

CPSE 647 - Psychomet + Intell

Winter 2015

Section 001: 341 MCKB on M from 9:00 am - 11:50 am

Instructor/TA Info

Instructor Information

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Course Information

HBLL Course Reserve Readings

HBLL Course Reserve Readings

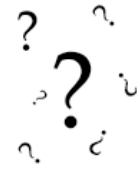
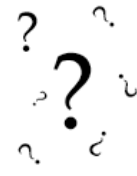
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Description

This is a professional training course in theory, administration, scoring, and interpretation of standardized measures of cognitive assessment of function. A broad range of assessment instruments will be taught and practiced, including

the most current editions of the WAIS, WISC, Stanford-Binet, Woodcock-Johnson Cognitive, Academic, and Oral Language, Vineland Adaptive Behavior Scales, WPPSI, KABC, UNIT, WIAT, and others. Upon successful completion of the course, you will be qualified to administer and interpret standardized cognitive assessments under the supervision of a licensed professional, in school or other settings.

Materials

	Item	Price (new)	Price (used)
	CONTEMPORARY INTELLECTUAL ASSESSMENT 3E <i>Required</i> by FLANAGAN, D	99.00	74.25
	WOODCOCK-JOHNSON III 2E <i>Optional</i> by MATHER, N	95.00	71.25

Learning Outcomes

Explain assessment findings

Students will be able to explain assessment findings in a way that is understandable to other mental health professionals, teachers, clients, and parents

Synthesize assessment information

Students will be able to synthesize assessment information (including test scores, background information, behavioral observations, etc.) into a written assessment report.

Administer, score and interpret measures of intelligence

Students will be able to administer, score, and interpret multiple measures of intelligence, including those most commonly used in the field of psychology and school psychology.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Grading Policy

Because this is a professional training course, competency in administration, scoring, and interpretation are key to your grade. There is no slack time built into the schedule, so careful and timely completion of all assignments is critical to achieving competency on first or second attempt. You will not have enough

time to repeat assignments and still complete all assigned practice administrations and report writing. Attendance in class is an absolute requirement for success in the course. Your grade in the class will reflect your competency as measured by your presentation of psychometric properties, practice administrations, reports written, and score on the final exam.

Participation Policy

This course is designed to promote intellectual curiosity, professional inquiry, and a lifetime habit of consultation with colleagues. Each student has his or her own style of class participation, but regardless of your style, you will be expected to ask and answer questions in class. Although the class as a whole can learn more from questions raised in class, you are also encouraged to contact the TAs and professor with any additional questions or comments. Initiative for communication regarding any problem you may be having with the course or your assignments is the responsibility of the student.

Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality. Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.
http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

As a program, we expect our school and counseling psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

APA Guidelines

APA guidelines regarding assessment practices and interpretations may be accessed through the following links:
<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

NASP Domains

(Downloaded 9/6/2013 from <http://www.nasponline.org/standards/practice-model/domains.aspx>) Refer to Schedule for linkage of domains to coursework.

Practices That Permeate All Aspects of Service Delivery

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Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

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Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

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Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Systems-Level Services

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Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

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Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

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Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

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Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

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Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Reading Assignments –please refer to schedule for due dates

Monday, Jan 05 at 11:59 pm

Writing Psychoeducational Reports that Matter Part

1<http://www.nasponline.org/publications/cq/42/3/professional-practice.aspx>

Writing Psychoeducational Reports that Matter Part 2

<http://www.nasponline.org/publications/cq/42/4/professional-practice.aspx>

Writing Psychoeducational Reports That Matter Part 3

<http://www.nasponline.org/publications/cq/42/6/psychoeducational-reports.aspx>

Contemporary Intellectual Assessment Chaps. 1 & 2 History

Wechsler Administration Tips (Mark Beecher) under Test Choice and Administration tab in Content

Contemporary Intellectual Assessment Chap. 8 WAIS-IV and WMS-IV

Contemporary Intellectual Assessment Chap. 23 SLD and Academic Interventions

Contemporary Intellectual Assessment Chap. 28 ADHD

Introduction to Vineland (See Content Page)

Contemporary Intellectual Assessment Chap. 30 ID and DD

Contemporary Intellectual Assessment Chap. 25 Gifted

Contemporary Intellectual Assessment Chap. 10 SB5

Contemporary Intellectual Assessment Chap. 29 TBI

Contemporary Intellectual Assessment Chap. 12 WJ III NU (Optional)

Contemporary Intellectual Assessment Chap. 18 Cross Battery Assessment (optional)

Contemporary Intellectual Assessment Chapter 4 CHC Theory

Contemporary Intellectual Assessment Chapter 11 KABC, KTEA

Contemporary Intellectual Assessment Chap. 36 Assessment in 3-Tier Service Delivery System (opt.)

Contemporary Intellectual Assessment Chap. 14 UNIT

Contemporary Intellectual Assessment Chap. 18 WNV

Contemporary Intellectual Assessment Chap. 22 CALD

Contemporary Intellectual Assessment Chap. 9 WISC-IV and WPPSI-IV (optional)

Contemporary Intellectual Assessment Chap. 24 Early Childhood

Contemporary Intellectual Assessment Chap. 34 Executive Function

Contemporary Intellectual Assessment Chap. 27 Autism

Assignment Descriptions –Please refer to schedule for due dates

Test Reviews: Please see Digital Dialog page for instructions and sign up.

[from Digital Dialog] Each of you must present a review of one of the tests we are learning this semester. We will demonstrate how to do this in our first session. You will be looking up the professional reviews of tests in Mental Measurements Yearbook with Tests in Print (an EBSCO database available through HBLL). Each test has two reviews, and we are working to get the Buros Institute Online Test Reviews also available to you.

You have 3 tasks:

- (1) Sign up for a presentation date to coincide with the schedule below. If more than one test is listed on a date, one student can sign up for each test.
- (2) Prepare and give a short powerpoint presentation summarizing the reviews. Include reliability and validity data and information about the demographics of the the normative sample. **MAKE SURE YOU REVIEW THE MOST RECENT VERSION OF THE TEST**, the one we are using in class.
- (3) Add the data to a group spreadsheet.

Schedule of available presentation dates:

Jan 12: WAIS-IV

Jan 26: WISC-V (see if you can find any reviews on it yet--see me if you can't find any)

Feb. 2: Vineland Adaptive Behavior Scales-2nd edition

Feb. 9: Stanford-Binet 5

Feb. 23: Woodcock-Johnson Cog or Ach or Oral Lang -- IV (see if you can find any reviews on it yet--see me if you can't find any)

March 2: KABC or WIAT

March 9: UNIT or WNV or CTONI

March 16: Bateria Woodcock Munoz (Cog or Ach)

March 23: WPPSI-IV

March 30: Mullen Scales of Early Learning or Bayley Infant Scales of Dev. 3

April 6: BRIEF or WMS

Apr. 13: ADOS or ADI-R

Test Administrations and Protocols

Test Administration Protocols:

For each test you administer (see point breakdown)you should turn in the following to the teaching assistants:

- 1) Protocols and Response Booklets (NO REAL NAMES for your participants, PLEASE)
- 2) Consent Form - You must obtain written consent for every individual administration (see CONTENT for the form)
- 3) Hand Scoring (when applicable)
- 4) Computer Scoring (when applicable)

RCFT Protocol

WAIS practice administration (standard and supplemental battery)

WAIS practice administration (standard battery only)

WISC practice administration (standard and supplemental batteries) - 6 - 16 year olds

WISC practice administration (standard battery only)

Vineland practice administration

Stanford-Binet practice administration

WJ Ach & Oral Language Administration

UNIT, WNV or CTONI administration

WPPSI, Mullen or Bayley, KABC, KTEA, or WIAT administration

Videos of Administration – please refer to schedule for due dates

Video Recorded Test Administration:

You will video record your second administration of the WISC-IV and the WAIS-IV. Before turning it in, you will watch the recording and note errors, areas in need of improvement, and things done well. Turn these notes in with your video.

Nonverbal pantomime instructions – videotape yourself performing the pantomime instructions from the UNIT—all gestures.

Reports

Practice Report for RCFT

WISC-V report

WAIS-IV report

Report with Vineland integrated into previous WISC or WAIS results

Peer Review of Integrated Report #1 Due

Each of you will be writing an integrated report based on the same set of data (data will be posted to CONTENT page and labeled as Report Data #1, #2, etc.).

- 1) Write the report and give it to another student in the class to review.
- 2) Each student can only review one report.
- 3) Deliver your report to the other student with enough time for review before the due date.
- 4) Reports delivered for review must be reviewed and returned within 2 days of receipt.
- 5) In order to receive full credit for the assignment, you must write your report and serve as reviewer for another report.
- 6) Reviewers should use comments (not tracked changes) on the original report document.
- 7) You may revise your report after it has been reviewed, but do not delete the reviewer's comments. Reviewers: if your name does not appear on the comments, please put your name in the first comment so you can get credit.

Post-Review Revised Integrated Report #1

Peer Review of Integrated Report #2

Post-Review Revised Integrated Report #2

Peer Review of Integrated Report #3

Post-Review Revised Integrated Report #3

Feedback Sessions in Class

You will be asked to present one of your cases that included more than one area of assessment (your WISC-V or WAIS-IV with Vineland integrated, or your WJ-IV results with Cog/Ach/OL integrated) in a role play for the class. You will be asked to present the main results in a 3-minute timeframe, then re-frame your results for a 30-second report of results to a colleague. Members of the class will give you feedback, as well

as your roleplay partner. Areas to look for include, clear presentation of results, integration of what they may mean, and rapport with the role play partner representing the parent or individual.

Final Exam

Comprehensive exam based primarily on readings. Open book, online exam.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual 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.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

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	Column 1	Column 2
M Jan 05 Monday	Putting Intellectual	Writing Psychoeducational

	<p>Assessment into Perspective -- the Controversies. Introduction to standardized testing and report writing processes.</p>	<p>Reports that Matter Part 1 Writing Psychoeducational Reports that Matter Part 2 Contemporary Intellectual Assessment Chaps. 1 & 2 History Writing Psychoeducational Reports That Matter Part 3</p>
M Jan 12 Monday	<p>Case #1 -- Adult assessment for Learning Disability -- WAIS-IV (16 - 90.11yo; 6 copies)</p> <p>Practice Report for RCFT RCFT Protocol</p>	<p>Contemporary Intellectual Assessment Chap. 8 WAIS-IV and WMS-IV Contemporary Intellectual Assessment Chap. 23 SLD and Academic Interventions Wechsler Administration Tips (Mark Beecher) under Test Choice and Administration tab in Content</p>
M Jan 19 Monday	<p>Martin Luther King Jr. Holiday</p>	
M Jan 26 Monday	<p>Case #3 -- Assessment for child/adolescent with ADHD -- WISC-V (6 - 16.11yo; 6 copies)</p> <p>WAIS practice administration (standard battery only)</p>	<p>Contemporary Intellectual Assessment Chap. 28 ADHD</p> <p>WISC-V presentation to Jordan School District</p>

**WAIS practice
administration (standard
and supplemental battery)
First video (WAIS)
administration due**

Meighan will present on
the WISC-V

WAIS-IV report

F Jan 30 Friday

Autism in Adolescence
Workshop at BYU all day.
\$10 - \$25 for students.

M Feb 02 Monday

Case #2 - Assessment for
Intellectual Disability --
Vineland (birth - 90yo;
indiv. protocols)

**Contemporary Intellectual
Assessment Chap. 30 ID
and DD
Introduction to Vineland
(See Content Page)**

Melissa will present on the
Vineland.

M Feb 09 Monday

Case #4 -- Assessment for
gifted -- Stanford-Binet (2 -
85+yo; 3 copies)

**Contemporary Intellectual
Assessment Chap. 10
SB5
Contemporary Intellectual
Assessment Chap. 25
Gifted**

**WISC practice
administration (standard
battery only)
WISC practice
administration (standard
and supplemental**

	<p>batteries) - 6 - 16 year olds Second Video (WISC) due</p> <p>Alicia will present on the Stanford-Binet</p> <p>WISC-V Report</p>	
M Feb 16 Monday	President's Day Holiday	
T Feb 17 Tuesday	Monday Instruction	NO CLASS TODAY-- SCHOOL PSYCH FACULTY AT NASP
M Feb 23 Monday	<p>Case #5 Assessment of TBI WJ Cog/Ach/Oral Language (2-90yo; 15 copies of each)</p> <p>Vineland practice administration</p> <p>Danise and Micah will present on the Woodcock- Johnson Achievement and Cognitive (and Oral Language) batteries.</p> <p>Report with Vineland integrated into previous WISC or WAIS results</p>	<p>Contemporary Intellectual Assessment Chap. 12 WJ III NU (Optional)</p> <p>Contemporary Intellectual Assessment Chap. 18</p> <p>Cross Battery Assessment (optional)</p> <p>Contemporary Intellectual Assessment Chap. 29 TBI</p> <p>Contemporary Intellectual Assessment Chapter 4 CHC Theory</p>
M Mar 02 Monday	Case #8 -- Assessment of	Contemporary Intellectual

	<p>Learning Disability - Child: KABC (3-18yo: 3 copies), WIAT (4-50yo; 6 copies)</p> <p>Peer Review of Integrated Report #1 Due</p> <p>Practice Feedback Sessions Review of TBI case missed last week</p> <p>Ashley and Karrah will present on the WIAT and KABC</p>	<p>Assessment Chap. 36 Assessment in 3-Tier Service Delivery System (opt.) Contemporary Intellectual Assessment Chapter 11 KABC, KTEA</p>
M Mar 09 Monday	<p>Case #6 Nonverbal Assessment -- UNIT (5 - 17.11yo; 7 copies), WNV (4 - 21.11; 2 copies) C- TONI (6 - 89:11; 1 copy)</p> <p>WJ Cog Practice Administration Stanford-Binet practice administration</p> <p>Tianna, Clark, and Stephanie will present on the UNIT, C-TONI, and WNV.</p>	<p>Contemporary Intellectual Assessment Chap. 14 UNIT Contemporary Intellectual Assessment Chap. 18 WNV</p>

Legally Defensible Reports

**Post-Review Revised
Integrated Report #1**

M Mar 16 Monday

Case #7 -- Assessment of
vision impaired,
assessment of culturally
and linguistically diverse
populations -- Bateria
Woodcock Munoz-III

**Contemporary Intellectual
Assessment Chap. 22
CALD**

**Peer Review of Integrated
Report #2 Due**

Suzi will present on the
Bateria Woodcock Munoz.

Faculty pet peeves on
reports
Different report styles

Interpreting Woodcock
Johnson Results -- Cog,
Ach, Oral Lang.

**WJ Ach & Oral Language
Administration**

M Mar 23 Monday

Case #9 -- Assessment of

Contemporary Intellectual

	<p>Pre-schoolers and Kindergartners -- WPPSI (2.6 - 7.7yo; 2 copies)</p> <p>UNIT, WNV or CTONI administration</p> <p>Post-Review Revised Integrated Report #2</p> <p>Adam will present on the WPPSI</p> <p>Nonverbal pantomime instructions</p>	<p>Assessment Chap. 9</p> <p>WISC-IV and WPPSI-IV (optional)</p>
M Mar 30 Monday	<p>Case #12 -- Assessment of Developmental Delay -- MULLEN and BAYLEY</p> <p>Peer Review of Integrated Report #3</p>	<p>Cognitive Intellectual Assessment Chap. 24</p> <p>Early Childhood</p>
M Apr 06 Monday	<p>Case #11 -- Assessment of Memory and Executive Function</p> <p>Post-Review Revised Integrated Report #3</p> <p>Eliza will present on the WMS and/or the BRIEF.</p>	<p>Contemporary Intellectual Assessment Chap. 34</p> <p>Executive Function</p> <p>Refer back to Chapter 8</p>
M Apr 13 Monday	<p>Case #10 -- Assessment of</p>	<p>Contemporary Intellectual</p>

	Individuals with Autism Spectrum Disorders	Assessment Chap. 27 Autism
	WPPSI, Mullen or Bayley, KABC, KTEA, or WIAT administration Final Exam Opens	
W Apr 15 Wednesday	Exam Preparation Day	
M Apr 20 Monday	Final Exam: FINAL EXAM IS ONLINE--NO CLASS MEETING TODAY 341 MCKB 11:00am - 2:00pm	
F Apr 24 Friday	Final Exam Closes	