

CPSE 420 - Kellems-Assess/Eval Stdnts w/Excp Nds

Fall 2014

Section 001: 168 MCKB on M W from 12:30 pm - 1:50 pm

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

Office Location: 237 C MCKB

Office Phone: 801-422-6674

Office Hours: Mon, Wed 10:00am-12:00pm

Email: rkellems@byu.edu

TA Information

Name: Heidi Betts

Office Hours: Only By Appointment

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Course Information

Description

This course is designed to prepare students to plan, conduct, and interpret educational assessments. Students will also acquire the knowledge to develop appropriate education programs to help exceptional children with learning and behavioral strengths and weaknesses. Students in this course will learn to provide information to the IEP team (teachers, parents, school administrators, etc.) in the development and implementation of individualized education programs. This course is designed to meet the assessment requirements for the Utah State Special Education teaching licensure for Mild/Moderate and Severe. It is designed also to meet the knowledge and skill standards as outlined in the NCATE curriculum guidelines for basic and advanced programs in special educations as prepared by the Council for Exceptional Children.

Learning Outcomes

Basic terminology

Demonstrate an understanding of the basic terminology used in an assessment.

Ethical concerns

Discuss the ethical concerns related to assessment.

Legal provisions

Outline legal provisions, regulations and program standards regarding assessment.

Procedures

Identify the procedure used for screening, pre-referral, referral, and classification.

Application and interpretation of assessment scores

Describe the application and interpretation of assessment scores, including grade score vs. standard score, percentile rank, age/grade equivalents, and standings.

Assessments

Identify, administer, select and describe the different types of non-biased assessments using appropriate technology when necessary.

Informal test procedures

Discuss the components of and procedures for curriculum-based, portfolio, authentic, and functional assessment (informal test procedures), and apply these to different categories of exceptional children (e.g., L.D., E.D, & I.D.).

Influence of diversity

Discuss the influence of diversity on assessment, eligibility, programming and placement of exceptional learners.


Relationship between assessment and placement decisions

Describe the relationship between assessment and placement decisions.

Methods for monitoring student progress

Outline, develop or modify methods used for monitoring student progress.

Materials

Image	Item	Vendor	Price (new)	Price (used)
	Assessing Students with Special Needs, Loose-Leaf Version with Pearson eText -- Access Card Package (5th Edition) Required by Venn, John J. Pearson; Edition 5 (2013-11-24) ISBN: 9780133400021	BYU Bookstore	99.00	74.25

Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

Grading Policy

Study guides are due at the beginning of class and can only be made up due to a university excused absence. All Study Guides are submitted on Learning Suite.

Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Assignments are due at the

beginning of class. Please do not work on assignments during class. **Late assignments will be worth 50% for up to one week. After a week they will not be accepted**

In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

At the discretion of the professor, some assignments such as test protocols may be corrected and then turned in a second time. The stipulation is this: *these assignments must be resubmitted within a week of the day it was handed back to the class and can only regain a maximum of half of the points lost.* So, it is in the best interest of the student to get it correct the first time.

Complete all in-class assignments.

No extra credit will be offered in this course.

Classroom Procedures

Complete all in-class assignments.

Participate *actively* in all learning activities, including class discussions, within the class.

Interact in a professional manner with all students and parents that you work with as a part of the learning activities for this course following the professionalism rubric.

Complete assigned readings *before* class

Professor reserves the right to modify the syllabus or schedule as needed during the semester.

Teaching Philosophy

This is a knowledge and skills-based course. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of the educational assessment process. Students will then procedurally learn to administer formal and informal assessment devices and measures. In addition they will learn assessment techniques and demonstrate competence of the use of educational assessment devices, both formal and informal. After students have demonstrated confidence in the use and interpretation of tests, they will then be asked to apply their knowledge and

demonstrate their assessment skills. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

Attendance Policy

Students are expected to attend each class. **Attendance will be taken during each class.** *At the discretion of the instructor a student's final grade may be lowered if the student has excessive non-university excused absences.* This will be done on a case by case basis. It is the student's responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Assignments

Assignment Descriptions

Study Guide 1

Due: Monday, Sep 08 at 12:30 pm

Ch. 1 Defining and Describing the Assessment of Students with Special Needs
Study Guide 1.docx [Download](#)

IEP Video

Due: Wednesday, Sep 10 at 12:30 pm

Watch this IEP video and reflect on the information you observed.

Reflection should be 1 page, single-spaced, Times New Roman.

Questions to consider:

1. What did you learn about IEP meetings from this video?
2. What questions did you develop while watching? Were any of them answered.
3. What elements of the IEP meeting did you like, dislike? Were there any surprising moments/events?
4. What positive elements of this IEP meeting will you implement in your own experiences?

Study Guide 2

Due: Monday, Sep 15 at 12:30 pm

Ch. 2 Steps in the Assessment Process

Study Guide 2.docx [Download](#)

Study Guide 3

Due: Wednesday, Sep 17 at 12:30 pm

Ch. 3 Practical Measurement Concepts

Study Guide 3.docx [Download](#)

Study Guide 4

Due: Monday, Sep 22 at 12:30 pm

Ch. 4 Test Scores and What They Mean

Study Guide 4.docx [Download](#)

Study Guide 5

Due: Monday, Sep 29 at 12:30 pm

Ch 5 Selecting and Using Assessment Instruments

Study Guide 5.docx [Download](#)

VMI Administration

Due: Wednesday, Oct 01 at 12:30 pm

VMI Administration.docx [Download](#)

Study Guide 8

Due: Wednesday, Oct 01 at 12:30 pm

Ch 6

Pg. 102 - 127

Assessing Intelligence

Study Guide 8.docx [Download](#)

VMI Write Up

Due: Wednesday, Oct 01 at 12:30 pm

VMI Administration.docx Download

Woodcock Johnson Cognitive Video

Due: Monday, Oct 06 at 11:59 pm

Have a Woodcock Johnson Cog Test and Protocol with you as you watch the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete Woodcock Johnson Cog worksheet

Study Guide 6

Due: Wednesday, Oct 08 at 12:30 pm

Ch 6

Pg. 127 - 132

Adaptive Behavior

Study Guide 6.docx Download

Sib R Video

Due: Wednesday, Oct 08 at 11:59 pm

Have a SIB-R Protocol with you as you watch the video online: <https://vimeo.com/album/2999242> password: cpse420 and complete SIB-R worksheet

WJIII Cognitive Administration

Due: Monday, Oct 13 at 12:30 pm

WJ III Cognitive Administration and Write Up (revised).docx Download

Study Guide 7

Due: Monday, Oct 13 at 12:30 pm

Ch 11 Assessing Academic Achievement

Study Guide 7.docx Download

WJIII Cognitive Write Up

Due: Monday, Oct 13 at 12:30 pm

WJ III Cognitive Administration and Write Up (revised).docx Download

SIB-R Write Up

Due: Wednesday, Oct 15 at 12:30 pm

SIB-R Administration and Write Up.docx Download

SIB-R Administration

Due: Wednesday, Oct 15 at 12:30 pm

SIB-R Administration and Write Up.docx Download

Assessment Plan

Due: Wednesday, Oct 15 at 12:30 pm

Mid Term

Due: Monday, Oct 20 at 12:30 pm

Professionalism Midterm

Due: Monday, Oct 20 at 12:30 pm

Personal Integrity

Respect for Authority

Learning Community

Responsibility

Attendance

Punctuality

Flexibility

Initiative

Commitment/Loyalty

Dress and Grooming

Woodcock Johnson Achievement Video

Due: Wednesday, Oct 22 at 11:59 pm

With a partner from class, have a Woodcock Johnson Achieve Test and

Protocol with you as you watch the video online:

<https://vimeo.com/album/2999242> password: cpse420 and complete Woodcock

Johnson Achievement worksheet

PPVT (In Class) Administration

Due: Monday, Oct 27 at 2:30 pm

In Class Administration of PPVT Assessment

KTEA Administration

Due: Wednesday, Oct 29 at 12:30 pm

KTEA Administration and Write Up.docx [Download](#)

KTEA Write Up

Due: Wednesday, Oct 29 at 12:30 pm

KTEA Administration and Write Up.docx [Download](#)

Study Guide 9

Due: Wednesday, Oct 29 at 12:30 pm

Ch 8 Language and Bilingual Assessment

Study Guide 9.docx [Download](#)

WJIII Achievement Write Up

Due: Wednesday, Nov 05 at 12:30 pm

WJ III Achievement Administration and Write Up (revised).docx [Download](#)

WJIII Achievement Administration

Due: Wednesday, Nov 05 at 12:30 pm

WJ III Achievement Administration and Write Up (revised).docx [Download](#)

CARS 2 Write Up

Due: Monday, Nov 10 at 12:30 pm

CARS Administration and Write Up.docx [Download](#)

CARS-Administration

Due: Monday, Nov 10 at 11:59 pm

CARS Administration and Write Up.docx [Download](#)

Parents Rights IP&T

Due: Wednesday, Nov 12 at 11:59 pm

Using your knowledge of parent's rights under IDEA, you will post information on your news-page for parents. You may choose to describe one or more of the six provisions of IDEA.

Submit a document with your name, and the link to your News-Page.

1. Post that includes information for parents on their rights under IDEA and includes a link	/2
2. Uses professional language without jargon	/1
3. Post includes a link to additional materials	/1
4. Link to post sent to CPSE 420 instructor by 11/13	/1
Total	/5

Study Guide 10

Due: Monday, Nov 17 at 12:30 pm

Ch. 9 Assessing Behavior

Study Guide 10.docx Download

BASC Video

Due: Wednesday, Nov 19 at 11:59 pm

Watch video online: <https://vimeo.com/album/2999242> password: cpse420 and complete Assessment Review

BVAT Write Up

Due: Monday, Nov 24 at 12:30 pm

BVAT Administration and Write Up.docx Download

BVAT Administration

Due: Monday, Nov 24 at 12:30 pm

BVAT Administration and Write Up.docx Download

Connors (In Class) Administration

Due: Monday, Nov 24 at 2:30 pm

Transition Coalition Module

Due: Monday, Dec 01 at 11:59 pm

Complete online module "Transition Assessment the Big Picture" on Transition Coalition website transitioncoalition.org.

Directions for Creating an account and accessing Transition Coalition Modules. EVEN IF YOU HAVE USED THE TC MODULES IN THE PAST, GO TO THE SITE THROUGH THE LINK POSTED BELOW AS IT ASSIGNS YOU AS A STUDENT IN MY CLASS.

Please follow the link below or copy/paste it into a browser window. This will take you to a class roster on the Transition Coalition website and assign you to my course roster. When you are assigned to my course, I will be able to follow your progress on assignments I give you on the Transition Coalition website.

http://transitioncoalition.org/fjoin/189_MTg5MT

For class this week, you will be required to complete the online module called *Transition Assessment the Big Picture*.

Please read the following tips for completing the online module before you begin. While students have found the Transition Coalition's modules to be very informative and applicable, some students have expressed frustration regarding navigation and time management. Therefore, I have included some helpful hints for you.

1. The module is interactive, so you cannot just skim through the material. It is broken into three sessions, each requiring approximately 1-1½ hours to complete. I would suggest that you complete one session per day or at least take a break between sessions.
2. After you answer a question, you must click on "submit." If there are multiple questions/activities on a screen, you will need to hit "submit" after each one. Once you click on "submit" your work will be saved even if you exit the website.
3. If you try to navigate the site (e.g., look back to the previous page, etc.) after you have started typing your answer to a question, it will be lost unless you save it. Later, you are given the option to modify any of your answers, so they don't have to be perfect the first time.

4. Write down your user name and password, you'll need to log into the Transition Coalition modules throughout this course.

Case Study Write-up

Due: Wednesday, Dec 03 at 12:30 pm

Explain the Reason for Referral, and pertinent background info on student with confidentiality (include family history, when issue first presented etc) 1/2 page single spaced		/5
Explain test results for Cog, Achieve, Adaptive and Behavior with Standard Scores. (This needs to be more than just stating the test scores. Provide a narrative about the tests, what they are and the students scores and what they mean) 2 Pages single spaced (not including the computer generated reports you are also submitting.)		/10
Explain strengths with their connections to the assessments performed (1/2 page single spaced)		/2.5
Explain weaknesses with their connections to the assessments performed (1/2 page single spaced)		/5
Explain recommendations with their connections to the assessments performed (1/2 page single spaced)		/2.5
Develop 4 measurable Goals based on the assessment results use ABCD format (1/2 page single spaced)		/5
Total		/30

Educational Assessment- Please submit a link to your video

Due: Wednesday, Dec 03 at 11:59 pm

Part I: Administration Proficiency (20 pts.)

*You must record yourself administering the test and submit the recording

The Evaluator:		
1. Reviewed prior assessment results and student needs prior to testing.		/2
2. Prepared a suitable location with necessary materials and equipment.		/1

3. Established a rapport prior to assessment.		/2
4. Explained the purpose of assessment in an appropriate manner.		/1
5. Maintained student attention during the assessment.		/2
6. Used appropriate prompting procedures.		/2
7. Repeated or demonstrated items as appropriate.		/2
8. Administered items in correct order and gave all items.		/2
9. Provided appropriate feedback to student responses to the items.		/2
10. Properly managed inappropriate behavior.		/2
11. Ended the assessment positively with appropriate praise.		/2
Total		/20

Part II: Scoring Proficiency (20 pts.)

*The protocol must be filled out completely and turn in hard copy at the beginning of class

The Evaluator:		
1. Completed the cover sheet correctly (including chronological age).		/2
2. Established accurate basal levels.		/3
3. Established accurate ceiling levels.		/3
4. Included appropriate notes about student responses to particular items.		/3
5. Calculated accurate raw scores.		/3
6. Calculated and recorded accurate transformed scores.		/3
7. Correctly completed the scoring.		/3
Total		/20

Oral Presentation

Due: Monday, Dec 08 at 12:30 pm

Explain the Reason for Referral, and pertinent background info on student with confidentiality		/2
Explain test results for Cog, Achieve, Adaptive and Behavior with Standard Scores		/2
Explain strengths with their connections to the assessments performed		/2
Explain weaknesses with their connections to the assessments performed		/2
Explain recommendations and goals with their connections to the assessments performed		/2
Visual (overhead, handout, posters, etc.) Quality and effectiveness		/2
Professionalism: dress, mannerisms, equal participation		/1.5
Stay within allotted time (15 mins.)		/1.5
Total		/15

Professionalism Final

Due: Wednesday, Dec 10 at 11:59 pm

Final

Due: Thursday, Dec 11 at 2:30 pm

Wednesday December 18th, 2:30-5:30

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University Policies

Honor Code

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

Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

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

Student Disability

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

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should:

- (1) Remember that we are each responsible for enabling a productive, respectful dialogue.
- (2) To enable time for everyone to speak, strive to be concise with your thoughts.
- (3) Respect all speakers by listening actively.
- (4) Treat others with the respect that you would like them to treat you with, regardless of your differences.
- (5) Do not interrupt others.
- (6) Always try to understand what is being said before you respond.
- (7) Ask for clarification instead of making assumptions.
- (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack.
- (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion.
- (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information.
- (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person.
- (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating.

Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement-** The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as

one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

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

Schedule

Date	In Class	Readings Due	Assignments Due
W Sep 03 Wednesday	CPSE 420 Introduction Intro to Assessment Classmate Introductions Form Teams		
M Sep 08 Monday	Review of Key Special Education	Chapter 1 Defining and	Study Guide 1

	Principles What is Assessment?	Describing the Assessment of Students with Special Needs	
W Sep 10 Wednesday	Standards Based IEPs - Terminology - PLAAFP Discuss Case Study Assignment		IEP Video
M Sep 15 Monday	Steps in the Assessment Process - RTI/MTSS	Chapter 2 Steps in the Assessment Process	Study Guide 2
W Sep 17 Wednesday	Measurements - Terminology	Chapter 3 Practical Measurement Concepts	Study Guide 3
M Sep 22 Monday	Test Scores - Terminology - Types of Scores - Interpreting Scores	Chapter 4 Test Scores and What They Mean	Study Guide 4
W Sep 24 Wednesday	VMI Administration - Review Instructions	LS Chapter: Assessing Motor Proficiency, Perception, and Learning Styles	
M Sep 29	Selecting	Chapter 5	Study Guide 5

Monday	Assessments	Selecting and Using Assessment Instruments	
W Oct 01 Wednesday	Assessing Intelligence - Review WISC Administration	Chapter 6 Pg. 102 - 127 Assessing Intelligence	VMI Administration VMI Write Up Study Guide 8
M Oct 06 Monday	WJIII Cognitive Administration- Watch video Meet in 185 MCKB		Woodcock Johnson Cognitive Video
W Oct 08 Wednesday	SIB-R Administration - Review Instructions Assessing Adaptive Behavior Vineland Overview	Chapter 6 Pg. 127-132 Adaptive Behavior	Sib R Video Study Guide 6
M Oct 13 Monday	Achievement Assessments	Chapter 11 Assessing Academic Achievement	Study Guide 7 WJIII Cognitive Administration WJIII Cognitive Write Up
W Oct 15 Wednesday	KTEA Administration - Review Instructions		Assessment Plan SIB-R Administration SIB-R Write Up

M Oct 20 Monday	Midterm	Review Study Guides 1-7	Mid Term Professionalism Midterm
W Oct 22 Wednesday	WJIII Achievement Administration		Woodcock Johnson Achievement Video
M Oct 27 Monday	PPVT Administration - Review Instructions - In Class Administration		PPVT (In Class) Administration
W Oct 29 Wednesday	Language and Bilingual Assessment (Meet in 185 MCKB)	Chapter 8 Language and Bilingual Assessment	Study Guide 9 KTEA Administration KTEA Write Up
M Nov 03 Monday	Administer BVAT		
W Nov 05 Wednesday	CARS 2 Administration (Dr. Kellems out of town. Visiting Instructor) Meet in 185 MCKB		WJIII Achievement Administration WJIII Achievement Write Up
M Nov 10 Monday	Elgibility for Autism (Meet in MCKB 185)		CARS- Administration CARS 2 Write Up

W Nov 12 Wednesday	No Class!!!!!!! Complete IT&P: Parent's Rights		Parents Rights IP&T
M Nov 17 Monday	Assessing Behavior	Ch 9 Assessing Behavior	Study Guide 10
W Nov 19 Wednesday	BASC Assessment - Review In Class		BASC Video
M Nov 24 Monday	Connors Administration - Review Instructions - In Class Administration		BVAT Administration BVAT Write Up Connors (In Class) Administration
T Nov 25 Tuesday	Friday Instruction		
W Nov 26 Wednesday	No Classes No Class Travel Safe		Prepare to eat turkey...lots and lots of turkey
M Dec 01 Monday	Transition Assessment Review UNIT	Ch 10 Career and Vocational Assessment	Transition Coalition Module
W Dec 03 Wednesday	Case Study Oral Reports		Case Study Write-up Educational Assessment- Please submit a link to your video

M Dec 08 Monday	Case Study Oral Reports		Oral Presentation
W Dec 10 Wednesday	Review for Final	Review Study Guides 1-10	Professionalism Final
Th Dec 11 Thursday	Final Exam: 168 MCKB 2:30pm - 5:30pm		Final
M Dec 15 Monday			
W Dec 17 Wednesday	Final Exam- In Class December 17th 2:30-5:30 MCKB DO NOT ASK TO TAKE THE FINAL EARLY		