



Sul Ross State University
Department of Education

ED 5323, Appraisal of Educational Disabilities

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Contact Information

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Course Description:

Required for educational diagnostician certification. Students will administer, score, and interpret major academic achievement tests used to identify educational disabilities, and design appropriate instruction and services. Students will examine current trends in programs designed for early identification and intervention of possible educational disabilities. Factors involved in multicultural assessment will be addressed. (This is a prerequisite to 5306).

Required Text:

Sattler, J. M. (2014). *Foundations of behavioral, social and clinical assessment of children (6th ed)*. La Mesa, CA: Jerome M. Sattler, Publisher, Incorporated.

Sattler, J. M. (2014). *Resource guide to accompany foundations of behavioral, social and clinical assessment of children (6th ed)*. La Mesa, CA: Jerome M. Sattler, Publisher, Incorporated.

*Purchased together ISBN: 97802671-2-2

Breaux, K. C., & Lichtenberger, E. O. (2016). *Essentials of KTEA-3 and WIAT-III assessment*. John Wiley & Sons.

Kaufman Tests of Achievement (KTEA-3) Manual Administration. NOT GLOBAL ONLINE VERSION ISN:32400. Purchased through Pearson.Com once registered for the class and an reduced rate code or procedures will be sent to you.

ED 5323 will contribute to the following Student Learning Outcomes (SLOs):

- Identify and administer appropriate psycho-educational tests for purposes of determining disability criteria for specially designed instruction for students served in the Kindergarten – 12th grade school system.
- Interpret psycho-educational report to recommend evidence based practices for specially designed instruction for students served in the Kindergarten – 12th grade school system.
- Create collaborative relationships with stakeholders and professional responsibilities as an Educational Diagnostician in the Kindergarten through 12th grade school system.
- Create a psycho-educational report after analysis of qualitative and quantitative data to determine disability criteria for specially designed instruction for students in the Kindergarten – 12th grade school system.

Program Marketable Skills:

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment

- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

Course Objectives:

- Complete an achievement evaluation report
- Analyze tests for adequacy
- Describe eligibility criteria for disabilities within Texas Framework
- Describe Texas procedures for assessment
- Administer formal achievement tests
- Describe cultural and linguistic factors that would influence testing
- Describe and utilize test batteries for achievement and adaptive behavior
- Describe the descriptive statistics used for formal assessment and eligibility determination
- Demonstrate proper administration of standardized tests

Professional Standards:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the Council for Exceptional Children (CEC) and National Certification of Educational Diagnosticians (NCED) professional standards. These include:

Competency 1

D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.

Competency 2

A. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).

B. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.

C. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students disabilities and determine the presence of an educational need.

D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and non-standardized assessments.

Competency 3

A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.

B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.

Competency 7

G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.

H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

General Course Policies

This course will be delivered online in an asynchronous format via Blackboard Learning Management System. This course site will be available on December 12, 2019.

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

Log-in Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Instructor Contact: Please respond to the professor’s email or phone call within 24 to 48 hours of contact. Failure to do so may result in dismissal from the course. All primary contact will be through university email accounts.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Professional Portfolio: Cumulative projects as part of this course are recommended to be saved as evidence of proficiency to be used as part of the student's professional portfolio (e.g. FIE). Books recommended and required should be added as part of the examiner's library for reference.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to login several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>

Syllabus Change Policy

The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements

Meeting days: We will have approximately 2-3 online meetings; Sunday 2-4 pm. Those dates will be announced in Blackboard.

Assigned Readings

Discussion board (10 x 3 = 30 points) (see discussion board rubric). Please use proper citation when referring to any study etc. This should be responses to two different colleagues within the same thread. Responses should reflect a thoughtful conversation. Students should consult the rubric for grading criteria.

Case Studies (6): Assessment Plan for students. For this assignment, you will create an assessment plan for a suspected disability. A case study will be provided to you. Given the information, construct an assessment plan or rationale for the tests that would be administered. Upload your assignment for submission The assessment plan will include:

- Provide a student summary
- Identify disability concern
- Use Region 18 framework definition for the disability that is possibly considered
- Identify formal achievement testing to be used
- Identify informal assessments if chosen
- List any additional information to consider for testing
- List additional considerations that may be missing in case study referral that would help with your assessment (follow up questions)

Remember to refer to the rubric before you begin this assignment. By not consulting the rubric you may be missing vital information in your plan that will lower your grade.

Notice of Proposal to Evaluate. You will have one testing subject this semester that will satisfy a number of requirements for the course. Complete a Notice of Proposal to Evaluate on the student that you plan on testing. Every area in this form needs to be addressed by the diagnostician and it should be reflected in the report. You are not meant to collaborate with other specialists for purposes of the assignment. "Parent and teacher information" will be used in most areas (e.g. communication, socio-economic, health, adaptive) with the exception of achievement (formal testing). Students will list adaptive section as formal and informal. Signed parent notice of consent must be uploaded by week three.

Observation of student (in class or during academic tasks): You will complete a 45-minute observation of your testing student. It is an informal assessment to gain information on how the child is performing on academic tasks that are weak. A qualitative narrative should be completed. Observation may be during homework time or a classroom observation. The observation will be added to the final report.

Calculate Age Activity (50 points)

This activity is an introduction into how to calculate age for a standardized test. Read through the PowerPoint. Then complete and submit the activity.

Adaptive Behavior Assessment Administration (20 points)*:**

The purpose of the assignment is to become familiar with formal adaptive behavior assessments,

- Rate the student's adaptive skills using the questionnaire
- Score the test providing scaled scores (ScS) and Standard Scores (SS)
- Scan the Score Summary Page
- Upload for submission in Blackboard

ABAS-III teacher protocols are available at the University's Bookstore. The manual will be available at University for scoring but may not be checked out. If it is difficult to reach the campus, contact your instructor as soon as possible. Rate and score your subject using the manual. The Vineland (if available and allowed for your use by your district) may be used in place of ABAS III. The adaptive behavior assessment will be included in your final report known as "Screening Assessment Part two". Scan the ABAS or Vineland Score Summary Sheet which includes the Composites (GAC, Conceptual, Practical, Social). The student's name should be redacted (inked out) from the scanned protocol.

***This portion of the course may be adapted to only create raw scores. Consult Blackboard submission guidelines for this assignment

Adaptive Behavior Case Study (10 points):

The purpose of this assignment is to review and interpret a-typical performance in adaptive behavior. Review the Adaptive Behavior ABAS sample reports Power Point for reference in Module 6. Two Case studies will be presented. In each case, find the cognitive and adaptive scores. Provide a rationale as to why the case study would or would not meet the state definition for intellectual disability (ID). This will be a discussion board activity.

Achievement Assessment (Part One) Testing: The purpose of the assignment is to administer a formal achievement test for the completion an academic screening report. Choose a test within the "Test Options" explained in Blackboard.

1A. Testing

- Review manual and testing procedures of chosen test
- Review Rubric for conducting an assessment
- Review reference materials (e.g. power point, videos) if applicable to chosen test
- Administer test
- Record the first three subtests of your chosen test for submission

When recording please do the following:

- Pan the area you are testing at the beginning of testing
- Give a brief description of the test you will be administering
- Make sure testing materials can be seen

- Do not record your test subject. You, as the examinee are being evaluated and recorded
- Both you and the test subject should be heard

1B. Video Submission and Self Analysis (100 points)

The purpose of this assignment is to demonstrate proper administration of a standardized test.

- Video record your administration of the achievement test as stated above
- Upload the video in an unlisted YouTube Account (explanation in Blackboard)
- Use the provided rubric (in Blackboard) to review your recorded administration.
- Complete a **1 page reflection** (see below) using the rubric as a guide for areas of growth and success
- Upload the reflection and YouTube link for submission.
- The instructor will also review your submission and provide and additional feedback.

1C. Screening Achievement Assessment (Part Two) Report Writing (200 points): The purpose of the assignment is to score a formal standardized test and write an interpretive report.

- **Score subtests and determine standard scores for subtests and composites**
- **Write testing observations of the student tested**
- **Add academic observation previously submitted**
- **Add pertinent data gathered from parent interview and records review**

Based upon the data collected (formal testing in Part I) you will complete a report. You will be given a modified evaluation shell for completion of a screening. Guidance is highlighted in yellow within the shell to help the student examiner with content. Extraneous information should be deleted and should look like a professional report when submitted. Secondly, the first and last name of participant should be redacted from your evaluation when submitted. This can be done by highlighting the name and making it black (e.g. Name = ██████, Name=XXXXXX) Consult rubric and shell for more information.

Report Writing Review for Part Two: A 10% deduction will be made for reports that have overt spelling, grammar and written mechanics errors (e.g. using “he” for “she”). In order to accommodate concerns regarding writing, please schedule a consultation with the University Writing Lab to review your report by WEEK 14 or before. If necessary after meeting with the Lab and no later than WEEK 15, submit the reviewed report to the instructor for review. All reports must be in Final Draft for review. This will allow time for editing and feedback regarding report-writing skills. The final report is due week 16, no exceptions. If editing of your report is a concern, please budget time for these reviews.

Chapter Quizzes (10 x 25 = 250 points)

Final Exam – Consult Blackboard announcements as we get closer to the end of the semester.

Test Purchase: You are required to purchase the KTEA-3 at a reduced price from Pearson.com. It is the manual administration test kit FORM A #32400. It will be 40% off the list price. This test will serve you will throughout your career as an Educational Diagnostician. If you are unable to purchase the test, please contact your instructor and arrangements can be made.

ISBN/Product Number	Description	List Price
32400	KTEA-3 Form A Kit	\$475.00

Test Check Out on Campus: Tests must be signed out with the Education Office. Protocols will also be available to students for purchase at the desk. Students will have 3 days per check out for each assessment battery. Multiple assessment batteries may not be checked out at one time. Tests may be checked out multiple times but not in succession (e.g. 3 days and keep, sign out for another 3 days). A 3 day wait time must occur between any returned test. The university has a limited number of tests that are used for multiple classes. It is highly recommended that students check out tests as early as possible. Any test may be reviewed at the testing materials area at the University without check out. In those instances, the tests must remain in the Department of Education Testing Area. Should your test not be available, you may substitute your test battery for another. Late work is not accepted due to inability of securing testing materials.

It is critical that the student understand the responsibility that comes with checking out each kit. Students will replace kits, at current expense, if they are lost, stolen, or damaged. Many students opt to borrow their district's testing materials. The use of a district's kits and materials is an agreement solely between the student and the district. Sul Ross State University assumes no responsibility in the agreement. There may be a minimal fee associated with the use of the consumable items associated with administering and interpreting assessments. Fees will be discussed at the time of checkout. All materials must be returned to Sul Ross State University before any grade will be given to the student.

Grading rubrics

Rubrics are created for all assignments and can be found under the "My Grades" tab of the Blackboard Course. It is recommended that you review the rubrics before beginning any assignments to understand expectations.

Discussion Board Rubric (10 points)

- Student presented pertinent/meaningful ideas for discussion
- Student responded meaningfully to classmates; presented a different perspective or added to classmates original concept
- Student demonstrates understanding of material; material is re-stated in students own words rather than directly from text
- Student demonstrates past experience or projects future experience with material; student has identified ways material could improve or impact current or future work environment
- APA citation used

Notice of Proposal to Evaluate Rubric (25 points)

- Each area is addressed and checked (e.g. communication, health, motor)
- Formal adaptive behavior is checked
- Academic Assessment is checked
- All other areas will rely on parent and teacher information
- Signature is completed
- Date of completion is within state timeline requirements

Observation Rubric (22 points) Rubric serves as guideline

Environment

- Description of the environment (type of class; student to teacher ratio; disabilities present)
- Instructional methods (whole group; small group; learning center, one-on-one; hands on; independent seatwork, other)
- Instructional materials (worksheets; manipulatives; books; AT; Board; technology; other)
- Environmental arrangement of the class
- Adaptations
- Behavior management strategies
- Questioning and response strategies

Description of Student

- Academic skills
- Communication skills
- Response to task and directions
- Motor skills
- transition
- Interactions (with peers or adults)
- Attention level
- Response to difficult tasks
- Activity level

Video Submission and Uploaded reflection

- See rubric attached to assignment

Case Study Rubric (6-7 @ 35 points each)

- Student summarized and reason for referral given
- Identified disability concern and rationale (one of 13 disabilities)
- Cite Region 18 framework for criteria for eligibility
- Exclusionary factors to consider
- Cognitive battery will not be used for purposes of this class
- Identified formal achievement battery
Identify the ages that the test is normed for
Identify the year that the test is published
Identify the subtest numbers, names and description of subtest used in the battery
- Identified informal assessment
Identify name and description of any informal assessment
- Identified use of formal or informal adaptive battery
If formal measure is used state which one, ages of norming and year
- Additional information to consider for testing
- Additional considerations that may be missing in referral if applicable
- Consideration of age, ability and demographics in selection of testing material

Achievement Screening Report (1 @ 200 points)

- Shell will be used as a guide. An FIE checklist will be provided in blackboard.
- Report will be deducted 10% for writing errors (grammar, spelling, etc.)

Grading

Grading criteria are:

A	90.0 to 100%	C	70.0 to 79.9%
B	80.0 to 89.9%	D	60.0 to 69.9%

Course Schedule

		DUE DATES All module assignments are due on Sunday at Midnight. Please budget time to accommodate for University Holidays ofr shorter instructional weeks
WEEK ONE Introduction to the Behavioral, Social, and Clinical Assessment of Children	<p>Required Readings: Chapter 1: Introduction of the Behavioral, Social and Clinical Assessment of Children Power Point Educational Diagnostician : Region 18 procedural safeguards & Guide to the ARD process Video: Request for Testing Timeline PDF PWN</p> <p>Required Activities: Write up Notice and Consent for Evaluation KTEA 3 should be ordered Discussion Board: Introduce yourself Quiz Chapter 1 Review syllabus Review documents under student assessment submission</p> <p>Blackboard Collaborate Meeting 8/26 @ 7pm</p>	8/30 Blackboard collaborate meeting 8/26 @ 7pm
WEEK TWO Statistics and Psychometrics	<p>Required Readings: Chapter 1: Introduction of the Behavioral, Social and Clinical Assessment of Children Power Point Educational Diagnostician : Region 18 procedural safeguards & Guide to the ARD process Video: Request for Testing Timeline PDF PWN</p> <p>Required Activities: Write up Notice and Consent for Evaluation Discussion Board: Introduce yourself Quiz Chapter 1 Review syllabus Review documents under student assessment submission</p>	9/8
WEEK THREE Conducting the Assessment	<p>Required Readings: Chapter 3 Conducting an Assessment</p> <p>Required Activities: Quiz Chapter 3 Case Study Assessment Plan Partnering with Parents Module Upload Notice and consent due</p>	9/13
WEEK Four General Interviewing Techniques	<p>Required Readings: Chapter 5</p>	9/20

	<p>Appendix A. Questionnaires Appendix B. Semi-structured Interviews Video talking with parents about testing Required Activities:</p> <p>Parent Interview for Student Subject should take place Case Study Assessment Plan Calculate Age Activity</p>	
WEEK Five Observational Methods	<p>Required Readings: Chapter 8 Chapter 9 Appendix C. Observation Forms Appendix D. Self-Monitoring Forms Appendix E. DSM-5 Disorders That May Be Evident in Childhood and Early Adulthood Supplemental Observation Form Required Activities: Observation of Your Student should be Occurring Journal Case Study Assessment Plan Practice Administration of the KTEA-3</p>	9/27
WEEK SIX Visual Motor Assessment Adaptive Behavior	<p>Required Readings: Chapter 11& 12 Assigned provided readings Fine Motor Power point Folder ABAS Folder with ABAS3 video Required Activities: Review any school records available for your final report journal Quiz 11 &12 Observation Due Review Sample Reports</p>	10/7
WEEK SEVEN Adaptive Behavior Intellectual Disability	<p>Required Readings: Chapter 18 ID legal framework definition Required Activities: Begin Rating student for ABAS SCORING Assignment Quiz: Chapter 18 Discussion Board ABAS Case study for ID</p>	10/11
WEEK EIGHT SLD	<p>Required Readings: Chapter 16 & 17 Resource: Appendix H. Specific Learning Disabilities Required Activities: Quiz 16 and 17 TESTING should be starting Midterm</p>	10/18
WEEK NINE ASD IHPT	<p>Required Reading: Chapter 22 and Chapter 13 Appendix K. Instructional and Behavioral Support Strategies for Parents and Teachers Required Activities: Journal Case Study Assessment Plan Test your student Quiz Chapter 22 and 13 Discussion Board: Addressing the AU Supplement</p>	Due 3/15 Case Study Quiz Chapter 22 DB: Autism Supplement
WEEK TEN	Required Reading:	10/25

<p>ADHD/OHI/Executive Processing</p>	<p>Chapter 15</p> <p>Appendix M. Executive Functions</p> <p>Appendix F. Functional Behavioral Assessment</p> <p>Appendix G. Attention Deficit/Hyperactivity Disorder</p> <p>Resource checklist executive functioning</p> <p>Required Activities</p> <p>Case Study Assessment Plan</p> <p>journal</p> <p>Test your student</p> <p>Quiz Chapter 15</p>	
<p>WEEK ELEVEN Report Writing</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> • Chapter 25 <p>Required Activities:</p> <ul style="list-style-type: none"> • Achievement Testing Score video due with self analysis reflection • Quiz Chapter 25 • Score assessment 	<p>11/8</p>
<p>WEEK TWELVE Culturally and Linguistically Diverse Students</p> <p>ADD CHILDFIND</p>	<p>Required Readings: Chapters 20 & 21 Child Find Video Disproportionate Representation Video</p> <p>Required Activities: Discussion Board journal Continue with report writing Case Study Assessment Plan - Prior Written Notice for Notice of Refusal Quiz Chapter 4</p>	<p>11/15</p>
<p>WEEK THIRTEEN TBI identification and assessment</p>	<p>Required Readings: Chapter 24 Chapter 23 Legally Defensible Report Writing Video</p> <p>Required Activities Report Writing journal Suicide Module for TEA Quiz 24 and 23</p> <ul style="list-style-type: none"> • Schedule time with University Lab to review writing if necessary 	<p>11/22</p>
<p>WEEK FOURTEEN</p>	<p>Report Writing</p>	<p>*</p>
<p>WEEK FIFTEEN Sensory Impairments and testing</p>	<p>Required Readings: Chapters 20 & 21</p> <p>Required Activities: Discussion Board Continue with report writing</p>	<p>11/29</p>
<p>WEEK SIXTEEN</p>	<p>Required Activities</p> <ul style="list-style-type: none"> • Achievement Report Due • Final 	<p>12/4</p>