**CPSE 647 - Psychomet + Intell**

**Winter 2014**

**Section 001: 341 MCKB on M from 8:30 am - 10:50 am**

**Instructor/TA Info**

**Instructor Information**

**Name**: Terisa Gabrielsen **Office Location**: 340-A MCKB **Office Phone**: 801-422-5055 **Office Hours**: Mon 12:00pm-2:00pm **Email**: [Terisa\_Gabrielsen@byu.edu](mailto:Terisa_Gabrielsen@byu.edu)

**TA Information**

**Name**: Kim Lowe **Email**: [kim\_lowe@byu.edu](mailto:kim_lowe@byu.edu)

**Name**: Joy Cox **Email**: [joywcox@gmail.com](mailto:joywcox@gmail.com)

**Course Information**

**APA Guidelines**

APA guidelines regarding assessment practices and interpretations may be accessed through the following links:

<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

**HBLL Course Reserve Readings**

[HBLL Course Reserve Readings](http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5482&page=docs)

password is gab647

**Description**

This is a professional training course in theory, administration, scoring, and interpretation of standardized measures of cognitive assessment.  A broad range of assessment instruments will be taught and practiced, including the most current editions of the WAIS, WISC, Stanford-Binet,  Woodcock-Johnson Cognitive and Academic, Vineland Adaptive Behavior Scales, WPPSI, KABC, UNIT, WIAT, and others. Upon successful completion of the course, you will be qualified to administer and interpret cognitive assessments under the supervision of a licensed professional, in school or other settings.

**Materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Image** | **Item** | **Vendor** | **Price (new)** | **Price (used)** |
| 51YNHghH%252BCL._SL75_.jpg | Woodcock-Johnson III: Reports, Recommendations, and Strategies Required by Mather, Nancy Wiley; Edition 2 (1020232800) ISBN: 9780471419990 | BYU Bookstore  Required | [95.00](https://booklist.byu.edu/item/9780471419990) | [71.25](https://booklist.byu.edu/item/9780471419990) |
| 41OczuK55gL._SL75_.jpg | Contemporary Intellectual Assessment, Third Edition: Theories, Tests, and Issues Required by D, FLANAGAN, The Guilford Press; Edition 3 (1325574000) ISBN: 9781609189952 | BYU Bookstore  Required | [99.00](https://booklist.byu.edu/item/9781609189952) | [74.25](https://booklist.byu.edu/item/9781609189952) |
| 51yuzqhQWeL._SL75_.jpg | Essentials of Stanford-Binet Intelligence Scales (SB5) Assessment by Roid, Gale H. Wiley; Edition 1 (1093845600) ISBN: 9780471224044 | BYU Bookstore  Optional | [38.95](https://booklist.byu.edu/item/9780471224044) | [29.25](https://booklist.byu.edu/item/9780471224044) |
| 41WPDl2XTrL._SL75_.jpg | Practitioner's Guide to Assessing Intelligence and Achievement by Naglieri, Jack A. Wiley; Edition 1 (1249279200) ISBN: 9780470135389 | BYU Bookstore  Optional | [90.00](https://booklist.byu.edu/item/9780470135389) | [67.50](https://booklist.byu.edu/item/9780470135389) |
| 51Yix0-oQnL._SL75_.jpg | Essentials of WAIS-IV Assessment (Essentials of Psychological Assessment) by Lichtenberger, Elizabeth O. Wiley; Edition 2 (1354604400) ISBN: 9781118271889 | BYU Bookstore  Optional | [48.95](https://booklist.byu.edu/item/9781118271889) | [36.75](https://booklist.byu.edu/item/9781118271889) |
| 41NRKUKpQ%252BL._SL75_.jpg | Essentials of WISC-IV Assessment by Flanagan, Dawn P. Wiley; Edition 2 (1241416800) ISBN: 9780470189153 | BYU Bookstore  Optional | [48.95](https://booklist.byu.edu/item/9780470189153) | [36.75](https://booklist.byu.edu/item/9780470189153) |

**Learning Outcomes**

**Synthesize assessment information**

·        Students will be able to synthesize assessment information (including test scores, background information, behavioral observations, etc.)into a written assessment report.

**Explain assessment findings**

·       Students will be able to explain assessment findings in a way that is understandable to other mental health professionals, teachers, clients, and parents.

**Administer, score and interpret measures of intelligence**

·        Students will be able to administer, score, and interpret multiple measures of intelligence, including those most commonly used in the field of psychology and school psychology.

**Grading Scale**

|  |  |
| --- | --- |
| Grades | Percent |
| A | 93% |
| A- | 90% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |
| T | 0% |

**Grading Policy**

Because this is a professional training course, competency in administration, scoring, and interpretation are key to your grade.  There is no slack or buffer time built into the schedule, so careful completion of all assignments is critical to achieving competency on first or second attempt.  You will not have enough time to repeat assignments and still complete all assigned practice administrations and report writing.  Attendance in class is an absolute requirement for success in the course.  Lab attendance is optional, but highly recommended.  Your grade in the class will reflect your competency as measured by your practice administrations, reports written, and score on the final exam.

**Participation Policy**

This course is designed to promote intellectual curiosity, professional inquiry, and a lifetime habit of consultation with colleagues.  Each student has his or her own style of class participation, but regardless of your style, you will be expected to ask and answer questions in class.  Although the class as a whole can learn more from questions raised in class, you are also encouraged to contact the TAs and professor with any additional questions or comments. Initiative for communication regarding any problem you may be having with the course or your assignments is the responsibility of the student.

**Reporting Suspected Child Abuse**

Reporting Suspected Child Abuse and Neglect

**Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)**

**Toll free number in Utah:  1-800-678-9399**

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a $1,000 fine.  For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse**.** [**http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\_Educators.pdf**](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf)

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state’s law.

**NASP Domains**

(Downloaded 9/6/2013 from http://www.nasponline.org/standards/practice-model/domains.aspx) Refer to Schedule for linkage of domains to coursework.

**Practices That Permeate All Aspects of Service Delivery**

**Domain 1: Data-Based Decision Making and Accountability** *School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**Domain 2: Consultation and Collaboration** *School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

**Direct and Indirect Services for Children, Families, and Schools**

**Student-Level Services**

**Domain 3: Interventions and Instructional Support to Develop Academic Skills** *School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills** *School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

**Systems-Level Services**

**Domain 5: School-Wide Practices to Promote Learning** *School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

**Domain 6: Preventive and Responsive Services** *School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

**Domain 7: Family–School Collaboration Services** *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.*

**Foundations of School Psychological Service Delivery**

**Domain 8: Diversity in Development and Learning** *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**Domain 9: Research and Program Evaluation** *School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

**Domain 10: Legal, Ethical, and Professional Practice** *School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

**Assignments**

**(1) Test Review**

*Choose one of the following tests to review and present to the class. Presentations should summarize information from Mental Measurements Yearbook with Tests in Print, which is one of the BYU library databases online.  There may be multiple reviews for each test, so summarize information from both reviews.  Your presentation should be 5 minutes, and can be on power point or summarized on a one-page handout.  I will ask for copies of both to post to Learning Suite.*

*Here is the list of tests for you to choose from.  By choosing a test, you are also choosing the date of your presentation.  Check the schedule for the DISCUSSION day related to the test.  You will present on that day, NOT the day the practice administration is due.*

*WAIS-IV*

*WISC-IV*

*Stanford Binet 5*

*Vineland Adaptive Behavior Scales (Vineland-II)*

*Woodcock-Johnson III Cognitive (Normative Update if available)*

*Woodcock-Johnson III Achievement (Normative Update if available)*

*KABC*

*WIAT*

*UNIT*

*Leiter-3*

*CTONI*

*Wechsler Nonverbal*

*Wechsler Memory Scales - IV*

*Bateria Woodcock-Munoz, Cog and Ach*

*WPPSI-IV*

**(2) Contemporary Intellectual Assessment Chaps. 1 & 2**

Due: Monday, Jan 13 at 11:59 pm

**Introduction to Vineland (See Content Page)**

Due: Monday, Jan 20 at 11:59 pm

**Writing Psychoeducational Reports that Matter Part 1**

Due: Monday, Jan 27 at 11:59 pm

<http://www.nasponline.org/publications/cq/42/3/professional-practice.aspx>

**Contemporary Intellectual Assessment Chap. 8**

Due: Monday, Jan 27 at 11:59 pm

**WAIS practice administration (standard and supplemental battery)-- 16 and older**

Due: Monday, Jan 27 at 11:59 pm

*Test Administration Protocols:*

For each test you administer you should turn in the following to the teaching assistants:  
  
1) Protocol  
2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)  
3) Hand Scoring (when applicable)  
4) Computer Scoring (when applicable)

*Video Recorded Test Administration:*

You will video record your first administration of the WISC-IV and the WAIS-IV. Before turning it in, you will watch the recording and note errors, areas in need of improvement, and things done well.

**FIrst vIdeo (WAIS) administration due**

Due: Monday, Jan 27 at 11:59 pm

*Refer to Video Recorded Test Administration for the WAIS-IV (above) :*

**Contemporary Intellectual Assessment Chap. 9**

Due: Monday, Feb 03 at 11:59 pm

**Second Video (WISC) due**

Due: Monday, Feb 10 at 11:59 pm

**WISC practice administration (standard and supplemental batteries) - 6 - 16 year olds**

Due: Monday, Feb 10 at 11:59 pm

**Writing Psychoeducational Reports that Matter Part 2**

Due: Monday, Feb 10 at 11:59 pm

<http://www.nasponline.org/publications/cq/42/4/professional-practice.aspx>

**Peer Review of Integrated Report #1 Due**

Due: Tuesday, Feb 18 at 11:59 pm

Each of you will be writing an integrated report based on the same set of data (data will be posted to CONTENT page and labeled as Report Data #1, #1, etc.).

1)  Write the report and give it to another student in the class to review.

2)  Each student can only review one report.

3)  Deliver your report to the other student with enough time for review before the due date.

4)  Reports delivered for review must be reviewed and returned within 2 days of receipt.

5)  In order to receive full credit for the assignment, you must write your report and serve as reviewer for another report.

6)  Reviewers should use comments (not tracked changes) on the original report document.

7)  You many revise your report after is has been reviewed, but do not delete the reviewer's comments.  Reviewers:  if your name does not appear on the comments, please put your name in the first comment so you can get credit.

**Post-Review Revised Integrated Report #1**

Due: Tuesday, Feb 25 at 11:59 pm

**Contemporary Intellectual Assessment Chap. 12**

Due: Monday, Feb 24 at 11:59 pm

**WISC practice administration (standard battery only)**

Due: Monday, Feb 24 at 11:59 pm

**Peer Review of Integrated Report #2 Due**

Due: Monday, Mar 10 at 11:59 pm

Each of you will be writing an integrated report based on the same set of data (data will be posted to CONTENT page and labeled as Report Data #2).

Refer to instructions for Peer Review of Integrated Report #1 (above)

**UNIT or other nonverbal assessment practice administration**

Due: Monday, Mar 17 at 11:59 pm

**Post-Review Revised Integrated Report #2**

Due: Monday, Mar 17 at 11:59 pm

**Stanford-Binet practice administration**

Due: Monday, Mar 17 at 11:59 pm

4) Computer Scoring (when applicable)

**Peer Review of Integrated Report #4 Due**

Due: Monday, Mar 24 at 11:59 pm

Each of you will be writing an integrated report based on three of the practice administrations you have done during the semester. All three administrations should have been done on the same individual, adult or child. There should be, at minimum, a cognitive assessment and assessment of two other areas of function. Choose the two additional areas of assessment from the following:

Academic (WIAT or WJIII Ach)

Adaptive (Vineland)

Executive Function (BRIEF)

You may assess social and emotional function using assessments that you are CURRENTLY training in, with the other professor’s approval.

**Refer to the instructions for integrated reports for the other requirements.**

**Post-Review Revised Integrated Report #4**

Due: Monday, Mar 31 at 11:59 pm

**Final Revised Integrated Report #4**

Due: Monday, Apr 07 at 11:59 pm

THis is the third time you are turning in a version of this report.  This third time, you are turning in your revision of Report #4, following the peer review and my first review.

**Your Choice - WIAT, KABC, add'l SB-5, WPPSI, add'l WJCog, Bateria Woodcock-Munoz**

Due: Monday, Apr 07 at 11:59 pm

**Final Exam**

Due: Friday, Apr 18 at 11:59 pm

Comprehensive exam on all tests covered in the course. Understanding psychometric data will also be on the exam, as well as information from all assigned readings. Exam is online and open book, but has a 3 hour time limit.

**Nonverbal pantomime instructions –extra credit (15 points)**

Due: Monday, Apr 21 at 11:59 pm

Submit a video of yourself performing the nonverbal administration gestures for the UNIT

**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

**Schedule**

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| --- | --- |
| **Date** | **Column 1** |
| **M** - Jan 06 | GUEST LECTURE -- Mark Beecher, PhD, CPSE faculty -- Putting Intellectual Assessment into Perspective -- the Controversies. |
| **M** - Jan 13 | Case #1 -- Adult assessment for Learning Disability -- WAIS (16 - 90.11yo; 6 copies) **Contemporary Intellectual Assessment Chaps. 1 & 2 Test Review** |
| **M** - Jan 20 | **Martin Luther King Jr. Holiday Introduction to Vineland (See Content Page)** |
| **M** - Jan 27 | Case #2 - Assessment for Intellectual Disability -- Vineland (birth - 90yo; indiv. protocols) **Contemporary Intellectual Assessment Chap. 8 Writing Psychoeducational Reports that Matter Part 1 WAIS practice administration (standard and supplemental battery)-- 16 and older FIrst vIdeo (WAIS) administration due** |
| **M** - Feb 03 | Case #3 -- Assessment for child/adolescent with ADHD -- WISC-IV (6 - 16.11yo; 6 copies) **Contemporary Intellectual Assessment Chap. 9 WAIS practice administration (standard battery only) Vineland practice administration** |
| **M** - Feb 10 | Case #4 -- Assessment for gifted -- Stanford-Binet (2 - 85+yo; 3 copies) **WISC practice administration (standard and supplemental batteries) - 6 - 16 year olds Writing Psychoeducational Reports that Matter Part 2 Second Video (WISC) due** |
| **M** - Feb 17 |  |
| **T** - Feb 18 | **Monday Instruction** NO CLASS TODAY -- School Psych faculty/students at NASP **Peer Review of Integrated Report #1 Due Post-Review Revised Integrated Report #1** |
| **M** - Feb 24 | **WISC practice administration (standard battery only)** Case #5 Assessment of TBI  WJ  Cog/Ach  (2-90yo; Ach 16 copies, Cog 17 copies) **Contemporary Intellectual Assessment Chap. 12** |
| **M** - Mar 03 | Case #6 Nonverbal Assessment -- UNIT (5 - 17.11yo; 10 copies), WNV (4 - 21.11;  2 copies) **Contemporary Intellectual Assessment Chap. 14** |
| **M** - Mar 10 | Case #7 -- Assessment of vision impaired, assessment of culturally and liguistically diverse populations -- Bateria Woodcock Munoz-III **Peer Review of Integrated Report #2 Due WJ Cog/Ach Practice Administration** |
| **M** - Mar 17 | Case #8 -- Assessment of Learning Disability - Child:  KABC (3-18yo:  3 copies), WIAT (4-50yo;  6 copies) **UNIT or other nonverbal assessment practice administration Post-Review Revised Integrated Report #2 Stanford-Binet practice administration** |
| **M** - Mar 24 | Case #9 -- Assessment of Pre-schoolers and Kindergartners -- WPPSI (2.6 - 7.7yo;  2 copies) **Peer Review of Integrated Report #4 Due** |
| **M** - Mar 31 | Case #11 -- Assessment of Memory and Executive Function **Post-Review Revised Integrated Report #4** |
| **M** - Apr 07 | Case #12 -- Assessment of Developmental Delay -- MULLEN and BAYLEY discussion/demo only **Final Revised Integrated Report #4 Your Choice - WIAT, KABC, add'l SB-5, WPPSI, add'l WJCog, Bateria Woodcock-Munoz** |
| **M** - Apr 14 | Case #10 -- Assessment of Individuals with Autism Spectrum Disorders |
| **W** - Apr 16 | **Final Exam Opens** |
| **Th** - Apr 17 | **Exam Preparation Day** |
| **F** - Apr 18 | Final Exam:FINAL EXAM IS ONLINE -- NO CLASS341 MCKB7:00am - 10:00am **Final Exam Closes** |