

# PSYC – 541A Cognitive Assessment of Children and Adolescents Fall 2020

<b>Professor:</b>	Dr. Sarah Conoyer	<b>Class Location:</b>	AH, Rm. 1301
<b>Office:</b>	Alumni Hall, Room 0136	<b>Class Time:</b>	Tues, 9:00 – 11:50 pm
<b>Contact:</b>	650-3659; sconoye@siue.edu	<b>Office Hours:</b>	Thurs, 12:30 – 1:30, or by appt.

## Course Description

This course is designed to provide students with the skills necessary to administer, score, and interpret cognitive assessments of exceptional children and adolescents according to standardized administration procedures. In addition to a variety of cognitive measures, students will gain proficiency in the administration, scoring, and interpretation of specific measures of achievement (including specific measures of reading and mathematics skill). Students will also gain experience in the identification of exceptional students and communication of diagnostic information through both oral and written reports. Student involvement in classroom discussions and activities is expected throughout the semester.

## Required Texts

Flanagan, D. P., & McDonough, E.M. (Eds.). (2018). *Contemporary intellectual assessment: Theories, tests, and issues*. Guilford Press.

Kranzler, J. H., & Floyd, R. G. (2013). *Assessing Intelligence in Children and Adolescents: A Practical Guide*. New York, NY: The Guilford Press. (AICA)

Schneider, W., J., Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2018). *Essentials of assessment report writing* (2<sup>nd</sup> Ed). John Wiley & Sons. (EARW)

## Recommended Text:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Edition). Washington, D.C.: American Psychological Association.

## NASP Domains for Graduate Preparation of School Psychologists (2010) Addressed:

### 1 Data-Based Decision Making & Accountability

- Knowledge of varied methods of assessment and data collection
- Skills in using psychological and educational assessment... to design, implement, and evaluate response to services and programs

### 3 Interventions and Instructional Support to Develop Academic Skills

- Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional collaboration
- Skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills

### 5 School-Wide Practices to Promote Learning

- Implement practices and strategies to create and maintain effective and supportive learning environments for children and other

### 8 Diversity in Development & Learning

- Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences
- Recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery

### 9 Research & Program Evaluation

- Knowledge of research design, statistics, measurement... sufficient for interpreting data in applied settings

### 10 Legal, Ethical, and Professional Practice

- 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
- Skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills

### Assignments

#### Weekly Discussions (WD; 100 pts; 10 pt each week)

The goal of this assignment is to allow you to stop at regular intervals to think about what you are reading, the podcasts to which you are listening, the assessments procedures you are watching, and how it is informing your developing understanding of assessment. Please consider the concepts/procedures on which you would like additional information, clarification, or instruction.

**Each week you are required to share a minimum of three questions/ideas/reflections (can be a combination) about the topic/readings or assessment protocol video on the Blackboard Discussion Board by 12 noon on Mondays (5 pts) and then respond to at least 2 of your peers by Saturdays at Midnight (5 pts).**

This information will be used to supplement lecture and in class activities. *Grades will simply reflect completion of the assignment; points may be deducted for responses that are late or lacking in quality.*

Test Administration Critique (75 pts) – Students will observe a video of an WISC-V being administered by a model and provide a critique of the administration. Administration critiques will allow the student to review the model’s adherence to standardized administration procedures. *The administration critique will be scored on the student’s ability to identify strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding the test administration.*

Self-Evaluation (75 pts) – Students will use their assessment recording as the basis for a self-critique of their own assessment performance. Specifically, students will critique their first WISC-V paper pencil administration performance via a form provided on Blackboard. *The self-evaluation will be scored on the student’s ability to identify personal strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding test administration.*

Test Administrations and Protocols (300 pts) – Protocols will be scored on appropriate calculation of chronological age, scoring accuracy, and adherence to standardized administration procedures. Students will administer a total of 7 protocols over the course of the semester:

1. WISC-V paper and pencil (50 pts)
2. WISC-V via Q-Interactive Ipad (50 pts)
3. WIAT-III (50 pts)
4. WJ-IV COG (75 pts)
5. WJ-ACH (75 pts)

Please adhere to the following administrations guidelines:

1. You will **ONLY** administer tests to your assigned partner(s) throughout the semester. Each person must create 3 unique child profiles to roleplay for each administration. A child profile will be developed by considering the questions on the parent interview form that include 1) date of birth, 2) academic or behavioral strengths/weaknesses, 3) developmental milestones, and 4) family/cultural background.
2. The protocol packet to be submitted in an envelope must include:
  - a. Parent Interview/Case Information
  - b. Protocol and related workbooks or record forms.

3. All assessments must be recorded via a technological device and turned in via OneDrive Submission by the protocol due date. Each student will be given a unique folder in OneDrive that will be shared with only the instructor and the teaching assistant. **NO ASSESSMENT PROTOCOLS WILL BE ACCEPTED WITHOUT RECORDED DOCUMENTATION.**
4. Students will be expected to repeat administrations of the WISC-V until they have obtained a score of 35 out of 50 or higher; **any test protocol earning less than 65% of all available points will be required to be repeated.**
5. If a student **obtains a C or below average on all test administrations** (including re-administrations) in this course, the student will be required to complete repeat administrations during a one-hour “readings” course in the spring semester.
6. **Be aware that students are not permitted to administer any standardized assessments before they are formally introduced in class.** All child profiles need to be within the sample norms – please attend to the age ranges appropriate for each battery.

Supplemental Presentations (100 pts) – Small groups will present a review of one standardized cognitive or academic assessment for children and/or adolescents. A virtual PowerPoint presentation will be created to assist with the presentation to the class. Multimedia such as videos and/or demonstrations are highly encouraged. The assessment summary will include a description of the assessment (e.g., items, subscales), the purpose of the assessment, how it is used (and by whom), relevant psychometric properties, practical considerations, and additional resources. Grading on the presentation will reflect knowledge of the administration procedures as well as accuracy in carrying them out. Students should be prepared to demonstrate at least 2 subtests. Assessment will be selected and/or assigned from the list below, and your brief class presentations (approximately 30-45 minutes) will take place via Zoom on 11/17. A rubric will be provided via Blackboard. Students may **choose one** of the following assessments:

1. Kaufman Assessment Battery for Children -Second Edition, Normative Update (KABC-II NU)
2. Kaufman Test of Educational Achievement - Third Edition (KTEA – 3)

Reports (400 pts) – Students will write four reports over the course of the semester. The first will focus on a single cognitive battery, the last three will require reporting on both a cognitive and an achievement measure.

1. *WISC-V (admin #1)*
2. *WISC-V & WIAT-IV report*
3. *WJ-IV COG & WJ-ACH report*

Please adhere to the following guidelines for all reports:

1. Reports should include tables presenting standard/scaled/T-scores for ALL subtests and composites, percentile ranks, and 95% confidence intervals, as well as narrative descriptions of behavioral observations, any unusual or exemplary responses or behaviors, patterns of responding, and the extent to which performance might be affected by external conditions (e.g., fatigue, lighting, hunger) and/or other measured abilities or skills. Examples will be given in class to provide direction.
2. **All reports are to be de-identified as either “John Doe or Jane Doe” and be double spaced to allow for appropriate feedback and critique.**
3. *Reports will be graded according to the thoroughness of information presented, quality and level of data synthesis (interpretation), clarity, and writing style. Reports earning a superior grade will contain well-chosen vocabulary, high quality sentence structure, and excellent grammar.*

Case Study Presentation (150 pts) - During the final week of class, students will provide a brief presentation to the instructor on a case (of their choice) consisting of an assessment battery composed of cognitive and achievement (or other supportive) assessments. The presentation should be structured as a mock IEP (school psychology students) or clinic feedback (clinical child students) meeting with parents, and should include (a) relevant background information, (b) behavioral observations, (c) test results, (d) data interpretation, and (e) recommendations. This presentation will take place via Zoom and should be no longer than 15 minutes, including time for questions/discussion.

### Grading Procedures

Assignment	Total Points
Test Administration Critique	75
5 Test Administrations	300
Weekly Discussions (10 pts x 10 discussion)	100
Report 1	100
Report 2	150
Report 3	150
Supplemental Presentation	100
Self-Evaluation	75
Case Presentations	150
<b>Total</b>	<b>1200</b>
<p>Course Averages A = 92.5% or above = 1110 points or above B = 84% to 92.4% = 1008 points to 1109 points C = 77.5% to 83.9% = 930 points to 1007 points D = 929 points and below</p> <p><b>*Grades will not be assigned until ALL above assignments are completed and turned in, and all test administrations have been completed at an acceptable level of accuracy.</b></p>	

### Student Expectations

#### **Safety Protocols.**

1. To ensure everyone's safety in class you must take the following personal precautions:
  - a. Reusable, washable face coverings will be required in all classes and related academic activities
  - b. Practice physical distancing at all times (at least six feet of physical separation between yourself and others), especially during test administrations.
  - c. Practice good personal hygiene, including washing hands frequently with soap and water or using hand sanitizer.
2. In addition to the ones listed above *during test administrations* you must also take the following personal precautions:
  - a. Reserve a large enough space for your administrations (more information will be provided in class)
  - b. Complete the cleaning checklist included in the test kits. All steps must be followed to ensure proper hygiene to share kits.
  - c. For WISC-V administration, allow examinee to shuffle blocks in between designs and place contaminated blocks in a plastic bag labeled "dirty" for cleaning afterwards
  - d. Ask examinee to point at stimulus book or use pencil eraser/stylus to touch stimulus book instead of touching with hands
  - e. Examiner should turn pages rather than allowing examinee to turn pages

**Class attendance.** Perfect class attendance is expected with the exception of illness. Any student who is absent due to an illness/emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. Two or more unexcused absences will result in a one letter grade deduction.

**Assignment Submission.** Weekly discussions are due via the discussion board by 12 noon on Mondays and at least 2 peer responses by 12 midnight on Saturdays. Protocol packets are always due hard copy at in the instructor's mailbox located in the main office at 4 pm on Tuesdays. Reports will be due via blackboard on Tuesdays at 11:59 pm unless otherwise noted. No late work will be accepted without prior arrangements. **All assignments must be completed to receive a grade in this course.**

**Academic engagement.** Students are expected to attend to and participate in classroom discussions and activities at all times, and the level and quality of classroom interaction is included in calculating final grades for the semester. Personal technology should be prepared in such a way as to minimize distractions to oneself and fellow students. The receipt and transmission of personal phone calls or messages during class time should be limited to vital correspondence; so vital in fact, that you should feel compelled to leave the room to attend to it because it is a SIGNIFICANT PERSONAL NEED of an EMERGENCY nature. Failure to comply with these procedures may result in being asked to leave the classroom.

**Test Battery and Ipad Use.** The multiple versions of each test that are available for student use are provided via the generosity of the Psychology Department, and are a luxury that can only be ensured if everyone takes responsibility for their care and maintenance. To do so, please observe the following:

- 1) Access to the Resource Center will be granted by the instructor or TA. You will have regular access before and after class on Tuesdays on days designated in the syllabus. This is the best day to retrieve or return kits.
- 2) Ipad kits can be checked out from Christine in the main office. Please make sure to complete the checkout sheet and return these as promptly as possible.
- 3) Please review the cleaning protocols included in the kits to ensure safe exchange of materials.
- 4) You will only share kits with your assigned partner or triad. DO NOT under any circumstances share your kit(s) with another group or store a test kit/ipads in your vehicle.

**Communication.** All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary. Course materials, including those necessary to complete test administrations, will be available electronically via Blackboard.

**Accommodations.** Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

**Children in the classroom.** Unfortunately, due to COVID-19, I am unable to allow children in the classroom this semester. I never want a student to have to choose between their education and caring for their child; therefore, if we have a face to face class scheduled and you are unable to attend due to childcare concerns please let me know as soon as possible to make other arrangements. **I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.**

#### **Statement on APA Format in Written Work**

Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.\*\*\***

If you would like additional instruction in the use of APA format, *please see me during office hours*. Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<https://www.siue.edu/lss/writing/index.shtml>), which also provides workshops in APA style.

### **Department and University Policies**

As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per the 6<sup>th</sup> edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<https://www.siue.edu/lss/writing/index.shtml>) or utilize one of the many online resources they have identified to help students (<https://www.siue.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

**The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.**

### **The Psychology Department's Policy on Withdrawals and Incompletes**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

**Academic Honesty.** Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

**\*\*\*It is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations (unless otherwise noted) for this class, including assessment reports. \*\*\***

## **COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)**

### **Health and Safety**

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siue.edu/policies/Covid.shtml>.

### **Classrooms, Labs, Studios, and Other Academic Spaces**

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available. If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

### **General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.

- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.  
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here:

<https://www.siue.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here:

<https://www.siue.edu/policies/3c1.shtml>.

### **Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

**Course Calendar (Subject to Change)**

<b>Date</b>	<b>Topic</b>	<b>Readings/Videos for Class</b>	<b>Assignment Due</b>	<b>Protocol Due</b>
8/25	What is Intelligence? (History, Construct, Controversy)	AICA: 1 & 2 Graves & Nichols, 2016 Podcast: <b><u>G: The Miseducation of Larry P</u></b>	WD #1 initial post due 8/26	<u>*Kit Checkout*</u>
9/1	What Are We Actually Measuring? (Theory, Measurement, Bias)	AICA: 5 CIA: 32 Graves et al (2020) Lichtenstein (2020)	WD #2 initial post due 8/31	
9/8	How Do We Do it? (Ethics, Behavior Observations)	AICA: 3 & 4 EARW: 5 Podcast: <b>G: Problem Space</b>	WD #3 initial post due 9/7 at 5 pm	
9/15	WISC-V administration PP	*WISC-V videos on BB Test Review on BB	<b>Administration Critique</b>	
9/22	Report Writing: Intro to Scoring, Interpretation, & Report Structure <b>(via Zoom)</b>	AICA: 6 & 8 EWRA: 4	<b>Self-evaluation</b>	WISC-V # 1 PP
9/29	WISC-V administration via Q-Interactive	*WISC-V Q video on BB Test Review on BB	WD #4 initial post due 9/28	
10/6	WIAT-III administration via Q-Interactive	*WIAT-III Video on BB	WD #5 initial post due 10/5	WISC-V #2 via Ipad <u>*Check out WJ &amp; Supp Kits*</u>
10/13	Report Writing: Synthesizing findings & recommendations <b>(via Zoom)</b>	EWRA: 7, 9 Mastoras et al (2011)	<b>WISC-V #1 Report</b>	WIAT-III via Ipad
10/20	WJ-IV COG administration and scoring	* WJ-IV COG video on BB Test Review on BB	WD #6 initial post due 10/19	<u>*WISC/WIAT Kit Return*</u>
10/27	WJ-IV ACH administration and scoring	* WJ-IV ACH video on BB Test Review on BB	WD #7 initial post due 10/26	WJ-COG
11/3	<b>No Class: Election Day</b>		<b>WISC-V #2 &amp; WIAT-III Report due Wed, 11/4 at 12 (noon)</b>	<b>WJ-ACH due Thurs, 11/5 at 12 (noon)</b>
11/10	Cultural, Disability, and Gifted Considerations in Assessment <b>(via Zoom)</b>	AICA: 11, & 13 CIA: 23 Nellis & Hopple, 2016 NASP Implicit Bias Articles	WD #8 initial post due 11/9	<u>**All Test Kits Must Be Returned to the RC**</u>
11/17	Supplemental Presentations <b>(via Zoom)</b>	* KABC-II NU or KTEA-3 video on BB	<b>WJ-COG &amp; WJ-ACH Report</b>	
11/24	THANKSGIVING BREAK			
12/1	What does this look like in in educational settings? <b>(via Zoom)</b>	AICA: 9 & 12 Fletcher & Miciak (2017) Schneider & Kaufman (2017)	WD #9 initial post due 11/30	
12/8	How Do We Communicate Assessment Results? <b>(via Zoom)</b>	AICA: 8 EWRA: 6 *Sharing Results Video on BB	WD #10 initial post due 12/7	
12/15	<b>Case Study Simulation via Zoom (Individually Scheduled)</b>			

