

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
Graduate School of Applied and Professional Psychology

Foundations of Learning Disabilities, Course Number 826:557
Mondays, 9:00 a.m. -11:45 a.m.- Section 01 (Room A341)
Mondays, 1:45 p.m.- 4:30 p.m.- Section 02 (Room A340)
Fall 2021

INSTRUCTOR:

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TEACHING ASSISTANTS:

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TESTING LIBRARY:

Email: classkits@gsapp.rutgers.edu
Please be aware of Testing Library hours to ensure timely attainment of appropriate test kits.

COURSE DESCRIPTION:

In keeping with a practitioner-scholar model, this course will provide students with a strong foundation in learning disability research and best practices in administering learning assessments. Legal and ethical issues will be discussed to provide students with an understanding of federal law, NJ administrative code

6A:14) and professional standards related to psychoeducational assessment.

Students will be provided with experiences in administering and interpreting standardized academic tests, integrating this data within a comprehensive assessment battery, and communicating assessment results and recommendations. An overview of evidence-based interventions for specific learning disabilities will be reviewed as it relates to report recommendations.

Please monitor GSAPP's communication related to ongoing management of COVID-19 protocols.

COURSE OBJECTIVES:

1. Identify and explain the assessment processes and procedures used for children and adolescents consistent with ethical and professional standards. [SP-PWC Elements 6.1, 6.4, 6.5]

2. Discuss and analyze the socio-political historical background underlying the definition of SLD and methods of identification to prepare students for assessing children and adolescents with suspected disabilities across diverse settings. [SP-PWC Elements 3.4, 6.2]
3. Assess children and adolescents from a diverse set of backgrounds by considering cultural and linguistic demands of tests, individual acculturation level and language proficiency, and other environmental considerations known to impact assessment. [SP-PWC Elements 3.1, 2.2; DSK Affective Aspects of Behavior]
4. Discuss and analyze early human development and the underlying biological bases and cognitive components of specific academic skills. [DSK Biological, Cognitive, and Developmental Aspects of Behavior].
5. Administer and score of the Woodcock Johnson Tests of Achievement (WJ-IV-ACH) and the Beery- Buktenica Test of Visual Motor Integration (VMI-6).
6. Prepare for and self-monitor obtaining competency to administer and score other achievement testing measures.
7. Demonstrate interpretation of a set of test scores to identify students' abilities relative to other persons, as well as to identify meaningful strengths, weaknesses, and discrepancies within a student's ability and/or achievement profile. [SP-PWC Elements 6.3, 7.3]
8. Write and present psycho-educational reports that can be easily understood by parents, teachers and other stakeholders while maintaining ethical and professional standards. [SP-PWC Elements 2.1, 2.3, 5.2]
9. Provide evidence-based recommendations based upon the results of comprehensive psycho- educational evaluations that are ecologically valid. [SP-PWC Elements 4.1, 5.1, 9.2]

PROFESSION- WIDE COMPETENCIES & DISCIPLINE- SPECIFIC KNOWLEDGE

Discipline- Specific Knowledge (DSK):

- *Affective Aspects of Behavior*, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- *Biological Aspects of Behavior*, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- *Cognitive Aspects of Behavior*, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- *Developmental Aspects of Behavior*, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy,

childhood, adolescence, adulthood, or late life) is not sufficient.

School Psychology Profession-Wide Competency (SP-PWC) Elements:

- 2.1 Demonstrates knowledge of and adherence to APA Ethical Principles, Code of Conduct, and relevant laws, professional standards, and guidelines governing psychological practice.
- 2.2 Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.
- 2.3 Conducts self in an ethical manner across professional activities.
- 3.1 Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
- 3.4 Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews are different from or similar to their own.
- 4.1 Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- 5.1 Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.
- 5.2 Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.
- 6.1 Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.
- 6.2 Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.
- 6.3 Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.
- 6.4 Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.
- 6.5 Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.
- 7.3 Applies relevant literature and empirically-based principles to clinical decision making.

- 9.2 Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.

COURSE POLICIES

Foundations of Learning Disabilities is a core doctoral course required for school psychology graduate students in the Psy.D. School Psychology Program. Students not admitted to the School Psychology Program must secure approval from the instructor prior to registering for this course.

Successful completion of Individual Cognitive Assessment 633 or an equivalent course with faculty approval must occur before enrolling in this course. Thus, students are assumed to be competent in administration, scoring, and interpretation of the well-known standardized cognitive assessment instruments (e.g., WJ-IV COG, WISC-V).

Attendance:

Each student is required to attend all classes. If you are unable to attend a class due to extraordinary circumstances (e.g., hospitalization, family emergency) or religious observance, please inform me in writing as soon as possible. **It is your responsibility to obtain any missed notes and handouts from your peers, so please make arrangements with them in advance.**

Due to the ongoing monitoring of Covid 19 guidelines, we will continue to follow what is set forth by GSAPP/Rutgers University. If there is an identified need to have some portion of this course to be virtual and you have concerns about your ability to access and participate online please contact me to discuss.

***Safety-** Due to current University safety protocols, all students must wear a mask when on campus. If anyone is not able to wear a mask, you will be asked to participate virtually. If you are experiencing symptoms related to COVID-19 or think you may have been exposed to someone experiencing symptoms, please *do not* feel compelled to come to campus. Refer to University guidelines to determine any next steps that may be required. Before on-campus activities or instruction, we will first review procedures to maintain proper social distancing. There will be no eating or drinking in the classroom. I will be including breaks so that you may snack or get a drink outside of the classroom space.

Assignments

Students are required to complete all assignments by the due dates specified in the course schedule. Difficulties in meeting these dates need to be addressed before the due date.

Confidentiality & Virtual

Norms:

Case material, to the extent that it involves actual people and their families, is kept strictly confidential. **Test data must be de-identified and pseudonyms will be used when discussing cases.** There may be a time when a de-identified case or practicum experience sounds familiar to you, such that you may have an outside personal connection to the client, family, or staff involved. It is essential that any suspected or known dual relationships be disclosed immediately, which may look like one of us interrupting a presentation to prevent the speaker from continuing with details about the case.

Class Environment:

I am committed to creating a welcoming class environment so that we can participate without fear of harassment or discrimination based on our race, ethnicity, gender expression, sexual orientation, ability status or any other part of our identities. The diversity that we bring to this class is our resource, strength and benefit. I am committed to sharing scholarship and addressing topics that ensure diverse voices are engaged and represented across issues in our field.

Please review the [School Psychology Unified Anti-Racism Statement and Call to Action](#), which is a reaffirmation of “our commitment to ensure current and future school psychologists are empowered to be anti-racist agents of change.”

If you ever feel there are any barriers to your inclusion in this class or related experiences, please contact me. If you are not comfortable contacting me directly, I encourage you to consult with a trusted GSAPP student or staff member.

University Statement on Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations for this course, a student with a disability must contact the appropriate disability services office at the campus of enrollment, participate in an intake interview, and provide documentation. Please refer to the Office of Disability Services' (ODS) website for [documentation guidelines](#).

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [registration form](#) on the ODS website.

Statement on Academic Integrity:

Please be familiar with the University's [academic integrity policy](#), to which this class will adhere.

4. Borrowing test kits – Students will be required to borrow test kits from the testing Library (e.g., WJ-IV, WIAT-IV, VMI). Please refer to the recenuidelines” for obtaining test kits and test protocols developed by the Clinic Director at GSAPP.

CLASSROOM RULES:

This course requires students to provided clinical assessment services to children and families. Students should thrive to think, speak, and act as psychologists during class meetings and at all times in the clinic. Thus, it is imperative that class start on time, and that students listen to one another’s comments respectfully, and contribute to the classroom discussion in a professional and constructive manner. Case material, to the extent that it involves actual children and families, is kept strictly confidential. Only clients’ pseudonyms are used in class.

ACADEMIC DISHONESTY AND UNPROFESSIONAL CONDUCT:

Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. Assignments for this class must represent original, independent work of each student. In instances where references are required, all sources must be appropriately cited. Submission of work previously or simultaneously submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may result in failure of an assignment, failure of the entire course, and/or disciplinary action including dismissal from the program.

DISABILITY STATEMENT:

If you need accommodations due to a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or during office hours. To request academic accommodations, students must first submit documentation to the Office of Disability Services for Students. Reasonable accommodations will be developed in cooperation with students and instructors. These accommodations must be consistent with course requirements.

EVALUATION AND COURSE REQUIREMENTS:

Students will be evaluated on the following assignments:

1. School-Based Interview and Critique (25 points)

Students will interview their school-based supervisor (School Psychologist) and Learning Disability Consultant (LDC) regarding: (a) their overall assessment approach/philosophy and the specific procedures/ process/steps that the school psychologist and LDC use to determine if a child has an SLD, and (b) specific measures and data he/she routinely uses to conduct an SLD evaluation. Students are also required to interview 2 teachers (general education or special education) to examine how they conduct progress-monitoring activities regarding their students’ reading or writing skills (types of assessment tools, types of reading or writing skills, frequency of assessments; goals of assessments etc.). In addition to describing the behaviors and approaches of these school professionals, you must provide a critique (i.e., your own thoughts/interpretation/

analysis) of the reported approaches and procedures [**10 double-spaced pages, 12-point font, 1-inch margins**]. Specific details about this assignment will be uploaded to the Sakai website.

2. Discussion/analysis of test cases (75 points)

Students are expected to contribute to class discussions about case studies. These activities are designed to develop conceptual understanding and to enhance applied skills necessary for effectively assessing and planning for children with learning or developmental problems. Because practicing school psychologists are expected to analyze materials, make judgments, and communicate in the midst of group settings, it is essential that doctoral students participate fully during class. Participation in the case discussions is defined as critical thinking and recommendations about cases, rather than solely asking questions. Students are evaluated on their ability to respond to these activities. For the Sakai assignments, students will be evaluated on a pass/fail basis relative to the comprehensiveness of their responses and evidence of critical thinking.

3. Achievement Testing Competency (25 points each protocol, 50 points competency exam)

All students will be required to gain familiarity with administering, scoring, and interpreting the Woodcock-Johnson IV Tests of Achievement.

For the WJ-IV ACH, each student will administer and score the entire battery (i.e., standard and extended battery) two times with non-referred subjects (friends, family members, **NO CLASSMATES or GSAPP STUDENTS**). Students must carefully review all manuals and extensively practice the batteries outside of class before administrations.

After each administration, students will complete the accompanying administration checklist (from Riverside Publications) and enter data into the WJ-IV Compuscore and Profiles Program and Report Writer. Both grade and age level scoring should be printed and compared. The two printouts must be submitted to the assigned TA with each completely administered and scored WJ-IV ACH protocol prior to the specified due date.

Students must obtain 95% accuracy on the administration and scoring on both WJ-IV ACH protocols. Once 95% accuracy is obtained, a mock administration and score protocol on the WJ-IV ACH standard battery only will be scheduled with the assigned TA. You will be told the age and grade of the mock case before the evaluation. Again, **students must obtain 95% accuracy** on the administration and scoring on the mock WJ-IV ACH with the TA. If students fail the mock administration, they will be given another opportunity for a second mock administration. ******IMPORTANT:** Students must administer and score the WJ-IV ACH and obtain 95% accuracy on the mock administration and scoring before starting their required “real” psycho-educational evaluation.

4. Achievement Testing Reports (25 points each)

All students will be required to submit two achievement test reports, one on the WJ-IV, and one on the WIAT-III. Specific details about this assignment will be posted on the Sakai website.

5. Group Test review and presentations (25 points presentation; 50 points paper) Students will work collaboratively with a small group of their classmates (2-3 students per team) to review a standardized test. Each team will thoroughly review, analyze, and critique a standardized test across all aspects of psychometrics, construct relevance, administration process, and usefulness for

informing LD decision making and planning. The team will need to write a concise and clear review of the test (**no more than 6 pages double spaced, 12 point font, with 1 inch margins**) and then conduct a presentation that summarizes their findings and illustrates how to administer the test. Examples of tests that can be reviewed include the *Wechsler Individual Achievement Test - Third Edition (WIAT-III)*, *Process Assessment of the Learner-Second Edition: Diagnostics for Reading and Writing (PAL-2 Reading and Writing)*, *Test of Early Reading Ability – Third Edition (TERA-3)*, *Test of Early Mathematics Ability – Third Edition (TEMA-3)*, *KeyMath-3 Diagnostic Assessment (KeyMath-3)*, *NEPSY – Second Edition (NEPSY-II)*, *Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2)*, *Delis Kaplan Executive Function System (DKEFS)*, and the *Wechsler Memory Scale – Fourth Edition (WMS-IV)*. Specific details about this assignment will be uploaded to the Sakai website.

6. Psycho-educational report AND presentation (125 points paper, 50 points presentation)

Students will complete one psycho-educational evaluation/report under supervision of their school-based practicum. Students are responsible for securing a case through their practicum school site. In the highly unlikely event that students are not able to obtain a satisfactory case, students must approach the course instructor by early February (at the latest) to discuss the matter. However, students are ultimately responsible for securing appropriate cases. Specific details about this assignment will be uploaded to the Sakai website.

Students will present, in class, the detailed findings of their psycho-educational evaluations. Students should expect to present their testing cases for 25 minutes and then allow for 10 minutes of group discussion and questions. Student presentations must follow the SLD frameworks taught in class and critically discuss their decision making of SLD inclusion and exclusion criteria. Copies of ALL test results (in table format) must be distributed to the class with de-identifying information. Specific details about this assignment will be uploaded to the Sakai website

EVALUATION & COURSE REQUIREMENTS

Required Materials:

- Test kits and protocols from the testing library
- Pen and Calculator
- Stopwatch measuring to the 100th of a second (silent)
- Clipboard to attach protocols during test administration
- Device for auditory portions of tests
- Textbook listed under “Course Readings”

Grading Criteria:

Assignment Point Value

Participation/Attendance: 100

Dummy Protocols: 100

Competency Exam: 100

Report: 100

Presentation: 100

Total Points: 500

A = 450-500

B+ = 435-449

B = 400-434

C = 350-399

F = 0-349

ASSIGNMENTS

1. Class Participation & Attendance

Class will include opportunities to discuss cases, look at data and work through results, interpretation and recommendations.

2. Protocols – **Further details will be provided in class based on student access to materials, submitting assignments, and volunteer test subjects.*

All students will be required to become proficient in administering, scoring, and interpreting the *Woodcock-Johnson IV Tests of Achievement* (WJ-IV ACH), as well as other related measures for conducting a comprehensive child evaluation (Beery Buktenica VMI- 6).

The criteria for a proficient grade will be discussed in class and presented to students in writing. Students who do not achieve a proficient grade will have to meet with the course instructor to discuss the need for remediation or re-administrations.

A **WJ-IV dummy protocol** will be provided for students to review, correct and complete (as indicated by protocol). Instructions to be discussed and provided in class.

For the **WJ-IV ACH**, students will administer and score the standard and extended battery to a volunteer examinee. Students must carefully review all manuals and extensively practice the batteries outside of class before administrations. When turning in protocols to TA's, include a completed consent form, WJScore.com raw data and score report.

Students must obtain a “proficient” grade on the administration and scoring of the WJ-IV ACH protocol before taking the competency exam.

For the **VMI-6**, students will administer and score the assessment manually in class.

3. Competency Exam

A WJ-IV ACH competency exam will consist of individually-scheduled mock administration of selected subtests. Instructor and TA's will conduct the mock administrations. Rubrics will be provided prior to the examination. TA's will provide the age and grade of the mock case the evening prior to each scheduled exam. Competency is required as part of successful completion of this course.

4. **Report Critiques** – Students will critique a de-identified, electronic copy of a psychoeducational report from their school-based practicum sites. If supervisors do not conduct learning evaluations, students can critique separate evaluations from the same case. Students will complete assignments using tracked changes to show revisions and commentary.
5. **Psychoeducational Report/Presentation-** **Sample data and supporting materials will be provided in class.*

As a capstone assignment, students will complete and present one psychoeducational report. Based on course discussion and assessment best practices, students are tasked with creating their “ideal report template” that re-envision the traditional report style used in schools.

During presentations, students will discuss how they interpreted the client data and designed their report. The class will provide feedback with strengths and areas for further revision.

COURSE READINGS

Required Textbook:

Alfonso, V. & Flanagan, D. (2018). *Essentials of specific learning disability identification*. Hoboken, NJ: John Wiley & Sons, Inc.

Additional Readings (posted on course website):

Flanagan, D. & McDonough, E. (2018). *Contemporary intellectual assessment : theories, tests, and issues*. New York: The Guilford Press.

Hallahan, D. P., Mercer, C. D., & Educational Resources Information Center (U.S.). (2001). *Learning disabilities: Historical perspectives : executive summary*. [Washington, DC]: U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center.

Mather, N. & Wendling, B.J. (2018) Linking cognitive abilities to academic interventions for students with specific learning disabilities. In D.P. Flanagan & E.M. McDonough (Eds.), *Contemporary Intellectual Assessment: theories, tests, and issues*. (pp. 1567- 1636). New York: The Guilford Press.

McDonough, E.M., Flanagan, D.P., Sy, M.C., & Alfonso, V. C. (2018) Linking cognitive abilities to academic interventions for students with specific learning disabilities. In D.P. Flanagan & E.M. McDonough (Eds.), *Contemporary Intellectual Assessment: theories, tests, and issues*. (pp. 2007- 2054). New York: The Guilford Press.

McGrew, K. S., LaForte, E. M., & Schrank, F. A. (2014). *Examiner's Manual. Woodcock Johnson IV*. Rolling Meadows, IL: Riverside.

Supplementary Readings Relevant to this Course:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 1-55798-790-4.

Breaux, K.C. & Lichtenberger, E.O. (2016). *Essentials of KTEA-3 and WIAT-III Assessment*. New York: Wiley & Sons.

Flanagan, D. P., Alfonso, V. C. & Ortiz, S. O. (2013). *Essentials of Cross Battery Assessment*. New York: Wiley & Sons.

Mather, N. & Wendling, B.J (2015). *Essentials of WJ IV Tests of Achievement*. New York: Wiley & Sons.

Schneider, W., Lichtenberger, E., Mather, N. & Nadeen, L. (2018). *Essentials of assessment report writing*. Hoboken, NJ: Wiley.

Swanson, H.L., Harris, K.R., & Graham, S. (Eds.) (2014). *Handbook of learning disabilities, second edition*. New York: The Guilford Press.

COURSE SCHEDULE:

Date	Topic	Readings	Assignments
9/13 Week 1	INTRODUCTION <ul style="list-style-type: none"> ● Syllabus Review/ Course procedures ● Overview of the LD field ● Definition of LD, Federal Law (IDEA) & DSM-V 	<u>Online</u> - Hallahan & Mercer (2001) <i>Learning Disabilities: Historical Perspectives</i> <u>Textbook</u> Ch. 1, <i>Overview of SLD</i>	
9/20 Week 2	DEFINING LEARNING DISABILITIES <ul style="list-style-type: none"> ● Federal, state + clinical definition ● Regulations in identifying LD ● Intro to methods of identification: RTI, Discrepancy, PSW CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS	<u>Online</u> - N.J.A.C. 6A:14: 3.3, 3.4 <u>Textbook</u> - Ch. 8, <i>Using RTI to Identify SLD</i> - Ch. 12, <i>PSW Made Easy</i> - <i>rtinetwork.org SLD Identification Toolkit</i> <i>Additional Readings TBD</i>	-State definitions of LD

9/27 Week 3	WJ IV ACH - SLD IN READING <ul style="list-style-type: none"> Understanding SLD in Reading Linking CHC Theory & Reading WJ-IV ACH 	WJ-IV manual/test kits (all administration and scoring procedures should be read prior to class) Textbook - Ch. 2- <i>SLD in Reading</i> - Ch. 12- <i>Differential Diagnosis</i> Supplementary Resource Proctor, Mather, & Stephens WJ IV ACH Assessment Bulletin #6	
10/4 Week 4	SLD IN WRITING & LANGUAGE DOMAINS <ul style="list-style-type: none"> Understanding SLD in Writing & Language Domains SLD IN MATH <ul style="list-style-type: none"> Understanding SLD in Math Linking CHC Theory & Math Student Practice of WJ-IV ACH	-WJ-IV manual/test kits (all administration and scoring procedures should be read prior to class) Textbook - Ch. 4- <i>SLD in Writing</i> - Ch. 5- <i>SLD in Oral Expression + Listening Comprehension</i> Textbook - Ch. 3- <i>SLD in Math</i>	
10/11 Week 5	INTRO to WIAT IV	-WIAT-IV manual/test kits (all administration and scoring procedures should be read prior to class)	WJ-IV ACH Dummy Protocol due
10/18 Week 6	ACHIEVEMENT TESTING & WJ-IV ACH ADMINISTRATION	WJ-IV Kits/Manuals	
10/25 Week 7	WJ-IV ACH INTERPRETATION: Understanding the constructs & scores Writing Summary Results	WJ-IV Kits/Manuals	WJ-IV Protocol on Practice Administration
11/1 Week 8	REPORT WRITING WORKSHOP: <ul style="list-style-type: none"> Report critique discussions Summarizing Scores Designing a report shell 	Online Report Samples/ Summary and Results Section/Comprehensive Report	
11/8	SPRING BREAK – NO CLASS		
11/15 Week 9	RECOMMENDATIONS & IEPS: <ul style="list-style-type: none"> What’s in an IEP? Acceptable & valuable recommendations Where to find interventions Presenting at IEP meetings 	Online - N.J.A.C. 6A:14: 3.5 Location, referral and ID 3.7 Individualized education program	

11/22 Week 10	WJ REVIEW, VMI & OTHER ASSESSMENTS: <ul style="list-style-type: none"> ● Review for WJ-IV Competency Exam ● VMI-6 Administration ● Other assessments 	VMI Manual/Kit	
11/29 Week 11	<i>WJ-IV COMPETENCY EXAMS SCHEDULED BY ARRANGEMENT</i>		
12/6 Week 12	CASE SAMPLES & FUTURE of LD Assessment		Report Due
12/13 Week13	Student Case Presentations		
12/20 Week 14 LAST DAY	Student Cast Presentations		
12/21 & 12/22	Make-Up Day if needed		

RESOURCES

<http://www.iapsych.com/IAPWEB/iapweb.html>

Institute for Applied Psychometrics

<http://www.interventioncentral.org/>

Jim Wright's Intervention Central

<http://www.nichd.nih.gov/Pages/index.aspx>

National Institute of Child Health and Human Development

<http://ebi.missouri.edu/>

Evidence Based Intervention Network

<http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>

Report of the National Reading Panel