

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

## 01. ASSESSMENT (42%)

### 0101 INTAKE (8%)

<p>T1. Review referral information to determine the need for psychoeducational evaluation. T3. Identify referral questions to guide the psychoeducational assessment process.</p>	<p>K1. Knowledge of effects of human diversity and environmental factors on learning and cognitive, social, emotional, and behavioral functioning in educational settings. K2. Knowledge of methods to develop targeted referral questions. K3. Knowledge of situations that require referral to another service provider. K5. Knowledge of developmental milestones of typical cognitive, physiological, and social-emotional development. K6. Knowledge of the effects of medical conditions on learning and social-emotional functioning. K7. Knowledge of the effects of psychological conditions on learning and social-emotional functioning. K8. Knowledge of the effects of medications on learning and behavior.</p>
<p>T2. Obtain and evaluate client's developmental and medical history.</p>	<p>K4. Knowledge of life stages and their effects on learning. K5. Knowledge of developmental milestones of typical cognitive, physiological, and social-emotional development. K6. Knowledge of the effects of medical conditions on learning and social-emotional functioning. K8. Knowledge of the effects of medications on learning and behavior. K25. Knowledge of genetic influences on educational and vocational functioning. K26. Knowledge of the impact of family history on educational and vocational functioning. K27. Knowledge of the impact of traumatic events and other stressors on educational and vocational functioning.</p>
<p>T4. Assess the need to refer client for concurrent evaluation in related areas.</p>	<p>K3. Knowledge of situations that require referral to another service provider. K7. Knowledge of the effects of psychological conditions on learning and social-emotional functioning.</p>

# Licensed Educational Psychologist Examination Outline

*Effective Date 2015*

## **0102. ASSESSMENT PLANNING (4%)**

<p>T5. Develop hypotheses regarding client's needs in order to formulate a psychoeducational assessment plan.</p>	<p>K1. Knowledge of effects of human diversity and environmental factors on learning and cognitive, social, emotional, and behavioral functioning in educational settings.            K2. Knowledge of methods to develop targeted referral questions.            K4. Knowledge of life stages and their effects on learning.            K5. Knowledge of developmental milestones of typical cognitive, physiological, and social-emotional development.            K6. Knowledge of the effects of medical conditions on learning and social-emotional functioning.            K7. Knowledge of the effects of psychological conditions on learning and social-emotional functioning.            K8. Knowledge of the effects of medications on learning and behavior.            K14. Knowledge of the effects of executive functioning on learning and behavior.</p>
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## **0103. OBSERVATION, INTERVIEW, AND INFORMAL ASSESSMENT (6%)**

<p>T6. Observe client's behavior in natural settings as part of assessing the client's functioning in educational and vocational settings.</p>	<p>K1. Knowledge of effects of human diversity and environmental factors on learning and cognitive, social, emotional, and behavioral functioning in educational settings.            K4. Knowledge of life stages and their effects on learning.            K9. Knowledge of factors that indicate the need to conduct a functional behavioral analysis (FBA).            K10. Knowledge of methods to design an effective observational assessment.            K11. Knowledge of methods of observational data collection.            K16. Knowledge of methods for documenting and reporting behavioral observations.</p>
<p>T7. Interview client and other individuals familiar with client as part of assessing the client's functioning in educational and vocational settings.</p>	<p>K17. Knowledge of techniques for interviewing culturally and linguistically diverse populations.            K18. Knowledge of clinical assessment interviewing techniques.            K19. Knowledge of techniques for interviewing children and adolescents to assess client issues related to learning processes in educational settings.            K20. Knowledge of techniques for interviewing individuals with special needs to assess client issues related to learning processes.            K21. Knowledge of techniques for interviewing parents and families to assess client issues related to learning processes.            K22. Knowledge of techniques for interviewing school personnel to assess client issues related to learning processes.            K23. Knowledge of how to effectively work with interpreters during interviews.            K37. Knowledge of how to establish rapport with client, parents, and teachers.</p>

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

<p>T8. Use informal assessment procedures as part of assessing the client's functioning in educational and vocational settings.</p>	<p>K24. Knowledge of informal assessment procedures to obtain relevant information about client's history (e.g., grade reports, medical records, background questionnaires, etc.).</p> <p>K49. Knowledge of the effects of human diversity factors on the assessment process and validity of test scores.</p>
<p>T9. Select assessment measures based on referral questions and presenting problems.</p>	<p>K28. Knowledge of the impact of client's age, physical capabilities, health, and prior assessment results on selection of assessment measures.</p> <p>K29. Knowledge of the impact of language proficiency and culture on test selection.</p> <p>K30. Knowledge of purpose and goals for administering assessment measures.</p> <p>K31. Knowledge of information that can be obtained from scores on assessment measures.</p> <p>K32. Knowledge of the reliability and validity of assessment measures.</p> <p>K33. Knowledge of standardized administration procedures for assessment measures.</p> <p>K36. Knowledge of the effects of client characteristics (e.g., age, ability level, etc.) on test administration procedures.</p> <p>K39. Knowledge of the effects of physical environment on test administration and validity of test scores.</p> <p>K40. Knowledge of test administration procedures for clients with special needs.</p> <p>K45. Knowledge of the theoretical bases of assessment measures.</p> <p>K46. Knowledge of basic psychometric concepts and procedures.</p> <p>K47. Knowledge of how to utilize validity and reliability information in selecting assessment measures.</p> <p>K49. Knowledge of the effects of human diversity factors on the assessment process and validity of test scores.</p> <p>K50. Knowledge of the effects of physical ability on the assessment process and validity of test scores.</p>

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

## 0104. STANDARDIZED ASSESSMENTS (6%)

T10. Administer and score standardized assessment measures to determine current levels of functioning related to learning and development.

- K30. Knowledge of purpose and goals for administering assessment measures.
- K31. Knowledge of information that can be obtained from scores on assessment measures.
- K32. Knowledge of the reliability and validity of assessment measures.
- K33. Knowledge of standardized administration procedures for assessment measures.
- K34. Knowledge of scoring and reporting procedures for assessment measures.
- K35. Knowledge of the effects of examiner characteristics (e.g., eye contact, vigilance, flexibility, self-awareness, familiarity, etc.) on client's motivation and test scores.
- K36. Knowledge of the effects of client characteristics (e.g., age, ability level, etc.) on test administration procedures.
- K37. Knowledge of how to establish rapport with client, parents, and teachers.
- K38. Knowledge of information that can be obtained through observation of client presentation, affect, and behavior during test administration.
- K39. Knowledge of the effects of physical environment on test administration and validity of test scores.
- K40. Knowledge of test administration procedures for clients with special needs.
- K42. Knowledge of the impact of observed testing behavior on validity of test scores.
- K45. Knowledge of the theoretical bases of assessment measures.
- K46. Knowledge of basic psychometric concepts and procedures.
- K48. Knowledge of the impact of factors related to testing conditions on validity of test scores.
- K49. Knowledge of the effects of human diversity factors on the assessment process and validity of test scores.
- K50. Knowledge of the effects of physical ability on the assessment process and validity of test scores.

# Licensed Educational Psychologist Examination Outline

*Effective Date 2015*

## **0105. INTERPRETATION AND DIAGNOSIS (9%)**

<p>T11. Integrate and interpret assessment findings to identify strengths and impairments that affect learning, behavior, and development.</p> <p>T12. Evaluate assessment findings to determine implications for clinical diagnosis and educational interventions.</p>	<p>K31. Knowledge of information that can be obtained from scores on assessment measures.</p> <p>K34. Knowledge of scoring and reporting procedures for assessment measures.</p> <p>K41. Knowledge of documentation and reporting requirements pertaining to the administration of assessment measures.</p> <p>K42. Knowledge of the impact of observed testing behavior on validity of test scores.</p> <p>K43. Knowledge of inferences that can be derived from error analysis.</p> <p>K44. Knowledge of methods to integrate collected data from a variety of assessment sources to profile client's strengths and weaknesses.</p> <p>K45. Knowledge of the theoretical bases of assessment measures.</p> <p>K48. Knowledge of the impact of factors related to testing conditions on validity of test scores.</p> <p>K49. Knowledge of the effects of human diversity factors on the assessment process and validity of test scores.</p> <p>K50. Knowledge of the effects of physical ability on the assessment process and validity of test scores.</p> <p>K51. Knowledge of the effects of medical and physiological conditions on assessment results.</p> <p>K52. Knowledge of the influence of psychological disorders on assessment results.</p> <p>K53. Knowledge of the influence of psychosocial stressors on assessment results.</p>
<p>T13. Diagnose clients based on interpretation of assessment findings to use as the basis for developing interventions and recommendations.</p>	<p>K54. Knowledge of how to use the Diagnostic and Statistical Manual criteria to make a diagnosis.</p> <p>K55. Knowledge of procedures used to integrate assessment findings with diagnostic categories.</p> <p>K56. Knowledge of the impact of factors related to clients' daily functioning on diagnosis-related decisions.</p> <p>K57. Knowledge of eligibility requirements related to special education as specified in the IDEA.</p> <p>K58. Knowledge of eligibility criteria related to the Americans with Disabilities Act.</p> <p>K59. Knowledge of the impact of factors related to clients' daily functioning on decisions related to eligibility for specialized educational services.</p>
<p>T14. Determine eligibility for educational services based on assessment information and in accordance with federal and State laws and regulations.</p>	<p>K57. Knowledge of eligibility requirements related to special education as specified in the IDEA.</p> <p>K58. Knowledge of eligibility criteria related to the Americans with Disabilities Act.</p> <p>K59. Knowledge of the impact of factors related to clients' daily functioning on decisions related to eligibility for specialized educational services.</p>

# Licensed Educational Psychologist Examination Outline

*Effective Date 2015*

<b>0106. COMMUNICATION OF ASSESSMENT RESULTS (9%)</b>	
<p>T15. Generate interventions and recommendations based on assessment findings to facilitate learning.</p>	<p>K44. Knowledge of methods to integrate collected data from a variety of assessment sources to profile client’s strengths and weaknesses.                      K51. Knowledge of the effects of medical and physiological conditions on assessment results.                      K52. Knowledge of the influence of psychological disorders on assessment results.                      K53. Knowledge of the influence of psychosocial stressors on assessment results.                      K56. Knowledge of the impact of factors related to clients’ daily functioning on diagnosis-related decisions.                      K58. Knowledge of eligibility criteria related to the Americans with Disabilities Act.                      K59. Knowledge of the impact of factors related to clients’ daily functioning on decisions related to eligibility for specialized educational services.</p>
<p>T17. Develop a report that communicates assessment findings and recommendations.</p>	<p>K34. Knowledge of scoring and reporting procedures for assessment measures.                      K41. Knowledge of documentation and reporting requirements pertaining to the administration of assessment measures.                      K68. Knowledge of purposes of psychoeducational assessment reports.                      K69. Knowledge of information that should be included in a psychoeducational assessment report.                      K70. Knowledge of the effect of diversity factors on written communication of assessment findings.                      K71. Knowledge of principles of writing psychoeducational assessment reports.                      K73. Knowledge of techniques for communicating assessment findings to varied audiences.</p>
<p>T18. Present assessment findings and recommendations.</p>	<p>K37. Knowledge of how to establish rapport with client, parents, and teachers.                      K68. Knowledge of purposes of psychoeducational assessment reports.                      K73. Knowledge of techniques for communicating assessment findings to varied audiences.                      K74. Knowledge of school district responsibilities related to interpreters when presenting assessment findings.</p>
<p>T19. Discuss implications of assessment results and recommendations with client and other participants.</p>	<p>K57. Knowledge of eligibility requirements related to special education as specified in the IDEA.                      K58. Knowledge of eligibility criteria related to the Americans with Disabilities Act.                      K59. Knowledge of the impact of factors related to clients’ daily functioning on decisions related to eligibility for specialized educational services.                      K72. Knowledge of clients’ rights to have school records translated.                      K73. Knowledge of techniques for communicating assessment findings to varied audiences.                      K74. Knowledge of school district responsibilities related to interpreters when presenting assessment findings.</p>

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

## 02. INTERVENTION (28%)

### 0201. ACADEMIC PERFORMANCE AND EXECUTIVE FUNCTIONING (8%)

<p>T20. Develop interventions to facilitate and improve academic performance.</p>	<p>K60. Knowledge of factors in the school that may interfere with clients' ability to learn (e.g., instructional methods, course schedules, special equipment).            K61. Knowledge of program and service options available within the educational system.            K62. Knowledge of family's limitations with respect to understanding and implementing recommendations.            K63. Knowledge of school district limitations with respect to implementing recommendations.            T64. Knowledge of methods for determining conditions that will facilitate clients' ability to learn and succeed academically.            K65. Knowledge of how to capitalize on clients' strengths in order to facilitate success in educational or vocational setting.            K66. Knowledge of federal and State laws, regulations, and policies pertaining to specialized educational services for students with disabilities.            K67. Knowledge of federal laws that protect individuals with disabilities from discrimination (i.e., Section 504 of the Rehabilitation Act of 1973) in relation to the educational and vocational settings.            K81. Knowledge of targeted, evidence-based interventions to address academic needs.            K83. Knowledge of the impact of mental health disorders on educational and vocational performance.</p>
<p>21. Implement interventions to facilitate and improve academic performance.</p>	<p>K62. Knowledge of family's limitations with respect to understanding and implementing recommendations.            K63. Knowledge of school district limitations with respect to implementing recommendations.            T64. Knowledge of methods for determining conditions that will facilitate clients' ability to learn and succeed academically.            K65. Knowledge of how to capitalize on clients' strengths in order to facilitate success in educational or vocational setting.            K75. Knowledge of behavioral management strategies to support behavioral needs.            K81. Knowledge of targeted, evidence-based interventions to address academic needs.            K83. Knowledge of the impact of mental health disorders on educational and vocational performance.</p>
<p>T22. Develop interventions to improve attention and executive functioning.            T23. Implement interventions to improve attention and executive functioning.</p>	<p>K13. Knowledge of self-monitoring strategies.            K15. Knowledge of methods to design an effective self-monitoring intervention.            K60. Knowledge of factors in the school that may interfere with clients' ability to learn (e.g., instructional methods, course schedules, special equipment).            K75. Knowledge of behavioral management strategies to support behavioral needs.            K78. Knowledge of interventions to improve attention and executive functioning.            K81. Knowledge of targeted, evidence-based interventions to address academic needs.            K83. Knowledge of the impact of mental health disorders on educational and vocational performance</p>

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

## 0202. ADAPTIVE AND VOCATIONAL SKILLS (6%)

T24. Develop interventions to promote adaptive skills.  
T25. Implement interventions to promote adaptive skills.

K60. Knowledge of factors in the school that may interfere with clients' ability to learn (e.g., instructional methods, course schedules, special equipment).  
K75. Knowledge of behavioral management strategies to support behavioral needs.  
K79. Knowledge of interventions to develop prevocational, vocational, and transitional skills.  
K80. Knowledge of interventions to promote adaptive behavior and functional life skills.

T28. Develop interventions to improve vocational skills

K65. Knowledge of how to capitalize on clients' strengths in order to facilitate success in educational or vocational setting.  
K79. Knowledge of interventions to develop prevocational, vocational, and transitional skills.

## 0203. SOCIAL-EMOTIONAL AND BEHAVIORAL SKILLS (5%)

T26. Develop interventions to improve social and pragmatic skills.  
T27. Implement interventions to improve social and pragmatic skills.  
T30. Develop interventions to facilitate and improve behavioral skills.  
T31. Implement interventions to facilitate and improve behavioral skills.

K65. Knowledge of how to capitalize on clients' strengths in order to facilitate success in educational or vocational setting.  
K75. Knowledge of behavioral management strategies to support behavioral needs.  
K76. Knowledge of therapeutic interventions to support social-emotional needs.  
K77. Knowledge of interventions to teach social and pragmatic skills.  
K83. Knowledge of the impact of mental health disorders on educational and vocational performance.



# Licensed Educational Psychologist Examination Outline

*Effective Date 2015*

<b>0204. PSYCHOLOGICAL COUNSELING (6%)</b>	
<p>T32. Provide individual psychological counseling in order to support and improve client's social-emotional functioning in educational and vocational settings.</p> <p>T34. Provide individual psychological counseling in order to facilitate and improve client's behavioral functioning in educational and vocational settings.</p> <p>T36. Counsel clients and families regarding mental health strategies (e.g., counseling, coping skills, anxiety reduction) for issues related to learning and educational/vocational settings.</p>	<p>K62. Knowledge of family's limitations with respect to understanding and implementing recommendations.</p> <p>K65. Knowledge of how to capitalize on clients' strengths in order to facilitate success in educational or vocational setting.</p> <p>K66. Knowledge of federal and State laws, regulations, and policies pertaining to specialized educational services for students with disabilities.</p> <p>K67. Knowledge of federal laws that protect individuals with disabilities from discrimination (i.e., Section 504 of the Rehabilitation Act of 1973) in relation to the educational and vocational settings.</p> <p>K75. Knowledge of behavioral management strategies to support behavioral needs.</p> <p>K76. Knowledge of therapeutic interventions to support social-emotional needs.</p> <p>K82. Knowledge of therapeutic and counseling techniques that support client functioning in educational and vocational settings.</p> <p>K83. Knowledge of the impact of mental health disorders on educational and vocational performance.</p> <p>K84. Knowledge of the effects of human diversity factors on the counseling process.</p> <p>K85. Knowledge of the effects of personal biases on the counseling process.</p> <p>K88. Knowledge of assessment methods for self-injurious and suicidal behavior.</p> <p>K89. Knowledge of signs and symptoms of abuse.</p> <p>K90. Knowledge of indicators of potential for at-risk behavior.</p>
<p>T37. Conduct threat assessments for clients in crisis.</p>	<p>K86. Knowledge of methods for crisis assessment.</p> <p>K87. Knowledge of methods for crisis treatment.</p> <p>K88. Knowledge of assessment methods for self-injurious and suicidal behavior.</p> <p>K89. Knowledge of signs and symptoms of abuse.</p> <p>K90. Knowledge of indicators of potential for at-risk behavior.</p>
<p>T44. Teach self-advocacy strategies to gain needed support and to access learning options in order to empower the client.</p>	<p>K65. Knowledge of how to capitalize on clients' strengths in order to facilitate success in educational or vocational setting.</p> <p>K66. Knowledge of federal and State laws, regulations, and policies pertaining to specialized educational services for students with disabilities.</p> <p>K67. Knowledge of federal laws that protect individuals with disabilities from discrimination (i.e., Section 504 of the Rehabilitation Act of 1973) in relation to the educational and vocational settings.</p> <p>K77. Knowledge of interventions to teach social and pragmatic skills.</p> <p>K82. Knowledge of therapeutic and counseling techniques that support client functioning in educational and vocational settings.</p> <p>K83. Knowledge of the impact of mental health disorders on educational and vocational performance.</p> <p>K95. Knowledge of strategies for teaching self-advocacy skills to client.</p>
<b>0205. PROGRESS MONITORING AND PROGRAM EVALUATION (3%)</b>	
<p>T41. Monitor client progress to evaluate effectiveness of interventions.</p> <p>T42. Evaluate effectiveness of interventions to determine need for modifications.</p>	<p>K91. Knowledge of evidence-based methods to monitor client progress in relation to the goals established by the client's individual educational program (IEP).</p> <p>K92. Knowledge of evidence-based methods to monitor client progress within the general education setting (e.g., curriculum-based measures, behavior plans).</p>

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

## 03. CONSULTATION (10%)

### 0301. COLLABORATIVE CONSULTATION (8%)

<p>T43. Advocate for client's rights in order to facilitate access to learning options.</p>	<p>K94. Knowledge of clients' rights in educational and other settings.                      K97. Knowledge of how to assist clients and families to navigate the education system.                      K101. Knowledge of the effects of dynamics of interpersonal relationships on the consultation process.                      K103. Knowledge of communication techniques which facilitate the consultation process.                      K104. Knowledge of collaborative consultation techniques with teachers and other school personnel.                      K105. Knowledge of collaborative consultation techniques with community service providers.                      K106. Knowledge of available family and community resources that address social-emotional needs.                      K108. Knowledge of available educational opportunities in the community that address learning needs.                      K109. Knowledge of the effects of system-level issues (i.e., policies and practices) on clients' learning and academic performance.</p>
<p>T45. Provide in-service training to school personnel and other professionals on issues pertaining to learning and the educational system.</p>	<p>K99. Knowledge of the effects of dynamics of interpersonal relationships on training.                      K101. Knowledge of the effects of dynamics of interpersonal relationships on the consultation process.                      K103. Knowledge of communication techniques which facilitate the consultation process.                      K104. Knowledge of collaborative consultation techniques with teachers and other school personnel.                      K109. Knowledge of the effects of system-level issues (i.e., policies and practices) on clients' learning and academic performance.</p>
<p>T47. Provide information regarding services and programs in the community to clients and parents.</p>	<p>K96. Knowledge of crisis management strategies.                      K106. Knowledge of available family and community resources that address social-emotional needs.                      K108. Knowledge of available educational opportunities in the community that address learning needs.                      K109. Knowledge of the effects of system-level issues (i.e., policies and practices) on clients' learning and academic performance.</p>
<p>T48. Provide information regarding the educational system to clients and parents.</p>	<p>K94. Knowledge of clients' rights in educational and other settings.                      K97. Knowledge of how to assist clients and families to navigate the education system.                      K108. Knowledge of available educational opportunities in the community that address learning needs.                      K109. Knowledge of the effects of system-level issues (i.e., policies and practices) on clients' learning and academic performance.</p>
<p>T49. Collaborate with other professionals regarding client's needs.</p>	<p>K101. Knowledge of the effects of dynamics of interpersonal relationships on the consultation process.                      K102. Knowledge of methods for understanding and addressing client resistance to recommendations.                      K103. Knowledge of communication techniques which facilitate the consultation process.                      K104. Knowledge of collaborative consultation techniques with teachers and other school personnel.                      K105. Knowledge of collaborative consultation techniques with community service providers.                      K106. Knowledge of available family and community resources that address social-emotional needs.                      K108. Knowledge of available educational opportunities in the community that address learning needs.                      K109. Knowledge of the effects of system-level issues (i.e., policies and practices) on clients' learning and academic performance.</p>

# Licensed Educational Psychologist Examination Outline

*Effective Date 2015*

<p>T50. Consult with client, parents, and school personnel on how to implement positive behavioral management principles to improve client’s behavioral functioning.</p> <p>T51. Consult with client, parents, and school personnel on how to implement interventions to improve client’s mental health and social-emotional functioning.</p> <p>T52. Consult with client, parents, and school personnel on how to implement interventions to improve academic functioning.</p>	<p>K96. Knowledge of crisis management strategies.</p> <p>K101. Knowledge of the effects of dynamics of interpersonal relationships on the consultation process.</p> <p>K102. Knowledge of methods for understanding and addressing client resistance to recommendations.</p> <p>K103. Knowledge of communication techniques which facilitate the consultation process.</p> <p>K104. Knowledge of collaborative consultation techniques with teachers and other school personnel.</p> <p>K105. Knowledge of collaborative consultation techniques with community service providers.</p>
<p>T53. Consult with client, parents, and school personnel on how to improve vocational and adaptive skills.</p>	<p>K97. Knowledge of how to assist clients and families to navigate the education system.</p> <p>K101. Knowledge of the effects of dynamics of interpersonal relationships on the consultation process.</p> <p>K102. Knowledge of methods for understanding and addressing client resistance to recommendations.</p> <p>K103. Knowledge of communication techniques which facilitate the consultation process.</p> <p>K104. Knowledge of collaborative consultation techniques with teachers and other school personnel.</p> <p>K105. Knowledge of collaborative consultation techniques with community service providers.</p> <p>K108. Knowledge of available educational opportunities in the community that address learning needs</p>
<p><b>0302. REFERRAL (2%)</b></p>	
<p>T16. Refer client for community, school-based, and/or medical services based on assessment findings.</p>	<p>K97. Knowledge of how to assist clients and families to navigate the education system.</p> <p>K106. Knowledge of available family and community resources that address social-emotional needs.</p> <p>K108. Knowledge of available educational opportunities in the community that address learning needs.</p>
<p>T40. Refer client in crisis for further mental health assessment and support.</p>	<p>K94. Knowledge of clients’ rights in educational and other settings.</p> <p>K96. Knowledge of crisis management strategies.</p> <p>K102. Knowledge of methods for understanding and addressing client resistance to recommendations.</p> <p>K105. Knowledge of collaborative consultation techniques with community service providers.</p> <p>K106. Knowledge of available family and community resources that address social-emotional needs.</p>

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

## 04. LAW & ETHICS (20%)

<p>T55. Maintain client records in accordance with legal requirements and ethical standards (security, confidentiality, record-keeping).</p>	<p>K118. Knowledge of procedures and legal requirements to secure consent to release client information.                      K120. Knowledge of methods to maintain confidentiality of client information and records in accordance with legal requirements and ethical guidelines.                      K123. Knowledge of legal requirements and ethical guidelines pertaining to confidentiality of client information and records (e.g., FERPA).</p>
<p>T56. Discuss parameters of confidentiality with client to facilitate client understanding of legal requirements.</p>	<p>K116. Knowledge of legal requirements that pertain to providing psychoeducational services to minors.                      K118. Knowledge of procedures and legal requirements to secure consent to release client information.                      K119. Knowledge of procedures and legal requirements to secure informed consent for provision of psychoeducational services.                      K120. Knowledge of methods to maintain confidentiality of client information and records in accordance with legal requirements and ethical guidelines.                      K123. Knowledge of legal requirements and ethical guidelines pertaining to confidentiality of client information and records (e.g., FERPA).</p>
<p>T57. Obtain written release prior to disclosing or acquiring client information in accordance with legal requirements.</p>	<p>K115. Knowledge of legal standards relating to competency to consent to psychoeducational services.                      K118. Knowledge of procedures and legal requirements to secure consent to release client information.                      K119. Knowledge of procedures and legal requirements to secure informed consent for provision of psychoeducational services.                      K120. Knowledge of methods to maintain confidentiality of client information and records in accordance with legal requirements and ethical guidelines.                      K123. Knowledge of legal requirements and ethical guidelines pertaining to confidentiality of client information and records (e.g., FERPA).</p>

# Licensed Educational Psychologist Examination Outline

*Effective Date 2015*

<p>T58. Disclose information about professional qualifications, scope of practice, services, and fees as in accordance with legal requirements and ethical standards.</p> <p>T59. Advertise professional services in accordance with legal requirements and ethical standards.</p>	<p>K113. Knowledge of legal and ethical guidelines pertaining to limitations of professional competence.</p> <p>K114. Knowledge of legal and ethical guidelines pertaining to conflict of interest and maintenance of professional boundaries.</p> <p>K115. Knowledge of legal standards relating to competency to consent to psychoeducational services.</p> <p>K116. Knowledge of legal requirements that pertain to providing psychoeducational services to minors.</p> <p>K117. Knowledge of legal requirements pertaining to disclosure of fees and professional qualifications.</p> <p>K121. Knowledge of ethical responsibility to inform clients about accommodations and/or services that are available to individuals in educational and vocational settings.</p> <p>K122. Knowledge of responsibility to inform clients about available psychoeducational services for clients provided by public schools and agencies as part of a free and appropriate public education (FAPE).</p>
<p>T60. Report cases of suspected abuse to authorities in accordance with legal requirements.</p>	<p>K116. Knowledge of legal requirements that pertain to providing psychoeducational services to minors.</p> <p>K124. Knowledge of how to initiate safety protocols and report the client’s intentions to harm self or others as required by law (Tarasoff).</p> <p>K125. Knowledge of legal and ethical guidelines pertaining to reporting of suspected abuse.</p>
<p>T61. Report client's intentions to harm self or others to authorities in accordance with legal requirements.</p>	<p>K123. Knowledge of legal requirements and ethical guidelines pertaining to confidentiality of client information and records (e.g., FERPA).</p> <p>K124. Knowledge of how to initiate safety protocols and report the client’s intentions to harm self or others as required by law (Tarasoff).</p> <p>K125. Knowledge of legal and ethical guidelines pertaining to reporting of suspected abuse.</p>
<p>T62. Maintain professional boundaries with client to avoid conflict of interest.</p>	<p>K113. Knowledge of legal and ethical guidelines pertaining to limitations of professional competence.</p> <p>K114. Knowledge of legal and ethical guidelines pertaining to conflict of interest and maintenance of professional boundaries.</p>

# Licensed Educational Psychologist Examination Outline

Effective Date 2015

<p>T63. Inform client and/or parent of available free psychoeducational services within the educational system.</p>	<p>K117. Knowledge of legal requirements pertaining to disclosure of fees and professional qualifications.</p> <p>K121. Knowledge of ethical responsibility to inform clients about accommodations and/or services that are available to individuals in educational and vocational settings.</p> <p>K122. Knowledge of responsibility to inform clients about available psychoeducational services for clients provided by public schools and agencies as part of a free and appropriate public education (FAPE).</p>
<p>T64. Obtain informed consent for psychoeducational services to be provided.</p>	<p>K113. Knowledge of legal and ethical guidelines pertaining to limitations of professional competence.</p> <p>K114. Knowledge of legal and ethical guidelines pertaining to conflict of interest and maintenance of professional boundaries.</p> <p>K115. Knowledge of legal standards relating to competency to consent to psychoeducational services.</p> <p>K116. Knowledge of legal requirements that pertain to providing psychoeducational services to minors.</p> <p>K117. Knowledge of legal requirements pertaining to disclosure of fees and professional qualifications.</p> <p>K118. Knowledge of procedures and legal requirements to secure consent to release client information.</p> <p>K119. Knowledge of procedures and legal requirements to secure informed consent for provision of psychoeducational services.</p>

## LICENSED EDUCATIONAL PSYCHOLOGIST EXAMINATION OUTLINE SAMPLE QUESTIONS

To follow are examples of the format and structure of items you may encounter during the examination. Each multiple-choice item requires the candidate to select the correct answer from among the four options provided.

**1. What test should be used to obtain a standard score of the intellectual functioning of an 8-year-old who is unable to talk and has limited hand movements?**

- a. Raven's Progressive Matrices
- b. Leiter International Performance Scale
- c. Kaufman Assessment Battery for Children
- d. McCarthy Scales of Children's Abilities

**2. Why should parents be given detailed feedback following the completion of a psychological assessment of their child?**

- a. To provide the rationale for a special education placement decision
- b. To encourage parents to take a more active role in their child's education in the future
- c. To explain how social and emotional functioning is related to academic achievement
- d. To maximize intervention success through increasing participation with recommendations

**3. A right-handed 14-year-old student with a seizure disorder and no other health problems recently had a neuropsychological evaluation. The student's school asked an LEP to review the evaluation report and help them utilize the information. The report indicates impaired right-hand performance. An IQ test was not administered; however, all other evaluation results were within normal limits. What academic implications are inferred by these results?**

- a. The student has impaired language functioning and will primarily require extensive academic assistance with reading, spelling, writing, and note-taking
- b. The student has impaired visual-spatial functioning and will primarily require extensive academic assistance with reading, spelling, writing, and note-taking
- c. The student has impaired language functioning, and will primarily require extensive academic assistance with math, nonverbal communication, science, and note-taking
- d. The student has impaired visual-spatial functioning and will primarily require extensive academic assistance with math, nonverbal communication, science, and note-taking

**4. Which of the following treatments are recommended for managing Attention-Deficit/Hyperactivity Disorder?**

- a. EEG biofeedback, sensory integration training, and parent counseling
- b. EEG biofeedback, sensory integration training, and removal of sugar and food additives
- c. Behavior management methods, stimulant medication, and parent counseling
- d. Behavior management methods, stimulant medication, and removal of sugar and food additives

**Correct Answers: 1-A, 2-D, 3-A, 4-C**