

**CSUN Department of Educational Psychology and Counseling
Program in School Psychology
EPC611: *Psychological Factors in Neurodevelopmental,
Emotional and Behavioral Disorders in Youth***

**Summer
2025**

Instructor: Wilda Laija-Rodriguez, Ph.D.

Meeting Hours: By appointment

Class Meetings: Tuesday 9-11:45m

Classroom:

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The Michael D. Eisner College of Education

Conceptual Framework

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.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- 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 value ethical practice and what it means to become ethical and caring professionals.
- 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 value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

PROGRAM STUDENT LEARNING OBJECTIVES (SLOs):

Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, families, and schools. (NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)

CSUN Graduate Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, school personnel, families, and communities. (NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)

SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations (NASP Domain 8): 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** of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and **Practice** implementation of effective general and special education interventions and/or services in collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this **knowledge and practice** to optimize learning, development and social-emotional adjustment to improve academic, mental and behavioral health outcomes for children, families, schools, and communities. (NASP Domain 8; CCTC SPPE 8)

CSUN 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 4: Foundational Content Knowledge: 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** foundational content knowledge of cognitive and social emotional development; biological, cultural, and social influences on learning and development; and psychological and educational theories and models to support assessment, learning, development, and adjustment with individual students and within a multi-tiered system of support.

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*)

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*)

SLO 11: Mental and Behavioral Health Services and Interventions 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 their ability to demonstrate ***knowledge, skills, and competence*** to understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning; and in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

SLO 12: Social-Emotional and Mental Health and Behavioral Health Services and Interventions 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 PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

Specific Course Objectives:

1. Continue to develop skills in *bilingual assessment and intervention*. Learn to select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language, and socioeconomic context. (CCTC SPPE 1.1, 1.3)
2. Develop assessment and problem-solving decision-making skills *using a neuropsychological foundations* to understanding cognition, processing, learning, adjustment, and development. (CCTC SPPE 1.0).
3. *Learn and use neuroscience (brain behavior relationships) to guide your assessment and interventions.*
4. *Review learning, cognitive development, and social emotional developmental theories to incorporate in assessment and intervention.*
5. *Understand implications of learning and developmental theories for assessment* (CCTC SPPE 3.3)
6. *Interpret academic and cognitive data within the context of biological, cultural and social influences, including complex trauma and stress, and language acquisition and language retention* (CCTC SPPE 3.2)
7. *Learn to administer and interpret the WJ IV Cognitive Battery* (CCTC SPPE 1.1, 1.2)
8. Learn and incorporate *evidenced based cognitive, academic and behavioral interventions in assessment results and recommendations.* (CCTC SPPE 1.4)
9. *Understand and evaluate services* that support cognitive, academic, and social-emotional skills development for all youth. (CCTC SPPE 3.4)

Instructional Philosophy

The School Psychology program is designed upon the following beliefs, which are consistent with the National Association of School Psychologist (NASP) and California Commission for Teacher Credentialing (CCTC) standards for training: We believe that school psychologists should be trained in a scientist-practitioner ecological model. We emphasize both scientist and practitioner to indicate that we expect our candidates to follow and develop best practices derived from scientifically based research. We prepare our students with the knowledge and skills to work successfully in multicultural settings and to address solutions from an ecological strength based multi-systemic perspective using positive outcome based solutions assessed and monitored in collaboration with parents, teachers, school professionals, and other community members.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) please 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.

Policy on Cheating and Plagiarism

Cheating and plagiarism are unacceptable behaviors. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*. Violations will be taken seriously and may result in failing the class and/or a referral to student affairs. The EPC department abides by CSUN policy for academic dishonesty. Please also refer to the University policy on academic dishonesty.

Instructional Format

This course involves lecture, student presentations, and case study discussions using zoom and/or canvas online components.

Required Readings:

**Dombrowski, Stefan. (2020). Psychoeducational Assessment and Report Writing
E-Book Available from the University Library**

Hale & Fiorello. (2004). School neuropsychology. Guilford Press.

Pennington, Bruce F. (2008). Diagnosing learning disorders – Third Edition: From Science to Practice

Required Readings may include selected chapters from books available electronically through the University Library or in manuals through the Berke Assessment Library and Clinic. Developmental Variations (Dr. Mel Levine)

MENTAL STATUS EXAMINATION REFER TO: <https://positivepsychology.com/mental-status-examination>

RESOURCES:

D'amato, R. C., Davis, A.S., Power, E. M., & Eusebio, C. E. (2019). Understanding the Biological Basis of Behavior: Developing Evidence-Based Interventions for clinical, Counseling, and School Psychologists.
IN UNIVERSITY LIBRARY E-BOOK

Pennington, Bruce (2014). Explaining Abnormal Behavior. Guilford Publishers I
IN UNIVERSITY LIBRARY E-BOOK

Miller, Daniel. (2013). Essentials of School Neuropsychological Assessment – Second Edition. Wiley Publishers. *IN UNIVERSITY LIBRARY E-BOOK*

Mather et al. (2011). Essentials of Dyslexia Assessment and Intervention. Wiley Publishers.
IN UNIVERSITY LIBRARY E-BOOK

Flanagan et al. (2013). Essentials of Cross Battery Assessment. Wiley Publishers.
IN UNIVERSITY LIBRARY E-BOOK

Woodcock Johnson Cognitive Assessment Battery IV, Manual.

Dawson, Peg. (2000). Executive skills in children and adolescents: Third Edition: A practical guide to assessment and intervention. Guilford Press.

Armstrong, T. (2019). Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with special Needs Succeed in school and Life. Association of Supervision, & Curriculum Development.
IN UNIVERSITY LIBRARY E-BOOK (look for the chapter, you may be able to find the rest of the book there)

Goldstein, S. & Naglieri, J. (2008). The Neuropsychology of ADHD: Theory, Assessment, and Intervention. *Psychology in the Schools*, 45 (9).Published online in Wiley InterScience (www.interscience.wiley.com)
DOI: 10.1002/pits.20331

Additional Assigned Course Readings (TBD)

Course Assignments and Requirements:

1. Attendance and Participation. *Attendance is required. If you are absent two or more times, your grade will be reduced by one whole grade. Three or more absences will result in not passing this class.* In order to create a rich and supportive learning environment, each student is expected to take an active part in all course activities. This includes presenting and sharing information, ideas, and thoughts while adhering to the following requirements:

- timely contributions to discussions and activities
- completeness and accuracy of contributions and presentations
- professional and respectful behavior and attitude (e.g. attending to lecture and presentations, no interrupting (no obvious multi-tasking such as typing on computers while professor lectures or student presentations), no over-talking, respectful behavior toward professor and classmates, and use of respectful and professional wording in e-mails)
- class preparation (e.g., completion of readings and activities **PRIOR** to class meetings)

2. Readings: Students are responsible for material covered in the readings, in class, and online.

3. Bilingual Assessment Case Study: Students will be required to write a psycho-educational assessment based on a bilingual case using a strength-based focus. Please refer to Appendix A

4. Administration of WJ-IV Cognitive Battery assessment.

***If you have not administered the WJ IV OL, and/or the WMLS III Spanish and English, please practice administration.**

5. Presentation: Presentation will be conducted on a topic chosen. Student(s) will make a **30 minute** presentation regarding neurodevelopmental constructs and evidence-based interventions for selected cognitive processes and on resiliency and strength based focus assessment and interventions. *Note:* the presentation should focus on the etiology, assessment, appropriate intervention and management, and wording focused on assisting parents, student, and other professionals in understanding concepts and interventions. **See Rubric Presentation Rubric Attached. Please email slides to the instructor the day prior to your presentation. Make sure you reference each slide.**

The presentation addresses an area of neurodevelopmental processing (i.e. attention, memory, neuromotor functioning, etc.) and resiliency. A thorough explanation of the processing area, how it can be assessed, the effects on academic achievement (in reading, math, writing) **and social emotional functioning, and specific interventions for remediation and learning must be discussed.** Ten to fifteen references (journal articles and chapters) should be used and cited using APA format. Student(s) will be required to submit their *PowerPoint via e-mail to the instructor and post it on canvas PRIOR to the presentation.* Students are required to also e-mail presentation to classmates. **PLEASE MAKE SURE YOU FOLLOW THE RUBRIC AND USE APPROPRIATE HEADINGS ALIGNED TO RUBRIC ON YOUR PRESENTATION. Please make sure your reference each slide.**

Please note that we may need to meet longer on presentation days. Please plan for longer meeting times during these days.

7) Neurodevelopmental Strength Based Assessment Report: The case study will require students to integrate information regarding neurodevelopmental constructs, assessment, and interventions. See **rubric attached**. **This case study is to be completed individually. See Appendix B**

Case Study: In this case study the focus will be a neurodevelopmental and strength-based assessment. This report will include interpretation of neurodevelopmental strengths and weaknesses, identification of neurodevelopmental constructs and their implications for learning and adjustment, and **recommended interventions** addressing identified areas of strengths and need.

8) Assignments and/or write ups as needed.

9) Constructs and Intervention Paper. Please work on your **construct and intervention paper** and upload onto Canvas. Your paper should include ALL of the constructs discussed this summer. Please include the 8 processing areas listed in the CA Education Code.

Please construct a table with the following information for each construct:

Construct Name:

Represents the following Neurodevelopmental Processes:

Brain-Behavior Relationship:

Input/Output Information:

Assessment Tools Used to Assess Construct:

Interventions:

Grades for EPC611: Final grades will be based on a point system to include the paper and presentation, and the case studies:

- 1) Attendance and Participation (20 pts)
Please note that you are required to attend class. If you miss one class your attendance and participation points will be affected. *Two or more absences will result in your grade being lowered by one whole grade. Three or more absences will result in no credit.*
- 2) Presentation (60 pts.)
- 3) WJ-IV Cognitive Protocol (25 points) – scan and upload to CANVAS – Please keep **confidentiality – NO IDENTIFYING INFORMATION.**
- 4) Bilingual Assessment Report (120 points) – NO IDENTIFYING INFORMATION
- 5) NSBA Case Study Report (135 points) - NO IDENTIFYING INFORMATION
- 6) Construct and Intervention Paper (50 points)
- 7) Summaries and homework as needed (10 pts.)

Canvas will close on specific days, please make a note of it. **You will not be allowed to submit work late or via email. If you need more time, you will need to request an extension and/or incomplete = delay in starting internship.**

Total Points:

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

A = 95-100%; A- = 90 – 94%; B+ = 86-89%; B = 83-85%; Below B requires re-taking the course.

**Class participation will be taken into consideration for those students whose final grade point totals are at the borderline between two grades.*

***Late work will not be accepted without prior approval from the professor. Incomplete course grade must be arranged with Professor at least two week prior to end of the course. Course incompletes are only allowed in cases of documented, justified circumstances as detailed in the CSUN catalogue.**

***CLASS MAY MEET LONGER ON STUDENT PRESENTATION DATES.
PLEASE MAKE A NOTE OF IT.**

EPC 611 Course Outline
***Psychological Factors in Neurodevelopmental,
Emotional and Behavioral Disorders in Youth***

(Please note that this outline can change. You will be notified if this is to occur.)

Date	Class Topics/Activities	Readings
May 27	Introduction to the class/Groups developed and topics assigned Review: Bilingual Assessment	<i>Dr. Laija-Rodriguez Guidelines to Bilingual Assessment</i> <i>Dobrowski Ch. 20</i>
June 3	Brain structure and Brain-Behavior Relationship. How do learning disabilities develop?; Introduction to Neurodevelopmental Constructs and implications for successful learning; Luria and PASS theory and CHC theory implications for assessment and learning. Check out WJ IV Cognitive Battery	<i>Hale & Fiorello Ch. 2</i> <i>Pennington Ch. 1 and 2, 3</i> <i>Dobrowski Ch. 12</i>
June 10	Work on Bilingual Assessment Report View Mental Status Exam Video and Review Information – Include in your report https://positivepsychology.com/mental-status-examination	<i>REVIEW: Dombrowski p. 169 (CI); Ch's. 10, 11)</i> <i>Mental Status Assessment Guidelines</i>
June 17	Meet with your Partner to Prepare for Presentation SUMMARY DUE: How do learning disabilities develop and issues re: assessment and identification; Hale & Fiorello Ch. 2, Pennington, AND Dombrowski 12)	
June 24	CYRYSTALIZED REASONING/LANGUAGE; FLUID REASONING/CONCEPTUALIZATION; AND INFORMATION PROCESSING – ASSESSMENT AND INTERVENTION <u>IN PERSON:</u> Neurodevelopmental Construct Presentations Neurodevelopmental constructs: key functions, brain behavior relationship, relationship to cognitive theories, and implications for successful learning and interventions. <u>Include information for both L1 and L2</u>	<i>Pennington Ch. 4;</i> <i>Flanagan Ch. 1</i> <i>Miller 16, 17</i>

Lecture: Overview of CHC Theory, Alternative Assessment, and Cross-Battery Assessment; WJ IV and WJ V; Cognitive Hypothesis Testing

PRESENTATIONS:

Crystallized Reasoning (Gc)

Language (Gc) (Miller Ch. 16, Pennington (2014) Ch. 8, Pennington (2008) Ch. 7, Mather et al. Ch. 5 and **Second Language Processing (Search for new research on second language processing – present new information you have not heard before)**

_____ (2)

Fluid Reasoning (Gf)

Conceptualization and Problem Solving:

(Miller Ch. 13, Pennington (2014) Ch. 5,
_____ (2)

Visual-Spatial Processing (Gv) (Miller)

Visual Perceptual Processing and Temporal Sequential Ordering (Gf) (Pennington (2014) Ch. 5; Mather et al. Ch. 5, 7)

_____ (1)

PLEASE INCLUDE HOW YOUR PRESENTATION TOPIC RELATES TO READING, MATH, AND WL DEVELOPMENT AND INTERVENTIONS. Refer to:

Acquired Knowledge Academic Achievement:

Reading (Gr) (Miller Ch. 17, Pennington (2008) Ch. 6; Mather et al. Ch. 6, 8, 9, 10; 10); Include information in both L1 and L2

Math (Gm) (Miller Ch. 17, Pennington (2008) Ch. 12; Include information in both L1 and L2

Written Language (Gwl) (Miller Ch. 17, Mather); Include information in both L1 and L2

DUE: BILINGUAL REPORT – Don't forget to include MSE

<p>July 1</p>	<p>INFORMATION PROCESSING: ATTENTION, MEMORY, EXECUTIVE FUNCTIONS–ASSESSMENT AND INTERVENTION</p> <p>Possibly a Long Class – Please limit your presentation to 30 minutes</p> <p>Zoom: Neurodevelopmental Construct Presentations Neurodevelopmental constructs: key functions, brain behavior relationship, relationship to cognitive theories, and implications for successful learning and interventions. <u>Include information for both L1 and L2</u></p> <p><u>Information Processing: PLEASE WORK ON THIS TOGETHER and PRESENT MODEL OF INFORMATION PROCESSING</u></p> <p><i>Attention/Sustained Attention-Concentration</i> (Miller Ch. 13; Pennington (2014) Ch. 7; Pennington (2008) Ch. 9; Levine) _____ (2)</p> <p><i>Memory (short term/working memory (Gsm) and long term (Glr))</i> – (Miller Ch. 12, 14; Levine Ch. 3, & 4; Pennington (2014) Ch. 9) Short Term and Working Memory_____ (2) Association/Long Term_____ (1)</p> <p>Neurodevelopmental Considerations of Executive Functions and metacognitive Strategies (Miller Ch. 13, Pennington (2014) Ch. 5.) _____ (2)</p> <p>PLEASE INCLUDE HOW YOUR PRESENTATION TOPIC RELATES TO READING, MATH, AND WL DEVELOPMENT AND INTERVENTIONS. Refer to:</p> <p>Acquired Knowledge Academic Achievement: <i>Reading</i> (Gr) (Miller Ch. 17, Pennington (2008) Ch. 6; Mather et al. Ch. 6, 8, 9, 10; 10); Include information in both L1 and L2 <i>Math</i> (Gm) (Miller Ch. 17, Pennington (2008) Ch. 12; Include information in both L1 and L2</p>	<p>Reynolds, C. (2008). ASSESSING EXECUTIVE FUNCTIONS: A LIFE-SPAN PERSPECTIVE. Psychology in the Schools</p> <p><i>Readings (see each presentation)</i></p>
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	<p><i>Written Language (Gwl)</i> (Miller Ch. 17, Mather); Include information in both L1 and L2</p>	
July 8	<p><u>AUDITORY PROCESSING AND DYSPLEXIA—ASSESSMENT AND INTERVENTION</u></p> <p>IN PERSON: Neurodevelopmental Construct Presentations Neurodevelopmental constructs: key functions, brain behavior relationship, relationship to cognitive theories, and implications for successful learning and interventions. <u>Include information for both L1 and L2</u></p> <p>Auditory Processing and Dyslexia (Ga) (Miller Ch. 11 and additional research; Mather) _____ (1)</p> <p>Phonological Processing and Dyslexia (Mather) (1) _____ (1)</p> <p>Orthographic Processing and Dyslexia (Mather) (1) _____ (1)</p> <p>Processing Speed, Fluency, and Efficiency in Processing (Gs) (Cognitive and Fine Motor) (Miller Ch. 15; Levine) _____ (2)</p> <p>PLEASE INCLUDE HOW YOUR PRESENTATION TOPIC RELATES TO READING, MATH, AND WL DEVELOPMENT AND INTERVENTIONS. Refer to:</p> <p>Acquired Knowledge Academic Achievement: <i>Reading</i> (Gr) (Miller Ch. 17, Pennington (2008) Ch. 6; Mather et al. Ch. 6, 8, 9, 10; 10); Include information in both L1 and L2</p> <p><i>Math</i> (Gm) (Miller Ch. 17, Pennington</p>	<p><i>Miller; Mather (see each presentation)</i></p>

	<p>(2008) Ch. 12; Include information in both L1 and L2</p> <p><i>Written Language</i> (Gwl) (Miller Ch. 17, Mather); Include information in both L1 and L2</p>	
July 15	<p>Disorders of Self-Regulation and Assessment; Hormones and Diet– ASSESSMENT AND INTERVENTION</p> <p><u>Presentations:</u> Neurodevelopmental Considerations of ADHD (Pennington (2014) Ch. 11; _____ (2)</p> <p>Neurodevelopmental Considerations on Autism and Social Cognition (Pennington (2008) Ch. 13 _____ (2)</p> <p>_____ (2) Effect of Hormones and Diet on Development, Learning, and Disabilities _____ (2)</p>	<p><i>Dombrowski 13,14, 16 (Review ch. 15)</i></p> <p><i>Pennington; Mather (see each presentation)</i></p>
July 22	<p>Assessment Methodology and WJ IV Cognitive Battery Administration</p> <p>Understanding Achievement Gaps</p> <p>Practice administering the WJ IV Cognitive Battery (Some Subtests- will tell you which ones)</p> <p>Summary Due: July 29</p>	<p><i>Hale & Fiorello Ch. 4</i></p> <p><i>Flanagan Ch. 3</i></p> <p><i>Pennington Ch. 8</i></p> <p><i>WJ IV Manual</i></p> <p><i>WJ V Readings</i></p>
July 29	<p>Strengths Based Assessment – Dr. Laija-Rodriguez</p> <ul style="list-style-type: none"> • Introduction to WJ V • Pattern of Strength and Weaknesses • SBA 	<p><i>Ventura County Pattern of Strength and Weaknesses (see Ventura County SELPA website for online manual)</i></p>

August 5	Work on SBA Report DUE: WJ IV Cognitive Protocol DUE – Scan and upload to CANVAS – No Identifying Information	
August 12	DUE: SBA Report Assessment – Upload to Canvas	
August 19	DUE: CONSTRUCT AND INTERVENTION PAPER on Canvas. Please Reference.	

*** Please note that the course schedule may be adjusted. Please plan to be available on the alternate Tuesdays in case we need to meet as a class.**

****Plan to stay longer on this day**

EPC 611: BILINGUAL PSYCHOLOGICAL REPORT RUBRIC

CASE STUDY

Examiner: _____ Date: _____

Examinee: _____

1. Referral question is clearly stated.

Poor		Average		Excellent
1	2	3	4	5

2. Background information provides a clear description of the child; includes family, health and developmental, and educational background; and includes important relevant information, such as SES, health, vision, hearing, cultural, gender, language and diversity factors, and *risk and resiliency factors*. It also includes ecological factors (school, family, and community) that support learning.

Poor		Average		Excellent
1	2	3	4	5

3. Observations: clear, relevant, descriptive and include aspects of Mental Status Exam discussed in class, such as attention/concentration, mood, affect, speech and language, problem solving etc, includes a brief ABC (C=what is reinforcing the behavior), makes statement of test result reliability and validity. Includes classroom observations indicating knowledge of classroom factors, including effective teaching and effective instruction, that support learning.

Poor		Average		Excellent
1	2	3	4	5

4. Language Proficiency when assessing a bilingual student: described language assessment, including ELPAC scores, as well as language proficiency (based on WLPS-R, WMLS-III, or other language proficiency test) and describes BICS and CALP and how this will determine assessment battery (be sure to keep this in mind as you interpret information) and what language needs to be used in the assessment to yield the most valid and reliable information. Described who administered tests in L1 and L2 and their proficiency. If using an interpreter, describe process and interpreters L1 and L2 proficiency and whether she/he received training or not. Described language development in L1 and L2 and how this affects successful learning. INCLUDE THE LANGUAGE YOU ARE REFERRING TO AS YOU DESCRIBE RESULTS.

Poor		Average		Excellent
1	2	3	4	5

5. Overall Intellectual/Cognitive Functioning: Language of test administration is clearly stated. Results are clearly explained and include reasonable interpretations based on data, language proficiency and observations; interpretation are based on language proficiency information, traced sources and describes the development of hypothesis as it refers to the student, not test results; used supporting observations (testing of limits); answered specific questions based by the referral question. Interpretation used SS, SD, Confidence interval, and used clear statistical reasoning (e.g., describing statistically significant differences – strengths and weaknesses). Provides cognitive functioning statement and how this affects successful learning.

Poor		Average		Excellent
1	2	3	4	5

6. Language (Gc) (expressive and receptive in L1 and L2) and **Language Proficiency when assessing a bilingual student:** Interpretation used SS, SD, Confidence interval, and used clear statistical reasoning (e.g., describing statistically significant differences – strengths and weaknesses). Described receptive (Listening Comprehension) and expressive language (Oral Language) development in L1 and L2.

Poor		Average		Excellent
1	2	3	4	5

7. Information Processing: Attention/concentration, Short term/Working Memory (Gsm), and Association/Long Term Memory (Glr): Results are clearly explained using information processing theory and includes reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

8. Learning: Results are clearly explained using association (Glr and Gc) and includes reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

9. Auditory processing (Ga): Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

10. Phonological Processing: Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

11. Visual Perception (Gv)/Spatial Processing: Results are clearly explained and include reasonable interpretations based on data and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

12. Abstraction/Reasoning/conceptualization/Simultaneous Processing (Gf): Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

13. Speed, Fluency, and Efficiency in Processing (Gs): Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

ACADEMICS

14. Reading (Gr): Includes phonemic awareness, reading fluency, and other components of reading development. Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses. Provides implications for successful academic learning.

Poor		Average		Excellent
1	2	3	4	5

15. Math (Gm): Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and

supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses. Provides implications for successful academic learning.

Poor		Average		Excellent
1	2	3	4	5

16. Written Language (Gwl): Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes qualification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses. Provides implications for successful academic learning.

Poor		Average		Excellent
1	2	3	4	5

17. Socio-emotional, behavioral functioning, state regulation, and motivation: Results are clearly explained and include reasonable interpretations based on data, observations; discussed need for intervention. It describes clear statistical reasoning in regards to strengths and weaknesses. Makes validity statement. Relates to adjustment and discusses risk and protective factors, including risks for poor self-esteem and school dropout. Relates information to resiliency and successful learning.

Poor		Average		Excellent
1	2	3	4	5

18. Summary: includes essential facts, *statistically significant strengths and weaknesses*; interpretations are based on *integration of all findings; reflects a clear line of reasoning; concise yet comprehensive*). Summary should be approximately 4-5 paragraphs.

Poor		Average		Excellent
1	2	3	4	5

19. Summary describes Cognitive Hypothesis clearly including input, process, and output where relevant and included ecological (home and school) data to support it. It also provides information on whether student met eligibility based on IDEA or Section 504.

Poor		Average		Excellent
1	2	3	4	5

20. Recommendations/Implications for Learning: clear, realistic and reasonably specific, related to hypothesis of problem and to referral question and addressed bilingual issues.

Poor		Average		Excellent
1	2	3	4	5

21. Recommendations for Interventions are evidenced based: clear, realistic and reasonably specific, related to hypothesis of problem and to referral question. Interventions assist students who are experience learning difficulties. In addition, it includes recommendation for appropriate services based on IDEA 2004 (ie., appropriate accommodations and modifications) and bilingual issues.

Poor		Average		Excellent
1	2	3	4	5

22. Style and Communication: readable, jargon absent, inconsistencies absent, test data clearly differentiated from other data, use of various sources to support hypothesis, formal language, appropriate mechanics of written language, clear line of thinking reflected in writing; chronological sequence followed.

Poor		Average		Excellent
1	2	3	4	5

23. Organization (logical, meaningful, linear in development, well integrated data and observations, and appropriate length)

Poor		Average		Excellent
1	2	3	4	5

24. Describes ethical and legal factors related to assessment and eligibility (e.g., language administered, test validity and reliability, nondiscriminatory assessment, eligibility, etc.)

Poor		Average		Excellent
1	2	3	4	5

Total _____/120

APPENDIX B

EPC 611: STRENGTH BASED ASSESSMENT REPORT RUBRIC

CASE STUDY

Examiner: _____

Date: _____

Examinee: _____

1. Referral question is clearly stated.

Poor		Average		Excellent
1	2	3	4	5

2. Background information provides a clear description of the child; includes family, health and developmental, and educational background; and includes important relevant information, such as SES, ethnic, cultural, diversity, gender, language factors, and factors of resiliency. It also includes ecological factors (school, family, and community) that support learning and adjustment.

Poor		Average		Excellent
1	2	3	4	5

3. Observations: clear, relevant, descriptive and include aspects of MSE, such as attention/concentration, mood affect, speech and language, problem solving etc, includes a brief ABC, makes statement of test result validity. Includes classroom observations indicating knowledge of classroom factors, including effective teaching and effective instruction, that support learning.

Poor		Average		Excellent
1	2	3	4	5

4. Language Proficiency: **Language (Gc)** (expressive and receptive in L1 and L2) and Language Proficiency when assessing a bilingual student. described language assessment, including ELPAC scores, as well as language proficiency (based on WLPS-R, WMLS-R, or other language proficiency test) and describes BICS and CALP and how this will determine assessment battery (be sure to keep this in mind as you interpret information) and what language needs to be used in the assessment to yield the most valid and reliable information. Described who administered tests in L1 and L2 and their proficiency. If using an interpreter, describe process and interpreters L1 and L2 proficiency and whether she/he received training or not. Described language development in L1 and L2 and how this affects successful learning.

Poor		Average		Excellent
1	2	3	4	5

Note: For all sections, make sure you make reference to the language used to assess each processing area and describe processing in each language, if it is a bilingual student.

5. Overall Intellectual/Cognitive Functioning: Language of test administration is clearly stated. Results are clearly explained and include reasonable interpretations based on data, language proficiency and observations; interpretation are based on language proficiency information, traced sources and describes the development of hypothesis as it refers to the student, not test results; used supporting observations (testing of limits); answered specific questions based by the referral question. Interpretation used SS, SD, Confidence interval, and used clear statistical reasoning (e.g., describing statistically significant differences – strengths and weaknesses). Provides overall cognitive functioning statement and how this affects successful learning.

Poor		Average		Excellent
1	2	3	4	5

6. Described Student Affinities, Developmental Assets, and Protective Factors: accurately described students affinities, developmental assets, protective factors and how these could be used to assist student's resiliency and positive development.

Poor		Average		Excellent
1	2	3	4	5

DESCRIBED PROCESSING STRENGTHS AND WEAKNESSES SEPARATELY ACCORDING TO THE FOLLOWING (Start with Strengths):

7. Information Processing: Attention, Short term/Working Memory (Gsm), and Long Term Memory (Glr): Results are clearly explained using information processing theory and includes reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

8. Crystallized Reasoning: Results are clearly explained using crystallized processing (Gc) and includes reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

9. Auditory processing (Ga) and Phonological Awareness (you can include Ga and PA in one or two sections): Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

10. Visual Perception (Gv)/Spatial Processing: Results are clearly explained and include reasonable interpretations based on data and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

11. Fluid Reasoning (Gf): Abstract Reasoning/Conceptualization/Simultaneous Processing (Gf).

Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

12. Executive Functions/ Higher Order Cognition, Problem Solving, and Organizational Skills:

Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

13. Speed, Fluency, and Efficiency in Processing (Gs): Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

DESCRIBED ACADEMIC ACHIEVMENT AND RELATE IT TO PROCESSING STRENGTHS AND WEAKNESSES AND SUCCESSFUL LEARNING:

14. Reading (Gr): Specify language (L1 and L2). Includes phonemic awareness, reading decoding, reading fluency, and reading comprehension. Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses and successful learning.

Poor		Average		Excellent
1	2	3	4	5

15. Math (Gm): Specify language (L1 and L2). Described calculation, math fluency, and math comprehension. Results are clearly explained and include reasonable interpretations based on data,

language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses and weaknesses and successful learning.

Poor		Average		Excellent
1	2	3	4	5

16. Written Language (Gwl): Specify language (L1 and L2). Described spelling, written language, and writing fluency. Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes qualification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses and weaknesses and successful learning .

Poor		Average		Excellent
1	2	3	4	5

SOCIAL-EMOTIONAL FUNCTIONING AND SELF-REGULATION:

17. Socio-emotional, behavioral functioning, and state regulation: Results are clearly explained and include reasonable interpretations based on data, observations, and test results; discussed need for intervention. It describes clear statistical reasoning in regards to strengths and weaknesses. Makes validity statement. Relates to adjustment and discusses risk and protective factors, including risks for poor self-esteem and dropout. Relates information to self-regulation and resiliency. Provides specific examples based on test results, observations, interviews, and history. Relates it to functioning and delineates areas of strengths and need.

Poor		Average		Excellent
1	2	3	4	5

SUMMARY:

18. Summary: includes essential facts, *statistically significant strengths and weaknesses*; interpretations are based on *integration of all findings*; *reflects a clear line of reasoning*; concise yet comprehensive). Summary should be approximately 5-7 paragraphs.

Poor		Average		Excellent
1	2	3	4	5

19. Summary describes Cognitive Hypothesis clearly including input, process, and output where relevant and included ecological (home and school) data to support it.

Poor		Average		Excellent
1	2	3	4	5

LEVERAGING STRENGTHS AND RECOMMENDATIONS:

20. Leveraging of Strengths: Strengths are used to reinforce and address weaknesses; description of how strengths can be used to assist development of weaknesses; protective factors are described in order to address risk factors; strengths are described to empower the student and parents; and strengths are focused to assist student and parents to self-advocate.

Poor		Average		Excellent
1	2	3	4	5

21. Summary describes Cognitive Hypothesis clearly including input, process, and output where relevant and included ecological (home and school) data to support it. It also provides information on whether student met eligibility based on IDEIA or Section 504.

Poor		Average		Excellent
1	2	3	4	5

22. Recommendations/Implications for Learning: clear, realistic and reasonably specific, related to hypothesis of problem and to referral question and addressed bilingual issues.

Poor		Average		Excellent
1	2	3	4	5

23. Recommendations for Interventions are evidenced based: clear, realistic and reasonably specific, related to hypothesis of problem and to referral question. Interventions assist students who are experience learning difficulties. In addition, it includes recommendation for appropriate services based on IDEA 2004 (ie., appropriate accommodations and modifications) and bilingual issues.

Poor		Average		Excellent
1	2	3	4	5

24. Recommendations for interventions relate to neurodevelopmental constructs, how these impact or mediate learning, are written so that are easy to understand to the parent and student, and are focused on home, school, classroom (effective instruction), and metacognitive strategies for the student.

Poor		Average		Excellent
1	2	3	4	5

25. Style and Communication: readable, clichés or jargon absent, inconsistencies absent, test data clearly differentiated from other data, use of various sources to support hypothesis, formal language, appropriate mechanics of written language, clear line of thinking reflected in writing; chronological sequence followed.

Poor		Average		Excellent
1	2	3	4	5

26. Organization (logical, meaningful, linear in development, well integrated data and observations, and appropriate length)

Poor		Average		Excellent
1	2	3	4	5

27. Describes ethical and legal aspects to assessment (e.g., language administered, test validity and reliability, nondiscriminatory assessment, etc.)

Poor		Average		Excellent
1	2	3	4	5

TOTAL: _____/135

APPENDIX C

EPC 611: Cognitive Functions/Neuropsychological Disorders Presentation Criteria

Students Names: _____ Presentation: _____

1) Made an interesting opening to the presentation that caused interest to the audience.

Described neurodevelopmental construct, disorder or related topic clearly. Provided **context** and prevalence statistics, if available.

Poor		Average		Excellent
1	2	3	4	5

2) Described the implications for development and learning of the topic chosen and why it is important.

Poor		Average		Excellent
1	2	3	4	5

3) Described the brain-behavior relationship and provided clear description and visual diagram.

Poor		Average		Excellent
1	2	3	4	5

4) Described medical, behavioral, cognitive, or academic implications related to the topic.

Poor		Average		Excellent
1	2	3	4	5

5) Described appropriate standardized assessment tools and assessment procedures to assess the construct, as delineated in the research. Described input and output process.

Poor		Average		Excellent
1	2	3	4	5

6) Described research based medical, behavioral, cognitive, academic and social emotional interventions and how these can be used by professionals in the schools.

Poor		Average		Excellent
1	2	3	4	5

7) What can parents do? Described research based medical, behavioral, cognitive, academic, and social emotional interventions and how these can be used by parents and student.

Poor		Average		Excellent
1	2	3	4	5

8) Described actual case scenario as an example and involved classmates in discussion.

Poor		Average		Excellent
1	2	3	4	5

9) **Presentation was well organized.**

Poor		Average		Excellent
1	2	3	4	5

10). **Presentation reflected varied research and included various references and NOT an over reliance on one or two sources. At least one research study described in detail and critically analyzed based on statistical properties.**

Poor		Average		Excellent
1	2	3	4	5

11) **Appropriate APA reference format on each slide and reference list was used.**

Poor		Average		Excellent
1	2	3	4	5

12) **At least 10-15 current (within the last 20 years) journal articles and chapters were used.**

Poor		Average		Excellent
1	2	3	4	5

COMMENTS:

Total_____ /60 pts

Appendix C

Attendance, Participation, and Dispositions Rubric

Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self care. **CCTC SPPE 10.3)**

	4	3	2	1	Points
Attendance/ Promptness/ Responsibility	Student is always prompt and regularly attends classes, submits work, and shows high levels of responsibility exhibited by good communication	Student is late to class once every two weeks, submits work, and shows good responsibility exhibited by good communication	Student is late to class more than once every two weeks and may have one absence: submits work late, and shows poor responsibility exhibited by poor communication	Student has been late to class at least three times and has poor attendance; shows poor responsibility and poor ability to communicate with others.	
Level of Engagement in class/ Attitude	Student proactively contributes to class by offering ideas and asking questions more than once per class; students shows great attitude.	Student proactively contributes to class by offering ideas and asking questions once per class; Student shows good attitude	Student rarely contributes to class by offering ideas and asking questions; student shows bad attitude at times.	Student never contributes to class by offering ideas and asking questions; student shows bad attitude.	
Listening Skills/ Adaptability	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others; shows an ability to adapt to opposing views and/or challenges	Student listens when others talk, both in groups and in class; shows an ability to adapt to opposing views and/or challenges	Student does not listen when others talk, both in groups and in class; shows inconsistently shows to adapt to opposing views and/or challenges	Student does not listen when others talk, both in groups and in class. Student often interrupts when other speaks. shows an inability to adapt to opposing views and/or challenges and has shown disrespectful behavior.	
Behavior/ Self-Care	Student never displays disruptive behavior during class.- this includes multi-tasking, typing, etc.; Student is respectful towards others and self.	Student rarely displays disruptive behavior during class. this includes multi-tasking, typing, etc.; Student is sometimes respectful of others and self.	Student occasionally displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is occasionally disrespectful towards others and self.	Student frequently displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is frequently disrespectful towards others and self.	
Preparation/ Initiative	Student is almost always prepared for class with assignments and required class materials; student always takes initiative in being prepared.	Student is usually prepared for class with assignments and required class materials; student usually takes initiative in being prepared.	Student is rarely prepared for class with assignments and required class materials; student rarely takes initiative in being prepared.	Student is almost never prepared for class with assignments and required class materials; almost never always takes initiative in being prepared.	
				Total:	

EPC 611 INDEX FOR CCTC SPPEs

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