

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

**Summer**  
**2021**

**ONLINE**

**Instructor: Wilda Laija-Rodriguez, Ph.D.**

**Meeting Hours: By appointment**

**Class Meetings: Tuesday 9-11:45m**

**Classroom: ONLINE**

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**The Michael D. Eisner College of Education**

**Conceptual Framework**

**Michael D. Eisner College of Education Conceptual Framework:**

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

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
  - We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
  - We value ethical practice and what it means to become ethical and caring professionals.
  - We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
  - We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
  - We value creative, critical, and reflective thinking and practice.
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PROGRAM STUDENT LEARNING OBJECTIVES (SLOs):

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

***SLO 3: Respect for Human Diversity and Equitable Practices:*** 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 demonstrate **Knowledge** of human diversity, including individual differences, abilities, disabilities, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families, the effects they have on development and learning, and promote effective general and special education services, social justice, and social advocacy for all students, families, and schools to address potential influences related to diversity. (NASP Domain 8; CCTC SPPE 8)

**Program Goal 3: Foundational Content Knowledge and Evidenced Based Practice and Research:** Provide foundational content knowledge to school psychology candidates based on biological, cultural, and social influences on learning, behavioral, cognitive, and social emotional development, psychology and educational theories, models, and use knowledge of research design, statistics, measurement, varied data collection, technology, and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

***SLO 4: Foundational Content Knowledge:*** School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge** of foundational content knowledge to school psychology candidates based on biological, cultural, and social influences on learning, behavioral, cognitive, and social emotional development, psychology and educational theories and models.

**Program Goal 4: Assessment and Problem Solving Data Based Decision Making:** Provide knowledge and skills in assessment and problem solving data-based decision making to monitor progress and evaluate outcomes for students, families, schools, and/or consumers.

***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)

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

***SLO 10: Academic Interventions 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*)

**SLO 11: Behavioral 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 their ability to demonstrate **knowledge, skills, and competence** to design and use behavioral interventions using theory and evidence based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach to address individual and systemic factors to improve behavioral outcomes. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

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

### **Course Goals Aligned to NASP and CCTC Standards:**

#### **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

#### **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

#### **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with

others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

### **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

#### **Specific Course Objectives:**

1. Continue to develop assessment and problem-solving decision-making skills using a neurological foundation to understanding cognition, processing, learning, adjustment, and development.
2. Understand cognitive theories and neuroscience as it pertains to learning and assessment.
3. Review learning, cognitive development, and social emotional developmental theories to incorporate in assessment and intervention.
4. Understand implications of learning and developmental theories for assessment (CCTC SPPE 3.3).
5. Understand and continue to develop bilingual assessment practices that incorporates assessment results and incorporates knowledge of socioeconomic, cultural, gender, language, religion, and other diverse factors that affect learning, development, and instruction.
6. Understand and continue to develop evidenced based cognitive, academic and behavioral interventions.
7. Understand and evaluate services that support cognitive and academic skills development for all children. (CCTC SPPE 3.4)

#### **Instructional Philosophy**

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

#### **Students with Disabilities**

If you have special needs as addressed by the Americans with Disabilities Act (ADA) please notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities.

### **Policy on Cheating and Plagiarism**

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

### **Instructional Format**

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

### **Required Readings:**

**Pohlman, Craig. (2008). Revealing minds: Assessing to understand and support struggling learners. Jossey-Bass Publishers.**

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

**Dawson, Peg. (200000). Executive skills in children and adolescents: Third Edition: A practical guide to assessment and intervention. Guilford Press.**

Pennington, Bruce F. (2008). Diagnosing learning disorders – Third Edition: A neuropsychological framework. Guilford Publishing.  
*IN OVIATT E-BOOK –check if available*

Fletcher. (2011). Diagnosing Learning Disabilities  
*IN OVIATT E-BOOK –check if available*

### ***Resource Books:***

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

Miller, Daniel. (2008). Essentials of School Neuropsychological Assessment – Second Edition. Wiley Publishers. *IN OVIATT E-BOOK*

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

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

Woodcock Johnson Cognitive Assessment Battery IV, Manual.

*Required Readings may include selected chapters from books available electronically through the Oviatt Library or in manuals through the Berke Assessment Library and Clinic.*

### **Additional Assigned Course Readings (TBA)**

## Course Assignments and Requirements:

**1. Attendance and Participation** In order to create a rich and supportive learning environment, each student is expected to take an active part in all course activities. This includes presenting and sharing information, ideas, and thoughts while adhering to the following requirements:

- timely contributions to discussions and activities
- completeness and accuracy of contributions and presentations
- professional and respectful behavior and attitude (e.g. attending to lecture and presentations, interrupting (no obvious multi-tasking), over-talking, and use of respectful and professional wording in e-mails)
- class preparation (e.g., completion of readings and activities PRIOR to class meetings)

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

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

**4. Administration of WJ-IV Cognitive Battery assessment.**

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

The presentation addresses an area of neurodevelopmental processing (i.e. attention, memory, neuromotor functioning, etc.) and resiliency. A thorough explanation of the processing area, how it can be assessed, the effects on academic achievement (in reading, math, writing) **and social emotional functioning, and specific interventions for remediation and learning must be discussed.** At least 10 -15 references (journal articles and chapters) Powerpoint and presentation should be cited using APA guidelines. Student(s) will be required to submit their *PowerPoint via e-mail and post it on canvas to the instructor prior to the presentation.* Students are required to also e-mail presentation to classmates. PLEASE MAKE SURE YOU FOLLOW THE RUBRIC AND USE APPROPRIATE HEADINGS ALIGED TO RUBRIC.

Please make sure your Powerpoint follows the rubric. Please **e-mail it to me and your classmates the day before AND upload on CANVAS.**

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

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

**8) Assignments and/or write ups as needed.**

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

Please use a table with the following format:

Construct:	Represents the following Processes:	Brain-Behavior Relationship:	Input/Output
Information:	Interventions:		

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

- 1) Attendance and Participation (20 pts)**  
Please note that you are required to attend class. One or more absences and your grade will be lowered by one whole grade. Three or more absences, you will get no credit.
- 2) Presentation (60 pts.)**
- 3) WJ-IV Protocol (25 points) – scan and upload to CANVAS – Please keep confidentiality – NO IDENTIFYING INFORMATION.**
- 4) Bilingual Assessment Report (120 points) – NO IDENTIFYING INFORMATION**
- 5) SBA Case Study Report (135 points) - NO IDENTIFYING INFORMATION**
- 6) Construct and Intervention Paper (50 points)**
- 7) Online Homework Assignments (10 pts.), as needed**

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

**Total Points:**

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

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

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

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

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

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

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

Date	Class Topics/Activities	Readings
June 1	<b>ZOOM:</b> Introduction to the class/Groups developed and topics assigned Review: Bilingual Assessment	
June 8	On your own: Bilingual Assessment Report	
June 15	<b>ZOOM:</b> Brain structure and Brain-Behavior Relationship; Introduction to Neurodevelopmental Constructs and implications for successful learning; Luria and PASS theory and CHC theory implications for assessment and learning.  <b>DUE: BILINGUAL CASE – Due on Canvas</b>	<i>Hale &amp; Fiorello Ch. 2</i> <i>Miller Ch. 10</i>  <i>Pennington 2009 Ch. 1 and 2</i>
June 22	Meet with your groups to Prepare for Presentations <b>Practice administering the WJ IV Cognitive Battery (All Subtests)</b>	<i>WJ-IV manual</i>
June 29	<b>ZOOM: Neurodevelopmental Construct Presentations</b> Neurodevelopmental constructs: key functions, brain behavior relationship, relationship to cognitive theories, and implications for successful learning and interventions:  Include information for both L1 and L2  <b>Acquired Knowledge:</b> <i>Language (Gc)</i> (Miller Ch. 16, Pennington (2014) Ch. 8, Pennington (2008) Ch. 7, Mather et al. Ch. 5  _____ (1)  <b>Information Processing:</b> <i>Attention/Sustained Attention-Concentration</i> (Miller Ch. 13, (Pennington (2014) Ch. 7, Pennington (2008) Ch. 9  _____ (1)  <i>Memory (short term/Working Memory (Gsm) and long term (Glr))</i> – (Miller Ch. 12, Levine Ch. 3, (Levine 4,	<i>Miller Ch. 12, 14;</i>  <i>Pennington</i>



	<p>Pennington (2014) Ch. 9</p> <p>Short Term _____ (2)</p> <p>Association/Long Term _____ (2)</p> <p><b>Auditory Processing and Dyslexia (Ga)</b> (Miller Ch. 11 and additional research)</p> <p>_____ (2)</p> <p><b>Phonological Processing and Dyslexia (2)</b></p> <p>_____ (2)</p> <p><b>PLEASE INCLUDE HOW YOUR PRESENTATION TOPIC RELATES TO READING, MATH, AND WL DEVELOPMENT AND INTERVENTIONS</b></p> <p><b>Acquired Knowledge Academic Achievement:</b> <i>Reading (Gr)</i> (Miller Ch. 17, Pennington (2008) Ch. 6; Mather et al. Ch. 6, 8, 9, 10; 10); Include information in both L1 and L2</p> <p><i>Math (Gm)</i> (Miller Ch. 17, Pennington (2008) Ch. 12; Include information in both L1 and L2</p> <p><i>Written Language (Gwl)</i> (Miller Ch. 17, Mather); Include information in both L1 and L2</p>	
<p>July 6</p>	<p><b>ZOOM: Neurodevelopmental Constructs Presentations and Special Topics</b></p> <p><b>Visual-Spatial Processing (Gv)</b> (Miller, Pohlman) <i>Visual Perceptual Processing and Temporal Sequential Ordering (Gf)</i> (Pennington (2014) Ch. 5; Mather et al. Ch. 5, 7)</p> <p>_____ (1)</p> <p><b>Conceptualization, Problem Solving, and Fluid Reasoning: Executive Functions and metacognitive Strategies</b> (Miller Ch. 13, Pennington (2014) Ch. 5, _____ (2)</p> <p><b>Speed, Fluency, and Efficiency in Processing (Gs)</b> (Cognitive and Fine Motor) (Miller Ch. 15)</p>	<p><i>Pohlman Ch. 8, 9, 10, 11</i></p>

	<p>_____ (1)</p> <p><b>Role of Hormones and Diet on Development and Disabilities</b></p> <p>_____ (2)</p> <p><b>Social Cognition/ Autism</b> (Pennington (2008) Ch. 13)</p> <p>_____ (1)</p> <p><b>PLEASE INCLUDE HOW YOUR PRESENTATION TOPIC RELATES TO READING, MATH, AND WL DEVELOPMENT AND INTERVENTIONS</b></p> <p><b>Acquired Knowledge Academic Achievement:</b>  <i>Reading</i> (Gr) (Miller Ch. 17, Pennington (2008) Ch. 6; Mather et al. Ch. 6, 8, 9, 10; 10); Include information in both L1 and L2</p> <p><i>Math</i> (Gm) (Miller Ch. 17, Pennington (2008) Ch. 12; Include information in both L1 and L2</p> <p><i>Written Language</i> (Gwl) (Miller Ch. 17, Mather); Include information in both L1 and L2</p>	
<p>July 13</p>	<p><b>Video: The Brain that Changes Itself</b> <b>DUE: Summary on Canvas</b></p>	
<p>July 20</p>	<p><b>Assessment Methodology</b> <b>DUE: Summary on Canvas</b></p>	<p><i>Hale &amp; Fiorello Ch. 4</i> <i>Pohlman Ch. 1 &amp; 2</i></p>

July 27	<p><b>ZOOM: Overview of WJ-IV, CHC Theory, Alternative Assessment, and Cross-Battery Assessment; Cognitive Hypothesis Testing</b></p> <p><b>Presentation:</b>  <b>Disorders of State Regulation</b> (Pennington (2014) Ch. 11; Motivation and Classroom Learning  _____ (1)</p>	<i>WJ-IV manual; Cross Battery Assessment; Pohlman Ch. 3, 4, and 5</i>
August 3	<p><b>Practice administering the WJ IV Cognitive Battery (All Subtests)</b></p> <p><b>DUE: CONSTRUCT AND INTERVENTION PAPER on Canvas</b></p>	
August 10	<p><b>ZOOM: Strengths Based Assessment – Dr. Laija-Rodriguez Pattern of Strength and Weaknesses</b></p> <p><b>DUE: WJ IV Cognitive Protocol DUE – Scan and upload to CANVAS – No Identifying Information</b></p>	<i>Pohlman Ch. 7, 12-13; Ventura County Pattern of Strength and Weaknesses (see Ventura County SELPA website for online manual)</i>
August 17	<b>Work on SBA Report</b>	
August 24	<b>DUE: SBA Report Assessment – Upload to Canvas</b>	

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

## APPENDIX A

### EPC 611: BILINGUAL PSYCHOLOGICAL REPORT RUBRIC CASE STUDY

Examiner: \_\_\_\_\_ Date: \_\_\_\_\_  
Examinee: \_\_\_\_\_

**1. Referral question is clearly stated.**

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

## ACADEMICS

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

Poor		Average		Excellent
1	2	3	4	5

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

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

**18. Summary:** includes essential facts, *statistically significant strengths and weaknesses*; interpretations are based on *integration of all findings; reflects a clear line of reasoning*; concise yet comprehensive). Summary should be approximately 3-4 paragraphs.

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

**22. Style and Communication: readable, 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

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

**Total \_\_\_\_\_/120**



**APPENDIX B  
DRAFT**

**EPC 611: STRENGTH BASED ASSESSMENT REPORT RUBRIC  
CASE STUDY**

Examiner: \_\_\_\_\_

Date: \_\_\_\_\_

Examinee: \_\_\_\_\_

**1. Referral question is clearly stated.**

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

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

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

**10. Visual Perception (Gv)/Spatial Processing: Results are clearly explained and include reasonable interpretations based on data and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretation are based on traced sources and supports the**

development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor		Average		Excellent
1	2	3	4	5

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

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

Poor		Average		Excellent
1	2	3	4	5

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

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

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

**RtI data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses and successful learning.**

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

#### **SOCIAL-EMOTIONAL FUNCTIONING AND SELF-REGULATION:**

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

Poor		Average		Excellent
1	2	3	4	5

#### **SUMMARY:**

**18. Summary: includes essential facts, *statistically significant strengths and weaknesses*; interpretations are based on *integration of all findings*; *reflects a clear line of reasoning*; concise yet comprehensive). Summary should be approximately 3-4 paragraphs.**

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

**LEVERAGING STRENGTHS AND RECOMMENDATIONS:**

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average	Excellent
1	2	3	4 5

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

Poor		Average	Excellent
1	2	3	4 5

TOTAL: \_\_\_\_\_/135

## APPENDIX C

### EPC 611: Cognitive Functions/Neuropsychological Disorders Presentation Criteria

Students Names: \_\_\_\_\_ Presentation: \_\_\_\_\_

1) Described neurodevelopmental construct, disorder or topic clearly. Provided context and prevalence statistics, if available. Made an interesting opening to the presentation that caused interest to the audience.

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

3) Described the brain-behavior relationship.

Poor		Average		Excellent
1	2	3	4	5

4) Described medical, behavioral, cognitive, or academic explanations and implications.

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

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

Poor		Average		Excellent
1	2	3	4	5

9) **Presentation was well organized.**

<b>Poor</b>		<b>Average</b>		<b>Excellent</b>
1	2	3	4	5

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

<b>Poor</b>		<b>Average</b>		<b>Excellent</b>
1	2	3	4	5

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

<b>Poor</b>		<b>Average</b>		<b>Excellent</b>
1	2	3	4	5

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

<b>Poor</b>		<b>Average</b>		<b>Excellent</b>
1	2	3	4	5

**COMMENTS:**

Total \_\_\_\_\_/60 pts



## APPENDIX D

### Attendance and Participation Rubric

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

### EPC 611 Index for CCTC Standards

<b>SPPE</b>	<b>Introduced</b>
3.2	p. 4
3.3	p. 4
3.4	p. 4

\*Pages on which CCTC Standards are introduced in yellow