



# **Assessing Intelligence in Children and Adolescents: A Practical Guide (Guilford Practical Intervention in the Schools)**

*By John H. Kranzler PhD, Randy G. Floyd PhD*

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Featuring reproducible forms, sample scripts, and other clinical tools, this indispensable book shows how to select, administer, and interpret evidence-based intelligence tests for a variety of purposes. It provides quick-reference guidelines for comprehensively assessing an individual K-12 student and sharing the results through effective written reports and in-person meetings. Basic concepts in intellectual assessment are concisely explained and the role of testing in a response-to-intervention framework is addressed. Discussions of intellectual disability and specific learning disorder reference DSM-5 criteria. Instructors praise the book's suitability as a Cognitive Assessment course text. The large-size format and lay-flat binding facilitate photocopying; the reproducible materials can also be downloaded and printed for repeated use.

This book is in The Guilford Practical Intervention in the Schools Series.

See also *Contemporary Intellectual Assessment, Third Edition: Theories, Tests, and Issues*, edited by Dawn P. Flanagan and Patti L. Harrison, which provides in-depth reviews of available instruments and assessment approaches.

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## **Editorial Review**

### Review

"Kranzler and Floyd have accomplished something special, making complex ideas accessible without sacrificing nuance. The sometimes dull and dry details of test administration are made alive and memorable with humor and practical wisdom. This is a great introduction to cognitive assessment for graduate student trainees and a comprehensive resource for working professionals."--W. Joel Schneider, PhD, Department of Psychology, Illinois State University

"The reader is guided through the complete assessment process, from pretesting considerations to how to effectively communicate the obtained results to teachers and families. This book is a useful resource for novices and will provide more experienced practitioners with vital knowledge about the latest research and how to incorporate it into everyday practice. I will certainly adopt it as a text for my graduate-level Cognitive Assessment course. It negates the need for course packs that integrate various book chapters, articles, and personal notes in order to fully describe the theoretical, psychometric, and practical aspects of the topic."--Amy M. Briesch, PhD, Department of Applied Psychology, Northeastern University

"A rigorous yet practice-oriented book on intellectual assessment is no easy undertaking, with over 100 years of research and theory to take into account, but Kranzler and Floyd have succeeded in their task. This book's coverage is excellent. Some of the more complex issues are deftly addressed, such as intelligence theory and research, psychometrics, and test bias, while practitioner-friendly tables, checklists, and example scripts are graciously provided. Instructors will find that they can organize their intellectual assessment courses around this text."--Matthew R. Reynolds, PhD, Department of Psychology and Research in Education, University of Kansas

"An outstanding resource. As promised in the title, the book provides a solid foundation and how-to information on such topics as test selection and interpretation, communicating results, assessing disabilities and giftedness, connecting response to intervention with intellectual assessment, and working with children from diverse backgrounds. School psychologists and other assessment professionals will appreciate the clear guidelines, case examples, checklists, and forms that assist in the comprehensive assessment process."--Patti L. Harrison, PhD, Department of Educational Studies in Psychology, Research Methodology, and Counseling, University of Alabama

"What is the future of intelligence testing? What impact will embracing response to intervention have on the use of standard intelligence tests? Do IQ tests discriminate against minority groups? Much of our field is in flux; this book highlights what we now need to know and provides insights that can help us realize the promise of intellectual assessment as the field evolves. It is helpful for school practitioners and trainees alike."--Rik Carl D'Amato, PhD, Professor of Psychology and Director of the Center for Teaching and Learning Enhancement, University of Macao, China

"If you're looking for an up-to-date, comprehensive, concise, research-based manual on all aspects of assessing students' cognitive abilities--from theory to test selection to report writing--this book is a 'must read' and 'must own.' The authors are two of the most highly respected researchers in the field. They present practical advice that rings realistic and helpful even for a practitioner who has been in the field for decades.

Reading this book, I felt like I was experiencing a much-needed refresher course in the form of a dialogue, helping me to renew and refine ways I have been assessing intelligence for many years. The chapter on 'Selecting the Best Intelligence Tests' is invaluable."--Ruben Lopez, MS, school psychologist, Moreno Valley (California) Unified School District

"This book combines accurate and very current technical information, useful for experienced evaluators, with a clear, highly readable style and organization accessible for graduate and advanced undergraduate students. Each chapter begins with a helpful introduction and ends with a brief, comprehensive summary. Call-outs and tables judiciously enhance the text. Practical forms, screening tools, and lists of questions to consider (all of which I plan to use) are included in relevant chapters. This will be an excellent primary text for courses in intellectual assessment as well as one of the texts for general assessment courses. Contrary to my custom with other texts, I would use all 13 chapters in sequence."--John O. Willis, EdD, Senior Lecturer in Assessment, Department of Education, Rivier University

#### About the Author

John H. Kranzler, PhD, is Professor and Program Director of School Psychology in the School of Special Education, School Psychology, and Early Childhood Studies at the University of Florida. He has received numerous awards for his research, including article-of-the-year awards in *School Psychology Quarterly* and *School Psychology Review*. Dr. Kranzler was Associate Editor of *School Psychology Quarterly* for 6 years and has served on the editorial boards of a number of other journals. His research focuses on the nature, development, and assessment of human cognitive abilities.

Randy G. Floyd, PhD, is Associate Professor of Psychology, Co-Director of the Child and Family Studies research area, and a member of the Institute of Intelligent Systems at the University of Memphis. Dr. Floyd is Editor of the *Journal of School Psychology* and has served on the editorial boards of several other journals. His research interests include the structure, measurement, and correlates of cognitive abilities, the technical properties of early numeracy measures, and the process of professional publication.

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