



EDF 6213: Biological Bases for Learning Behavior

CRN: 13260, Section 120, 3 Credit Hours

College of Education

Department of Educational and Psychological Studies

Last Updated: 01/05/2026

Semester: Spring 2026

Class Meeting Day: Tuesday

Class Meeting Time: 6:00pm-8:45pm

Class Meeting Location: Virtual

Instructor: Amanda Thalji-Raitano, PhD, Licensed Psychologist

Office Location: Virtual

Office Hours: By appointment

Email: athalji@usf.edu

A) Welcome to Biological Bases of Behavior!

This course will provide you with a better understanding of how the underpinnings of education, psychology, and neuroscience have been synthesized into educational neuroscience, with the goal of creating optimal environments for all learners. Through learning about developmental variation, key neurodevelopmental constructs, and brain-based disorders from an ecological perspective, you will take away the knowledge and skills to work more effectively with and advocate for diverse students.

B) University Course Description

Human biological development and its influence upon learning and behavior.

C) Course Requirements

A permit is required for participation in this course. Also, one course in educational psychology is required as a prerequisite. When taking this course, students should have an understanding of the inner-workings of a school, including the dynamics of working directly with teachers and staff, within classrooms, and with individual/groups of students.

D) Course Purpose and Learning Outcomes

The purpose of this course is to provide students with an understanding of the nature of neurodevelopmental dysfunction in youth, and its implications for academic, social, and emotional development. Through readings, lectures, group discussions, and teaching opportunities, students will learn how the brain is involved in various learning and behavior disorders such that they will be able to (a) recognize and appreciate the importance of neurobiological functioning among children and youth and (b) effectively communicate this knowledge to other professionals and families.

By the end of this course, students will be able to:

- Demonstrate an understanding of the concept of developmental variation.
- Explain developmental variation from an ecological perspective.
- Explain the primary neurodevelopmental constructs (e.g., memory, attention, processing speed) and how they are involved in academic, social, and emotional functioning.
- Demonstrate an understanding of brain-based disorders from an ecological perspective, including their impact on a child's neurological, cognitive, affective, and social development.
- Describe what is known about the neurological underpinnings of various developmental, behavioral, and affective disorders.

E) Alignment with Program Goals, Objectives, and Competencies

For students enrolled in the School Psychology Program, the knowledge base and professional competencies developed through this course address the goals of the School Psychology Program as indicated below. The course objectives relating directly to desired Professional Competencies and Program Goals are noted in the following table:

Competencies for Practice in Health Service Psychology (APA CoA)	Program Goals for School Psychology Practice (NASP Domains)	Course Objectives
Assessment and Intervention	Effective Instruction and Development of Cognitive Academic Skills	3, 4
Individual and Cultural Diversity	Student Diversity in Development and Learning	1-5
Intervention and Interprofessional/ Interdisciplinary Skills	Prevention, Crisis Intervention, and Mental Health	4, 5

F) Required Text and Readings and/or Course Materials

Thomas, M. S. C., Mareschal, D., & Dumontheil, I. (Eds.). (2020). *Educational neuroscience: Development across the life span* (1st ed.). Routledge.

This text is available digitally through the USF library systems and also available on the course Canvas page. Additional book chapters and journal articles to be posted on Canvas or direct you to the USF library system.

G) Supplementary (Optional) Texts and Materials

None

H) How to Succeed in this Course

This is an advanced graduate course in the School Psychology Program at USF. Students are encouraged to engage in course content and discussions, critical thinking, collaboration, self-reflection, and personal and professional development throughout the course. Adherence to course policies (next section) is essential to student success.

I) Course Policies

- **Synchronous Class Attendance is Required:** It is critical that all students are active participants in-class activities. This course features synchronous and asynchronous content. It is your responsibility to be mindful of the course schedule. In the event you are unable to participate in a class due to an emergency, such as hospitalization or death in the family, you are to contact me as soon as possible, as situations will be handled on a case-by-case basis. Synchronous activities cannot be made up. Students who cannot attend a class should provide at least 24-hour notice when possible. The ultimate goal of this course is mastery of all content and skills to develop competent advanced graduate-level trainees. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal. Students who cannot attend two or more classes, are frequently late to class, or do not often engage in course discussions are subject to course failure.

Students experiencing significant illness should contact Student Health Services immediately (813-974-2331) for appropriate medical guidance and to obtain a verification of care letter. To be considered for approval of missed classes, late assignments or missed examinations due to illness, a verification of care letter must be presented upon your return to class. Please **do not** email me your health records, as I do not have a means of securely storing and managing your medical information securely. For additional guidance, refer to: <https://www.usf.edu/student-affairs/student-health-services/services/medical-excuse.aspx>

- **Weekly Readings, Pre-Recorded Lectures, Podcasts, Videos, and Training(s):** As graduate students, I expect that you will read every assigned reading, watch assigned videos, and/or listen to podcasts, and/or complete assigned training(s) prior to class. Class lectures and discussions are intended to present ideas, clarify details, and questions from the readings. Do not miss an opportunity to engage in essential content that will guide your future practice. Our class time is designed to deepen the knowledge, concepts, and skills from the readings and other assigned course content – not just repeat the information. Additionally, students will want to sharpen their study as this course involves learning and memorizing information. Students are expected to take their own notes during class.

- **Civility & Respectful Behavior, and Professional Conduct:** To create and preserve a classroom setting that optimizes teaching and learning, all students share a responsibility in creating a civil and non-disruptive forum. Students are expected to always conduct themselves in a manner that does not disrupt teaching or learning. Comments or behavior that disrupt the learning process may lead to disciplinary action and/or removal from class. The highest levels of ethical and professional conduct are expected of ALL professional school psychologists and school psychologists in training. At USF, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. This includes behavior on social media platforms and other related publicly accessible information, in person or online.

The following Professional Work characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students: respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Students *will* receive feedback on professional dispositions as consistent with NASP standards or practice.

Also, students should remain mindful of the following for guiding class behavior:

- Designate a quiet and distraction-free space for attending synchronous classes.
- Ensure good lighting and a clutter-free environment to stay focused.
- View class time and assignments as an opportunity to learn.
- We will be utilizing Teams for synchronous classes. Test your computer/laptop, microphone, and webcam well before the class to ensure they are functioning properly.
- Have all necessary learning materials: computer, reliable internet connection, and any required textbooks, articles, notes, etc., readily available.
- Utilize conferencing tools- mute/unmute, chat and raise your hands functions.
- Ask questions in an effort to promote success and mastery.
- Assist your peers in being their best by remaining attentive, asking questions, and being willing to share the information that you know in class.
- Value Diversity – One important goal of our community is to avoid committing microaggressions and addressing them if/when they occur. Microaggressions can be intentional or unintentional words or behaviors that communicate negative insults toward others based on their identity. As professionals, our goal is to welcome the difference that our unique identities provide and to recognize how these identities (e.g., race, gender, etc.) may affect people's lived experiences. If a student believes a microaggression was committed against them within our class or while engaged in course activities, it is important to privately address the concern with the individual in a professional manner to allow discussion, potential clarification, and to set the stage towards resolving the offense. If support is needed, students may contact the instructor for consultation.

- Classroom discussion is meant to allow everyone to hear a variety of viewpoints. Discussions should remain civilized, respectful to everyone, and relevant to the current topic. This can only happen if students maintain respect for each other's differences.
- The use of non-sexist, gender-inclusive, culturally-sensitive, person-first, and professional language is expected on all written assignments and during class discussions.
- Any discussion from class that continues on the class discussion forum, group text forum, etc. should adhere to professional standards for school psychologists (including the language used and topics discussed).
- To maximize learning, the instructor aims to create a positive atmosphere for students to interact and exchange ideas, and to provide constructive feedback to promote students' knowledge, skills, and professional growth. Although the inherent power differential between instructor and students will continue to exist in this and any course the instructor, open and honest feedback is welcomed and encouraged.
- During this class we will talk about historical and current systems that oppress marginalized groups, which involve explicit anti-racism and anti-oppression conversations and actions. These conversations can invoke a wide range of emotions and responses from class participants. We must be open to these conversations, be honest with ourselves and with others, and be respectful of the perspectives and experiences of all class participants.
- Should you believe that a peer or the instructor violated class norms and/or committed a microaggression, you have the following options:
 - Address the person exhibiting the microaggression in an effort to raise awareness and problem-solve directly.
 - Talk with your advisor, the Program Coordinator, the Department Chair, or another faculty to explain what occurred and to ask for support in addressing the microaggressions.
 - Talk with a School Psychology Student Association (SPSA) representative to explain what occurred and to ask for support in addressing the microaggressions.
 - Contact the USF Student Ombuds Office. This office hears concerns from anyone at USF and will work with you to resolve issues confidentially. (<https://www.usf.edu/student-affairs/ombuds/>).
 - File a report with the Office of Student Conduct & Ethical Development. The Office will investigate the incident and evaluate it in the context of the USF Student Code of Conduct. As such, this option only applies in response to a microaggression exhibited by a USF student. The link to their website, including information and FAQs about reporting can be found here: <https://www.usf.edu/student-affairs/student-conduct-ethical-development>

- Course-Related Technology:** 1) E-mail Communication: Sending e-mail is considered the same as sending hard copy by the instructor, so students should check their e-mail frequently. When emailing me, please include “EDF6213” in the subject line. It is my intention to facilitate your success in this course and therefore I intend to respond to all email communication within two business days. 2) Canvas: Course materials will be made available through Canvas, an online course management system. When notified in advance by the instructor, the course Canvas webpage, a secure site, will be utilized for class topics. You can access materials by going to the following website: <http://my.usf.edu>, and providing your USF NetID and password. If you have problems accessing materials through this system, reach the Academic Computing Office at help@usf.edu or by calling (813) 974-1222. 3) Microsoft Teams: Synchronous meetings this course will be offered via Microsoft (MS) Teams. While using a virtual format, students must have reliable Internet access and be able to utilize necessary tools, such as the microphone and webcam. You may seek additional guidance on using the MS Teams platform by contacting USF's IT department at (813) 974-1222 or help@usf.edu.
- Communication:** Whenever possible, use Canvas to communicate about the course. If you need to email me, please include “EDF 6213” in the subject line. I intend to facilitate your success in this course; therefore, I will respond to emails and meeting requests promptly, typically within two business days. Although it may happen on occasion, do not expect that emails will be read or responded to between the hours of 6 PM and 8 AM or on the weekends and holidays. During these hours I am focusing on my family and well-being. I encourage you to focus on your well-being also. You are not expected to respond or open these communications outside of traditional work hours; thus, it is your discretion whether to read any communications outside of the traditional work hours and/or respond. In addition to the utilization of email and office hours, you have access to my work calendar to schedule a meeting with me via this [Microsoft Bookings](#) link. Please click on the link to see available appointment times to meet via Teams and indicate 1-2 points of what you would like to discuss.

- **Multi-Tasking During Class Meetings:** Students are not permitted to work on other, unrelated tasks during synchronous meetings. Research has suggested that “multitasking” activities such as texting during class results in lower course performance and understanding of course content (Aguilar-Roca, et al., 2012; Bellur et al., 2015; Carter et al., 2017; Fried, 2008; Junco, 2012; Sana et al., 2013).
- **Late Work:** All assignments are to be completed and uploaded to Canvas by or before the scheduled date and time provided on the syllabus. Failure to submit assignments by the due date will result in a loss of 5% of points on the assignment per day (e.g., an assignment that is 2 days late will have 10% of points deducted, so a grade of 90 would lose 9 points and become an 81). Please do not email the professor any assignments. Any concerns (e.g., illnesses, emergencies, extenuating circumstances) must be clearly and proactively communicated to the instructor and documentation may also be required.
- **Make-Ups and Extra Credit:** Make-up work for excused absences will be addressed on a case by-case basis. There will not be an option to earn extra credit within this course.
- **Rewrite Policy:** Rewrites will be up to the instructor’s discretion for reaction papers graded as a C- or below.
- **Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. In this course, Turnitin.com will be used. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format via Canvas. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For more information about Turnitin and plagiarism, go <http://www.usf.edu/atle/technology/turnitin.aspx> and <https://www.usf.edu/undergrad/students/ethics-integrity.aspx>

- **Course Policy on Acceptable Use of Generative AI Tools:** Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc. The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors. Generative AI tools may not be used for course-related submissions. Please keep in mind that the use of AI for academic assignments may compromise an assignment's validity as an assessment of learning of course content material. Demonstrating a deep understanding of the subject matter is essential for your development as school psychologists, and the use of AI-generated content undermines this experience and the development of your expertise. It is important to consider that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Failing to cite AI-generated content, relying too heavily on AI for work completion, or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027). Please refer to the [USF's AI Tools and Resources page](#) for additional information.
- **End of Semester Student Evaluations:** All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and I value your feedback!

J) USF Course Syllabus Guidelines

- **Academic Integrity:** Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in **USF Regulation 3.027**.
- **Academic Grievance Procedure:** The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Additional information regarding relevant terms, resolution process steps, and formal Grievance appeal procedures can be found in the [Academic Grievance Procedure for Students Policy 10-002](#).

- **Disability Access:** Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the Student Accessibility Services website for more information.
- **Disruption of Academic Progress:** Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (USF Regulation 3.025) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.
- **Food and Housing Insecurity:** We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or their website), or Student Outreach and Support (socat@usf.edu or their website).
- **Florida Statute 1004.097 Free Expression on Campus:** Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).
- **Pregnancy or Related Conditions:** Students who are pregnant, have recently given birth, or have related experiences may contact the USF Title IX Coordinator to request

reasonable modifications to support their academic success in accordance with Title IX of the Education Amendments of 1972. The modifications must be coordinated by USF's Title IX Coordinator in consultation with the student and the Title IX Coordinator may be reached at titleixreports@usf.edu or 813-974-8616. The Title IX Coordinator will work with the student's instructor to implement reasonable modifications. Examples of modifications include but are not limited to excused absences, schedule adjustments, online learning options, lactation spaces, and voluntary leaves of absence. USF prohibits discrimination based on pregnancy and related conditions. For more information, please refer to: <https://www.usf.edu/title-ix/gethelp/pregnancy-parenting.aspx>.

- **Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF Policy 10-045](#)). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.
- **Sexual Misconduct / Sexual Harassment:** USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the [USF Center for Victim Advocacy](#): 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: usf.edu/title-ix
- **Statement of Academic Continuity:** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas,

Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).

- **Health and Wellness:** Your health is a priority at the University of South Florida. We encourage members of our community to look out for each another and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the student outreach & support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.
- **Incompletes:** Students will not be given an Incomplete in the course unless there is an appropriate reason (e.g., medical problems). This course fulfills one of the core requirements for the school psychology program. Therefore, satisfactory progress for students in that program is defined as attainment of a B- or better.

K) Grading Scale

The following grading scale will be used to determine your final grade:

Grading Scale (%)	
94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+

64 – 66	D
60 – 63	D-
0 – 59	F

All grades will be posted on Canvas as they become available. Remember that **you are responsible** for your final grade in the class, which is determined by the number of points you earn. If you do not understand a grade or believe a grade is incorrect, you need to notify the instructor via email within one week of the grade being posted and explain your specific concern clearly. Final grades 0.49 or below will be rounded down, and grades .50 or above will be rounded up. Note that no grade below C is accepted towards a graduate degree.

L) Grade Categories and Weights

The following assessments and activities will be used to calculate your final grade:

Assessment	Percent of Final Grade	Maximum Points Earned
Participation	19.1%	130
2 Reaction Papers	44.1%	300
4 Quizzes	14.7%	100
Group Presentation	22.1%	150
Total	100%	680

M) Class Participation and Assignments

Graded assignments will be returned to you via Canvas. You can access your scores at any time using "Grades" in Canvas. Please refer to Canvas to access rubrics for each assessment tool.

- **Participation (130 points total, 10 points per class)** Graduate students are expected to come prepared to every class (i.e., complete assigned readings, watch assigned videos, and complete assigned trainings prior to class) as well as contribute to discussions of assigned content. Your participation grade will be based on the quantity and quality of your contributions to discussions that occur synchronously or asynchronously. Participation may include asking questions, answering questions, providing commentary or critique on the readings, and extending the discussion by incorporating new information or connecting concepts. It is important to maintain respectful in your contributions to the topic. If necessary, use of reading reflections, guided notes, quizzes, or asking questions with a no-hands-up approach (i.e., cold-calling) will be used.

- **Reaction Papers: (300 points total, 150 points per paper)** Two reaction papers (3-5 pages in length, not including the title and reference pages) will be submitted during the semester. Your reactions must be completed within the timeframe of Class #2 (components of the brain/neuroimaging) and ends at Class #12 (traumatic brain injury).

Important: You must react to the reading for THAT week. In other words, if you want to turn in a reading reaction for Class #3. You will refer to the course syllabus, and you will write/react to Chapters 3 and 4 of *Educational Neuroscience: Development Across the Life Span* and it will be due on January 27, 2026 at 6:00pm to Canvas.

Reading reactions should (1) summarize the most important points from the reading, (2) make connections from the reading to information from other classes, practicum, personal experiences, etc., and (3) identify implications of the reading for practice, training, future research, etc. This paper should be prepared according to American Psychological Association APA style (7th edition). The reaction paper should include a title page (not included in the page requirement), utilize double-spacing, 12-point Times New Roman or 11-point Calibri, and include a reference page. Students may cite outside resources in their paper, but this is not a requirement. Please refer to the rubric for this assignment on Canvas for additional information.

- **Group Presentation (150 points)** Students will be assigned to a group topic. The group will select an intervention for their topic. They will describe their topic and their intervention from a neuroscience perspective in a 30-45 minute presentation for class (e.g., Power Point, Google slides). This presentation will focus on: (1) a summary of the neuroscience on which the intervention is based, (2) the target audience for whom the intervention is intended for (e.g., age, population, type of learning/behavior challenge, etc.), (3) a demonstration or detailed description of how to do the intervention, and (4) empirical evidence supporting the intervention. A digital handout describing the topic/condition and intervention that would be appropriate to disseminate to a parent and/or teacher must be created and posted for peers (a designated group member must upload the handout to the Canvas Discussion Board prior to 6:00pm on the day of your group's presentation). Each group member is expected to demonstrate their contribution during the presentation. Afterward, the floor will be opened for Q&A to allow peers and the professor to seek further clarification regarding the topic. Please refer to the rubric for this assignment on Canvas for additional information.

A one-paragraph description of the selected intervention must be emailed to the professor by January 27, 2026 by 9:00pm. Interventions must be approved. Interventions should be empirically supported and approved by the instructor.

Each member of the group must upload their group's presentation to their Canvas assignment prior to class (6:00pm) on the day of their presentation (please refer to course schedule).

One member will post the handout to the Canvas discussion board prior to 6:00pm on the day the group presents.

Each member will also upload a self-evaluation and peer evaluation form by 11:59pm of the day of their presentation.

- ***Quizzes (100 points total, 25 points per quiz)***—We will have 4 quizzes across the semester. Quizzes will be multiple-choice and short answer covering material covered in assigned readings and course lectures, peer presentations, and class discussions. Quizzes will be available on Canvas from 6:00pm-8:45pm on their respective dates. Please refer to the course schedule in the syllabus.

N) Course Schedule

Date & Class Modality	In Class Topic/Activities	Assignments, Activities, & Weekly Readings Due
Class 1 January 13 Meet Virtually at 6pm EST	Introductions Course & syllabus overview Determine assignments for group project	<i>Educational Neuroscience: Development Across the Life Span- Chapter 1</i> - FASP Article: <i>What is School Neuropsychology? An Interview with Dr. Dan Miller</i>
Class 2 January 20 Asynchronous	Components of the Brain Neuroimaging Methods	<i>Educational Neuroscience: Development Across the Life Span -Chapter 2</i> Complete posted activities and discussion requirements on Canvas by 9:00pm
Class 3 January 27 Asynchronous	Genetics for Education	<i>Educational Neuroscience: Development Across the Life Span -Chapter 3</i> <i>Educational Neuroscience: Development Across the Life Span -Chapter 4</i> Complete posted activities and discussion requirements on Canvas by 9:00pm * Upload a 1-paragraph description of the intervention for your group to Canvas by 9:00pm. Include at least 1 peer-reviewed article.
Class 4 February 3 Meet Virtually at 6pm EST	Sensory Motor Skills and Sensory Integration * Quiz 1 Due. Available 6pm-9:00pm (group format activity)	<i>The Oxford Handbook of Developmental Cognitive Neuroscience- Chapter 11</i> <i>The Oxford Handbook of Developmental Cognitive Neuroscience- Chapter 12</i> - Bullen, J.C., Lerro, L.S., Hesse, T. et al. (2025) - Schoen et. Al (2019) - Article
Class 5 February 10 Meet Virtually at 6pm EST	Attention and Executive Control	<i>Cognitive Neuroscience Foundations for School Psychologists Brain Behavior Relationships in the Classroom- Chapter 4</i> - Tough, P. (2025). <i>Have We Been Thinking About A.D.H.D. All Wrong?</i>. New York Times Company. - Watch video of Russel Barkley's reaction to NYT article before class: https://www.youtube.com/watch?v=-8GlhCmdkOw - Deteresa et al. (2024)

Class 6 February 17 Meet Virtually at 6pm EST	Motivation and Reward ODD and/or Conduct Disorder Group Presentation - Cassie & Reagan	• <i>The Oxford Handbook of Developmental Cognitive Neuroscience- Chapter 31</i> • Matthys et. al. (2012) • Tenenbaum et al. (2017) • Goldberg, H. (2022)
February 24	No Class: NASP Convention	None
Class 7 March 3 Meet Virtually at 6pm EST	Emotional Development Trauma Group Presentation- Shardae & Ayana Anxiety Group	• <i>Educational Neuroscience: Development Across the Life Span –Chapter 10</i> • <i>Additional readings to be assigned via Canvas (Haller et al. 2024)</i>
Class 8 March 10 Meet Virtually at 6pm EST	Social Development Autism Spectrum Disorder Group Presentation - Annabelle & Briley	• <i>Educational Neuroscience: Chapter 10</i> • <i>The Oxford Handbook of Developmental Cognitive Neuroscience -Chapter 29</i> • <i>The Oxford Handbook of Developmental Cognitive Neuroscience- Chapter 33</i>
March 17	No Class: Spring Break	None
Class 9 March 24 Asynchronous	Language Development * Quiz 2 due. Available 6pm-9:00pm	• <i>Cognitive Neuroscience Foundations for School Psychologists Brain: Behavior Relationships in the Classroom- Chapter 5</i> • <i>The Oxford Handbook of Developmental Cognitive Neuroscience -Chapter 23</i> • Roy & Chiat (2013) Complete posted activities and discussion requirements on Canvas by 9:00pm
Class 10 March 31 Meet Virtually at 6pm EST	Literacy Development Dyslexia Group Presentation- Keren & SaraJewel Dyscalculia Group Presentation- Seffie & Hannah D.	• <i>Educational Neuroscience: Development Across the Life Span -Chapter 5</i> • <i>Educational Neuroscience: Development Across the Life Span -Chapter 6</i>

Class 11 April 7 Asynchronous	Mathematical Development * Quiz 3 due. Available 6pm-9:00pm	• <i>Educational Neuroscience: Development Across the Life Span -Chapter 7</i> • <i>Pediatric Neuropsychology Chapter 13</i> Complete posted activities and discussion requirements on Canvas by 9:00pm
Class 12 April 14 Asynchronous	Traumatic Brain Injury * Final reaction paper due by 9:00pm to Canvas	• See Articles in Canvas: School Psychology Forum – Special Issue (Fall 2015): Concussion Management in Schools: Issues and Implications. • Solesbee et al. (2021) Complete posted activities and discussion
Class 13 April 21 Meet Virtually at 6pm EST	Pediatric Psychopharmacology: Internalizing & Externalizing Disorders OCD Group Presentation- Kaitlyn & Hannah B. Substance Use Disorder - Kayleigh & Natalie	• American Academy of Child and Adolescent Psychiatry (AACAP) and the American Psychiatric Association (APA) guides posted on Canvas • American Academy of Child and Adolescent Psychiatry (AACAP) and the American Psychiatric Association (APA) guides posted on Canvas • <i>Additional readings to be assigned via Canvas</i>
Class 14 April 28 Asynchronous	* Quiz 4 due. Available 6pm-9:00pm	None

** Note: The schedule and procedures described in the syllabus are subject to revision in the event of extenuating circumstances, including University closures. The assigned readings, activities, and assignment dates are tentative and can be changed at the discretion of the professor.*

O) Important Dates to Remember

The following are important dates to remember throughout the Spring 2026 semester:

Spring Classes Begin: Monday, January 12, 2026

Drop/Add Deadline: Friday, January 16, 2026

Martin Luther King, Jr. Holiday: Monday, January 19, 2026

Spring Break: Monday, March 16, 2026 – Sunday, March 22, 2026

Withdrawal Deadline: Saturday, March 28, 2026

Test Free Week: Saturday, April 25, 2026 – Thursday, April 30, 2026

Last Day of Spring Classes: Friday, May 1, 2026

Final Examination Week: Saturday, May 2, 2026 – Thursday, May 7, 2026