
California State University,
Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 663A: Assessment of Cognitive Abilities for Intervention

Fall 2025

Instructor: Shereen Allison, PhD., NCSP, LEP, ABSNP

Class Meetings: Thursdays 4:00PM – 6:45PM

Location: Bookstein Hall 1234

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Email: Shereen.allison@csun.edu or via Canvas course site

Dr. Allison's Zoom Link when needed:

<https://csun.zoom.us/j/84718752156?pwd=adapodWbtT5WTS8efgvucUXmfQbkJf.1>

Meeting ID 847 1875 2156

Passcode 956322

The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- 1. We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:**
 - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
 - Acquire professional and pedagogical knowledge;
 - Acquire pedagogical content knowledge;
 - Use professional standards and empirical research to develop and evaluate programs and guide practice;
 - Capitalize on advancements in technology to promote learning;
 - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
 - Understand, apply, and engage in scholarship and research.
- 2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to**

inform ongoing program and unit improvement. We commit ourselves to, and expect our candidates to:

- Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
- Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
- Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
- Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

3. We value ethical practice and what it means to become ethical and caring professionals.

We commit ourselves to, and expect our candidates to:

- Engage in inquiry about what it means to be an ethical and caring professional;
- Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
- Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
- Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities. We commit ourselves to, and expect our candidates to:

- Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
- Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
- Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
- Identify and use professional and community resources.

5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

We commit ourselves to, and expect our candidates to:

- Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
- Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
- Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
- Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and

- Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
6. **We value creative, critical, and reflective thinking and practice.** We commit ourselves to, and expect our candidates to:
- Engage in continuous and critical reflection;
 - Participate in ongoing professional development;
 - Accept feedback and consider implications for practice and program renewal;
 - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
 - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.
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Course Description

Prerequisites: EPC 601 (or equivalent) is recommended as an introductory course (history, theory, and practice of individual assessment) as well as SPED610. Co-requisites: EPC 659EC: Practicum in school psychology. History, theory, and practice of individual assessment. Emphasis on intellectual/cognitive abilities' testing as it relates to learning and academic functioning. Introduction to test selection, administration, scoring, interpretation and communication of test results from multiple sources of data.

Lab: Supervised practice in test administration and scoring will be conducted in a companion lab course. Course registration is limited to students accepted into the School Psychologist credential program.

A required Lab will accompany the course: **EPC 663A/L**, in which students will obtain supervised practice in the administration and scoring of the major tests introduced in this course. The lab is required as a critical component for the assessment courses given both the demands of this course, and the importance of becoming proficient in test administration, scoring, and interpretation. Students are expected to fulfill requirements listed in the lab syllabus, as they are an integral component to this course (EPC663A). Grades for the lab and for this course will be separate. You will be required to submit protocols, which will be graded, to the lab instructor. You will attach face and grading sheets to your case studies. Please note that students need to get a "notice of clearance" from our Berkeley assessment assistant saying that they do not have any outstanding tests in order to get the final grade.

This course uses the data based decision model emphasizing the RIOT model, which involves review of records, interviews, observations, and standardized testing. This course will cover the basic skills needed in choosing, administering, scoring, and interpreting individual cognitive, auditory-language, visual/perceptual/motor, and achievement tests. Interpretation of results will be the focus to determine strengths and weaknesses in cognitive and academic skills. Students will gain experience in administration and scoring of a select number of tests. When interpreting test data, students are expected to apply their knowledge in: health, family and school systems, testing and measurement, statistics, normal and abnormal development, social economic status, cultural and language issues, and begin to develop scientifically based interventions that consider diversity and resiliency to develop cognitive and academic skills. Students will practice and be assessed in integrating these factors into psychoeducational assessments and reports (CCTC SPPE 2) (Please see rubric for psychoeducational reports attached). Students will write psychoeducational reports describing their results. Excellent written and verbal communication skills will be expected.

Program Learning Objectives Related to NASP and CCTC

CSUN Graduate Program Goal 1. Foundation of the Profession, Legal, Ethical Practice, and Professional Practice (NASP Domain 10; CCTC SPPE 10): Provide a foundation of the profession of school psychology, including history and roles and functions, emphasize professional practice, including effective communication and interpersonal skills, emphasize the use of legal and ethical decision making when working with students, staff, and parents within a comprehensive model of delivery service, including a data based problem solving model, and emphasize respect for human diversity and commitment to social advocacy. Mentoring and supervision practice is expected to be a professional responsibility during the program and as part of ongoing professional development.

SLO 2: Legal and Ethical Practice: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice of*** the legal and ethical implications of IDEA, Section 504, ethic codes, legal issues, and professional standards set by CCTC and NASP pertinent to the field of school psychology and use this information in exercising a problem solving model to legal and ethical decision making. (*Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10*)

SUN Graduate Program Goal 3: Foundational Content Knowledge and Evidenced Based Practice and Research (will include SP Student Learning Objectives 4-14 below): Provide foundational content knowledge to school psychology candidates based on biological, cultural, and social influences on learning, behavioral, cognitive, and social emotional development, psychology and educational theories, models, and use knowledge of research design, statistics, measurement, varied data collection, technology, and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

SLO 5: Research and Evidence Based Practice: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice*** to evaluate interpret, synthesize, and apply research as a foundation for evidenced based practice and for a comprehensive service delivery model and, in collaboration with others, use various techniques and technology resources for problem solving intervention implementation, intervention adherence, data collection, measurement, and analysis to support effective practices and improve outcomes at the individual, group, and/or systems levels; use data to enhance school improvement to promote school climate, academic achievement, sense of safety, and positive outcomes; use statistics and measurement principles to inform good practices and decision making; and use evidenced based principles and program evaluation to support educational leaders in promoting positive outcomes. (*NASP Domain 9: Research and Evidence-Based Practice; CCTC SPPE 9*)

Program Goal 4: Assessment and Problem-Solving Data Based Decision Making: Provide knowledge and skills in assessment and problem-solving data-based decision making to implement evidenced based interventions, monitor progress and evaluate outcomes within the individual and multi-tiered systems of support, as well as with families.

SLO 6: Data Based Decision Making - Assessment: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to show ***knowledge, skills, and***

competence in their assessment skills. More specifically, candidates, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans; collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports; incorporate various techniques for collection, measurement, and analysis of data; and use technological resources in the evaluation of services at the individual, group, and/or systems levels. (*NASP Domain 1: Data Based Decision Making; CCTC SPPE 1*)

SLO 7: Data Based Decision Making – Problem Solving and Response to Intervention at the Individual and/or Multi-tiered System level of Support: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ***knowledge, skills, and competence*** to use the problem-solving data based decision making model to make data-based decisions as they design evidenced based academic, social, behavioral, emotional, and/or systemic interventions at the individual or systems level within a multi-disciplinary system of support; address intervention adherence, gather, measure, and evaluate data to promote positive outcomes at the individual and multi-tiered systems of support; provide teacher support when working with individual students or when implementing and interpreting universal screenings to determine better supports for students, instructions, and supports; and use information and technology resources to enhance data collection and decision making process. (*NASP Domain 1: Data Based Decision Making; CCTC SPPE 1*)

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data-based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

SLO 10: Academic Interventions and Instructional Supports using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; know evidence-based curricula and instructional strategies to support teachers and promote learning; in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children; promote of academic interventions, based on evidence-based practice, effective teaching and instruction, in consideration of diversity in learning and language proficiency information to derive effective data based interventions, monitoring, and evaluation, at an individual and within a multi-tiered systems of support to improve academic outcomes for all students. (*NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3*)

Program Learning Objectives Related to NASP and CCTC

- 1. Data Based Decision Making and Accountability:** *School psychology candidates will approach data-based decision making from a systems ecological approach and use the problem-solving framework as the basis for all professional activities, as they gather reliable and valid data through various means, which include observations, interviews, and formal and informal assessments in all relevant settings. In interpreting data, school psychology candidates will*

consider cultural, language, neuro-developmental, and systemic factors that contribute to the eligibility of students for special education, as well as in the development of prevention and intervention plans. In designing intervention plans, school psychology candidates assist with design and implementation of interventions, use systematic data collection procedures to monitor progress and evaluate outcomes for students. School psychology candidates use the data to evaluate student outcomes, as well as the effectiveness of their own services. School psychology candidates use technology resources for assessment, intervention development, design, maintenance, data collection, and decision-making. (NASP Standard II; CCTC SPPE 1, 3, 9, 10)

- 2. Interventions and Instructional Support to Develop Academic Skills:** School psychology candidates will have knowledge of biological, cultural, cognitive research and neuroscience, and social influences on academic skills, human learning and development, cognitive, and developmental processes and evidence-based curricula and instructional strategies. *School psychology candidates will use all available assessment information in developing appropriate instructional, cognitive, academic, behavioral and/or self-regulation goals and strategies to support learning and adjustment through effective teaching, evidenced based instructional strategies, and assistive technology resources in order to enhance student's academic and cognitive skills and help them attain state and local academic benchmarks. (NASP Standard IV 4.1; CCTC SPPE 3.1, 3.2, 3.3, 3.4)*
- 3. Diversity in Development and Learning:** *School psychology candidates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics that are influenced by biological, social, cultural, ethnic, socioeconomic, gender, and linguistic factors in development and learning. In addition, candidates will know about principles and research related to diversity factors for children, families, and schools, including factors related to culture, contexts, and individual enrolled differences and evidence-based strategies to enhance services to address potential influences related to diversity. School psychology candidates will understand exceptionalities and be able to conduct appropriate, valid, and legal psychoeducational assessments, including bilingual assessments. School psychology candidates will have an understanding and respect for diversity in development and learning and advocate for social justice in all aspects of service delivery. (NASP Standard VII; CCTC SPPE 8.0, 8.1, 8.2)*

Specific Course Learning Objectives

The following are objectives of this course and are aligned with standards from the National Association of School Psychologists (NASP) and the California Commission on Teacher Credentialing (CCTC). In this course students will gain an understanding, and will practice incorporating the following in their assessment of children and youth, and will be assessed in their skills in using the data-based decision making and RIOT model to analyze, interpret, and write clear, ethical and legally defensible psychoeducational reports that will address cognitive and academic strengths and weaknesses and relate these to recommended interventions. Students **will be assessed** using rubric in **Appendix D** to rate case studies, as well as quizzes to check for understanding.

- 1. Understand, practice, and be assessed on data-based decision making using individual evaluation and assessment** using a variety of assessment methods (RIOT model), including observation, interviews, standardized test administration, while considering ecological, SES, health, language, cultural factors, diversity and resiliency in a manner that produces valid inferences to demonstrate knowledge of appropriate models of assessment. (NASP Std II; CTCC SPPE 1.0, 1.1, 1.2, 1.3, 1.6)

2. Understand, practice, and be assessed in using statistical analysis when determining strength and weaknesses using standardized measures. Candidates will use SS and SD to determine statistically significant strengths and weaknesses in a manner that produces valid inferences when evaluating needs of pupils and will demonstrate an ability to interpret and communicate results of standardized, norm-referenced, and other assessment information to parents, school staff, and the community (NASP Std II; CCTC SPPE 1.2, 9.3, 9.4)

3. Understand, practice, and be assessed using psychological foundations in learning, biological, social, cultural, developmental, and individual differences and how they relate to the development and assessment of children and youth. (NASP Std VII; CTCC SPPE 1.0, 8.0, 8.1)

4. Understand, practice, and be assessed in incorporating Socio-cultural Competence and Understanding of Student Diversity in Development and Learning, including ability to understand the ways in which ethnic, cultural, socio-economic, sexual orientation, and environmental factors influence learning and achievement in conceptualizing, integrating, and summarizing case studies. (NASP Std VII; CTCC SPPE 1.2, 1.3, 8.0)

5. Understand, practice, and be assessed on appropriate recommendation of community-based resources, special education and alternative service delivery systems to provide services to students. (NASP Std V, VII 8.2; CTCC SPPE 2.2)

6. Understand and practice using legal and ethical guidelines in assessment. (NASP Std VIII 8.2; CTCC SPPE 10)

7. Develop knowledge and application of appropriate and technically adequate methods of assessment for purposes of ensuring result-based accountability (CCTC SPPE 1.0, 1.3, 9.3)

8. Demonstrate knowledge of assessment procedures including tests, record reviews, observations, and interviews as part of **the process of early identification of learning problems** (CCTC SPPE 3.0)

Assessment Measures Covered: The following measures will be discussed in detail in lecture and/or lab classes. Students are expected to administer and score each of the following intelligence tests. Additional tests will be reviewed/presented by course instructor, lab instructor, and/or students and discussed in class. For these additional tests, administration is encouraged and may be required.

Cognitive/Intelligence Measures:

- Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V)
- Cognitive Assessment System, 2nd Ed. (CAS-2)

Visual-Motor, Language Processing, and Achievement Measures

- Beery Buktenica Developmental Test of Visual-Motor Integration, 6th Ed. (VMI-6)
- Bender Visual Motor Gestalt Test – II (BVMGT-II)
- Comprehensive Test of Phonological Processing Skills, 2nd Ed. (CTOPP-2)
- TAPS-4, A Language Processing Skills Assessment (TAPS-4)
- Woodcock-Johnson Achievement Tests, 4th Ed. (WJ ACH-IV)

Please note: Considerable time will be needed to master the administration, scoring, and beginning interpretation for the test measures taught in this course. Students are advised to begin reading texts and test manuals, and to review developmental information about each age group from pre-school through adolescence. Since this class emphasizes breadth, rather than depth (i.e., limited exposure to a

wide variety of tests, as opposed to in-depth mastery of a few), it is **critical** that students prepare for class instruction by being familiar with test manuals and related readings.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

- Class lectures, presentations and discussions
- Assigned readings in required text and other assigned materials
- Small group discussions/skill practice in class
- Independent research of subject materials in library/on internet/media.
- Completion of test review and presentation
- Completion of assigned papers including preliminary and psycho-educational assessment reports

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this course are:

- 1. Two Case Studies:** To facilitate a thorough training of assessment of cognitive abilities for intervention, each student will conduct two (2) case study psychoeducational reports on an individual including direct assessment and a review of records. This psychoeducational report will focus on the individual history of and current pattern of cognitive and academic performance using a systems-ecological problem-solving data-based-decision making approach to promote successful learning and facilitate appropriate intervention recommendations. This case will be conducted as part of our class and/or during independent time. This will be part of your summative assessment for this class. Please see Appendix D and Appendix E attached for reference.
- 2. Final Exam summative assessment:** All students will participate in a summative final exam administered at the conclusion of this course to assess student knowledge, skills and proficiency of the curricula provided throughout. This cumulative assessment will identify overall levels of achievement as related to the content outlined in this syllabus in order to improve learning while identifying individualized and specific student needs.

Required Books

Required Course Readings: Students are expected to do all of the assigned reading, which will be reviewed and discussed in class.

Sattler, J. M. (2018). Assessment of Children, Cognitive Foundations and Applications. Sixth Edition. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

Flanagan, D.P., & Alfonso, V.C. (2017). Essentials of WISC-V. Hoboken, N.J.: John Wiley and Sons, Inc.

Naglieri, J.A. & Otero, T.M. (2017). Essentials of CAS -2 Assessment. Hoboken, N.J.: John Wiley and Sons, Inc.

Hass, M.R, Carriere, J.A. (2014). Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports. Hoboken, N. J.: John Wiley & Sons, Inc.

Strongly Recommended Readings but Not Required:

Dombrowski, S.C. (2015). Psychoeducational Assessment and Report Writing. NJ: Springer.

Kaufman, A.S., Raiford, S.E., Coalson, D.L. (2016). Intelligent Testing with the WISC-V. Hoboken, NJ: Wiley & Sons, Inc.

American Psychiatric Association. Desk Reference to the Diagnostic Criteria from DSM-V-TR (5th Ed.). Washington, D.C., American Psychiatric Association, 2022.

Sattler, J. M., Dumont, R., Coalson, D.L. (2016). Assessment of Children WISC-V and WPPSI- IV. SD, CA: Jerome M. Sattler, Publisher, Inc.

Weiss, L. G., Saklofske, D.H., Holdnack, J.A., Prifitera, A (2016). WISC-V Assessment and Interpretation. NY: El Sevier.

Course Requirements:

1. **Class Attendance** is required. Students should inform the instructor if an emergency occurs. Missing more than two (2) classes will result in one letter grade lower than the one earned.
2. **Promptness** is required. Class begins at 4 PM. If this becomes a problem for a student, instructor will (1) confer with student and (2) will be a lowered grade.
3. **Professional Behavior** toward peers and faculty is expected in and out of class.
4. **Participation:** Students are responsible for material covered in the readings and in lectures. Students should be prepared to be called upon in class to discuss assigned readings. Up to two points per class will be given according to the level of student participation.
5. **Regularly scheduled quizzes** will be given to assess student's progress and to promote timely reading assigned material. Although only three (3) quizzes have been listed in the course outline, the instructor reserves the right to reduce or add to the number of quizzes based on student performance and participation.

6. Test Administration, Scoring, Interpretation, and Report-Writing for selected Cognitive, Perceptual, and Achievement tests:

Mr. Saggar, your lab lecturer will instruct you as to testing for this course. You will assess a subject (s) and then submit the protocols to him. *Please note that **Students MAY NEVER use public school students** who are being referred for school evaluations in any school district.*

In this class, you will be provided data for the WISC- V and CAS 2 case studies. Throughout the course sample reports will be discussed in class.

Together with the Lab assignments in EPC 663A/L, students will be expected to become familiar with test administration, scoring, and beginning interpretation of a variety of tests of intelligence, specialized cognitive abilities, and achievement.

7. Additional Assessment Measures for Class Discussion and Student Test Reviews: Each student is required to select one of the following cognitive, psychological processing, or bilingual tests to review with regard to: a) content, b) psychometric and technical adequacy, c) appropriateness for identification of possible special and/or regular education needs, and d) appropriateness of use with culturally and linguistically diverse and special populations.

Students will submit a 3-5-page test review paper, and will be required to present highlights of the review in class (25-30 minutes in length depending on the test). Published test reviews of some tests can be found in the Buros Mental Measurement Yearbook (website www.unl.edu/buros/ or in the CSUN library] and other research databases such as PsychInfo and ERIC. Students will be responsible for checking out the test (together with copies of the test protocols for the class) one week prior to the date of presentation of the review.

Students should obtain approval from the course instructor for the test they plan to present. Students may also seek instructor approval to present on a test not included on the following list. *Please note that if 2 students are presenting, they will each submit a paper.

Student presenters are to send their PowerPoint to their instructor and classmates before 4PM on their day of presentation. The written report will be submitted no later than 3:45 PM on the presentation's day.

Students are to choose one of the following

a. Cognitive/Intelligence Measures

- Naglieri Nonverbal Ability Test (NNAT 3)
- Test of Nonverbal Intelligence-IV (TONI)
- Universal Nonverbal Intelligence Test (UNIT-2)
- *Woodcock-Johnson Test of Cognitive Abilities- IV (2 students as a team)*
- *Wide Range Assessment of Memory and Learning. 3rd Edition (WRAML 3)*

b. Bilingual Language Proficiency Assessment Measures

- Bilingual Verbal Abilities Test (BVAT-NU)
- Woodcock-Munoz Language Survey III (Spanish and English) (WMLS-3)

c. Auditory-Verbal and Visual/Motor Processing Measures

- Wide Range Assessment of Visual Motor Abilities (WRAVMA)

- Motor-Free Visual Perceptual Test - Revised (MFVPT -4)
- Peabody Picture Vocabulary Test-V (PPVT-V)

- d. Adaptive Functioning
- Vineland-3
 - ABAS-3

NOTE: Since there are a limited number of tests available in the EPC test lab, students will need to share tests, which can be checked out for only a limited time. Consequently, it is essential that students plan ahead so that tests are available for the targeted class presentation day. Be aware that late return of tests may result in losing privileges in the test lab.

Grading System

The grade for this three-semester credit course will be based on the performance measures listed below. Work will be submitted via canvas or as instructed. Late work will not be accepted, unless prior approval is granted.

Examinations and Grades: Final grades will be based on a point system. Grades will be based case studies, test review and presentation, quizzes, and class attendance and participation. *Late assignments will result in one grade lower.*

1. Participation: 2 points per class; TOTAL = **30 points** (*See Appendix G*)

2. Two Preliminary reports: 10 points each, **20 points total**, to include: Reason for Referral, Background/Medical, Development, School/Academic History, and Observations

3. Two Case Studies: 2 reports (24 pts. /40 pts.); 64 points total (CCTC 4,22)

CASE STUDY 1 (WISC-V/CAS-2) - 24-point rubric will be used (see Appendix D).

CASE STUDY -2 (CAS-2/WISC-V) - 40-point rubric will be used (see Appendix E).
2nd Case Study – Partial

*Please note that by this time you have written one case study and we have spent considerable time discussing report-writing, this report should be of high quality.

4. Three (3) scheduled quizzes: 10 points each; TOTAL = **30 points**

5. Non-scheduled quizzes: The professor reserves the right to administer weekly pop quizzes.

6. Test Review Paper (25 points) and In-Class Presentation (25 points) = **50 points** (Appendix B)

7. Final: **50 points**

TOTAL = 244 points

Course Grades: The +/- grade option will be used in this course.

95-100% = A *mastery of the relevant course standards.*

90-94% = A- *mastery of the relevant course standards, with some errors or lacking information*

86-89% = B+ *above average proficiency of the relevant course standards.*

84-85% = B *satisfactory proficiency of the relevant course standards.*

80-84% = B- *partial proficiency of the relevant course standards.*

Note: A grade below 80% will require re-taking the course.

*If you are on the borderline between two grades, your participation, attendance, and effort will be considered in determining your final grade.

**Report re-writes may be assigned for case study 1. This will be based on student performance as an opportunity to earn additional points. There will be NO re-writes or opportunities to earn additional points for case study 2.

***Please note that passing this course requires a grade of B or better. A grade of B- or less will necessitate retaking the course.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)
Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better. Higher standards that take precedence over the University policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Academic integrity, including student honesty, is taken seriously in the educational psychology and counseling department. Consequently, please know that academic dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will lead to a student receiving a fail in the assignment, exam, activity, and/or class. Please note that dishonesty can result in being recommended for disciplinary action. University policy requires professors to report all dishonest, unethical student behavior to university administration for documentation and review, and the school psychology faculty strictly adhere to university policy in this regard. \

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a first offense. See the University Catalog for further information

Statement on Use of Artificial Intelligence (AI)

In this course, the use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Grammarly, QuillBot) is discouraged. Learning how to construct psychoeducational reports is a key component of this course. As such, students benefit from writing their reports in both developing their thoughts as well as developing their own style. Occasional use of AI to assist with wordsmithing is permitted, but relying on publisher results/analysis or having AI generate explanations of results/analysis is NOT permissible.

As future school psychologists, it is essential that you demonstrate independent competence in writing, speaking, consulting, and responding professionally in real time.

Your professional responsibilities will require you to:

- Communicate clearly and effectively with students, families, teachers, and staff.
- Apply research-based knowledge to authentic cases.
- Think critically and generate responses in real time without reliance on AI assistance.

Therefore:

1. AI should be used as a support tool, not a substitute for your own thinking. The core ideas, analysis, and professional perspectives in your assignments must be your own.
2. Disclosure is required. If you use AI in completing an assignment, please include a brief note at the end of your paper (e.g., “AI tools were used to assist with phrasing and grammar but all ideas, analysis, and conclusions are my own.”).
3. Accountability for learning remains with you. You are expected to understand the material well enough to explain, apply, and defend it in class discussions, written work, and professional practice.

Failure to adhere to these expectations may impact the evaluation of your work. The ultimate goal is for you to become a confident, competent professional who can think and respond effectively without technological assistance.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN’s Computer Support

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentervices/index.php>

Writing Center

<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance

<http://library.csun.edu/ResearchAssistance/AskUs>

EPC 663A: Assessment of Cognitive Abilities for Intervention

Course Outline

	CLASS TOPICS/ACTIVITIES	READINGS
8/28/2025 Week 1	<u>LECTURE</u> Orientation. Review of course requirements. Introduction to lab and requirements. Organize students into groups to share tests and presentations. Discussions	Discussion of care of tests including confidentiality
9/4/2025 Week 2	<u>LECTURE</u> Review history and theories of Intelligence testing. Reason for Referral Psychometric ISSUES IN COGNITIVE TESTING. Problem solving and Data Based Decision using the RIOT model. Consider student contextual factors in assessment - Exclusionary Clause. CASP position The Role of the Evaluator in The Assessment Process (Chapter 6 Sattler) Standardized Testing and Statistics Check Out WISC-V -process	Sattler, J.M Chs. 1, 2, 4, 5, 6
9/11/2025 Week 3	<u>LECTURE</u> Ethical and Legal Issues. Best Practices in testing. Reason For Referral. -Review Introduction to the WISC-V: Requirements and considerations for testing. Introduction and overview of the WISC-V. Indexes and Subtests	Sattler, J.M., Chs. 3, 7, 9 Essentials, Ch.1
9/18/2025 Week 4	<u>LECTURE</u> WISC-V Indexes and subtests Let's do the numbers: statistically significant, what does this suggest? Hypothesis? Developmental Assessment: Problem Solving and Data Based Decision making.	Sattler, Chs. 7,8, 9, 10 Essentials, Chs. 3, 4,
9/25/2025 Week 5	Review the WISC-V Report Writing II (Review) What if? Why use a Non-Verbal Measure? Student Presenter NNAT- 3 UNIT-2	Sattler, J.M. Ch. 20 Essentials of WISC-V, Ch. 9

10/2/2025 Week 6	<p>Review WISC-V Core subtests</p> <p>Begin Prelim 1. write your RFR, Background of student *bring it to class 10/10/2024</p>	
10/9/2025 Week 7	<p>LECTURE Continuation of the WISC-V Putting It all Together</p> <p>Your Hypothesis? Does the evidence support your hypotheses?</p> <p>Examples of the WISC-V Reports Report Writing</p> <p>Student Presenters TONI-4 PPVT-4</p>	<p>Sattler, J.M., Chs .7, 8, 9</p> <p>Essentials, Chs. 5,7,8</p>
10/16/2025 Week 8	<p>LECTURE Introduction to the CAS 2 Structure, subtests, interpretation, and interventions.</p> <p>Using statistics to determine statistically significant strengths and weaknesses and develop recommendations for cognitive and academic interventions.</p> <p>Preliminary Report 1 due</p> <p>Student Presenter WRAML MFVPT-4</p>	<p>Haas + Carriere, (2014) Chs. 1, 2,3,4</p> <p>Appendices I,II</p> <p>Sattler, J.M., Ch.18</p> <p>Essential of the CAS-2 Chs. 1, 2</p>
10/23/2025 Week 9	<p>LECTURE Introduction to the CAS 2 (Cont'd) Structure, subtests, interpretation, and interventions.</p> <p>Using statistics to determine statistically significant strengths and weaknesses and develop recommendations for cognitive and academic interventions.</p>	<p>Essentials, Chs. 3, 4, 5, 6,</p> <p>Ch.5, Appendices, I, II</p>
10/30/2025 Week 10	CASP- NO CLASS	<p>Essentials, Chs. 5, 7</p> <p>Review Sattler, Chs. 20</p>
11/6/2025 Week 11	<p>LECTURE CAS -2</p> <p>Conclusion of CAS 2. Example of a report Report Writing II (Review)</p>	<p>Complete Readings from Week 9</p>

11/13/2025 Week 12	<p style="text-align: center;">LECTURE Review CAS-2 Review SLD-A Developmental Assessment: Problem Solving and data-based decision-making. <u>Other Models used in schools</u></p> <p style="text-align: center;">RTI Patterns of S+W</p> <p style="text-align: center;">Student Presenters WJIV Cognitive Report 1 Due</p>	Review Sattler, Chs. 15, 17
11/20/2025 Week 13	<p style="text-align: center;"><u>Lecture</u></p> <p style="text-align: center;">Student Presenters WMLS-3 BVAT-NU</p>	Sattler, Ch.3, 15
11/27/2025 Week 14	<u>No Class, Thanksgiving Break</u>	
12/04/2025 Week 15	<p style="text-align: center;">LECTURE Using test results to develop scientifically based interventions. Linking Findings to Interventions</p> <p style="text-align: center;">Student Presentations WRAVMA</p> <p style="text-align: center;">Preliminary Report 2 Due</p>	Review: Sattler\ Essentials – CAS 2, Ch. 5, 7
	<p style="text-align: center;">LECTURE Final thoughts Student Presenters ABAS-3 Vineland 3</p>	Sattler, Ch. 18
12/11/2025 Week 16	<p style="text-align: center;">Final Report 2 Due</p>	

***Please note** the course schedule may be adjustment; students will be informed in advance if this occurs.

EPC 663 A MULTI-SYSTEMIC ACADEMIC INTERVENTION FOR SCHOOL PSYCHOLOGISTS

Standard	Introduced	Practiced	Assessed
SPPE 1.0	Pg. 15,	Pg. 15, 16, 17	
SPPE 1.1	Pg. 15, 16, 17		
SPPE 1.2	Pg. 15, 16, 17	Pg. 16, 17	
SPPE 1.3	Pg. 15, 16, 17		Pg. 15, 17
SPPE 1.6	Pg 15	Pg. 16, 17	
SPPE 2.2	Pg. 16, 17		
SPPE 3.0	Pg. 16	Pg 17	Pg. 15, 17
SPPE 8.0	Pg 15, 16		
SPPE 8.1	Pg. 15, 16, 17		Pg. 15, 17
SPPE 8.2	Pg. 15, 16, 17		
SPPE 9.3	Pg. 15, 16, 17		Pg. 15, 17
SPPE 9.4	Pg. 15, 16, 17		Pg. 15, 17
SPPE 10.0	Pg. 15, 16, 17		

APPENDIX A
EPC 663A - Schedule of Case Study Assignments

Allison :

- CASE 1: WISC-V, WJ-IV, CTOPP-2, VMI-6
- CASE 2: CAS-2, WJ-IV, TAPS-4, BENDER -2
- * ICE BREAKER -DAP

Restori :

- CASE 1: WISC-V, WJ-IV, TAPS-4, BG-2
- CASE 2: CAS-2, WJ-IV, CTOPP-2, VMI-6
- * ICE BREAKER -DAP

***This schedule is recommended for both case studies. Vedeesh will assign the WJ-IV subtests.**

Dates:

Preliminary Report #1 due 10/16/2025

Case Study #1 due 11/06/2025

Preliminary Report #2 due 11/20/2025

Case Study #1 due 12/11/2025

APPENDIX B

EPC 663A - TEST REVIEW PRESENTATION: EVALUATION

Student Name: _____

Date: _____

Evaluation Criteria for In-Class Presentation (25 points)

Administration	_____	/9 points
Scoring	_____	/4 points
Organization/Presentation	_____	/4 points
Research Review	_____	/4 points
Content	_____	/4 points
TOTAL	_____	/25 points

TEST REVIEW PAPER: EVALUATION

Evaluation Criteria for Test Review Paper (25 points)

Content	_____	/15 points
• Standardization		
• Technical adequacy		
• Appropriateness for identification of possible special and/or regular education needs		
• Appropriateness of use with culturally and linguistically diverse and special populations		
*References (3-5 required)	_____	/5 points
Writing and Organization	_____	/5 points
TOTAL	_____	/25 points

Students may sign up for the following tests

Tests of Cognitive Ability

Woodcock-Johnson – *IV* Tests of Cognitive Ability (WJ-Cog) (2 students)
Naglieri Nonverbal Abilities Test (NNAT) -3
Universal Nonverbal Intelligence Test (UNIT)
Test Of Non -Verbal Intelligence (TONI-4)

Bilingual Assessment

Bilingual Verbal Abilities Test (BVAT)
Woodcock-Munoz Language Scales (WMLS-3)

Other Tests

Wide Range Assessment of Memory and Learning (WRAML; Visual)
Motor-Free Visual Perception Test -3 (MFVPT)
Peabody Picture Vocabulary Test – IV (PPVT-IV)
Wide Range Assessment of Visual Motor Abilities (WRAVMA)

APPENDIX C

EPC 663 A Sign-up for Test Review and Class Presentation

<https://docs.google.com/document/d/1EqfOielISJ3pzyUd9vi3z8KPNVBDHsDH1rCthRrfNLk/edit?usp=sharing>

9/25 NNAT-3 _____
(Naglieri Nonverbal Ability Test,3rd Ed.)

9/25 UNIT-2 _____
(Universal Nonverbal Intelligence Test)

10/2: TONI-4 _____
(Test of Non-Verbal Intelligence-4)

10/2 PPVT -4 _____
(Peabody Picture Vocabulary Test-IV)

10/16 WRAML _____
(Wide Range Assessment of Memory and Learning: Visual)

10/16 MFVPT-4 _____
(Motor-Free Visual Perceptual Test -3)

11/6 WJ Cog_ (2 Presenters) _____

11/13 BVAT-NU _____
(Bilingual Verbal Abilities Test)

11/13 WMLS-3 _____
(Woodcock – Munoz Language Scale -3)

12/4 WRAVMA _____
(Wide Range Assessment of Visual Motor Abilities)

12/4: Vineland 3 _____

12/4 ABAS-3 _____

Appendix D.1 Preliminary Report

Preliminary Reports (1 + 2) (10 Points)

Heading

(1)

Reason For Referral

(1)

Tests and Test Dates

(2)

Background

3)

Observation(s)

(3)

APPENDIX D
EPC 663A: Checklist for Rating Psychological Reports
Case Study 1

Examiner: _____
Examinee: _____

Date: _____
Case Study # _____

1. Identifying and Background Information – is relevant and appropriate. Background information should include family, medical and health history, developmental and educational history, and cultural, SES, and language issues. (CCTC Std. 2, 3, 5, 17)

Poor		Satisfactory
1	2	3

2. Behavioral Observations: Descriptive, clear, and relevant (attention/concentration, motivation, Mood/affect, problem-solving strategies, speech and language). (CCTC ST. 4, 22)

Poor		Satisfactory
1	2	3

3. Intellectual/Cognitive Functioning. Results are clearly explained and include a reasonable interpretation. Interpretations based on data and observations. (CCTC Std. 4, 5, 22)

Poor		Satisfactory
1	2	3

4. Academic Achievement. Results are clearly explained and include a reasonable interpretation based on data, interviews, and observations. Discuss discrepancy and need for intervention. Provide examples of what examinee is able to do.

Poor		Satisfactory
1	2	3

5. Psychological Processing (e.g., visual, auditory, visual-motor integration, memory, attention). (CCTC Std. 4, 5, 11, 22)

Poor		Satisfactory
1	2	3

6. Summary includes essential facts, integration of findings and eligibility statement.

Poor		Satisfactory
1	2	3

7. Organization (appropriate format, logical and meaningful, consistent reporting of assessment and identification of significant data).

Poor		Satisfactory
1	2	3

8. Writing skills (spelling, word usage, sentence structure). Reports should be readable and consistent. Include formal language including as related to statistical significance.

Poor		Satisfactory
1	2	3

Reflections- Paragraph: If Only (extra 3 points)

APPENDIX E
EPC 663A: Checklist for Rating Psychological Reports
Case 2

Examiner: _____ **Date:** _____
Examinee: _____ **Case Study #** _____

1. Identifying and Background Information – is relevant and appropriate. Background information should include family, medical and health history, developmental and educational history, and cultural, SES, and language issues.

Poor		Satisfactory		Excellent
1	2	3	4	5

2. Behavioral Observations: Descriptive, clear, and relevant (attention/concentration, motivation, mood/affect, problem-solving strategies, speech and language).

Poor		Satisfactory		Excellent
1	2	3	4	5

3. Intellectual/Cognitive Functioning. Results are clearly explained and include a reasonable interpretation. Interpretations based on all data and observations.

Poor		Satisfactory		Excellent
1	2	3	4	5

4. Academic Achievement. Results are clearly explained and include a reasonable interpretation based on data, interviews, and observations. Discuss discrepancy and need for intervention. Provide examples of what examinee is able to do.

Poor		Satisfactory		Excellent
1	2	3	4	5

5. Psychological Processing (e.g., visual, auditory, visual-motor integration, memory, attention).

Poor		Satisfactory		Excellent
1	2	3	4	5

6. Summary includes essential facts, integration of findings and eligibility statement.

Poor		Satisfactory		Excellent
1	2	3	4	5

7. Organization (appropriate format, logical and meaningful).

Poor		Satisfactory		Excellent
1	2	3	4	5

8. Writing skills (spelling, word usage, sentence structure). Reports should be readable, consistent, and include formal language.

Poor		Satisfactory		Excellent
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APPENDIX F

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING
SCHOOL PSYCHOLOGY GRADUATE PROGRAM**

PARENT PERMISSION FOR PSYCHOLOGICAL TESTING

As parent or legal guardian, I grant permission for my child/adolescent to be evaluated by a graduate student in the School Psychology Program at California State University, Northridge. I understand that such testing will be done for practice, in order for the student to fulfill the requirement for a required course in "Clinical and Psychometric Assessment Techniques". This practice testing may involve assessment of my child's cognitive ability, language, academic achievement, psychological processing skills, attention, and/or behavior.

The results of the assessment will not be recorded at the university, nor will any of the results be available to me. I understand that the students are in training, and are not yet competent to report or interpret results. Thus, these are "practice assessments" which will not be valid for any purpose other than the student's training. We greatly appreciate your willingness to permit your child/adolescent to participate in our student training program.

Child/Adolescent's Name _____ Age _____

Parent/Guardian's Name _____

Parent/Guardian's Signature _____

Parent Phone _____ Date _____

If you have any questions about the testing procedures or the students, I may feel free to contact the course instructor:

Shereen Allison, PhD., NCSP, LEP
Department of Educational Psychology and Counseling
California State University, Northridge
Phone:
Shereen.allison@csun.edu

APPENDIX G

Attendance and Participation Rubric Example

	4	3	2	1	Points
Attendance Promptness	Student is always prompt and regularly attends classes	Student is late to class once every two weeks	Student is late to class more than once every two weeks and regularly attends classes	Student has been late to class at least four times and has poor attendance	
Level of Engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, appears attentive and interested	Student inconsistently listens when others talk, inconsistently appears attentive and interested	Student does not listen when others talk, appears distracted and inattentive	
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is sometimes prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
				Total:	

Standard	Introduced	Practiced	Assessed
SPPE 1.0	Pg. 15,	Pg. 15, 16, 17	
SPPE 1.1	Pg. 15, 16, 17	Pg. 16, 17	
SPPE 1.2	Pg. 15, 16, 17	Pg. 16, 17	
SPPE 1.3	Pg. 15, 16, 17		Pg. 15, 17
SPPE 1.6	Pg 15	Pg. 16, 17	
SPPE 2.2	Pg. 16, 17		
SPPE 3.0	Pg. 16	Pg 17	Pg. 15, 17
SPPE 8.0	Pg 15, 16		
SPPE 8.1	Pg. 15, 16, 17	Pg. 16, 17	Pg. 15, 17
SPPE 8.2	Pg. 15, 16, 17		
SPPE 9.3	Pg. 15, 16, 17	Pg. 16, 17	Pg. 15, 17
SPPE 9.4	Pg. 15, 16, 17	Pg. 16, 17	Pg. 15, 17
SPPE 10.0	Pg. 15, 16, 17	Pg. 16, 17	