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Margaret Jo Shepherd. At the psychoeducational center, the doctoral students would do an intake with parents in the morning, then test the child, then sit up with hypotheses and new strategies for assessment during lunchtime, continue the testing in the early afternoon, score and interpret the data in the late afternoon, and give the parents a feedback conference—with a list of intervention strategies—before the sun had set. But the comprehensive approach was totally different from what I had learned in the neighboring Psychology Department. I was taught reliability, validity, norms, standard error of measurement, factor analysis by Robert Thorndike in one IQ course; in my other IQ course I was taught about the powerful influence of personality on test scores. What did they teach me? If you