



# Society for the Teaching of Psychology

Division 2 of the American Psychological Association

## CSP 533 Assessment I & Lab

### Spring 2019

### Wednesdays 5 – 8:30 p.m.

### SCI 210



<b>Instructor</b>	<b>Natalie R. Starling, Ph.D., NCSP, BCBA</b>  Nationally Certified School Psychologist Board Certified Behavior Analyst Licensed Behavior Analyst (LBA) in CT Licensed Psychologist (LP) in CT 070 CT Professional Educator Certificate Holder	<b>Office Hours</b>	Davis Hall, 115B  & by appointment. Please email me directly.
<b>Phone</b>	203-392-7194	<b>Graduate Assistant</b>	<b>Name</b>  Email address Campus phone
<b>Email</b>	Starlingn1@southernct.edu You may contact me using Blackboard Learn, email or phone.		

### Course Description

Welcome! This course is designed to introduce students to the principles and methods of performing individual psycho-educational evaluations of school-age children and youth. Administration, scoring, and interpreting measures of intelligence and other assessment instruments and procedures will be covered. Interpretation of test results and writing psycho-educational reports will also be included in this course. Sensitivity to the diverse needs of, and approach to, all children will be emphasized. 4 credits.

#### Prerequisites

CSP 540, matriculation in school psychology program, and departmental permission.

*\*\* This course has not been evaluated by the BACB as an approved course towards certification requirements for any BACB credentials. While measurement, assessment, intervention, and behavioral terminology are discussed, this course is not intended to be a behavioral analytic course. As such, not all content in this course is behavioral analytic in nature as outlined in the BACB's most recent edition of the Task List.\*\**

**Modes of Instruction & Rationale:** This is a 4-credit course with lab, information will be delivered in a blended format to support on-going student engagement. Teaching methods include in class and online lectures, readings, group discussion, case studies, video clips, hands-on assessment and interpretation activities, small cooperative work groups, planning and conducting simulated components of comprehensive assessments, and reporting the results of evaluation findings including charting of key data, analyses, summary & recommendations. Live in-class lectures may follow a “flipped” format, in which material is reviewed, discussed, and applied following student acquisition of material and introduction to content occurs independently outside of and prior to live classes. This approach allows for more effective allocation of instructor support and increased student time with the instructor during hands-on applications which can be more challenging than the acquisition of underlying concepts. Applications simulate expected skills and activities in the professional setting.

### Distribution of Learning Time

Expected Student Learning	Weekly Hours Spent Towards Course	Total Hours Spent Towards Course Per Term	Term Credits Earned
Lecture time (Contact Hours)	3.5	52.5	--
Reading	2.5	37.5	--

<b>Course Specific Objectives</b>	<b>NASP Domains</b>	<b>Where Measured</b>	
1. Students will correctly administer and score common tests of cognitive and achievement ability	2.1	<ul style="list-style-type: none"> <li>• Protocol components of Psychological Assessment Assignments</li> <li>• Lab Participation</li> </ul>	
2. Students will accurately conduct peer reviews to collaborate in a supportive learning model and to strengthen knowledge of testing administration and scoring	2.1, 2.2	<ul style="list-style-type: none"> <li>• Peer review component of Psychological Assessment Assignments</li> <li>• Lab Participation</li> <li>• Class Discussions</li> </ul>	
3. Students will demonstrate the ability to write comprehensive psycho-educational reports which analyze the results of intelligence, visual-motor, and achievement tests.	2.1, 2.2, 2.3	<ul style="list-style-type: none"> <li>• Report writing components of Psychological Assessment Assignments</li> </ul>	
4. Students will conduct behavioral observations of subjects before, during, and after testing.	2.1, 2.4	<ul style="list-style-type: none"> <li>• Protocol components of Psychological Assessment Assignments</li> <li>• Report writing components of Psychological Assessment Assignments</li> <li>• Lab Participation</li> <li>• Class Discussions</li> <li>• Oral Presentation</li> </ul>	
5. Students will collect relevant background information about a subject and incorporate this information into a written psycho-educational report.	2.1, 2.3, 2.5, 2.7, 2.8	<ul style="list-style-type: none"> <li>• Report writing components of Psychological Assessment Assignments</li> <li>• Class Discussions</li> <li>• Oral Presentation</li> </ul>	
6. Students will integrate test results and derive meaningful interpretations in a written psycho-educational report.	2.1	<ul style="list-style-type: none"> <li>• Report writing components of Psychological Assessment Assignments</li> <li>• Lab Participation</li> <li>• Class Discussions</li> <li>• Oral Presentation</li> </ul>	
7. Students will use assessment data as part of a data-driven process that leads to empirically-based decisions about interventions and will describe these interventions in the recommendations section of a written psycho-educational report.	2.1, 2.3, 2.4, 2.9	<ul style="list-style-type: none"> <li>• Report writing components of Psychological Assessment Assignments</li> <li>• Lab Participation</li> <li>• Class Discussions</li> <li>• Oral Presentation</li> </ul>	
8. Using a cultural humility approach, students will communicate test results in a clear and concise manner, orally and with supporting materials, so that results can be understood by parents, teachers, and other professionals.	2.2, 2.7	<ul style="list-style-type: none"> <li>• Report writing components of Psychological Assessment Assignments</li> <li>• Class Discussions</li> <li>• Oral Presentation</li> </ul>	
Administrations, Video & Related Activities for Assignments	3.5	52.5	--
Report Writing & Related Activities for Assignments	3.5	52.5	--
Oral Presentation	0.33	5	
<b>TOTAL HOURS</b>	<b>13.3</b>	<b>200</b>	<b>4</b>

## Goals: Knowledge and Skill Outcomes ~ Accreditation Standards

### Collection of Student Assignments for Accreditation and Certification Purposes:

Assignments completed for this course may be used as evidence of candidate learning in national, regional, or state accreditation reports of SCSU programs or for certification purposes of the instructor. Names and other identifying elements of all assignments will be removed before being included in any report or product. Students who do not wish their work to be used for these purposes must inform the instructor in writing by the end of the semester. Your participation and cooperation will enable the continued growth and development of SCSU programs and faculty. Thank you.

## REQUIRED MATERIALS

Please note, there is a link on Blackboard which will allow you purchase course textbooks directly from the SCSU Bookstore.

- Flanagan, D., & Alfonso, V. (2016). *Essentials of WISC-V Assessment*. New York, NY: Wiley. ISBN: 9781118980873
- Sattler, J. M. (2018). *Assessment of Children: Cognitive Foundations with Resource Guide* (6th ed.). San Diego, CA: Sattler Publishing. ISBN: 0986149934
- Weiss, L. G., Saklofske, D. H., Holdnack, J. A., & Prifitera, A. (2016). *WISC-V assessment and interpretation: Scientist-practitioner perspectives*. San Diego, CA, US: Elsevier Academic Press. ISBN: 9780124046979 (*highly recommended by former students*)
- **Test Equipment:** Please contact the Assessment Graduate Assistant via email and their automated scheduling calendar links to check-in and -out test equipment. Please protect these materials. YOU are solely responsible for tests that you check out. Test kits cannot be loaned to others, even to student colleagues. You are 100% responsible for returning it in the condition it was in when you checked it out, under all circumstances.
  - **Beery-Buktenica Tests of Visual-Motor Integration (Beery VMI) –VMI, VP, MC**
  - **Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) –Full Battery**
  - **Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV ACH) –Form A**
- **Technical Requirements:** Please ensure regular access to a personal computer with internet access and sufficient memory and speed to handle the class requirements including streaming audio and video files, as well as access to:
  - **Blackboard Learn.** Every student is expected to access Blackboard before, during, and after class (and independently print out materials to bring to class if desired). All materials will be posted on Blackboard. Blackboard Learn access is necessary in order to complete course requirements. Please contact SCSU Tech Support Services as soon as possible if you have trouble with Blackboard Learn.
  - Access to word processing software, **Microsoft Word/Apple Pages**
  - Access to data processing software, **Microsoft Excel/Apple Numbers**
- **Required TK20-Watermark Subscription:** All Students will be required to subscribe to *TK20-Watermark*: a comprehensive assessment system required by the School of Education. You may subscribe to the program directly online at <https://southernct.tk20.com> by clicking on the link in the bottom left hand corner, "Click here to purchase or register your account." You may also subscribe via the bookstore at a slightly higher fee where they may use their financial aid to purchase Tk20-Watermark as they would other course materials. With the Tk20-Watermark subscription, students will be able to create and store electronic artifacts for coursework and fieldwork, which is utilized for their electronic portfolios and developmental assessment. They will be able to access their account even after graduation, allowing them to use this body of work to provide to prospective employers if they wish.

## SUPPLEMENTAL TEXTS & READINGS

Recommended, but not required purchases.

- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders, Fifth edition (DSM-V). Washington DC: Author. ISBN: 978-0890425558
- Flanagan, D. P., & Alfonso, V. C. (2016). WJ IV clinical use and interpretation: Scientist-practitioner perspectives. San Diego, CA, US: Elsevier Academic Press. ISBN: 0128020768
- Flanagan, D. P., & Harrison, P. L. (Eds.). (2012). Contemporary Intellectual Assessment: Theories, Tests, and Issues (3rd ed.). New York, NY: Guilford. ISBN: 978-1609189952
- Hintze, J. M., Volpe, R. J., & Shapiro, E. S. (2008). Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), Best Practices in School Psychology V (pp. 319-336). Bethesda, MD: National Association of School Psychologists.
- Hood, C., & Dorman, C. (2008). Best practices in the display of data. In A. Thomas & J. Grimes (Eds.), Best Practices in School Psychology V (pp. 2117-2132). Bethesda, MD: National Association of School Psychologists.
- Lichtenberger, E., Mather, N., Kaufman, N., & Kaufman, A. (2004). Essentials of Assessment Report Writing. New York, NY: Wiley. ISBN-10: 0471394874
- Mather, N., & Jaffe, L. E. (2016). Woodcock-Johnson IV: Reports, recommendations, and strategies. Hoboken, NJ, US: John Wiley & Sons Inc. ISBN: 9781118860748
- Mather, N. & Wendling, B. (2015). Essentials of WJ IV Tests of Achievement. New York, NY: Wiley. ISBN: 9781118799154
- Minke, K. M., & Anderson, K. J. (2008). Best practices in facilitating family-school meetings. In A. Thomas & J. Grimes (Eds.), Best Practices in School Psychology V (pp. 969-981). Bethesda, MD: National Association of School Psychologists.
- Wechsler, D. (2014). WISC-V administration and scoring manual. San Antonio: The Psychological Corporation.

## University Policies & Resources

- **Writing Center.** One to one assistance and consultation in writing is available from the Campus Writing Center (EN A-014). Schedule an appointment by calling 203.392.8967 or by visiting the center. Additional information is available at [www.southernct.edu/writingcenter](http://www.southernct.edu/writingcenter)
- **Accommodations.** Southern Connecticut State University provides reasonable accommodations for students with documented disabilities on an individualized and flexible basis. If you are a student with a documented disability, the university's Disability Resource Center (DRC) determines appropriate accommodations through consultation with the student. Before you may receive accommodations in this class, you will need to make an appointment with the Disability Resource Center, located in EN C-105A. To speak with me about other concerns, please see me after class or during my office hours.
- **Student Support.** Southern Connecticut State University values diversity in all of its forms. We welcome and support students of all races, genders, linguistic backgrounds, abilities, sexual orientations, religions, nationalities and immigration status. In particular, we stand in support of the some 5,000 undocumented students currently studying at colleges and universities in Connecticut, many of whom arrived as minors and who call Connecticut their home. We consider them a valuable part of our community and are committed to ensuring they continue to pursue their personal and professional goals in a supportive and welcoming environment. SCSU has an Undocumented Student Support Team which has compiled a variety of resources for members of our community. If you need these resources, please visit <https://www.southernct.edu/undocumented-students/>. Members of the team, listed on the website, are available to offer their support as well.

- **Sexual Misconduct Policy.** Southern Connecticut State University is highly committed to providing you with an educational experience that is academically and socially enriching. In line with this mission, we enforce Title IX of the Education Amendment of 1972 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, dating violence, domestic violence and stalking) at educational institutions. To report sexual misconduct students should contact University Police at (203) 392-5375 or 911, and/or Office of Diversity and Equity, at (203) 392-5491, and/or Office of Judicial Affairs, at (203) 392-6188. For advocacy and further information including your Title IX rights and reporting procedures visit the Sexual Assault Resource Team (S.A.R.T.) website at [www.southernct.edu/SART/](http://www.southernct.edu/SART/). Please contact Women’s Center and S.A.R.T. Coordinator, at (203)392-6946 for assistance or with any questions regarding support and advocacy.
- **Professional & Ethical Behavior.** It is expected that every student will behave professionally and ethically in class, when performing coursework on-campus and off-campus. Behaving professionally and ethically in class involves attending to topics and course material, completing assigned work (including readings), and refraining from interrupting the course (e.g., loud talking, using laptop for anything other than taking notes, using cell phone – including **texting, email, or online chat/messages**).
- **Technology Use.** Use of technology during class for purposes unrelated to the class activity at the time is not permitted. Please speak with me in advance if you are expecting an emergent issue. Get the most out of class by “unplugging” and remember we will take “Tech Breaks” during live classes to allow students the opportunity to access technology appropriately. Help your fellow classmates by modeling appropriate technology use, do not respond to classmates communicating to you via technology during class, responding reinforces this behavior.
- **Plagiarism.** Students are also expected to follow the University Policy and policy within the CSP Student Handbook regarding Academic Honesty and Plagiarism. Please refer to the definition of academic misconduct in the Student Code of Conduct. You must use proper citation for all work that includes contributions (however small) from others, including your own previous work. You must see me if you would like to use a portion of any previous work you have completed prior to this course.
- **Data Collection Practices.** Academic Honesty also includes honesty and integrity with data collection practices. This includes participating in the course and other assignments as instructed and outlined in the rubrics. Non-examples of integrity with data collection practices include but are not limited to: falsifying, “making up”, or fabricating data, or recording or changing data in order to make the assignment “easier”. To protect the integrity of student efforts and academic honesty, falsification of data will not be tolerated and can also result in dismissal from the program. Under certain circumstances, the instructor may provide “sample” case study data for student learning purposes, and such data will be presented by the instructor as “sample” data.

For all violations not deemed minor, instructors shall file an Academic Misconduct Report with the Department Chair and School Dean. The Dean shall forward a copy of the report to the Student Conduct Office in order to monitor repeat offenses, and also send a copy to the affected student.

- **Complaint by Person Other Than the Course Instructor.** Any member of the University community may file a complaint against a student alleging academic misconduct. Accusations of alleged violations by a person other than the student’s instructor must be reported in writing within ten (10) calendar days of discovery of the alleged violation either to the instructor or to the University Student Conduct Office, which shall inform the instructor in writing within three (3) University calendar days. Upon receipt of notification, the instructor shall assess the merit of the allegation. An instructor who decides to pursue a claim of academic misconduct shall follow the procedure outlined in Section 1.c. of these guidelines, acting within three (3) University calendar days of receipt of the complaint.
- **Research Ethics.** Human research participant activities, which are considered to be below the level of Special Project research, are completed by students in partial fulfillment of requirements for this course. *The instructor has an approved Course Instructor Certification Form on file with the SCSU HRPP and is available at any time upon request.*

## Assignments & Course Expectations

### Attendance and Participation (15%)

This course begins the next stage of your training in assessment, the first step beyond introductory coursework. This is an exciting stage; you will experience a shift in your perspective as you are now producers of assessment data, not just informed consumers. Competency is developed over time and will necessitate consistent dedication of time and concentration outside of class in addition to attendance at every live class. Former students have described the intensity curve to be a right-skewed distribution, the work at the beginning can be very challenging and will require significant time, but this intensity reduces quickly toward the end of the semester as skill acquisition and fluency with assessment increase. It is strongly recommended that you immediately begin to explore all course materials and begin arranging practice test administrations. Students experiencing the most success attended every class, engaged with the instructor and other students every class, and consistently evaluated their progress each week.

- Attendance is graded based on points for a total of 15 points (awarded at the start of term). For every missed class, unless it is a University-excused absence or attendance at the NASP Conference, you lose 1 point. Note that more than two absences, even if excused, will mean missing 7 hours of class time. This may jeopardize matriculation to Assessment II.

### Psychological Assessment Assignments (85%)

You will complete six (6) psychological assessment assignments. The assignments are designed to build competency in a staggered fashion over the entire course. These assignments are scaffolded such that you'll submit a full report for the final assignment, Assignment 6. Earlier assignments will not have all of the components that you'd expect in a full report, and you can find information on what will comprise each assignment in the descriptions and table in this section. Please note:

- You must complete ALL assignments (including ALL components of assignments) by their respective due date. You may not skip any components despite their apparent "weight" in points. **Skipped or missing components from any assignment will result in a final course grade of "Incomplete" until the assignment is revised or redone.**
- All protocols and reports are to be submitted in class in HARD COPY form on the date they are due or will be considered late.
  - Exception to submission format: The final report for Assignment 6 is expected to be submitted ELECTRONICALLY.
- Late assignments will have ¼ point deduction per day.
- All assignments must be performed with appropriately-aged individuals AND signed informed consent must be stapled to the back of all protocol submissions.

**Protocols (2.5 points each):** Each assignment will require administration of an instrument and scoring of the responses on testing booklets or worksheets called "protocols". Your accuracy of administration, scoring and inclusion of all information and notes on protocols earns points for each assignment. The point breakdown is as such: Your Own Administration & Scoring (2 points) + Your Review of Peer Administration & Scoring (0.5 point) = 2.5 points for each submission. See rubric on Blackboard.

Before submission for grading, your protocols are to be checked carefully first by you and then by a classmate, after which you should integrate their feedback or correct any errors found. The purpose of the peer review is not just to help your peer – you gain additional experience and practice without needing more volunteers. Prior students shared they connected often with each other outside of class to make these arrangements, whether through individual or group email, group chat/texts, etc. Gatherings before class, during class breaks, and following lab were also common.

**Psycho-educational Report Development – Written Components (40 points).** Written components will gradually become more detailed with each assignment to help you build accuracy and fluency with report writing. To ensure you have time to build your administration and scoring skills with the first two assignments, your first written components do not begin until Assignment 3. We will practice writing these components in class together at each stage and the format required will be expanded throughout the semester as your skills increase. Reports will be typed and SINGLE-spaced. Further guidelines for report writing will be discussed in class and are located in your texts. See rubric on Blackboard. All reports are required to be revised until approved by the instructor; revised reports are not considered late. To ensure

appropriate skill development, you may NOT use ANY computerized report writing programs (e.g., WISC writer, WJ CompuScore Report Writer), use of such programs is considered a violation of the academic honesty policy.

**Assessment Video (15 points).** Each student will submit a video recording demonstrating their administration of all assigned WISC-V and/or WJ-IV ACH subtests. The video is your opportunity to self-evaluate, as well as demonstrate your skills thus far and your preparedness to move forward. Perfection is not an expectation for this assignment. While accuracy is important, at this stage in the course your ability to self-review, recognize errors, and provide knowledge of the correct action is significantly more valuable to your professional growth than submission of a perfect video. To help you rest assured of this expectation, the points which can be earned on this assignment are contingent upon recognizing and correcting any errors. See rubric on Blackboard.

**Oral Presentation (10 points).** Each student will present Assignment 6 orally to the class. This assignment will provide another method for students to demonstrate their assessment skills, as well as afford the opportunity to practice delivering assessment findings in a group format. This practice will help prepare you to share assessment results in school settings at Planning and Placement Team (PPT) meetings, parent meetings, etc. Opportunities to practice orally presenting findings will take place throughout the semester. See rubric on Blackboard.

**Instructor Support.** You can expect the faculty instructor's high accessibility both inside and outside of live classes. Questions are welcomed and you can contact me using Blackboard, email or phone. Please reach out to me as soon as you have a concern or a question, even if you are not sure, ask anyway! I am very open to student feedback and my goal is your success! I am readily available and, under most circumstances, respond to email within 24 hours. Sometimes I need more than 24 hours to respond. A delay in response is typically due to time needed to locate information pertaining to any questions you might have presented or time needed to arrange appointment options to connect with you. I offer my office hours for in-person appointments as well.

The graduate assistant listed for the course is also an available resource for you, and you can expect the same high level of access to this individual. They are also available via phone for added support and clarification. Essentially, you do not need to wait for the next live class for support, support is here at any time.

You can expect a supportive approach from the faculty instructor with positive and corrective feedback ratios founded in behavioral and instructional science. Each live class, you can expect in-person feedback and support for course assignments. Research supports progress monitoring, especially self-monitoring of progress, along with receiving timely feedback, which are linked to success in learning. Blackboard includes a section called "My Grades" that displays your progress in an on-going format. As soon as your assignment is graded via the rubric, typically within 3-7 days of the due date, those points will also appear on Blackboard along with written narrative feedback from the instructor when protocols are handed back in class. Every effort will be made to provide feedback within this timeframe, the instructor will inform students if a delay occurs.

By reviewing the table below, you can also calculate "What if" scenarios to determine your potential grade for assignments not yet submitted. You can also connect with me any time to discuss your progress. The table's columns outline each assignment and its respective points and source of those points. The progression and scaffolding is illustrated in the gray cells, which become more numerous as the assignments progress.

Each of these six columns is composed of the activities and other components for that Assignment, including the points and source of those points

These cells are divided to illustrate the points earned for separate tasks. 2 points for admin. & scoring, 0.5 points for peer review

The final column represents the point breakdown for the total points earned and the sources of those points across the course for all activities.

Assignment		1	2	3	4	5	6	Total Points
Volunteer Suggestion		#1	#2	#3			#4	
Due Date		2/13	3/6	3/20	3/27	4/3	4/24	
Protocols	WISC-V –Partial Scored: Summary & Primary Analyses	2 0.5						2.5
	WISC-V –Full Battery		2 0.5	2 0.5			2 0.5	7.5
	WJ-IV ACH –Form A					2 0.5	2 0.5	5
	Beery VMI –VMI, VP, MC				2 0.5		2 0.5	5
Video			15					15
Written Reports	Background Section					2.5	2.5	5
	Testing Observations + Validity Statement			2.5	2.5	2.5	2.5	10
	Results (Tables + Narratives) (what findings are)			2.5	2.5	2.5	2.5	10
	Interpretation (what findings mean)					2.5	7.5	10
	Evidence-based Recommendations						5	5
Oral Presentation							10	10
Attendance & Participation		All Live Classes						15
Total Points								100

Letter Grade	Total Points
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59



# Course Schedule

Items in Red Indicate Required Live Attendance, In-Class Submission and Activities

Week	NASP Domain(s)	Topics	Readings	Assignment Due	Submission
1	2.1, 2.2, 2.10	Syllabus & Course Overview; Assessment: Purpose and Process; Review of pre-requisite course material <b>Lab:</b> Common Test Calculations: Chronological Age, Raw Score Conversions	Review Pre-requisite Course Material	<i>Attend Class</i>  <b>Check-Out WISC Kit</b>	<i>In-Person</i> <b>Wednesday 1/23 5:00-7:30pm</b>  <i>In-Person</i> <b>Wednesday 1/23 7:30-8:30pm</b>
2	2.1, 2.2, 2.8	Assessment with Children; Cognitive Assessment: Introduction & Conceptual Overview <b>Lab:</b> WISC Administration	Sattler Ch. 1, 6 & 8; Flanagan & Alfonso Ch. 1	<i>Attend Class</i>	<i>In-Person</i> <b>Wednesday 1/30 5:00-8:30pm</b>
3	2.1, 2.7, 2.8	Assessment Methods & Cultural Humility in Assessment; Cognitive Assessment: Understanding the WISC <b>Lab:</b> WISC Administration & Scoring	Sattler Ch. 5 Flanagan & Alfonso Ch. 2, 3, & 9 Weiss Ch. 2	<i>Attend Class</i>	<i>In-Person</i> <b>Wednesday 2/6 5:00-8:30pm</b>
4	2.1, 2.3, 2.4, 2.8	Cognitive Assessment: Data Analysis & Interpretation <b>Lab:</b> WISC Scoring, Analysis & Interpretation	Sattler Ch. 4 Flanagan & Alfonso Ch. 4 & 5	<b>Assignment #1</b>  <i>Attend Class</i>	<i>In-Person</i> <b>Wednesday 2/13 by 5:00pm</b> <i>In-Person</i> <b>Wednesday 2/13 5:00-8:30pm</b>
5	2.1, 2.3, 2.4, 2.8	<b>Feedback on Assignment #1</b> Assessment in the Schools: Process & Procedures; Introduction to Report Writing: Format & Organization <b>Lab:</b> WISC Analysis & Interpretation; Writing Exercises	Sattler Ch. 2, 19 Flanagan & Alfonso Ch. 5 Weiss Ch. 3	<i>Attend Class</i>	<i>In-Person</i> <b>Wednesday 2/20 5:00-8:30pm</b>
6	All	<b>NASP CONFERENCE WEEK!</b>		<i>Attend Conference</i>	
7	2.1, 2.8	Assessment of Achievement: Understanding the WJ-ACH <b>Lab:</b> WJ-ACH Administration & Scoring	Mather & Wendling Ch. 1	<b>Check-Out WJ-ACH Kit</b>  <b>Assignment #2</b>  <i>Attend Class</i>	<i>Before Class</i> <b>Wednesday 3/6 by 5:00pm</b> <i>In-Person</i> <b>Wednesday 3/6 by 5:00pm</b> <i>In-Person</i> <b>Wednesday 3/6 5:00-8:30pm</b>
8		<b>No Class: SPRING BREAK ☺ Relax!</b>			

9		<b>Feedback on Assignment #2</b> Assessment in the Schools/Special Education Part I: the PPT Process; Assessment of Visual-Motor: Understanding the Beery-VMI	Materials on Blackboard	<b>Check-Out Beery Manual &amp; Protocols</b>	<b>Before Class Wednesday 3/20 by 5:00pm</b>
<b>LIVE CLASS 3/20</b>	2.1, 2.8	<b>Lab:</b> Beery-VMI Administration & Scoring		<b>Assignment #3</b>	<b>In-Person Wednesday 3/20 by 5:00pm</b>
				<b>Attend Class</b>	<b>In-Person Wednesday 3/20 5:00-8:30pm</b>
10		Consultation, Collaboration, and Communication with Families, Schools, & Other Professionals During the Assessment Process; Integration of Findings Across Methods	Materials on Blackboard; Mather & Wendling Ch. 4-6	<b>Assignment #4</b>	<b>In-Person Wednesday 3/27 by 5:00pm</b>
<b>LIVE CLASS 3/27</b>	2.1, 2.3, 2.4, 2.7, 2.8, 2.10	<b>Lab:</b> WJ-IV ACH: Interpretation & Recommendations		<b>Attend Class</b>	<b>In-Person Wednesday 3/27 5:00-8:30pm</b>
11		<b>Feedback on Assignment #3</b> Ethical, Legal, & Professional Issues in Assessment	Sattler Ch. 3	<b>Assignment #5</b>	<b>In-Person Wednesday 4/3 by 5:00pm</b>
<b>LIVE CLASS 4/3</b>	2.1, 2.8, 2.10	<b>Lab:</b> Review of Instruments As Needed		<b>Attend Class</b>	<b>In-Person Wednesday 4/3 5:00-8:30pm</b>
12		<b>Feedback on Assignment #4</b> Cognitive Assessment Advanced Interpretation: WISC Analysis of Complementary & Ancillary Profiles	Flanagan & Alfonso Ch. 4, 5 & 7	<b>Attend Class; Bring Completed Protocols as Sample Data for Lab</b>	<b>In-Person Wednesday 4/10 5:00-8:30pm</b>
<b>LIVE CLASS 4/10</b>	2.1, 2.8	<b>Lab:</b> Graphing Basics			
13		<b>Feedback on Assignment #5</b> "Psychology as Second Language": Presenting Evaluation Results to Families & Schools with Accessibility & Utility	NASP Materials on Blackboard	<b>Attend Class; Bring Completed Protocols as Sample Data for Lab</b>	<b>In-Person Wednesday 4/17 5:00-8:30pm</b>
<b>LIVE CLASS 4/17</b>	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.10	<b>Lab:</b> Constructing Visual Supports & Presentation Materials; Practice Oral Presentations			
14		All Prior Topics	* Prepare for 3 <sup>rd</sup> Annual Assessment Bowl *	<b>Assignment #6</b>	<b>In-Person &amp; Email Wednesday 4/24 by 5:00pm</b>
<b>LIVE CLASS 4/24</b>	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.10			<b>Attend Class Event</b>	<b>In-Person Wednesday 4/24 5:00-8:30pm</b>
15		Assessment in the Schools/Special Education Part II: IEPs & Disabilities	Materials on Blackboard; Flanagan & Alfonso Ch. 7	<b>Attend Class; Bring Completed Protocols as Sample Data for Lab</b>	<b>In-Person Wednesday 5/1 5:00-8:30pm</b>
<b>LIVE CLASS 5/1</b>	2.1, 2.2, 2.3, 2.4, 2.7, 2.8	<b>Lab:</b> Translating Findings to the IEP; How to be an Effective Audience Member During Oral Presentations			
16		Review of All Prior Topics; <b>Oral Presentations</b>		<b>Oral Presentations Group 1</b>	<b>In Person Wednesday 5/8 in Class</b>

<b>LIVE CLASS</b> 5/8	2.7, 2.8, 2.10		<i>Attend Class</i>	<i>In-Person</i> <b>Wednesday 5/8 5:00-8:30pm</b>
17	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.10	Review of All Prior Topics; <b>Oral Presentations</b>	<b>Oral Presentations Group 2</b>	<i>In Person</i> <b>Wednesday 5/15 in Class</b>
<b>LIVE CLASS</b> 5/15		<b>Lab:</b> Introduction to Practica and Field Experience Preparation with Second Year Student Panel	<i>Attend Class</i>	<i>In-Person</i> <b>Wednesday 5/15 5:00-8:30pm</b>