RIVIER UNIVERSITY

**DIVISION OF EDUCATION**

# **SPECIALIST IN THE ASSESSMENT OF INTELLECTUAL FUNCTIONING PROGRAM**

AND

**ASSOCIATION OF SPECIALISTS IN ASSESSMENT OF**

**INTELLECTUAL FUNCTIONING (ASAIF)**

[**http://www.asaif.net**](http://www.asaif.net)

**Comments on Reports 6/8/14 # 250**

**Currently Scheduled ASAIF Conference**

Please register (<http://www.asaif.net/> or <http://www.asaif.net/workshops.htm>) by June 15 with just a $25 deposit to attend **Dr. Jerome Sattler's Manchester NH workshop** **on** **Oct. 17, 2014:**

**Recent Developments in Behavioral, Social, and Clinical Assessment of Children**

**AND**

receive a copy of his latest, 2014 textbook: ***Foundations of Behavioral, Social, and Clinical Assessment of Children (Sixth Edition).***

**BOTH for only $150 ($175 for nonmembers) - with a deposit of $25 by June 15 (remainder due October 10).  If you do not register by June 15, 2014, the price will be 175.00 for members and $200.00 for non-members.  A $25.00 initial payment will lock in the lower, early-registration price if you register on or before June 15, 2014. If we do not get sufficient registrations by June 15, we will have to cancel.**

**Date**:  Friday, October 17, 2014 **Time**:  9:00 a.m. - 3:30 p.m. **Registration**:  8:30 a.m.

**Location**:  Nackey S. Loeb School of Communications, 749 East Industrial Park Drive, Manchester NH 03109 <http://www.loebschool.org/>

*Each attendee will receive a copy of the 6th edition of Dr. Sattler's latest book:****Foundations of Behavioral, Social, and Clinical Assessment of Children (Sixth Edition)****(retail cost:  $125).   Cost also includes all-day beverages and a box lunch.*

Certificates will be given for **6 clock hours or 6 NASP-approved CPD credits.**

**To register and for more information**: <http://www.asaif.net/workshops.htm>   [Scroll down to click on the Sattler registration form.]

**Questions**:  [suemorbey@gmail.com](mailto:suemorbey@gmail.com)

For food allergies or food requirements, please contact [gingermentel@gmail.com](mailto:gingermentel@gmail.com).

**Notes**

The **Association of Specialists in Assessment of Intellectual Functioning (ASAIF)** sponsors educational activities supporting the assessment of intellectual functioning, including this newsletter, co-sponsored by the Specialist in Assessment of Intellectual Functioning program at Rivier University,[[1]](#footnote-1) evening dinner-and-training events called "Shorties," and workshops. **ASAIF is now authorized by NASP to provide CPD credits.** We also provide clock and sun dial hours.

**If you have topics on which you would like ASAIF to do a workshop or Shorty, please tell me at** [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com)**. We have worked with school districts to co-sponsor workshops in the districts. We are happy to travel outside New Hampshire if someone wants to pay the speaker's travel expenses. We have traditionally offered Shorties on Friday evenings. If there is any chance that you might attend a Shorty some time, please let me know what evening(s) you prefer and what topics would capture your interest.**

If you are reading a bootleg version of **this newsletter** and wish to receive your own free copies of this newsletter, email me at [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com). Back issues of this newsletter are archived at <http://www.asaif.net> under "Reports." The ASAIF Website <http://www.asaif.net> also includes opinion columns, such as "Have a WRAT for Lunch."

**CONTENT**

**Correction**: When I wrote in issue #249 that "extreme RtI-only advocates denounce comprehensive individual assessments," I should have written that "extreme RtI-only advocates denounce individual, norm-referenced comprehensive assessments of cognitive abilities, academic achievement, and basic processes." (I made the correction in some copies of #249.) Also the 2006 Regulations for IDEA 2004 are very clear that all evaluations must be "comprehensive."

RTI is only one component of the process to identify children in need of special education and related services. Determining why a child has not responded to research-based interventions requires a comprehensive evaluation. (p. 46647)

An RTI process does not replace the need for a comprehensive evaluation. A public agency must use a variety of data gathering tools and strategies even if an RTI process is used. The results of an RTI process may be one component of the information reviewed as part of the evaluation procedures required under §§ 300.304 and 300.305. As required in § 300.304(b), consistent with section 614(b)(2) of the Act, an evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion for determining eligibility for special education and related services. (p. 46648)

**§ 300.304(c)(6)** In evaluating each child with a disability under §§ 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child’s special education and related

services needs, whether or not commonly linked to the disability category in which the child has been classified.

**(7)** Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

"Comprehensive" clearly was the wrong word in my comment. Also, I should have emphasized the distinction between *extreme RtI advocates* and *extreme RtI-****only*** *advocates.* The former simply join me in extreme advocacy (albeit for a different position). The latter ignore IDEA regulations and common sense. It really is reasonable at least to find out if the child is deaf or blind, how many grades the child has repeated, what instructional methods have already been tried, how those methods worked out, and other tidbits of background information.

"The **National Dissemination Center for Children with Disabilities (NICHCY)** has provided information and resources to the nation on disabilities in children and youth for many decades. On September 30, 2013, however, our funding from the Office of Special Education Programs at the U.S. Department of Education ended.  This rich website and all its free resources **will remain available until September 30, 2014**. We encourage you to explore our website and collect any resources that may assist you in serving children and youth with disabilities."  Go to <http://nichcy.org/> and start stockpiling their materials! You will be too busy in September. Guy McBride is collecting some of the material at his, Ron Dumont's and my <http://www.myschoolpsychology.com>, but you will want to select and save information of special interest to you. Do it now!

**How Soon Must we Purchase New Editions of Tests?** This question, which was recently posed to me, has been discussed from time to time over the years on the NASP (now School Psychology) listserv (<https://groups.yahoo.com/neo/groups/School-Psychology-Listserv/info>).  There is no legal rule, although I would not want to take a report based on an obsolete test into a hearing against an aggressive attorney and a sharp opposing expert witness. The most common recommendation is approximately one year, which is arbitrary but, in my opinion, reasonable.  Ron Dumont warns us not to be beta testers for new editions.  Let someone else find the bugs and then you can buy the second printing.   Even with excellent development efforts by the publishers, problems are likely to be found once hundreds of evaluators administer a new edition a few thousand times.  Also better interpretations can be based on published research on the new edition. I tend to wait a few months before committing to a new edition.

Occasionally, a new edition will be a step backward (*farpotchket*), "fixing" things that weren't broke. For example, in my personal opinion, the DTLA-3 was vastly inferior to the DTLA-2 and DTLA-4.

One factor is the age of the previous edition.  In the old days, when an edition was used for decades, you had a huge Flynn Effect on intelligence tests and all kinds of complicated effects on achievement tests.  Often the time lapses were so long that the state of the art of test development improved significantly between editions.  For example, when the WISC-R finally came out in 1974, users of the 1949 WISC (including me) really had to change horses.

Another factor is the question of whether the new edition solves an important problem with the old edition.  For example, the OWLS was a three-legged table with listening comprehension, oral expression, and written expression.  The OWLS-II added the missing fourth leg: reading comprehension.  That was sufficient improvement to motivate a quicker switch (after waiting briefly for others to beta test the new edition and scream about any problems).

So: I would say that more or less one year or one school-district budget cycle with certain exceptions is a good and common rule of thumb, but not obligatory.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flynn, J. R. (1984). The mean IQ of Americans: Massive gains 1932 to 1978. *Psychological Bulletin, 95*, 29-51.

Flynn, J. R. (1987). Massive IQ gains in 14 nations: What IQ tests really measure. *Psychological Bulletin, 101*, 171-191.

Flynn, J. R. (1998). IQ gains over time: Toward finding the causes. In U. Neisser (Ed.), *The rising curve: Long-term gains in IQ and related measures* (pp. 25-66). Washington: American Psychological Association.

Kaufman, A. S. (2010). "In what way are apples and oranges alike?" A critique of Flynn's interpretation of the Flynn Effect. *Journal of Psychoeducational Assessment, 28*(5) 382-398 doi: 10.1177/0734282910373346

Kaufman, A. S., & Weiss, L. G. (2010). Guest Editors’ introduction to the special issue of JPA on the Flynn Effect. *Journal of Psychoeducational Assessment, 28*(5): 379-381 doi: 10.1177/0734282910373344

A faithful reader kindly sent in this **pet peeve**: **scores need to be grounded in reality**. If the student bombs Wechsler processing speed but aces WJ-III Writing Fluency and has no problems with timed paper-and-pencil work in his classes, puh-leez do not label him forever as being "a slow processor" unless you have a very good reason to think his Wechsler performance was really genuine.  Maybe he or she was nervous or totally focused on being accurate. Maybe he or she didn't give a damn about the speed factor. It distresses me greatly to see "slow processing speed" in IEPs for ten years based on one lousy composite score, unsupported with reality.

And, when using the label of "slow processor" please distinguish between auditory and visual information processing!  I wish that the Wechslers were "that good" but they just aren't.  Sometimes the student just doesn't perform well for the three minutes (for whatever reason!).   [I was talking about this with a very experienced Wilson Reading teacher a couple of weeks ago.  She told me that she has always had a difficult time with handwriting and was often relieved when professors would let her have extra time.  It really hit home with me because I've always been able to scribble furiously; if I hadn't been able to write so quickly, maybe I would have been more succinct.

At any rate - bottom line - I wish we would just remove time limits for high-stakes testing, especially for written work and excluding those situations where immediate responses are imperative (split-second decisions needing to be made, such as SAT Vocabulary answers? Really?). Well OK, I guess the speed factor might sort out the super-fast thinkers from the plodders and those who double-check before answering. Do we really need to do this to examinees?

**And another generous pet peeve submission:**

The most difficult thing I have noticed recently - after all the focus on speed of reading without regard for teaching **how** to read - is now speed of writing.  I keep getting IEP goals that require the student to "produce a written paragraph in three to five minutes."  If a student is considered "slow in processing written material" the "cure" in many IEPs is to have the student write faster.  Just as with reading, the student must first be taught how to write before we can expect (or even want) the speed of the writing to increase. I think the error is treating a measurement tool as if it were the desired behavior.  Competent readers, writers, and mathematicians tend to be fluent. Increases in fluency (speed PLUS accuracy) can indeed reflect improved skills, but teaching for greater speed rather than for greater skill is mistaking the measurement for the desired skill.

[An analogy might be using decreased pulse rate as a measure of fitness. If increased speed and endurance of running (running fluency) is my goal, a decreased resting pulse might reflect my appropriate exercise program. However, it might also reflect a heart rhythm disorder requiring implant of a pacemaker or the effects of my meditation program. I should not mistake the measurement (resting pulse) for the desired outcome (improved speed and endurance) and should focus on the necessary intervention: running.]

**STYLE**

Don’t write merely to be understood. Write so that you cannot possibly be misunderstood.

– Robert Louis Stevenson

Scientists often make the serious error of **assigning special, technical meanings to common English words**.  (They probably do so in other languages as well, but I am relentlessly monolingual, so I don't know.)  It would be much better if they coined new terms from classical Greek, Latin, Sanskrit, and other languages less often used in daily conversation, although there might still be potential confusion for persons who speak modern Greek and other languages that preserve vocabulary from their classical antecedents.)  For example, "reliability" is a common English word with several related meanings.  My *American Heritage Dictionary* (5th ed.) gives for "reliable" the meanings: "*adj.* 1. Capable of being relied on; dependable: *a reliable assistant, a reliable car.* 2. Yielding the same or compatible results in different clinical experiments or statistical trials. –re•li′a•bil**′**i•ty, re•li**′**a•ble•ness *n. –*re•li′a•bly *adv.*  Synonyms: *reliable, dependable, responsible, trustworthy, trusty.* These adjectives mean worthy of reliance or trust: *a reliable source of information; a dependable worker; a responsible babysitter; a trustworthy report; a trusty assistant.*"

There is potential confusion between the first and second meanings.  If I describe a psychological or educational test as "reliable," I mean "2. Yielding the same or compatible results in different clinical experiments or statistical trials," but native speakers of English are likely to assume I mean "*dependable, responsible, trustworthy, trusty,*" meanings closer to the technical statistical term "valid."  For example, I may say that the DAS-II is "reliable" because of high correlation coefficients for internal consistency and test-retest stability.  However, a parent might argue that the test is not *trustworthy* because it does not capture the child's motivation, imagination, effort, and sense of humor.  A professor of philosophy might argue that the DAS-II is not *dependable* because it does not directly measure Robert Sternberg's successful intelligence or several of Howard Gardner's various intelligences.

We would be talking fruitlessly at cross purposes.  Evaluators need to be certain that we are using words with the same meanings understood by our readers and listeners.

Although rapidly falling out of fashion, and condemned by some authorities, the **comma following an introductory word, phrase, or clause** can save the reader from belatedly realizing that the introduction was finished a while ago and we are now well into the body of the sentence. Then the poor reader must turn back like a tracker who has lost the trail of the Yeti and begin searching all over again for the break between introduction and main sentence. This process of retracing steps is annoying and time-consuming, which we can ill afford, given the already low level of interest of many of our report readers.

* On the FUBAR**,** Albert scored below average.
* On the FUBAR Reading Comprehension**,** Albert scored below average.
* On the FUBAR Reading Comprehension he took**,** Albert scored below average.
* On the FUBAR Reading Comprehension he took after lunch**,** Albert scored below average.
* On the FUBAR Reading Comprehension he took after lunch when he was half asleep**,** Albert scored below average.
* On the FUBAR Reading Comprehension he took after lunch when he was half asleep and**.** the cacophony of children returning to class was preventing him from hearing the directions**,** Albert scored below average.

##### CONFERENCES AND PROGRAMS[[2]](#footnote-2)

*Whenever you plan to attend any conference, please register as early as you possibly can. Organizations, including ASAIF, have had to cancel presentations because of low enrollment and then been contacted by disappointed persons who said they were waiting to see if the workshop might be cancelled before they registered. Don't create a self-fulfilling prophecy! If your request must go through your supervisor, your supervisor’s supervisor, the staff development committee, assistant principal, principal, assistant superintendent, superintendent, business manager, school board committee, full school board, and seventeen secretaries, please submit the request early! Cancellations disappoint participants and cost sponsors a lot of money for nonrefundable deposits.*

**New Hampshire Association of School Psychologists** events can be found at <http://www.nhaspweb.org/index.php?page=development>

**New Hampshire Psychological Association** events can be found at <http://www.nhpaonline.org/ce/conedu.htm>

**SERESC** events can be found at <http://www.seresc.net/calendar-of-events>

**BOOKS**

Wrightslaw has just published a new book by Melissa Farrall, Pam Wright, and Pete Wright:

Farrall, M. L., Wright, P. D., & Wright, P. W. D. (2014). *All about tests and assessments.* Hartfield, VA: Harbor House Law Press. (<http://www.wrightslaw.com/store/aat.html>)

The book is intended for parents, teachers, advocates, attorneys, and students more than for experienced evaluators, but I am finding information and ideas that are new to me. The book is organized with a question-and-answer and scenario format and includes many helpful tables, such as "Reading Tests and the Skills They Measure," "Tests that Measure Reading Skills in Nonverbal Children," "Warning Signs of Written Language Problems," and an eight-page "Table of Tests" listing the test name, author, publisher and website, age range, and type of test. Updates with new tests and editions will be published at [www.wrightslaw.com](http://www.wrightslaw.com).

**NEW HAMPSHIRE AND NEARBY JOBS[[3]](#footnote-3)**

**See also** [**http://www.edjobsnh.com/**](http://www.edjobsnh.com/) **and** [**http://www.education.nh.gov/employment/index.htm**](http://www.education.nh.gov/employment/index.htm)

Please let me know if you want me to post a job opening or your availability for a job. This is the ASAIF Stimulus Package. Thanks to Dave Smith for most of these:

**School Psychologist.** Goffstown High School is anticipating an opening for a School Psychologist for the 2014-2015 school year. To apply see [WWW.SAU19.net](http://www.sau19.net/). Deadline: 6/30/14

**School Psychologist** Elementary Schools Certified-evaluation & Intervention experience-FBA’s-writing behavior plans required-28hrs per week. More information and application can be found at the district website: [www.sau4.org/home/employmentinformation](http://www.sau4.org/home/employmentinformation). Deadline: 6/18/14

**School Psychologist**, Lebanon HS. Experience at high school level with crisis intervention, testing, IEP development and support. <https://docs.google.com/a/sau88.net/document/d/18UpjrMN-8sRxFhYLVH5B50fQlgJo7ip7ug4MgXBZkV8/edit?pli=1> Deadline: 4/2/14

Hampstead School District has an open position for a **school psychologist intern** for FY15.  The position has a stipend of $13,725.00.  Individuals who are interested can go the Hampstead School District website and apply online for Job #1359.

**Psychology Faculty Vacancy** Castleton State College seeks applications for a tenure track position in the department of psychology, beginning August 2014. Applicants must have a doctoral degree (Ph.D., Ed.D. or Psy.D., although ABD will be considered) in School Psychology from an APA or NASP approved program and NCSP status; be eligible for school psychology certification in the state of Vermont and a commitment to an integrative, scientist-practitioner approach. Experience as a school psychologist preferred. Primary responsibilities will include assisting in the development of NASP and BACB approved graduate programs, while teaching undergraduate courses that may include: Introductory Psychology, Human Growth & Development, Social Development, and topical seminars. A departmental and college area of emphasis is the incorporation of service learning and civic engagement into our curricular offerings. Castleton places special value on the teaching role of its faculty, and candidates will be evaluated principally on the basis of their potential to be outstanding as teachers and advisors. Student-faculty research opportunities are encouraged. Salary is determined through a points system specified in the Vermont State Colleges collective bargaining agreement. A generous benefits package includes medical insurance, TIAA/CREF, and tuition remission at all public institutions of higher learning in Vermont. Castleton is a small liberal arts college located in the beautiful lakes region of west central Vermont. To apply, please send (hard copies only, no electronic documents please) a CV, three letters of recommendation, unofficial transcripts, a statement of teaching interests (including proposed courses), and a completed Castleton [employment application](http://www.castleton.edu/employment/application.pdf) to: Dr. Tony Peffer, Academic Dean, Castleton State College, Castleton, VT 05735 [tony.peffer@castleton.edu](mailto:tony.peffer@castleton.edu)  02/13/14

**Notices**

Are the **evaluations** piling up?  Feeling overwhelmed?  Concerned about meeting those compliance deadlines?  I can help with routine as well as complex assessments to include school neuropsychological evaluations.  **Contracted Services.** Reasonable rates.  Serving NH students ages 3-21.  [jessvermette@yahoo.com](mailto:jessvermette@yahoo.com) or (603)978-9194. **Jess Vermette, Psy.D.,** Diplomate, American Board of School Neuropsychology, NH Dept. of Ed. Certified School Psychologist & Special Ed. Teacher, LD & ED Endorsements

**URLS**

There is a new Web site addressing spedlaw and assessment: <http://www.myschoolpsychology.com/>

You might see familiar names and faces there.

John O. Willis

Senior Lecturer in Assessment, Rivier University

Assessment Specialist,

Regional Services and Education Center

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Peterborough, NH 03458-1616

(603) 924-0993 [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com)

This newsletter goes out intermittently to about 400 people on eleven separate lists (because some mailboxes won't accept mailings to more than 49 recipients). If you wish to contact the entire list, not just your 1/11 of it, please send the message to me, and I will add it (subject to Comstock, Hays, Children's Internet Protection Act, HIPAA, FERPA, copyright, and Homeland Security considerations) to the next mailing. If you wish to be protected from receiving future copies, just email me at [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com).

**Sponsored by the Association of Specialists in Assessment of Intellectual Functioning (ASAIF)**

[www.asaif.net](http://www.asaif.net)

***Recent Developments in Behavioral, Social, and Clinical Assessment of Children***

**Presenter: Jerome M. Sattler, Ph.D.**

**Date: Friday, October 17, 2014 Location: Nackey S. Loeb**

**Time: 9:00 a.m. – 3:30 p.m. School of Communications**

**Registration: 8:30 a.m. 749 East Industrial Park Drive**

**Manchester, New Hampshire 03109**

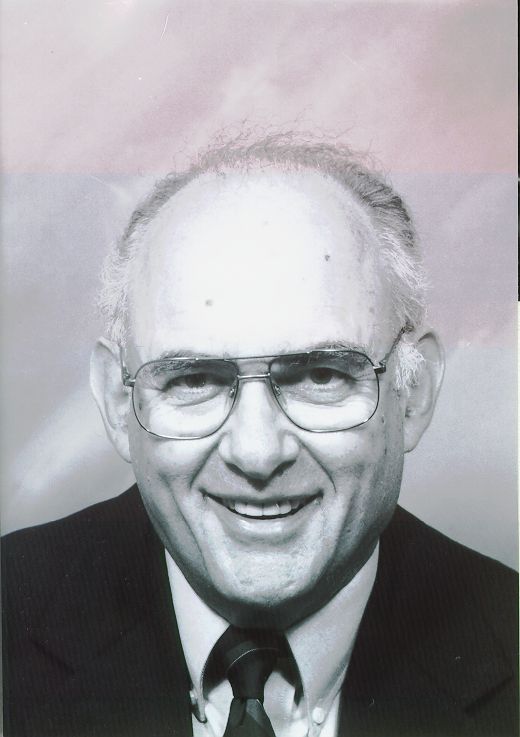
http://www.loebschool.org/ (603) 627-0005

**Cost:** $150 for members and $175 for nonmembers ($25 more for registration after June 15, 2014).

Participants do not need to pay the full amount to obtain the $25 discount but are required to make a $25 deposit by June 15 and the remaining amount by October 10.

Each attendee will receive a copy of the 6th edition of Dr. Sattler's book (in press): ***Foundations of Behavioral, Social, and Clinical Assessment of Children* (Sixth Edition) (retail cost $125).**



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**Cost includes all-day beverages and a box lunch.**

**Certificates will be given for 6 clock hours or 6 NASP-approved CPD credits.**

This workshop will cover the latest developments in the assessment of behavioral, social, and clinical aspects of children’s functioning. It will be based on Dr. Sattler’s latest book, *Foundations of Behavioral, Social, and Clinical Assessment of Children* (Sixth Edition). Topics will include bullying, cyberbullying, sports-related injuries, executive functions, LD, ADHD, and autism spectrum disorders. Attention will be given to DSM-5 and IDEA 2004. Each participant will receive a copy of *Foundations of Behavioral, Social, and Clinical Assessment of Children* (Sixth Edition). In addition, a supplement to the main text, which is included, will contain numerous checklists and forms related to child psychopathology.

**About Dr. Sattler:**

Jerome Sattler is a Diplomate in Clinical Psychology of the American Board of Professional Psychology. Currently, he is Professor Emeritus and an Adjunct Professor of Psychology at San Diego State University. In 1998 he received the Senior Scientist Award from the Division of School Psychology of the American Psychological Association. In 2003, he received an honorary Doctor of Sciences degree from Central Missouri State University. In 2005, he received the Gold Medal Award for Life Achievement in the Application of Psychology from the American Psychological Foundation. In 2006, he received the Distinguished Contribution to Psychology Award from the San Diego Psychological Association.

His books include *Assessment of Children, Cognitive Applications* (Fifth Edition)*, Assessment of Children, Behavioral, Social, and Clinical Foundation* (Fifth Edition*;* with Robert Hoge), *Assessment of Children: WISC–IV and WPPSI–III Supplement* (with Ron Dumont), *Assessment with the WAIS–IV* (with Joseph J. Ryan), and *Clinical and Forensic Interviewing of Children and Families.* He has published over 100 articles in the fields of school and clinical psychology and is a co-author of the *Stanford-Binet Intelligence Scale: Fourth Edition*. The first five editions of *Assessment of Children* have been translated into Spanish. In 2007, a Spanish translation and a Chinese translation of *Assessment of Children, Behavioral, Social, and Clinical Foundation (Fifth Edition)* were published.

Dr. Sattler's books have served as texts for assessment courses for many psychologists and school psychologists and most SAIFs since 1974. It is difficult to write a book or journal article on assessment without citing Sattler.

Registrations will be accepted until October 10 (if we have sufficient room) **if we get sufficient enrollment by June 15 in order to hold this workshop,** so **please let us know by June 15 if possible!**  The earlybird special price of $150 for ASAIF members and $175 for nonmembers (including the textbook) will increase by $25 after June 15. Participants do not need to pay the full amount to obtain the $25 discount, but are required to make a $25 deposit by June 15 and to pay in full by Oct. 10.

We are unable to provide refunds for cancellations after October 10 unless this event is cancelled by ASAIF.

**There will be no confirmation letter. Only those who cannot be accommodated will be contacted.**

For further information, please email [suemorbey@gmail.com](mailto:suemorbey@gmail.com).

For dietary needs and accommodations for disabilities, please email [gingermentel@gmail.com](mailto:gingermentel@gmail.com).

***Please return this form with payment to:*** Lisa Zack-Swasey

(We can accept P.O.s but not credit cards.) 42 Ole Gordon Road

***or*** Brentwood, NH 03833

***Register on-line with PayPal at*** [***http://www.asaif.net***](http://www.asaif.net)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/Affiliation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you available at this email address the evening before the workshop, in case of last-minute cancellation? (e.g., snow or flood day) Yes \_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_

**Alternate Email or Telephone for Evening Contact** ***(Essential!!)*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Foundations of Behavioral, Social, and Clinical Assessment of Children. 10.17.14

1. Neither ASAIF nor Rivier University is in any way, shape, or form responsible for the quirky personal, individual opinions in this newsletter. They cannot be blamed for what is written here. [↑](#footnote-ref-1)
2. This information is second hand, so I **cannot** vouch for accuracy, completeness, or timeliness. [↑](#footnote-ref-2)
3. This information is second hand, so I **cannot** vouch for accuracy, completeness, or timeliness. [↑](#footnote-ref-3)