

Before scheduling
your examination,
be sure you understand
the contents of this bulletin.
Please retain and use it as a
reference when contacting PSI.



California Board of Behavioral Science
1625 North Market Boulevard, Suite S200
Sacramento, CA 95834
www.bbs.ca.gov

Licensed Educational Psychologist Written Examination

CANDIDATE HANDBOOK

**EFFECTIVE 12/31/2019 PSI WILL NO LONGER ADMINISTER
THIS EXAM**



PSI licensure:certification
3210 E Tropicana
Las Vegas, NV 89121
www.psiexams.com

CONTENT OUTLINE

Purpose	2	Identification Screen	7
Examination Scheduling Procedures	2	Tutorial.....	8
Internet Scheduling	2	Test Question Screen.....	8
Telephone Scheduling	2	Examination Results	8
Canceling an Examination.....	2	Abandonment of Application/Ineligibility.....	8
Missed Appointment or Late Cancellation	2	After Passing the Examination	8
Taking a Re-examination	2	Study Material and Courses.....	9
Emergency Examination Center Closing.....	3	Objective of the Board.....	9
Examination Site Locations.....	3	Examination Plan.....	9
Special Accommodations Available	6	Examination Development.....	10
Reporting to the Examination Site	6	Establishing the Passing Standards	10
Required Identification at the Examination Site.....	6	Examination Items	10
Security Procedures.....	6	Examination Outline.....	11
Taking the Examination by Computer	7	Examination Plan Content	12

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

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

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

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

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, 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:

Thanksgiving	Closed November 28-29, 2019
Christmas	Closed December 24-25, 2019
New Years Day	Closed January 1, 2020
Martin Luther King Jr.	Closed January 20, 2020
Memorial Day	Closed May 25, 2020
Independence Day	Closed July 4, 2020
Labor Day	Closed September 7, 2020
Thanksgiving	Closed November 26-27, 2020

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. 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

You may call PSI at (877) 392-6422, Monday through Friday between 4:30 am and 7:00 pm, or Saturday-Sunday between 6:00 am and 2:30 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 two (2) days prior to the scheduled examination date**. For example, for a 9:00 a.m. Monday appointment, the cancellation notice would need to be received **before 9:00 a.m.** on the previous Saturday. You may call PSI at (877) 392-6422.

Note: A voicemail or email message is not an acceptable form of cancellation. Please use the PSI Website 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.

EXAMINATION SITE LOCATIONS

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

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.

CARSON

17420 AVALON BLVD, SUITE 205
CARSON, CA 90746
(310) 400-7393

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 - SANTA FE SPRINGS

10330 PIONEER BOULEVARD, SUITE 285
SANTA FE SPRINGS, CA 90670
(562) 325-8113

FROM THE I-5 NORTH TAKE NORWALK BLVD EXIT #121, TURN RIGHT ONTO NORWALK BLVD. TURN LEFT ONTO IMPERIAL HWY/CA-90. TURN RIGHT ONTO PIONEER BLVD, TESTING CENTER WILL BE ON YOUR RIGHT.

FRESNO

351 E. BARSTOW, SUITE 101
FRESNO, CA 93710
(559) 538-3975

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

32960 ALVARADO-NILES RD, SUITE 650
UNION CITY, CA 94587
(510) 901-7992

FROM I-880 N - AT EXIT 23, TAKE RAMP RIGHT AND FOLLOW SINGS FOR ALVARADO NILES RD. TURN RIGHT ONTO ALVARADO NILES RD. AFTER

ABOUT A MILE, MAKE A U-TURN AT DOWE AVE. TAKE THE FIRST RIGHT INTO THE OFFICE PARK AND THEN TAKE THE FIRST LEFT ONCE ON THE PROPERTY. SUITE 650 WILL BE IN THE FIRST BUILDING ON YOUR RIGHT.

FROM 1880 S - AT EXIT 23, TAKE RAMP RIGHT AND FOLLOW SINGS FOR ALVARADO NILES RD. TURN LEFT ONTO ALVARADO NILES RD. AFTER ABOUT A MILE, MAKE A U-TURN AT DOWE AVE. TAKE THE FIRST RIGHT INTO THE OFFICE PARK AND THEN TAKE THE FIRST LEFT ONCE ON THE PROPERTY. SUITE 650 WILL BE IN THE FIRST BUILDING ON YOUR RIGHT.

IRVINE

8 Corporate Park, Suite 200
2301 W. LINCOLN AVE, SUITE 252
IRVINE, CA 92606
(949) 418-9653

FROM I-405 S - USE THE 2ND LANE FROM RIGHT TO TAKE EXIT 7 FOR JAMBOREE RD, THEN USE THE LEFT 2 LANES TO TURN LEFT ONTO JAMBOREE RD. GO ABOUT 1.5 MILES THEN TURN RIGHT ONTO BECKMAN AVE. TAKE THE FIRST RIGHT ONTO CORPORATE PARK. 8 CORPORATE PARK IS THE SECOND BUILDING ON THE RIGHT.

FROM I-5 S - TAKE EXIT 100 FOR JAMBOREE RD. USE THE 2ND FROM RIGHT LANE TO TURN RIGHT ONTO JAMBOREE RD. TAKE THE RAMP TO JAMBOREE RD THEN KEEP LEFT AT THE FORK TO CONTINUE ONTO JAMBOREE RD. GO ABOUT 2.2 MILES THEN TURN LEFT ONTO BECKMAN AVE. TAKE THE FIRST RIGHT ONTO CORPORATE PARK. 8 CORPORATE PARK IS THE SECOND BUILDING ON THE RIGHT.

ONCE PARKED, PROCEED THROUGH THE FRONT ENTRANCE AND TAKE THE ELEVATOR TO THE SECOND FLOOR. THE TEST CENTER IS IN SUITE 200.

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 I-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 I-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

7888 MISSION GROVE PARKWAY S., SUITE 130
RIVERSIDE, CA 92508
951-565-8037

FROM THE CA-91W TOWARD RIVERSIDE/BEACH CITIES, TAKE THE CENTRAL AVENUE EXIT TOWARD MAGNOLIA CENTER. TURN LEFT ONTO CENTRAL AVE. CENTRAL AVE BECOMES ALESSANDRO BLVD. VEER TO THE RIGHT, THEN STAY STRAIGHT TO GO ONTO TRAUTWEIN RD (YOU WILL PASS COMMUNICATIONS CENTER DR). TURN LEFT ONTO MISSION GROVE PKY W.

FROM THE HIGH DESERT/SAN BERNARDINO AREA 215 S, WHERE THE 60 FWY, 91 FWY AND THE 215 FWY SPLIT, TAKE 215S (SIGNS FOR THE 60 EAST INDIO). TAKE EXIT 27C FOR ALESSANDRO BLVD, TURN RIGHT ONTO E ALESSANDRO BLVD, TURN LEFT ONTO MISSION GROVE PKWY S.

SACRAMENTO

8950 CAL CENTER DR, SUITE 158
SACRAMENTO, CA 95826
916-476-5926

FROM US-50 E: USE THE RIGHT TWO LANES TO TAKE EXIT 11 FOR WATT AVE. USE THE RIGHT 2 LANES TO TURN RIGHT ONTO WATT



AVE. USE THE LEFT LANE TO TURN LEFT AT THE FIRST CROSS STREET ONTO FOLSOM BLVD. USE THE LEFT TWO LANES TO TURN LEFT ONTO MANLOVE RD. TURN LEFT ONTO CAL CENTER DR. BUILDING 8950 WILL BE ON THE LEFT.

FROM US-50 W: USE THE RIGHT TWO LANES TO TAKE EXIT 11 FOR WATT AVE. USE THE LEFT 2 LANES TO TURN LEFT ONTO WATT AVE. USE THE LEFT LANE TO TURN LEFT AT THE FIRST CROSS STREET ONTO FOLSOM BLVD. USE THE LEFT TWO LANES TO TURN LEFT ONTO MANLOVE RD. TURN LEFT ONTO CAL CENTER DR. BUILDING 8950 WILL BE ON THE LEFT.

SAN DIEGO

5440 MOREHOUSE DRIVE, SUITE 2300
SAN DIEGO, CA 92121
(858) 550-5940

FROM 1-805 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 1-805 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

SAN FRANCISCO

150 EXECUTIVE PARK BLVD., STE 2400
SAN FRANCISCO, CA 94134
(415) 844-0008

I-80 W BECOMES US-101 S. TAKE EXIT 429 A TOWARD MONSTER PARK/TUNNEL AVE. TAKE THE RAMP TOWARD 3COM PARK. TURN RIGHT ONTO ALANNA RD. TURN LEFT ONTO EXECUTIVE PARK BLVD.

SANTA CLARA

2936 SCOTT BLVD
SANTA CLARA, CA 95054
(408) 844-0008

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.

SANTA ROSA

160 WIKIUP DRIVE, SUITE 105
SANTA ROSA, CA 95403
(707) 791-3113

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.

VENTURA

4245 MARKET ST, SUITE 208
VENTURA, CA 93003
(805) 650-5220

FROM US-101N, TAKE THE TELEPHONE ROAD EXIT 65. TURN LEFT ONTO TELEPHONE ROAD. TURN RIGHT ONTO MARKET STREET.

VISALIA

3400 W MINERAL KING AVE, SUITE D
VISALIA, CA 93291
(559) 627-6700

FROM CA-99N, MERGE ONTO CA-198E VIA EXIT 96 TOWARD VISALIA/SEQUOIA NAT'L PARK. TAKE THE EXIT TOWARD DEMAREE

STREET. MERGE ONTO W NOBLE AVENUE. TURN LEFT ONTO S COUNTY CENTER DRIVE. TAKE THE 1ST LEFT ONTO W MINERAL KING AVENUE.

WALNUT CREEK

175 LENNON LANE, SUITE 203
WALNUT CREEK, CA 94598
(925) 906-9165

FROM I-5N, KEEP LEFT TO TAKE I-580W TOWARD TRACY/SAN FRANCISCO. MERGE ONTO I-680N VIA EXIT 44B TOWARD SACRAMENTO/WALNUT CREEK/CONCORD. TAKE THE YGNACIO VALLEY ROAD EXIT AND TURN RIGHT. TURN LEFT ONTO LENNON LANE.

OUT-OF-STATE EXAMINATION SITE LOCATIONS

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

ALBUQUERQUE

2820 BROADBENT PARKWAY
SUITE E & F
ALBUQUERQUE, NM 87107

FROM I-40 W TAKE EXIT 159D, FOLLOW FRONTAGE RD. N TO MENAUL BLVD NE, MAKE A LEFT ONTO MENAUL BLVD NE, MAKE A RIGHT ONTO BROADBENT PKWY NE. BUILDING WILL BE ON THE RIGHT.

ATLANTA (MARIETTA)

2100 ROSWELL ROAD NE, SUITE 2128
MARIETTA, CA 30062

FROM I-75 NORTHBOUND, TAKE EXIT #263 - THE 120 LOOP, EAST TOWARD ROSWELL. DRIVE APPROXIMATELY 1.5 MILES (PAST POWERS FERRY AND LOWER ROSWELL ROADS) AND EXIT RIGHT TOWARD ROSWELL. MAKE A RIGHT AT THE LIGHT OFF OF THE EXIT AND ONTO ROSWELL ROAD. PAVILIONS AT EAST LAKE SHOPPING CENTER IS 1/2 MILE ON RIGHT. THE SITE IS LOCATED IN SUITE 2128 IN THE SAME SHOPPING CENTER AS KROGERS.

FROM I-75 SOUTHBOUND, TAKE EXIT#265 - GA 120 LOOP/EAST. TURN LEFT ONTO NORTH MARIETTA PKWY. AFTER 1.4 MILES, TAKE THE RIGHT-SIDE OFF RAMP TO GA-3/ROSWELL/MARIETTA. TURN LEFT ONTO GA-120 EAST/ROSWELL RD. GO .3MILE TO PAVILIONS AT EAST LAKE SHOPPING CENTER. TURN RIGHT INTO SHOPPING CENTER. THE SITE IS LOCATED IN SUITE 2128 IN THE SAME SHOPPING CENTER AS KROGERS.

BOSTON (CHARLESTOWN)

WASHINGTON CROSSING
56 ROLAND ST, SUITE 305
CHARLESTOWN, MA 02129

FROM THE 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. TURN RIGHT ON TO ROLAND STREET. END AT 56 ROLAND. ENTER THROUGH NORTH LOBBY. DO NOT PARK IN THE BUILDING'S PARKING LOT.

FROM THE SOUTH: TAKE I-93 NORTH. EXIT 28 - RT 99/SULLIVAN SQ./SOMERVILLE. MAKE LEFT ON TO CAMBRIDGE ST. AT FIRST TRAFFIC LIGHT, MAKE LEFT ON TO CARTER STREET. TURN RIGHT ON TO ROLAND STREET. END AT 56 ROLAND STREET (BUILDING ON LEFT, PARKING LOT ON RIGHT). ENTER THROUGH NORTH LOBBY. DO NOT PARK IN THE BUILDING'S PARKING LOT.

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.



CHERRY HILL

950 N. KINGS HWY, SUITE 301
CHERRY HILL, NJ 08034

FROM THE NEW JERSEY TPKE S, TAKE EXIT #4/PHILADELPHIA/CAMDEN ONTO RT-73 N TOWARD CAMDEN/PHILADELPHIA. TAKE RAMP ONTO I-295 S TOWARD DEL MEM BR. TAKE EXIT #34B/CHERRY HILL/CAMDEN ONTO MARLTON PIKE (RT-70 W). TURN RIGHT ON KINGS HWY N (RT-41). NOTE BUILDING 950 IS BEHIND BUILDINGS #900 AND #1030.

CHICAGO

332 S. MICHIGAN AVENUE
SUITE 410
CHICAGO, IL 60604

TAKE US-41S WHICH BECOMES I-94E. TAKE THE W JACKSON BLVD EXIT (51F). TURN LEFT ON W JACKSON BLVD. TURN RIGHT ON S MICHIGAN AVE.

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.

DALLAS

1701 N COLLINS BLVD, SUITE 130
RICHARDSON, TX 75080

FROM US-75 NORTH TAKE EXIT 26 ONTO N. CENTRAL EXPRESSWAY TOWARD COLLINS BLVD./CAMPBELL RD. TURN LEFT ONTO CAMPBELL RD. TURN LEFT ON COLLINS BLVD. BUILDING IS ON RIGHT.

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.

MILFORD

[500 BIC DRIVE](#)
[SUITE 101](#)

[MILFORD, CT 06461](#)

FROM HIGHWAY I-95 EXIT 35. GO TOWARD BIC DRIVE. GO .5 MILES TO 500 BIC DRIVE WHICH IS AT GATE 1 OF THE FORMER BIC COMPLEX. GO TO THE REAR OF THE LOT AND PARK. WALK DOWN THE HILL IN FRONT OF THE BUILDING AND ENTER THE FRONT DOOR. SIGNS WILL DIRECT YOU TO SUITE 101 (PSI).

NASHVILLE

THE OAKS
1100 KERMIT DRIVE, SUITE 103
NASHVILLE, TN 37217

FROM I-40 EAST, TAKE EXIT ONTO I-24 (EXIT 213-A). TAKE MURFREESBORO ROAD AT THE FIRST EXIT (EXIT 52). STAY IN THE RIGHT LANE ON THE RAMP, AS THE EXIT APPEARS WHILE YOU ARE STILL IN THE CURVE. ON MURFREESBORO, STAY IN THE LEFT LANE. TURN LEFT ONTO KERMIT DRIVE WHEN THERE IS A MCDONALD'S ON YOUR RIGHT. PSI IS IN THE FIRST BUILDING ON YOUR LEFT. FROM I-40 WEST, TAKE EXIT ONTO BRILEY PARKWAY, TURN LEFT ONTO BRILEY. EXIT ONTO MURFREESBORO RD. STAY IN THE RIGHT LANE. TURN RIGHT ONTO KERMIT DRIVE. PSI IS IN THE FIRST BUILDING ON YOUR LEFT.

NORTH OREM (PROVO)

581 WEST 1600 NORTH, SUITE C
NORTH OREM, UT 84057

FROM US-89, TURN RIGHT ONTO W CENTER ST/UT-114. MERGE ONTO I-15 N VIA THE RAMP ON THE LEFT TOWARD SALT LAKE. TAKE THE 1600 NORTH EXIT 273. TURN EAST ONTO WEST 1600 NORTH. GO ONE MILE EAST.

NORTH SALT LAKE CITY

25 NORTH 400 WEST, SUITE 7
NORTH SALT LAKE CITY, UT 84054

(THE CITY OF NORTH SALT LAKE NOT SALT LAKE CITY PROPER. THE PSI TEST SITE IS IN DAVIS COUNTY JUST NORTH OF THE FLYING J REFINERY.)

[FROM SALT LAKE CITY AND THE SOUTH.](#)

[MERGE ON TO I-15N. TAKE EXIT 312 AND MERGE ON TO US89 NORTH FOR ABOUT 1.8 MILES. TURN LEFT ONTO E CENTER ST AND GO WEST FOR ABOUT .6 MILES. TURN RIGHT ON TO 400 W.](#)

[FROM THE NORTH](#)

[MERGE ONTO I-15 S SALT LAKE. TAKE THE CENTER ST., EXIT 314. TURN RIGHT ONTO W CENTER ST. TURN RIGHT ONTO 400 W. FROM I-80 EAST MERGE TO I-215 NORTH. TAKE THE REDWOOD RD/UT-68 EXIT 28 AND TURN RIGHT ONTO CENTER STREET.](#)

PHOENIX

5727 N 7TH ST.
SUITE 301

PHOENIX, AZ 85014

FROM I-17 SOUTH EXIT TO BETHANY HOME ROAD. GO LEFT (EAST) ON BETHANY HOME. TURN RIGHT (SOUTH) ON 7TH STREET. THE PSI SITE IS ON THE EAST SIDE OF THE STREET JUST BEFORE MISSOURI. IT IS A 4 STORY GLASS BUILDING.

QUEENS

THE SHOPS AT ATLAS PARK
71-19 80TH STREET, SUITE 8307
GLENDALE (QUEENS), NY 11385

FROM I-678 S, TAKE THE J ROBINSON PKWY EXIT- EXIT 7. TAKE THE FOREST PARK DR EXIT- EXIT 4- TOWARD MYRTLE AVE / WOODHAVEN BLVD. TAKE THE RAMP TOWARD MYRTLE AVE / WOODHAVEN BLVD. TURN SLIGHT RIGHT ONTO FOREST PARK DR. TURN RIGHT ONTO MYRTLE AVE. TURN LEFT ONTO 80TH ST. GO TO 2ND LIGHT PAST MYRTLE AVE OVER SMALL OVERPASS MAKE A RIGHT INTO ATLAS PARK. MAKE A RIGHT AT STOP SIGN TO GET INTO PARKING LOT. ONCE PARKED, GO TO TOP FLOOR OF PARKING LOT, TURN RIGHT AND WALK UNTIL YOU SEE "MARKET PLAZA". TAKE ELEVATOR TO THE 3RD FLOOR. OFFICES ARE LOCATED IN THE RED BRICK BUILDING.

RICHMOND

MOOREFIELD VI BUILDING
620 MOOREFIELD PARK DRIVE, SUITE 205
RICHMOND, VA 23236

FROM I-64E, TAKE THE PARHAM RD EXIT AND TURN RIGHT. N PARHAM RD/VA-73 S BECOMES VA-150 S/CHIPPENHAM PKWY. MERGE ONTO VA-76 S/POWHITE PKWY. MERGE ONTO MIDLOTHIAN TURNPIKE WEST. TURN LEFT ON MOOREFIELD PARK DR.

SOUTHFIELD (DETROIT AREA)

2640 LAHSER ROAD, SUITE 150
SOUTHFIELD, MI 48033

FROM I-96 E MERGE ONTO I-696 E. THEN MERGE ONTO MI-10 S. TAKE THE LAHSER ROAD EXIT. KEEP LEFT AT THE FORK IN THE RAMP. TURN LEFT ONTO NORTHWESTERN HWY. TURN RIGHT ONTO LAHSER ROAD. YOU MAY ACCESS THE BUILDING FROM THE BACK USING THE NW DOOR.

WEST DES MOINES

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

FROM I-235, EXIT 8TH ST/73RD ST AND PROCEED SOUTH. TURN RIGHT ON OFFICE PARK ROAD. TURN RIGHT INTO THE DRIVEWAY.

WEST HARTFORD

1245 FARMINGTON AVENUE, SUITE 203
WEST HARTFORD CT.



FROM I-84 WEST, TAKE EXIT 40 TOWARD CT-71/NEW BRITAIN AVE/CORBINS CORNER. TURN RIGHT ONTO RIDGEWOOD RD. TURN LEFT ONTO WOOD PONT RD. TURN LEFT ONTO TUNXIS RD. TURN RIGHT ONTO BROOKMOOR RD. TURN RIGHT ONTO BUENA VISTA RD. TURN LEFT ONTO EVERETT AVE. TURN RIGHT ONTO FARMINGTON AVE. DESTINATION IS ON THE RIGHT.

WILSONVILLE

25195 SW PARKWAY AVENUE, SUITE 105
WILSONVILLE, OR 97070

GOING SOUTH: OFF I5, TAKE EXIT 286 (ELLINGENS/BOONES FERRY RD). TURN LEFT AND CROSS BACK OVER THE FREEWAY. TURN LEFT AT 2ND SIGNAL LIGHT (PARKWAY AVE.) TURN INTO PARKWAY PLAZA PARKING LOT (ACROSS THE STREET FROM SHRINER'S). WE ARE LOCATED IN THE MAIN ENTRANCE FIRST DOOR ON THE RIGHT.

WOODBURY

6053 HUDSON RD, SUITE 210
WOODBURY, MN 55125

FROM I-94 GO SOUTH ON CENTURY TO THE FIRST LEFT (WHICH IS THE FRONTAGE ROAD ENTRANCE TO THE COUNTRY INN). ENTER THE OFFICE COMPLEX THROUGH THE SINCLAIR GAS STATION AND ALONG BACK OF THE INN. 6053 IS THE BUILDING DIRECTLY AHEAD. THE ENTRANCE ON THAT (WEST) SIDE IS ACTUALLY ON THE 2ND FLOOR. SUITE 210 IS DOWN THE CORRIDOR TO THE RIGHT. PLEASE USE THE WEST ENTRANCE ON SATURDAYS.

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.

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)
- U.S. Government-issued passport card.

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.

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. The thumb print must be matched after candidates return from a restroom break and any time the candidate leaves and returns to the test site after check-in.
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 or hoods. These items must be worn upon check-in, while you wait to enter the testing room, and during your initial seating for the examination. If the layered item is removed during the examination, you will be required to store it in the lobby while time continues to count down on your examination. Outerwear (coats, heavy jackets, vests, shawls, scarves, etc.) is not allowed in the testing rooms.
3. There are timing mechanisms available in the testing room and on the computer console to help candidates keep track of time during the test administration. Candidates are not permitted to bring watches or other timekeeping devices into the testing rooms.
4. Only one candidate will be allowed to take a restroom break at a time. Candidates are required to sign out when leaving and returning to the testing room. 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. The regulatory entity will investigate and take appropriate action.
5. The following is a non-exhaustive list of personal items that are not permitted in the testing rooms:

Purses	Briefcases/daypacks/luggage
Cellular phones	Pagers
Drinks (including water)	Food/candy/snacks/gum
Good luck items	Luggage
Calculators	Reading materials
Textbooks	Notes
Any recording device	Smart devices
Electronic devices	Headphones or earphones/earbuds
Personal pens or pencils	Therapeutic items
Cameras	Over-the-counter medication

Weapons	Fashion scarves
Hats/baseball caps/visors*	Sunglasses**
Bulky, large or noisy jewelry***	Prescription drugs****

*Headwear worn for religious purposes is subject to inspection.

**Prescription and non-prescription eyeglasses may not be worn for the photo. Eyeglasses subject to inspection.

***Jewelry that is allowed into the examination room is subject to inspection.

****Drugs that are medically necessary during the pendency of the examination may be brought into the examination site, in a container bearing a proper prescription label with the name of the candidate and of the drug; any such medication is subject to examination by a proctor upon check-in.

Examination proctors will have considerable discretion to refuse permission of clothing and/or items that compromise the integrity or security of 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 must return these items to their vehicle or other place of safekeeping. Neither PSI nor the Department of Consumer Affairs will be responsible for the items. Any candidate possessing prohibited items in the testing room will have his or her examination results invalidated, and PSI will notify the appropriate regulatory entity of the occurrence.

6. Shoes must be worn at all times and feet are not permitted on the chairs. Feet must remain on the floor during examinations.
7. Copying any portion of the examination content by any means, or communicating examination content for the purpose of aiding its unauthorized reproduction, whether before, during, or after the examination, is a violation of PSI security policy and existing law. Either one may result in the disqualification or invalidation of examination results, the denial of your license, and may result in criminal prosecution.
8. If a candidate is asked by a proctor to step into the lobby during your examination, the proctor will suspend the candidate's examination, so all remaining test time will be retained.

Only candidates, and those individuals with prior regulatory entity approval, are allowed to be present in the testing sites.

If candidates require that an exception be made to ANY of the abovementioned security procedures, candidates must contact their regulatory entity PRIOR to the date of their examination. The regulatory entity must provide the exception to PSI. NO EXCEPTIONS WILL BE MADE ON THE DAY OF THE EXAMINATION.

TAKING THE EXAMINATION BY COMPUTER

The examination will be administered via computer. You will be using a mouse and computer keyboard.



IDENTIFICATION SCREEN

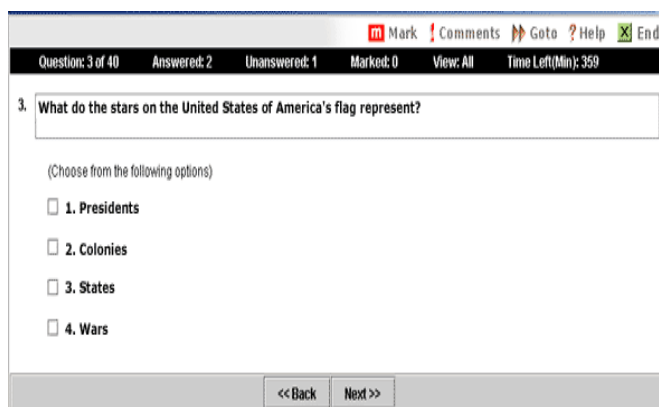
You will be directed to a semiprivate testing station to take the examination. When you are seated at the testing station, you will be prompted to confirm your name, identification number, and the examination for which you are registered.

TUTORIAL

Before you start your examination, an introductory tutorial 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 following the tutorial so that you may practice answering questions, and reviewing your answers.

TEST QUESTION SCREEN

The “function bar” at the top of the test question screen provides mouse-click access to the features available while taking the examination.



The screenshot shows a computer interface for a test. At the top, there is a navigation bar with icons for Mark, Comments, Goto, Help, and End. Below this, a status bar displays: Question: 3 of 40, Answered: 2, Unanswered: 1, Marked: 0, View: All, Time Left(Min): 359. The main question area contains the text: "3. What do the stars on the United States of America's flag represent?". Below the question, it says "(Choose from the following options)". There are four radio button options: "1. Presidents", "2. Colonies", "3. States", and "4. Wars". At the bottom of the question area, there are two buttons: "<< Back" and "Next >>".

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 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. 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.

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 2015. 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 2015 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

1	ASSESSMENT	42%
101	Intake	
102	Assessment Planning	
103	Observation, Interview, and Informal assessment	
104	Standardized Assessments	
105	Interpretation and Diagnosis	
106	Communication of Assessment Results	
2	INTERVENTIONS	28%
201	Academic Performance and Executive Functioning	
202	Adaptive and Vocational Skills	
203	Social Emotional and Behavioral Skills	
204	Psychological Counseling	
205	Progress Monitoring and Program Evaluation	
3	CONSULTATION	10%
301	Collaborative Consultation	
302	Referral	
4	LAW AND ETHICS	20%

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.

01. ASSESSMENT (42%)

0101 INTAKE

<p>T1. Review referral information to determine the need for psychoeducational evaluation.</p> <p>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.</p> <p>K2. Knowledge of methods to develop targeted referral questions.</p> <p>K3. Knowledge of situations that require referral to another service provider.</p> <p>K5. Knowledge of developmental milestones of typical cognitive, physiological, and social-emotional development.</p> <p>K6. Knowledge of the effects of medical conditions on learning and social-emotional functioning.</p> <p>K7. Knowledge of the effects of psychological conditions on learning and social-emotional functioning.</p> <p>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.</p> <p>K5. Knowledge of developmental milestones of typical cognitive, physiological, and social-emotional development.</p> <p>K6. Knowledge of the effects of medical conditions on learning and social-emotional functioning.</p> <p>K8. Knowledge of the effects of medications on learning and behavior.</p> <p>K25. Knowledge of genetic influences on educational and vocational functioning.</p> <p>K26. Knowledge of the impact of family history on educational and vocational functioning.</p> <p>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.</p> <p>K7. Knowledge of the effects of psychological conditions on learning and social-emotional functioning.</p>

0102. ASSESSMENT PLANNING

<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

<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>
<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.). 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>
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0104. STANDARDIZED ASSESSMENTS

<p>T10. Administer and score standardized assessment measures to determine current levels of functioning related to learning and development.</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>K34. Knowledge of scoring and reporting procedures for assessment measures.</p> <p>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.</p> <p>K36. Knowledge of the effects of client characteristics (e.g., age, ability level, etc.) on test administration procedures.</p> <p>K37. Knowledge of how to establish rapport with client, parents, and teachers.</p> <p>K38. Knowledge of information that can be obtained through observation of client presentation, affect, and behavior during test administration.</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>K42. Knowledge of the impact of observed testing behavior on validity of test scores.</p> <p>K45. Knowledge of the theoretical bases of assessment measures.</p> <p>K46. Knowledge of basic psychometric concepts and procedures.</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>
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0105. INTERPRETATION AND DIAGNOSIS

<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>

0106. COMMUNICATION OF ASSESSMENT RESULTS

<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>

02. INTERVENTION (28%)

0201. ACADEMIC PERFORMANCE AND EXECUTIVE FUNCTIONING

<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>

0202. ADAPTIVE AND VOCATIONAL SKILLS	
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	
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.
0204. PSYCHOLOGICAL COUNSELING	
T32. Provide individual psychological counseling in order to support and improve client's social-emotional functioning in educational and vocational settings. T34. Provide individual psychological counseling in order to facilitate and improve client's behavioral functioning in educational and vocational settings. 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.	K62. Knowledge of family's limitations with respect to understanding and implementing recommendations. 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. K75. Knowledge of behavioral management strategies to support behavioral needs. K76. Knowledge of therapeutic interventions to support social-emotional needs. K82. Knowledge of therapeutic and counseling techniques that support client functioning in educational and vocational settings. K83. Knowledge of the impact of mental health disorders on educational and vocational performance. K84. Knowledge of the effects of human diversity factors on the counseling process. K85. Knowledge of the effects of personal biases on the counseling process. K88. Knowledge of assessment methods for self-injurious and suicidal behavior. K89. Knowledge of signs and symptoms of abuse. K90. Knowledge of indicators of potential for at-risk behavior.

T37. Conduct threat assessments for clients in crisis.	K86. Knowledge of methods for crisis assessment. K87. Knowledge of methods for crisis treatment. K88. Knowledge of assessment methods for self-injurious and suicidal behavior. K89. Knowledge of signs and symptoms of abuse. K90. Knowledge of indicators of potential for at-risk behavior.
T44. Teach self-advocacy strategies to gain needed support and to access learning options in order to empower the client.	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. K77. Knowledge of interventions to teach social and pragmatic skills. K82. Knowledge of therapeutic and counseling techniques that support client functioning in educational and vocational settings. K83. Knowledge of the impact of mental health disorders on educational and vocational performance. K95. Knowledge of strategies for teaching self-advocacy skills to client.

0205. PROGRESS MONITORING AND PROGRAM EVALUATION

T41. Monitor client progress to evaluate effectiveness of interventions. T42. Evaluate effectiveness of interventions to determine need for modifications.	K91. Knowledge of evidence-based methods to monitor client progress in relation to the goals established by the client's individual educational program (IEP). K92. Knowledge of evidence-based methods to monitor client progress within the general education setting (e.g., curriculum-based measures, behavior plans).
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03. CONSULTATION (10%)

0301. COLLABORATIVE CONSULTATION

<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>

<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>0302. REFERRAL</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>

04. LAW AND 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>
<p>T58. Disclose information about professional qualifications, scope of practice, services, and fees as in accordance with legal requirements and ethical standards. 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. K114. Knowledge of legal and ethical guidelines pertaining to conflict of interest and maintenance of professional boundaries. K115. Knowledge of legal standards relating to competency to consent to psychoeducational services. K116. Knowledge of legal requirements that pertain to providing psychoeducational services to minors. K117. Knowledge of legal requirements pertaining to disclosure of fees and professional qualifications. K121. Knowledge of ethical responsibility to inform clients about accommodations and/or services that are available to individuals in educational and vocational settings. 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. K124. Knowledge of how to initiate safety protocols and report the client's intentions to harm self or others as required by law (Tarasoff). 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). K124. Knowledge of how to initiate safety protocols and report the client's intentions to harm self or others as required by law (Tarasoff). 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. K114. Knowledge of legal and ethical guidelines pertaining to conflict of interest and maintenance of professional boundaries.</p>
<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. K121. Knowledge of ethical responsibility to inform clients about accommodations and/or services that are available to individuals in educational and vocational settings. 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. K114. Knowledge of legal and ethical guidelines pertaining to conflict of interest and maintenance of professional boundaries. K115. Knowledge of legal standards relating to competency to consent to psychoeducational services. K116. Knowledge of legal requirements that pertain to providing psychoeducational services to minors. K117. Knowledge of legal requirements pertaining to disclosure of fees and professional qualifications. 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.</p>

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**STATE OF CALIFORNIA
NOTICE OF ELIGIBILITY**

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.
