# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course will continue the topic of conducting full battery assessments and reports with a focus on the assessment of atypical populations, and the use of formal and informal test administration. You will develop a working knowledge of the DSM-5 and the assessment of emotionally disturbed children and other psychiatric and psychological and educational problems of young children and adolescents. Two fundamental principles guide the way this course is presented: You are viewed as important participants in the learning process with each learner bringing important experiences and knowledge to the class and you are assisted and guided in the learning process through thoughtful facilitation.

# Professional Standards Alignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing**  **Pupil Personnel Services Program Standards** | | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization**  **(as applicable)** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1:** Determine the relationship between DSM-V diagnoses and educational criteria for special education purposes. | A, E | 4, 6 | N/A | 17, 21 | Emotional Disturbance Paper |
| **CLO2:** Analyze the influence of cultural, economic, and linguistic diversity in psychological assessment. | D | 3, 4, 11 | N/A | 17, 22, 24 | Discussions Weeks 5 and 6 |
| **CLO3:** Select qualitative and quantitative assessment instruments to make appropriate identification and recommendations for classroom interventions. | L, E, A, D | 4, 5 | N/A | 17, 22 | Rating Scale Assessment Papers |
| **CLO4:** Evaluate low incidence and atypical disabilities using guidelines from the DSM-V and the State Education Codes to make educational recommendations. | E, A, D | 4, 6 | N/A | 17, 18, 22, 23, 24 | ASRS Rating Scale Report, Emotional Disturbance Paper |
| **CLO5:** Distinguish between various pre-school and early education and infant assessment tools, scales, and other adaptive behavior measures. | E, A, D | 4, 5 | N/A | 17, 18, 22, 23, 24 | Adaptive Behavior Rating Scale Paper |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**  (Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**  (reading, major assignments, homework) |
| Week 1 | 3 Hours | 7 Hours |
| Week 2 | 10 Hours | 14 Hours |
| Week 3 | 11 Hours | 6 Hours |
| Week 4 | 4 Hours | 14 Hours |
| Week 5 | 4 Hours | 11 Hours |
| Week 6 | 11 Hours | 8 Hours |
| Week 7 | 5 Hours | 11 Hours |
| Week 8 | 5 Hours | 8 Hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x 3 of units) / 8 of weeks
* Preparation time: (30 x 3 of units) / 8 of weeks

# Required Course Materials

Sparrow, E. P. & Erhardt, D. (2014). Essentials of ADHD assessment for children and adolescents. Hoboken, NJ: John Wiley & Sons.

ISBN: 978-1118112700

Ramsay, M. C., Reynolds, C. R. & Kamphaus, R. W. (2002). Essentials of behavioral assessment. New York, NY: John Wiley & Sons.

ISBN: 978-0471353676

Barton, E. E. & Harn, B. (2014). Educating young children with Autism Spectrum Disorders: A guide for teachers, counselors, and psychologists. New York, NY: Skyhorse Publishing.

ISBN: 978-1626364059

Flanagan, D. P. & Harrison, P. L. (2012). Contemporary intellectual assessment (3rd ed.). New York, NY: The Guilford Press.

ISBN: 978-1609189952

Brue, A. W. & Wilmshurst, L. (2016). Essentials of intellectual disability assessment and identification. Hoboken, NJ: John Wiley & Sons.

ISBN: 978-1118875094

**Recommended Resources**

Saulnier, C. A. & Ventola, P. E. (2012). Essentials of Autism Spectrum Disorders evaluation and assessment. Hoboken, NJ: John Wiley & Sons.

ISBN: 978-0470621943

American Psychiatric Association. (2013). Desk reference to the diagnostic criteria from DSM-5 (5th ed.). Arlington, VA: American Psychiatric Publishing.

ISBN: 978-0890425633

McCloskey, G., Perkins, L. A., & Van Divner, B. (2009). Assessment and intervention for executive function difficulties. New York, NY: Routledge.

ISBN: 978-0415957847

Kratochwill, T. R. & Shapiro, E. S. (2000). Behavioral assessment in schools (2nd ed.). New York, NY: The Guilford Press.

ISBN: 978-1572305755

Brassard, M. R. & Boehm, A. E. (2007). Preschool assessment: Principles and practices. New York, NY: The Guilford Press.

ISBN: 978-1606230305

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Introduction to Autism 17](#_Toc517431720)

[Week 2: Autism Spectrum Disorders (ASD) & Residency 20](#_Toc517431721)

[Week 3: Infant & Preschool Assessment, Intellectual Disability 24](#_Toc517431722)

[Week 4: Intellectual Disability, Executive Functioning 27](#_Toc517431723)

[Week 5: Attention Deficit Hyperactivity Disorder (ADHD) & Other Health Impairment (OHI) 30](#_Toc517431724)

[Week 6: ADHD & OHI, Introduction to Emotional Disturbance, Residency 33](#_Toc517431725)

[Week 7: Emotional Disturbance 36](#_Toc517431726)

[Week 8: Final Exam 38](#_Toc517431727)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 16 |
| Rating Scale Assessment Paper | 10 |
| Emotional Disturbance Assessment Paper | 9 |
| Residency Activities / Presentations | 40 |
| Final Exam | 25 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Subtests for ASD |  | Discussion | 1 |
|  | Discussion: Students on the Autism Spectrum |  | Discussion | 1 |
| **Week 2** | |  |  |  |
|  | Discussion: Event Recording Observation |  | Discussion | 1 |
|  | Discussion: Informal Observation |  | Discussion | 2 |
|  | Assignment: ASRS Findings |  | Assessment Findings | 2 |
|  | Residency |  | Residency Activities / Presentations | 20 |
| **Week 3** | |  |  |  |
|  | Discussion: Adaptive Skills |  | Discussion | 2 |
|  | Assignment: Adaptive Rating Scale Paper |  | Rating Scale Assessment Paper | 2 |
| **Week 4** | |  |  |  |
|  | Discussion: Supporting Parents |  | Discussion | 1 |
|  | Discussion: Executive Functioning |  | Discussion | 1 |
|  | Assignment: CEFI® Findings |  | Rating Scale Assessment Paper | 2 |
| **Week 5** | |  |  |  |
|  | Discussion: Establishing Rapport |  | Discussion | 2 |
|  | Assignment: Conners 3® Findings |  | Rating Scale Assessment Paper | 2 |
| **Week 6** | |  |  |  |
|  | Discussion: ADHD |  | Discussion | 1 |
|  | Discussion: Mental Illness |  | Discussion | 2 |
|  | Assignment: CBRS® Findings |  | Rating Scale Assessment Paper | 2 |
|  | Residency |  | Residency Activities / Presentations | 20 |
| **Week 7** | |  |  |  |
|  | Discussion: Collaboration |  | Discussion | 2 |
|  | Assignment: Ed Psych Report |  | Emotional Disturbance Assessment Paper | 9 |
| **Week 8** | |  |  |  |
|  | Assignment: Final Exam |  | Final Exam | 25 |
| **Total Points** | |  |  | **100** |

Week 1: Introduction to Autism

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the characteristics of Autism. | CLO1 |
| * 1. Identify the cognitive assessments used to identify autism. | CLO3 |
| * 1. Explain the behavior rating scales used to identify autism. | CLO3, CLO5 |
| * 1. Identify cognitive characteristics of students on the autism spectrum. | CLO4 |
| * 1. Identify key elements in program planning for students with autism. | CLO5 |
| * 1. Determine the importance of early identification and intervention. | CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.3, 1.5, 1.6 |
| ***Educating Young Children with Autism Spectrum Disorders***   * Ch. 1: Classification of Autism in Young Children * Ch. 2: Early Detection and Medical Classification * Ch. 3: Educational Eligibility | |

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| **Preparation: Autism Internet Modules (AIM)** | 1.2, 1.4, 1.5, 1.6 |
| **Create** an account on the Autism Internet Modules (AIM) website located at: <http://www.autisminternetmodules.org/>  **Complete** the following modules:   * ASD-4-EI: What Early Interventionists Should Know * Assessment for Identification * Cognitive Differences * Language and Communication * Comprehensive Program Planning for Individuals With Autism Spectrum Disorders | |

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| **Preparation: MHS® Assessments** | 1.2, 1.3, 1.6 |
| **Check** your Alliant email account for access instructions and log-in credentials to the MHS**®** Assessments website. If you do not receive an email with this information by Friday, inform your course instructor before the end of the week. You will need this information to complete the ASRS**®** Findings assignment due in Week 2.  **Identify** a parent or teacher to whom you can administer the Autism Spectrum Rating ScalesTM (ASRS**®**).  **Schedule** a time to administer the ASRS**®** before the end of Week 2. | |
| Faculty Note. Connect with the PPS Assessment Coordinator to ensure that your students will be provided with access instructions and log-in credentials to the ASRS system before Friday of Week 1. | |

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| **Preparation: Informal Observations** | 1.4 |
| **Conduct** informal observations on students at various age ranges: preschool, elementary, and secondary.  **Complete** your observations before Wednesday of Week 2. | |

# Assignments

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| --- | --- |
| **Discussion: Subtests for ASD** | 1.1, 1.2, 1.3 |
| **Respond** to the following prompts in the Subtests for ASD discussion forum by Wednesday:   * Given your acquired knowledge and understanding of the WISC-V and WJ-Cognitive, what two subtests may provide insight about the cognitive pattern of a student with ASD? * What subtests might they excel in? What subtests might they have difficulty in?   **Provide** a specific real-world example for each prompt.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Discussion: Students on the Autism Spectrum** | 1.4, 1.5, 1.6 |
| **Respond** to the following prompts in the Students on the Autism Spectrum discussion forum by Friday:   * How could the concept of mind blindness be used to explain the difficulties that those with ASD often exhibit in starting and maintaining a conversation? * People with ASD tend to learn rules and facts and to apply them in an absolute manner. How can this put students in a disadvantage in the classroom, specifically with instructional learning, and in school-based peer interactions? * This week's readings talked about the early signs of Autism. When considering cultural, religion, and socioeconomic status, how may early identification signs be missed?   **Provide** a specific real-world example for each prompt.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 2: Autism Spectrum Disorders (ASD) & Residency

Learning Objectives

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| --- | --- |
| * 1. Determine the importance and process of data collection for early identification and intervention. | CLO3, CLO5 |
| * 1. Explain the best practices for interviewing parents and conducting behavioral observations. | CLO2, CLO3 |
| * 1. Explain the various cognitive assessments used to assist in identifying ASD. | CLO1, CLO3 |
| * 1. Interpret results from Autism specific assessments. | CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 2.1, 2.2, 2.3, 2.4 |
| ***Educating Young Children with Autism Spectrum Disorders***   * Ch. 4: Writing Effective Educational Goals * Ch. 5: Essential Components of Educational Programs * Ch. 6: Designing and Evaluating Instruction Based on Student Skills and Responses | |
| ***Contemporary Intellectual Assessment***  Ch. 27: Assessment of Intellectual Functioning in Autism Spectrum Disorder | |
| ***Essentials of Behavioral Assessment***  Ch. 2: Merits of the Inventories | |

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| **Preparation: Autism Internet Modules (AIM)** | 2.1, 2.2, 2.3, 2.4 |
| **Complete** the following:   * Overview of Social Skills Functioning and Programming * Rules and Routines * Self-Management | |

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| **Residency: Disorder Presentation** |  |
| **Research** information from reliable and legitimate sources, in groups of two or three, on one of the following atypical disorders:   * Trauma and stressor related disorders with a focus on Reactive Attachment Disorder * Neurological Disorders with a focus on Tourette Syndrome/Tic Disorders * Anxiety Disorders with a focus on Selective Mutism and Separation Anxiety Disorder * Eating and Elimination disorders * Psychotic Disorders with a focus on Childhood Schizophrenia * Mood Disorders with a focus on Bipolar and Depression * Disruptive, Impulse Control, and Conduct Disorders * Genetic and Chromosomal Disorders * Traumatic Brain Injuries   **Create** a 12-to 15-minute presentation compiling the information from your research:   * Cognitive characteristics, including how the disorder might impact a child at school * Role of the psychologist * Process of data collection for identification * Assessments used to assist in identifying the disorder * Key elements in program planning * Recommendations and accommodations * References slide   **Note**. Your instructor will post an announcement informing you of the groups and topic assignments by the end of Week 1.  **Prepare** to present your assigned disorder during the Week 2 or Week 6 residency. | |
| **Faculty Note:**  **Assign** students to disorder as soon as you obtain access to the course list so that you can post the assignments by the end of Week 1.  **Consider** using the following format for your announcement post:   |  |  |  |  | | --- | --- | --- | --- | | Trauma and stressor related disorders with a focus on Reactive Attachment Disorder | Names of students assigned | Neurological Disorders with a focus on Tourette Syndrome/Tic Disorders | Names of students assigned | | Anxiety Disorders with a focus on Selective Mutism and Separation Anxiety Disorder | Names of students assigned | Eating and Elimination disorders | Names of students assigned | | Psychotic Disorders with a focus on Childhood Schizophrenia | Names of students assigned | Mood Disorders with a focus on Bipolar and Depression | Names of students assigned | | Disruptive, Impulse Control, and Conduct Disorders | Names of students assigned | Genetic and Chromosomal Disorders | Names of students assigned | | Traumatic Brain Injuries | Names of students assigned |  |  | | |

# Assignments

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| --- | --- |
| **Discussion: Event Recording Observation** | 2.3 |
| **Respond** to the following prompt in the Event Recording Observation discussion forum by Wednesday: What behavior may occur in a classroom or on a school campus that might require event recording observation? Time sampling recording? Explain your answer with support from the text.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Discussion: Informal Observation** | 2.1, 2.2 |
| **Respond** to the following prompts, based on your informal observations from Week 1, in the Informal Observation discussion forum by Friday:   * What do you notice about the types of social skills that these children and adolescents use? * How do those having the most successful interactions differ from other individuals? * How do social interactions differ across age groups? * How important is language or conversational skills to the individuals at each age level?   **Consider** similarities and differences between the social interactions as you reflect on your responses to the prompts.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: ASRS Findings** | 2.4 |
| **Administer** the ASRS to the parent or teacher you identified from Week 1.  **Write** a narrative report, using the template provided, that summarizes your finding.  **Include** the following in your report:   * Additional information that would be helpful to know about the student. * Probability of the student meeting criteria for Autism. * Recommendations that you would make to improve the noted areas of concern:   + Classroom   + Social Settings   + Home   **Submit** your narrative report as a Word document and the score report generated by the ASRS software by Sunday. | |

Week 3: Infant & Preschool Assessment, Intellectual Disability

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the various components of early childhood assessment such as developmental inventories, school readiness pre-academic assessment, and play assessment. | CLO5 |
| * 1. Explain the purpose of adaptive behavior scales when determining intellectual disability. | CLO1, CLO3 |
| * 1. Evaluate the appropriate battery of tests to administer when determining Intellectual Disability for individual students. | CLO3 |
| * 1. Determine the eligibility factors for identifying Intellectual Disability. | CLO1, CLO2, CLO3 |

# Activities and Resources

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| --- | --- |
| **Reading** | 3.1, 3.2, 3.3, 3.4 |
| ***Contemporary Intellectual Assessment***   * Ch. 9: The Wechsler Preschool and Primary Scale of Intelligence—Third Edition, the Wechsler Intelligence Scale for Children—Fourth Edition, and the Wechsler Individual Achievement Test— Third Edition * Ch. 24: Cognitive Assessment in Early Childhood | |
| ***Essentials of Intellectual Disability Assessment and Identification***   * Ch. 1: History of Intellectual Disability * Ch. 2: Prevalence, Causes, Issues, and Comorbid Disorders * Ch. 3: Current Intellectual Disability Diagnostic and Federal Education Criteria | |
| ***Online Resources***  Special Education Division. (2005). [*The handbook on transition from early childhood special education programs*](http://www.cpeionline.net/pluginfile.php/11976/mod_resource/content/3/Handbook%20on%20Transition.pdf). Sacramento, CA: California Department of Education.  San Diego Countywide Early Start Transition Committee. (2013). [*Early start guides for parents on early start transition and preschool special education*](http://sdrc.org/wordpress/wp-content/media/2013/06/ESSpecEdEng.pdf). San Diego, CA: Exceptional Family Resource Center. | |

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| --- | --- |
| **Preparation: MHS® Assessments** | N/A |
| **Identify** a student, parent or teacher to whom you can administer the Comprehensive Executive Function InventoryTM (CEFI**®**).  **Schedule** a time to administer the CEFI**®** before the end of Week 4. | |

# Assignments

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| --- | --- |
| **Discussion: Adaptive Skills** | 3.1, 3.2, 3.3, 3.4 |
| **Respond** to the following prompts in the Adaptive Skills discussion forum by Wednesday:   * How are adaptive skills related to intellectual functioning? Provide a specific example. * Aside from cognitive deficits, what other elements can impact adaptive skills? Provide a specific example. * What adaptive rating scale is used most often at your practicum or internship site? Why has your site supervisor chosen this as their go to resource for measuring adaptive skills? How often does your site supervisor administer this assessment tool? * Do they typically use this tool with specific populations and not others? Provide an explanation.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Adaptive Rating Scale Paper** | 3.1, 3.2, 3.3, 3.4 |
| **Review** the completed adaptive rating scale protocols:   * ABAS 3 Parent Form * ABAS Scoring Guide * ABAS Techer Form   **Write** a report, using the template provided, based on the adaptive rating scale protocols that includes the following:   * Scores and descriptive ranges * Written analysis of the data – noting areas of strength and areas of growth * Summary of the findings * Recommendations of supplemental supports and services and accommodations that the student could benefit from   **Submit** your report as a Word document by Sunday. | |

Week 4: Intellectual Disability, Executive Functioning

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the difference between Intellectual Disability (ID) and Specific Learning Disability (SLD). | CLO1 |
| * 1. Analyze common recommendations and accommodations for students identified as ID. | CLO4 |
| * 1. Determine the impact of executive functioning on learning. | CLO2, CLO3 |
| * 1. Analyze how executive functioning is related to ADHD. | CLO1 |
| * 1. Explain how to formally and informally assess executive functioning and ADHD. | CLO3 |

# Activities and Resources

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| --- | --- |
| **Reading** | 4.1, 4.2, 4.3, 4.4, 4.5 |
| ***Essentials of Intellectual Disability Assessment and Identification***   * Ch. 6: Assessment of an Intellectual Disability * Ch. 7: Integration of Assessment Results * Ch. 8: Postassessment Planning | |
| ***Contemporary Intellectual Assessment***   * Ch. 23: Linking Cognitive Abilities to Academic Interventions for Students with Specific Learning Disabilities * Ch. 30: Use of Intelligence Tests in the Identification of Children with Intellectual and Developmental Disabilities * Ch. 34: The Role of Cognitive and Intelligence Tests in the Assessment of Executive Functions | |
| ***Essentials of ADHD Assessment for Children and Adolescents***   * Ch. 1: Understanding ADHD * Ch. 2: What the DSM-5 Says About ADHD * Ch. 3: Assessing ADHD: Goals and Guiding Principles | |

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| --- | --- |
| **Recommended Reading** | 4.3, 4.4, 4.5 |
| ***Assessment and Intervention for Executive Function Difficulties***   * Ch. 5: Assessment of Executive Function Capacities: Methods, Techniques, and Interpretation * Ch. 6: Academic Skill Development and Assessment of Executive Functions | |

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| --- | --- |
| **Preparation: MHS® Assessments** | N/A |
| **Identify** a student, parent or teacher to whom you can administer the Conners 3®.  **Schedule** a time to administer the Conners 3® before the end of Week 5. | |

# Assignments

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| --- | --- |
| **Discussion: Supporting Parents** | 4.2 |
| **Respond** to the following prompts in the Supporting Parents discussion forum by Wednesday: When a parent is initially informed that their student meets criteria for ID, it is reasonable to expect for there to be some strong emotions and sobering moments. What are some strategies or ways that you may be able to support the parent through this conversation?  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Discussion: Executive Functioning** | 4.3, 4.4 |
| **Respond** to the following prompts in the Executive Functioning discussion forum by Friday:   * In laymen's terms, how would you describe executive functioning to a parent? * How may deficits in executive functioning impact learning? Provide a real world practical example. * Considering the technology world that we live, how can technology support deficits in executive functioning? How can technology be a hindrance to executive functioning? Be detailed and specific in your explanation.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: CEFI® Findings** | 4.1, 4.2, 4.3, 4.4, 4.5 |
| **Administer** the CEFI® to the student, parent or teacher you identified from Week 3.  **Write** a narrative report, using the template provided, that summarizes your finding.  **Include** the following in your report:   * Additional information that would be helpful to know about the student. * Probability of the student having inattention issues that significantly impact their learning. * Recommendations that you would make to improve the noted areas of concern:   + Classroom   + Social Settings   + Home   **Submit** your narrative report as a Word document and the score report generated by the CEFI® software by Sunday. | |

Week 5: Attention Deficit Hyperactivity Disorder (ADHD) & Other Health Impairment (OHI)

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine disabling conditions to be eligible under OHI. | CLO1, CLO2, CLO3 |
| * 1. Identify other medication condition that meet criteria for OHI. | CLO1, CLO4 |
| * 1. Compare the DSM-IV and the Education Code criteria for ADHD. | CLO1, CLO4 |
| * 1. Compare the eligibility criteria for OHI and SLD. | CLO1, CLO4 |
| * 1. Analyze data collected through ratings scales, additional subtests and observations. | CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 5.1, 5.2, 5.3, 5.4, 5.5 |
| ***Essentials of ADHD Assessment for Children and Adolescents***  Ch. 4: Components of ADHD Assessment  Ch. 5: Putting it All Together: Integrating Findings and Drawing Conclusions | |
| ***Contemporary Intellectual Assessment***  Ch. 28: Cognitive and Neuropsychological Assessment of Attention-Deficit/Hyperactivity Disorder | |
| ***Essentials of Intellectual Disability Assessment and Identification***  **Review** the following:   * Ch. 1: History of Intellectual Disability * Ch. 2: Prevalence, Causes, Issues, and Comorbid Disorders * Ch. 3: Current Intellectual Disability Diagnostic and Federal Education Criteria | |

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| **Preparation: MHS® Assessments** | N/A |
| **Identify** a student, parent or teacher to whom you can administer the CBRS®.  **Schedule** a time to administer the CBRS® before the end of Week 5. | |

# Assignments

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| --- | --- |
| **Discussion: Establishing Rapport** | 5.3 |
| **Review** Table 28.1 in Ch. 28 of *Contemporary Intellectual Assessment*.  **Respond** to the following prompt in the Establishing Rapport discussion forum by Wednesday: How would you explain, in laymen’s terms, the circuit dysfunction that occurs in students with ADHD?  **Note**. Being able to explain complex and abstract terms, ideas and data points is instrumental to establishing and maintaining professional rapport with students, families and colleagues. You want to be relatable and engage them in the discussion of your findings and not talk at them.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Conners 3® Findings** | 5.1, 5.2, 5.3, 5.4, 5.5 |
| **Administer** the Conners 3® to the student, parent or teacher you identified from Week 3.  **Write** a narrative report, using the template provided, that summarizes your finding.  **Include** the following in your report:   * Additional information that would be helpful to know about the student. * Probability of the student meeting criteria for ADHD. * Anxiety and depression screeners embedded in the rating scale. * Impact of issues notes on the students’ home, social and academic functioning. * Recommendations that you would make to improve the noted areas of concern:   + Classroom   + Social Settings   + Home   **Submit** your narrative report as a Word document and the score report generated by the Conners 3® software by Sunday. | |

Week 6: ADHD & OHI, Introduction to Emotional Disturbance, Residency

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine appropriate recommendations and accommodations for students who qualify under OHI due to ADHD. | CLO4 |
| * 1. Compare the eligibility conditions for emotional disturbance and a diagnosis of a mental health disorder. | CLO1, CLO2, CLO4 |
| * 1. Analyze cultural and ethical concerns related to an emotional disturbance identification. | CLO1, CLO2 |

# Activities and Resources

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| --- | --- |
| **Readings** | 6.1, 6.2, 6.3 |
| ***Essentials of Behavioral Assessment***  **Read** Ch. 1: Approaches to Standardized Behavioral Assessment  **Review** Ch. 2: Merits of the Inventories | |
| ***California Education Code***  Emotional Disturbance | |
| ***Alliant Library***  Sullivan, A. L., Sadeh, S. S., & Hitchcock, J. (2014). [Differentiating Social Maladjustment From Emotional Disturbance: An Analysis of Case Law](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=100262194&site=ehost-live&scope=site). *School Psychology Review*, 43(4), 450-471. | |
| ***Online Resource***  Riverside County Special Education Local Plan Area (SELPA): [Assessment, Identification and Educational Planning for Students with Emotional Disturbance](http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=1497979) | |

# Assignments

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| --- | --- |
| **Discussion: ADHD** | 6.1 |
| **Review** the sample ADHD evaluation report on pp. 233-244 of *Essentials of ADHD assessment for children and adolescents*.  **Respond** to the following prompts in the ADHD discussion forum by Wednesday:   * Which one of the accommodations and interventions, noted at the end of the report, resonated with you? Why? * Why is this intervention appropriate for students with ADHD? * What ADHD related symptom would the implementation of the accommodation or intervention that you identified alleviate? * How would this intervention improve the student's learning experience?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Discussion: Mental Illness** | 6.2 |
| **Respond** to the following prompts in the Mental Illness discussion forum by Friday:   * Does a student with a diagnosed mental illness automatically qualify for an IEP? Why or why not? Explain your answer. Consider using a specific diagnosed mental health condition to support and illustrate your response. * What supports and services might a student with diagnosed mental illness need? * What information might be useful for the staff members working with the student to know?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: CBRS® Findings** | 6.3 |
| **Administer** the CBRS® to the student, parent or teacher you identified from Week X.  **Write** a narrative report that summarizes your finding.  **Include** the following in your report:   * Additional information that would be helpful to know about the student. * Probability of the student meeting criteria to receive services due to their emotionality. * Impact of issues notes on the students’ home, social and academic functioning. * Recommendations that you would make to improve the noted areas of concern:   + Classroom   + Social Settings   + Home   **Submit** your narrative report as a Word document and the score report generated by the CBRS® software by Sunday. | |

Week 7: Emotional Disturbance

Learning Objectives

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| --- | --- |
| * 1. Analyze data collected through ratings scales, interviews and observations. | CLO1, CLO3 |
| * 1. Determine the appropriate use of standardized assessment measures and projective assessment measures. | CLO3 |
| * 1. Identify best practices for collaborating with outside agencies and therapists to incorporate outside mental health evaluations in school based supports. | CLO1, CLO4 |
| * 1. Recommend appropriate supports, accommodations, IEP goals and target behaviors for BSPs. | CLO2, CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 7.1, 7.2, 7.3, 7.4 |
| ***Essentials of Behavioral Assessment***   * Ch. 3: The Behavior Assessment System for Children * Ch. 4: The Child Behavior Checklist and Related Instruments * Ch. 5: Conners’ Rating Scales–Revised * Ch. 6: Classroom Observations | |

# Assignments

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| --- | --- |
| **Discussion: Collaboration** | 7.3 |
| **Respond** to the following prompts in the Collaboration discussion forum by Wednesday:   * Ask your site supervisor – what is the district's stance on providing parents referrals to outside agencies? To individual private providers? * What are the benefits of collaborating with outside agencies? * What are some of the potential drawbacks?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Ed Psych Report** | 7.1, 7.2, 7.4 |
| **Complete** the items and instructions highlighted in yellow on the Ed Psych Report Case Study document.  **Submit** the completed report by Sunday. | |

Week 8: Final Exam

Learning Objectives

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| --- | --- |
| * 1. Evaluate your knowledge of atypical populations and the assessments used to identify the conditions. | COURSE |

# Activities and Resources

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| --- | --- |
| **Readings** | 8.1 |
| **Review** the following:   * All assigned textbook readings. * MHS assessments, your interpretation, and instructor feedback. | |

# Assignments

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| **Assignment: Final Exam** | 8.1 |
| **Complete** the Final Exam. | |