

**Grand Valley State University**  
**PSY 623: Intellectual Assessment (Assessment II)**  
**Winter 2022**

Instructor: Kristen Schrauben, Ph.D.                      Course Time: Th – 8:30-11:20am  
Psychology Department                      Course Location: 1117 ASH  
Office: 2135 Au Sable Hall  
Phone: (616) 331-2336 (E-mail is the preferred way to reach me)  
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Office Hours: Available Tues/Thurs after morning classes or set up other in-person or Zoom appointment

**Course Summary**

Building directly upon Psychology 622, Psychology 623 will allow you to continue to develop competency in the area of assessment, an important component of school psychological practice. In this course, you will learn to select, administer, and interpret assessments. In addition, you will begin to integrate the assessment results from a variety of measures to develop instructional recommendations for students. You 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 you to the Michigan special education criteria.

**Course Objectives**

Upon successful completion of this course, you 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**

- Kranzler, J. H., & Floyd, R. G. (2020). *Assessing Intelligence in Children and Adolescents: A Practical Guide, 2<sup>nd</sup> edition*. New York: Rowman & Littlefield. [Note: Previous version available online through library, but chapters may not align]
- 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]
- Additional chapters and articles will be made available on Blackboard.
- 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”).

### **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. Masks are required for all face-to-face class sessions (<https://www.gvsu.edu/lakerstogether/face-covering-policy-27.htm>), until the university states otherwise. Any student who anticipated missing class due to an excused or COVID-19 related absence should contact me as soon as possible.

### **Technology Requirements & Assistance**

You will need a laptop or tablet with internet access to use during many face-to-face class sessions. However, the use of technology for personal reasons (e.g., checking e-mail or using social media) during class is inappropriate and disrespectful to other students and myself. Please silence and put away all cell-phones during class unless directed to use it for an activity. I will use my discretion in reducing grades for those students who are using computers or other technology in a disrespectful manner when class is in session.

In addition, you will need access to the following in order to complete remaining course requirements:

- High-speed internet access
- Computer with ability to watch videos & operating system that meets current Blackboard requirements; Google chrome is the recommended browser

- Microsoft Word & program to read pdf files

While tablets, smartphones and other mobile devices may allow for the completion of some coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework. This computer must have programs to read PDF and Microsoft Word documents. Please submit any assignments as Microsoft Word files as I will not accept incompatible programs. As a GVSU student, you have access to Microsoft Office 365 for free (<https://www.gvsu.edu/it/downloading-office-365-from-microsoft-223.htm>).

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. Check the current [technical requirements](#) to use Blackboard and preferred browser information. Use of Blackboard is integral to this course. If you experience technical problems with Blackboard, contact the IT ([it@gvsu.edu](mailto:it@gvsu.edu) or 616-331-2101. The help website is <https://www.gvsu.edu/it/>.

### **Policies and Procedures**

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. In addition, you 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 your 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, you represent the School Psychology program as well as the University and we expect your 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**

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal. It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation. You 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 me. 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 in all assignments. If you are uncertain about such an issue prior to submission of an assignment please see me as soon as possible so we can eliminate any uncertainty. There is no harm in asking if you are not sure if you are plagiarizing. There is harm in plagiarizing and then telling me afterwards that you did not know you did anything wrong.

### **Canceled Classes**

If classes are canceled at the university, I will contact you regarding plans for the course and any updates to the course schedule.

### **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 cannot attend a class session for university-defined “excused absence” (e.g., university sports, religious holidays, conference), please contact me *as soon as possible*. Refer to this [page](#) for the complete list of excused absences. COVID-19 related absences will also be excused. If you have symptoms, are quarantining due to exposure to the virus, or have tested positive, please e-mail me *prior* to your absence so we can make necessary arrangements for you to join the class virtually.

### **Testing Children/Students: Consent & Confidentiality**

When you collect individual data on students for the purposes of this course, parents/guardians must sign a written consent form prior to your work with the child/teen. Permission must be obtained before you begin working with the child/teen. Consent forms must be attached to any protocols in order for them to be graded. To protect the identity of any children/teens 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/teen, 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 discussion, presentations, writing papers/reflections, and completing standardized assessments. All written assignments should be turned in via Blackboard as Microsoft Word documents 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. 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) unless otherwise noted.

Papers that utilize sources should use APA style (7<sup>th</sup> edition) when citing within text as well as in preparing the reference list.

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 me with at least one week’s notice and have a valid reason, I can provide extensions for most assignments to allow for late submissions without penalties.

### **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” and the additional information/rubrics on Blackboard for more information. Final grades will be based on the total points as indicated below:

<u>Assignment</u>	<u>Point Value</u>
Class Participation	10
Quizzes	30
Standardized Test(s) Presentation	20
Protocols/Rubrics/Videos	95
Assessment Result Reports	65
<u>Assessment Result Presentations</u>	<u>30</u>
Total Points:	250

<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. An updated course schedule will be provided if changes are made.*

<b>(Week) Date</b>	<b>To Do BEFORE Class</b>	<b>Plan for DURING Class</b>	<b>To Do AFTER Class</b> (in addition to preparing for the following week)
(1) 1/13	<ul style="list-style-type: none"> <li>• Watch video overviews of syllabus and assignments</li> <li>• Read Best Practices (Data-based)- Ch 21</li> <li>• Read Kranzler &amp; Floyd (2020)- Ch 4</li> </ul>	Topics: <ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Interviewing Parents</li> <li>• WISC Refresher</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for Quiz 1</li> </ul>
(2) 1/20	<ul style="list-style-type: none"> <li>• Read WISC Technical &amp; Interpretive manual pp. 149-165</li> <li>• Read Kranzler &amp; Floyd (2013)- Ch 8</li> <li>• Watch podcast: <a href="https://www.youtube.com/watch?v=HREILRMLMA">https://www.youtube.com/watch?v=HREILRMLMA</a></li> </ul>	Bring: <ul style="list-style-type: none"> <li>• WISC Peer Protocol (from Fall 2021)</li> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• WISC Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Start reading KTEA manual &amp; watching video demos</li> <li>• Work on WISC 1</li> </ul>
(3) 1/27	<ul style="list-style-type: none"> <li>• Read Heward (2017) pp. 38-44 (Blackboard)</li> <li>• Read Best Practices (Data-Based)- Ch 28</li> <li>• Read Kranzler &amp; Floyd (2013)- Ch 10</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Introduction to the Special Education Evaluation Process (Guest Speaker)</li> <li>• Communicating Assessment Information</li> </ul>	<ul style="list-style-type: none"> <li>• Work on WISC 1</li> </ul>
(4) 2/3	<ul style="list-style-type: none"> <li>• Read KTEA Administration manual pp. 1-43</li> <li>• Watch KTEA video demos</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• KTEA kits</li> <li>• Clipboard, timer, pencils</li> <li>• KTEA questions</li> </ul> Topics: <ul style="list-style-type: none"> <li>• KTEA Administration &amp; Scoring</li> </ul>	<ul style="list-style-type: none"> <li>• Finish WISC 1</li> <li>• Practice KTEA</li> <li>• Schedule KTEA 1 with peer</li> </ul>

<b>(Week) Date</b>	<b>• To Do BEFORE Class</b>	<b>Plan for DURING Class</b>	<b>To Do AFTER Class</b>
(5) 2/10	<ul style="list-style-type: none"> <li>• Turn in <b>WISC 1</b></li> <li>• Read Kranzler &amp; Floyd (2013)- Ch 10</li> <li>• Read "Presume Competence" (Blackboard)</li> <li>• Read Crepeau-Hobson &amp; Vujeva (2012) (Blackboard)</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• WISC 1 Protocol/Rubric/Video/Consent</li> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Cognitive Impairment &amp; other severe disabilities</li> <li>• Adaptive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Practice KTEA</li> <li>• Work on KTEA 1</li> <li>• Work on WISC 1 Report</li> <li>• Schedule WISC Feedback Meeting with Kristen or Sam (2/18-2/28)</li> </ul>
(6) 2/17	<ul style="list-style-type: none"> <li>• Read Kranzler &amp; Floyd (2013)- Ch 3</li> <li>• Read Best Practices (Foundations)- Ch 32</li> <li>• Watch video lecture on Ethics</li> <li>• Watch video lecture on WAIS &amp; WPPSI</li> </ul>	NO CLASS (NASP Convention)	<ul style="list-style-type: none"> <li>• Finish KTEA 1</li> <li>• Finish WISC 1 Report</li> <li>• Schedule WISC 1 Presentation with Kristen (2/28-3/4)</li> </ul>
(7) 2/24	<ul style="list-style-type: none"> <li>• Turn in <b>KTEA 1</b></li> <li>• Turn in <b>WISC 1 Report</b> (Blackboard)</li> <li>• Best Practices (Data-based)- Ch 24</li> <li>• Additional readings may be added at request of guest speaker</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• KTEA 1 Protocol/Rubric/Video</li> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Emotional Impairment (Guest Speaker)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for WISC 1 Presentation</li> </ul>
(8) 3/3	<ul style="list-style-type: none"> <li>• Have <b>WISC 1 Presentation</b> this week</li> <li>• Watch video lecture</li> <li>• Read McGill &amp; Busse (2016) (Blackboard)</li> <li>• Read Fletcher &amp; Miciak (2017) (Blackboard)</li> <li>• Read Fletcher &amp; Miciak (2019)- Focus on pp. 12-23 (Blackboard)</li> <li>• Check out RTI-Based for SLD Toolkit <a href="http://www.rtinetwork.org/toolkit">http://www.rtinetwork.org/toolkit</a></li> </ul>	Topics: <ul style="list-style-type: none"> <li>• Specific Learning Disability</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for WISC 1 Presentation (if applicable)</li> <li>• Work on ABAS</li> </ul>
(9) 3/10	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	NO CLASS (SPRING BREAK)	<ul style="list-style-type: none"> <li>• Work on ABAS</li> <li>• Work on Mock Data Integrated Report</li> </ul>

<b>(Week) Date</b>	<b>• To Do BEFORE Class</b>	<b>Plan for DURING Class</b>	<b>To Do AFTER Class</b>
(10) 3/17	<ul style="list-style-type: none"> <li>• Turn in <b>ABAS</b></li> <li>• Prepare test presentation (if applicable)</li> <li>• Read Hass &amp; Carriere (2014)- Ch 3 (Blackboard)</li> <li>• Read Hass &amp; Carriere (2014)- Ch 4 (Blackboard)</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• ABAS protocol/rubric</li> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Student Presentations: DAS, UNIT, TOWL, CTOPP</li> <li>• Case Conceptualization/Report Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Take Quiz 2 (3/18 – 3/24) on Blackboard</li> <li>• Work on WISC 2</li> <li>• Work on KTEA 2</li> <li>• Finish Mock Data Integrated Report</li> </ul>
(11) 3/24	<ul style="list-style-type: none"> <li>• Prepare test presentation (if applicable)</li> <li>• Turn in <b>Quiz 2</b> (Blackboard)</li> <li>• Turn in <b>Mock Data Integrated Report</b> (Blackboard)</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Student Presentations: WJ-COG, KeyMath, SB</li> <li>• Case Conceptualization/Report Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Finish WISC 2</li> <li>• Work on KTEA 2</li> </ul>
(12) 3/31	<ul style="list-style-type: none"> <li>• Turn in <b>WISC 2</b></li> <li>• Read Best Practices (Data-based)- Ch 25 &amp; 26</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• WISC 2 Protocol/Rubric/Video/Consent</li> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Attention-Deficit/Hyperactivity Disorder</li> <li>• Autism Spectrum Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Work on WISC 2</li> <li>• Finish KTEA 2</li> <li>• Work on Other Intellectual Test protocol &amp; report</li> </ul>
(13) 4/7	<ul style="list-style-type: none"> <li>• Turn in <b>KTEA 2</b></li> <li>• Read Best Practices (Foundations)- Ch 5 &amp; 6</li> <li>• Read Kranzler &amp; Floyd (2013)- Ch 14</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• KTEA 2 Protocol/Rubric/Video</li> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Culturally/Linguistically Diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Other Intellectual Test protocol &amp; report</li> <li>• Work on Integrated Report</li> </ul>



<b>(Week) Date</b>	<b>• To Do BEFORE Class</b>	<b>Plan for DURING Class</b>	<b>To Do AFTER Class</b>
(14) 4/14	<ul style="list-style-type: none"> <li>• Watch posted video lectures</li> <li>• Read Kranzler &amp; Floyd (2013)- Ch 12</li> <li>• Read Flanagan &amp; Harrison (2012)- Ch 24 (Blackboard)</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Gifted Assessment</li> <li>• Early Childhood Assessment</li> <li>• Case Conceptualization</li> </ul>	<ul style="list-style-type: none"> <li>• Finish Other Intellectual Test protocol &amp; report</li> <li>• Work on Integrated Report &amp; presentation</li> <li>• Take Quiz 3 (4/15 – 4/26) on Blackboard</li> </ul>
(15) 4/21	<ul style="list-style-type: none"> <li>• Turn in Other Intellectual Test Protocol</li> <li>• Turn in Other Intellectual Test Report (Blackboard)</li> </ul>	Bring: <ul style="list-style-type: none"> <li>• Other Intellectual Test Protocol/Rubric/Consent</li> <li>• Laptop</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>• Take Quiz 3 (4/15 – 4/26) on Blackboard</li> <li>• Finish Integrated Report</li> <li>• Prepare for Integrated Report Presentation</li> </ul>
(Exams)	<ul style="list-style-type: none"> <li>• Turn in Quiz 3 on Blackboard (4/15 – 4/26)</li> <li>• Turn in Integrated Report by Thursday 4/28 at 8:30am</li> <li>• Integrated Report Presentations to be scheduled in small groups</li> </ul>		