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

Course Syllabus
EPC 663B/L: *Assessment of Social Emotional Development and Adaptive Skills for Intervention Lab*
Spring 2025

Instructor: Vedeesh K. Saggar, MS, MA – School Psychologist

Class Meeting: Monday's: 4 – 6:50pm/7 – 9:50pm

Location: **ED 1130 (unless otherwise specified)**

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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.
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CATALOG DESCRIPTION

Prerequisite: EPC 663A/L. Recommended Co-requisite: EPC 659FC. Emphasis on assessment of socio-emotional abilities, personality, adaptive and life skills related to learning and adjustment. Supervised practice in test administration, interpretation of data from multiple sources and communication of results for program planning. (Limited to students accepted into the School Psychologist Credential Program.) Lab fee required.

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.

COURSE DESCRIPTION

This lab will accompany EPC 663B. This lab will serve to assist the students in EPC 663B achieve the stated objectives listed on the 663B syllabus based on NASP performance standards and ethical guidelines. 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. The lab will assist students to learn about the administration and scoring of social, behavioral, adaptive, and personality tests for children and adolescent, as well as specific sales appropriate for various exceptionalities. Classes will vary from group demonstrations of tests and scoring of specific instruments to individual supervision of student's administration and scoring of these instruments. Students will be required to submit protocols to the lab instructor, which will be graded, Lab instructor will also serve as a resource for assistance regarding difficulties in administration and scoring (Credit for this course is 2 Units).

This course is a required course to EPC 663B. Pre-requisites: EPC 600, 653, 663A. Co-requisites: EPC 659E and 659F.

Please note that handouts will be emailed to students to print when necessary. It is the responsibility of the students to check their email before attending class in case there is material sent that is necessary for use in class for the following class meeting. Every attempt will be made to email necessary handouts as soon as possible; however, students should check their email up to 1pm on the day of class and bring any handouts accordingly.

The course will be accompanied by a required Lab: **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 Berke assessment assistant saying that they do not have any outstanding tests in order to get the final grade.**

Program Student Learning Objectives

SLO 6: Assessment: School Psychology candidates will obtain at least a B on their exams and/or project(s) 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. *(NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)*

SLO 7: Problem Solving Data Based Decision Making and Response to Intervention: School Psychology candidates will obtain at least a B on their exams and/or project(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 model to make data-based decisions as they gather, measure, and evaluate data to look at student, family, schools, and/or consumer's outcomes. *(NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)*

SLO 10: Academic Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on **knowledge, skills, and competence** on the use of academic interventions based on evidence based practice, effective teaching and instruction, diversity in learning and language proficiency, effective data based assessment, monitoring, and evaluation, and a systems ecological approach to address individual and systemic factors to improve academic outcomes. *(NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3)*

Program Learning Objectives Associated to NASP and CCTC

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 incorporate the following in regards to assessment of children and youth:

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 Standard 2 P/A, 4, 5, 6, 7, 15, 19, 22, 23, 25, & 26). Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies in response to the COVID19 pandemic, alternative activities will be allowable as approved by both University and LEA.

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 Standard 2, 5, 11, 18, 22, 25, and 26). Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies in response to the COVID19 pandemic, alternative activities will be allowable as approved by both University and LEA.

3. Interventions and Mental Health Services to Develop Social and Life Skills:

School psychology candidates will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral, and emotional impacts on learning and life skills, and evidenced based strategies to promote social emotional functioning and mental health. School psychology candidates will provide a variety of services to address effective life skills, coping, and regulation using behavioral assessment and intervention, individual and group counseling, positive school wide behavioral supports and/or consultation. School psychology candidates will use data to design, implement, and evaluate progress and outcomes, as well as their own effectiveness. In addition, school psychology candidates will have skills to assess and address issues related to self-esteem and personal and social responsibility. (NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).

Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies in response to the COVID19 pandemic, alternative activities will be allowable as approved by both University and LEA.

4. 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 Standards 2, 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26). Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies in response to the COVID19 pandemic, alternative activities will be allowable as approved by both University and LEA.

Specific Course Objectives

The following are objectives of this course and are aligned with standards from the National Association of School Psychologists and California Commission on Teacher Credentialing. In this course and through their internship experiences, students will gain both an understanding of and experience with:

- 1) **Providing School Psychological Services from a Scientist-Practitioner Ecological Model**, thus addressing solutions to problems from an ecological/systems perspective in collaboration with parents, teachers, school professionals, and other community members via school-based teams and consultation.

This objective will be addressed through in-class discussions, lectures, and through Internship Performance Based Assessment Outcomes (PBO) 3, 6, and 7 listed on the Internship Performance Based Outcomes Form. School psychology candidates' competency in this area will be assessed by their attainment of skills as documented by their internship supervisors' evaluations of their PBOs; consultation with instructor, parent feedback, teacher feedback rubrics; and in-class discussion and participation.

- 2) **Consultation and collaboration** with parents, teachers, school personnel, community professionals, agencies, and families in decision-making and problem-solving (NASP standards: 2.2, 2.4, 2.8, 2.9).
- 3) **Data-Based Decision-Making and Accountability** to conceptualize problems at the child, school and family systems level to design legally and ethically responsible and culturally compatible prevention and intervention strategies to promote student learning, social functioning, and adjustment. (CCTC standards 4, 5, 21, 22, 23, 24, 25 and 26).
- 4) **Individual and Group Evaluation and Assessment** using a variety of assessment methods, including observation, interviews, formal and informal test administration, and

ecological or environmental strategies. Understand and Conduct Assessments using a variety of assessment methods, including observation, interviews, standardized, curriculum, and criterion based tests, and ecological assessment to assist in the development of scientifically and outcome based academic, behavioral, emotional, and social interventions with monolingual, multicultural and linguistically diverse student populations. Assess pupil's environment, including effective teaching and instruction, and evaluate the effectiveness of pupil's educational program. Use 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 (CCTC standards 4, 17, 18, 22, 23, 24, 25, and 26).

- 5) **Psychological Foundations** of learning and biological, social, cultural, developmental, and individual differences. Understand and Use Psychological and Educational Foundations in biological, development, learning, social, cultural, and individual differences when formulating hypotheses on pupil achievement and learning and when designing prevention and intervention plans for monolingual, multicultural and linguistically diverse students. (CCTC standards 2, 3, 4, 5, 7, 8, 11, 14, 17, 18, 21, 22, 25, and 26).
- 6) **Understand and Use Knowledge of Biological, Cultural, Developmental, Motivational, and Social Influences on Behavior and Mental Health** to develop appropriate culturally sensitive behavioral, emotional, adaptive, and social skills based goals for prevention and intervention of students' problems via consultation and family school collaboration, behavioral interventions, and counseling. (CCTC standards 2, 3, 4, 5, 7, 8, 10, 17, 20, 21, 22, 25, and 26).
- 7) **Understand and Use Socio-cultural Competence** when formulating hypotheses and designing prevention and intervention plans and programs for culturally and linguistically diverse (CLD) students, as well as when effectively communicating and consulting with CLD families, educators, and community members (CCTC standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).
- 8) **Understand School Psychology Practice and Development** including history, roles and functions, foundations of the profession and different models and methods of service delivery. Students are also expected to know and adhere to legal and ethical standards guiding the profession so that this will serve as a foundation for continued professional development as well as for the need to become life-long learners in order to provide best practices to serving students, families, and school personnel. (CCTC standards 6, 12, 14, 15, 16, 19, 25, and 26).
- 9) **Understand and Use Information Literacy and Technology** including the ability to use current technology for communication, collecting, organizing, distributing, and analyzing data resources in an ethically and legally responsible manner. (CCTC standard 15, 25, and 26).

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/role play practice
 - Independent research of subject materials in library/on internet/media.
 - Completion of assigned papers
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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 standardized scoring rubrics 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 assignment for this course is:

Administration and Scoring Case #2: As a final evaluation of the student's administration and scoring of various assessment measures, each student will conduct a comprehensive psycho-educational assessment, under the supervision of their fieldwork supervisor, on a student currently in or being considered for special education services.

Students will be able to evidence their ability to administer and score, comprehensively and accurately, the given assessment measures utilizing the methods taught to them over the course of the year (fall and spring semesters).

Students will refer to the given assessment rubrics coupled with in-class lectures and fieldwork experiences to determine the most appropriate assessment measures to administer in order to comprehensively assess a student's needs.

Students will refer to the given assessment rubrics coupled with in-class lectures and fieldwork experiences to accurately administer and then score their given assessments in order to establish the data necessary to consider special education eligibility and services.

Please refer to scoring rubrics for each measure attached to guide you.

OTHER COURSE REQUIREMENTS

Students will have an opportunity to practice and be assessed on the above listed objectives based on:

- 1) Administration and Scoring of assessments (2 Cases)
- 2) Role Plays
 - a. Students will participate in several role-plays throughout the semester in order to practice articulating their assessment findings in various formats.
- 3) Case Study
 - a. Students will gather data throughout the semester, based on lectures and practice, in order to present findings on a given case at semester's-end.
- 4) Writing
 - a. Students will be given numerous opportunities to practice synthesizing assessment data into narrative/written form as continued practice of psycho-educational report writing.
- 5) Related Services (RS) Group Project
 - a. Students will be placed in groups in order to prepare a semester-long project on a Related-Service project of their choice.
 - b. Students will choose a technological platform (Nearpod, Kahoots) to "teach" the class about their RS topic.
 - c. Students will include their audience in activities demonstrating their RS topic.
 - d. Students will generate an accompanying quiz to measure the audience knowledge of the RS following the presentation.
- 6) Mock Interview
 - a. Students will participate in a Mock Interview in preparation of their Internship Interviews to be conducted beginning in March of the given year.
- 7) Reflection
 - a. Students will be periodically asked to complete Reflection on various topics related to the lectures or presentations conducted in class.
- 8) Quizzes
 - a. Student's may be administered up to 3 quizzes throughout the semester in order to cumulatively measure their knowledge of assessment administration and scoring.

9) Homework Assignments

- a. Students can expect to have homework assignments on a weekly basis to work on conceptualization of information and report writing.

MEASURES COVERED

- 1) **Administration and Scoring of Cognitive/Intelligence Measures (*on an as needed basis only*):**
 - Wechsler Intelligence Scale for Children - V (WISC-V)
 - Cognitive Assessment System – 2nd Edition (CAS-2)
- 2) **Administration and Scoring of Behavior/Social/Emotional Measures:**
 - Behavior Assessment System for Children (BASC 3)
 - Conners-3 Rating Scales
- 3) **Administration and Scoring of Projective/Expressive Tests:**
 - Sentence Completion Tests
 - Draw-A-Person (DAP)
 - Kinetic School Drawings (KSD)
 - Kinetic Family Drawings (KFD)
- 4) **If time permits, the Administration and Scoring of the following measures will be covered:**
 - ASRS **OR** VINELAND 3
 - ARES
 - SMALSI
 - CMOCS

REQUIRED COURSE READINGS

Students are expected to do all the assigned readings for both the course and lab.

Required Textbooks:

- Dawson, P. & Guare, R. (2018). Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention (3rd Ed.). NY: Guilford Press.
- Flanagan, D.P. & Alfonso, V.C. (2017). Assessment of WISC-V Assessment. Hoboken, N.J.: Wiley & Sons, Inc.
- Naglieri, J.A. & Otero, T.M. (2017). Essentials of CAS2 Assessment. Hoboken, N.J.: Wiley & Sons, Inc.

- Sattler J. M. (2022). Foundations of Behavioral, Social and Clinical Assessment of Children, Seventh Edition. San Diego: Jerome M. Sattler.
- Sattler, J.M. (2022). Resource Guide to Accompany Foundations of Behavioral, Social, and Clinical Assessment of Children, Seventh Edition. San Diego: Jerome M. Sattler. (6th if 7th Unavailable).
- Thomas, A. & Grimes, Selected readings from Best Practices in School Psychology-IV (Vol. 4 and 5). Bethesda, MD: NASP.
- Whitcomb, S.A. (2018). Behavioral, Social and Emotional Assessment of Children and Adolescents (5th Ed). New York, NY: Rutledge.

*Additional Assigned Readings:

- *BASC- 3, Conners CBRS. You may be able to borrow from your school districts. The instructor will also bring manuals to class for review.*

COURSE REQUIREMENTS

- 1) Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies, in response to the COVID-19 pandemic, alternative activities will be allowable as approved by both University and LEA.
- 2) Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies, in response to the COVID-19 pandemic, each student will be **required to have her/his camera on, in appropriate attire, during the entire class session**. If a student needs to take a break for any reason, they may inform the professor via private chat and close their camera until return. A break schedule will be discussed and agreed upon by each class during the first meeting.

3) Attendance:

Students are expected to attend all classes, arrive promptly, and participate in class activities. Please leave a message or an email **in advance** if you will be absent from class. You will be required to obtain handouts from the instructor missed on the day you were absent. Students must understand that missing more than **two** classes and/or being late for classes will result in the student receiving a grade lower than earned. More than 2 tardies will also result in a loss of points.

Please inform your fieldwork supervisor that this is a required course, and that you **need to be able to leave your assignment in time to arrive to class on time**.

Promptness is required. If this becomes a problem for a student, instructor will confer with the student.

Professional Behavior toward peers and faculty is expected in and out of class.

Participation: Students are responsible for material covered in the readings and in lectures. Students should be prepared to participate in class to discuss assigned readings. Up to two points per class will be given according to the level of student participation.

4) We value and expect Academic Integrity:

Academic integrity, including student honesty, is taken seriously in the school psychology

program as it reflects ethical decision-making, an integral part of the professional role of the school psychologist. Consequently, please know that academic dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will lead to a student being withdrawn from the school psychology program or having his/her graduation delayed. 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. Please refer to the CSUN catalog for further information (California State University, Northridge "Appendix C, Policies on Nondiscrimination and student conduct" in University Catalog <http://www.collegesource.org/displayinfo/catalink.asp>).

We value and expect Professionalism:

When working in the field as interns and fieldworkers, professionalism is expected of students in their dress/appearance, attitude, demeanor, ethics, etiquette, reliability, responsibility, and all communications, whether verbal, written or via social media. We expect the same professionalism while attending classes or functions at the university.

5) Devices: Cell Phones, Laptops, and so on:

Students must turn off devices that ring, buzz, play a tune, or anything else that would disrupt the class. During class time, laptops are to be used only for class activities. Any calls, texting or misuse of electronics during class may result in disciplinary action including a reduction in points/grade, department meeting to discuss concerns, and/or formal Statement of Concern.

6) Readings:

Students are expected to do all the readings for the lecture course. The readings will assist the student in gaining competency in administration and scoring of various tests.

7) Test administration and scoring of selected social/emotional, behavioral, personality, projective and adaptive tests:

Together with EPC 663B, students will be expected to become familiar with test administration and scoring of a wide variety of tests of social/emotional, behavioral and adaptive abilities.

NOTE:

There are a limited number of tests available in both the EPC and PSY test labs, and tests can be checked out for only a limited time. Thus, students will need to share tests, and it will be necessary to plan ahead to avoid not having test kits available.

8) Protocols on various tests:

Students are expected to turn-in GOOD COPIES of all assigned protocols to lab instructor for credit. Please note that the instructor must receive legible and complete copies of protocols in order to accurately assess test administration and interpretation. Poor student legibility and copies can result in an automatic zero (0) on the given test protocol.

This semester, you will be required to complete two (2) test batteries on students currently being considered for special education consideration or already within a special education program.

The required child/adolescent cases should be selected from your school site: a) *elementary grades 3-5 (ages 8–10)*, b) *middle school grades 6-8 (ages 11-13)*, or c) *high school grades 9-12 (ages 14-18)*. **Students in grades K–2 (age 5-7) do not provide enough information for the professor to assess students' administration skills, thus they will not be accepted as part of the 2 cases.**

Individual scored test protocols (***with parent consent form/Assessment Plan***) will be turned in to the *lab instructor*, who will check scoring and grade protocols.

a) Please check to see that your writing is legible on test protocols. Record verbatim students' responses and indicate when you have prompted (P), asked questions (Q) for elaboration/clarification, provided an example of correct response (E), and whether the subject pointed (Po) as directed by test manuals. Your administration procedures will be graded based on how you documented test administration.

b) A point system will be used to grade test scores and will differentiate between major errors (administration errors, failure to give mandatory examples, blatant scoring errors where no judgment is required), clerical errors (incorrect math, use of norm table, calculation of age, etc.) and minor errors (scoring errors of judgment).

9) Case Study requirements:

a) File Folder (Pockets only)

b) Table of Contents (typed)

- i. Student Name/Case number
- ii. Subject First Name/Last Initial
- iii. Contents
- iv. Assessment Plan copy
- v. Special notes
- vi. Scoring Sheets (***double-sided, formatted, stapled, where necessary***)

c) Student Name and CA should be on **ALL** contents within File Folder

d) Legibility – Legibility issues will result in significant point-loss and possible redo of given assessment tool.

e) ***MARI-METHOD: STUDENTS will be required to color- scan certain assessment protocols and upload them on Canvas or submit them via email (or other agreed upon site/platform) on or prior to due date. Please ensure that each protocol is in its own separate scan (NOT 1 scanned page at a time); and do NOT scan all protocols and attach as 1 document, i.e., VMI is one scan, WJIV protocol is one scan and WJIV response booklet is another scan.***

10) Quizzes can be given to assess student's progress and to promote timely reading of assigned material. Although no quizzes have been listed in the course outline, the instructor reserves the right to add quizzes based on student performance and participation.

11) Communication with Instructor

- a) STUDENTS can email and/or text the Instructor on an as needed basis. However, due to the high number of emails/texts received, Students are encouraged to call the Instructor when the Instructor has not responded to an email/text. Please allow at least 48 hours for the Instructor to respond unless an answer is required sooner.**

CRITERIA FOR GRADING OF TEST ADMINISTRATION AND SCORING

I. Intelligence Tests (2 protocols)

1 WISC-V protocol (Subtests 1-11 and Comprehension and Information)	47.5 points Per protocol
○ Score (bc Arith + LNS not given so you can't compute QR and AWMEM: ▪ Summary Page ▪ Primary Analysis Page ▪ Ancillary and Complimentary Analysis Page (QR/AWM not possible b/c you're not administering LNS and Arith) ▪ <i>Pairwise Difference Comparisons NOT NECESSARY unless appropriate for your evaluation.</i>	
1 CAS-2 protocol (Extended Battery)	45 points per protocol
○ Score: ▪ Section 2 + 3 ▪ Section 5 • PASS Scale Comparisons • Supplemental Composite Scores • <i>Subtest Analysis/First-Second Comparisons/Verbal-Auditory Comparison NOT NECESSARY unless appropriate for your evaluation.</i>	
<i>Intelligence Tests Total</i>	92.5 points

*II. Processing Tests (5 protocols): **Must be full test including optional subtests except for WRAML.***

CTOPP2 or TAPS4	20 or 34 points
CTOPP2 or TAPS4	20 or 34 points
VMI-6 th Edition or Bender-II	30 or 30 points
VMI-6 th Edition or Bender-II	30 or 30 points
WRAML-3 (BRIEF/CORE ONLY REQUIRED)	<u>28.5 points</u>
<i>Processing Tests Total</i>	128.5 – 156.5 points

III. Academic Tests (2 Protocols)

2 WJIV ACH (Based on student's area of weakness + Academic Knowledge)

**19 - 23 points
per protocol**

<i>Reading</i>	=	<i>L/w ID; PC; WA; SR Fluency; AK</i>	=	<i>23 points</i>
<i>Math</i>	=	<i>AP; Calc; MF; AK</i>	=	<i>19.5 points</i>
<i>Writing</i>	=	<i>Spelling; WS; WF; AK</i>	=	<i>19 point</i>

Academic Tests Total

38–46 total points
(approx.)

IV. Behavior Rating Scales (6 rating scales)

Broadband Behavior Rating Scales for (PARENTS/TEACHERS) +SELF (where available):

Case #1 – 1 Set of Broadbands (P/T/S)

**15 points
(5 pts./each)**

Case #2 – 1 Set of Broadbands (P/T/S)

**15 points
(5 pts./each)**

Behavior Rating Scales Total

30 points (approx.)

V. Specialized Narrowband/Objective Tests (8 protocols):

Each case must include different Narrowbands.

Case # 1 – 2 Sets of Narrowbands
Choice of Narrowband is case dependent

Set A: (P/T/S)
Set B: (Self only – PH-2/RCMAS-2/Other)

**15 points: (5 pts./each)
5 points**

Case # 2 – 2 Sets of Narrowbands
Choice of Narrowband is case dependent
Set A: (P/T/S)
Set B: (Self only – PH-2/RCMAS-2/Other)

**15 points: (5 pts./each)
5 points**

Specialized Narrowband/Objective Tests Total

40 points (approx.)

VI. Projective/Expressive Tests: (8 protocols/items)

2 DAP (*1 must be a DAP: SPED for case 2*)

10 points (5 pts. each)

1 Kinetic School Drawing (KSD):

2.5 points

1 Kinetic Family Drawing (KFD):

2.5 points

2 Sentence Completion/Three-Wishes

10 points (5 pts. each)

2 Projective Tests Summary Form/Write-up

40 points (20 pts. Each)

Projective/Expressive Tests Total

65 points

VIII. MISCELLANEOUS

- CLASSROOM PARTICIPATION
(Must earn 83% of available points to pass class)

2 points per class - 32 points

- **MOCK INTERNSHIP INTERVIEW** **25 points**
(No make-up; must participate in order to pass class)
- **RELATED SERVICES PRESENTATION** **50 points**
- **SPECIAL ASSIGNMENT (Tentative)** **60 points**
- **ATTENDANCE** **1 point per class – 16 Total**
(More than 2 absences will result in a lower grade.
More than 2 tardies will result in loss of points.)

TOTAL CUMULATIVE POINTS: 577 - 613 (approx.)

Grades:

A	=	94 – 100%	(573 – 613 pts.)
A -	=	90 – 93%	(549 – 572.5 pts.)
B +	=	87 – 89%	(530.5 – 548.5 pts.)
B	=	84 – 86%	(512 – 530 pts.)

- ***Please note that to pass this class you need to earn an A or B. Earning a grade of B- or below will require a student to retake the class.***
- ***Please note the syllabus, scoring and calendar can be adjusted at instructor's discretion and/or depending on student learning and needs.***
- ***Additionally, total points available are subject to change depending on numerous factors including individual case studies, quizzes, change in assignments.***
- ***Finally, irrespective of your total points earned, you MUST also earn at least 83% of your participation points and participate in the MOCK interview to pass the class.***
- ***2 or more REDOs of any test may result in the need to administer a 3rd case, where each protocol must score at least 90% of the given points to be considered a passing score. If otherwise, the student will be required to retake the course unless the student and instructor discuss other options to fulfill the class requirements.***

CASE 1

- 1 Cog (WISC or CAS)
- 1 VMI or BGVMT
- 1 TAPS4 or CTOPP2 and WRAML3 (If administering CAS)
- 1 Achievement (In the area of weakness; Administered by the CSUN student; must be an entire area, i.e., all math or all reading, etc. and Academic Knowledge). **This is a supplement to your SpEd teachers standardized academic assessment. YOU DO NOT TAKE OVER THEIR RESPONSIBILITY.**
- 1 set of Broadbands (BASC3/CBRS) – including 3 rater responses (parent/teacher/self)
- 2 sets of Narrowbands
 - Case specific – MUST BE DIFFERENT THAN OTHER CASES
 - Set A: (P/T/S)
 - Set B: (Self only – PH-3/RCMAS-2/Other)
- 1 DAP
- 1 Sentence Completion/Three-Wishes
- PROJECTIVE SUMMARY FORM

CASE 2

- 1 Cog (WISC or CAS)
- 1 VMI or BGVMT-2
- 1 TAPS4 or CTOPP2 and WRAML3 (If administering CAS)
- 1 Achievement (In the area of weakness; Administered by the CSUN student; must be an entire area, i.e., all math or all reading, etc. and Academic Knowledge). **This is a supplement to your SpEd teachers standardized academic assessment. YOU DO NOT TAKE OVER THEIR RESPONSIBILITY.**
- 1 set of Broadbands (BASC3/ASEBA/CBRS) – including 3 rater responses (parent/teacher/self)
- 2 sets of Narrowbands
 - Case specific – MUST BE DIFFERENT THAN OTHER CASES
 - Set A: (P/T/S)
 - Set B: (Self only – PH-3/RCMAS-2/Other)
- 1 Sentence Completion/Three-Wishes
- 1 KFD
- 1 KSD
- 1 DAP/DAP: SPED
- PROJECTIVE SUMMARY FORM

Always ask **WHY, WHY, WHY?**

FAQ:

Question 1:

For Case 1 or 2, if I administer 2 COGS, 4 processing, 8 rating scales and 3 projectives for my respective school district assessment, would I include ALL of them for my first CSUN Case Study report?

Answer 1:

(LECTURE) – Yes, you will include and interpret all tests administered in your first case study report.

(LAB) – You will NOT include any additional items outside of those required.

Question 2:

Do I have to administer the supplemental tests, as well?

Answer 2:

Aside from the WRAML3 and WJIV, all assessments must include the administration of the supplemental/optional tests, as well (i.e., WISCV (Info/Comp), VMI, TAPS4, CTOPP2, BGVMT, CAS2).

Question 3:

Do I have to administer the Academic Knowledge section of the WJIV?

Answer 3:

Yes, even if you administer a different academic assessment.

Question 4:

What if I need to/want to administer the extended versions of the WISC/WJ/Other tests in order to secure more information. Is that okay?

Answer 4:

Yes, that's okay. You should administer ALL tests that are needed to assess your child and address your referral question, irrespective of the CSUN requirements. Accordingly, you will only TURN-IN those things I require and if that includes the extended versions of the WISC/WJ/Other, that's okay.

Question 5:

What if I have a difficult time securing the rating measures from parents or teachers? Will that affect my points?

Answer 5:

Yes, it will. As a psychologist, you will have timelines to adhere to and that will require you to manage your time, follow-up with your teachers/parents in a variety of ways and prepare for your assessments and classroom expectations, immediately. Accordingly, it's your responsibility to communicate with your site supervisors regarding your expectations and timelines.

Question 6:

Is there any flexibility in the types of tests I can administer for my assessments, for example, using another COG measure or processing/academic test?

Answer 6:

No, you must administer the tests noted herein; however, you may administer additional tests as needed to assess your child's needs or address your referral question.

EPC 663B/L Course Outline:

- Please note that course outline may be adjusted to meet course requirements. Students will be informed if this is to occur.***

DATE	CLASS TOPICS/ACTIVITIES	ASSIGNMENTS DUE
Week 1 Jan. 24	NO CLASS – Met with students during Lecture on 1/15	
Week 2 Feb. 1	Syllabus Review/Project Review/ “Internship Assignment” Presentation: What is ED?	HW: Reflection - Due 2/7/24 @ 4pm
Week 3 Feb. 7	Administration and Scoring: BASC3	
Week 4 Feb. 14	BASC 3: Writing	HW: JK BASC Write-up: Due 2/17/24 @ 1pm PROTOCOLS FOR CASE #1 DUE (Processing Tests)
Week 5 Feb. 21	Administration and Scoring: Conners-3 INTERVIEW PREP (Elig/TESTING/Interventions/504/BIP/ PLPs/best practice/harm/access to curriculum/LRE)	JK Questions: Due at 4pm/7pm PROTOCOLS for CASE #1 DUE (COG + ACADEMICS) HW: JK BASC Write-up Part Deux: Due 2/24/23 @ 1pm
Week 6 Feb. 28	Administration and Scoring: Conners-3	PRELIM Report #1 DUE: 2/29/24 HW: JK Conners Write-up: Due 3/6/24 @ 10pm
Week 7 Mar. 6 Asynchronous	Conners 3 Activity: JK Conners Write-up	PROTOCOLS FOR CASE #1 DUE (Projectives + Rating Scales)
Week 8 Mar. 13 ***P1	MOCK INTERVIEWS – COMBINED CLASS @ 4:00pm	Related Services Project must be approved PROTOCOLS FOR CASE #2 DUE (Processing Tests + COG) HW: Reflection – Due 3/16/24 @ 10am Case Study Report #1: DUE 3/14/24
Week 9 Mar. 20	NO CLASS	CSUN SPRING BREAK
Week 10 Mar. 27	NO CLASS	Related Services Project framework #1 due

Week 11 Apr. 3	Projective Measures: DAP:SPED, KFD, KSD, Sentence Completion	PRELIM Report #2 DUE: 4/11/24 PROTOCOLS FOR CASE #2 DUE (Academics + Projectives + Rating Scales) HW: Projectives+Article Reflection: Due 4/10 @ 4pm/7pm
Week 12 Apr. 10	Administration and Scoring: Adaptive measures: TBD	HW: JK Projectives Write-up: Due 4/14/24 @ 10am
Week 13 Apr. 17	Administration and Scoring: Adaptive measures: TBD	Related Services Project framework #2 due HW: J/K FINAL PRESENTATION PREP: DUE 4/17/24 @ 4pm/7pm
Week 14 Apr. 24	JK Activity– COMBINED CLASS @ 4:00pm	Case Study Report # 2: DUE 4/25/24
Week 15 May. 1 ***P2	COMBINED CLASS @ 400pm	Related Services Project: Groups 1 and 2
Week 16 May 8 ***P2	COMBINED CLASS @ 400pm	Related Services Project: Groups 3 and 4
Week 17 May 15 ***P2	FINAL EXAM COMBINED CLASS @ 4:00pm	Related Services Project: Group 5 FINAL

***P1: Please note that MOCK INTERNSHIP Interviews will be held sometime between late February and early April 2023 depending on when interviews are being held within the different districts. The class will be combined and may be 4 – 5 hours long (3/27 class will be cancelled in order to make-up for extra hours).

***P2: Please note that the Related-Services Project presentations will be held during the last 2-3 classes of the semester beginning May 1, 2024.

***Please note that there will be several combined classes. The following dates are subject to change, yet it will provide some idea of when classes may be combined. Plan accordingly:

3/13/24:	Mock Internship interviews:	4:00pm start time.
4/3/24:	Projective Measures:	4:00pm start time.
4/14/24:	Possible combined class: JK Activity	4:00pm start time.
5/1/24:	Related Services Project presentation:	4:00pm start time.
5/8/24:	Related Services Project presentation:	4:00pm start time.
5/15/24:	Related Services Project presentation And Final (if applicable):	4:00pm start time.