 Administration manual pp. 1-43 	WISC 1: Consent Form, Protocol, Protocol Rubric, & Video
(5) 2/9	Topics: (Presentations) <ul style="list-style-type: none"> • Other Standardized Tests: <ul style="list-style-type: none"> • DAS-II • SB-5 • WJ-IV Cog 	WISC 1: Report Presentations (3 pairs)

(6) 2/16	<p><u>Topics: (Presentations)</u></p> <ul style="list-style-type: none"> • Other Standardized Tests: <ul style="list-style-type: none"> • Key Math 3 & CTONI-2 • OWLS-II & WIAT-III • TEMA-3, TERA-3, & STEPS 	<p>WISC 1 Feedback Meeting (scheduled this week)</p> <p>Presentations (3 pairs)</p>
(7) 2/23	<p>NO FACE-TO-FACE CLASS: NASP Convention</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessment Ethics • Other Standardized Tests: WAIS, WPPSI <p>Readings:</p> <ul style="list-style-type: none"> • Kranzler & Floyd (2013)- Chapter 3 • Best Practices (Foundations)- Chapter 32 	<p>View online video intro & PowerPoint</p>
(8) 3/2	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Testing students with severe disabilities • Assessment for CI/ID • Adaptive behavior assessment <p>Readings:</p> <ul style="list-style-type: none"> • Kranzler & Floyd (2013)- Chapter 10 • "Presume Competence" (on Blackboard) • Crepeau-Hobson & Vujeva (2012) (on Blackboard) 	<p>WISC 1 Report Presentation (scheduled this week)</p> <p>KTEA 1: Protocol & Protocol Rubric</p> <p>KTEA 1: Report</p>
(9) 3/9	NO CLASS (SPRING BREAK)	
(10) 3/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Intro to Neuropsychological Assessment (Guest Speaker) • Visual-motor Integration Assessment <p>Readings:</p> <ul style="list-style-type: none"> • Best Practices (Data-based)- Chapter 16 	<p>WISC 2: Consent Form, Protocol, Protocol Rubric, & Video</p>
(11) 3/23	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessment for SLD <p>Readings:</p> <ul style="list-style-type: none"> • Flanagan & Harrison (2012)- Chapter 23 (on Blackboard) • Kranzler & Floyd (2013)- Chapter 12 • Best Practices (Data-based)- Chapter 22 	<p>WISC 2: Report</p>

(12) 3/30	<p>Topics:</p> <ul style="list-style-type: none"> Assessment for OHI (Guest Speaker) <p>Readings:</p> <ul style="list-style-type: none"> Best Practices (Data-based)- Chapter 25 Possible additional article(s) added at guest speaker's request 	ABAS: Protocol & Protocol Rubric
(13) 4/6	<p>Topics:</p> <ul style="list-style-type: none"> Assessment for ASD Assessment for EI <p>Readings:</p> <ul style="list-style-type: none"> Best Practices (Data-based)- Chapters 24 & 26 	Quiz 2 (in class)
(14) 4/13	<p>Topics:</p> <ul style="list-style-type: none"> Early Childhood Assessment Assessment for Gifted <p>Readings:</p> <ul style="list-style-type: none"> Kranzler & Floyd (2013)- Chapter 11 Flanagan & Harrison (2012)- Chapters 24 & 25 (on Blackboard) 	KTEA 2: Protocol, Protocol Rubric, & Video
(15) 4/20	<p>Topics:</p> <ul style="list-style-type: none"> Assessment of Culturally/Linguistically Diverse Populations (Guest Speaker) <p>Readings:</p> <ul style="list-style-type: none"> Best Practices (Foundations)- Chapter 5 Kranzler & Floyd (2013)- Chapter 13 Flanagan & Harrison (2012)- Chapter 22 (on Blackboard) Possible additional article(s) added at guest speaker's request 	<p>Other Intellectual Test: Consent Form, Protocol, & Protocol Rubric</p> <p>Other Intellectual Test: Report</p>
(Exam Week)	<p>Integrated Report Presentations (in 4 groups scheduled throughout week)</p> <p><u>Due Wednesday 4/26 at 2:00pm:</u></p> <ul style="list-style-type: none"> Quiz 3 (on Blackboard) Integrated Report 	<p>Integrated Report</p> <p>Integrated Presentation</p> <p>Quiz 3 (on Blackboard)</p>