

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**ACADEMIC ASSESSMENTS AND INTERVENTIONS**

**CIEP 477-001**

**FALL 2011**

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Classroom: CLC L08

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**COURSE DESCRIPTION**

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties. Students will learn how to use assessment data for planning, evaluating, and modifying instructional support. Students will also learn how to evaluate interventions and match academic interventions to instructional needs. Moreover, students will learn how to effectively communicate the results of academic assessments in both oral and written form in order to help teachers and parents develop, monitor, and modify academic intervention plans. Emphasis will be placed on understanding and mastery of response to intervention (RtI) as a model of assessment in school settings, interpretation of time-series data for evaluating and monitoring student progress, and the basic tenets of standardized assessment in achievement. Assessment in the context of determining appropriate academic interventions and identification of evidence based practices in academic areas will be stressed. Emphasis will be placed on linking academic assessment to intervention.

**GENERAL COURSE OBJECTIVES**

- The development of effective and appropriate interventions for school-based academic concerns
- The collection and interpretation of data from informal academic assessments and observations for intervention development and evaluation
- The use of curriculum-based assessments for monitoring students' academic programs and teacher decision-making
- Understanding of effective instructional strategies and their application to academic intervention

**ALIGNMENT WITH ISBE/NASP STANDARDS**

- Development of basic communication and interviewing skills involved in working with client systems (ISBE/NASP 2,3)
- Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment (ISBE/NASP 5,7,8)
- Development of competencies in the link between assessment and intervention in the

instructional consultative process (ISBE/NASP 1,2,3,6)

- Development of a comprehensive understanding of problems associated with the physical, social, emotional, and educational development of exceptional children and youth (ISBE/NASP 4)

### REQUIRED READINGS

- Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom*. Guilford Press. ISBN: 978-1-60623-297-2
- Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). *The ABCs of CBM*. Guilford Press. ISBN: 978-1-59385-399-0
- Howell, K.W. & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning. ISBN: 978-0534343705
- Shapiro, E. (2004). *Academic skills problems workbook-revised edition*. New York, NY: The Guilford Press. 978-1572309685

Additional readings will be assigned by the instructor. Most of these will be empirical journal articles students will either find on Blackboard or will search for and download from online academic databases found at Loyola University's library site. Other required readings (e.g., book chapters) will be posted on Blackboard or handed out in class.

### RECOMMENDED READINGS

- AERA, APA, NCME (1999). *Standards for psychological and educational testing* (3rd ed.). Washington, DC: Author.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bradley-Johnson, S., & Johnson, C.M. (2006). *A handbook for writing effective psychoeducational reports* (2nd ed.). Austin, TX: PRO-ED.
- Brown-Chidsey, R. (Ed.). (2005). *Assessment for intervention: A problem-solving approach*. New York, NY: The Guilford Press. [paperback reprint in 2007]
- Mather, N. & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York: John Wiley & Sons.
- Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. New York, NY: The Guilford Press.
- Shapiro, E.S. (2004). *Academic skills problems: Direct assessment and intervention* (3rd ed.). New York: The Guilford Press.
- Shinn, M.R., & Walker, H.M. (Eds.). (2010). *Interventions for achievement and behavior problems III*. Bethesda, MD: National Association of School Psychologists. This would be an excellent book to get (possibly in preparation for Practicum)
- Thomas, A., & Grimes, J. (Eds.). (2008). *Best practices in school psychology* (5<sup>th</sup> ed.). Bethesda, MD: National Association of School Psychologists.

**SUPPLEMENTARY READINGS- may be useful for Annotated Bibliography for Portfolio**

Learning Disabilities: Research & Practice  
 Journal of Learning Disabilities  
 Learning Disabilities Quarterly

Exceptional Children  
 Focus on Exceptional Children  
 Teaching Exceptional Children

Journal of Special Education  
 Remedial and Special Education

Educational Psychologist  
 Journal of Educational Psychology  
 Journal of Psychoeducational Assessment  
 Journal of Instructional Psychology  
 Assessment for Effective Intervention (AFI)  
 Education and Treatment of Children  
 Journal of Adolescent and Adult Literacy

Journal of Behavioral Education  
 Journal of Applied Behavior Analysis

Journal of School Psychology  
 School Psychology Review  
 School Psychology Quarterly  
 Psychology in the Schools  
 Journal of Applied School Psychology  
 Journal of Evidence Based Practices for Schools  
 School Psychology Forum: Research in Practice  
 Intervention in School and Clinic

Review of Educational Research  
 American Educational Research Journal  
 American Journal of Education

**MATERIALS - In Pairs**

In addition to general class materials, you will need the following items:

- Stopwatch
- Tape player/digital recorder; or iPod with the provided 15-second interval recording
- Audio tape (if no iPod)
- Headphones

**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a

unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 477 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others – particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

### **PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE**

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty members of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

### **DIVERSITY**

In concert with the mission statement for the SOE, faculty, academic activities, and learning

environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in this course by discussions and presentations related to problem solving, non-biased assessment, and evidence-based interventions.

### **CLASS COMMUNICATION**

**Blackboard will be the main method of communication with students enrolled in this course.**

Given that Blackboard uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

### **DISPOSITION**

Professional demeanor, suitability for practice, as well as attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

### **ACADEMIC HONESTY**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml).

In addition, be aware that two other issues will be considered cheating in this course. The first is faking protocols. This entails the student not administering the test or part of the test to an examinee and instead forging answers on the protocols, "making up" a subject, and creating a fictitious report. The second type is coaching your examinee. This includes telling your examinee to tap out early on their answers so that the testing session will not last as long as it would have had the examinee given his/her best effort. Cheating of any sort will result in you failing this course.

### **TEST SECURITY AND RESPONSIBILITY**

Many of the testing materials utilized in this course are secure tests – sharing the tests or allowing others (e.g., friends, relatives, or coworkers who are not in/have not taken this course) to look at, play with, or examine tests violates test security and is a breach of ethical and professional standards. You are responsible for any damage, loss, or theft that occurs while a test kit is signed out to you. Follow procedures for checking out test kits from the library. Each time you check out a test kit, you should ensure all necessary items are present and intact. Please notify me immediately if you find any piece missing from a test kit. Failure to do so will result in you being charged for the missing item or for the purchase of an entirely new test kit.

### **PLAGIARISM**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all

students.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is, and what is not, plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

### **ACCESSIBILITY**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>.

### **HARASSMENT (BIAS REPORTING)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University

Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

## TECHNOLOGY

This course acknowledges and addresses the belief that technology for educators is multidimensional and helps the educator make informed decisions by applying this technology within the school community.

## COURSE REQUIREMENTS & EVALUATION PROCEDURES

Assignments must be completed on time and submitted in class on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date.

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition. Please submit a paper copy of each assignment in class.

Course Requirement/Assignment	Due Date	Points Possible
Class Participation	Ongoing	15
Casework Reflection Journal		
• Establish Relationships	10/06	5
• Problem Identification	10/20	5
• Problem Analysis	10/27	5
• Plan Implementation	12/01	5
• Plan Evaluation	12/08	5
Intervention Critique		30
• Early Literacy	09/29	
• Reading Fluency	10/06	
• Reading Comprehension	10/13	
• Spelling	10/27	
• Math	11/03	
• Writing	11/10	
Casework Portfolio Including All Data For:	12/08	40
• Problem Identification		
• Problem Analysis		
• Plan Implementation		
• Plan Evaluation		
Problem-Solving Case Report	12/08	60
<b>Total Points Possible</b>		170

1. **Class Participation.** Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by reading or writing of papers. Participation will be measured by participation in class discussions and completion of in-class activities/assignments. You may not earn participation points when you are engaged in activities such as side conversations with classmates, browsing the net, instant messaging, emailing, text messaging, and/or making/accepting phone calls during class. *If you use a cellular device or computer for non-instructional purposes during class, you are subject to losing all 15 class participation points, at the discretion of the instructor.*

You also may not earn participation points when you do not attend class. Therefore, regular attendance is mandatory. Students who have more than one absence or are regularly late to class are subject to failing this course at the instructor's discretion. If circumstances dictate you must miss more than one class meeting, or you have a day when you have to arrive late to class, you must alert the instructor ahead of the class meeting. If circumstances do not permit this, you must contact the instructor as soon as possible to make her aware of the situation.

**2. Casework Reflection Journal.** Each pair of students will submit journal entries on assigned weeks. Journal entries are due at the beginning of each class. Each journal entry is limited to 2-3 pages and should include your thoughts and reactions to the stages of consultation in which you are engaging.

**3. Intervention Critique.** Students will critique an existing evidence-based early reading, reading fluency, reading comprehension, spelling, writing, or math intervention that can be used within the context of consultation in schools. For this project, you will be required to complete a 3- 5 page written critique of the intervention, containing: a brief description of the intervention, its applications, implementation, treatment components, outcome measures, research or program evaluation support, and your own evaluation of the intervention. You will share your critique in class. Papers should be double-spaced in 12 pt font with 1" margins at most.

**4. Casework Portfolio.** Students will gather assessment data for their case throughout the semester and will be expected to organize and present the data in a binder for each step of the problem-solving process. The portfolio should include all data collected such as consent forms, completed interview protocols, screening CBA, CBMs, descriptions and materials for interventions, etc. Essentially, each piece of data for the case must be included in the portfolio.

**5. Problem-Solving Case Report.** Students are expected to complete a minimum of one problem-solving case (resulting in a case report) in the schools. Casework involves applied work in the schools with teachers and students and is likely to require, on average, approximately 1-2 hours in the schools per week. Students will work in pairs. The report will include four different assessment methods (review, interview, observation, test) along four different domains (curriculum, instruction, environment, and learner). The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) based on the data you have collected (not just the summary of the quantitative information). At the end of the semester, students will present their cases. An overhead, PowerPoint, or handouts should be made of data, protocols, and tables to share with others during discussion. This final report should be approximately 12- 15 pages (double-spaced, 12 pt font, and 1" margins).

As needed, scoring rubrics and guidelines for assignments will be posted on Blackboard and/or distributed in class.

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
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158-170	93-100	A
153-157	90-92	A-
148-152	87-89	B+
141-147	83-86	B
136-140	80-82	B-
131-135	77-79	C+
124-130	73-76	C
119-123	70-72	C-
114-118	67-69	D+
102-113	60-66	D
<102	<60	F

Regarding the course grade, the instructor will compute scores on course assignments according to the criteria specified in this syllabus. The instructor then has the obligation, and reserves the right, to raise or lower the final grade based on evidence regarding performance and/or dispositions if, in her judgment, the work and/or dispositions of the student warrants it.

**FINAL NOTE . . .**

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

### Tentative Course Schedule

Course schedule is tentative and subject to change. Changes will be announced in class and on Blackboard.

<b>Date</b>	<b>Topics, Readings, and Assignment Due Dates</b>
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9/1	Introduction to Course
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Required Readings  
Syllabus

Due  
Begin contacting schools this week and pairing up

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9/8	Introduction Consultation Models The Consultation Process
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Required Readings  
RTI: Introduction, 1, 2  
Best Practices Chapter 105: Best Practices in School-Based Problem-Solving Consultation: Application in Prevention and Intervention Systems (Thomas R. Kratochwill)

Recommended Readings  
AFI: 1, 2, & 17

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9/15	Introduction to Assessment & Evaluation Problem Identification (Interviewing) IRIS (IDEA & Research for Inclusive Settings) Module: Effective School Practices: Promoting Collaboration & Monitoring Students' Academic Achievement
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Required Readings  
CBE (curriculum based evaluation): 1, 2  
ABCs: 1, 2  
RTI: 3, 4, 5, 11  
Shapiro workbook: 7-30  
Best Practices: 12: Best Practices in designing, implementing, and evaluating quality interventions (Kristi R.F. Upah)  
Review interview forms on Bb and in Shapiro workbook  
Review GAS form and examples

Recommended Readings  
AFI: 3, 4, 8, & 11  
BPV: 7

Date	Topics, Readings, and Assignment Due Dates
9/22	<p>Problem Identification – Behavioral Assessment (FBA, observation, &amp; rating scales)</p> <p><u>Required Readings</u> Shapiro workbook: pgs. 31-52 Reschley D.J. &amp; Wood Garnett, S. (2009). Teacher Preparation for Response to Intervention CBE (curriculum based evaluation): 3, 4 BP- V: 18</p> <p><u>Recommended Readings</u> AFI: 9 &amp; 10</p> <p><u>Due</u> Signed consent forms (can be turned in earlier if ready)</p>
9/29	<p>Big 5 (or 6?) Early Literacy IRIS Module: Early Reading Small Group CBE Discussion Case Discussion</p> <p><u>Required Readings</u> CBE: 5, 6 ABCs: 4 RTI: 6, Appendix C (187, 188, 192, 193) Reading Rockets Toolkit for School Psychologists (<a href="http://www.readingrockets.org/professionals/schoolpsychologists">http://www.readingrockets.org/professionals/schoolpsychologists</a>) Intervention websites BP-V: 22 &amp; 72</p> <p><u>Recommended Readings</u> Interventions II: 26 ESI: 4 (175-228)</p> <p><u>Due</u> Building Relationships Journal Entry</p> <p>See Timeline on Bb (Assignments tab)</p>

**Date**      **Topics, Readings, and Assignment Due Dates**

10/6      Reading Fluency  
 Reading CBM – overview, administration, and scoring  
 IRIS Module: Fluency and Word Identification  
 Case Discussion

Required Readings

ABCs: 3  
 RTI: Appendix C (189, 194)  
 Shapiro workbook: 137-145 (local norms)  
 CBE: 9  
 BP- V: 29

Recommended Readings

BPV: 22, & 73

Due

See Timeline on Bb (Assignments tab)

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10/13      Reading Comprehension- Handouts/ PPTs/ Demos/Videos  
 IRIS Module: Comprehension and Vocabulary  
 Problem Analysis  
 Case Discussion

Required Readings

CBE: 7, 8  
 ABCs: 3  
 RTI: Appendix C (190, 195, 191, 196)  
 Shapiro workbook: 55-66  
 Intervention websites

Recommended Readings

BPV: 23

Due

Problem Identification Journal Entry

See Timeline on Bb (Assignments tab)

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**Date**                      **Topics, Readings, and Assignment Due Dates**

10/20                      Plan Development  
 Charting Data  
 Case Discussion

Required Readings

CBE: 8  
 SPR Special Issue (Treatment Integrity)  
 ABCs: 8  
 RTI: Appendix B  
 BPV: 11

Recommended Readings

AFI: 15  
 ESI: 4 (141-175)

Due

Problem Analysis Journal Entry

See Timeline on Bb (Assignments tab)

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10/27                      Spelling  
 Case Discussion

Required Readings

ABCs: 5  
 Shapiro workbook: 83-90

Due

See Timeline on Bb (Assignments tab)

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**Date**                      **Topics, Readings, and Assignment Due Dates**

11/3                      Mathematics  
 IRIS Module: Algebra  
 Case Discussion

Required Readings  
 CBE: 12  
 ABCs: 7  
 RTI: 8, Appendix C (203-210)  
 Shapiro workbook: 67-82  
 BP-V: 26, & 27

Recommended Readings  
 ESI: 4 (228-247)

Due  
 See Timeline on Bb (Assignments tab)

11/10                      Writing  
 IRIS Module: Written Expression  
 Case Discussion

Required Readings  
 CBE: 10, 11  
 ABCs: 6  
 RTI: 7, Appendix C (197-202)  
 BPV: 25 & 28

Recommended Readings  
 ESI: 4 (247-315)

Due  
 See Timeline on Bb (Assignments tab)

**Date**                      **Topics, Readings, and Assignment Due Dates**

11/17                      Report Writing (Traditional vs. Solution-Focused Psychoeducational Report)  
 Intro to WIAT-II  
 Intro to WJ-III Achievement  
 Intro to MAPS and other academic assessments used in the schools

Social Skills and Task- Related Behaviors  
Case Discussion

Required Readings

WIAT-II & WJ-III Examiner's Manuals

Flanagan, D.W., Ortiz, S.O., Alfonso, V.C., & Dynda, A.M. (2006). Integration of response to intervention and norm-referenced tests in learning disability identification: Learning from the Tower of Babel. *Psychology in the Schools, 43*, 807-825.

CBE: 13, 14

BPV: 59

Recommended Readings

AFI: 12, 13

Due

Plan Implementation Journal Entry

See Timeline on Bb (Assignments tab)

11/24

**NO CLASS – THANKSGIVING BREAK**

12/1

Plan Evaluation – reviewing your progress monitoring data  
Case Discussion

Required Readings

Daly, Chafouleas, & Skinner (2004): 6 (hard copy or Bb)

BPV: 136

Recommended Readings

AFI: 16

12/8

Case Presentations (small groups)

Due

Plan Evaluation Journal Entry

Casework Portfolio

Problem-Solving Case Report

**HAPPY WINTER BREAK!**