**Portfolio Guidelines: <u>Practicum Year</u> Northeastern University's
CAGS Program in School Psychology
2022-23**

Introduction: Definition and Purposes of the Portfolio

All students are required to create a portfolio of their graduate school psychology training experience. A graduate school portfolio is a collection of work-related products that are organized in a systematic manner for the purpose of communicating and demonstrating what a student has learned and achieved with respect to their learning about the chosen professional discipline.

The portfolio is a means of facilitating reflection, self-assessment, goal setting, and improvement with respect to professional goals and competencies. It can provide data on student progress as well as provide data about the extent to which the program's goals have been met. The portfolio facilitates the assessment of and feedback regarding practice-related skills, which may be difficult to measure through traditional comprehensive examinations. Many of the important competencies in school psychology can only be acquired through field- based experiences. The portfolio is an approach to documenting the student's development of these competencies, as well as those obtained through course work. Students review and critique their own portfolios, as well as review one of their peer's portfolios during the program. Following the peer review, program core faculty members review and give feedback on the portfolio. Students not meeting criteria in one or more areas are required to revise and resubmit their portfolio for faculty review.

During the second year of the program, the portfolio, in conjunction with a review of student grades, annual evaluations, and practicum evaluations, form the basis of assessing student progress and determining the student's readiness for the third-year internship. **Passing scores on all areas of the portfolio are required prior to beginning the internship. The portfolio is one of the requirements for the CAGS degree.**

Passing scores are ratings of 2 (performance is at an expected level) or higher (see portfolio rating form). In addition to learning and self-assessment functions, adapted versions of portfolios can be used to document the student's competencies for potential internship supervisors and employers. The portfolios also can help students develop the necessary habits and an understanding of the need for and skills required for continuous self- reflection and professional development as a life-long process.

The portfolios provide data about training outcomes. These data are used to assess the extent to which the program is fulfilling its mission and attaining its goals, they provide important feedback with regard to how the program and curriculum should be changed. Thus, the portfolio is an important component in a performance- based approach to evaluating and improving the School Psychology Program. In this regard, our portfolio evaluation system is consistent with the National Association of School Psychologists (NASP) Standards (2020) for Training.

General Portfolio Development Guidelines

Students develop their Portfolio throughout the practicum year. The required portfolio elements listed below must be presented electronically and shared with peer reviewers and faculty via Dropbox. Students should take the time to carefully and logically organize the materials in their portfolio so that elements are clearly presented and can be found quickly. Students should follow the organizing framework presented in the pre-practicum seminar.

Section I: Guiding Documents

The elements in Part I will provide the context for understanding the documentation included in the portfolio.

1. Student's resume
2. Program of Study
3. Copy of the transcript (this may be downloaded from MyNortheastern)
4. Practicum Log Summary indicating time spent across various activities during the practicum year (see instructions for generating reports here)

Section II: Documentation of Emerging Competencies

Consistent with NASP's (2020) *Model for Comprehensive and Integrated School Psychological Services,* students are expected to engage in activities during their practicum and internship years that will help develop competencies across all 10 domains of practice:

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

For each of the 10 domains of practice, students should create a sub-folder within Dropbox that includes the following materials.

First, students must include a <u>summary statement</u> that:

- Describes the student's experiences within the domain during the practicum year
- Highlights perceived strengths in this domain
- Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year
- References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain.

Second, students must include the <u>supervisor ratings</u> that are most applicable to the relevant competency area in the appropriate sections of the portfolio. During the peer reviewer submission, students will submit their field supervisor's fall ratings and then these will be replaced by the spring ratings when submitting the portfolio to the faculty reviewer.

Third, students must include copies of the <u>work samples</u> that correspond with each domain, which help to provide documentation of the student's progress. As noted in Table 1, although some work samples will be generated as practicum year course requirements, other products will be completed independently within the practicum field site. When including work samples from

coursework, <u>graded versions should be included</u>. **In all cases, care must be taken to redact any information that might lead to the identification of a service recipient** (i.e., names of children, parents, school staff, school districts and towns)**.** If you are not sure what information is appropriate to redact, consult the Ethical Guidelines for School Psychologists (i.e., National Association of School Psychologists and American Psychological Association) and/or your advisor.

<div align="center">

Portfolio Assessment Process Timeline

</div>

Fall Year 2: Students should begin actively working on their portfolio in the fall of year 2 of the program. As the statements require students to reflect on the experiences that they have had during practicum, these should be added to as the year progresses. Additionally, work samples should be added to the portfolio as they are completed.

Spring Year 2: Students will finalize and submit their portfolios for review during the spring of year 2 in the program. The following rating scale will be used to evaluate each section of the portfolio: 3= above expected level, 2 = at expected level, 1 = below expected level. Each student will be randomly assigned both a peer reviewer and a faculty reviewer by the Program Director by March 15th. The portfolio will first be submitted to the peer reviewer to provide feedback and inform any necessary revisions. The formal submission of the portfolio to the faculty reviewer will occur at the end of the spring semester.

- **April 5:** Students submit their portfolio to their assigned peer reviewer by this date. Peer reviewers will use the *Rubric for Documentation of Emerging Competencies* to provide initial feedback regarding performance across domains.
- **April 19:** Peer reviewers return feedback to students by this date by completing and signing the *Rubric for Documentation of Emerging Competencies*
- **April 22:** Students review feedback provided by peer reviewer, sign *Rubric for Documentation of Emerging Competencies* to document that feedback has been reviewed and submit signed document to assigned faculty reviewer.
- **May 6:** Students submit their portfolio to their assigned faculty reviewer by this date. Faculty reviewers will also use the *Rubric for Documentation of Emerging Competencies* to provide feedback regarding performance across domains.
- **May 20:** Faculty reviewers return feedback to students by this date. Students meeting expectations across all domains are not required to submit additional information. Students who receive one or more ratings of "Below Expected Level" are asked to make revisions to the portfolio. **Students are asked to use tracked changes when making revisions to the portfolio**. Additionally, students should prepare a detailed cover letter indicating how the portfolio has been modified, and how feedback regarding the first draft was incorporated into the second version.
- **May 27:** Students (if applicable) submit their portfolio revisions to their assigned faculty reviewer by this date.
- **June 10**: Faculty reviewers return feedback on second submission to students by this date. Students must earn a score of 2 (expected level) or above in a competency area, to pass that area. **Before beginning the internship, students need to receive a rating of 2 (expected level) or higher in all competency areas. Students who fail one or more competency areas in the spring will have an opportunity to resubmit the portfolio in the following September**.

Summary Statement Guidelines

- Summary statements are created for all 10 NASP Domains

- Summary statement should be:

    o 1-2 pages **single-spaced** Times New Roman, Arial or Calibri font

    o **OR** 2-4 pages **double-spaced** Times New Roman, Arial or Calibri font

- Each summary statement should include **4 parts**:

1. **DESCRIBE** your experiences within the domain during the practicum year.
    a. Indicate how many consultation cases, assessments, opportunities for direct service delivery, opportunities for prevention activities, team meetings you participated in, etc. cases/students/etc.
    b. For example, "I conducted 3 comprehensive assessments, assisted with universal screening for fifth grade in reading and behavior, completed one functional behavior assessment, and monitored progress for 2 academic cases and 2 socio-emotional/behavior cases."

2. **SUMMARIZE** the relevant work samples included in the portfolio and how those products help to demonstrate your competency in the domain.
    a. For the legal/ethical domain it is expected that you will reference specific laws and ethics that were in consideration during the work sample or experience that you are describing.

3. **IDENTIFY** and describe your perceived strengths in this domain.

4. **HIGHLIGHT** areas needing improvement or further development, including a plan for addressing these areas in the internship year (e.g., if you had no opportunity to engage in an expected activity in practicum then this becomes a goal for the internship year)

Table 1.

Work Samples Mapped onto NASP Domains

	NASP Domains*									
	1	2	3	4	5	6	7	8	9	10
Coursework: Fall Year 2										
CAEP 6353: Classroom screening paper	X	X	X							
CAEP 6353: Direct academic assessment of individual student	X		X							
CAEP 6354: Comprehensive social, emotional, and behavioral assessment	X									
CAEP 6401: Evidence-based counseling paper (*develop counseling goals, review literature base in support of intervention, use of progress monitoring*)	X			X					X	
CAEP 8415: Documentation of use of problem-solving model to navigate ethical dilemma during practicum year										X
CAEP 8415: Tier 1/Tier 2 Practicum Inventory			X	X	X					
Coursework: Spring Year 2										
CAEP 6345: Brief Experimental Analysis and evaluation of academic intervention	X	X	X						X	
CAEP 6402: Tier 1/ 2 Practicum Connection Project	X			X		X			X	
CAEP 6402: SEL Presentation and Research Brief				X		X				
CAEP 8416: Comprehensive assessment report that meets expectations based on the completed *Comprehensive Psychoeducational Assessment Checklist*	X							X		

Note. * = 1 = Data-Based Decision Making; 2 = Consultation and Collaboration; 3 = Academic Interventions and Supports; 4 = Mental and Behavioral Health Services; 5 = School-Wide Practices to Promote Learning; 6 = Services to Promote Safe and Supportive Schools; 7 = Family, School, and Community Collaboration; 8 = Equitable Practices for Diverse Populations; 9 = Research and Evidence-Based Practice; 10 = Legal, Ethical, and Professional Practic

Rubric for Documentation of Emerging Competencies

Domain 1: Data-Based Decision Making

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year • Conducting assessments across purposes (i.e., screening, progress monitoring, evaluation, diagnosis) • Utilizing assessment data to inform intervention at individual, group, and systems levels • Monitoring and evaluating treatment integrity	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	
2 = Expected Level • Summary statement is well-written, self-reflective, and addresses all required components • Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 2: Consultation and Collaboration

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year • Number of consultation cases, their duration, and focus • Collaborating with other professionals within the school • Participation on school leadership teams	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	
2 = Expected Level • Summary statement is well-written, self-reflective, and addresses all required components • Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 3: Academic Interventions and Supports

Components of Statement	Included?	Comments

Describes student's experiences during the practicum year
  • Designing/implementing a continuum of interventions to improve learning engagement and academic outcomes
  • Sharing information about evidence-based curriculum and instructional strategies
  • Evaluating the effectiveness of academic supports and services
	☐Yes
	☐No
	☐Partial	

References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	

2 = Expected Level
  • Summary statement is well-written, self-reflective, and addresses all required components
  • Supervisor ratings are at "Expected level" or higher in this domain	

3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 4: Mental and Behavioral Health Services

Components of Statement	Included?	Comments
Describes student's experiences within this domain during the practicum year - Designing/implementing a continuum of social-emotional and behavioral interventions - Conducting functional behavioral assessments and designing behavior intervention plans - Evaluating the effectiveness of social, emotional, and behavioral supports and services	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level Lacks one or more of components from "Expected" level	
2 = Expected Level - Summary statement is well-written, self-reflective, and addresses all required components - Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year • Helping to maintain a multitiered system of supports to support students' academic, social-emotional, and behavioral functioning • Providing professional development to staff/families to promote positive student outcomes • Designing/implementing practices/strategies to maintain safe, effective, and supportive learning environments	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	
2 = Expected Level • Summary statement is well-written, self-reflective, and addresses all required components • Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 6: Services to Promote Safe and Supportive Schools

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year • Involvement in prevention activities to enhance learning, mental and behavioral health, and psychological and physical safety • Identifying and addressing systemic problems • Involvement in crisis prevention, response, and recovery	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	
2 = Expected Level • Summary statement is well-written, self-reflective, and addresses all required components • Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 7: Family, School, and Community Collaboration

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year • Use of evidence-based strategies to promote family, school, and community partnerships • Supporting caregivers in their involvement in the school • Collaboration with families and/or community agencies to enhance academic and social-emotional/behavioral outcomes of students	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	
2 = Expected Level • Summary statement is well-written, self-reflective, and addresses all required components • Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 8: Equitable Practices for Diverse Populations

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year - Awareness of the student's own cultural background, biases, and beliefs and how these impact their practice - How the student has considered cultural and/or linguistic issues within their practicum work (e.g., assessment, consultation, intervention) - Reflects on the material covered during the Diversity Dialogues (e.g., what was new to you, how information has changed your perspective/way of doing your job)	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level Lacks one or more of components from "Expected" level	
2 = Expected Level - Summary statement is well-written, self-reflective, and addresses all required components - Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 9: Research and Evidence-Based Practice

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year • Use of research to inform practice • Evaluating the effectiveness of programs • Use of technology resources for data collection, measurement, and analysis	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	
2 = Expected Level • Summary statement is well-written, self-reflective, and addresses all required components • Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Domain 10: Legal, Ethical, and Professional Practice

Components of Statement	Included?	Comments
Describes student's experiences during the practicum year • How the student has demonstrated professional work characteristics needed for effective practice as a school psychologist • How the student has considered ethical/legal issues within their practicum work (e.g., assessment, consultation, intervention) • Involvement in professional organizations and/or professional development	☐Yes ☐No ☐Partial	
References the relevant work samples included in the portfolio and how those products help to demonstrate competency in the domain	☐Yes ☐No ☐Partial	
Highlights perceived strengths in this domain	☐Yes ☐No ☐Partial	
Highlights areas needing improvement or further development, including a plan for addressing these areas in the internship year	☐Yes ☐No ☐Partial	

Score	Comments
1 = Below Expected Level • Lacks one or more of components from "Expected" level	
2 = Expected Level • Summary statement is well-written, self-reflective, and addresses all required components • Supervisor ratings are at "Expected level" or higher in this domain	
3 = Above Expected Level • Includes all components from "Expected" level, plus documentation suggests student has developed competencies beyond that typical of a practicum student	

Appendix
Comprehensive Psychoeducational Assessment Checklist

Identifying Information	Included?
Includes all relevant data (i.e., name, date of birth, chronological age, examiner, grade, school, date of report)	

 Below Expectations   Meets Expectations   Exceeds Expectations

Reason for Referral and Choice of Assessment Measures	Included?
Purpose of evaluation is clearly stated (e.g., initial, 3-year evaluation)	
Concerns are summarized	
The purpose of the assessment is phrased in terms of questions that can be answered	

Below Expectations   Meets Expectations   Exceeds Expectations

Information Sources	Included?
A comprehensive evaluation means that two or more of the following domains of functioning are assessed: (a) academic skills and performance, (b) socio-emotional or behavioral functioning, (c) cognition, and (d) life skills.	
Data are derived from multiple assessment methods (interviews, tests, rating scales, direct observation, record review), including direct observation of the student in the classroom and interviews with the child, teachers, and parents.	
The assessment measures should be tailored to the referral question and to the client. This means that beyond global, broad-band measures, narrow-band measures, functional behavior assessment (FBA), and curriculum-based measurement (CBM) should be considered and included where appropriate. Where there are constraints on the choice of instruments, justify your selection and explain the potential impacts on the quality of assessment in an Appendix.	
The latest versions of the instruments should be used.	

Below Expectations   Meets Expectations   Exceeds Expectations

Background Information	Included?
Includes all relevant demographic data: cultural (i.e. race, gender, age, class, identity) background, family, birth and developmental issues when relevant.	
Includes biological information: Hearing, vision, any health issues, physical disabilities, medications, family health history (when relevant).	
Includes student's history with regard to education (i.e. schools attended, length at present school, attendance patterns), academic performance, onset of difficulty, previous assessment results (if applicable), prior intervention (if applicable)	
Describes family and social (e.g., friend groups) situations, interests and hobbies	
Includes English language proficiency, including language assessment results (if applicable)	

Includes evaluation of educationally related cultural and linguistic factors (if applicable)	

Below Expectations   Meets Expectations   Exceeds Expectations

Standardized Assessment Results (to be completed for each instrument)	Included?
Includes section on observations during assessment, including quality of rapport established, reliability and validity of assessment, and test-taking behavior	
Describes methods used to minimize bias (if applicable)	
Includes description of assessment instrument	
Scores reported and interpreted correctly	
Student areas of strength and weakness discussed	
Information from different informants integrated and interpreted (if applicable)	

Below Expectations   Meets Expectations   Exceeds Expectations

Summary	Included?
Restates referral question	
Lists information sources	
Summarizes what the data indicate with respect to the referral problem	
Provides a clear understanding of the strengths, deficits, interests, and general functioning of the client, and distinguishes between aspects of the individual that appear to be certain from those that are questionable.	
Conceptualization reflects an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.	
The report should also provide alternative explanations for the findings, where relevant.	

Below Expectations   Meets Expectations   Exceeds Expectations

Recommendations	Included?
Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors.	
Recommendations should take into consideration empirically-supported strategies.	
Recommendations should be both practical and specific.	
Recommendations should build upon the student's strengths and/or interests, as well as his/her difficulties and also the opportunities and constraints in the student's environment.	

Below Expectations   Meets Expectations   Exceeds Expectations

Appendices	Included?
Appendix on Information Technology: Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing	

	Included?
the data (e.g., graphing of data), or writing the report (e.g., using digital databases to find research articles).	
Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP and APA ethical standards in conducting the assessment and reporting the results. Cite the specific standards. For example, taking adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.	
Appendix on Addressing IDEA Exclusionary Clauses: Used the Checklist for Addressing IDEA Exclusionary Clauses (see Appendix) to review how well you addressed IDEA Exclusionary Clauses.	

Below Expectations   Meets Expectations   Exceeds Expectations

Writing	Included?
Uses succinct and clear language that is devoid of jargon, pejorative or judgmental language,	
Free of grammatical problems, colloquial expressions (e.g., mom), typographical and spelling errors.	
Sentences and ideas within and between sections are logically related to one another.	
Written in specifics rather than in overly broad generalizations.	

Below Expectations   Meets Expectations   Exceeds Expectations

Appendix

Checklist for Addressing IDEA's Exclusionary Clause for SLD Identification

Psycho-educational assessment reports demonstrate consideration of cultural and linguistic issues in every section of the report. For example, in the background section, the child's English language proficiency, language spoken at home, ethnicity, and other relevant information about cultural and ecological context should be included. When assessing a linguistically diverse child, language dominance and proficiency of English should be assessed before determining who (bilingual or monolingual school psychologist) should evaluate the child and what methods and tools should be used. In the section describing the assessment methods and tools used, the rationale for selecting the listed methods and instruments should be reported (briefly) along with the cultural validity of the instruments for the child and the referral question. Cultural and linguistic consideration should be evident in test administration and interpretation, case conceptualization, and intervention goals and strategies

In determining SLD eligibility, the multidisciplinary team must rule out that the primary cause of the deficit is caused by (a) a visual, hearing, or motor disability, (b) intellectual disability, (c) emotional disturbance, (d) cultural factors, (e) environmental or economic disadvantages, or (f) limited English proficiency.

How to establish evidence for students

Inquire:	Yes	No	Comments
Who made the referral for an evaluation of suspected learning disability and for what reason			
Determine whether the learning difficulty is related to English language proficiency			
For ELL students, determine if the student's teachers are cognizant of the process of second language acquisition and its implications for student learning in the classroom			
Determine whether the child has received appropriate instruction			
Describe what formal and informal interventions have been tried for how long, and what were the child's responses to the interventions			
Determine if parents/care-givers and teachers share the same concern about the child			
Collect comprehensive background information			
School history			
Developmental history			
Functioning at home and school, including relationships with family members, peers and teachers			

Mental and physical health including visual, hearing and motor functioning		
Cultural and linguistic information of the child and family, such as culture of origin, birth place, immigration, languages spoken by the child and parents at home		
Environmental and socio-economic conditions at home		
Ensure that the information is collected from multiple		

sources, including a careful review of the school record, and interviews with the child, parents/care-takers and teachers.		
For bilingual students, gauge English and native language proficiency and acculturation level especially before testing with nationally standardized norm-referenced instruments		
Address the IDEA exclusionary clause of inappropriate instruction		
Understand teacher perceptions about the student's lack of academic progress by examining comparison standards. (Is the ELL student being compared to native English speakers?)		
To what extent does the student understand teacher instruction?		
Does the instruction address the student's needs?		
Address the IDEA exclusionary clause of emotional disturbance		
Review the information from the referral source, school records, and interviews with the child, parents/care-takers and teachers		
-If no concern about socio-emotional functioning from any source, no formal assessment in this area will be warranted.		
-If there are concerns: Take into account the stressors from differential expectations between home and school. Conduct an assessment based on the IDEA criteria for emotional disturbance.		

 * Adapted from Chieh Li and Zhengzheng Wang (2014) School-based assessment with Asian children and adolescents, in Lorraine T. Benuto, Nicholas Thaler, and Brian D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*, 393-405. New York, NY: Springer.

Whittaker, M., & Ortiz, S. O. (2019). *What a specific learning disability is not: Examining exclusionary factors*. Retrieved from https://www.ncld.org/wp-content/uploads/2019/11/What-a-Specific-Learning-Disability-Is-Not-Examining-Exclusionary-Factors.12192019.pdf