

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

**Clinical and Psychometric Assessment Techniques (EPC 663A)**  
**Fall 2021**

**Instructor:** Joan Rich Golden, Ph.D., LEP, NCSP  
Paul Vogel, M.S., NCSP

**Lab Instructor:** Vedeesh Saggar, MS., LEP, NCSP

**Class Meetings:** Thursdays 4:00-7:00

**Office Hours:** Thursdays 3:30 P.M. by appointment

**Room:** ***VIRTUAL***

**Office Phone:** 818- 371-7001

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

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, and candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end 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 professional knowledge and skills. We commit ourselves to, and expect our candidates to:

- Acquire in-depth knowledge in subject matter;
- Acquire professional and pedagogical knowledge;
- Acquire pedagogical content knowledge;
- Use professional standards to develop and evaluate programs and guide practice;
- Use varied resources, including technology, to promote learning;
- Communicate effectively, both orally and in writing, in professional and community settings; and
- Engage in scholarship and research.

We value the use of evidence for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence. We commit ourselves to, and expect our candidates to:

- 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; and

- Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils.

We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:

- Articulate 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, articulating, and refining the values, beliefs, and assumptions that guide professional practice;
- Demonstrate attitudes and behaviors of caring professionals; and Engage in inquiry about what it means to be an ethical and caring professional.

We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, 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 College of Education, university, and schools;
- Participate in extra-university partnerships with 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.

We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and 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;
- 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
- Accept responsibility and accountability for shared decisions and actions of members of the academic and service community.

#### SOCIAL JUSTICE

We value creative and reflective thinking and practice. We commit ourselves to, and expect our candidates to:

- Engage in continuous reflection;
- Participate in ongoing professional development;
- Receive feedback and consider implications for practice and program renewal;
- Refine professional competencies through collegial interaction; and
- Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

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

Lab: Supervised practice in test administration and scoring will be conducted in a companion lab course. Course registration is limited to students accepted into the School Psychologist credential program. A required Lab will accompany the course: **EPC 663A/L**, in which students will obtain supervised practice in the administration and scoring of the major tests introduced in this course. The lab is required as a critical component for the assessment courses given both the demands of this course, and the importance of becoming proficient in test administration, scoring, and interpretation. Students are expected to fulfill requirements listed in the lab syllabus, as they are an integral component to this course (EPC663A). Grades for the lab and for this course will be separate. You will

be required to submit protocols, which will be graded, to the lab instructor. You will attach face and grading sheets to your case studies. **Please note that students need to get a "notice of clearance" from our Berke assessment assistant saying that they do not have any outstanding tests in order to get the final grade.**

***Protocols will need to be purchased separately at the bookstore.***

**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 cover the basic skills needed in choosing, administering, scoring, and interpreting individual cognitive, auditory-language, visual/perceptual/motor, and achievement tests. (SPPE 1.1; SPPE 1.3) Interpretation of results will be the focus to determine strengths and weaknesses in cognitive and academic skills. (SPPE 1.2) Students will gain experience in administration and scoring of a select number of tests. When interpreting test data, students are expected to apply their knowledge in: health, family and school systems, testing and measurement, statistics, normal and abnormal development, social economic status, cultural and language issues, and begin to develop scientifically based interventions (SPPE 1.4) that consider diversity, language, and resiliency to develop cognitive and academic skills. Students will practice and be assessed 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.

This course will address the following goals consistent to NASP and CCTC standards and will focus on *introduction, practice and assessment* in psychoeducational assessment and intervention of cognitive and academic skills:

- 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.*

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

## **2. Interventions and Instructional Support to Develop Academic Skills:**

*School psychology candidates will have knowledge of biological, cultural, cognitive research and neuroscience, and social influences on academic skills, human learning and development, cognitive, and developmental processes and evidence based curricula and instructional strategies. School psychology candidates will use all available assessment information in developing appropriate instructional, cognitive, academic, behavioral and/or self-regulation goals and strategies to support learning and adjustment through effective teaching, evidenced based instructional strategies, and assistive technology resources in order to enhance student's academic and cognitive skills and help them attain state and local academic benchmarks.*

Where direct in-person activities are not feasible or allowable, based upon both University and LEA safety policies in response to the

COVID19 pandemic, alternative activities will be allowable as approved by both University and LEA.

- 3. 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.*

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.

**Course 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 problem solving data based decision making model and RIOT model to analyze, interpret, and write clear, ethical and legally defensible psychoeducational reports that will address cognitive and academic strengths and weaknesses and relate these to recommended culturally and linguistically appropriate interventions to be monitored and evaluated for progress (CCTC SPPE 1.5).

Students **will be assessed** using rubric in **Appendix D** to rate case studies, as well as quizzes to check for understanding. Please note: 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. In this class, candidates will:

- 1. Understand, practice, and be assessed on the problem solving data based decision making using individual evaluation and assessment** using a variety of assessment methods (RIOT model), including observation, interviews, standardized test administration, while considering ecological, SES, health, language, cultural factors, diversity and resiliency in a manner that produces valid inferences for SLD and other classifications **(NASP Domain I; CTCC SPPE 1.1; SPPE 1.3)**
- 2. Understand, practice, and be assessed in using** statistical analysis when determining strength and weaknesses using standardized measures. **Candidates will use SS and SD to determine statistically significant strengths and weaknesses in a manner that produces valid inferences when evaluating needs of pupils (NASP Domain I; CTCC SPPE 1.2).**
- 3. Understand, practice, and be assessed** using **psychological foundations** in learning, biological, social, cultural, developmental, and individual differences and how they relate to the development and assessment of children and youth. **(NASP Domain I; CTCC SPPE 1)**
- 4. Understand, practice, and be assessed in** incorporating **Socio-cultural Competence and Understanding of Student Diversity in Development and Learning**, including ability to understand the ways in which ethnic, cultural, socio-economic, sexual orientation, and environmental factors influence learning and achievement in conceptualizing, integrating, and summarizing case studies. **(NASP Domain 8; CTCC SPPE 1.3; SPPE 8)**
- 5. Understand, practice, and be assessed on** appropriate recommendation of community-based resources, special education and alternative service delivery systems to provide fairness and equity in services to students. **(NASP Domain 8; CTCC SPPE 8.4).**



6. **Understand and practice** using assessment data to identify and develop effective interventions, services and programs for all students, including dual language learners. (NASP Domain 1; **ECTCC SPPE 1.4**).

7. **Understand and practice** using legal and ethical guidelines in assessment. (**NASP Std VIII 8.2; CTCC Std. 6, 19**).

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

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.

#### **Cognitive/Intelligence Measures:**

- Wechsler Intelligence Scale for Children – V (WISC -V)
- Cognitive Assessment System CAS II

#### **Visual-Motor, Language Processing, and Achievement Measures**

- Developmental Test of Visual-Motor Integration – (VMI-6)
- Bender Visual Motor Gestalt Test – II (BVMGT-II)
- Comprehensive Test of Phonological Processing Skills (CTOPP 2)
- Test of Auditory Perceptual Skills – Fourth Edition (TAPS-IV)
- Woodcock-Johnson Achievement Tests – IV (WJ-IV)

**Please note:** Considerable time will be needed to master the administration, scoring, and beginning interpretation for the test measures taught in this course. Students are advised to begin reading texts and test

manuals, and to review developmental information about each age group from pre-school through adolescence. Since this class emphasizes breadth, rather than depth (i.e., limited exposure to a wide variety of tests, as opposed to in-depth mastery of a few), it is **critical** that students prepare for class instruction by being familiar with test manuals and related readings.

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

*Dawson, P. & Guare, R. (2010). Executive Skills in Children and Adolescents, Third Edition: N.Y. Guilford Press.*

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

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

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

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

**Strongly Recommended Readings But Not Required:**

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

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

Reichenberg, L.W (2014). DSM-5 TM Essentials. Hoboken, NJ: Wiley& Sons, Inc.

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

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

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

**Course Requirements:**

Please note that our class will be taught via ZOOM. You will RECEIVE THE NECESSARY LINKS WEEKLY.

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.

1. **Class Attendance** is required. Students should inform the instructor if an emergency occurs. Missing more than two (2) classes will result in one letter grade lower than the one earned. \* At this time, classes will be taught via zoom. Cameras must be turned on and remained on throughout the class.
2. **Promptness** is required. Class begins at 4 PM. If this becomes a problem for a student, instructor will (1) confer with student and (2) will be a lowered grade.
3. **Professional Behavior** toward peers and faculty is expected in and out of class.
4. **Participation:** Students are responsible for material covered in the readings and in lectures. Students should be prepared to be called upon in class to discuss assigned readings. Up to two points per class will be given according to the level of student participation.

*Please note that this class will be taught via zoom. Students must keep their cameras on.*

5. **Regularly scheduled quizzes** will be given to assess student's progress and to promote timely reading assigned material. Although only three (3) quizzes have been listed in the course outline, the instructor reserves the right to reduce or add to the number of quizzes based on student performance and participation.

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

Given the COVID 19 pandemic, we will be adjusting requirements as per university requirements to ensure your health and safety. You must read the Pearson article on Disinfecting Test Materials. You will be prepared to discuss this article on September 2, 2021. These requirements will further be discussed throughout the semester with your instructors.

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

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

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

7. **Additional Assessment Measures for Class Discussion and Student Test Reviews:** Each student is required to select one of the following cognitive, psychological processing, or bilingual tests to review with regard to: a) content, b) psychometric and technical adequacy, c) appropriateness

for identification of possible special and/or regular education needs, and d) appropriateness of use with culturally and linguistically diverse and special populations.

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

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

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

*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.*

- *As noted you have received the Pearson article on Disinfecting the testing material on 9/2/2021. More discussion of this article in addition to lab logistics will occur 9/2/2021 in this class and continually in your lab class.*

Students are to choose one of the following

- a. Cognitive/Intelligence Measures
  - Naglieri Nonverbal Ability Test (NNAT 3)
  - Test of Nonverbal Intelligence-IV

- Universal Nonverbal Intelligence Test (UNIT-2)
  - *Woodcock-Johnson Test of Cognitive Abilities- IV (2 students as a team)*
  - *Wide Range Assessment Of Memory and Learning. 2<sup>nd</sup> Edition (WRAML 2)*
- b. Bilingual Language Proficiency Assessment Measures
- Bilingual Verbal Abilities Test (BVAT-NU)
  - Woodcock-Munoz Language Survey III (Spanish and English) (WMLS-3)
- c. Auditory-Verbal and Visual/Motor Processing Measures
- Wide Range Assessment of Visual Motor Abilities (WRAVMA)
  - Motor-Free Visual Perceptual Test - Revised (MFVPT -3)
  - Peabody Picture Vocabulary Test-IV (PPVT-IV)
- d. Adaptive Functioning
- Vineland -III  
ABAS-III

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

## **Grading Criteria:**

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

**1. Participation:** 2 points per class; TOTAL = **30 points**

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

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

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

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

2<sup>nd</sup> Case Study – Partial

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

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

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

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

**6. Final: 50 points**

## **TOTAL = 244 points**

**Grades:** The +/- system will be used in calculating course grades based on 244 points as follows:

A = [A = 232-244; A- = 220-231]

B = [B+ = 207-219; B = 195-206; 194 or less = retake the class]

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

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

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



**EPC 663A Course Outline**

|                            | <b>CLASS TOPICS/ACTIVITIES</b>  | <b>READINGS</b>   |
|----------------------------|---|---|
| <b>Sept 2<br/>Week 1</b>   | <p><b><u>LECTURE</u></b><br/> <b>Orientation. Review of course requirements.</b><br/> <b>Introduction to lab and requirements.</b><br/> <b>Organize students into groups to share tests and presentations.</b><br/> <i>Discussions</i></p>  | <p>Pearson<br/> <u>Disinfecting Testing materials</u></p>   |
| <b>Sept. 9<br/>Week 2</b>  | <p><b><u>LECTURE</u></b><br/> <b>Review history and theories of Intelligence testing.</b><br/> <b>Reason for Referral</b><br/> <b>Psychometric ISSUES IN COGNITIVE TESTING.</b><br/> <b>Problem solving and Data Based Decision using the RIOT model.</b><br/> <b>Consider student contextual factors in assessment - Exclusionary Clause.</b></p> <p>CASP position<br/> <b>The Role of the Evaluator in The Assessment Process</b><br/> <b>Standardized Testing and Statistics</b><br/>           (CCTC 2, 3, 4, 22)</p> <p><i>Check Out WISC-V -process</i></p> | <p>Sattler, J.M<br/>           Chs. 1, 2, 4, 6</p> <p>Best Practices V V- Ch.1 (Reschly), Kaufman, Raiford, &amp; Colson, Ch.1</p> <p>READ *CASP position paper on ASSESSMENT</p> <p>Quiz</p> |
| <b>Sept. 16<br/>Week 3</b> | <p><b><u>LECTURE</u></b></p> <p><b>Ethical and Legal Issues. Best Practices in testing.</b><br/> <b>Reason For Referral. -Review</b></p> <p><b>Introduction to the WISC-V:</b><br/> <b>Requirements and considerations for testing.</b></p>   | <p>Sattler, J.M., Chs. 3, 7, 9</p> <p>*Joint Class</p>  |

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|                                   | <p><b>Introduction and overview of the WISC-V. Indexes and Subtests (CTCST 4, 6, 22)</b></p>   | <p>Essentials, Ch.1</p>   |
| <p><b>Sept.23<br/>Week 4</b></p>  | <p><b><u>LECTURE</u></b><br/> <b>WISC-V Indexes and subtests</b><br/> <b>Let's do the numbers: statistically significant, what does this suggest? Hypothesis?</b></p> <p><b>Developmental Assessment: Problem Solving and Data Based Decision making. (CCTC 4, 22)</b></p> | <p>Sattler, Chs. 9, 10<br/> Essentials, Chs. 3, 4,</p>  |
| <p><b>Sept. 30<br/>Week 5</b></p> | <p><b>What if?</b></p> <p><b>Why use a Non-Verbal Measure?</b><br/> <b>Student Presenter</b><br/> NNAT- 3</p>  | <p>Sattler, J.M. Ch. 11<br/> Sattler, J.M., Ch. 5, pp. 155-158</p> <p>Essentials of WISC-V, Ch. 9</p> |
| <p><b>Oct. 7<br/>Week 6</b></p>   | <p><b><u>LECTURE</u></b><br/> <b>Continuation of the WISC-V</b><br/> <b>Putting It all Together</b></p>  | <p>Sattler, J.M., Chs .9, 10, 11</p>  |

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|---|--|---|
| <p>Con't Oct. 7,</p>                                      | <p><b>Your Hypothesis?</b><br/> <b>Does the evidence support your hypotheses?</b></p> <p><b>Examples of the WISC-V Reports</b></p> <p><b>Student Presenters</b><br/> UNIT -2<br/> TONI-4</p> | <p>Essentials, Chs. 5,7,8</p>   |
| <hr/> <p>–</p> <p><b>Oct. 14</b></p> <p><b>Week 6</b></p> | <hr/> <p><b><u>LECTURE</u></b></p> <p><b><u>Report Writing</u></b></p> <p><b>Student Presenter</b><br/> <b><u>PPVT-4</u></b></p>   | <p>Haas + Carriere, (2014)<br/> Chs. 2,3,4 Appendices<br/> I,II<br/> Sattler, J.M., Ch.18</p> |

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| <p><b>Oct.21</b></p> <p><b>Oct.21</b><br/><b>Week 7</b></p>    | <p><b><u>LECTURE</u></b><br/><b>Introduction to the CAS 2</b></p> <p>Structure, subtests, interpretation, and interventions.</p> <p>Using statistics to determine statistically significant strengths and weaknesses and develop recommendations for cognitive and academic interventions. (CCTC 4, 22)</p> <p><b>Preliminary Report 1 due</b></p> <p><b>Student Presenter</b><br/>WRAML</p> | <p>Essentials of the CAS-2,<br/>CHS. 1,2</p>   |
| <p>-----</p> <p>--</p> <p><b>Oct. 28</b><br/><b>Week 9</b></p> | <p>-----</p> <p>-----</p> <p>Preliminary report #1 returned to students electronically</p> <p><b>Student Presenter</b><br/>MFVPT-3</p>   | <p>-----</p> <p>-----</p> <p>Essentials, Chs. 3, 4,5, 6</p> <p>Chs. 5, Appendices, I, II</p> |
| <p><b>Nov. 4,</b><br/><b>2021</b></p>                          | <p><b><u>LECTURE</u></b><br/>CAS -2</p> <p>Conclusion of CAS 2.<br/>Example of a report<br/><b><i>Report Writing II (Review)</i></b></p> <p><b><i>And Did You Include?</i></b></p>   |  |

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| <b>Nov. 11<br/>Week<br/>11</b>      | NO CLASS ;  | Essentials, Chs. 5, 7<br><br>Review Sattler, Chs. 18,  |
| <b>Nov. 18<br/>Week<br/>12</b>      | <p><b><u>LECTURE</u></b><br/> <b>Review CAS-2</b><br/> <b>Review SLD-A</b><br/> Developmental Assessment: Problem Solving and data based decision-making. (CCTC 4, 22)<br/> <b><u>Other Models used in schools</u></b><br/> <b><u>RTI</u></b><br/> <b><u>Patterns of S+W</u></b></p> <p><b>Report 1 due</b><br/> <b>Student Presenters</b><br/> WJIV Cognitive<br/> <b>Student Presenters</b><br/> WMLS-3<br/> BVAT</p> | Sattler, Ch.15,  |
| <b>Nov. 25<br/><br/>Week<br/>13</b> | <p><b><u>NO CLASS THANKSGIVING</u></b></p> <p><b><u>LECTURE</u></b><br/> Using test results to develop scientifically based interventions.<br/> Linking Findings to Interventions</p>   | Review: Sattler<br>Ch.<br>Essentials – CAS 2, Ch. 5, 7 |

|   |   |  |
|---|---|--|
| <b>Dec 2</b>                            | Student Presentations<br>WRAVMA<br><br>Preliminary Report 2 Due   |  |
| Week<br>14<br><br>Dec. 9                | <u><b>LECTURE</b></u><br><b>Final thoughts</b><br><br><b>Student Presenters</b><br><b>ABAS-3</b><br><b>Vineland 3</b> |  |
| <b>Dec.</b><br><b>Week</b><br><b>15</b> | <b>FINAL</b><br><br><b>Final case due</b>   |  |

December 10 Final

## APPENDIX A

- EPC 633A - Schedule of Case Study Assignments
- 
- Golden:
- CASE 1 WISCV, WJ IV, CTOPPS-2, VMI-6
- 
- CAS2 2 – CAS-2, WJIV, TAPS-4, BENDER -2
- 
- \* ICE BREAKER -DAP

### VOGEL

CASE 1 , WISC V, WJIV, TAPS-4, BENDER

CASE 2- CAS-2,WJIV, CTOPPS-2VMI-6

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

Dates:

***Preliminary Report #1- 10-21-2021***

***FULL REPORT 1 11-18 -2021***

***Preliminary Report #2 12-2-2021***

***FULL REPORT DUE – 12-16-2021***

## OUR VIRTUAL CLASS NORMS / BEHAVIORAL EXPECTATIONS

For the Good of the Order & the Good of the Group

### Be Safe/Healthful:

- Take care of your personal health/comfort needs
- ***If we all remain 3 feet from our computer screens, we'll all be a safe 6 feet apart at all times (LOL!)***

### Be Respectful:

- Listen carefully and respectfully to the speaker, without interrupting or engaging in unnecessary side activities
- Keep your computer/device muted when not speaking
- ***Keep your camera (no photo or names)*** on so we are all 'present' together
- Honor the schedule – arrive on or before time
- Presume positive intentions
- Focus on finding solutions for the good of the group, not blaming or promoting personal agendas

### Be Responsible:

- Express 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
- Share the load



**APPENDIX B**

**EPC 663A - TEST REVIEW PRESENTATION: EVALUATION**

Student Name: \_\_\_\_\_

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

**Evaluation Criteria for In-Class Presentation (25 points)**

|                           |       |            |
|---------------------------|-------|------------|
| Administration            | _____ | /9 points  |
| Scoring                   | _____ | /4 points  |
| Organization/Presentation | _____ | /4 points  |
| Research Review           | _____ | /4 points  |
| Content                   | _____ | /4 points  |
| <b>TOTAL</b>              | _____ | /25 points |

---

## TEST REVIEW PAPER: EVALUATION

### Evaluation Criteria for Test Review Paper (25 points)

Content \_\_\_\_\_/15 points

- Standardization
- Technical adequacy
- Appropriateness for identification of possible special and/or regular education needs
- Appropriateness of use with culturally and linguistically diverse and special populations

\*References (3-5 required) \_\_\_\_\_/5 points

Writing and Organization \_\_\_\_\_/5 points

**TOTAL** \_\_\_\_\_/25 points

**Students may sign up for the following tests**

### Tests of Cognitive Ability

Woodcock-Johnson – IV Tests of Cognitive Ability II (2 students)

Naglieri Nonverbal Abilities Test (NNAT) -3

Universal Nonverbal Intelligence Test (UNIT)

Test Of Non -Verbal Intelligence (TONI-4)

## **Bilingual Assessment**

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

## **Other Tests**

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

## APPENDIX C

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

9/30 NNAT-3 \_\_\_\_\_

(Naglieri Nonverbal Ability Test, 3rd Ed.)

10-/7: UNIT-2 \_\_\_\_\_

(Universal Nonverbal Intelligence Test)

10/7: TONI-4 \_\_\_\_\_

(Test of Non-Verbal Intelligence-4)

10/14 PPVT -4 \_\_\_\_\_

(Peabody Picture Vocabulary Test-IV)

10/21 WRAML \_\_\_\_\_

(Wide Range Assessment Of Memory and Learning: Visual)

10/28 MFVPT-4 \_\_\_\_\_

(Motor-Free Visual Perceptual Test -3)

11/4 WJ Cog\_ ( 2 Presenters)\_\_\_\_\_

**11/18:BVAT-NU** \_\_\_\_\_

(Bilingual Verbal Abilities Test)

**11/18 WMLS-3**

(Woodcock – Munoz Language Scale -3) \_\_\_\_\_

**11/4: WJ-4 Cog. (2 Presenters)** \_\_\_\_\_

(Woodcock Johnson –IV Tests of Cog. Ability)

**12/2: WRAVMA** \_\_\_\_\_

(Wide Range Assessment Of Visual Motor Abilities)

**12/2: Vineland 3** \_\_\_\_\_

**12/2 ABAS-3** \_\_\_\_\_

APPENDIX D

EPC 663A: Checklist For Rating Psychological Reports  
Case Study 1

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

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

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

Case Study # \_\_\_\_\_

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

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

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

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

3. Intellectual/Cognitive Functioning. Results are clearly explained and include a reasonable interpretation (no subtest analysis). Interpretations based on data and observations. (CCTC Std. 4, 5, 22)

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

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

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

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

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

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

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

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

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

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

|      |   |              |
|------|---|--------------|
| Poor |   | Satisfactory |
| 1    | 2 | 3            |

Reflections- Paragraph: If Only (extra 3 points)

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

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

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

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

**Case Study #** \_\_\_\_\_

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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |

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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |

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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |

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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |



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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |

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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |

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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |

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

|      |   |              |   |           |
|------|---|--------------|---|-----------|
| Poor |   | Satisfactory |   | Excellent |
| 1    | 2 | 3            | 4 | 5         |

Reflections- Paragraph: If Only (extra 3 points)

**APPENDIX F**

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

**PARENT PERMISSION FOR PSYCHOLOGICAL TESTING**

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

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

Child/Adolescent's Name \_\_\_\_\_ Age \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_

Parent Phone \_\_\_\_\_

Date \_\_\_\_\_

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

Joan Rich Golden, Ph.D.  
Department of Educational Psychology and Counseling  
California State University, Northridge  
Phone: (818) 3713001, [jrgoldenphd@earthlink.net](mailto:jrgoldenphd@earthlink.net),  
[joan.golden@csun.edu](mailto:joan.golden@csun.edu)

## EPC 663A Index for CCTC Standards

| <b>SPPE</b> | <b>Introduced</b> |
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| 1.2         | p. 5, 8           |
| 1.3         | p. 5, 8           |
| 1.4         | p. 5, 9           |
| 8.4         | p. 8              |

\*Pages on which CCTC Standards are introduced in yellow