Florida Agricultural and Mechanical University
Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>SPS 6705</th>
<th>Course Title:</th>
<th>Neuropsychology of Behavior Disorders</th>
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4. Supplemental Reading Packet |
| Course Credit: | 3 | Course Hours: | 3 |
| College: | Arts & Sciences | | |
| Department: | Psychology | | |
| Faculty Name: | Gwendolyn Singleton, Ph.D. | Term and Year: | Summer 2009 |
| Office Location: | GECC 309A | Place and Time: | |
| Telephone: | 850-412-7872 | |
| e-mail: | Gwendolyn.singleton@famu.edu | |

Office Hours

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<tr>
<th>Monday</th>
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Course Description

This empirically-based course assesses the relationship between neuropsychological dysfunctions and DSM diagnosed behavior disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), and Conduct Disorder (CD). Emphasis is on underlying neurological deficits and behavioral treatments for school age children and adolescents. Instruction in Neuro-psychopathology will be based on the DSM-IV-TR diagnostic criteria and multi-axial classification system; which will serve as tools to assist with organizing and communicating an understanding of Disruptive Behavior Disorders.

Course Purpose

The course should equip students with a comprehensive reference on brain-behavior relationships and neuropsychologically-based intervention techniques. The course material will be valuable for individuals working in human services, education, or rehabilitation who must manage the disordered behaviors of the individuals in their care.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.6 (S,D) | Facilitates access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |

CRITICAL THINKING

• CF 4
• Through this focal area, the FAMU professional education candidate will:

| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |
PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |

F – FEAPS
I - INTASC

**Academic Learning Compact**
Academic Learning Compacts (ALCs): This course falls under the courses offered in the School Psychology Graduate Program and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will candidates learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? The ALC may be viewed at www.famu.edu/assessment and click on Academic Learning Compacts (also, refer to Appendix E).

**Overall Goals of the Course**
The overall goal of this course is to equip students with a comprehensive reference on brain-behavior relationships and neuropsychologically-based intervention techniques for students with disruptive behavior disorders.

**Specific Behavioral Objectives**
1. Demonstrate a basic understanding of brain-behavior relationships
2. Demonstrate knowledge of underlying neurological deficits for ADHD, ODD and CD
3. Demonstrate an understanding of the neuropsychological approach to understanding and treating behavior disorders
4. Demonstrate an ability to implement neuropsychologically-based intervention techniques for behavior disorders
5. Demonstrate knowledge of the DSM-IV-TR diagnostic criteria for the following attention-deficit and disruptive behavior disorders: ADHD, ODD, CD, and Disruptive Behavior Disorders Not Otherwise Specified
6. Demonstrate the ability to think critically about empirical research related to neuropsychology
7. Demonstrate the ability to clearly and concisely present scientific results related to neuropsychology

**Standard Crosswalk**
Course Behavior Objectives Alignment with Course Assessment and Professional Standards

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<thead>
<tr>
<th>Course: College of Arts &amp; Sciences</th>
<th>Department: Psychology</th>
<th>Professor: Dr. Gwendolyn Singleton</th>
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<tr>
<td>Course #: SPS 6705</td>
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<td>FEAP: 3,4,6,7,8,9</td>
<td>SAE: 1,2,3,4,6,8</td>
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<td>C.F.: 2.3,3.1,4.1</td>
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<td>FEAP: 4,8</td>
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National, State, and PEU Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

2.10 Knowledge

2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

2.12 The teacher understands that student's physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

2.13 The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

2.20 Dispositions

2.21 The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

2.22 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

2.30 Performances

2.31 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

2.33 The teacher accesses student's thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

3.10 Knowledge

3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.
3.12 The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual
difficulties, special physical or mental challenges and gifted and talented.

3.13 The teacher knows about the process of second language acquisition and about strategies to support the learning of
students whose first language is not English.
3.14 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as
well as language, culture, family and community values.

3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to
learn about and incorporate student's experiences, cultures, and community resources into instruction.

3.20 Dispositions

3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.22 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and
is committed to the pursuit of "individually configured excellence."

3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills,
talents, and interest.

3.24 The teacher is sensitive to community and cultural norms.

3.25 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.

3.30 Performance Indicators

3.31 The teacher identifies and designs instruction appropriate to students' stages of development, learning styles,
strengths, and needs.

3.32 The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address
different learning and performance modes.

3.33 The teacher makes appropriate provision (in terms of time and circumstances for work, tasks assigned,
communication and response modes) for individual students who have particular learning differences or needs.

3.34 The teacher can identify when and how to access appropriate services or resources to meet exceptional learning
needs.

3.35 The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for
connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community
matters, making assignments that can be related to students' experiences and cultures.

3.36 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal,
family, and community experiences and cultural norms.

3.37 The teacher creates a learning community in which individual differences are respected.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of
critical thinking, problem solving, and performance skills.

4.10 Knowledge
4.11 The teacher understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

4.12 The teacher understands the principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions

4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.22 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

4.23 The teacher values the use of educational technology in the teaching and learning process.

4.30 Performances

4.31 The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

4.32 The teacher uses multiples teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.

4.33 The teacher constantly monitors and adjusts strategies in response to learner feedback.

4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspective to encourage critical thinking.

4.36 The teacher uses educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and for advanced levels of learning.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.10 Knowledge

5.11 The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

5.12 The teacher understands how social groups function and influence people, and how people influence groups.

5.13 The teacher knows how to help people work productively and cooperatively with each other in complex social
settings.

5.14 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5.15 The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

5.20 Dispositions

5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

5.23 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

5.24 The teacher recognizes the values of intrinsic motivation to students' life-long growth and learning.

5.25 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5.30 Performances

5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

5.32 The teacher engages students in individual and group learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

5.34 The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

5.35 The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

5.36 The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

5.37 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

8.10 Knowledge
8.11 The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences and technology will support their further growth and development.

8.12 The teacher knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.13 The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

8.20 Dispositions

8.21 The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

8.22 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

8.30 Performance

8.31 The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate student's progress and performances, and modify teaching and learning strategies.

8.32 The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

8.33 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

8.35 The teacher monitors her/his own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

8.36 The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents/guardians, and other colleagues.

9.10 Knowledge

9.11 The teacher understands the historical and philosophical foundations of education.

9.12 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

9.13 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

9.20 Dispositions
9.21 The teacher values critical thinking and self-directed learning as habits of mind.

9.22 The teacher is committed to reflection, assessment, and learning as an ongoing process.

9.23 The teacher is willing to give and receive help.

9.24 The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

9.25 The teacher recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

9.30 Performance

9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.32 The teacher seeks out professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.

9.33 The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

10.10 Knowledge

10.11 The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within s/he works.

10.12 The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

10.13 The teacher understands and implements laws related to student's rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

10.20 Dispositions

10.21 The teacher values and appreciates the importance of all aspects of a child's experience.

10.22 The teacher is concerned about all aspects of child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

10.23 The teacher respects the privacy of students and confidentiality of information.

10.24 The teacher is willing to consult with other adults regarding the education and well-being of her/his students.

10.25 The teacher is willing to work with other professionals to improve the overall learning environment for students.

10.30 Performances
10.31 The teacher participates in collegial activities designed to make the entire school a productive learning environment.

10.32 The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

10.33 The teacher can identify and use community resources to foster student learning.

10.34 The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

10.35 The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

10.36 The teacher acts as an advocate for students.

Professional Organization/Learned Society Standards-National Association of School Psychologists (NASP)

2.1 - Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2.2 - Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 - Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 - Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 - Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 - School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 - Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.
2.8 - **Home/School/Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 - **Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 - **School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 - **Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

**Florida Educator Accomplished Practices (FEAPs)**

3. **CONTINUOUS IMPROVEMENT**

3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.PRE.a Identifies principles and strategies for affecting changes occurring in her/his classroom and school.

3.PRE.b Participates in and supports the overall school improvement process.

3.PRE.c Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.

3.PRE.d Participates in the design of a personal professional development plan to guide her/his own improvement.

3.PRE.e Communicates student progress with students, families, and colleagues.

3.PRE.f Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.

3.PRE.g Supports other school personnel as they manage the continuous improvement process.

3.PRE.h Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.

3.PRE.i Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.

3.PRE.j Seeks to increase her/his own professional growth by participating in training and other professional development experiences.

3.PRE.k Has observed others in the role of steward and can demonstrate some of the skills involved.

3.PRE.l Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

3.PRE.m Learns from peers and colleagues and develops professional relationships.
3. PRE.n Reflects upon her/his own professional judgement and has the ability to articulate it to colleagues, parents, and the business community.

3. PRE.o Develops short- and long-term personal and professional goals relating to continuous professional development.

4. CRITICAL THINKING

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4. PRE.a Provides opportunities for students to learn higher-order thinking skills.

4. PRE.b Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities.

4. PRE.c Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

4. PRE.d Poses problems, dilemmas, and questions in lessons.

4. PRE.e Assists students in development and use of rules of evidence.

4. PRE.f Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.

4. PRE.g Demonstrates and models the use of higher-order thinking abilities.

4. PRE.h Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.

4. PRE.i Encourages students to develop open-ended projects and other activities that are creative and innovative.

4. PRE.j Uses technology and other appropriate tools in the learning environment.

4. PRE.k Develops short-term personal and professional goals relating to critical thinking.

5. DIVERSITY

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5. PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

5. PRE.b Fosters a learning environment in which all students are treated equitably.

5. PRE.c Recognizes the cultural, linguistic, and experiential diversity of students.

5. PRE.d Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.

5. PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.

5. PRE.f Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

5. PRE.g Analyzes and uses school, family, and community resources in instructional activities.
5.PRE.h Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
5.PRE.i Selects and introduces materials and resources that are multicultural.
5.PRE.j Acknowledges the importance of family and family structure to the individual learner.
5.PRE.k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
5.PRE.l Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.
5.PRE.m Develops short-term personal and professional goals relating to diversity.

6. ETHICS
6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

6.PRE.a Makes reasonable effort to protect students from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.
6.PRE.b Does not unreasonably restrain a student from pursuit of learning.
6.PRE.c Does not unreasonably deny a student access to diverse points of view.
6.PRE.d Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
6.PRE.e Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6.PRE.f Does not use institutional privileges for personal gain or advantage.
6.PRE.g Maintains honesty in all professional dealings.
6.PRE.h Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
6.PRE.i Does not interfere with a colleague’s right to exercise political or civil rights and responsibilities.

7. HUMAN DEVELOPMENT AND LEARNING
7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

7.PRE.a Recognizes developmental levels of students and identifies differences within a group of students.
7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.PRE.c Uses multiple activities to engage and motivate students at appropriate developmental levels.
7.PRE.d Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.
7.PRE.e Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
7.PRE.f Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.
7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

7.PRE.h Develops short-term personal and professional goals relating to human development and learning.

8. **KNOWLEDGE OF SUBJECT MATTER**

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.

8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.

8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.

8.PRE.d Acquires currency in her/his subject field.

8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.

8.PRE.f Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

9. **LEARNING ENVIRONMENTS**

9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

9.PRE.a Practices a variety of techniques for establishing smooth and efficient routines.

9.PRE.b Applies the established rules and standards for behaviors consistently and equitably.

9.PRE.c Involves students in the management of learning environments including establishing rules and standards for behavior.

9.PRE.d Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.

9.PRE.e Uses techniques to align student needs, instructional settings, and activities.

9.PRE.f Provides opportunities for students to be accountable for their own behavior.

9.PRE.g Provides a safe place to take risks.

9.PRE.h Respects any student’s right to use a home language other than English for academic and social purposes.

9.PRE.i Monitors learning activities by providing feedback and reinforcement to students.

9.PRE.j Implements instructional activities to meet cognitive, linguistic, and affective needs.

9.PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.

9.PRE.l Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.

9.PRE.m Provides clear directions for instructional activities and routines.
9.PRE.n Maintains academic focus of students by use of varied motivational devices.
9.PRE.o Develops short-term personal and professional goals relating to learning environments.

11. ROLE OF THE TEACHER
11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

11.PRE.a Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.
11.PRE.b Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.
11.PRE.c Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.
11.PRE.d Uses the community to provide students with a variety of experiences.
11.PRE.e Works with school volunteers appropriately.
11.PRE.f Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.
11.PRE.g Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.
11.PRE.h Works with colleagues to identify students’ educational, social, linguistic, cultural, and emotional needs.
11.PRE.i Uses continuous quality improvement techniques in school improvement efforts.
11.PRE.j Communicates with families of culturally and linguistically diverse backgrounds.
11.PRE.k Develops short- and long-term personal and professional goals relating to the roles of a teacher.

12. TECHNOLOGY
12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.PRE.a Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).
12.PRE.b Uses technology tools on a personal basis.
12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.
12.PRE.d Identifies and uses standard references in electronic media.
12.PRE.e Uses technology in lesson and material preparation.
12.PRE.f Identifies technology productivity tools to assist with management of student learning.
12.PRE.g Teaches students to use available computers and other forms of technology.
12.PRE.h Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.
12.PRE.i selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.

12.PRE.j uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).

12.PRE.k uses technology to collaborate with others.

12.PRE.l develops professional goals relating to technology integration.

12.PRE.m the preprofessional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1 Knowledge of measurement theory, test construction, research, and statistics
4. Interpret research findings from psychoeducational studies.

2 Knowledge of data-based decision making and accountability
1. Identify data gathering methods (e.g., checklists, records reviews, assessment instruments, interviews, behavioral observations, curriculum-based measurement) in the comprehensive evaluation process.
2. Identify appropriate methods for progress monitoring.
3. Select appropriate psychoeducational assessment instruments based on a referral question.
4. Choose evaluation methods based on a referral question.
5. Select appropriate instruments and methods for the psychoeducational assessment of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).
6. Synthesize data from multiple sources to make appropriate recommendations.

3 Knowledge of child and adolescent development
1. Identify theories of cognitive and intellectual development.
2. Identify theories and principles of language, perceptual, and sensory-motor development.
3. Identify theories of personality and social-emotional development.
4. Identify principles of learning, memory, and motivation.
5. Identify characteristics of psychopathological disorders.
6. Relate the major theories of intelligence and cognition to psychoeducational practices.

4 Knowledge of section 504 and exceptional student education
1. Identify the characteristics of various exceptionalities and disabilities.
2. Interpret psychometric data related to identification of exceptionalities and disabilities.
3. Identify appropriate assessment procedures consistent with suspected exceptionalities and disabilities.

6 Knowledge of biological, social, and cultural bases of behavior
1. Identify indicators and effects of substance abuse.
2. Identify indicators and effects of child abuse and other traumatic events.
3. Identify social, cultural, and ethnic factors that influence learning and behavior.
4. Identify experiential, medical, and biological factors that influence learning and behavior.
5. Identify social and cultural factors that influence language development.
6. Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).

8 Knowledge of evidence-based interventions
3. Identify appropriate evidence-based interventions for academic and behavior problems.
5. Identify appropriate methods for evaluating response to interventions.

9 Knowledge of consultation, collaboration, and problem solving
1. Identify appropriate theories and methods of consultation and collaboration with school personnel, parents, and other specialists in the school or community.
### Topical Outline

#### Introduction to Neuropsychology: The Brain and Behavior

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Introduction – Neuroscience and Behavior</th>
<th>Sec. 1, Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Functional Organization of the brain</td>
<td>Sec. 2, Supplement</td>
</tr>
<tr>
<td></td>
<td>How does the brain develop?</td>
<td>Sec. 3, Supplement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Neuropsychology of brain damage in children</th>
<th>Sec. 4, Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The structural basis of brain plasticity</td>
<td>Sec. 5, Supplement</td>
</tr>
<tr>
<td></td>
<td>Disorders of brain and behavior</td>
<td>Sec. 6, Supplement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>EXAM 1</th>
</tr>
</thead>
</table>

#### Disruptive Behavior Disorders in Children

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Central Nervous System substrates … ADHD &amp; CD</th>
<th>Sec. 7, Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An overview of disruptive behavior disorders</td>
<td>Ch. 1, Breen &amp; Altepeter DSM-IV-TR</td>
</tr>
<tr>
<td></td>
<td>Disruption in the home</td>
<td>Sec. 8, Supplement</td>
</tr>
<tr>
<td></td>
<td>Disruption in the foster home</td>
<td>Sec. 9, Supplement</td>
</tr>
<tr>
<td></td>
<td>Disruption in the school</td>
<td>Sec. 10, Supplement</td>
</tr>
</tbody>
</table>

#### Neuropsychological Evaluation

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>School Neuropsychology</th>
<th>Ch. 1, Jiron</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prereferral consultation and interventions</td>
<td>Ch. 2, Jiron</td>
</tr>
<tr>
<td></td>
<td>Hierarchy of Cognitive Domains</td>
<td>Ch. 3, Jiron</td>
</tr>
<tr>
<td></td>
<td>Obtaining, documenting, reporting assessment results</td>
<td>Ch. 4, Jiron</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>Exam 2</th>
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</table>

#### Neuropsychological Approach to Intervention

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>Empathic language for learning &amp; behavior</th>
<th>Ch. 7, Jiron</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using assessment results to help the student</td>
<td>Ch. 8, Jiron</td>
</tr>
<tr>
<td></td>
<td>Treatment of disruptive behavior disorders</td>
<td>Ch. 4, Breen &amp; Altepeter</td>
</tr>
<tr>
<td></td>
<td>Disruptive behavior disorders: integrating assessment</td>
<td>Ch. 5, Breen &amp; Altepeter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>FINAL EXAM</th>
</tr>
</thead>
</table>

### Teaching Methods

The following techniques will be used in this class: lectures, demonstrations, action techniques (projects, experiments, exercises, guided observations), interactive techniques (questioning, discussions, interviewing, role-playing, committees), and group assignments.

### Course Evaluation

In this course, the final letter grade will be determined from scores on tests, final exam, written reports and powerpoint presentations. The final grade will also include class participation, attendance, and in-class/out-of-class assignments.

### Grading

**Letter Grade Equivalent:**

- A = 90 - 100
- B = 80 - 89
- C = 70 – 79
- D = 60 - 69
- F = 59 & Below
**Course Policies**

**REQUIREMENTS:**

1. The article reviews related to assigned topics are due weekly.
2. Students are expected to attend classes regularly and punctually.
3. Students are expected to actively contribute to the class discussion and should come to class well-prepared, having read and thought about the assigned reading.
4. When you are absent from class, you are responsible for all material presented and discussed.

This course is presented in seminar format; hence, it is YOUR course. The instructor is your informed guide and resource, but YOU are the vehicle for teaching and learning. The benefits of this class result from class attendance and participation, preparation of assigned readings and exercises, exposure to supplemental materials throughout the course, and thoughtful discussion and scholarly critique of the issues presented.

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Tentative Course Calendar**

### Introduction to Neuropsychology: The Brain and Behavior

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1, 5/9-12</td>
<td>Introduction – Neuroscience and Behavior</td>
</tr>
<tr>
<td></td>
<td>Functional Organization of the brain</td>
</tr>
<tr>
<td></td>
<td>How does the brain develop?</td>
</tr>
<tr>
<td>WK 2, 5/16-19</td>
<td>Neuropsychology of brain damage in children</td>
</tr>
<tr>
<td></td>
<td>The structural basis of brain plasticity</td>
</tr>
<tr>
<td></td>
<td>Disorders of brain and behavior</td>
</tr>
</tbody>
</table>

### Disruptive Behavior Disorders in Children

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 3, 5/23</td>
<td>EXAM 1</td>
</tr>
</tbody>
</table>

### Neuropsychological Evaluation

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 4, 5/31-6/2</td>
<td>School Neuropsychology</td>
</tr>
<tr>
<td></td>
<td>Prereferral consultation and interventions</td>
</tr>
<tr>
<td></td>
<td>Hierarchy of Cognitive Domains</td>
</tr>
<tr>
<td></td>
<td>Obtaining, documenting, reporting assessment results</td>
</tr>
</tbody>
</table>

Sec. 1, Supplement  
Sec. 2, Supplement  
Sec. 3, Supplement  
Sec. 4, Supplement  
Sec. 5, Supplement  
Sec. 6, Supplement  
Sec. 7, Supplement  
Ch. 1, Breen & Altepeter  
Ch. 1, Jiron  
Sec. 8, Supplement  
Sec. 9, Supplement  
Sec. 10, Supplement  
Ch. 2, Jiron  
Ch. 3, Jiron  
Ch. 4, Jiron
**WK 5, 6/7 Exam 2**

WK 5, 6/7-14 Evaluating Disruptive behavior disorders: Interview  
Evaluating Disruptive behavior disorders: Questionnaires  
Finding & describing patterns in results  
Common referral problems & test score patterns  

Ch. 2, Breen & Altepeter  
Ch. 3, Breen & Altepeter  
Ch. 5, Jiron  
Ch. 6, Jiron  

**Neuropsychological Approach to Intervention**

WK 6, 6/15-21 Empathic language for learning & behavior  
Using assessment results to help the student  
Treatment of disruptive behavior disorders  
Disruptive behavior disorders: integrating assessment  

Ch. 7, Jiron  
Ch. 8, Jiron  
Ch. 4, Breen & Altepeter  
Ch. 5, Breen & Altepeter  

WK 6, 6/23 FINAL EXAM

**Select References**


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**Taskstream Professional Education Unit Electronic Portfolio Requirements**

**Taskstream Portfolio** – The School Psychology program uses a technology based database (*Taskstream Professional Education Unit Electronic Portfolio*) to better facilitate the program and candidate evaluation. The *Taskstream* Database is focused around the Twelve Florida Educator Accomplished Practices and consists of program assessments identified for courses within course outcomes and related assignments. Each school psychology candidate is required to create a Taskstream Electronic Portfolio and obtain a “pass” grade for their portfolio submissions.

**Course Taskstream Access Code**

singletonSPS
# APPENDIX A

## Article Review

### Attached Standards:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Considers Methodology</strong></td>
<td>Does not include reference to how observations or measurements were made and when queried, cannot speculate and or cite possible ways.</td>
<td>Does not include reference to how observations or measurements were made and when queried, can speculate, but has little knowledge of the process.</td>
<td>Shows knowledge of or reference to how observations or measurements were made when queried, but does not include and does not offer ways to test results.</td>
<td>As a matter of course, includes reference to how observations or measurements were made to validate or question data cited. Proposes ways to test or predicts results.</td>
<td></td>
</tr>
<tr>
<td><strong>Logical Consistency</strong></td>
<td>Right or wrong, the explanation shows poor understanding of the process or issue and has misapplication of principles and evidence.</td>
<td>Right or wrong, the explanation is not well supported by principles, evidence and/or these may be applied without complete understanding</td>
<td>Right or wrong, the explanation integrates most principles, evidence, known to author(s), but has omissions and inconsistencies.</td>
<td>Right or wrong, the explanation integrates all principles, evidence, known to author(s) in a logically consistent way.</td>
<td></td>
</tr>
</tbody>
</table>

### Standards

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice**: 4. CRITICAL THINKING

**Level**: PROFESSIONAL: The professional teacher uses a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

**Sample Key Indicator**: Poses problems, dilemmas, and questions in lessons.

### Generalizes Explanation

- No extension beyond specific explanation or extension is outside of the boundaries of science.
- Little extension of explanation to other situations or phenomena or speculation is inappropriate, and or unsupported.
- Speculates on a wider application of explanation, but does not apply to specific situations or phenomena.
- Attempts to use explanation to make predictions in different situations. E.G., "If this is right, then maybe its how ... works."
<table>
<thead>
<tr>
<th>Scientific Method</th>
<th>Scientific Principles</th>
<th>Use of Numerical Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is unsure of the question and the answer. Recites an answer with little understanding of its meaning or need for supporting evidence.</td>
<td>No citation of scientific principles or cites wrong ones. Explanation is largely recitation of text or source material. Non-science processes included</td>
<td>Relevant data not cited or cited erroneously. Units are not accurate and values are not consistent with general explanation.</td>
</tr>
<tr>
<td>Starts with a question, proposes the answer, but is unable to support the answer and cannot cite valid evidence.</td>
<td>Cites some relevant scientific principles, but misuses some. Understanding of cited principles incomplete. Non-science processes included.</td>
<td>Some data cited are inaccurate or have inappropriate units. No attention to size of values. Important omissions.</td>
</tr>
<tr>
<td>Starts with a question, proposes the answer supported by valid scientific evidence, but does not consider multiple answers or tests.</td>
<td>Cites and accurately uses an array of relevant scientific principles from text or source material. May include irrelevant principles.</td>
<td>Data cited are accurate and have appropriate units. For some data the citation shows poor understanding of size of values. Minor omissions.</td>
</tr>
<tr>
<td>Starts with the question, proposes multiple answers, confirms or denies each with valid evidence, proposes tests for remaining potential answers.</td>
<td>Cites and accurately uses an integrated array of relevant scientific principles, including ones not in text or other source materials.</td>
<td>Data cited are always accurate and always have appropriate units. The citation indicates understanding of size of values.</td>
</tr>
</tbody>
</table>
## Case Report

<table>
<thead>
<tr>
<th></th>
<th>Not present</th>
<th>Present, but lacks much of the required information</th>
<th>Present, but lacks complete information</th>
<th>Present and contains required information</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the problem behavior</td>
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<tr>
<td>Identify the most effective interventions</td>
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<tr>
<td>Describe each intervention</td>
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<tr>
<td>Describe use of empathic language</td>
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<tr>
<td>Examples of empathic statements and alternative self-statements for each undesirable behavior</td>
<td></td>
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<tr>
<td>Describe the contribution of ATTENTION cognitive domain to the presenting problems</td>
<td></td>
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<tr>
<td>Describe the contribution of SENSORIMOTOR cognitive domain to the presenting problems</td>
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<tr>
<td>Describe the contribution of VISUOSPATIAL cognitive domain to the presenting problems</td>
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<tr>
<td>Describe the contribution of LANGUAGE cognitive domain to the presenting problems</td>
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</tr>
<tr>
<td>Describe the contribution of LEARNING AND MEMORY cognitive domain to the presenting problems</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Describe the contribution of EXECUTIVE ABILITIES cognitive domain to the presenting problems</td>
<td></td>
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</tr>
</tbody>
</table>
**Power Point Presentation**

**Attached Standards:**

<table>
<thead>
<tr>
<th>Attention to Audience</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not attempt to engage audience</td>
<td>Little attempt to engage audience</td>
<td>Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm</td>
<td>Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice:** 4. CRITICAL THINKING

**Level:** PROFESSIONAL: The professional teacher uses a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

**Sample Key Indicator:** Poses problems, dilemmas, and questions in lessons.

**Sample Key Indicator:**Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.

| Clarity | No apparent logical order of presentation, unclear focus | Content is loosely connected, transitions lack clarity | Sequence of information is well-organized for the most part, but more clarity with transitions is needed | Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow |

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice:** 2. COMMUNICATION
Level: PROFESSIONAL: The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles and abilities.

Sample Key Indicator: Tailors communication styles to the nature and needs of individuals and groups.

<table>
<thead>
<tr>
<th>Presentation Length</th>
<th>Greatly exceeding or falling short of allotted time</th>
<th>Exceeding or falling short of allotted time</th>
<th>Remained close to the allotted time</th>
<th>Presented within the allotted time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Thesis is unclear and information appears randomly chosen</td>
<td>Thesis is clear, but supporting information is disconnected</td>
<td>Information relates to a clear thesis; many relevant points, but they are somewhat unstructured</td>
<td>Exceptional use of material that clearly relates to a focused thesis; abundance of various supported materials</td>
</tr>
<tr>
<td>Creativity</td>
<td>Delivery is repetitive with little or no variety in presentation techniques</td>
<td>Material presented with little interpretation or originality</td>
<td>Some apparent originality displayed through use of original interpretation of presented materials</td>
<td>Exceptional originality of presented material and interpretation</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>Monotone; speaker seemed uninterested in material</td>
<td>Little eye contact; fast speaking rate, little expression, mumbling</td>
<td>Clear articulation of ideas, but apparently lacks confidence with material</td>
<td>Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm</td>
</tr>
</tbody>
</table>

APPENDIX D

Report

<table>
<thead>
<tr>
<th>Data and Observations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score/Level</th>
</tr>
</thead>
</table>

25
<table>
<thead>
<tr>
<th>Conclusions and Explanations</th>
<th>Observations are incorrect or missing entirely. Relevant units or labels are missing.</th>
<th>Observations are incomplete or do not include sufficient details. Relevant units or labels may be missing.</th>
<th>Observations are complete and correct.</th>
<th>Observations are complete and correct, with all relevant units and labels included. Student provides a level of detail and organization that goes above and beyond requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Science Context</td>
<td>Little to no understanding of science context is evidenced from student's writing.</td>
<td>Some understanding of science context is evidenced from student's writing, but student does not always reason scientifically.</td>
<td>Firm understanding of science context is evidenced from student's writing.</td>
<td>Complete understanding of science context is evidenced from student's writing. Student provides a level of detail and depth that exceeds requirements.</td>
</tr>
<tr>
<td>Materials and Tools</td>
<td>Student is unable to identify many tools and materials. Student does not use materials and tools appropriately or responsibly.</td>
<td>Student is able to identify nearly all tools and materials. Student does not use all tools and materials appropriately or responsibly.</td>
<td>Student is able to identify all tools and materials. Student usually uses tools and materials appropriately and responsibly.</td>
<td>Student is able to identify all tools and materials. Student uses tools and materials appropriately and responsibly.</td>
</tr>
<tr>
<td>Procedure</td>
<td>Student does not correctly follow many aspects of the procedure.</td>
<td>Student correctly follows some aspects of procedure, but makes crucial mistakes or skips some important steps.</td>
<td>Student follows critical aspects or procedure, but has difficulty responding effectively to problems.</td>
<td>Student correctly follows every aspect of the procedure and supplements procedure with effective and inventive additions.</td>
</tr>
</tbody>
</table>
### Intended Program Outcomes

**Communication Skills:** Candidates will demonstrate skills necessary to facilitate communication (written and or verbal) through assessment, consultation, and collaboration with school age children, school personnel, families, and community professionals, while acting as a change agent by clearly considering, presenting, and demonstrating information to promote change through intervention at the levels of the individual student, classroom, building, district, and/or other agency.

### Methods of Assessment and Criteria for Success

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measure(s)</strong></td>
<td>Practicum/Practicum Progressive evaluation: 80 percent of candidates will obtain satisfactory or above ratings on their practicum and practitioner supervisor rating forms, specifically in the area of report writing and communicating with students, parents, and school personnel.</td>
</tr>
<tr>
<td>State University System Student Assessment of Instruction Candidate Course Evaluation and scoring rubrics (samples of assessments and scoring rubrics) Florida Teacher Certification Examination (FTCE) 90 percent of candidates will obtain a “Pass” rate on the FTCE for school psychology certification. School Psychology Comprehensive Examination. A minimum of 90 percent of candidates will obtain a “Pass” score on the School Psychology Comprehensive Exam. Taskstream Portfolio – The School Psychology program uses a technology based database (Taskstream Professional Education Unit Electronic Portfolio) to better facilitate the program and candidate evaluation. The Taskstream Professional Education Unit Electronic Portfolio Database is focused around the Twelve Florida Educator Accomplished Practices and consists of program assessments identified for courses within course outcomes and related assignments. When evaluating candidates, 80 percent of Candidates will obtain a “pass” rate for their portfolio submissions Course-based assessment: 80 percent of candidates will maintain a 3.0 GPA or higher during program training, obtaining minimally a “B” average in school psychology courses. Practicum Monthly Log: Field and university supervisors will “pass” and “approve” practicum candidate and practicum monthly logs documenting practicum experiences.</td>
<td>Practicum/Practicum Progressive evaluation: 80 percent of candidates will obtain satisfactory or above ratings on their practicum and practitioner supervisor rating forms, specifically in the area of report writing and communicating with students, parents, and school personnel.</td>
</tr>
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**Alumni Survey:** Alumni Survey: 80 percent of alumni will indicate minimally above average satisfaction with communication skills taught and developed during professional training.

**Employer Evaluation:** 80 percent of employers will report satisfaction with candidate knowledge and practiced skill abilities when working with diverse cultural and racial populations.

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### Specific Content Knowledge

Candidates will demonstrate knowledge of behavioral, cognitive, neurological, mental health, assessment, intervention implementation, collaborative, and/or other consultation models and methods and their application to particular situations. Content knowledge will be exhibited as they collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. Courses that address the specific Content Knowledge competency include:

- SPS 6936, SPS 6931, SPS 6940, EXB 6406, SPS 6705, SPS 6205, CLP 6938, SPS 6708, DEP 6105, RED5419, DEP6709, TXL 5700, SPS 6191, SPS 6192, PSY6317, SPS 6216, CLP 6445, PSY 6971, MHS5400, SPS 6206, MHS 5500, SPS 6704, EAB 6766, EDA 5051, EDE 5225, ESE 5215, SPS 6945, and SPS 6948

### Critical Thinking Skills (Problem Solving-CF; Data-Based Decision-Making and Accountability-NASP)

Candidates will demonstrate the ability to use critical and creative thinking in analyzing, synthesizing, and evaluating psychological assessment and empirical research results and link assessment outcomes to psychometric clinical practice in intervention strategies and outcomes of interventions. Further, candidates will demonstrate the ability to conduct research and synthesize empirical research outcomes to make decisions related to trends and patterns of behaviors observed.

### Direct Measure(s)

- **State University System Student Assessment of Instruction**
  - Student Course Evaluation and scoring rubrics (samples of assessments and scoring rubrics)
- **Florida Teacher Certification Examination (FTCE)**
  - 90 percent of candidates will obtain a “Pass” rate on the FTCE for school psychology certification.
- **School Psychology Comprehensive Examination.**
  - A minimum of 90 percent of candidates will obtain a “Pass” score on the School Psychology Comprehensive Exam.

### Indirect Measure(s)

- **Practicum/Practicum Progressive evaluation:**
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- **Alumni Survey:**
  - Alumni Survey: 80 percent of alumni will indicate minimally above average satisfaction with communication skills taught and developed during professional training.
- **Employer Evaluation:**
  - 80 percent of employers will report satisfaction with candidate knowledge and practiced skill abilities when working with diverse cultural and racial populations.

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- Practicum/Practicum Evaluation Forms: Field supervisors will rate candidates minimally at an “Average to superior range” during their practicum and or field clinical experiences.
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A three point likert Course Rubric format is used to monitor candidate Skill, Dispositions, and Knowledge in course work. Performance outcomes are measured and interpreted by descriptive statistics: mean, mode, and standard deviation. This rubric is used to measure the performance outcomes such as: Assessment, Communication, Continuous Improvement Professional Level, Critical Thinking, Diversity, Ethics, Human Development and Learning, Knowledge of Subject Matter, Learning Environments, Planning, Role of School Psychologist, and Technology.

### Departmental Program Review - 2006

- Practicum/Practicum Evaluation Forms: Field supervisors will rate candidates minimally at an “Average to superior range” during their practicum and or field clinical experiences.

### Indirect Measures:

- Practicum/Practicum Evaluation Forms: Field supervisors will rate candidates minimally at an “Average to superior range” during their practicum and or field clinical experiences.

### Departmental Program Review - 2006

- Practicum/Practicum Evaluation Forms: Field supervisors will rate candidates minimally at an “Average to superior range” during their practicum and or field clinical experiences.
### Diversity/Cultural Perspectives: Multiculturalism (CF); Student Diversity in Development and Learning (NASP):
Candidates will demonstrate knowledge of individual differences (racial, and cultural), abilities (academic, behavior, socio-emotional), and disabilities and of the potential influence of physical and ecological conditions (i.e., biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning). Candidates will demonstrate the sensitivity and skills needed to work with individuals of diverse backgrounds and characteristics and implement diverse strategies needed based on individual characteristics, strengths, and needs. Courses that address the specific Content Knowledge competency include:

- SPS 6945, SPS 6948, MHS 5400, SPS 6206, MHS 5500, SPS 6704, EAB 6766, SPS 6191, SPS 6192, CLP 6445, EXB 6406, SPS 6705, SPS 6205, CLP 6938, SPS 6708, DEP 6105, REDS 419, DEP 6709, TXL 5700, and SPS 6931

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### Technology/Research:
**2.11 Information Technology/2.1 Data-Based Decision-Making and Accountability (NASP) and Educational Technology (CF)**. The Exemplary Professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

- SPS 6936, SPS 6191, SPS 6192, SPS 6945, and SPS 6948

### Direct Measure(s)
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