



**Professor:** Stephen E. Brock, Ph.D., NCSP  
**Office Hours:** TU, 1:00pm – 4:00pm; 225 Brighton Hall  
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**EDS 244; Fall, 2018**  
Social, Emotional, and Behavioral Assessment :**Course Title**  
TU, 7:00-9:50pm/TU, 4:00-6:50pm :**Day/Time**  
EUR 320/EUR TBD :**Rooms**

## Social, Emotional, and Behavioral Assessment Course Syllabus

### Course Description:

Examines social/emotional assessment strategies and instruments appropriate for working with students in schools. Topics include clinical interviewing, social-emotional functioning, and effective report writing.

### Prerequisites:

EDS 242A & 242B; and approval as a candidate in the School Psychology Program.

### Corequisite:

EDS 243A

### Course Objectives:

Students will demonstrate ...

1. knowledge of psychoeducational evaluation practices (practice doing so is provided in EDS 243A).
2. knowledge of assessment practices specific to selected learning challenges.
3. awareness of the importance of attending to cultural factors that influence the psychoeducational evaluation.
4. skill in evaluating psychoeducational case study data.
5. development of the ability to “conceptualize student needs from a developmental and ecological perspective.”
6. use of “a wide range of methods in assessing the needs of school aged youth...”
7. the ability to “... implement problem-solving approaches that address the needs of school aged youth either within the school setting.”
8. Understanding of “the specialized needs of diverse student populations.”
9. practices that are consistent with ethical and legal standards of the profession, including a solid understanding of special education regulations.

### Required Readings:

- Brock, S. E. (2014, December). President’s message: Rules for school psychology I. *Communiqué: Newspaper of the National Association of School Psychologists*, 43(4), 2. Retrieved from <http://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx>
- Brock, S. E. (2015, January/February). President’s message: Rules for school psychology II. *Communiqué: Newspaper of the National Association of School Psychologists*, 43(5), 2. Retrieved from <http://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx>
- Brock, S. E. (2015, March/April). President’s message: Rules for school psychology III. *Communiqué: Newspaper of the National Association of School Psychologists*, 43(6), 2. Retrieved from <http://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx>
- California Code of Regulations*, Title 5. Education; Division 1. California Department of Education; Chapter 3. Individuals with Exceptional Needs; Subchapter 1. Special Education. Available from: [https://govt.westlaw.com/calregs/index?\\_lrTS=20160621192925161&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/index?_lrTS=20160621192925161&transitionType=Default&contextData=(sc.Default))
- California Department of Education. (2017). *California dyslexia guidelines*. Sacramento, CA: Author. Retrieved from <http://casponline.org/pdfs/position-papers/cadyslexiaguidelines.pdf>
1. Article 3. Identification, Referral, and Assessment
  2. Article 3.1. Individuals with Exceptional Needs
- Harrison, P. L., & Thomas, A. (Eds.). (2014a). *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda: MD: National Association of School Psychologists.
1. Chapter 5, *Best Practices in Problem Analysis* (pp. 87-97).
  2. Chapter 11, *Best Practices in Curriculum-Based Evaluation in Early Reading* (pp. 171-186)
  3. Chapter 12, *Best Practices in Written Language Assessment and Interventions* (pp. 187-202).
  4. Chapter 14, *Best Practices in Mathematic Assessment and Intervention with Elementary Students* (pp.219-232).



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5. Chapter 19, *Best Practices in Rating Scale Assessment of Children's Behavior* (pp. 287-304).
  6. Chapter 21, *Best Practices in Clinical Interviewing Parents, Teachers, and Students* (pp. 317-330).
  7. Chapter 22, *Best Practices in Identification of Learning Disabilities* (pp. 331-354).
  8. Chapter 24, *Best Practices in Multimethod Assessment of Emotional and Behavioral Disorders* (pp. 367-390).
  9. Chapter 25, *Best Practices in the Assessment of Youth with Attention Deficit Hyperactivity Disorder Within a Multitiered Services Framework* (pp. 391-404).
  10. Chapter 26, *Best Practices in Early Identification and Services for Children with Autism Spectrum Disorders* (pp. 405-416).
  11. Chapter 27, *Best Practices in Assessment and Intervention of Children with High-Functioning Autism Spectrum Disorders* (pp. 417-432).
  12. Chapter 28, *Best Practices in Writing Assessment Reports* (pp. 433-445).
- Harrison, P. L., & Thomas, A. (Eds.). (2014b). *Best practices in school psychology: Foundations*. Bethesda, MD: National Association of School Psychologists.
1. Chapter 5, *Best Practices in Nondiscriminatory Assessment* (pp. 61-74).
  2. Chapter 22, *A Psychometric Primer for School Psychologists* (pp. 281-300).
- Harrison, P. L., & Thomas, A. (Eds.). (2014c). *Best practices in school psychology: Student-level services*. Bethesda, MD: National Association of School Psychologists.
1. Chapter 7, *Best Practices on Interventions for Students with Reading Disabilities* (pp. 97-114).
  2. Chapter 19, *Best Practices in Assessing and Improving Executive Skills* (pp. 269-286).
  3. Chapter 23, *Best Practices in Classroom Interventions for Attention Problems* (pp. 335-348).
  4. Chapter 24, *Best Practices in School-Based Interventions for Anxiety and Depression* (pp. 349-364).
- Schalock, R. L., Borthwick-Duffy, S. A., Bradley, V. J., Buntinx, W. H. E., Coulter, D. L., Craig, E.M., ... Yeager, M. H. (2010a). *Intellectual disability: Definition, classification, and systems of supports* (11th ed.). Washington, DC: American Association on Intellectual and Developmental Disabilities. Available in the book store or from [https://aaidd.org/publications/bookstore-home/product-listing/intellectual-disability-definition-classification-and-systems-of-supports-\(11th-edition\)#.WXDxcWdFxu4](https://aaidd.org/publications/bookstore-home/product-listing/intellectual-disability-definition-classification-and-systems-of-supports-(11th-edition)#.WXDxcWdFxu4)
- Tibbetts, T. J., Pike, T. R., & Welch, N. (1986). *Identification and assessment of the seriously emotionally disturbed child: A manual for educational and mental health professionals*. Sacramento, CA: California State Department of Education. Retrieved from <http://files.eric.ed.gov/fulltext/ED270943.pdf>

### Recommended Readings:

- Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2006). *Identifying, assessing, and treating autism at school*. New York, NY: Springer.
- Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2009). *Identifying, assessing, and treating attention-deficit/hyperactivity disorder at school*. New York, NY: Springer.
- Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating dyslexia at school*. New York, NY: Springer.
- Fletcher, R., Barnhill, J., & Cooper, S. A. (Eds.). (2016). *Diagnostic manual - intellectual disability (DM-ID): A textbook of diagnosis of mental disorders in persons with intellectual disability* (2<sup>nd</sup> ed.). Kingston, NY: NADD Press. Retrieved from <http://thenadd.org/news/dm-id-2/>
- Hart, S. R., Brock, S. E., & Jeltova, I. (2013). *Identifying, assessing, and treating bipolar disorder at school*. New York, NY: Springer.
- Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2009). *Identifying, assessing, and treating posttraumatic stress disorder at school*. New York, NY: Springer.
- Schalock, R. L., Borthwick-Duffy, S. A., Bradley, V. J., Buntinx, W. H. E., Coulter, D. L., Craig, E.M., ... Yeager, M. H. (2010b). *Users guide to intellectual disability: Definition, classification, and systems of supports* (11th ed.; E-pub). Washington, DC: American Association on Intellectual and Developmental Disabilities. Available in the bookstore or from [http://aaidd.org/publications/bookstore-home/product-listing/user's-guide-to-intellectual-disability-definition-classification-and-systems-of-supports-\(e-pub\)#.V2l-qaK2Vu4](http://aaidd.org/publications/bookstore-home/product-listing/user's-guide-to-intellectual-disability-definition-classification-and-systems-of-supports-(e-pub)#.V2l-qaK2Vu4)
- Tibbetts, T. J. (2013). *Identifying and assessing students with emotional disturbance*. Baltimore, MD: Brooks. Available in the bookstore for from <http://products.brookespublishing.com/Identifying-and-Assessing-Students-with-Emotional-Disturbance-P675.aspx>



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**Course Requirements/Grading (100 points maximum):**

1. *Attendance/Class participation.* Attendance and participation in class discussions and activities are worth **20** points. Included in this grading element is student presentations of selected psychoeducational assessment measures. An outline for these presentations is provided below. Interactional learning cannot be duplicated outside the classroom. Students missing more than 2 classes cannot receive an A; students missing more than 3 classes cannot receive a passing grade. Students more than 20 minutes late for any class will be considered absent, even if able to attend the majority of the class period.
2. *Quizzes.* Performance on three separate quizzes (each worth 10 points) will be used to assess student knowledge of important concepts (e.g., legal issues, specific assessment issues). Performance on these quizzes will be worth a total of **30** points.
3. *Final Examination.* A take home case study final exam will be worth **50** points.

**Letter grades will be based upon the following point totals**

<b>A</b>	<b>=</b>	<b>95 points and above</b>	<b>A-</b>	<b>=</b>	<b>94 to 90 points</b>
<b>B+</b>	<b>=</b>	<b>89 to 88 points</b>	<b>B</b>	<b>=</b>	<b>87 to 85 points</b>
<b>B-</b>	<b>=</b>	<b>84 to 80 points</b>	<b>C</b>	<b>=</b>	<b>79 to 70 points</b>
<b>D</b>	<b>=</b>	<b>69 to 50 points</b>	<b>F</b>	<b>=</b>	<b>below 50 points</b>

**NASP 2010 Standards addressed in this class include:**

- Standard 2: Data-based decision making and accountability.
- Standard 4.1: Interventions and instructional support to develop academic skills.
- Standard 4.2: Interventions and mental health services to develop social and life skills.
- Standard 7: Diversity in development and learning
- Standard 8.2: Legal, ethical, and professional practice

**CCTC standards addressed in this class:**

- Standard 2: Growth and Development
- Standard 3: Socio-Cultural Competence
- Standard 4: Assessment
- Standard 6: Professional Ethics and Legal Mandates
- Standard 10: Consultation
- Standard 11: Learning Theory and Educational Psychology
- Standard 17: Psychological Foundations
- Standard 18: Educational Foundations
- Standard 19: Legal, Ethical and Professional Foundations
- Standard 20: Collaborative Consultation
- Standard 24: Research, Measurement, and Technology
- Standard 25: Practica

**Special Notes:**

1. Computer/Smart phone use is not allowed (emailing, web surfing, texting) unless it is a directed part of a classroom activity. If you need to use your computer for note-taking during class please check with the instructor prior to doing so for this class (you are asked to turn off the device’s Wi-Fi). If you need to have your smart phone on to receive important work or family communications please place it on vibrate and step out of the classroom to respond to a text or take a phone call.
2. Assigned grades will be consistent with CSUS grading policy as described in the CSUS course catalog.



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3. All assignments are due on the dates indicated on the course outline. A minimum of one full grade deduction will be applied to all late assignments.
4. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.
5. Basic Needs Support. If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>
6. Academic Honesty Policy: Go to <http://www.csus.edu/admbus/umannual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
  - a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
  - b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
  - c) Not taking credit for academic work that is not their own.
  - d) Not knowingly encouraging or making possible cheating or plagiarism by others.Please refer to <http://library.csus.edu/content2.asp?pageID=353> for a student tutorial on how to avoid plagiarism.



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**Psychoeducational Assessment Measure Presentation PPT Outline**

1. Provide the name, publisher, and cost of the measure.
2. Describe the population for which the test is (and is not) appropriate.
3. Review the psychometric properties of the test.
4. Describe the psychoeducational constructs the test purports to measure. In doing so make it clear why and individual would choose to administer the given test.
5. Discuss how the data provided by this measure will inform instruction.
6. Illustrate the test’s use by providing and interpreting case study data.
7. Provide a report template that facilitates the use of the measure.

NOTE: Strive to share with your colleagues information that will be practically beneficial. In other words, give them something that they can use the next time they are in the clinic and recognize the need to administer this measure. Be sure to either bring hard copies of your presentation materials to class, or email such to all students and the instructor before the class meeting.

- |                          |                   |
|--------------------------|-------------------|
| 1. September 4, CTOPP    | Rowan Foley       |
| 2. September 11, FAR     | Jennie Hann       |
| 3. September 18, TOWRE   | Diana Lujano      |
| 4. September 18, GORT    | Melissa Hernandez |
| 5. September 25, TOWL    | Addy Calkins      |
| 6. September 25, K-Math  | Christine Quecan  |
| 7. October 2, Conners    | Anna Barokha      |
| 8. October 9, BASC       | Vicki Morales     |
| 9. October 9, Vanderbilt | Brianna Velasquez |
| 10. October 16, RCMAS    | Misha Smiley      |
| 11. October 23, CDI      | Megan Atkins      |
| 12. October 30, Vineland | Kyung-Min Chang   |
| 13. November 20, CAST    | Lydia Badalyan    |
| 14. November 20, GARS    | Patti Scroggan    |
| 15. November 27, SCQ     | Christina Torres  |
| 16. December 4, CARS     | Sierra Grimes     |
| 17. December 4, NEPSY    | Nikki Kraft       |
| 18. December 4, TAPS     | Duarlin Mercado   |



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### Course Outline

Date	Topic/Activity	Assignments (To be completed by class date)
1. August 28 EUR 320 7:00-9:50pm	<ul style="list-style-type: none"> <li>Course overview and expectations</li> <li>Problem Identification and Analysis</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014a), Chapter 5</li> </ul>
2. September 4 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>Nondiscriminatory assessment</li> <li>Legal issues related to assessment</li> <li>Student presentation 1: CTOPP</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014b), Chapter 5</li> <li><i>California Code of Regulations</i>; Title 5. Education; Division 1. California Department of Education; Chapter 3. Individuals with Exceptional Needs; Subchapter 1. Special Education; Article 3. Identification, Referral, and Assessment; Article 3.1. Individuals with Exceptional Needs</li> </ul>
3. September 11 EUR 320 7:00-9:50pm	<ul style="list-style-type: none"> <li>Quiz 1: Legal Issues</li> <li>The Psychoeducational Report</li> <li>Rules of School Psychology</li> <li>Student presentation 2: FAR</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014a), Chapter 28</li> <li>Harrison &amp; Thomas (2014b), Chapter 22</li> <li>Brock (2014, December)</li> <li>Brock (2015, January/February)</li> <li>Brock (2015, March/April)</li> </ul>
4. September 18 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>Learning Disabilities</li> <li>Reading Disabilities</li> <li>Student presentation 3: TOWRE</li> <li>Student presentation 4: GORT</li> </ul>	Required reading <ul style="list-style-type: none"> <li>California Department of Education (2017)</li> <li>Harrison &amp; Thomas (2014a), Chapter 11</li> <li>Harrison &amp; Thomas (2014a), Chapter 22</li> <li>Harrison &amp; Thomas (2014c), Chapter 7</li> </ul> Recommended Reading <ul style="list-style-type: none"> <li>Christo et al. (2009)</li> </ul>
5. September 25 EUR 320 7:00-9:50pm	<ul style="list-style-type: none"> <li>Reading Disabilities</li> <li>Math Disabilities</li> <li>Written Language Disabilities</li> <li>Student presentation 5: TOWL</li> <li>Student presentation 6: K-Math</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014a), Chapter 12</li> <li>Harrison &amp; Thomas (2014a), Chapter 14</li> </ul>
6. October 2 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>ADHD</li> <li>Student presentation 7: Conners</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014a), Chapter 19</li> <li>Harrison &amp; Thomas (2014a), Chapter 25</li> </ul> Recommended reading <ul style="list-style-type: none"> <li>Brock et al. (2009)</li> </ul>
7. October 9 EUR 320 7:00-9:50pm	<ul style="list-style-type: none"> <li>ADHD</li> <li>Student presentation 8: BASC</li> <li>Student presentation 9: Vanderbilt</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014c), Chapter 19</li> <li>Harrison &amp; Thomas (2014c), Chapter 23</li> </ul>
8. October 16 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>Quiz 2: learning disabilities &amp; ADHD</li> <li>Emotional Disturbance</li> <li>Student presentation 10: RCMAS</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Tibbetts et al. (1986),</li> <li>Harrison &amp; Thomas (2014a), Chapter 24</li> <li>Harrison &amp; Thomas (2014a), Chapter 21</li> </ul> Recommended reading <ul style="list-style-type: none"> <li>Tibbetts (2013)</li> </ul>
9. October 23 EUR 320 7:00-9:50pm	<ul style="list-style-type: none"> <li>Emotional Disturbance</li> <li>Student presentation 11: CDI</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014c), Chapter 24</li> </ul> Recommended reading <ul style="list-style-type: none"> <li>Hart et al. (2013)</li> <li>Nickerson et al. (2009)</li> </ul>



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10. October 30 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>Intellectual Disability</li> <li>Student presentation 12: Vineland</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Schalock et al. (2010)</li> </ul> Recommended reading <ul style="list-style-type: none"> <li>Fletcher et al. (2007)</li> </ul>
11. November 6 EUR 320 7:00-9:50pm	<ul style="list-style-type: none"> <li>Intellectual Disability</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Schalock et al. (2010a)</li> </ul> Recommended reading <ul style="list-style-type: none"> <li>Schalock et al. (2010b)</li> </ul>
12. November 13 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>Class Cancelled due to poor air quality</li> </ul>	<ul style="list-style-type: none"> <li>Get caught up on all required readings</li> <li>Work on EDS 243 reports</li> </ul>
13. November 20 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>Autism Spectrum Disorders</li> <li>Student presentation 13: CAST</li> <li>Student presentation 14: GARS</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014a), Chapter 26</li> </ul> Recommended reading <ul style="list-style-type: none"> <li>Brock et al. (2006)</li> </ul>
14. November 27 EUR 320 7:00-9:50pm	<ul style="list-style-type: none"> <li>Autism Spectrum Disorders</li> <li>Student presentation 15: SCQ</li> </ul>	Required reading <ul style="list-style-type: none"> <li>Harrison &amp; Thomas (2014a), Chapter 27</li> </ul>
15. December 4 EUR 211 4:00-6:50pm	<ul style="list-style-type: none"> <li>Quiz 3: ED, ID, &amp; autism</li> <li>Student presentation 16: CARS</li> <li>Student presentation 17: NEPSY</li> <li>Student presentation 18: TAPS</li> <li>Final Exam distributed</li> </ul>	
December 11 7:00pm	<ul style="list-style-type: none"> <li>No Class Meeting</li> <li>Finals Week</li> </ul>	Case study final exam must be emailed to Dr. Brock by <b>7:00pm on Tuesday, December 11, 2018</b> . At 7:01pm the exam will be considered late a full letter grade deduction will be applied (e.g., an “A” exam, will be graded a “B”).



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## Title 5. Education

### Division 1. California Department of Education

#### Chapter 3. Individuals with Exceptional Needs

##### Subchapter 1. Special Education

##### Article 3.1. Individuals with Exceptional Needs

### 5 CCR § 3030

#### § 3030. Eligibility Criteria.

(a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.

(b) The disability terms used in defining an individual with exceptional needs are as follows:

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

(2) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

(4) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:





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- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
  - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
  - (C) Inappropriate types of behavior or feelings under normal circumstances.
  - (D) A general pervasive mood of unhappiness or depression.
  - (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
  - (F) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under subdivision (b)(4) of this section.
- (5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.
- (6) Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
- (7) Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include deaf-blindness.
- (8) Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- (9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:
- (A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
  - (B) Adversely affects a child's educational performance.
- (10) Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.



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(A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.
2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.
3. If the standardized tests do not reveal a severe discrepancy as defined in subdivisions 1. or 2. above, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:
  - (i) Data obtained from standardized assessment instruments;
  - (ii) Information provided by the parent;
  - (iii) Information provided by the pupil's present teacher;
  - (iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
  - (v) Consideration of the pupil's age, particularly for young children; and
  - (vi) Any additional relevant information.
4. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

(C) Whether or not a pupil exhibits a severe discrepancy as described in subdivision (b)(10)(B) above, a pupil may be determined to have a specific learning disability if:

1. The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the pupil's age or State-approved grade-level standards:



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- (i) Oral expression.
  - (ii) Listening comprehension.
  - (iii) Written expression.
  - (iv) Basic reading skill.
  - (v) Reading fluency skills.
  - (vi) Reading comprehension.
  - (vii) Mathematics calculation.
  - (viii) Mathematics problem solving, and
- 2.(i) The pupil does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in subdivision (b)(10)(C)(1) of this section when using a process based on the pupil's response to scientific, research-based intervention; or
- (ii) The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and
3. The findings under subdivisions (b)(10)(C)(1) and (2) of this section are not primarily the result of:
- (i) A visual, hearing, or motor disability;
  - (ii) Intellectual disability;
  - (iii) Emotional disturbance;
  - (iv) Cultural factors;
  - (v) Environmental or economic disadvantage; or
  - (vi) Limited English proficiency.
4. To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider:
- (i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
  - (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents.
5. In determining whether a pupil has a specific learning disability, the public agency must ensure that the pupil is observed in the pupil's learning environment in accordance with 34 C.F.R. section 300.310. In the case of a child of less than school age or out of school, a qualified professional must observe the child in an environment appropriate for a child of that age. The eligibility determination must be documented in accordance with 34 C.F.R. section 300.311.
- (11) A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:
- (A) Articulation disorder.
1. The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.



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2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

(B) **Abnormal Voice.** A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

(C) **Fluency Disorders.** A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

(D) **Language Disorder.** The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:

1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or

2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

(12) **Traumatic brain injury** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

(A) Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(13) **Visual impairment including blindness** means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Note: Authority cited: Section 56100, Education Code. Reference: Sections 56026, 56320, 56333 and 56337, Education Code; 20 U.S.C. Sections 1401(3)(A) and 1414(a) and (b); and 34 C.F.R. Sections 300.8, 300.300, 300.301, 300.304, 300.305, 300.306, 300.307, 300.308, 300.309 and 300.311.

5 CCR § 3031

**§ 3031. Additional Eligibility Criteria for Individuals with Exceptional Needs - Age Birth to Younger Than Three Years.**



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(a) A child, age birth to younger than three years, shall qualify as an individual with exceptional needs pursuant to Education Code section 56026(c)(1) and Government Code section 95014 if the Individualized Family Service Plan (IFSP) team determines that the child meets the following criteria:

(1) Is identified as an individual with exceptional needs pursuant to section 3030, and

(2) Is identified as requiring intensive special education and services by meeting one of the following criteria:

(A) The child has a developmental delay as determined by a significant difference between the expected level of development for their age and their current level of functioning in one or more of the following five developmental areas:

1. cognitive development;
2. physical and motor development, including vision and hearing;
3. communication development;
4. social or emotional development; or
5. adaptive development.

A significant difference is defined as a 33 percent delay in one developmental area before 24 months of age, or, at 24 months of age or older, either a delay of 50 percent in one developmental area or a 33 percent delay in two or more developmental areas.

(B) The child has a disabling medical condition or congenital syndrome which the IFSP team determines has a high predictability of requiring intensive special education and services.

(b) Programs for individuals with exceptional needs younger than three years of age are permissive in accordance with Education Code sections 56001(c) and (d) except for those programs mandated pursuant to Education Code section 56425.



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## Sample Psychoeducational Report Eligibility Statements

Template conventions:

- a) Text in **bold** specifies text to be adapted to personalize the statement for a given report.
- b) Text in *italics* provides direction to the report author and should not be used within the report.

### 1. Autism

From this assessment it would appear that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(1)]. **Name** is suggested to meet “autism” eligibility criteria as **he/she** exhibits significant verbal and nonverbal communication, and social interaction deficits. These challenges were evident early in **Name**’s development and are judged to significantly adversely affect **his/her** educational performance. These difficulties do not appear to be primarily due to an emotional disturbance [as defined in CCR, Title 5 §3030(b)(4)]. Other characteristics associated with “autism” and displayed by **Name** include: **engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.** [NOTE: these associated characteristics are listed in §3030(b)(1), but are not specified as being required for eligibility as a student with autism.]

### 2. Deaf/Blindness

From this assessment it would appear that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(2)]. **Name** is suggested to meet “deaf/blind” eligibility criteria as **he/she** has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems. It is suggested that **Name**’s vision and hearing challenges cannot be accommodated in special education programs solely for students with deafness or students with blindness.

### 3. Deaf

From this assessment it would appear that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(3)]. **Name** is suggested to meet “deaf” eligibility criteria **he/she** has a hearing impairment that is so severe that **he/she** is impaired in processing linguistic information through hearing, with or without amplification. This impairment is suggested to adversely affect **Name**’s educational performance.

### 4. Emotionally Disturbed

**Name** appears to meet appears to meet eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(4)]. **Name** is suggested to meet “emotionally disturbed” eligibility criteria as from this assessment it has been suggested that **he/she** has an emotional condition, [NOTE: as indicated specified the emotional condition **here,**] that results in the following characteristic(s): [NOTE: only one of the following is required, but if a student displays more than one list all that apply]

- (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

**This/These** challenges appear to have existed for a long period of time, to a marked degree, and are suggested to adversely affect **Name**’s educational performance. **This/These** challenges do not appear to be solely due to social maladjustment.



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### 5. Hearing impairment

From this assessment it would appear that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(5)]. **Name** is suggested to meet “hearing impairment” eligibility criteria as **he/she** has a **permanent/fluctuating** hearing impairment, that adversely affects **Name**’s educational performance and is not included under the definition of deafness [as defined in CCR, Title 5, §3030(b)(3)].

### 6. Intellectual Disability

**Name** appears to meet eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(6)]. **Name** is suggested to meet “intellectual disability” eligibility criteria as **he/she** appears to have significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior. These challenges were manifested during the developmental period (which is generally thought to be birth to age 18 years) and are suggested to adversely affect **his/her** educational performance.

### 7. Multiple Disabilities

**Name** appears to meet appears to meet eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(7)]. **Name** is suggested to meet “multiple disabilities” eligibility criteria as **he/she** has the following concomitant impairments [*NOTE: must specify at least two of the following, with intellectual disability-blindness and intellectual disability-orthopedic impairment being two examples specifically mentioned in §3030(b)(7)*]: **autism, intellectual disability, blindness, deafness, orthopedic impairment, traumatic brain injury**. The combination of these disabilities is suggested to cause severe educational needs that cannot be accommodated in a special education program solely for one of the impairments. **Name** does not appear to meet criteria for deaf-blindness (as defined in CCR, Title 5).

### 8. Orthopedic Impairment

From this assessment it would appear that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(8)]. **He/She** has a severe orthopedic impairment, [*NOTE: specify the impairment here. These impairments may be disabilities caused by a congenital anomaly, disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and factors or burns that cause contractures)*], that adversely affects **Name**’s educational performance.

### 9. Other Health Impairment

From this assessment it would appear that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(9)]. **Name** appears to meet “other health impairment” eligibility criteria as **he/she** is suggested to have **limited strength/vitality/alertness, heightened alertness to environmental stimuli with respect to the educational environment**, due to a **chronic/acute** health problem: [*NOTE: specify the impairment here Specific health problems offered in (b)(9) are “asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.*]. This health impairment is suggested to adversely affect **Name**’s educational performance.

### 10. Specific Learning Disability

**Name** appears to meet appears to meet eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(10)]. **Name** is suggested to meet “specific learning disability” criteria as **he/she** appears to have a disorder in the following basic psychological process(es) involved in understanding or in



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using **spoken/written** language: *[List the basic psychological processing disorder(s) here. NOTE: Examples of basic psychological processes mentioned in (b)(10) are: “attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.” Specific “conditions” that can result in these processing disorders, offered as examples of a “specific learning disability”, and mentioned in (b)(10) are “perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”].* For **Name**, this specific learning disability appears to result in an imperfect ability to **listen, think, speak, read, write, spell, do mathematical calculations**. **Name’s** learning problems are not primarily the result of visual, hearing, or motor difficulties; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage. Nor can they be primarily attributed to limited school experience or poor school attendance. Further data is available that demonstrates **he/she** was provided appropriate general education instruction by qualified professionals and that prior to this referral there was data-based documentation of repeated assessments of achievement at reasonable intervals, which reflected formal assessment of **Name’s** progress during instruction (data that was provided to **his/her** parents).

*[Use the following in school districts that make use of a response to intervention (or RTI) model.]* Evidence that the basic psychological processing deficit has adversely affected **Name’s** educational performance includes that **he/she** does not achieve adequately for **his/her** age to meet State-approved grade level standard in the following area(s) even after having been provided with appropriate learning experiences and instruction: *[Specify the area(s) here from the list of the following]* **oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation, mathematics problem solving**. Further, **Name** is suggested to have not made sufficient progress to meet age or State-approved grade-level standards in these areas despite the use of scientific, research-based interventions.

*[Use the following in school districts that make use of a response to processing strengths and weaknesses model.]* Evidence that the basic psychological processing deficit has adversely affected **Name’s** educational performance includes that **he/she** does not achieve adequately for **his/her** age to meet State-approved grade level standard in the following area(s) even after having been provided with appropriate learning experiences and instruction: *[Specify the area(s) here from the list of the following]* **oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation, mathematics problem solving**. Further, **Name** appears to exhibit a pattern of strengths and weaknesses in **performance/achievement/performance and achievement** relative to **his/her** age/State-approved grade-level standards/intellectual development.

*[Use the following in school districts that make use of the now outdated and widely discredited discrepancy model.]* In the **SchoolDistrictName** School District eligibility for special education, as a student with a specific learning disability, also requires a severe discrepancy between intellectual ability and achievement (as specified in § 3030(10)(B)(1)/(2)/(3)). *[NOTE: List “(1)” when the tests used to obtain the discrepancy are judged to be valid. List “(2)” when the tests used to obtain the discrepancy are judged to be invalid and then specify the alternative procedures used to determine the “discrepancy.” List “(3)” if the IEP team finds a severe discrepancy to exist despite the obtained test scores. When using this last criterion the report must include a statement of the area, the degree, and the basis and method used in determining the discrepancy, and the report must include data obtained from the standardized assessment instruments; information provided by the parent and the student’s teacher, evidence of the student’s performance in the general and/or special education classroom obtained from observations, work samples, and group test scores; consideration of the student’s age, especially for young children, and any additional relevant information.]* From the assessment data it is suggested that there is an educationally significant discrepancy between **Name’s** intellectual ability and achievement test scores in the area(s) of *[Specify the area(s) here from the list of the following]* **oral expression/listening comprehension/written expression/basic reading skill/reading comprehension/mathematical calculation/mathematical reasoning**. Further, there is a logical connection between **this/these** low achievement test score(s) and the basic psychological processing disorder identified above. This discrepancy does not appear to be primarily the result of limited school experiences or poor school attendance. The ability/achievement discrepancy would not appear to be due to poor school attendance. It should also be noted that in the opinion of the Examiner, this learning problem could not be corrected within the general education program.

## 11. Language or Speech Disorder





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From assessment conducted by the speech and language specialist it has been suggested that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(11)]. **Name** appears to meet “language or speech disorder” eligibility criteria as **he/she** has been suggested to have [From consultation with the speech and language specialist specify the disorder **here** from the list of the following] **an articulation disorder, abnormal voice, a fluency disorder, a language disorder.**

## 12. Traumatic Brain Injury

From assessment conducted by the speech and language specialist it has been suggested that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(12)]. **Name** appears to meet “traumatic brain injury” eligibility criteria as **he/she** has an acquired injury to the brain that is the result of an external physical force. As the result of this injury **Name** has **total/partial functional disability/psychosocial impairment** that is suggested to adversely affects **his/her** educational performance. From the assessment data it appears that **Name**’s **close/open** head injury has resulted in impairment(s) in the following area(s): [Specify the area(s) **here**. The following list provides examples] **cognition; language; memory; attention; reasoning; abstract thinking; judgement; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; speech.** This is not a congenital or degenerative injury and was not induced by birth trauma.

## 13. Vision Impairment

From this assessment it would appear that **Name** meets eligibility criteria as an individual with exceptional needs [according to the California Code of Regulations - Title 5; Division 1; Chapter 3, Individuals with Exceptional Needs; Subchapter 1, Special Education; Article 3.1, Individuals with Exceptional Needs; §3030(b)(13)]. **Name** is suggested to meet “vision impairment” eligibility criteria as **he/she** has a visual impairment (**partial sight/blindness**) that, even with correction, can be argued to adversely affects **his/her** educational performance.