

Instructor/TA Info

Instructor Information

Name: Terisa Gabrielsen

Office Location: 340-A MCKB

Office Phone: 801-422-5055

Email: terisa_gabrielsen@byu.edu

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

HBLL Course Reserve Readings

[HBLL Course Reserve Readings \(http://docutec.lib.byu.edu/eres/coursepage.aspx?cid=5482&page=docs\)](http://docutec.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 of function. 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 standardized cognitive assessments under the supervision of a licensed professional, in school or other settings (3 credits). With enrollment for 4 credits, students will also be able to plan, administer, score, and interpret comprehensive evaluation for neuropsychological conditions such as autism and ADHD.

Materials

No materials

Learning Outcomes

Professional development

Professional development in practicing as a psychologist.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%

C+	11%
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 time built into the schedule, so careful and timely 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. Your grade in the class will reflect your competency as measured by your presentation of psychometric properties, 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

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.

Class Schedule

Class is scheduled from 8 am to 11:50 am once weekly. Attendance is required throughout this time period for students taking the course for 4 credits (School Psychology). Attendance is encouraged for this time period for students taking the course for 3 credits, but not required in the final hour (11- 11:50) each week.

10-minute breaks are given each hour (approximately 8:50, 9:50 10:50)

TAs are available in the classroom in the first and last hour of class and during their own office hours in person or online

Please refer to the LS schedule for assigned preparation (Modules) and deadlines (Assignments) each week

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The course is offered for variable credit, dependent on your training program. School Psychology students are required to take 4 credits, while Counseling Psychology students are required to take 3 credits, with the option to take 4. Differences in credit are as follows:

(1) Class time: The fourth hour of class will be devoted to assessment of neurodiversity including autism, ADHD, traumatic brain injury, etc. Attendance is required for 4 credits. Attendance is optional, but encouraged for 3 credits.

(2) Assignments: In addition to the comprehensive assessment assignments required for all students,

those taking the course for 4 credits will have some additional (short) assignments related to assessment of neurodiversity including autism, ADHD, traumatic brain injury, etc.

(3) Examination: In addition to the comprehensive final examination for all students, those taking the course for 4 credits will provide an interpretation of autism and other neurodiverse traits in a data set (interpretive comprehensive report) and provide the evidence for diagnosis of autism by aligning the given data with DSM-5 diagnostic criteria for autism.

NASP Domains

Domain 1: Data-Based Decision Making and Accountability

School psychologists understand and utilize assessment methods for identifying strengths and needs. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others

Domain 3: Academic Interventions and Instructional Supports

School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Intervention

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

Domain 7: Family-School and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse

ens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal

Assignments

Assignment Descriptions

A - CDC Heads UP Concussion Training

Jan
23

Due: Monday, Jan 23 at 11:59 pm

Please complete the [CDC Online Concussion Training for School Professionals \(https://www.cdc.gov/headsup/resources/training.html\)](https://www.cdc.gov/headsup/resources/training.html) and post your certificate to Learning Suite.

This takes about 45-50 minutes

A-RCFT Protocol

Jan
30

Due: Monday, Jan 30 at 11:59 pm

You will not have time to finish scoring the RCFT in class. The Scoring Instructions and the Normative Tables are available at the front desk from the receptionists (they are in the filing cabinets for the receptionist to retrieve for you). 1 hour checkout, please. If you need longer, just let the receptionist know to check it out to your for another hour.

A - Practice Report for RCFT

Jan
30

Due: Monday, Jan 30 at 11:59 pm

For this first practice report, use the report template to create a very brief report on just your RCFT results. Some of the report will be filled in for you already, including the following:

- (1) Name and referral question.
- (2) Very brief Review of Records data and Interview data
- (3) You CAN provide Observations from your own RCFT as part of this report. Describe your attention

(3) You will provide observations from your own RCFT as part of this report. Describe your attention, persistence, and strategies during the (RCFT) assessment. Observations from other assessment sessions will be filled in for you.

(4) Complete the RCFT portion of the report. Others will already be filled in for you.

(5) Summarize what you think the implications are for your results.

(6) Diagnostic Impression will be provided.

(7) Some recommendations will be provided.

(8) Upload your finished report to Learning Suite and turn your protocol in to your TA in class.

Integrated Report #3

Apr
10

Due: Monday, Apr 10 at 11:59 pm

Integrated Report #4

Apr
10

Due: Monday, Apr 10 at 11:59 pm

A-Memory Assessment

Apr
10

Due: Monday, Apr 10 at 11:59 pm

Administer subtests to generate 2 memory domains from any memory specific assessment (i.e. WMS, CVLT) or WJ cognitive, UNIT, etc. that generate a score beyond just Working Memory. Write a few sentences for the Test Results Section and full interpretation in a Data Summary Section.

A-ADHD Screening Measures

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Administer at least two of the following measures for the practice ADHD client you have selected:

Conners 3 (appropriate for age range)

CEFI (appropriate for age range)

BASC-3 (appropriate for age range)

A- Comprehensive Assessment Plan

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Given the data for Integrated Report #4 (Referral question, review of records, and interview data) write an appropriate assessment plan to assess for all areas of suspected disability, including related neurodiversity.

A-Autism Screening Measures

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Complete two of the following Autism Screening measures that you think are appropriate for the age of

child or you have chosen to do a mock evaluation on:
Social Communication Questionnaire (SCQ: Current)

Social Communication Questionnaire (SCQ: Lifetime)
Social Responsiveness Scales, Second Edition (SRS-2)
Modified Checklist for Autism in Toddlers, Revised with Follow-Up
Autism Spectrum Questionnaire (AQ)

A- Common Neuropsych Measures

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Complete at least one of the subtests from the D-KEFS or NEPSY-II and write a paragraph interpreting the results (iPad or Hard Copy kits)

A- DSM Checklist

Apr
19

Due: Wednesday, Apr 19 at 11:59 pm

Use the data provided for Integrated Report #3 to complete the DSM criteria section at the end of the report.

Intro to Neuro Assessment 4th Hour Final

Apr
24

Due: Monday, Apr 24 at 11:59 pm

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 every instructor's 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 Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about

sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

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. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

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

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.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

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

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns

please visit <http://help.byu.edu> (<http://help.byu.edu>).

Belonging

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

Schedule

Date	Column 1	Column 2	Due Today
Week 1			
M Jan 09 Monday	<p>WEEK 1: INTRODUCTIONS</p> <ul style="list-style-type: none"> • <i>Intelligent Lives and Range</i> • History, issues, current controversies in intelligence conceptualization and practice • Logistics and Learning Suite • Standardization • Confidentiality • Protection of "Trade Secrets" 	<p>ALL READING ASSIGNMENTS ARE LISTED IN THE MODULES</p> <p>Preparation: Module 1</p>	

	RCFT		
Week 2			
M Jan 16 Monday	Martin Luther King Jr Day		
Week 3			
M Jan 23 Monday	<p>WEEK 2-3: WECHSLER SCALES AND STANDARDIZED PROCEDURES</p> <ul style="list-style-type: none"> • Assessment of Adults • Test Reviews WAIS (TBD) and WISC (TBD) • WAIS (ages 16-90:11) 8 copies • WISC (ages 6-16:11) 8 copies • Demonstration and Discussion • iPad Administration <p>4th Hour: Assessment of Concussion and TBI</p>	<p>Preparation: Module 2</p> <p>Module 2A - RCFT, Concussions, TBI</p>	
Week 4			
M Jan 30 Monday	<p>WEEK 4: INTERPRETATION AND REPORT WRITING</p> <ul style="list-style-type: none"> • Intellectual Disability • Interpretation of Wechsler Scales • Report Writing • Legally Defensible Reports • Report Template • Copy and Paste Rules for Reports <p>4th Hour: Neuropsych basics for common conditions -- ADHD, Autism, TBI</p>	<p>Preparation: Module 3</p> <p>Module 3 A</p> <p>Neuropsych overview</p>	
Week 5			
M Feb 06 Monday	NO CLASS TODAY - NASP		
Week 6			

M Feb 13 Monday	<p>WEEK 5: INTEGRATING ADAPTIVE AND COGNITIVE DATA</p> <ul style="list-style-type: none"> • Test Review: Vineland-3 (TBD) • Vineland Discussion (online or hard copy interview, ages birth - 90) • Test Review: ABAS (TBD) • ABAS Discussion (hard copy questionnaire, ages birth - 89) • Test Review: Stanford Binet - V (TBD) • Stanford Binet - V Discussion (ages 2-85+, 3 copies) <p>4th Hour: Interpreting cognitive profiles in context - Autism, ADHD and TBI overlap</p>	Preparation: Module 4 Module 4 A Cognitive Profiles and Neuropsych	
Week 7			
M Feb 20 Monday	Presidents Day		
T Feb 21 Tuesday	<p>Monday Instruction</p> <p>WEEK 6-7: WOODCOCK JOHNSON AND C-H-C THEORY</p> <ul style="list-style-type: none"> • Test Reviews - WJ-Cog (TBD); WJ Ach (TBD); WJ OL (TBD) • Woodcock-Johnson Discussions (ages 2-90,18 copies of each) • Interpreting WJ Results • Mock Feedback Demo <p>4th hr. Assessement of Processing Speed and Activities of Daily Living</p>	Preparation Module 5 Module 5 A Processing ADL	
Week 8			

M Feb 27 Monday	<p>WEEK 8: NON-VERBAL INTELLIGENCE ASSESSMENT</p> <ul style="list-style-type: none"> • Mock Feedback Session 1 (TBD); 2 (TBD) • Test Review: UNIT-2 (TBD) • UNIT Discussion (6 copies, ages 5-17:11) • Non-verbal Instructions Video demonstrations • Test Review: WNV (TBD) • Wechsler Non Verbal Discussion (2 copies, ages 4 - 21:11) • Test Review: Leiter-3 (TBD) • Leiter-3 Discussion (1 copy, ages 3-75+) <p>4th Hour: Assessment of ADHD</p>	Preparation Module 6	Refer back to Chapter 8 Module 6 A ADHD
Week 9			
M Mar 06 Monday	<p>4th Hour: Assessment of ADHD cont'd</p> <p>WEEK 9: EQUITY, FAIRNESS, AND RACIAL BIAS - PLANNING ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE INDIVIDUALS</p> <ul style="list-style-type: none"> • Mock Feedback on WJ report 1: (Jenny Rowley); 2: (TBD); 3 (TBD) • Test Review: Bateria WJ Munoz - IV (TBD) • Bateria WJ Munoz Discussion • Test Review: Differential Ability Scales (DAS-II); (TBD) • DAS-II Discussion 	Preparation Module 7	Module 7 A ADHD
Week 10			

M Mar 13 Monday	<p>WEEK 10: DATA INTERPRETATION, REPORTING and RECOMMENDATIONS</p> <ul style="list-style-type: none">• Mock Feedback 1: (TBD); 2: (TBD); 3 (TBD)• C-H-C domain recommendations (WJ-III or WJ-IV books)• Learning Disability resources• Attention resources• Memory resources• Social/Emotional resources• Autism resources• Report Variations: Clinical, C-H-C, Brief, Recommendations, Addenda <p>4th Hour: Connecting results to performance and related conditions</p>	Module 7 A ADHD and Reading Preparation Module 7	
Week 11			

M Mar 20 Monday	<p>WEEK 11: LEARNING DISABILITIES</p> <ul style="list-style-type: none"> • Mock Feedback Session 1: (TBD); 2 (TBD); 3 (TBD) • Shannon - Mental Status Exams • Kaufman Tests Discussion • Test Review: KABC-II-NU (TBD) (3 copies. ages 3-18:11) • Test Review: KTEA (TBD) (7 copies, ages 4.5 - 25) • Test Review: WIAT-4 (TBD) (iPad admin, ages 4-50) • SLD methods of determining disability • Patterns of Strengths and Weakness, Response to Intervention • Issues of overidentification, underidentification <p>4th Hour: LD vs. neurodivergent</p>	Preparation Module 8	Module 8 A Executive Function and Reading
Week 12			
M Mar 27 Monday	<p>WEEK 12: ASSESSMENT OF VERY YOUNG CHILDREN/DEVELOPMENTAL DISABILITIES</p> <ul style="list-style-type: none"> • Mock Feedback Session 1: (TBDI); 2: (TBD); 3 (TBD) • Test Review: WPPSI-IV (TBD) (2.6 - 7.7yo; 2 copies) • WPPSI-IV Discussion • Test Review: Bayley-4 (TBD) • Test Review Mullen Scales of Early Learning (TBD) • Developmental Testing Discussion <p>4th Hour: Early signs of autism and assessment</p>	Preparation Module 9	Module 9 A Early Autism Assessment
Week 13			

M Apr 03 Monday	<p>WEEK 13: EXECUTIVE FUNCTION and TBI</p> <ul style="list-style-type: none"> • Mock Feedback Session on Tony Stark report 1: (TBD); 2: (TBD); 3 (TBD) • Test Review: BRIEF (TBD) • BRIEF Discussion (incl. CEFI and others) • Recommendations for Executive Function Support <p>4th Hour: Assessing Executive Function Directly</p>	Preparation Module 10 (Executive Function) D-KEFS	
Week 14			
M Apr 10 Monday	<p>WEEK 14: MEMORY</p> <ul style="list-style-type: none"> • Mock Feedback Session 1: (TBD); 2: (TBD); 3 (TBD) • Test Review WMS (TBD) • WMS • Memory Strategy Recommendations • California Verbal Learning Test (CVLT) <p>4th Hour: Detailed assessment of memory</p>	Preparation Module 10 (Memory) Module 10 A Memory Assessment	
Week 15			

M Apr 17 Monday	<p>WEEK 15: INTEGRATION OF ASSESSMENT SKILLS INTO PRACTICE</p> <ul style="list-style-type: none"> • Mock Feedback Session 1: (TBD); 2: (TBD); 3 (TBD) • Discussion: Comprehensive assessment of individuals for autism spectrum disorder <p>WJ notes -- configure report w/o W, AE, with qualitative</p> <p>Be sure to score writing samples with the manual - always</p> <p>FINAL EXAM OPENS APRIL 17 - CLOSSES APRIL 24</p> <p>Exam is timed (3 hours). If you need extra time (e.g., reading issues, health issues, feeding infants, etc.) please ask me in writing (email) to extend the time for you.</p> <p>4th Hour: Comprehensive assessment of autism</p>	Preparation Module 11	Module 11 A Autism Specific Measures
W Apr 19 Wednesday	<p>Last Day of Class</p> <p>Final Exam: FINAL IS ONLINE SEE ABOVE</p> <p>185 MCKB</p> <p>11:00am - 2:00pm</p>		
Week 16			
M Apr 24 Monday	Final Exam Day		