

PSYC 541A Cognitive Assessment of Children and Adolescents Fall 2021

Professor: Dr. Sarah Conoyer	Class Location:	AH, Rm. 0401
Office: Alumni Hall, Room 0136	Class Time:	Tues, 9:00 – 11:50 am
Contact: 650-3659; sconoye@siue.edu	Office Hours:	Thurs, 9:30 – 10:30 am, or by appt.

Course Description and Objectives

- 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

- Dombrowski, S. C. (Ed.). (2020). *Psychoeducational assessment and report writing* (2nd Ed). Springer Nature. **(PARW)**
- Kranzler, J. H., & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment*. Rowman & Littlefield Publishers. **(AICA)**
- Schneider, W., J., Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2018). *Essentials of assessment report writing* (2nd Ed). John Wiley & Sons. **(EARW)**

Recommended Text

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

NASP Domains for Graduate Preparation of School Psychologists (2020) 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

Grading Procedures

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

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 two reflections (see examples below) about the topic/readings or assessment protocol video on our class Padlet Discussion Board by 5 pm on Mondays (5 pts) and then respond to at least 2 of your peers by Saturdays at 11:59 pm (5 pts).

Descriptions of appropriate reflections for this assignment:

- **Aha Moments:** Initial poster identifies a connection across readings, societal norms, evidenced based practice or content learned in other classes. Engages peer responses by asking a thought-provoking question around this idea.
- **Muddy Moments:** Initial poster identifies an area of confusion or needing clarification with the course content/reading/video (providing specific page numbers or timestamp is helpful here!), poses a question, and how they tried to find a solution to their challenge. Peer responses can help each other out by providing answers or ideas on how to find solutions.
- **Have you thought about...?:** Initial poster identifies strengths/weaknesses in a proposed idea, solution, theory, or concept. They should cite evidence or reasoning for their stance in the controversy. Peers can discuss agreement or disagreement in a respectful manner by also citing evidence from course content.
- **Agents of Change:** Initial poster could compare how views on course topics have changed in the field or how their own views have changed based on evidence and/or how they could change again the future. Peers could also share their ideas related to the initial post.

Example description of an inappropriate reflection for this assignment:

- **Off-loading:** Initial poster writes about how difficult the content is for them to understand without narrowing it down to a specific skill/concept that is confusing. Another example could be writing about being unsure about procedures viewed in videos, but they didn't seek out solutions such as reviewing the test manual to ensure understanding. These can often be confused with muddy moments, but muddy moments ask a specific question and describe how the initial poster tried to work through the challenge.

Information from posts 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.*

Engaging with the Padlet: You will need to create a free account with Padlet (<https://padlet.com/>) to be added to the board. A Link will also be provided in our Blackboard Site. I will be checking in with you all weekly to see if this tool is useful. If we find that it isn't useful then as a class we may discuss using a different tool for this assignment.

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 (60 pts)
2. WISC-V via Q-Interactive Ipad (60 pts)
3. WIAT-IV (60 pts)
4. KABC-II-NU (60 pts)
5. KTEA-3 via Q-Interactive (60 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. Child profiles will be shared with you that includes 1) date of birth, 2) academic or behavioral strengths/weaknesses, 3) developmental milestones, and 4) family/cultural background. You will share this information during the parent interview in your role play administrations.
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 39 out of 60 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.

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

- 1) *WISC-V (admin #1),*
- 2) *WISC-V & WIAT-IV (admins #2 &3)*
- 3) *KABC-II & KTEA-3 (admins #4&5)*

Please adhere to the following guidelines for all reports:

1. **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.**
2. 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 responses, patterns of responding, and the extent to which performance might be affected by external conditions (e.g., fatigue, hunger) and/or other measured abilities or skills. Examples will be given in class.
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.*

Assessment Selection Case (100 pts) – Students will participate in an applied assignment that assesses one’s knowledge of and competence in demonstrating the skills inherent to effectively selecting appropriate assessments based on ecological factors, evidenced based practice, and potential bias. The requirements of this assignment will be twofold.

- 1) Students will individually review referral and background information for three separate child profiles and a list of potential assessments (90 points). For each profile students must individually provide a:
 - a) Brief rationale for the chosen assessment that would be used to answer the referral question. As part of the rationale outline reasons/factors/practices used in the decision-making process. Also explain why different assessment from the list of those available were not chosen. Students are highly encouraged to review and cite the *Kranzler & Floyd Chapter 7: A Review of Intelligence Tests as well as any published test reviews to assist in developing this rationale.*
 - b) Brief reflection on what potential bias could be impacting the assessment selection decision. Students are highly encouraged to review and cite the *Dombrowski Chapter 2: A Newly Proposed Framework and a Clarion Call to Improve Practice as well as Wilcox & Schroeder (2018) which is posted on blackboard.*
- 2) Students will then discuss their assessment selections in groups of 2 or 3. Groups will need to come to an agreement on what assessment they would recommend based on shared rationale/bias considerations. We will then discuss these recommendations during class on 11/16 in a group supervision format (10 points). Rubrics will be provided on blackboard.

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.

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 – this includes administrations.
 - 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. Ask examinee to point at stimulus book or use pencil eraser/stylus to touch stimulus book instead of touching with hands
 - d. 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 Padlet board by 5 pm 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 unless other accommodations are made.
- Video recordings of assessment administrations are always due in your OneDrive Folder 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. 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 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.

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 7th 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.siu.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 6th 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.siu.edu/lss/writing/index.shtml>) or utilize one of the many online resources they have identified to help students (<https://www.siu.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.siu.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.siu.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.siu.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 2021)

Health and Safety

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.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. 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 covering 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).

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 or 618-650-2842. More information on reporting procedures is available here.
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical 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.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

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 or quarantine. 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)

Date	Topic	Readings/Videos for Class	Assignment Due	Protocol Due
8/24	What is Intelligence? (History, Construct, Controversy)	AICA: 1 PARW: 1 Graves & Nichols, 2016 Podcast: <u>G: The Miseducation of Larry P</u>	WD #1 initial post due 8/26 <u>at 5 pm</u>	
8/31	What Are We Actually Measuring? (Theory, Measurement, Bias)	AICA: 4 PARW: 2 Graves et al (2020) Lichtenstein (2020)	WD #2 initial post due 8/30 <u>at 5 pm</u>	
9/7	How Do We Do it? (Ethics, Behavior Observations)	AICA: 3 & 5 PARW: 3 EARW: 5 Podcast: <u>G: Problem Space</u>	WD #3 initial post due 9/6 <u>at 5 pm</u>	
9/14	WISC-V administration PP	*WISC-V videos on BB (AICA: 6)	<i>Administration Critique</i>	
9/21	Report Writing: Intro to Scoring, Interpretation, & Report Structure	*Scoring Video on BB AICA: 8 PARW: 6-9 EWRA: 3		WISC-V # 1 PP
9/28	WISC-V administration via Q-Interactive	*WISC-V Q video on BB *Videos on Q-Interactive (Test Review on BB)	WD #4 initial post due 9/27 <u>at 5 pm</u> <i>Self-evaluation</i>	
10/5	WIAT-IV administration via Q-Interactive	*WIAT-IV Video on Q Interactive	WD #5 initial post due 10/4 <u>at 5 pm</u>	WISC-V #2 via Ipad
10/12	Report Writing: Synthesizing findings & recommendations	EWRA: 7, 9 PARW: 10, 11 Mastoras et al (2011) Promoting Inclusive Practice	<i>WISC-V #1 Report</i>	WIAT-IV via Ipad
10/19	KABC-II-NU administration and scoring	* KABC video on BB (Test Review on BB)	WD #6 initial post due 10/18 <u>at 5 pm</u>	
10/26	KTEA-3 administration and scoring	*KTEA-III video on BB (Test Review on BB)	WD #7 initial post due 10/25 <u>at 5 pm</u>	KABC-II-NU
11/2	No Class: Reading Day		<i>WISC-V #2 & WIAT-IV Report due Wed, 11/3</i>	<i>KTEA-3 due Thurs, 11/4</i>
11/9	Cultural, Disability, and Gifted Considerations in Assessment	AICA: 11, & 12 Nellis & Hopple, 2016 NASP Implicit Bias Articles Podcast: <u>Culturally Affirming Assessment of ELL</u>	WD #8 initial post due 11/8 <u>at 5 pm</u>	
11/16	Assessment Selection Discussions	AICA: 7 Wilcox & Schroeder (2018)	<i>KABC & KTEA Report due 11/19 at 11:59 pm</i>	<i>**All Test Kits Must Be Returned**</i>
11/23	THANKSGIVING BREAK			
11/30	What does this look like in educational settings vs clinical settings? (via Zoom)	AICA: 9 & 13 Elias (2021) (Example Reports in PARW: 12)	WD #9 initial post due 11/29 <u>at 5 pm</u>	

12/7	How Do We Communicate Assessment Results? (via Zoom)	AICA: 10 PARW: 21 EWRA: 6 *Sharing Results Video on BB	WD #10 initial post due 12/6 <u>at 5 pm</u>	
12/14	Case Study Simulation via Zoom (Individually Scheduled)			