



Psychology 576
Psychological Assessment of Children & Adolescents
Blended

Thursdays 9:30am-12:30pm (will live stream via Zoom)

COURSE SYLLABUS: Summer I TEN

Instructor: Kendra Saunders, Ph.D., Assistant Professor of School Psychology

Office: Henderson 234 (remote during summer)

Class: Blended

Email: kendra.saunders@tamuc.edu

Preferred Form of Communication: University Email or Virtual Office Hours (VOH)

Communication Response Time: *Please allow 48 business hours for a response time. Emails sent during the weekend will receive a response by Tuesday.*

Office Hours: by appointment via ZOOM

COURSE INFORMATION

Catalog Course Description: This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEIA (Individuals with Disabilities Education Improvement Act) and the DSM-5-TR. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with multi-disciplinary assessment teams, intervention strategies and recommendations, working with families, and multicultural considerations.

Goals:

1. To increase understanding of the assessment of children and adolescents, especially as it relates to their psychological and social emotional functioning.
2. To develop competency in the assessment and connection to intervention of children and adolescents, especially as it relates to their psychological and social emotional functioning.

Links to NASP Model 10 Domains of Practice

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- **Domain 1: Data-Based Decision Making:** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports.
- **Domain 4: Mental and Behavioral Health Services and Interventions:** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning.
- **Domain 5: School-Wide Practices to Promote Learning:** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health.
- **Domain 8: Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.
- **Domain 10: Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Materials – Textbooks, Readings, Supplementary Readings

Whitcomb, S. A. (2018). *Behavioral, social, and emotional assessment of children and adolescents* (5th ed.). New York, NY: Routledge. – May use either the 2023 update or the 2018 version.

Schneider, J.W., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of Assessment Report Writing*. Wiley & Sons, Inc.

Additional required/recommended readings may be accessed via the online course learning page, and include:

Allen, R. A., & Hanchon, T. A. (2013). What can we learn from school-based emotional disturbance assessment practices? Implications for practice and preparation in school psychology. *Psychology in the Schools*, 50(3), 290-299. doi: 10.1002/pits.21671

Cha, C. B., & Nock, M. K. (2014). Suicidal and nonsuicidal self-injurious thoughts and behaviors. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (pp. 317–342). The Guilford Press.

Ecker, B. & Lichtenstien, R. (2017). Consumer-responsive reporting of psychoeducational assessments [audio podcast]. Retrieved from <https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=255>

Emotional Disturbance: A Look at the Regs (**Provided**)

Espelage, D. L., Boyd, R. C., Renshaw, T. L., & Jimerson, S. R. (2022). Addressing youth suicide through school-based prevention and postvention: Contemporary scholarship advancing science, practice, and policy. *School Psychology Review, 51*(3), 257–265. <https://doi.org/10.1080/2372966X.2022.2069958>

Glazer, A. (2014). Communication matters: Effective oral communication of evaluation results. *Communique, 42*(6).

Hanchon, T. A., & Allen, R. A. (2018). The identification of students with emotional disturbance: Moving the field toward responsible assessment practices. *Psychology in the Schools, 55*(2), 176-189. <https://doi.org/10.1002/pits.22099>

Jimerson, S. R., Sharkey, J. D., Nyborg, V., & Furlong, M. J. (2004). Strength-based assessment and school psychology: A summary and synthesis. *The California School Psychologist, 9*, 9-19.

Kim, E. K., Anthony, C. J., & Chafouleas, S. M. (2022). Social, emotional, and behavioral assessment within tiered decision-making frameworks: Advancing research through reflections on the past decade. *School Psychology Review, 51*(1), 1–5. <https://doi.org/10.1080/2372966X.2021.1907221>

Kingery, J. N., Ginsburg, G. S., & Burstein, M. (2009). Factor structure and psychometric properties of the Multidimensional Anxiety Scale for Children in an African American adolescent sample. *Child Psychiatry and Human Development, 40*(2), 287-300. doi: 10.1007/s10578-009-0126-0

Langberg, J. M., & Dvorsky, M. R. (2013). What specific facets of executive function are associated with academic functioning in youth with Attention-Deficit/Hyperactivity Disorder? *Journal of Abnormal Child Psychology, 41*(7), 1145-1159. doi 10.1007/s10802-013-9750-z

Merrell, K. W., & Walker, H. M. (2004). Deconstructing a definition: Social maladjustment versus emotional disturbance and moving the EBD field. *Psychology in the Schools, 41*(8), 899-910. doi: 10.1002/pits.20046

Sullivan, A. L. (2017). Wading through quicksand: Making sense of minority disproportionality in identification of emotional disturbance. *Behavioral Disorders, 43*(1), 244-252. <https://doi.org/10.1177/0198742917732360>

Taylor, J. J., Grant, K. E., Amrhein, K., Carter, J. S., Farahmand, F., Harrison, A., ... & Katz, B. N. (2014). The manifestation of depression in the context of urban poverty: A factor analysis of the Children's Depression Inventory in low-income urban youth. *Psychological Assessment, 26*(4), 1317-1332.

Student Learning Outcomes

This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments as well as interviewing skills, and report writing. The objectives in this course are to develop student competency in:

1. Demonstrate knowledge of basic measurement concepts and evaluate the psychological and emotional properties of individual assessments
2. Select, administer, and score psychological and psychosocial tests
3. Interpret test results and review reports to generate appropriate educational and behavioral goals and objectives
4. Use formal and informal assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
5. Evaluate and recommend evidence-based interventions
6. Collect informal psychological and behavioral data using technology applications

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the

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availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

All students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. **All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course.** All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). All communication about the class must be completed with your university email, and will not be completed with personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSY576: Question about assignment. As noted above, all emails will be returned within 48 hours, with the exception of weekends and holidays. If you have a question that can be addressed through email, I will do so. If your question would best be served by us meeting by telephone, video chat, or in person, I will schedule an appointment with you during office hours or at a mutually convenient time.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. *Attendance is mandatory and excused absences will only be allowed in extreme circumstances.* However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances, please be prepared to provide adequate documentation upon your return to class. Students are only **allowed to have up to 1 unexcused absence for the course.** In addition to attendance, being prompt for class and staying for the entirety of the class is important and will be monitored.

Late Assignments: Late assignments/work will **NOT** be accepted without prior written notice and arrangements with the instructor. If a student needs additional time to submit an assignment, this **must** be addressed with the instructor **in writing BEFORE** the due date so that a new due date can be generated. Without prior notice, the student must provide adequate documentation allowing the late work to be excused (doctor's note in case of illness). In the event your absence/work is excused due to extenuating issues, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of "F" for the

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assignment. Please note it is the student's responsibility to obtain information on any missed assignments. *Semester grades of incomplete (I) will be given only under special circumstances (e.g., medical emergencies) and are provided at the instructor's discretion.*

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, and (b) Microsoft Word. If you use the program PAGES, you will need to convert your file to a Word document or PDF before submitting to Dropbox. **I will not serve as technical support.** TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

Your course is delivered in a blended format, using both the eCollege instructional system that is available to you through Texas A&M University-Commerce and through Zoom. There are no planned on-campus meetings of this class.

Content delivery will be a mixture of synchronous and asynchronous. You will be expected to work through course modules that will be posted on D2L, as well as meet via Zoom for the sessions listed in the syllabus. If you have problems accessing the system, immediately contact the system administrator through the help screens provided.

Student Responsibilities or Tips for Success in the Course/Class Format

This course is blended/online and will consist of lecture, watching videos and demonstrations, presentations, discussion groups/boards, small group work, simulations, role-playing, practicing skills learned, and other active learning exercises. To be successful in this course, log into the course on D2L regularly, attend our virtual meeting sessions, and follow the course modules. Other ways to be successful in this course include: (a) getting the contact information of one of your classmates (in the event you missed a class or just need clarification), and (b) meeting with me during my office hours if you have questions or concerns. It is always recommended that you schedule an appointment or let me know you are stopping by during my office hours so I can let “walk-ins” know that I have an appointment coming and you will be guaranteed time with me. Regular communication with me to ensure that you are understanding the material and making adequate progress will also aid in your success.

GRADING

Final grades in this course will be based on the following scale:

Course grades will be based on the following assignments. Grading rubrics for course assignments are provided as an addendum to this syllabus and on the D2L course website.

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Assignment	Points Available
Clinical Interview and Reflection Assignment	25 Points
Weekly Chapter Quizzes	100 Points
Discussion Board Questions	50 Points
Evidence-Based Intervention Group Presentation	25 Points
Course Case Written Report	70 points (total)
a. Broadband Scale draft #1 (20 points)	
b. Narrowband Scale draft #1 (20 points)	
c. Final report inclusive of Summary, Conclusions/Classifications, and Recommendations (30 points)	
Case Study Report	80 Points
TOTAL	350 Points

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or below

ASSESSMENTS

Course Activities & Assignments

DISCUSSION QUESTIONS/POSTS (50 points)

Each student will be responsible for responding to 5 discussion boards during the semester. Discussion responses should be thoughtful and elicit critical thinking among peers. Your comments should be substantive and civil, as different viewpoints will be expected and encouraged. Posts that are not civil, per my judgment, will receive a score of 0. The purpose of the discussion post is to get you focused on the content and to engage with your classmates. Your posts will be graded for depth of understanding/thought, detail, as well as references cited. For each discussion you will create a thread to answer the discussion question and you must respond to at least ONE separate classmate's discussion threads. There will be a total of five (5) discussions worth ten (10) points each (50 points total). All discussions and responses must be submitted by 11:55pm on Sundays.

WEEKLY QUIZZES (100 points)

There will be graded quizzes to check your understanding of main topics addressed for each week's readings, presentations, and other course materials. Students are required to complete each quiz on their own but may use any course materials within the time limit allotted. The quizzes may consist of multiple choice, short answer, matching, fill-in-the-blank, and true/false questions. There will be a total of ten (10) quizzes worth ten (10) points each (100 points total).

All quizzes must be submitted by 11:55pm on Sundays, after completing the assigned readings. You may refer to your readings as you take your quiz, but it is best if you have read and taken notes over the assigned readings prior to starting your quiz.

CLINICAL INTERVIEW AND REFLECTION (25 points)

Each student will create a referral question based on a student/situation to be approved by the instructor. Examples of this referral question include being off-task, poor work completion, withdrawal, shyness, poor social skills, peer rejection/neglect, parental divorce, test anxiety, sadness etc. Then, the student will conduct a clinical interview with a classmate based on this fictional student situation. This interview must be recorded through either audio or audio/video means. *Without a supporting recording of the interview, you will earn a grade of ZERO.* Next, the student will write the narrative of the clinical interview. Finally, the student will complete a one-page reflection about the experience of interviewing and summarizing the interview information. The report and reflection must be written with 1) Times New Roman, 2) 12-point font, 3) be double-spaced, and 4) one-inch margins. A rubric for this assignment is available as an appendix to the syllabus and is available on D2L.

COURSE CASE WRITTEN REPORT AND PARENT FEEDBACK SESSION (70 points)

Report, interpret, and communicate raw assessment data in a written report and in-class role plays of a parent feedback session. Students will receive data from a multi-method assessment and will be required to finish writing a comprehensive report, including standardized measures, summary, conclusions/classifications, and recommendations. At the end of the semester, students will also be required to present assessment results, classifications, and recommendations in role-played parent feedback sessions. Emphasis will be placed on conceptualization of the data to come to an informed decision regarding eligibility and appropriate recommendations and interventions for the student. Students will write and submit sections of the report in a staggered fashion as outlined on the course schedule to allow for earlier and more frequent feedback, as well as a more formative evaluation approach. Students will prepare for the parent feedback sessions role play with self-selected partners in class and receive instructor and peer feedback. The comprehensive written report is worth 70 points while the parent feedback session is not graded. Rubrics for this assignment are available as an appendix to the syllabus and are available on D2L.

CASE STUDY REPORT (80 points)

Each student will complete a case study. Each student will be required to assess/write up the data provided and present results in a full psychological evaluation format including standardized measures, summary, conclusions/classifications, and recommendations. Unlike the Course Case, all data will be provided at one time and the final product will be submitted as one complete report. This report will be submitted at the end of the semester as a culminating activity. A rubric for this assignment is available as an appendix to the syllabus and is available on D2L.

INTERVENTION GROUP PRESENTATION (25 points) In small groups, students will present to their peers regarding school-based, evidence-based interventions with studies published in the last 3 years for the following disorders: ADHD, Depression, Anxiety, or Autism.

The small group will also provide a handout, using bullet points and succinct writing so that it can be used in future practice for all students. Presentations be delivered at the beginning of each assigned class using PPT slides for approximately 15 minutes with time for questions during and at the end of the presentation. Presentations will be graded on content, organization, delivery, and professionalism (20 points). More information will be provided in class.

Tentative COURSE OUTLINE / CALENDAR PSY 576

Week/ Dates	Meeting Method	Topic	Readings	Discussion/ Activities	Assignments
Week 1: 6/3/24 - 6/9/24	<u>Zoom</u>	<ul style="list-style-type: none"> • Overview of Class/ Review of Syllabus • Assessment of children and families • Cultural Considerations 	Whitcomb (2018) Chapter 1 (Foundations of Assessment) & Chapter 2 (Social-Emotional Assessment and Cultural Diversity) Sullivan (2017) Cultural Humility: https://www.youtube.com/watch?v=Ww_ml21L7Ns	Quiz #1 Introduction Discussion Board	
Week 2: 6/10/24 - 6/16/24	<u>Zoom</u>	<ul style="list-style-type: none"> • Interviewing, Records Review, Structured Developmental History, and Observations 	Whitcomb (2018) Chapter 6 (Interviewing Techniques) (155-182, 187-189)	Discussion #1-10 Ways to have a better conversation: https://www.youtube.com/watch?v=R1vskiVDw14 Quiz #2	
Week 3: 6/17/24 - 6/23/24	<u>Zoom</u>	<ul style="list-style-type: none"> • ED vs. Social Maladjustment • TEA regulations & criteria for ED 	ED regs (provided) Whitcomb (2018) Chapter 3 (Assessment and Classification)	Quiz #3 Intervention Group Presentation #1	Clinical Interview & Reflection due

			Hanchon & Allen (2017) Allen & Hanchon, (2013) Merrell & Walker (2004)		
Week 4: 6/24/24 - 6/30/24	<u>Zoom</u>	<ul style="list-style-type: none"> • Behavior Rating Scales • Report Writing Overview 	Whitcomb (2018) Chapters 5 (Behavior Rating Scale) and 8 (Self-Report Assessment) Schneider et al. (2018) Chapters 1 & 2	Discussion #2 – BASC-3 Quiz #4 Intervention Group Presentation # 2	
Week 5: 7/1/24 - 7/7/24	<u>Zoom</u>	<ul style="list-style-type: none"> • Assessment of Internalizing Behaviors • Suicidal vs. NSSI behaviors 	Whitcomb (2018) Chapter 11 Kingery et al. (2009) Taylor et al. (2014) Whitcomb (2018) Chapter 6 (Interviewing Techniques) (182-187) Cha & Nock (2014)	Quiz #5 Intervention Group Presentation #3	Course Case Written Report - Broadband Scale draft #1
Week 6: 7/8/24 - 7/14/24	D2L Activities	<ul style="list-style-type: none"> • Assessment of ADHD and Externalizing Behaviors 	Whitcomb (2018) Chapter 10 (Assessing Externalizing Problems) Langberg & Dvorsky (2013)	Discussion #3 – Rating Scales Quiz #6	

			TEA regulations & criteria for Emotional/Behavioral Disabilities; Other Health Impairment		
Week 7: 7/15/24 - 7/21/24	<u>Zoom</u>	<ul style="list-style-type: none"> Autism Assessment: ASRS & ADOS 	<p>Whitcomb (2018) Chapters 12 (Assessing Other Behavioral, Social, Emotional Problems)</p> <p>TEA regulations & criteria for autism spectrum disorder (ASD)</p>	<p>Quiz #7</p> <p>Intervention Group Presentation # 4</p>	Course Case Written Report - Narrowband Scale draft #2
Week 8: 7/22/24 - 7/28/24	D2L Activities	Integrating and Interpreting Assessment Information: Written and Oral Results	<p>Schneider et al. (2018) --Chapters 6 and 7 (pages 128-167)</p> <p>Glazer (2014)</p> <p>Podcast: Ecker & Lichtenstien (2017) NASP Podcast</p>	<p>Discussion #4: NASP Podcast</p> <p>Quiz #8</p>	
Week 9: 7/29/24 - 8/4/24	D2L Activities	Projectives and Strengths-Based Assessments	<p>Whitcomb (2018) Chapter 9 (Projective-Expressive Assessment Techniques)</p> <p>Whitcomb (2018) Chapter 13 (Assessing Social Skills and Social-</p>	<p>Discussion #5: Projectives</p> <p>Quiz #9</p>	<p>Entire Course Case Written Report</p> <p>Case Study Report Due</p>

			Emotional Strengths)		
			Jimerson et al. (2004)		
Week 10: 8/5/24 - 8/8/24	<u>Zoom</u>	Parent Feedback Session Role Plays Course Wrap Up	Whitcomb (2018) Chapter 14 (Assessing Social and Emotional Behavior of Young Children)	Quiz #10	

APPENDIX A: GRADING RUBRICS

Course Case Written Report: Broadband and Narrowband Scale Grading Rubric

Grading Criteria	Points	Feedback
All scores are listed and accurate	/4	
Written narrative reports scores and relevant information accurately	/4	
Quality of written synthesis and interpretation of assessment results	/4	
Thoroughness of written synthesis and interpretation of assessment results	/4	
Writing is clear, succinct, and free of grammatical errors	/4	
TOTAL	/20	

Course Case Written Report: Final Report Grading Rubric

Grading Criteria	Points	Feedback
All scores are listed and accurate	/3	
Written narrative reports scores and relevant information accurately	/3	
Quality of written <i>integrated</i> synthesis and interpretation of assessment results	/6	
Thoroughness of written synthesis and interpretation of assessment results	/6	

Diagnostic and/or classification decisions are based on results of evaluation	/3	
Efficacious recommendations provided, based on results of the evaluation	/6	
Writing is clear, succinct, and free of grammatical errors	/3	
TOTAL	/30	

Clinical Interview and Reflection Grading Rubric

Grading Criteria	Points	Feedback
Thoroughness of developmental, family, social, emotional, educational, and medical history. Completed in an acceptable format.	/15	
Writing is clear, succinct, and free of grammatical errors	/5	
Brief reflection of this experience	/5	
Recording Submitted (required, but no points awarded)	Yes/No	
TOTAL	/25	

Case Study Report Grading Rubric

Grading Criteria	Points	Feedback
All scores are listed and accurate	/8	
Written narrative reports scores and relevant information accurately	/8	
Quality of written <i>integrated</i> synthesis and interpretation of assessment results	/15	
Thoroughness of written synthesis and interpretation of assessment results	/15	
Diagnostic and/or classification decisions are based on results of evaluation	/12	
Efficacious recommendations provided, based on results of the evaluation	/12	

Writing is clear, succinct, and free of grammatical errors	/10	
TOTAL	/80	

Intervention Presentation Grading Rubric

Grading Criteria	Points	Feedback
Content: Demonstrates knowledge of each intervention provided, and peer-reviewed interventions are from the last 3 years.	/10	
Organization: Organization of content and any related materials are clear and facilitate peer learning	/5	
Delivery: Holds attention of audience and responds to any questions with clear and convincing explanations	/5	
Professionalism: The PPT and all related materials (handout) shared contain few, if any, grammatical errors.	/5	
TOTAL	/25	