Grand Valley State University
PSY 623: Intellectual Assessment (Assessment II)
Winter 2025

Instructor: Kristen Schrauben, Ph.D.   Course Time: Th – 8:30-11:20am
               Psychology Department   Course Location: 1117 ASH
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Office Hours: Available Tues/Thurs in between your 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

The following course objectives are from the syllabus of record and are therefore applicable for all sections of this course, regardless of the assigned instructor. 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

- o Kranzler, J. H., & Floyd, R. G. (2020). *Assessing Intelligence in Children and Adolescents: A Practical Guide, 2nd edition*. New York: Rowman & Littlefield. [Available online via library]
- o Selected chapters from: *Best Practices in School Psychology 7*. Bethesda, MD: National Association of School Psychologists. [Note: You should have already purchased this for other classes]
- o Additional chapters and articles will be made available on Blackboard.
- o Clipboard (any kind you like as long as it is not transparent)
- o 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 video & in-person lecture, discussion, "lab" time, and individual meetings with me or the second-year teaching assistant. Lectures will be used to introduce new topics, to present background information, and to highlight important points in the readings. Some lectures will be in-class and some topics will require you to watch video lectures *prior* to class in order to prepare for in-class discussions and activities. Discussion will be used to discuss how this relates to practicum experiences and to debate current issues in the field. "Lab" time will provide opportunities to practice skills with peers and receive feedback from me. The teaching assistant and I will have individual meetings with you outside of the regular class time as a way to provide personalized feedback and check-in throughout the semester. Masks are optional for all face-to-face class sessions (https://www.gvsu.edu/lakerstogether/face-covering-policy-27.htm) unless the university states otherwise. Recognize that some members of the campus community will choose to continue to wear face masks, and they should be supported for doing so.

Support & Communication

I am committed to creating a learning environment where diverse perspectives are recognized and valued. As a class, we will approach discussions with respect and civility to build a culture based on open communication, mutual respect, and inclusion. Debate is expected and welcomed,

but personal attacks will not be tolerated. I strive to create an open and welcoming classroom for all students and if I ever miss the mark, please don't hesitate to come talk to me. We are learning together.

I want to hear from you! If you email me and don't hear back within 36 hours, please send a follow-up email. I am here to support your learning, but I may not know how to best support you if you fail to communicate. For example, if you run into challenges balancing work or family obligations or have unforeseen personal difficulties that are impacting your ability to be successful, please reach out to me so we can work together to form a plan.

If I cannot personally provide the support you need, I may direct you to some of the valuable campus resources. I also encourage you to be proactive and utilize these supports on your own. Many students access resources as some point at GVSU. Resources include:
- Speech Lab: https://www.gvsu.edu/speechlab/
- Tutoring & Reading Center: https://www.gvsu.edu/trc/
- University Counseling Center: https://www.gvsu.edu/counsel/
- LGBT Resource Center: https://www.gvsu.edu/lgbtrc/
- Financial Hardship: https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm

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 Ultra 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 Ultra, go to https://lms.gvsu.edu/ultra/ and enter your log in and password. Use of Blackboard Ultra is integral to this course. If you experience technical problems with

Blackboard Ultra, contact the IT (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 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, 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

Many students have visible or invisible disabilities and the university offers accommodations that allow them to be successful. If you have a documented disability or suspect you have an undocumented disability, please contact the Student Accessibility Resources office (215 The Blue Connection) by calling (331-2490) or emailing (access@gvsu.edu). If you need accommodations, please provide me with your memo from Student Accessibility Resources. In addition, it is often helpful to discuss together the support you will need to be successful; these discussions will remain confidential. Furthermore, if you think you will need assistance evacuating the classroom and/or building in an emergency, 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 my prior consent. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity including GVSU Student Code. It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation.

You are capable of meeting expectations for this course. If you are concerned about how you are performing in the course, please come speak with me instead of considering academic misconduct. If you are uncertain about plagiarism prior to submission of an assignment, project, or exam, come speak with me so I can assist you. 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

If you cannot attend a class session for a university-defined "excused absence" (e.g., university sport, religious holiday, conference), please contact me *as soon as possible in advance* of the absence. In addition, you should connect with a classmate to obtain notes from the session. Refer to this page for the complete list of excused absences. I will also do my best to accommodate students with absences due to illness.

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 (7th 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:

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

Grading Scale	
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.

(Week) Date	To Do BEFORE Class	Plan for DURING Class	To Do AFTER Class (in addition to preparing for the following week)
(1) 1/9	• Watch video overviews of syllabus and assignments • Read *old* Best Practices (Data-based)- Ch 21 (Blackboard) • Read Kranzler & Floyd (2020)- Ch 5	Bring: • Questions about syllabus/assignments Topics: • Introduction to Course • Interviewing Parents • WISC Refresher	• Prepare for Quiz 1
(2) 1/16	• Read WISC Technical & Interpretive manual pp. 149-165 • Read Kranzler & Floyd (2020)- Ch 8 • Watch podcast: https://www.youtube.com/watch?v=HREIlLRMLMA	Bring: • WISC Peer Protocol (from Fall 2022) Topics: • Quiz 1 • WISC Interpretation	• Start reading KTEA manual & watching video demos • Work on WISC 1
(3) 1/23	• Read Heward (2022) pp. 36-42 (Blackboard) • Read *new* Best Practices (Vol 1)- Ch 13 • Read Hass & Carriere (2014)- Ch 3 (Blackboard) • Read Hass & Carriere (2014)- Ch 4 (Blackboard) • Watch model parent feedback video	Topics: • Introduction to the Special Education Evaluation Process (Guest Speaker) • Communicating Assessment Information	• Work on WISC 1 • Work on WISC 1 Report
(4) 1/30	• Read KTEA Administration manual pp. 1-43 • Watch KTEA video demos	Bring: • KTEA kits • Clipboard, timer, pencils • KTEA questions Topics: • KTEA Administration & Scoring	• Practice KTEA • Work on KTEA 1 with peer • Finish WISC 1 • Finish WISC 1 Report

(Week) Date	To Do BEFORE Class	Plan for DURING Class	To Do AFTER Class
(5) 2/6	• Turn in WISC 1 • Turn in WISC 1 Report (Blackboard) • Read Kranzler & Floyd (2020)- Ch 11 • Read "Presume Competence" (Blackboard) • Read Crepeau-Hobson & Vujeva (2012) (Blackboard • Do WISC 1 Presentation this week	Bring: • WISC 1 Protocol/Rubric/Video/Consent Topics: • Cognitive Impairment & other severe disabilities • Adaptive behavior	• Finish on KTEA 1 • Schedule WISC Feedback Meeting with Kristen or Avery (2/13-2/25) • Schedule WISC 1 Presentation with Kristen (2/6-2/25) • Prepare for WISC 1 Presentation
(6) 2/13	• Do WISC 1 Presentation this week • Turn in KTEA 1 • Read *old* Best Practices (Data-based)- Ch 24 (Blackboard)	Bring: • Laptop • KTEA 1 Protocol/Rubric Topics: • Emotional Impairment (Guest Speaker)	• Prepare for WISC 1 Presentation (if not done already) • Work on ABAS
(7) 2/20	• Do WISC 1 Presentation this week (if not sooner) • Read Kranzler & Floyd (2020)- Ch 3 • Watch video lectures on Ethics and WAIS & WPPSI	NO FACE-TO-FACE CLASS Topics: • Ethics • WAIS & WPPSI	• Finish ABAS • Work on Mock Data Integrated Report • Work on WISC 2
(8) 2/27	• Watch video lecture • Turn in ABAS • Read McGill & Busse (2016) (Blackboard) • Read Fletcher & Miciak (2017) (Blackboard) • Read Fletcher & Miciak (2019)- Focus on pp. 12-23 (Blackboard) • Check out RTI-Based for SLD Toolkit http://www.rtinetwork.org/toolkit	Bring: • ABAS protocol/rubric Topics: • Specific Learning Disability	• Work on WISC 2 • Work on KTEA 2 • Work on Mock Data Integrated Report
(9) 3/6	• Not applicable	NO CLASS (SPRING BREAK)	• Finish WISC 2 • Work on KTEA 2 • Finish Mock Data Integrated Report

(Week) Date	To Do BEFORE Class	Plan for DURING Class	To Do AFTER Class
(10) 3/13	• Prepare & turn in test presentation (if applicable) • Turn in Mock Data Integrated Report (Blackboard) • Turn in WISC 2	Bring: • Laptop with class resources Topics: • Quiz 2 (small groups) • Student Presentations: TBD	• Work on KTEA 2
(11) 3/20	• Prepare & turn in test presentation (if applicable)	Bring: • WISC 2 Protocol/Rubric/Video/Consent Topics: • Student Presentations: TBD • Case Conceptualization	• Work on KTEA 2 • Select Other Intellectual Test
(12) 3/27	• Turn in KTEA 2 • Watch posted video lectures • Read *new* Best Practices (Vol 1)- Ch 17 & 18	Bring: • KTEA 2 Protocol/Rubric/Video Topics: • Attention-Deficit/Hyperactivity Disorder • Autism Spectrum Disorder (Guest Speaker)	• Work on Other Intellectual Test protocol & report
(13) 4/3	• Read *new* Best Practices (Vol 1)- Ch 10 & 11 • Read Kranzler & Floyd (2020)- Ch 14	Bring: • Laptop with class resources Topics: • Culturally/Linguistically Diverse (Guest Speaker) • Case Conceptualization	• Work on Other Intellectual Test protocol & report • Work on Integrated Report
(14) 4/10	• Check out *Early On* Michigan Implementation Manual https://eotta.ccresa.org/Resources.php?id=188&Resources=1 • Additional reading(s) TBD	Topics: • Early Childhood Assessment (Guest Speaker) • Special Topic TBD	• Finish Other Intellectual Test protocol & report • Work on Integrated Report & presentation

(Week) Date	To Do BEFORE Class	Plan for DURING Class	To Do AFTER Class
(15) 4/17	• Turn in Other Intellectual Test Protocol • Turn in Other Intellectual Test Report (Blackboard)	Bring: • Other Intellectual Test Protocol/Rubric/Consent • Laptop with class resources Topics: • Quiz 3 Part 1 (small groups) • Discussion focused on inclusion and language • Wrap-up	• Complete Quiz 3 Part 2 (4/18 – 4/23) • Finish Integrated Report • Prepare for Integrated Report Presentation
Exam Week	• Turn in Quiz 3 Part 2 on Blackboard Ultra (4/22) • Turn in Integrated Report by Thursday 4/24 at 8:30am • Integrated Report Presentations to be scheduled in small groups		