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

Course Syllabus

EPC: 663 B *Assessment of Social Emotional Development and Adaptive Skills for Intervention (3/3)*

Spring 2024

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Office Hours: By appointment, virtually zoom/phone/email

Lecture: Thursdays 4:00 – 6:45pm

Location/Room: Bookstein Hall, 1236 (BH1236)

Course Ticket: 15286

Lab Instructor: Vedeesh Saggar, M.S.

The Michael D. Eisner College of Education Conceptual Framework

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

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

2. **We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.** We commit ourselves to, and expect our candidates to:
 - Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
 - Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
 - Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
 - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
 - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
 - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
3. **We value ethical practice and what it means to become ethical and caring professionals.** We commit ourselves to, and expect our candidates to:
 - Engage in inquiry about what it means to be an ethical and caring professional;
 - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
 - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
 - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.
4. **We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.** We commit ourselves to, and expect our candidates to:
 - Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
 - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
 - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
 - Identify and use professional and community resources.
5. **We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.** We commit ourselves to, and expect our candidates to:
 - Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
 - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
 - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
 - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and

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

Course Description

This course uses the data based decision model emphasizing the RIOT model, which involves review of records, interviews, observations, and standardized testing. This course will continue to emphasize choosing, administering, scoring, and interpreting individual cognitive, auditory-language, visual/perceptual/motor, and achievement tests. In addition, choosing, administering and interpreting cognitive, social, behavioral, adaptive, and personality tests for children and adolescents will be emphasized in this course, as well as specific scales appropriate for various social-emotional disabilities. Students will be expected to become proficient in their administration, scoring, and interpretation. In addition, students will be expected to become familiar with various child and adolescent disabilities, their characteristics, assessment, and intervention recommendations for individual program planning. Interpretation of results will be the focus to determine strengths and weaknesses in cognitive and academic skills, as well as social emotional and adaptive functioning. Students will understand and gain experience in administration and scoring of a select number of tests.

When interpreting test data, students are expected to apply their knowledge in: health, family and school systems, testing and measurement, statistics, normal and abnormal development, social economic status, cultural and language issues, and social influences on behavior and mental health, behavioral, and emotional impact on learning and life skills, and begin to develop scientifically based interventions that consider diversity and resiliency to develop cognitive and academic skills, as well as promote social emotional functioning and mental health.

Students will practice and be assessed (CTC Std. 2) in integrating these factors into psychoeducational assessments and reports. (Please see rubric for psychoeducational reports attached). Students will write psychoeducational reports describing their results. Excellent written and verbal communication skills will be expected.

A required Lab will accompany the course: EPC 663B/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 (EPC663B). Grades for the lab and for this course will be separate. Students will be required to submit protocols to the lab instructor, which will be graded. Each professor has the discretion to request your graded protocols for your case studies. The lab is a 3 unit credit course.

Protocols will need to be purchased separately.

Please note that handouts will be e-mailed to students to use and to print before class. It is the responsibility of the student to check e-mails before attending class in case there is material posted that is necessary for use in class. Students should check the night before class and bring these handouts to class.

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 Related to NASP and CCTC

- 1. Data Based Decision Making and Accountability:** *School psychology candidates will approach data-based decision making from a systems ecological approach and use the problem-solving framework as the basis for all professional activities, as they gather reliable and valid data through various means, which include observations, interviews, and formal and informal assessments in all relevant settings. In interpreting data, school psychology candidates will consider cultural, language, neuro-developmental, and systemic factors that contribute to the eligibility of students for special education, as well as in the development of prevention and intervention plans. In designing intervention plans, school psychology candidates assist with design and implementation of interventions, use systematic data collection procedures to monitor progress and evaluate outcomes for students. School psychology candidates use the data to evaluate student outcomes, as well as the effectiveness of their own services. School psychology candidates use technology resources for assessment, intervention development, design, maintenance, data collection, and decision-making. (NASP Standard II; CCTC SPPE 1, 3, 7, 8, 10).*
- 2. Interventions and Instructional Support to Develop Academic Skills:** School psychology candidates will have knowledge of biological, cultural, cognitive research and neuroscience, and social influences on academic skills, human learning and development, cognitive, and developmental processes and evidence based curricula and instructional strategies. *School psychology candidates will use all available assessment information in developing appropriate instructional, cognitive, academic, behavioral and/or self-regulation goals and strategies to support learning and adjustment through effective teaching, evidenced based instructional strategies, and assistive technology resources in order to enhance student's academic and*

cognitive skills and help them attain state and local academic benchmarks. (NASP Standard IV 4.1; CCTC SPPE 1, 3, 4, 8, 10).

- 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 impact 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 SPPE 1, 4, 5, 6, 8, 10).*
- 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 SPPE 1, 8, 9).*

Specific Course Learning Objectives

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

1. Understand and Provide School Psychological Services from a Scientist-Practitioners Ecological and Collaborative Model to address systemic issues using knowledge of resiliency, risk and protective factors and social justice to create and maintain effective and supportive learning environments for all children, their parents, educators, and supportive community agencies (CCTC SPPE 1, 2, 4, 5, 6, 7, 8)
2. Understand and Use 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 SPPE 1, 3, 4, 5, 6, 7, 8, 10)
3. 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 SPPE 1, 3, 4, 5, 6, 7, 8, 9, 10)

4. 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 SPPE 3, 4, 5, 6, 7, 8, 9)
5. 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 SPPE 2, 4, 5, 6, 7, 8)
6. 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 SPPE 2, 3, 4, 5, 6, 7, 8)
7. 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 SPPE 1, 3, 4, 5, 6, 10)
8. 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 SPPE 1, 9, 10)

Please note: a great deal of time will be needed to master the objectives for this course. You should begin to read your texts and to review developmental information about each age group from preschool through adolescence. In addition, you should begin reading the test manuals and become acquainted with tests discussed in class.

Instructional Philosophy

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

Learning Methods for this Class Include

- Class lectures, presentations and discussions

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

Signature Assignment

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

The signature assignments for this course are:

- 1. Formative Preliminary Case Studies (2):** Two (2) preliminary case study psychoeducational reports on an individual including direct assessment and a review of records. This psychoeducational report will focus on the individual history of and current pattern of cognitive, academic, social, emotional and behavioral performance using a systems-ecological problem-solving data-based-decision making approach to promote successful learning and facilitate appropriate intervention recommendations. This case will be conducted as part of our class and/or during independent time.
- 2. Summative Final Case Studies (2):** Two (2) complete case study psychoeducational reports on an individual including direct assessment and a review of records. This psychoeducational report will focus on the individual history of and current pattern of cognitive, academic, social, emotional and behavioral performance using a systems-ecological problem-solving data-based-decision making approach to promote successful learning and facilitate appropriate intervention recommendations. This case will be conducted as part of our class and/or during independent time.

a. Required Books

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

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). Essentials of WISC-V Assessment. Hoboken, N.J.: Wiley & Sons, Inc.

Naglieri, J.A. & Otero, T.M. (2017). Essentials of CAS-2 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. To be determined.

Gorman, Amanda, "The Hill We Climb"

Optional but Strongly Recommended

Kaufman, A. S., Raiford, S.E., Coalson, D.L. (2015), Intelligent Testing with the WISC-V. Hoboken, N.J.: John Wiley & sons Inc.

Weiss, L.G., Saklofske, D.H., Holdnak, J.A, & Prifitera, A. (2015). WISC-V Assessment and Interpretation, 1st Ed. Academic Press.

Course Requirements

Course Requirements:

1. **Class Attendance** including being on time are required; missing more than 2 classes will affect your overall grade with an additional 10 points taken off beyond the attendance and participation point deductions for each day missed. Please plan to 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. As a courtesy, please inform the instructor if you must be absent. Promptness is required. If this becomes a problem for a student, instructor will confer with the student. Being late will also result in a loss of points. One point is given for each day of on-time attendance.
2. **Promptness** is required. Class begins at 4 PM. If this becomes a problem for a student, the instructor will (1) confer with student and (2) will be a lowered grade.
3. **Professional Behavior** toward peers and faculty is expected in and out of class.
4. **Participation:** Students are responsible for material covered in the readings and in lectures. Students should be prepared to participate in class to discuss assigned readings. Up to one point per class will be given according to typical level of student participation. An additional half point bonus can be earned based on exceptional, meaningful, succinct participation each class session as determined by the instructor.
5. **Academic Integrity:** The CSUN catalog states the following (Source: California State University, Northridge "Appendix C, Policies on Nondiscrimination and student conduct" in University Catalog <<http://www.collegesource.org/displayinfo/catalink.asp>>): **ACADEMIC DISHONESTY**, The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus... an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense. Such dishonesty includes: A. CHEATING

(see catalog for details) , FABRICATION (see catalog for details), FACILITATING ACADEMIC DISHONESTY (see catalog for details), PLAGIARISM - Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise. Devices: Cell Phones, Pagers, MP3 Players, 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 computers during class will result in up to a 30-point reduction of your grade.

6. **Quizzes and impromptu** questions may be given to assess students' progress and to promote timely reading of assigned material. The instructor reserves the right to administer quizzes covering course materials based on student performance and participation.
7. **Test Administration, Scoring, Interpretation, and Report-Writing** for selected Cognitive, Processing, and Achievement tests: Together with the Lab assignments in EPC 663B/L, students will be expected to become familiar with test administration, scoring, and beginning interpretation of a variety of tests. Students will need to assess two children and/or adolescent for whom written parental consent or the district assessment plan has been obtained, for referrals that are appropriate for the tests required in this class.
 - Please make every attempt to select students who represent three different grade levels at your fieldwork site. If you are at sites that cover multiple levels (preschool and elementary, elementary and middle school, or middle and high school) please chose cases that represent at least one at each level.
 - Parent consent form, and individual scored test protocols will be turned in to the lab instructor, who will check scoring and grade protocols.
 - Subsequently, students will submit to this instructor three (3) case studies consisting of the following:
 - Parent consent forms (you may use your district consent form)
 - The corrected test protocols cover sheets and/or print-outs
 - A written report describing the individual's performance on a battery of tests, comprehensive interpretation, and appropriate academic, behavioral, and social-emotional recommendations.
 - ***Ideally, 2 different cognitive measures are required**
 - 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.
8. **Preliminary Reports:** You will turn in a preliminary report for Case #1 and Case #2. This will allow you to receive instructor feedback prior to submission of the final report. See Appendices C and D for description and grading criteria.
9. **One Social/Emotional Test Review –Presentation:** See Appendix F for description and grading criteria. Presentation will be 20 minutes.
10. **One Case Presentation:** See Appendix G for description and grading criteria. Students are RESPONSIBLE to bring their own laptops for presentations. You will receive the exact rubric before this presentation.

Grading System

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

Grades and Assignments/Activities: Final grades will be based on preliminary reports (2), complete psychological reports (2), test review/class presentation (1), and case presentation/mock IEP (1). Grades will be based on the following percentage of points earned:

Preliminary Report #1: Reason For Referral, Background, Cognitive, Processing, Academic Testing	One (1)	53 points (total) Appendix C	53 points
Preliminary Report #2: Written Interpretation of Projective Drawings, Sentence Completion, and Protocols, and 1 Broad and 2 Narrow-band measures	One (1)	53 points Appendix D	53 points
Complete Psychological Reports	Two (2)	100 points each Appendix E	200 points
Social/Emotional test review and presentation	One (1)	25 points each Appendix F	25 points
<i>Case Presentation</i>	<i>One (1)</i>	<i>20 points Appendix G</i>	<i>20 points</i>
<i>Critique – Case Study</i>	<i>One (1)</i>	<i>50 points</i>	<i>50 Points</i>
Attendance, class participation & bonus points	Semester	35 points	35 points
<u>All Assignments and activities</u>			436 points

*Total Possible Points = 436

** Please note loss of points for absences and being late to class is possible

Final Grading criteria using the following point system: (The $\pm$ system will be used in final course grading, and class participation will be considered when a student's grade is borderline.)

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

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

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

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

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

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

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

Students must maintain a B average minimum. B- or lower grade will require consultation with the school psychology faculty committee or a meeting with the instructor to make arrangements to revise reports/presentations to acceptable standards, submit additional work, or take an exam to improve the

grade to a B. A final grade of a B- and lower will require that the student repeat the class, Please note that ALL assignments are to be submitted on time.

***There will be 50% grade lower reduction of ANY late assignment.**

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

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

Policies and Resources

Attendance

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

Due Dates and Times

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

Requests for Incompletes

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

Religious Holidays

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

Professionalism

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

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

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

Students with Disabilities

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

Policy on Cheating and Plagiarism

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

Recording of Lectures

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

Resources:

CSUN's Computer Support

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

Request for Incomplete Grade

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

Disabilities Resources and Educational Services

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

Writing Center

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

CSUN Student Conduct Policies

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

Research and Library Assistance

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

EPC 663B: Assessment of Social Emotional Development and Adaptive Skills for Intervention

Course Outline

Date	Class Topics/Activities	Readings
01/25/2024 Week 1	Course Overview: explanation of requirements, organization of lab, report writing, review of fall semester. Assessment case discussion including report expectations Presentations- Students: Semester Expectations Discussions: The Impact of Covid 19, Your Placement, Students, Academic A Day in The Life of a School Psychologist (10.1, 10	- <i>Psychological NY Times: "Student Suicides Push Nevada District To Open"</i> (January 24, 2021, pages 1,6). - <i>Review Social Media (NASP Vol.51#6)</i>
02/01/2024 Week 2	Course Introduction: Foundations of Assessment; Assessment and Classification Readings: Whitcomb: Ch. 1, 2; Sattler: Ch. 1, 3 Conceptualization of: The 8 Mental /Psychological Processes of LD and SLD; Executive Functioning The 3 Models of SLD Assessment - Briefly discussed. *This semester the focus is on the discrepancy model	Dawson: Ch. 1, 2, 3; Sattler RG: Appendix M, pg. 242; Handout: <i>The 8 Psychological Processes of SLD</i> Review the WISC-V
02/08/2024 Week 3	Clinical Interviewing (Parent and Child); Direct Behavioral Observations	Whitcomb: Chapters 4, 6; Sattler: Ch. 6, 7 Sattler RG: Appendix A, B, C, pp. 218-220 Review of CAS -2
02/15/2024 Week 4	Preschool – Guest Speaker Jennifer Wilkerson, M.A. School Psychologist Oak Park Unified School District Sarika Oldt (intern) Assessment of Young Children; Pre- School Assessment Begin Discussion of Rating Scales: Broadband Objective Rating Scales Broadband: Parent, Teacher, Self-Report Scales: BASC-3, CBRS.	Whitcomb: Ch. 14; Sattler RG: pg. 56-59. 92-96 Whitcomb: Ch.5; Sattler: Ch. 10; Test manuals, review Chapters 1, 2, 3, 5
02/22/2024 Week 5	Continue discussion of Broadband Rating Scales Objective Rating Scales: Narrowband and Self-Report Scales: Conners-3, BRIEF Instructions for DAP, Sentence Completion and 3 Wishes *Student Test Presentations Begin: See Appendix F for all requirements. • Piers Harris-3rd Edition (PH-3) • Beck Youth Inventories, 2nd Edition (BYI-II)	Whitcomb: Ch. 5; 8; Sattler: Ch. 10, Test manuals, BRIEF: Ch.: 1, 2, 3
02/29/2024 Week 6	*Case Conceptualization and Report Writing A to Z Readings; Handout: Special Education Eligibility Consideration	Sattler: Ch. 16, 17, 25; Sattler RG: Appendix H, pg. 239-241 Handout: <i>Fulfroost Assessment Checklist</i>

	Adaptive Behavior Class discussion Review : A Behavior Assessment System, 3rd Edition and Vineland- 3 *Preliminary Case 1 due	NASP -Communique Jan. /Feb/ 2023. VOL. 51 #3
03/07/2024 Week 7	Assessment of Social Skills and Social Emotional Strengths Techniques; SSIS Preliminary Case #1 (Report returned to you) Presentations: DAP: SPED- Screening Procedure for Emotional Disturbance (DAP-SPED)	Whitcomb Ch. 7, 13; Sattler: Ch. 10; Sattler RG: 91-94
3/14/2024 Week 8	Projective-Expressive Techniques: Thematic Tests: TAT, Roberts Apperception Test-2; Drawings: DAP, Kinetic Family and School Drawings; Sentence Completion *Student Test Presentations: DAP * Review Kinetic Family Drawing/Kinetic School Drawing (KFD/KSD) *Due: Case #1 Report: See Appendix G for all requirements You are to submit copies of DAP, 3 Wishes, and Sentence Completion Both sections will begin the lecture together	Whitcomb: Ch. 9 Sattler: Ch. 10; Sattler RG: pg. 145-146, 234-236
03/21/2024 Week 9	Spring Break, No School	
03/28/2024 Week 10	Assessment of Externalizing Problems (Antisocial Behavior Disorders, Suicide Risk, Substance Abuse, and ADHD) Is It ADHD, ED., and/or a Conduct Disorder? Anger Regulation and Expression Scales (ARES) Attention Deficit Hyperactivity Traditional and Cyber Bullying	Ch. 10; Sattler: Ch. 13, 14, 15; Sattler RG: Appendix D, G, N, pg. 221-225, 243
04/04/2023 Week 11	Student Presentations: Evaluation Scale - 4th Edition (ADDES-4) Disorder Rating Scale 4th Edition (ADHD-RS IV) Case Critique due	Ch. 10; Sattler: Ch. 13, 14, 15, 17 Sattler RG: Appendix D, G, N, pg. 221-225, 243
04/11/2024 Week 12	Autism Spectrum Disorder; Behavioral, Social, Emotional Problems (Autistic Disorder, PDD, etc.): CARS-2, GARS-3, ASRS, ADOS-2) Is it AUTISM, ID, OHI ? Due: Preliminary Case #2 Report: See Appendix D for all requirements	Merrell: Ch. 12; Sattler: Ch. 15

	Student Test Presentations: Childhood Autism Rating Scale – 2nd Edition (CARS-2) Gilliam Autism Rating Scale – 3rd Edition (GARS-3) Autism Rating Scale- (ASRS)	
04/19/2024 Week 13	Assessment of Internalizing Problems (Depressive Disorders, Anxiety Disorders): Student Presentation: Childhood Depression Inventory (CDI-2), Reynold Adolescent Depression Scale (RADS-2) *Preliminary Case #2 Report returned to you	Whitcomb: Chapter 11,14 Whitcomb: Ch. 11 Sattler: Ch. 14; Sattler RG: pg. 97, 100, 232
04/26/2024 Week 14	RCMAS-2, MASC-2, Reynolds, CDI-2, Beck Youth Inventories-2 Student Test Presentation: See Appendix F for all requirements Multidimensional Anxiety Scale for Children-2nd Edition (MASC-2) Revised Children's Manifest Anxiety Scale, Second Edition (RCMAS-2) Sign up for Final Case presentation Due: Case #2 Report: See Appendix G for all requirements	Whitcomb Ch12 Sattler, Chs, 13,14 RG , pgs 236-238
05/02/2024 Week 15	Assessment of Intellectual Disability; Adaptive Behavior Rating Scales; Developmental Scales: Ordinal Scales, Battelle-2, Vineland-2, ABAS-3 Case 2 report reviews	Sattler Ch's 11, 12
05/09/2024 Week 16	Last day of class Alternative assessment: African American and Latino Children Larry P	Sattler Ch. 4
05/16/2024 Week 16	Final Exam	

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

APPENDIX A: EPC 663B

TEST REQUIREMENTS

Please note that you will be learning tests taught in this course, and therefore will be “practicing” testing children. If the referral warrants it, and your fieldwork supervisor provides detailed supervision, some of the tests may be given to a student referred for a routine school psych evaluation (i.e. **BASC-3**, Drawings, Piers-Harris-2, Sentence Completion). However, it **may** not be appropriate to use other tests (i.e. Narrow-band measures of **anxiety**, **depression**, **anger**, etc.) **for most students referred only for LD eligibility. Your fieldwork supervisor will be the judge of which tests are appropriate for any particular referral.** However, if they see no problem with you including these measures to meet your course requirements, please do so.

Parent permission needs to be secured and must be attached to each set of protocols. This can be an individually obtained permission, **or** a copy of the Assessment Plan. Protocol forms are provided for children/adolescents who are volunteers (Appendix B). (If you use children as volunteers, parents of these volunteer children also need to be notified that results will not be shared with them due to questions of validity.) **For school referrals, you must attach a copy of the school parent permission form/assessment plan.**

Two children/adolescents will be evaluated during this course - Please make every attempt to select students who represent two different grade levels at your fieldwork site. If you are at sites that cover multiple levels (preschool and elementary, elementary and middle school, or middle and high school) please choose cases that represent at least one at each level. (Consult with instructor and fieldwork supervisor if there is difficulty in finding students at 2 grade levels.)

We are recommending that your cases be triennials

Test Availability: There are a limited number of test kits in our testing labs. For this reason it is imperative that students plan ahead to avoid the problem of finding test kits unavailable. Test kits will be checked out for a limited amount of time; thus, it will be necessary to share with one another. You are encouraged to use tests in your district, if available, and if appropriate for the case. It is imperative that you abide by the assessment library rules of returning your tests on time and when due. *Plan for cases with your fieldwork site supervisor first week of class to prepare for cases and optimal test use.*

Tests Required for Administration: As part of two test batteries, the following tests will be included:

- ***Intelligence Tests: WISC-V and CAS-II (1 of each) *Note, the sequence of these will rotate among the two class sections, so that all classes will have equal time for administration. (There may be exceptions to these tests. Speak to the instructor for your particular issue. This process may be altered due to COVID 19 limitations).***
- Processing Tests for each case administer: VMI-6 or Bender-Gestalt II; CTOPP-II or TAPS-3; and the WRAML-2 will be administered with your CAS2 case.
- *Academic: submit scores from the Special Education teacher assessment, and administer a different academic assessment.
 - For each case, assess the specific area of concern (math, reading, or writing) with available test (WRAT-4, GORT-5, OWLS-II, Key Math-3, or portions of the WJ-IV ACH, K-TEA-3, WIAT-III).
 - You must administer the Academic knowledge of the WJIV.
 - *CASE 1 + 2- **YOU MUST** administer A DAP

Semester

Broadband Behavior Rating Scales:

2 Broadband behavior rating scales administered to Parent, Teacher, and Child.

Behavior Assessment System for Children 3rd Edition (BASC-3)

1 Conners-3 Comprehensive Behavior Rating Scale (CBRS) or administer for case 2 and you may use another Conner-s for a narrow band

2. Narrowband assessments administered to Parent, Teacher, Child as appropriate

2 Narrow Band tests, e.g., RCMAS-2, Piers- Harris-2

(BYI-II, MASC-2, RCMAS-2, SAED-2, CDI-2, ARES, ADDES-4, ADHD-RS IV, CARS-2, GARS-3, etc.) If using something from your district site that is not on the list, you must receive permission from instructor first.
Make sure you do different measures for each case.

*You will administer a DAP, 3 Wishes, and Sentence Completion in case 1. You will not interpret these. You will receive instructions as to how to administer these ahead of time.

Projective/Expressive Tests required for Case #2 (Interpretation)

1 Sentence Completion Test

1 Draw-A-Person (DAP or DAP-SPED)

1 Kinetic School Drawing (KSD)

1 Kinetic Family Drawing (KFD)

- **If you receive a C or below on case 1, you will have the opportunity to re-write this case. Please note that this grade will not be more than a B.**

Case Study Batteries for the Psychological Case Reports:

<u>Case #1</u>	<u>Case #2</u>
*CAS-2 or WISC-V Processing (VMI-6 or BG-2) (TAPS-4 or CTOPP-2) WRAML-3) administer with the CAS-2 Core (6 subtests) Academic – WJ-IV ACH, WIAT-3, WRAT-4, KTEA-3 Additional assessment in Area of Concern WJ-IV ACH Academic Knowledge 1. Broadband Rating: P T S (ASEBA BASC-3, CBRS) *****1. Connors (PTS- long form)-depending upon placement 2. Narrowband ratings: A. *One will include a P,T,S) (Choose 2 according to concern) If needed you can use Connors as a narrow band B. PH- 3 RCMAS -2 At least 2 DAP Sentence Completion 3 Wishes	*WISC- V or CAS-2 Processing (VMI-6 or BG-2) (TAPS-4 or CTOPP-2) (WRAML-3- if using the CAS 2) Academic – Area of Concern (Choose test for area) WJ IV Broad Knowledge Broadband Rating: (ASEBA, BASC-3) Narrowband ratings: (Choose 2 according to concern) One will include a P,T, S) Sentence Completion Three Wishes Drawings: DAP and DAP: SPED Kinetic Family Drawing Kinetic School Drawing

Notes

***You CAN ONLY administer a CAS-2 and WISC-V.** You must have 1 of each. If exceptions are needed, this must be discussed in advance with 663B lecture and lab professors.

****For Connors Rating Scales**

-If your placement is Elementary School, Connors Full Form for P, T, Self report

-If your placement is Middle/High School, Connors Full Form for P, S; T's (multiple) reports can be short

*****You will administer a WRAML-L with your CAS-2**

****** 2. Narrowband for each case. 1) PTS 2) at least 2 respondents**

APPENDIX B: EPC 663B

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

As parent or legal guardian, I grant permission for my child/adolescent to be evaluated by a graduate student in the School Psychology Program, California State University Northridge. I understand that such testing will be done only for practice, in order for the student to fulfill the requirement for a course in Clinical and Psychometric Assessment. The tests to be included may involve areas of thinking and reasoning, auditory and language development, visual and perceptual-motor skills, academic achievement, adaptive behavior, and social/emotional functioning.

I understand that the students involved in the university class are not yet considered to be competent in independent test administration and interpretation. Thus, the procedures will be “practice assessments” which will not be valid for any purpose, other than for the student’s training. The results of the tests given will not be available to me or to my child’s school.

If your child/adolescent is willing to participate, and you agree to give your permission, please indicate by providing your written consent below. We appreciate your willingness for your child to participate in our student-training program.

Child/Adolescent’s Name: _____

Birthdate _____ Age: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Phone: _____

Signature of parent/guardian: _____

For questions or more information about this process, contact:

Paul Vogel, M.S., School Psychologist
Department of Educational Psychology
California State University Northridge
Paul.vogel@csun.edu

APPENDIX C: EPC 663B

Preliminary Report Case #1

Reason For Referral, Background, Observations, Processing, Cognitive, and Academic (3 protocols) Written Assignment

Examiner: _____

Parent Consent? _____

Student: _____ Age _____

Reason For Referral

2 4 6

Identifying and Background Information

2 4 6 8

Listing of Primary Summary Indices and Subscale Scores (Cognitive, Processing, and Academic)

2 4 6 8 10 12

Interpretation, of scores, including providing explanation for scores not in the normal range

2 4 6 8 10 12

Summary and Integration of findings, providing a description of the child/adolescent, not the test

2 4 6 8 10 12

Reflection- Paragraph: 3 points

- ____ Hunches
- ____ Red Flags
- ____ Need more information
- ____ Why, where will you get this?
- ____ Reflections, "IF ONLY . . ."

Points _____(53)

APPENDIX D: EPC 663B

Preliminary Report Case #2 Ratings for Sentence Completion, Projective Drawings, and Narrowband Measures Assignment

Examiner: _____

Parent Consent? _____

Student Pseudonym: _____ Age _____

Identifying and Background Information

1 2 3 4 5 6 7

Interpretation of Drawings

1 2 3

Interpretation of Sentence Completion

1 2 3 4 5

Interpretation of and Narrowband Measures

1 2 3 4 5 6 7 8 9 10

Integrated description and Summary of personality characteristics of the child or adolescent.

5 8 10 13 15 18 20 23 25

Reflection Paragraph (+3)

- _____ Hunches
- _____ Red Flags
- _____ Need more information
- _____ Why, where will you get this?
- _____ Reflections, "IF ONLY . . ."

Points _____ (53)

APPENDIX E: EPC 663B
Grading Criteria for Psychological Case Reports

Examiner: _____
Examinee: Pseudonym _____
Case Study # _____

Date: _____
Age: _____
Parent Consent _____

1. Referral question is clear and appropriate battery for referral question is chosen.

Poor		Average		Excellent
1	2	3	4	5

2. Identifying and Background information provides a clear description of the child; includes family, health, developmental, and educational background; and includes important relevant information, such as cultural and language factors.

Poor		Average		Excellent
1	2	3	4	5

3. Observations (clear, relevant, descriptive, includes ABC of behavior, and includes aspects of MSE discussed in class, such as attention/concentration, mood affect, speech and language, problem solving, etc.).

Poor		Average		Excellent
1	2	3	4	5

4) Intellectual/Cognitive Functioning (Results are clearly explained and include reasonable interpretations based on data and observations; interpretation are based on traced sources and describes the development of hypothesis as it refers to the student, not test results,; use supporting observations; answered specific questions based by the referral question; use clear statistical reasoning and reports functioning ranges, and as appropriate, SS, SD, and Confidence Intervals (e.g., describes statistically significant differences – strengths and weaknesses).

Poor		Average		Excellent
1	2	3	4	5

5. Attention, Memory, and Learning (Results are clearly explained and include reasonable interpretations based on data and observations; Discusses Information Processing Theory as it relates to test findings and the student; interpretation are based on various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes implications for academic learning and social adjustment, when relevant; answered specific questions based by the referral question).

Poor		Average		Excellent
1	2	3	4	5

6. Visual information Processing (Results are clearly explained and include reasonable interpretations based on data and observations; interpretation are based on various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes implications for academic learning and social adjustment, when relevant; answered specific questions based by the referral question).

Poor		Average		Excellent
1	2	3	4	5

7. Auditory information Processing (Results are clearly explained and include reasonable interpretations based on data and observations; refers to phonological awareness and implications for learning; interpretation are based on

various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes implications for academic learning and social adjustment, when relevant; answered specific questions based by the referral question).

Poor		Average		Excellent
1	2	3	4	5

8. Language Processing (Results are clearly explained and include reasonable interpretations based on data and observations; refers to language proficiency when student is a second language learner and its implications for learning; interpretation are based on various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes implications for academic learning and social adjustment, when relevant; answered specific questions based by the referral question).

Poor		Average		Excellent
1	2	3	4	5

9. Reading: Results are clearly explained and include reasonable interpretations based on data and observations; includes various sources of information to support conclusion (formal and informal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretations are based on traced sources and supports the development of hypotheses; describes qualification criteria for special education (e.g., discrepancy and exclusionary clause when SLD).

Poor		Average		Excellent
1	2	3	4	5

10. Math: Results are clearly explained and include reasonable interpretations are based on data and observations; includes various sources of information to support conclusions (formal and informal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretations are based on traced sources and support the development of hypotheses; describes qualification criteria for special education (e.g., discrepancy and exclusionary clause when SLD).

Poor		Average		Excellent
1	2	3	4	5

11. Written Language: Results are clearly explained and include reasonable interpretations based on data and observations; includes various sources of information to support conclusion (formal and informal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretations are based on traced sources and supports the development of hypotheses; describes qualification criteria for special education (e.g., discrepancy and exclusionary clause when SLD).

Poor		Average		Excellent
1	2	3	4	5

12. Described Hypotheses clearly including test ecological (home and school) data to support it.

Poor		Average		Excellent
1	2	3	4	5

13. Socio-emotional and behavioral functioning: Results are clearly explained and include reasonable interpretations based on data, observations, and relates it to other evidence; describes how results affect learning and adjustment; discussed need for intervention. It describes clear statistical reasoning in regards to strengths and weaknesses. Makes validity statement.

Poor		Average		Excellent
1	2	3	4	5

14. 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 3 paragraphs (e.g., demographic info, cognitive functioning and academic achievement findings and how they relate, and mention of need for intervention, and socio-emotional findings, relation to learning and adjustment, and describes disability, if present).

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

16. Recommendations are evidenced based: clear, realistic and reasonably specific, related to hypothesis of problem and to referral question. In addition, it includes recommendation for appropriate services based on IDEA 2004 (ie., appropriate accommodations and modifications).

Poor		Average		Excellent
1	2	3	4	5

17. 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

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

Poor		Average		Excellent
1	2	3	4	5

19. Describes tests used and purposes for its use, the test score ranges, means and SD.

Poor		Average		Excellent
1	2	3	4	5

20. 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 POINTS: _____

(100)

Ratings: Excellent: 90- 100 pts. = A, 90-89 pts. = B, Below 80 = See instructor

APPENDIX F: EPC663B

Grading Criteria for Social/Emotional Test Review Presentation

Name: _____

Test Reviewed: _____

Overview/Description of the Test

1 2 3 4 5 6

Demonstration of Administration and Scoring

1 2 3 4 5 6

Critique (based on any published reviews and student's own analysis)

1 2 3 4 5 6

Clarity of Presentation and Handout

1 2 3 4 5 6 7

COMMENTS:

Points _____(25)

APPENDIX G: EPC663B

Grading Criteria for Case Presentation

Name: _____

Age of Child/Adolescent _____

Summary of Referral and Background Information

1	2	3	4	5
---	---	---	---	---

Presentation of Test Results (Observations, organization of formal test results)

1	2	3	4	5
---	---	---	---	---

Integration and Summary of Assessment and Recommendations

1	2	3	4	5
---	---	---	---	---

Clarity of Explanation (i.e. for parent and/or other non-professionals)

1	2	3	4	5
---	---	---	---	---

COMMENTS:

Points _____(20)

Case Study Presentations

Please Choose Preference:

May 2, 2024

May 9, 2024

CLASS NORMS – BEHAVIORAL EXPECTATIONS

- Be safe:
 - Keep all 6 feet on the floor when seated
 - Take care of your personal health/comfort needs (without interrupting others)
 - Stash your trash in the proper receptacle
 - Other:
- Be respectful:
 - Listen carefully and respectfully to the speaker, without interrupting or engaging in unnecessary sidebars
 - Honor the schedule – arrive on time
 - Silence cell phones and do no text during class
 - Presume positive intentions
 - Focus on finding solutions for the good of the group, not blaming or promoting personal agendas
 - Other:
- Be responsible:
 - Share your views willingly, clearly, concisely, and honestly
 - Ask and welcome questions for clarification
 - Maintain confidentiality
 - Take responsibility for your own learning
 - Be prepared with necessary supplies/materials
 - Be your best self
 - Other:

Accommodations for students with disabilities:

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818)677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2054. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

EPC 663 B Assessment of Social Emotional Development and Adaptive Skills for Intervention

Standard	Introduced	Practiced	Assessed
SPPE 1.0	Pg.13, 14, 15	P. 10, 13, 14, 15	Pg. 10, 14, 15
SPPE 1.1	Pg.13, 14, 15	P. 10, 13, 14, 15	Pg. 10, 14, 15
SPPE 1.2	Pg.13, 14, 15	P. 10, 13, 14, 15	Pg. 10, 14, 15
SPPE 1.3	Pg.13, 14, 15	P. 10, 13, 14, 15	Pg. 10, 14, 15
SPPE 1.4	Pg.13, 14, 15	P. 10, 13, 14, 15	Pg. 10, 14, 15
SPPE 1.6		P. 10, 13, 14, 15	Pg. 10, 14, 15
SPPE 2.0		P. 10, 13, 14, 15	Pg. 10
SPPE 2.1		P. 10, 13, 14, 15	Pg. 10
SPPE 3.0		P. 10, 13, 14, 15	P. 10
SPPE 3.1		P. 10, 13, 14, 15	P. 10
SPPE 3.2		P. 10, 13, 14, 15	P. 10
SPPE 3.2		P. 10, 13, 14, 15	P. 10
SPPE 3.3		P. 10, 13, 14, 15	P. 10
SPPE 4.0		P. 10, 13, 14, 15	P. 10
SPPE 4.1		P. 10, 13, 14, 15	P. 10
SPPE 4.2	Pg. 13, 14, 15	P. 10, 13, 14, 15	P. 10, 14, 15
SPPE 4.3	Pg. 13, 14, 15	P. 10, 13, 14, 15	P. 10, 14, 15
SPPE 5.0		P. 10, 13, 14, 15	P. 10
SPPE 6.0		P. 10, 13, 14, 15	P. 10
SPPE 6.3		P. 10, 13, 14, 15	P. 10
SPPE 7.0		P. 10, 13, 14, 15	P. 10
SPPE 7.2		P. 10, 13, 14, 15	P. 10
SPPE 7.3		P. 10, 13, 14, 15	P. 10
SPPE 8.0		P. 10, 13, 14, 15	P. 10
SPPE 8.1		P. 10, 13, 14, 15	P. 10
SPPE 8.2		P. 10, 13, 14, 15	P. 10
SPPE 9.2		P. 10, 13, 14, 15	P. 10
SPPE 10.0	Pg. 13	P. 10, 13, 14, 15	P. 10
SPPE 10.1		P. 10, 13, 14, 15	P. 10
SPPE 10.3		P. 10, 13, 14, 15	P. 10