



California Board of Behavioral Science  
1625 North Market Boulevard, Suite S200  
Sacramento, CA 95834  
[www.bbs.ca.gov](http://www.bbs.ca.gov)

Licensed Educational Psychologist  
Written Examination

CANDIDATE HANDBOOK

FOR EXAMINATIONS MAY 1, 2010 OR LATER



PSI licensure:certification

3210 E Tropicana  
Las Vegas, NV 89121  
[www.psiexams.com](http://www.psiexams.com)

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## FOR MORE INFORMATION

All questions about examination scheduling should be directed to:

PSI licensure:certification  
3210 E Tropicana  
Las Vegas, NV 89121  
(877) 392-6422 • TTY (800) 735-2929  
[www.psiexams.com](http://www.psiexams.com)

Questions about examination content or licensing should be directed to:

Board of Behavioral Sciences  
1625 North Market Blvd., Ste. S200  
Sacramento, CA 95834  
(916) 574.7830  
[www.bbs.ca.gov](http://www.bbs.ca.gov)

## SCHEDULING INFORMATION

Date Scheduled: \_\_\_\_\_

Name of Scheduler: \_\_\_\_\_

Date of Exam: \_\_\_\_\_

Time of Exam: \_\_\_\_\_

Test Site Location: \_\_\_\_\_



## PURPOSE

This handbook serves as your notice of eligibility and is designed to provide you with general information regarding the California Licensed Educational Psychologist (LEP) examination processes and content.

## EXAMINATIONS BY PSI

The State has contracted with PSI to conduct its examination program. PSI provides examinations through a network of computer examination centers in California and ten additional nationwide sites.

All questions regarding the scheduling and administration of examinations should be directed to PSI.

PSI licensure:certification

3210 E Tropicana

Las Vegas, NV 89121

(877) 392-6422 • Fax (702) 932-2666 \*\* TTY (800) 735-2929

[www.psiexams.com](http://www.psiexams.com)

All other questions about examinations should be directed to the BBS.

Board of Behavioral Sciences

1625 North Market Blvd., Suite S-200,

Sacramento, CA 95834

(916) 574-7830 \*\* FAX (916) 574-8625

[www.bbs.ca.gov](http://www.bbs.ca.gov)

## EXAMINATION SCHEDULING PROCEDURES

Once you have been approved by BBS, you are responsible for contacting PSI to schedule an appointment to take the examination. You may do so via the Internet at [www.psiexams.com](http://www.psiexams.com), or schedule over the telephone at (877) 392-6422.

- **FIRST TIME EXAMINEES:** Examination eligibility expires, and an application is deemed abandoned, if the applicant fails to sit for examination within one year after being notified of eligibility.
- **RE-EXAMINATION APPLICANTS:** Examination eligibility expires and an applicant becomes ineligible to sit for examination when an applicant fails any written examination and does not retake the examination within one year from the date of that failure.

In most California testing centers, testing does not take place on the following major holidays:

Memorial Day	Closed May 26-28, 2012
Independence Day	Closed July 4, 2012
Labor Day	Closed September 1-3, 2012
Thanksgiving	Closed November 22-25, 2012
Christmas	Closed December 25, 2012
New Years	Closed January 1, 2013

## INTERNET SCHEDULING

You may schedule your test by completing the online Test Registration Form. The Test Registration Form is available at PSI's website, [www.psiexams.com](http://www.psiexams.com). You may schedule for a test via the Internet 24 hours a day.

1. Complete the registration form online and submit your information to PSI via the Internet.
2. Upon completion of the online registration form, you will be given the available dates for scheduling your test.
3. You will need to choose a date to complete your registration.
4. Upon successful registration, you will receive a traceable confirmation number.

## TELEPHONE SCHEDULING

PSI has two scheduling methods available if you wish to schedule by telephone. First, call PSI at (877) 392-6422, 24 hours a day and schedule using the Automated Registration System. Second, if you wish to contact a live operator, use this same telephone number to contact PSI registrars Monday through Friday between 4:30 am and 7:00 pm and Saturday, between 8:00 am and 2:00 pm, Pacific Time, to schedule your appointment for the test. Scheduling services are also available via our Telecommunications Device for the Deaf (TDD) by calling 800.735.2929.

## CANCELING AN EXAMINATION APPOINTMENT

You may cancel and reschedule an examination appointment without forfeiting your fee *if your cancellation notice is received 2 days prior to the scheduled examination date*. For example, for a Monday appointment, the cancellation notice would need to be received on the previous Saturday. You may call PSI at (877) 392-6422. Please note that you may also use the automated system, using a touch-tone phone, 24 hours a day in order to cancel and reschedule your appointment.

**Note:** A voice mail message is not an acceptable form of cancellation. Please use the internet, automated telephone system, or call PSI and speak to a Customer Service Representative.

## MISSED APPOINTMENT OR LATE CANCELLATION

If you miss your appointment, you will not be able to take the examination as scheduled, further you will forfeit your examination fee, if:

- You do not cancel your appointment 2 days before the scheduled examination date;
- You do not appear for your examination appointment;
- You arrive after examination start time;
- You do not present proper identification when you arrive for the examination.

## RE-EXAMINATION

Candidates who fail are eligible to re-take this examination. A Request for Re-examination form will be provided with the score report at the test center, or may be obtained by contacting the BBS.

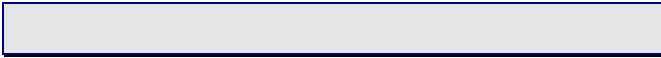


To apply for re-examination, candidates must complete the form and submit it to the BBS with the correct fee. A notice confirming your eligibility for re-examination will be sent approximately 180 days from the date of the examination. Candidates are permitted to take the examination two times in a 12-month period.

CANDIDATES MUST PARTICIPATE IN THE EXAMINATION WITHIN ONE YEAR OF FAILING A PREVIOUS EXAMINATION.

### EXAMINATION SITE CLOSING FOR AN EMERGENCY

In the event that severe weather or another emergency forces the closure of an examination site on a scheduled examination date, your examination will be rescheduled. PSI personnel will attempt to contact you in this situation. However, you may check the status of your examination schedule by calling (877) 392-6422. Every effort will be made to reschedule your examination at a convenient time as soon as possible. You will not be penalized. You will be rescheduled at no additional charge.



The California examinations are administered at the PSI examination centers in California as listed below:

#### **ANAHEIM**

2301 W. LINCOLN AVE, SUITE 252  
ANAHEIM, CA 92801  
(714) 254-1453

*DIRECTIONS FROM LA: TAKE 5 SOUTH EXIT BROOKHURST AND TURN RIGHT. TURN RIGHT ON LINCOLN (PASS A SMALL STREET NAMED MONTEREY), AND GO TO THE FIRST OPEN DRIVEWAY ON THE RIGHT.*

*(ORANGE COUNTY) DIRECTIONS FROM SAN DIEGO, IRVINE, MISSION VIEJO, ETC: TAKE 5N EXIT BROOKHURST AND TURN LEFT. TURN RIGHT ONTO LINCOLN (PASS A SMALL STREET NAMED MONTEREY) AND GO TO THE FIRST OPEN DRIVEWAY ON THE RIGHT.*

*IF BROOKHURST EXIT IS CLOSED: TAKE 5 N EXIT EUCLID AND TURN LEFT. TURN RIGHT ON LINCOLN (PASS BROOKHURST AND SMALL STREET NAMED MONTEREY) AND GO TO THE FIRST OPEN DRIVEWAY ON THE RIGHT.*

*\*\*\*\*KEEP IN MIND THAT THE EUCLID EXIT COMES FIRST AND THEN BROOKHURST.\*\*\*\**

*OR 91 FREEWAY: TAKE 91 W EXIT BROOKHURST AND TURN LEFT. TURN RIGHT ONTO LINCOLN (PASS A SMALL STREET NAMED MONTEREY) AND GO TO THE FIRST OPEN DRIVEWAY ON THE RIGHT.*

#### **ATASCADERO**

7305 MORRO RD, SUITE 201A  
ATASCADERO, CA 93422  
(805) 462-8983

*FROM US-101 N, TAKE THE CA-41 EXIT- EXIT 219-TOWARD MORRO RD. TURN LEFT ONTO EL CAMINO REAL. Turn LEFT onto CA-41/MORRO RD.*

*FROM US-101 S, TAKE THE MORRO RD/CA-41 EXIT- EXIT 219, TURN RIGHT ONTO CA-41/MORRO RD.*

#### **BAKERSFIELD**

5405 STOCKDALE HIGHWAY, SUITE 206  
BAKERSFIELD, CA 93309  
(661) 398-9354

*FROM I-5 S, TAKE THE STOCKDALE HWY EXIT (253). TURN LEFT ONTO STOCKDALE HWY.*

*FROM I-5 N TOWARD BAKERSFIELD, KEEP LEFT TO TAKE CA-99 N VIA EXIT (221) TOWARD BAKERSFIELD/FRESNO. TAKE THE CA-58 E EXIT TOWARD TEHACHAPI/MOJAVE. TAKE THE EXIT ON THE LEFT TOWARD CAL STATE UNIV/STOCKDALE HWY/BRUNDAGE LANE. TURN LEFT ONTO WIBLE RD. TURN SLIGHT LEFT ONTO STOCKDALE HWY.*

#### **CARSON**

17420 S. AVALON BLVD, SUITE 205  
CARSON, CA 90746  
(310) 217-1066

*FROM CA-91 E/GARDENA FWY TAKE THE AVALON EXIT. OFF RAMP WILL LEAD YOU ONTO ALBERTONI ST. MAKE A RIGHT ONTO AVALON BLVD AND WE ARE LOCATED ON THE RIGHT HANDSIDE (SAME PARKING LOT AS CARL'S JR).*

*FROM CA-91 W TAKE THE AVALON EXIT. MAKE A LEFT ONTO AVALON BLVD. MAKE A U-TURN ON AVALON BLVD AND ALBERTONI ST. WE ARE LOCATED ON THE RIGHT HAND SIDE. (SAME PARKING LOT AS CARL'S JR).*

#### **EL MONTE**

9420 TELSTAR, SUITE 138  
EL MONTE, CA 91731  
(626) 442-4112

*FROM I-10 E TOWARD SAN BERNARDINO, MERGE ONTO ROSEMEAD/CA 19 S TOWARD LONG BEACH. TURN LEFT ONTO E. TELSTAR AVE.*

*FROM I-10 W TOWARD LOS ANGELES, TAKE THE ROSEMEAD BLVD/CA-19 EXIT TOWARD PASADENA. TAKE THE ROSEMEAD BLVD RAMP TOWARD LONG BEACH. MERGE ONTO ROSEMEAD BLVD/CA-19 S. TAKE A LEFT ONTO E. TELSTAR AVE.*

#### **FRESNO**

351 E. BARSTOW, SUITE 101  
FRESNO, CA 93710  
(559) 221-9006

*FROM CA-41 S, TAKE THE BULLARD AVE EXIT. TURN LEFT ONTO E BULLARD AVE. TURN RIGHT ONTO N FRESNO ST. PASS THROUGH THE INTERSECTION OF FRESNO AND BASTOW AVE. TAKE THE FIRST DRIVEWAY ON THE RIGHT HAND SIDE.*

*FROM CA-41 N, TAKE THE SHAW AVE EXIT TOWARD CLOVIS. TURN RIGHT ONTO E SHAW AVE. TURN LEFT ONTO N FRESNO ST. TURN LEFT INTO THE LAST DRIVEWAY BEFORE BARSTOW AVE.*

*TESTING CENTER IS IN THE OFFICE COMPLEX ON THE SW CORNER OF BARSTOW AND FRESNO ST.*

#### **HAYWARD**

24301 SOUTHLAND DRIVE, SUITE B-1  
HAYWARD, CA 94545  
(510) 784-1114

*FROM I-880 N TOWARD OAKLAND, TAKE THE WINTON AVENUE EXIT. MERGE ONTO W WINTON AVE TOWARD HEALD COLLEGE. TURN LEFT ONTO SOUTHLAND DR.*

*FROM I-880 S TOWARD SAN JOSE/SAN MATEO BR, TAKE THE WINTON AVE WEST EXIT TOWARD HEALD COLLEGE. MERGE ONTO W WINTON AVE. TURN LEFT ONTO SOUTHLAND DR.*

#### **REDDING**

2861 CHURN CREEK, UNIT C  
REDDING, CA 96002  
(530) 221-0945

*FROM I-5 S, TAKE THE CYPRESS AVENUE EXIT (677). TURN RIGHT ONTO E. CYPRESS AVE. TURN RIGHT ON CHURN CREEK RD.*

*FROM I-5 N TOWARDS SACRAMENTO, TAKE THE CYPRESS AVE EXIT (677). TURN LEFT ONTO E. CYPRESS AVE. TURN RIGHT ONTO CHURN CREEK RD.*

*FROM 299 E TOWARDS REDDING, START GOING WEST ON CA-299.*



MERGE ONTO 1-5 S RAMP ON THE LEFT TOWARDS SACRAMENTO. TAKE THE CYPRESS AVE EXIT (677). TURN LEFT ONTO E. CYPRESS AVE. TURN RIGHT ONTO CHURN CREEK RD.

FROM 299 W TOWARDS REDDING. START GOING EAST ON CA-299 TOWARDS WEAVERVILLE/REDDING. FROM 299 EAST TURN RIGHT ONTO CA-273/CA-299 E/MARKET STREET. TURN LEFT ONTO CA-299-E. MERGE ONTO 1-5 S VIA EXIT 2A TOWARDS RED BLUFF/SACRAMENTO. TAKE THE CYPRESS AVE EXIT (677). TURN LEFT ONTO E. CYPRESS AVE. TURN RIGHT ONTO CHURN CREEK RD.

## RIVERSIDE

### RIVERSIDE TECHNOLOGY BUSINESS PARK

1660 CHICAGO AVE, SUITE M-15

RIVERSIDE, CA 92507

(951) 680-9720

FROM 15 SOUTH TO 215 SOUTH, EXIT COLUMBIA AND GO STRAIGHT. AT THE DEAD END TURN LEFT.

AT THE LIGHT (WHICH IS COLUMBIA) TURN LEFT. TURN RIGHT ON CHICAGO AVE.

FROM 91 EAST, EXIT SPRUCE AND TURN RIGHT. TURN LEFT ON CHICAGO AVE (SITE WILL BE ON RIGHT HAND SIDE).

FROM 60 WEST, EXIT 3RD/BLAINE AND TURN LEFT. TURN RIGHT ON CHICAGO AVE, PAST SPRUCE (SITE WILL BE ON RIGHT HAND SIDE).

## SACRAMENTO

9719 LINCOLN VILLAGE DR.

BUILDING 100, SUITE 100

SACRAMENTO, CA 95827

(916) 363-6455

FROM SAN FRANCISCO/VALLEJO ON I-80 E, TAKE US-50 E TOWARD SACRAMENTO/SOUTH LAKE TAHOE. TAKE BRADSHAW ROAD, EXIT 13, TURN RIGHT ONTO BRADSHAW ROAD. TURN IMMEDIATE LEFT ONTO LINCOLN VILLAGE DR.

## SAN DIEGO

5440 MOREHOUSE DRIVE, SUITE 3300

SAN DIEGO, CA 92121

(858) 658-0786

FROM I-805 S, TAKE THE SORRENTO VALLEY RD/MIRA MESA BLVD EXIT. TURN LEFT ONTO MIRA MESA BLVD, TURN LEFT ONTO SCRANTON ROAD. TURN RIGHT ONTO MOREHOUSE DRIVE.

FROM I-805 N TOWARD LOS ANGELES, TAKE THE MIRA MESA BLVD/VISTA SORRENTO PKWY EXIT. TURN RIGHT ONTO MIRA MESA BLVD. TURN LEFT ONTO SCRANTON RD. TURN RIGHT ONTO MOREHOUSE DR.

ADDITIONAL PARKING CAN BE FOUND (on top of the AT&T building) BY CONTINUING ON MOREHOUSE PAST OUR BUILDING AND TURNING LEFT AT THE NEXT DRIVEWAY UP THE HILL

## SANTA ROSA

160 WIKIUP DRIVE, SUITE 105

SANTA ROSA, CA 95403

(707) 544-6723

FROM US-101 N, TAKE MARK WEST SPRINGS/RIVER ROAD EXIT. TURN RIGHT ON MARK WEST SPRINGS. TURN LEFT AT OLD REDWOOD HIGHWAY. TURN RIGHT ON WIKIUP DRIVE. FIRST DRIVEWAY ON RIGHT.

FROM US-101 S, TAKE MARK WEST SPRINGS/RIVER ROAD EXIT. TURN LEFT ON MARK WEST SPRINGS. TURN LEFT AT OLD REDWOOD HIGHWAY. TURN RIGHT ON WIKIUP DRIVE. FIRST DRIVEWAY ON RIGHT.

## SANTA CLARA

2936 SCOTT BLVD

SANTA CLARA, CA 95054

(408) 844-0004

FROM US-101 N, TAKE THE SAN TOMAS EXPWY/MONTAGUE EXPWY EXIT- EXIT 392. TAKE THE SAN TOMAS EXPWY RAMP. MERGE ONTO SAN TOMAS EXPY/CR-G4. TURN LEFT ONTO SCOTT BLVD.

FROM I-880 S TOWARD SAN JOSE, TAKE THE MONTAGUE EXPWY EXIT (7). TAKE THE MONTAGUE EXPWY WEST RAMP. MERGE ONTO MONTAGUE EXPY/CR-G4 E. TURN LEFT ONTO E TRIMBLE RD. E TRIMBLE RD BECOMES DE LA CRUZ BLVD. TURN SLIGHT RIGHT ONTO CENTRAL EXPY/CR-G6 W. TURN SLIGHT RIGHT ONTO SCOTT BLVD.

## OUT-OF-STATE EXAMINATION SITE LOCATIONS

The following out-of state sites will also offer this examination.

### ALBUQUERQUE

2301 YALE BLVD, SE

BUILDING C, SUITE 4

ALBUQUERQUE, NM 87106

FROM INTERSTATE 25, TAKE THE GIBSON BLVD EXIT AND TRAVEL EAST ON GIBSON BLVD UNTIL YOU REACH YALE BLVD SOUTHEAST. TURN RIGHT ON YALE BLVD S.E. (HEADING SOUTH), JUST PAST RENARD PLACE AND THEN TURN RIGHT INTO THE COMMERCE CENTER. THE SITE IS ACROSS THE STREET FROM THE WAFFLE HOUSE AND COMFORT INN.

### ATLANTA

CIRCLE 75 OFFICE PARK

1000 CIRCLE 75 PARKWAY, SUITE 720

ATLANTA, GA 30339

FROM I-285 BYPASS N, TAKE EXIT- EXIT 51B- TOWARD CHATTANOOGA/GREENVILLE. MERGE ONTO I-285 N / GA-407 N. TAKE THE COBB PKWY / US-41 EXIT- EXIT 19- TOWARD DOBBINS ARB. TURN LEFT ONTO COBB PKWY SE / US-41 N / GA-3 N. TURN SLIGHT RIGHT ONTO CIRCLE 75 PKWY SE.

### BOSTON

INNER TECH PARK, 56 ROLAND ST., SUITE 211

BOSTON, MA 02129

FROM NORTH: TAKE I-93 SOUTH. EXIT 28 - BOSTON/SULLIVAN SQ./CHARLESTOWN. MERGE INTO MYSTIC AVE. TAKE I-93S RAMP TO BOSTON/SULLIVAN SQ./CHARLESTOWN (TAKE RAMP DO NOT GET ON HIGHWAY). MAKE SLIGHT LEFT TURN ON TO MAFFA WAY. MAKE SLIGHT RIGHT TURN ON TO CAMBRIDGE STREET. AT FIRST TRAFFIC LIGHT, MAKE LEFT ON TO CARTER STREET - THERE IS A SIGN FOR INNER TECH PARK. RIGHT ON TO ROLAND STREET. END AT 56 ROLAND STREET (BUILDING ON LEFT, PARKING LOT ON RIGHT). ENTER THROUGH NORTH LOBBY

### CHARLOTTE

TYVOLA EXECUTIVE PARK 1

5701 WESTPARK DR, #202

CHARLOTTE, NC 28217

FROM I-77S TOWARDS COLUMBIA, EXIT TYVOLA ROAD (EXIT #5). TURN LEFT AT TYVOLA ROAD. MAKE A RIGHT AT WESTPARK DR. FROM I-77N, EXIT TYVOLA ROAD (EXIT #5). BEAR RIGHT AT TYVOLA ROAD. TURN RIGHT AT WESTPARK DR.

### CRANBERRY TOWNSHIP

CRANBERRY CORPORATE BUSINESS CENTER

213 EXECUTIVE DR., SUITE 150

CRANBERRY TOWNSHIP, PA 16066

FROM I-79 EXIT CRANBERRY-MARS ROUTE 228, GO WEST. CROSS OVER ROUTE 19 ONTO FREEDOM ROAD. GO THREE TRAFFIC LIGHTS THEN TURN RIGHT ONTO EXECUTIVE DRIVE. BUILDING IS DIRECTLY ACROSS FROM HAMPTON INN.

### HOUSTON (NORTHWEST)

9800 NORTHWEST FREEWAY

SUITE 200



## HOUSTON, TX 77092

FROM HWY 290 DRIVING SOUTHEAST, MERGE ONTO LOOP 610 NORTH. EXIT AT T.C.JESTER AND THEN U-TURN UNDER LOOP 610. STAY ON THE FEEDER ROAD, SHERATON HOTEL IS ON THE RIGHT AS THE ROAD CURVES RIGHT. TURN INTO THE PARKING LOT IMMEDIATELY AFTER THE SHERATON HOTEL AND BEFORE THE OFFICE BUILDING. CENTER IS ON THE 2ND FLOOR.

## LAS VEGAS

3210 E TROPICANA AVENUE  
LAS VEGAS, NEVADA 89121

FROM I-15 - EXIT EAST ON TROPICANA, TRAVEL APPROXIMATELY 4 MILES, TURN LEFT ON MOJAVE, TURN RIGHT INTO THE PARKING LOT.  
FROM I-95 - EXIT WEST ON TROPICANA, TRAVEL APPROXIMATELY 1 MILE, TURN RIGHT ON MOJAVE, TURN RIGHT INTO THE PARKING LOT.

## PORTLAND

205 BUSINESS CENTER, SUITE 201  
8383 NE SANDY BLVD  
PORTLAND, OR 97220

GET ON I-84 HEADING EAST. TAKEEXIT NO. 5-82ND AVE. TURN RIGHT ON NE MULTNOMAH ST. TURN RIGHT ON NE 82ND AVE. TURN RIGHT ON NE SANDY BLVD. THE SITE IS ON THE LEFT ½ BLOCK FROM 82ND AND SANDY.

## SOUTHFIELD (DETROIT AREA) EXAMINATION CENTER

CROSSROADS BUILDING  
16250 NORTHLAND DRIVE, SUITE 361  
SOUTHFIELD, MI 48075

FROM I-75 NORTH AND SOUTH, EXIT WEST 8 MILE RD. CROSS THE LODGE FWY (HWY 10). TURN RIGHT ON NORTHLAND DRIVE. NORTHLAND DRIVE IS NEXT TO THE NORTHLAND SHOPPING CENTER.  
FROM SOUTHFIELD FWY NORTH AND SOUTH, EXIT EAST 8 MILE RD. GO EAST ON 8 MILE TO NORTHLAND DRIVE. NORTHLAND DRIVE IS NEXT TO THE NORTHLAND SHOPPING CENTER

## WEST DES MOINES:

1001 OFFICE PARK ROAD, SUITE 315  
DES MOINES, IA 50265

FROM I-235, EXIT 8TH STREET AND PROCEED SOUTH. TURN RIGHT ON OFFICE PARK ROAD. TURN RIGHT INTO THE DRIVEWAY.

## SPECIAL ACCOMMODATIONS AVAILABLE

All examination sites are physically accessible to individuals with disabilities. Scheduling services are also available via our Telecommunications Device for the Deaf (TDD) by calling 800.735.2929.

The Board and PSI recognize their responsibilities under the Federal Americans with Disabilities Act and the California Fair Employment and Housing Act by providing testing accommodations or auxiliary aids or services for candidates who substantiate the need due to a physical or mental disability or qualified medical condition.

Accommodations will not be provided at the examination site unless prior approval by the BBS has been granted. Reasonable, appropriate, and effective accommodations may be requested by submitting a "Request for Accommodation" package. This package is available by contacting the Board or online at [www.bbs.ca.gov/bbsforms.htm](http://www.bbs.ca.gov/bbsforms.htm).

Requests for accommodation must be received a minimum of 90 days prior to the desired test date to allow for processing.

Accommodations that fundamentally alter the measurement of the skills or knowledge the examinations are intended to test will not be granted.

Do not call PSI to schedule your examination until you have received written notification from the BBS regarding your request for accommodations.

## REPORTING TO THE EXAMINATION SITE

On the day of the examination, you must arrive at least 30 minutes prior to your scheduled appointment time. This allows time for check-in and identification verification and provides time to familiarize yourself with the examination process. If you arrive late, you may not be admitted to the examination site and you may forfeit your examination registration fee. Even though candidates will be thumb printed, you are still required to comply with any identification requirements established by the appropriate regulatory entity.

### REQUIRED IDENTIFICATION AT EXAMINATION SITE

You must provide one of the following valid forms of government-issued identification before you may examine:

- A photographic Driver's License (any state)
- State identification card (any state)
- U.S. military identification
- Valid passport - any country (valid foreign passport with valid record of arrival/departure - Form I-94 or processed for I-551 stamped in a valid foreign passport)

*All photographs must be recognizable as the person to whom the identification card was issued. The name on the application must match the photographic I.D. card. If you have recently changed your name with the BBS, you may want to contact PSI to verify that they have the correct same name on file.*

If you cannot provide the required identification, you must call (877) 392-6422 at least 3 weeks prior to your scheduled appointment to arrange a way to meet this security requirement. *Failure to provide all of the required identification at the time of the examination without notifying PSI is considered a missed appointment, and you will not be able to take the examination.*

### CALIFORNIA LAW SECURITY PROCEDURES

Section 123 of the California Business and Professions Code states: It is a misdemeanor for any person to engage in any conduct which subverts or attempts to subvert any licensing examination or the administration of an examination, including, but not limited to:

- Conduct which violates the security of the examination materials;
- Removing from the examination room any examination materials without authorization;
- The unauthorized reproduction by any means of any portion of the actual licensing examination;
- Aiding by any means the unauthorized reproduction of any portion of the licensing examination;



- Paying or using professional or paid examination-takers for the purpose of reconstructing any portion of the licensing examination;
  - Obtaining examination questions or other examination material, except by specific authorization either before, during, or after an examination; or
  - Selling, distributing, buying, receiving, or having unauthorized possession of any portion of a future, current, or previously administered licensing examination.
  - Communicating with any other examinee during the administration of a licensing examination.
  - Copying answers from another examinee or permitting one's answers to be copied by another examinee.
  - Having in one's possession during the administration of the licensing examination any books, equipment, notes, written or printed materials, or data of any kind, other than the examination materials distributed, or otherwise authorized to be in one's possession during the examination.
  - Impersonating any examinee or having an impersonator take the licensing examination on one's behalf.
3. There are timing mechanisms available at the test site and on the computer console to help candidates keep track of time during the test administration. Watches or other timekeeping devices are not permitted in the examination rooms.
  4. Only one candidate will be allowed to take a restroom break at a time. Candidates are required to sign out when you leave the room and when you return. If a candidate's restroom break takes longer than 5 (five) minutes, a proctor will check on the candidate and will notify the applicable regulatory entity of the occurrence, which will take appropriate action.
  5. The following items are not permitted in the examination rooms:
    - Cellular telephones, personal digital assistants (PDAs), recording devices, cameras, pagers, purses, notebooks, notebook computers, reference or readings material, music players, radios, electronic games, calculators, or briefcases.
    - Personal items including watches, backpacks, wallets, pens, pencils, or other writing devices, food, drinks (unless prior approval is obtained by your regulatory entity) and good-luck items.
    - Hats, baseball caps, or visors (with the exception of religious apparel), coats, shawls, hooded clothing, heavy jackets or overcoats.

Nothing in this section shall preclude prosecution under authority provided for in any other provision of law. In addition to any other penalties, a person found guilty of violating this section, shall be liable for the actual damages sustained by the agency administering the examination not to exceed ten thousand dollars (\$10,000) and the costs of litigation.

### IMPORTANT INFORMATION ABOUT TAKING AN EXAMINATION

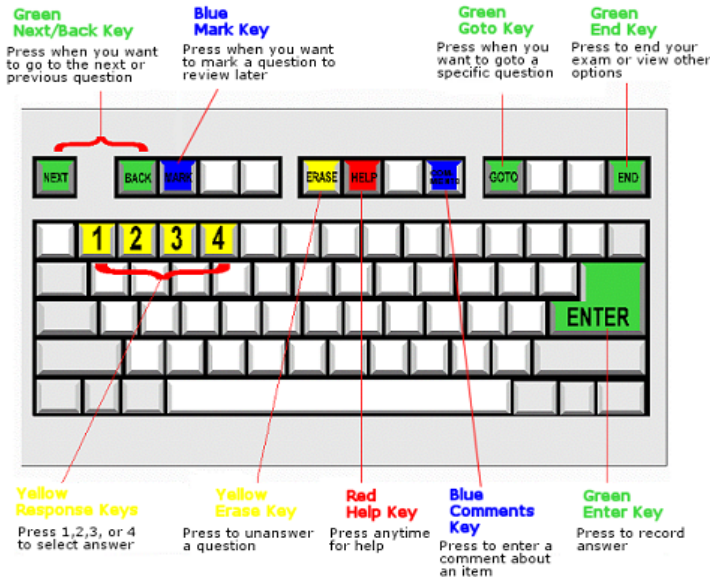
1. All candidates will have their thumbprint taken during examination check-in and re-entry into the testing room after an approved absence. If a candidate passes the examination, the thumbprint record will be destroyed. If a candidate abandons his or her application for licensure, as determined by the appropriate regulatory authority, the thumbprint will also be destroyed. If a candidate is unsuccessful, the thumbprint record will be retained by PSI to ensure proper identification on any subsequent examination attempts. If the thumbprint doesn't match upon exit and re-entry, the candidate shall be disqualified from the examination, his or her test results invalidated, and the appropriate regulatory entity will be notified of the occurrence. The taking of the thumbprint is an additional measure to enhance examination security. The Department's Office of Examination Resources shall ensure that the appropriate safeguards for the storage and destruction of the thumbprint records are in place.
2. The temperature in the testing room is maintained at a moderate level. Candidates are advised to layer clothing. Acceptable layered clothing includes lightweight shirts, sweaters, and pullovers without pockets. These items must be worn upon check-in, while you wait to enter the testing room, and during your initial seating for the examination.

During the check-in process, all candidates will be asked if they possess any of the prohibited items and all candidates will be asked to empty their pockets. If prohibited items are found during check-in, candidates shall return these items to their vehicle or other place of safekeeping. Neither PSI, nor the Department of Consumer Affairs, shall be responsible for the items. Any candidate possessing the prohibited items in the examination room shall have his or her test results invalidated, and PSI shall notify the appropriate regulatory entity of the occurrence.

6. Copying or communicating examination content is a violation of PSI security policy and existing law. Either one shall result in the disqualification or invalidation of examination results, the denial of your license, and may subject the candidate to criminal prosecution.

### **TAKING THE EXAMINATION BY COMPUTER**

Taking the PSI examination by computer is simple. You do not need any computer experience or typing skills. You will use fewer keys than you use on a touch-tone telephone. All response keys are colored and have prominent characters. An illustration of the special keyboard is shown here.



### IDENTIFICATION SCREEN

You will be directed to a semiprivate testing station to take the examination. When you are seated at the testing station, you will be prompted to confirm your name, identification number, and the examination for which you are registered.

### TUTORIAL

Before you start your examination, an introductory tutorial to the computer and keyboard is provided on the computer screen. The time you spend on this tutorial, up to 15 minutes, DOES NOT count as part of your examination time. Sample questions are included as part of the tutorial so that you may practice using the keys, answering questions, and reviewing your answers.

One question appears on the screen at a time. During the examination, minutes remaining will be displayed at the top of the screen and updated as you record your answers.

### EXAMINATION QUESTION EXAMPLE

During the examination, you should press 1, 2, 3, or 4 to select your answer. You should then press "ENTER" to record your answer and move on to the next question. A sample question display follows:



## EXAMINATION RESULTS

At the end of your test, a pass or fail result will be shown on the screen and you will receive a printed score report. Numerical (raw) scores are provided to candidates who fail, but are not provided to candidates who pass. Your test results are confidential and are released only to you and your state licensing agency. To protect your privacy and to maintain the confidentiality of test results, score information is not given over the telephone.

### FAILING SCORE REPORTS

The score report will indicate the candidate's overall score and grade, including the number of items answered correctly. It also reveals how the candidate performed on each major section of the test as defined by the LEP Examination Plan. The number correct in each content area is displayed. The primary purpose in providing a subscore for each part of the examination is to guide candidates in areas requiring additional preparation for re-testing.

## ABANDONMENT OF APPLICATION/INELIGIBILITY

**FIRST TIME EXAMINEES:** In accordance with Title 16, California Code of Regulations Section 1806(c), An application shall be deemed abandoned if the applicant fails to sit for examination within one year after being notified of eligibility. To re-open an abandoned application the candidate must submit a new application, fee and all required documentation, as well as meet all current requirements in effect at the time the new application is submitted if that candidate wishes to pursue licensure.

**RE-EXAMINATION APPLICANTS:** Business and Professions Code Section 4989.22(b) states, "... An applicant who fails the written examination may, within one year from the notification date of failure, retake that examination as regularly scheduled without further application. Thereafter, the applicant shall not be eligible for further examination until he or she files a new application, meets all current requirements, and pays all fees required."

Persons failing to appear for re-examination, once having been scheduled, shall forfeit any re-examination fees paid.

## AFTER PASSING THE EXAMINATION

Candidates are eligible to apply for licensure after passing the examination.

To apply, candidates must submit a Request for LEP Initial License Issuance form and the required fee to the BBS. Forms are provided with candidate result notices, or may be obtained by contacting the BBS. A Request for LEP Initial License Issuance form will be mailed to candidates with delayed score reports.

When your license number is issued it will be available on the BBS's Web site at [www.bbs.ca.gov](http://www.bbs.ca.gov). Your license certificate will be mailed within 30 working days of issuance.

### AMOUNT OF INITIAL LICENSE FEE

The amount of the initial LEP license fee will be prorated and established according to the month of issuance (month fee received by BBS) and expiration date of the license (candidate's birth month). Refer to the Fee Chart provided on the back of the Request for LEP Initial License Issuance form to determine the amount required to be submitted.

**Example 1:** If your birth month is *March* and the Board receives your Request for LEP Initial License Issuance in *April*, the fee required to be submitted with your request would be *\$80.00*. Your license would be valid for approximately 24 months.

**Example 2:** If your birth month is *April* and the Board receives your Request for Initial LEP License Issuance in *April*, the fee required to be submitted with your request would be *\$43.00*. Your license would be valid for approximately 13 months.

In accordance with Title 16, California Code of Regulations section 1806(f), An application shall be deemed abandoned if the applicant fails to pay the initial license fee within one (1) year after notification by the board of successful completion of examination requirements. An application submitted subsequent to the abandonment of a prior application shall be treated as a new application.

## STUDY MATERIAL AND COURSES

The LEP Examination Plan contained in this handbook is the official standard for the material that will be covered in the examination. It is important for candidates to study the *Examination Items* section of this handbook and the examination plan. Should the examination plan or format change, ample notice will be provided, and updates will be posted on the Board's Web site at [www.bbs.ca.gov](http://www.bbs.ca.gov).

Candidates are encouraged to trust in and use their education, experience and judgment as a basis for responding to the examination items. Examination preparation courses are not necessary for success in the examination and are not a substitute for education and experience. However, they may be useful for overcoming test anxiety or becoming familiar with the format of an examination.

Should you decide to use examination preparation course materials or workshops, we strongly encourage you to become an informed consumer prior to purchase and to consider the impact that incorrect information could have upon your examination performance.

The Board does not supply examination preparation providers with confidential examination material. Additionally, it is unlawful for candidates to provide information regarding examination content to anyone.

## OBJECTIVE OF THE BOARD OF BEHAVIORAL SCIENCES (BBS)

State licensing boards are mandated to protect the public by developing licensing examinations that determine minimum competency for licensure. Licensure is mandated for those who provide independent professional services to the consumer.

In accordance with Business and Professions Code section 4989.20, each applicant for the LEP license who meets the educational and experience requirements must successfully complete the written examination in California prior to the issuance of a license.

Examinations administered by the BBS test candidates with regard to their knowledge and professional skills, as well as their ability to make judgments about appropriate techniques and methods, as applicable to the LEP scope of practice. This scope of practice is defined in Business and Professions Code section 4989.14 which states, "The practice of educational psychology is the performance of any of the following professional functions pertaining to academic learning processes or the educational system or both: (a) Educational evaluation. (b) Diagnosis of psychological disorders related to academic learning process. (c) Administration of diagnostic tests related to academic learning processes including tests of academic ability, learning patterns, achievement, motivation, and personality factors. (d) Interpretation of diagnostic tests related to academic learning processes including tests of academic ability, learning patterns, achievement, motivation, and personality factors. (e) Providing psychological counseling for individuals, groups, and families. (f) Consultation with other educators and parents on issues of social development and behavioral and academic difficulties. (g) Conducting psychoeducational assessments for the purposes of identifying special needs. (h) Developing treatment programs and strategies to address problems of adjustment. (i) Coordinating intervention strategies for management of individual crises."

## LEP EXAMINATION PLAN

The development of an examination program begins with an occupational analysis, most recently completed for LEPs in 2009. An occupational analysis is a method for identifying the tasks performed in a profession or on a job and the knowledge, skills, and abilities required to perform that job.

The results of an occupational analysis form the basis of a licensing examination, demonstrating that an examination is job-related. The Department of Consumer Affairs' Examination Validation Policy requires an occupational analysis be performed every three to seven years. The 2009 LEP occupational analysis began with interviews of licensees to gather information about the tasks performed in practice and the knowledge required to perform those tasks. That information was reviewed and refined during workshops with licensees, then incorporated into a questionnaire. The questionnaire asked licensees to rate the importance of (for example) each task and knowledge area associated with their own practice.

The questionnaires were mailed to 1800 California-licensed LEPs. Several panels of LEPs reviewed the results of the

questionnaire. The panels then established the content of the new examination plan based on the task statements and knowledge areas determined critical to practice, forming a valid LEP examination plan.

The LEP written examination plan consists of the five content areas. In each content area, the examination plan describes examination content in terms of the task statements and knowledge areas resulting from the occupational analysis. It is important that candidates prepare for the examination by studying the examination plan.

## EXAMINATION DEVELOPMENT

The LEP examination is developed and maintained by the Office of Examination Resources (OER), a division of the Department of Consumer Affairs. The OER staff consists of test validation and development specialists who are trained to develop and analyze occupational licensing examinations. California-licensed LEPs who participate in examination development and review workshops are referred to as "Subject Matter Experts" (SMEs). SMEs write and review multiple-choice items for the examination. SMEs are trained on established examination development processes and measurement methodologies by the OER. The cooperative efforts among these members of the LEP profession, the OER and the BBS are necessary to achieve both the measurement and content standards for examination construction.

## ESTABLISHING THE PASSING STANDARDS

The LEP written examination measures knowledge and skills required for LEP practice, and represent a standard of performance that LEP SMEs agree is the minimum acceptable level for licensing in the profession.

To establish pass/fail standards for each version of the examination, a criterion-referenced passing score methodology is used. The intent of this methodology is to differentiate between a qualified and unqualified licensure candidate. The passing score is based on a minimum competence criterion that is defined in terms of the actual behaviors that qualified LEPs would perform if they possessed the knowledge necessary to perform job activities.

During a criterion-referenced passing score procedure, a panel of LEP SMEs also consider other factors that would contribute to minimum competence such as prerequisite qualifications (e.g., education, training and experience); the difficulty of the issues addressed in each multiple choice item; and public health and safety issues. By adopting a criterion-referenced passing score, the Board applies the same minimum competence standards to all licensure candidates. Because each version of the examination varies in difficulty, an important advantage of this methodology is that the passing score can be modified to reflect subtle differences in difficulty from one examination to another, providing safeguards to both the candidate and the consumer.

## EXAMINATION ITEMS

The LEP examination contains no fewer than 100 multiple-choice items. The examination may contain additional items for the purpose of pre-testing (up to 25 non-scoreable items). Pre-testing allows performance data to be gathered and evaluated before items become scoreable in an examination. These pre-test ("experimental") items, distributed throughout the examination, WILL NOT be counted for or against you in your score, and will not be identified to you. You will have 2 ½ hours to complete this examination.

All of the scoreable items in the examination have been written and reviewed by LEPs, are based on the job-related task and knowledge statements contained in the examination plan, are written at a level that requires candidates to apply integrated education and experience, are supported by reference textbooks, and have been pre-tested to ensure statistical performance standards are met.

There is only one correct answer for each item. The 'incorrect' answers are typically common errors and misconceptions, true but not relevant statements, or incorrect statements. There are no 'trick' questions in the examination.

### EXAMPLE EXAMINATION ITEMS

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

## LICENSED EDUCATIONAL PSYCHOLOGIST

### Written Examination Outline

<b>I. ASSESSMENT</b>	<b>32%</b>
A. INTAKE	
B. ASSESSMENT PLAN DEVELOPMENT	
C. ASSESSMENT PROCESS	
D. INTERPRETATION AND DIAGNOSIS	
<b>II. COMMUNICATION OF RESULTS</b>	<b>14%</b>
A. PRESENTING RESULTS	
B. RECOMMENDATIONS AND IMPLICATIONS	
<b>III. INTERVENTION</b>	<b>15%</b>
A. STRATEGY DEVELOPMENT	
B. TEACHING	
C. DIRECT SERVICE	
D. MONITORING AND EVALUATION	
<b>IV. CONSULTATION</b>	<b>11%</b>
A. COLLABORATION	
B. OUTREACH	
C. RESOURCES	
D. TRANSITION PLANNING	
<b>V. LAW</b>	<b>14%</b>
A. OFFICE POLICIES AND STANDARDS	
B. LEGAL MANDATES	
<b>VI. ETHICS</b>	<b>14%</b>
A. CONFIDENTIALITY	
B. BOUNDARIES	
C. DISCLOSURES	

## LEP WRITTEN EXAMINATION PLAN

The following pages contain detailed information regarding examination content. A definition of each content area and the associated task and knowledge statements are provided. It is important for candidates to use this section as a study guide, because each item in the examination is linked to this content. To help ensure success on the examination, candidates are also encouraged to use this section as a checklist by considering their own strengths and weaknesses in each area.

I. **Assessment (32%)** - This area assesses the candidate's ability to evaluate clients' cognition, processing, academic achievement, personality, behavior, and social-emotional status to determine level of educational functioning through standardized test administration as well as other formal and informal assessment procedures.

Subarea	Job Task	Associated Knowledges
A. Intake (6%)	Assess history by reviewing client's records (e.g. medical, school, developmental, psychological) to assist in the development of a service delivery plan.	K14. Knowledge of developmental milestones of normal cognitive development. K25. Knowledge of medical conditions that affect learning and behavior. K33. Knowledge of developmental ranges of the life span. K45. Knowledge of the effect of genetically-based developmental disorders.
	Conduct intake interviews with client, parents, and others to identify concerns related to educational needs and diagnosis(es).	K20. Knowledge of techniques used to elicit information regarding client's history. K31. Knowledge of the effect of family dynamics on client learning and behavior. K34. Knowledge of techniques used to elicit mental health information from client. K53. Knowledge of techniques used to elicit physical health information from client.
	Gather information about client's level of functioning from client, parents, and others through interviews, observations, and questionnaires.	K23. Knowledge of observational techniques to gather information to assist in formulating assessment plans and to measure progress. K26. Knowledge of techniques used to elicit information identifying client concerns. K34. Knowledge of techniques used to elicit mental health information from client. K53. Knowledge of techniques used to elicit physical health information from client.
B. Assessment Plan Development (9%)	Assess language, learning, behavior problems, or medical conditions to determine the need for administration of assessment instruments.	K4. Knowledge of learning differences that require assessment. K5. Knowledge of deficits in language and communication development that require assessment. K12. Knowledge of behavior problems that require assessment. K14. Knowledge of developmental milestones of normal cognitive development. K25. Knowledge of medical conditions that affect learning and behavior.
	Select assessment instruments for client, based on presenting problem(s) and intake information.	K1. Knowledge of the purposes of different assessment instruments of cognitive functioning. K8. Knowledge of the purposes of different assessment instruments of personality factors/behavioral traits. K9. Knowledge of the purposes of different assessment instruments of academic functioning. K11. Knowledge of the purposes of different assessment instruments of social/emotional functioning. K19. Knowledge of the purposes of different assessment instruments of adaptive functioning. K36. Knowledge of methods to assess fine and gross motor skills.

	Develop hypothesis(es) regarding client's presenting problem(s) in order to formulate an assessment plan.	K28. Knowledge of the effect of neurological factors that impact learning and behavior. K29. Knowledge of the effect of physiological conditions on learning and behavior. K30. Knowledge of the effect of childhood diseases on learning and behavior. K33. Knowledge of developmental ranges of the life span. K38. Knowledge of the effect of substance abuse on learning and behavior. K41. Knowledge of the effect of prenatal substance exposure on subsequent cognitive development. K42. Knowledge of the effect of adolescent/adult diseases on learning and behavior. K45. Knowledge of the effect of genetically-based developmental disorders. K46. Knowledge of the effect of prenatal/perinatal conditions in neurological development.
	Develop a psychoeducational battery to accommodate clients with disabilities to obtain reliable and valid results.	K18. Knowledge of principles of psychometrics pertaining to reliability and validity of assessment instruments. K22. Knowledge of principles of statistics pertaining to interpreting assessment instrument results. K44. Knowledge of the effects of existing disabilities on assessment process.
	Select methods to evaluate diverse client populations to provide an unbiased assessment.	K18. Knowledge of principles of psychometrics pertaining to reliability and validity of assessment instruments. K22. Knowledge of principles of statistics pertaining to interpreting assessment instrument results. K43. Knowledge of the effect of human diversity factors on assessment process.
C. Assessment Process (13%)	Assess cognitive ability, academic achievement, and learning patterns by administering assessment instruments to determine level of functioning.	K1. Knowledge of the purposes of different assessment instruments of cognitive functioning. K2. Knowledge of methods to assess cognitive functioning. K3. Knowledge of methods to assess learning patterns. K9. Knowledge of the purposes of different assessment instruments of academic functioning. K10. Knowledge of the methods to assess academic functioning.
	Assess adaptive, social/emotional, behavior and personality factors by administering assessment instruments to determine level of functioning.	K7. Knowledge of methods to assess social/emotional functioning. K8. Knowledge of the purposes of different assessment instruments of personality factors/behavioral traits. K11. Knowledge of the purposes of different assessment instruments of social/emotional functioning. K16. Knowledge of methods to assess behavioral functioning. K27. Knowledge of methods to assess adaptive functioning. K49. Knowledge of purposes of different assessment instruments of personality functioning. K55. Knowledge of personality theory pertaining to formulating intervention.
	Assess levels of development by administering assessment instruments to determine range of functioning.	K2. Knowledge of methods to assess cognitive functioning. K12. Knowledge of behavior problems that require assessment. K14. Knowledge of developmental milestones of normal cognitive development. K15. Knowledge of the methods to assess development. K19. Knowledge of the purposes of different assessment instruments of adaptive functioning. K27. Knowledge of methods to assess adaptive functioning. K33. Knowledge of developmental ranges of the life span.
	Assess client's social interaction across settings (e.g. home, school, community, work place) to formulate an intervention plan.	K6. Knowledge of methods to assess language and communication development. K7. Knowledge of methods to assess social/emotional functioning. K11. Knowledge of the purposes of different assessment instruments of social/emotional functioning. K16. Knowledge of methods to assess behavioral functioning.

	Assess client's ability to communicate across settings (e.g. home, school, community, work place) to formulate an intervention plan.	K5. Knowledge of deficits in language and communication development that require assessment. K6. Knowledge of methods to assess language and communication development.
	Assess client's motor skills and coordination to determine level of functioning for educational/vocational planning.	K35. Knowledge of the effect of motor coordination on educational performance. K36. Knowledge of methods to assess fine and gross motor skills. K39. Knowledge of the relationship of neurological development and motor ability. K40. Knowledge of common sensory and motoric disorders of infancy/childhood. K48. Knowledge of common sensory and motoric disorders of adolescent/adults.
	Assess sensory integration to determine impact on educational/vocational planning.	K37. Knowledge of methods to assess sensory integration/physiological conditions. K40. Knowledge of common sensory and motoric disorders of infancy/childhood. K48. Knowledge of common sensory and motoric disorders of adolescent/adults.
	Assess intellectual giftedness to determine impact on educational planning.	K1. Knowledge of the purposes of different assessment instruments of cognitive functioning. K2. Knowledge of methods to assess cognitive functioning. K4. Knowledge of learning differences that require assessment.
	Assess client with brain injury or neurological disorders to evaluate level of functioning.	K21. Knowledge of disorders that have a physiological basis for learning and behavior. K25. Knowledge of medical conditions that affect learning and behavior. K28. Knowledge of the effect of neurological factors that impact learning and behavior. K29. Knowledge of the effect of physiological conditions on learning and behavior. K45. Knowledge of the effect of genetically-based developmental disorders. K46. Knowledge of the effect of prenatal/perinatal conditions in neurological development.
	Conduct a functional behavior assessment (FBA) to identify factors relating to client behavior and develop an intervention plan.	K8. Knowledge of the purposes of different assessment instruments of personality factors/behavioral traits. K16. Knowledge of methods to assess behavioral functioning.
D. Interpretation and Diagnosis (4%)	Interpret results of assessment instruments to assist in identifying impairments that affect learning and behavior.	K17. Knowledge of the effect of assessment instrument results on intervention planning. K24. Knowledge of the effect of testing conditions (e.g. noise, sobriety, rapport) that invalidate assessment instrument results. K13. Knowledge of the principles of norms for interpretation of assessment instrument results.
	Diagnose disorders that affect client's learning, behavior, and performance across settings (e.g. home, school, community, work place).	K32. Knowledge of methods used to classify client behaviors into diagnostic categories. K47. Knowledge of taxonomic classification pertaining to learning and behavior in the Diagnostic and Statistical Manual.

**II. Communication of Results (14%)** - This area assesses the candidate's ability to formulate and communicate assessment results to parents, educators, and others as well as to link evidence-based research to recommendations and their implications.

Subarea	Job Task	Associated Knowledges
A. Presenting Results (4%)	Develop a report that communicates the client's assessment results to varied audiences.	K58. Knowledge of methods used to consolidate assessment information into a report. K59. Knowledge of techniques used to explain test results and make further recommendations. K64. Knowledge of how diversity affects the communication of assessment results in the home, school, community and work place. K67. Knowledge of methods used to inform others about cognitive processing and the effects on learning and behavior. K69. Knowledge of methods used to apply research findings in developing assessment reports.

	Communicate with parents, educators, and others to present client's assessment results and conclusions.	K59. Knowledge of techniques used to explain test results and make further recommendations. K63. Knowledge of techniques used to communicate implications of assessment results on the home environment. K64. Knowledge of how diversity affects the communication of assessment results in the home, school, community and work place. K65. Knowledge of methods to explain treatment plans to family members. K66. Knowledge of methods used to inform others about medical conditions and the effects on learning and behavior. K67. Knowledge of methods used to inform others about cognitive processing and the effects on learning and behavior. K68. Knowledge of methods used to communicate techniques for the remediation of learning and behavior problems.
B. Recommendations and implications (10%)	Communicate with parents, educators, and others to provide recommendations based on client's assessment results.	K59. Knowledge of techniques used to explain test results and make further recommendations. K60. Knowledge of program and service options within the educational system. K61. Knowledge of program and service options within the community. K64. Knowledge of how diversity affects the communication of assessment results in the home, school, community and work place. K65. Knowledge of methods to explain treatment plans to family members. K66. Knowledge of methods used to inform others about medical conditions and the effects on learning and behavior. K68. Knowledge of methods used to communicate techniques for the remediation of learning and behavior problems.
	Communicate with parents, educators, and others to address implications of client's assessment results across settings (e.g. home, school, community, work place).	K63. Knowledge of techniques used to communicate implications of assessment results on the home environment. K64. Knowledge of how diversity affects the communication of assessment results in the home, school, community and work place. K65. Knowledge of methods to explain treatment plans to family members. K66. Knowledge of methods used to inform others about medical conditions and the effects on learning and behavior. K68. Knowledge of methods used to communicate techniques for the remediation of learning and behavior problems.
	Communicate with parents, educators, and others to explain the effects of cognitive processes on learning and behavior across settings (e.g. home, school, community, work place).	K60. Knowledge of program and service options within the educational system. K61. Knowledge of program and service options within the community. K67. Knowledge of methods used to inform others about cognitive processing and the effects on learning and behavior.
	Communicate with parents, educators, and others to explain the effects of medical conditions on learning and behavior across settings (e.g. home, school, community, work place).	K60. Knowledge of program and service options within the educational system. K61. Knowledge of program and service options within the community. K66. Knowledge of methods used to inform others about medical conditions and the effects on learning and behavior.
	Communicate with parents, educators, and others to explain the implication(s) of client's performance across settings (e.g. home, school, community, work place).	K59. Knowledge of techniques used to explain test results and make further recommendations. K63. Knowledge of techniques used to communicate implications of assessment results on the home environment. K67. Knowledge of methods used to inform others about cognitive processing and the effects on learning and behavior.
	Apply current research to assessment interpretation and recommendations.	K69. Knowledge of methods used to apply research findings in developing assessment reports. K70. Knowledge of methods used to evaluate research.

III. Intervention (15%) - This area assesses the candidate's ability to facilitate and monitor interventions to improve clients' development as related to educational functioning.

Subarea	Job Task	Associated Knowledges
A. Strategy Development (3%)	Develop strategies to facilitate client's learning, social, and emotional development.	K56. Knowledge of strategies used to reduce stigma associated with emotional and behavioral disorder. K57. Knowledge of strategies used to reduce discrimination against individuals with emotional and behavioral problems. K74. Knowledge of the effect of learning styles of individuals in developing remedial programs. K75. Knowledge of behavioral interventions to enable client to function across settings. K77. Knowledge of therapeutic interventions for improving emotional adjustment. K79. Knowledge of therapeutic interventions for developing social skills.
	Apply results from assessments to develop intervention strategies that address client's emotional, learning, or behavior problems.	K72. Knowledge of approaches to remediate learning and behavior problems. K74. Knowledge of the effect of learning styles of individuals in developing remedial programs. K75. Knowledge of behavioral interventions to enable client to function across settings. K77. Knowledge of therapeutic interventions for improving emotional adjustment. K79. Knowledge of therapeutic interventions for developing social skills. K80. Knowledge of the counseling process to resolve learning and behavior problems.
B. Teaching (5%)	Provide recommendations to client, educators, and employers to facilitate client effectiveness in educational, employment, and community settings.	K75. Knowledge of behavioral interventions to enable client to function across settings. K84. Knowledge of techniques used to elicit family members or others in educational planning and intervention. K93. Knowledge of how socioeconomic status affects the implementation of assessment results in the home, school, community, and work place.
	Teach parents, educators, employers, and others how to apply interventions to modify client's behavior.	K72. Knowledge of approaches to remediate learning and behavior problems. K73. Knowledge of therapeutic interventions for improving attention skills. K75. Knowledge of behavioral interventions to enable client to function across settings. K83. Knowledge of techniques used to assess when to include family members or others in counseling sessions. K115. Knowledge of the impact of differences in parent or caregiver techniques on client functioning.
	Teach parents, educators, employers, and others how to apply mental health promotion interventions.	K84. Knowledge of techniques used to elicit family members or others in educational planning and intervention. K105. Knowledge of evidence-based practices to apply as therapeutic interventions.
	Teach parents, educators, employers, and others how to apply mental disorder prevention strategies.	K93. Knowledge of how socioeconomic status affects the implementation of assessment results in the home, school, community, and work place. K106. Knowledge of prevention and early intervention programs to assist clients. K108. Knowledge of at-risk youth populations for responding to early signs of emotional and behavioral problems.
	Teach parents, educators, employers, and others how to apply strategies to enhance client's resilience.	K103. Knowledge of principles of resilience. K105. Knowledge of evidence-based practices to apply as therapeutic interventions. K106. Knowledge of prevention and early intervention programs to assist clients. K107. Knowledge of signs of suicide risk and actions to prevent suicide. K108. Knowledge of at-risk youth populations for responding to early signs of emotional and behavioral problems.
C. Direct service (5%)	Apply positive behavioral management principles to improve client's adaptive behavior.	K75. Knowledge of behavioral interventions to enable client to function across settings. K78. Knowledge of behavior management principles used to develop intervention programs.

	Assist client in developing coping, social-emotional, and organizational skills that apply across settings (e.g. home, school, community, work place).	K76. Knowledge of therapeutic interventions for developing problem-solving skills. K77. Knowledge of therapeutic interventions for improving emotional adjustment. K79. Knowledge of therapeutic interventions for developing social skills.
	Provide counseling to assist client in improving ability to function socially, behaviorally, and personally as related to educational/vocational settings.	K80. Knowledge of the counseling process to resolve learning and behavior problems. K81. Knowledge of theoretical and practical aspects of counseling that apply to learning and behavior. K82. Knowledge of techniques used to facilitate individual counseling sessions. K85. Knowledge of therapeutic interventions for managing anger and conflict with individuals. K87. Knowledge of the effect of human diversity on counseling process. K91. Knowledge of the impact of personal crises and traumatic events upon client's educational/vocational performance.
	Assist client in applying strategies to reduce anxiety related to educational/vocational settings.	K76. Knowledge of therapeutic interventions for developing problem-solving skills. K77. Knowledge of therapeutic interventions for improving emotional adjustment. K91. Knowledge of the impact of personal crises and traumatic events upon client's educational/vocational performance.
D. Monitoring and Evaluation (2%)	Evaluate treatment plan effectiveness by reviewing strategies that have been implemented to determine need for modifications.	K88. Knowledge of methods to monitor client progress in treatment. K89. Knowledge of techniques used to establish measurement of treatment goals.
	Monitor interventions for clients with educational, behavioral, medical and psychological conditions.	K88. Knowledge of methods to monitor client progress in treatment.

**IV. Consultation (11%)** - This area assesses the candidate's ability to advocate for clients through consultation with clients, parents, schools, community groups and agencies related to educational functioning.

Subarea	Job Task	Associated Knowledges
A. Collaboration (2%)	Consult with other professionals to obtain additional information about client's functioning to assist in developing a treatment plan for client.	K92. Knowledge of therapeutic interventions for crisis management. K110. Knowledge of the impact of environmental or social factors on clients' presenting issues. K111. Knowledge of support services available within the community. K112. Knowledge of methods used to determine the need for consultation from additional resources for client.
	Collaborate with community agencies to provide information about services for parents and clients regarding educational/vocational issues.	K111. Knowledge of support services available within the community. K112. Knowledge of methods used to determine the need for consultation from additional resources for client. K117. Knowledge of different programs that provide advocacy for individuals with disabilities.
B. Outreach (2%)	Serve as an advocate for client at educational planning meetings and in other settings (e.g. community, court).	K114. Knowledge of the role of advocacy in educational and other consultation settings.
	Provide in-service training to educators and school staff to assist in the student's learning, development, and performance.	K109. Knowledge of learning environment and practices conducive to maximizing client performance. K118. Knowledge of methods used to train educators and school staff to assist in the learning and development of students. K119. Knowledge of methods used to present psychoeducational information to others during in-service training.
C. Resources (5%)	Provide information about educational options to client, parents, and other professionals based upon assessment results.	K109. Knowledge of learning environment and practices conducive to maximizing client performance. K116. Knowledge of available educational opportunities in the community that address learning needs.

	Refer client for remedial support, psychotherapy, legal or medical services as needed.	K111. Knowledge of support services available within the community. K112. Knowledge of methods used to determine the need for consultation from additional resources for client. K113. Knowledge of methods to determine whether medical service and other support are needed. K121. Knowledge of Mental Health Service programs within the community available to children, adults, and seniors.
	Refer client to Mental Health Service providers for prevention or intervention of mental illnesses in children, adults, and seniors.	K121. Knowledge of Mental Health Service programs within the community available to children, adults, and seniors
	Provide information about community resources/services to individuals and community agencies to link service providers with client.	K111. Knowledge of support services available within the community. K116. Knowledge of available educational opportunities in the community that address learning needs. K117. Knowledge of different programs that provide advocacy for individuals with disabilities.
D. Transition Planning (2%)	Develop an educational/vocational plan for a client with disabilities for transition into work, school, or community settings.	K110. Knowledge of the impact of environmental or social factors on clients' presenting issues. K111. Knowledge of support services available within the community. K116. Knowledge of available educational opportunities in the community that address learning needs.
	Assist client in identifying interests, skills, and abilities that are consistent with educational and career opportunities.	K110. Knowledge of the impact of environmental or social factors on clients' presenting issues. K116. Knowledge of available educational opportunities in the community that address learning needs.

V. Law (14%) - This area assesses the candidate's ability to demonstrate knowledge of legal obligations, including confidentiality, reporting requirements, and disclosure of fees and qualifications.

Subarea	Job Task	Associated Knowledges
A. Office Policies and Standards (9%)	Maintain security of records to protect the client's privacy.	K129. Knowledge of procedures to secure consent and release of client records. K130. Knowledge of legal requirements to maintain security of client's records. K139. Knowledge of laws related to custody issues of minor or dependent client.
	Obtain written release of information prior to acquiring or disclosing information relating to client.	K134. Knowledge of legal requirements regarding informing client of qualifications and services. K125. Knowledge of legal requirements of confidentiality between practitioners, minor children, and adults. K129. Knowledge of procedures to secure consent and release of client records. K139. Knowledge of laws related to custody issues of minor or dependent client.
	Disclose fees for services prior to working with client as required by law.	K134. Knowledge of legal requirements regarding informing client of qualifications and services. K137. Knowledge of legal requirements of disclosing service fees prior to working with clients.
	Inform client of professional qualifications and services as required by law.	K134. Knowledge of legal requirements regarding informing client of qualifications and services. K127. Knowledge of federal and state regulations pertaining to special education of individuals in public and private schools.
	Comply with legal standards when advertising professional qualifications and services.	K135. Knowledge of legal parameters for advertising qualifications and scope of practice to the public.

B. Legal Mandates (5%)	Report cases of abuse to authorities as defined by mandated reporting requirements to protect the welfare and safety of the client.	K128. Knowledge of legal requirements to report suspected or known child, dependent adult, and elder abuse. K131. Knowledge of indicators of sexual abuse. K132. Knowledge of indicators of physical abuse and neglect. K133. Knowledge of indicators of psychological harm.
	Report the client's intentions to harm self or others as defined by mandated reporting requirements.	K126. Knowledge of legal requirements to report individuals who are a danger to themselves and others. K136. Knowledge of factors that indicate the potential for at risk behavior within age, gender, and cultural groups. K138. Knowledge of legal limitations pertaining to containment of client who exhibits dangerous behavior.
	Comply with Mental Health Services Act (MHSA) as mandated by law.	K140. Knowledge of laws related Mental Health Services Act (MHSA).

**VI. Ethics (14%)** - This area assesses the candidate's ability to comply with ethical standards for Licensed Educational Psychologists, including confidentiality, scope of competence, and professional boundaries.

Subarea	Job Task	Associated Knowledges
A. Confidentiality (4%)	Inform client of parameters of confidentiality to facilitate client understanding of legal requirements.	K142. Knowledge of responsibility to inform client of right to reports and due process guarantees. K143. Knowledge of techniques to explain confidentiality to clients.
	Inform client as to the nature and impact of confidential information prior to disclosure to third parties to protect client's rights.	K143. Knowledge of techniques to explain confidentiality to clients.
B. Boundaries (4%)	Maintain professional boundaries with client to protect the professional relationship.	K141. Knowledge of responsibility pertaining to professional conduct in relation to the client.
	Maintain separation of private practice and other personal forms of employment to avoid a conflict of interest.	K150. Knowledge of situations that pose a conflict of interest for a licensed educational psychologist.
C. Disclosures (6%)	Inform client of educational services available at no cost through public schools and agencies prior to providing services.	K146. Knowledge of responsibility to inform clients about accommodations that are available to individuals in school and/or employment settings. K147. Knowledge of responsibility to inform client of no-cost services provided by public schools and agencies students with special needs. K149. Knowledge of responsibility to inform client about options for individual educational services.
	Provide information to public with regard to professional qualifications and scope of practice.	K151. Knowledge of responsibility to disclose professional qualifications.
	Assist client to obtain alternate referrals when unable to provide professional services within scope of competence.	K144. Knowledge of personal limitations related to training and experience. K145. Knowledge of methods used to determine the need for professional consultation from additional resources. K148. Knowledge of alternative referrals to provide to client when service needed is beyond the scope of practice. K153. Knowledge of responsibility to disclose scope of competence.
	Discuss office policies and fees to promote understanding of client's responsibilities.	K152. Knowledge of methods used to discuss management of fees and office policies with client.

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**STATE OF CALIFORNIA  
NOTICE OF ELIGIBILITY**

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You are eligible to participate in the written examination for licensure as a Licensed Educational Psychologist. This is the ONLY notice of eligibility you will receive. Please retain it for your records. Your address label contains important date information. In the upper left corner (above your name) is the date your application for examination was approved; following that is the date by which you must take your examination. You must take your written examination by the date specified on the label, or you will be required to reapply (see *Abandonment of Application/Ineligibility* in this handbook).

This handbook provides important information regarding examination content and procedures. To schedule your examination, please refer to the instructions in this handbook

Upon passing the written examination, you are eligible for licensure. Please see the instructions in this handbook.

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