



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2024

EDSE 638: Autism Spectrum Disorder: Issues in Assessment and Intersectionality

Section: 001; CRN: 78391

Section: DL1; CRN: 81731

3 – Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 8/26/24 – 10/20/24
Phone: 703-993-6555	Meeting Day(s): Online
E-Mail: jduke4@gmu.edu	Meeting Time(s): N/A
Office Hours: By appointment	Meeting Location: Online
Office Location: Finley 205B	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through their LMS (Learning Management System)

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Examines the diagnostic criteria used to identify individuals with Autism Spectrum Disorder (ASD) and the identification and assessment process. Analyzes the role of families in the assessment process and issues and challenges related to identification, diagnosis and assessment. Surveys the intersectionality between ASD and sexuality, sexual identity, gender identity, race, class, and other marginalized identities; the historic and current challenges related to this intersectionality; and ways to address these challenges.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, mason@support.edu.help for assistance.

Advising Tip

Students apply in advance for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via your LMS.

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:masonlive.gmu.edu)) and email password. The course site will be available in accordance with the posted start date.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
 - [Blackboard Learn](#) supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - [Canvas](#) supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.
- Technical Support 24/7
 - chat: <https://support.edu.help>
 - call: 1-844-306-1785
 - e-mail: Mason@support.edu.help

Expectations

- Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday at 12:01 a.m. ET, and finish on Sunday at 11:59 p.m. ET.
- Log-in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- 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 a Mason 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.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark 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.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Explain the systems and practices involved in the identification, assessment, and diagnosis of individuals with Autism Spectrum Disorders (ASD), including:
 - (a) the diagnostic criteria for ASD from the most recent version of the Diagnostic and Statistical Manual of Mental Disorders;
 - (b) identification of trends in identification and diagnosis; and
 - (c) examination of interdisciplinary, family-centered, and community-based assessment models for individuals with ASD.
2. Examine the impact of dual diagnoses and comorbidity (ASD and any other diagnosis from the most recent version of the Diagnostic and Statistical Manual of Mental Disorders) on individuals with ASD across the lifespan.
3. Evaluate formal and informal methods of assessment for individuals with ASD across the lifespan.
4. Review a variety of assessments to determine strengths and needs to inform a comprehensive understanding of an individual with ASD.
5. Analyze historical and current issues in diagnostic criteria of individuals with ASD including, but not limited to, family involvement, implicit bias, disproportionality, and intersectionality.
6. Survey the intersectionality between ASD and sexuality, sexual identity, gender identity, race and class, and other marginalized identities; the historic and current challenges related to this intersectionality; and ways to address these challenges.
7. Reflect on a variety of lived experiences of individuals with ASD related to the identification, assessment, and diagnosis of ASD, as well as the influence of their identities and backgrounds on the process.

Professional Standards

Upon completion of this course, students will have met the following professional standards: Skill competencies for professionals and paraprofessionals in Virginia supporting individuals with autism across the lifespan developed by the Virginia Autism Council. The competencies addressed in this class include General Autism Competencies, Comprehensive Instructional

Planning, Social Skills, Communication, Behavior, Sensory Motor Development, and Independence and Aptitude.

Required Texts

Goldstein, S., & Ozonoff, S. (Eds.) (2018). *Assessment of Autism Spectrum Disorder* (2nd ed.). Guilford Press.

Conner, D. J., Ferri B. A., & Annamma, S. A. (Eds.). (2015). *DisCrit: Disability studies and critical race theory in education*. Teachers College Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

Additional readings will be posted in each module.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDSE 638, the required PBA is the Assessment and Intersectionality Assignment. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

You will be given a variety of assessments that have been done for an autistic individual. In Part 1 of this assignment, you will review and analyze the provided assessments. In Part 2,

you will examine the identities of both the evaluator and the individual being evaluated, and the possible impact of these perspectives on assessment results.

More information about this assignment (including a grading rubric and resources) can be found on the LMS. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.

**College Wide Common Assessment
(VIA submission required)**

N/A

Other Assignments

Module Assignments. All modules will open on Thursdays at 11:59 p.m. ET and must be concluded with work submitted by Wednesdays at 11:59 p.m. ET. Please plan accordingly. Best practices will have you open the module on Thursday mornings or afternoons to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week.

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

Late Work

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via the LMS *on* or *before* the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than one week late unless prior arrangements with the instructor have been made.

Other Requirements

Communication.

The best way to contact me is through email. There is a Send Email icon on the left navigation

bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

Grading Scale (traditional rounding principles apply)

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

70-79% = C

< 69% = F

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide).

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Other AI Information

All work submitted in this course must be your own original work; use of AI writing tools, such as ChatGPT are prohibited in this course and will be considered a violation of academic integrity. All academic integrity violations will be reported to the office of Academic Integrity. Student work may be analyzed using an originality detection tool focused on Generative AI tools.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module	Topics and Readings	Module Assignments
1	Assessment: <ul style="list-style-type: none"> History of ASD identification & diagnosis DSM-5 diagnostic criteria Intersectionality: <ul style="list-style-type: none"> Intersectionality defined and why it matters Microcultures and identity See LMS module for readings	Introductions Discussion Board
		Autism Historic Figure mini-Biography
		Reading Check #1
2	Assessment: <ul style="list-style-type: none"> Formal vs informal assessment Current scales for assessing ASD Intersectionality: <ul style="list-style-type: none"> Positionality and reflexivity defined See LMS module for readings	Assessment Analysis Assignment
		Reading Check #2
		VIA Assignment: Demographic Background Section
3	Assessment: <ul style="list-style-type: none"> Assessment and Diagnosis of Infants and Toddlers Intersectionality: <ul style="list-style-type: none"> The EASE Process for Reflexivity See LMS module for readings	Media Paper
		Reading Check #3
		VIA Assignment: Cognitive and Adaptive Behavior Assessment Sections
4	Assessment: <ul style="list-style-type: none"> Assessment and Diagnosis of Adolescents and Adults Intersectionality: <ul style="list-style-type: none"> Adolescents/adults See LMS module for readings	3 Minute Pause Reflection
		Reading Check #4
		Reflexivity assignment: Gathering information strategy Discussion Board
		VIA Assignment: Communication of Assessment Finding Section

Module	Topics and Readings	Module Assignments
5	Assessment: <ul style="list-style-type: none"> • Role of families in the assessment & diagnostic process • Interdisciplinary, family-centered, and community-based assessment models for children and adolescents with ASD Intersectionality: <ul style="list-style-type: none"> • Funds of Knowledge See LMS module for readings	Funds of Knowledge Assignment
		Reading Check #5
		VIA Assignment Part 1 Due
6	Assessment: <ul style="list-style-type: none"> • Disproportionality Intersectionality: <ul style="list-style-type: none"> • Implicit bias See LMS module for readings	Reading Check #6
		Reflexivity assignment: Implicit bias tests
		VIA Assignment: Work on Part 2
7	Lived experiences of autistic individuals related to intersectionality and identification, assessment, and diagnosis of ASD See LMS module for readings	Lived Experiences of Autistic Adults Choice Board Assignment
		VIA Assignment: Work on Part 2
8	Lived experiences of autistic individuals related to intersectionality and identification, assessment, and diagnosis of ASD See LMS module for readings	Lived Experiences of Autistic Adults Discussion Board
		Submit VIA Assignment to VIA/SLL

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - o [Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/)
 - o [Canvas: https://its.gmu.edu/service/canvas/](https://its.gmu.edu/service/canvas/)
- For information about [student support resources](#) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o [TimelyCare: https://caps.gmu.edu/timelycare-services/](https://caps.gmu.edu/timelycare-services/)
 - o [Writing Center: https://writingcenter.gmu.edu/](https://writingcenter.gmu.edu/)

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student](#)

[Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded

these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Assessment Rubric(s)

EDSE 638 VIA Rubric

Part 1: Assessment Analysis

	Does Not meet Expectations	Meets Expectations	Exceeds Expectations
<p>Part 1: Background Information</p> <p>Competencies 1.1.1 S and 1.1.2S</p>	<p>Candidate fails to identify the case study student’s name, date of birth, current age and grade level and language spoken in the home. Candidate fails to describe the individual’s cultural background and testing that had been done prior to the evaluation.</p>	<p>Candidate accurately identifies the case study student’s name, date of birth, current age and grade level and language spoken in the home. Candidate describes the individual’s cultural background and testing that had been done prior to the evaluation.</p>	<p>Candidate accurately identifies the case study student’s name, date of birth, current age and grade level and language spoken in the home. Candidate describes the individual’s cultural background and testing that had been done prior to the evaluation in a high level of detail.</p>
<p>Cognitive Assessments</p> <p>Competency 1.1.3 S</p>	<p>Candidate fails to identify and summarize the findings of the cognitive assessment <i>and discusses</i> the significance of these findings including how they might influence the individual’s educational planning and support needs. Candidate fails to describe a minimum of two potential biases in</p>	<p>Candidate accurately identifies and summarizes the findings of the cognitive assessment <i>and discusses</i> the significance of these findings including how they might influence the individual’s educational planning and support needs. Candidate describes a minimum of two potential biases in the assessment process and how these biases could impact the</p>	<p>Candidate accurately identifies and summarizes in a high level of detail the findings of the cognitive assessment <i>and discusses</i> the significance of these findings including how they might influence the individual’s educational planning and support needs. Candidate describes in a high level of detail a</p>

	<p>the assessment process and how these biases could impact the interpretation of results. Candidate fails to describe one additional cognitive test that could be used to gather more information about John and provides a rationale for their selection.</p>	<p>interpretation of results. Candidate describes one additional cognitive test that could be used to gather more information about John and provides a rationale for their selection.</p>	<p>minimum of two potential biases in the assessment process and how these biases could impact the interpretation of results. Candidate describes in a high level of detail one additional cognitive test that could be used to gather more information about John and provides a rationale for their selection.</p>
<p>Adaptive Behavior Assessments</p> <p>Competency 1.1.2 S</p>	<p>Candidate fails to identify and summarize the findings of the adaptive behavior assessment <i>and discusses</i> the significance of these findings including how they might influence the individual’s educational planning and support needs. Candidate fails to describe a minimum of two potential biases in the assessment process and how these biases could impact the interpretation of results. Candidate fails to describe one additional adaptive behavior test that could be used to gather more information about John and provides a rationale for their selection.</p>	<p>Candidate accurately identifies and summarizes the findings of the adaptive behavior assessment <i>and discusses</i> the significance of these findings including how they might influence the individual’s educational planning and support needs. Candidate describes a minimum of two potential biases in the assessment process and how these biases could impact the interpretation of results. Candidate describes one additional adaptive behavior test that could be used to gather more information about John and provides a rationale for their selection.</p>	<p>Candidate accurately identifies and summarizes in a high level of detail the findings of the adaptive behavior assessment <i>and discusses</i> the significance of these findings including how they might influence the individual’s educational planning and support needs. Candidate describes in a high level of detail a minimum of two potential biases in the assessment process and how these biases could impact the interpretation of results. Candidate describes in a high level of detail one additional adaptive behavior test that could be used to gather more information about John and provides a rationale for their selection.</p>

<p>Communication of Assessment Findings</p> <p>Competency 3.1.4S</p>	<p>Candidate fails to describe at least 2 ways that they would communicate these assessment results to John’s family to ensure understanding and support and 3 recommendations for the case study individual using specific assessment data (from any area) within the rationale.</p>	<p>Candidate accurately describes at least 2 ways that they would communicate these assessment results to John’s family to ensure understanding and support and 3 recommendations for the case study individual using specific assessment data (from any area) within the rationale.</p>	<p>Candidate accurately describes in a high level of detail at least 2 ways that they would communicate these assessment results to John’s family to ensure understanding and support and 3 recommendations for the case study individual using specific assessment data (from any area) within the rationale.</p>
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<p align="center">Part 2</p>			
<p>Identification and Description of Microcultures</p> <p>Competency 3.1.1S</p>	<p>Candidate fails to identify and provide descriptions of five microcultures.</p>	<p>Candidate identifies and provides descriptions of five microcultures.</p>	<p>Candidate identifies and provides highly detailed descriptions of five or more microcultures.</p>

<p>Analysis of the Impact of Microcultures</p> <p>Competency 3.1.1S</p>	<p>Candidate fails to analyze the impact of each microculture with some use of course materials and EASE Process.</p>	<p>Candidate analyzes the impact of each microculture with some use of course materials and EASE Process.</p>	<p>Candidate insightfully analyzes the impact of each microculture using course materials and EASE Process.</p>
<p>Impact on Assessment Experiences</p> <p>Competency 3.1.1S</p>	<p>Candidate fails to describe how each microculture may influence assessment tools, procedures, scoring, and interpretation and fails to demonstrate understanding of intersecting identities.</p>	<p>Candidate describes how each microculture may influence assessment tools, procedures, scoring, and interpretation and demonstrates understanding of intersecting identities.</p>	<p>Candidate describes in a high level of detail how each microculture may influence assessment tools, procedures, scoring, and interpretation and demonstrates a high level of understanding of intersecting identities.</p>
<p>Use of Assessment Reports</p> <p>Competency 3.1.3S</p>	<p>Candidate fails to identify helpful assessment reports for understanding the individual or provide a rationale for their usefulness.</p>	<p>Candidate identifies helpful assessment reports for understanding the individual and provides a rationale for their usefulness.</p>	<p>Candidate identifies helpful assessment reports for understanding the individual and provides a highly detailed rationale for their usefulness.</p>

<p>Additional Informal Assessments</p> <p>Competency 5.1.1S</p>	<p>Candidate fails to describe two additional informal assessments or pieces of information, with at least one relating to social skills and provides a rationale for their inclusion.</p>	<p>Candidate describes two additional informal assessments or pieces of information, with at least one relating to social skills and provides a rationale for their inclusion.</p>	<p>Candidate describes in a high level of detail two additional informal assessments or pieces of information, with at least one relating to social skills and provides a highly detailed rationale for their inclusion.</p>
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