



# EAST TEXAS A&M

## **PSY 576: Psychological Assessment of Children & Adolescents Blended**

Thursdays 6:00-8:15pm (will live stream via Zoom)

COURSE SYLLABUS: Summer I TEN

**Instructor:** Dr. Kendra Saunders

**Office Location:** Virtual

**Office Hours:** By appointment via ZOOM

**University Email Address:** kendra.saunders@etamu.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** Within 48 hours (excluding weekends). If you have not heard back after 48 hours, feel free to send another email.

## **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**

- **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. (2023). *Behavioral, social, and emotional assessment of children and adolescents* (5<sup>th</sup> ed.). New York, NY: Routledge.

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

Bishop, S. L., & Lord, C. (2023). Commentary: Best practices and processes for assessment of autism spectrum disorder - the intended role of standardized diagnostic instruments. *Journal of child psychology and psychiatry, and allied disciplines*, 64(5), 834–838. <https://doi.org/10.1111/jcpp.13802>

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>

Farmer, R. L., Lockwood, A. B., Goforth, A., & Thomas, C. (2025). Artificial intelligence in practice: opportunities, challenges, and ethical considerations. *Professional Psychology, Research and Practice*, 56(1), 19–32. <https://doi.org/10.1037/pro0000595>

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>

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. <https://doi.org/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. <https://doi.org/10.1037/a0037435>

## 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 East Texas A&M University 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](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](mailto: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 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, an ETAMU 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 regularly check their Leo Mail (email account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be submitted on myLEOonline (D2L Brightspace), when applicable, unless otherwise instructed. All class communication will occur through Leo Mail/myLEOonline (D2L Brightspace). Communication about the class must be conducted using your university email and will not involve personal email accounts. When emailing, please include the Course Number in the Subject Line, for example, PSY576: Assignment question. As noted above, all emails will receive a response within 48 hours, except on weekends and holidays. I will respond accordingly if you have a question that can be addressed via email. If your question is better served by a telephone call, video chat, I will schedule an appointment with you 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 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](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>

### **ETAMU Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [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 East Texas A&M University 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**

East Texas A&M University

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

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

The Counseling Center at East Texas A&M, 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](http://www.tamuc.edu/counsel)

### **Nondiscrimination Notice**

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M 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 (D2L), 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 D2L. **I will not serve as technical support.** ETAMU 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 East Texas A&M University 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. 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.

<b>Assignment</b>	<b>Points Available</b>
Clinical Interview and Reflection Assignment	25 Points
Weekly Chapter Quizzes	120 Points
Discussion Board Questions/Responses	50 Points
Evidence-Based Intervention Group Presentation	25 Points
Course Case Written Report	100 points (total)
a. Broadband Scale draft #1 (20 points)	

The syllabus/schedule are subject to change



b. Reflection (10 points)	
c. Narrowband Scale draft #1 (20 points) d. Reflection (10 points)	
e. Final report inclusive of Summary, Conclusions/Classifications, and Recommendations (30 points) f. Reflection (10 points)	
Case Study Report	80 Points
<b>TOTAL</b>	<b>400 Points</b>

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 11:59pm on Sundays.

#### **WEEKLY QUIZZES (120 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 (12) points each (120 points total). All quizzes must be submitted by 11:59pm 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. You will have 2 attempts for each 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 for a social/developmental history interview with a parent/caregiver. 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 role-play with a classmate based on this fictional student's situation. This interview must be recorded through either audio or audio/video means. *Without a supporting interview recording, you will earn a grade of ZERO.* Next, the student will write the narrative of the clinical interview. The narrative of this interview must be consolidated into no more than two single-spaced paragraphs. Finally, the student will complete a one-page reflection about the experience of interviewing/summarizing the interview information. The reflection must be written in 1) Times New Roman, 2) 12-point font, 3) double-spaced, and 4) one-inch margins. A rubric for this assignment is available as an appendix to the syllabus and on D2L.

### **COURSE CASE WRITTEN REPORT AND PARENT FEEDBACK SESSION (100 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 make 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, more frequent feedback, and a more formative evaluation approach. Each submitted section will be accompanied with a brief reflection, worth 10 points each. 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 100 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. **This report is not to be shared with anyone outside of this course.**

### **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 as a culminating activity at the end of the semester. A rubric for this assignment is available as an appendix to the syllabus and is available on D2L. **This report is not to be shared with anyone outside of this course.**

**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 will 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. More information will be provided in class.

### Tentative COURSE OUTLINE / CALENDAR PSY 576

Week/ Dates	Meeting Method	Topic	Readings	Discussion/ Activities	Assignments
<b>Week 1:</b> 6/2-6/8	<u><b>Zoom</b></u>	<ul style="list-style-type: none"> <li>• Overview of Class/ Review of Syllabus</li> <li>• Assessment of children and families</li> <li>• Cultural Considerations</li> <li>• Interviewing, Records Review, Structured Developmental History, and Observations</li> </ul>	Whitcomb (2023), Chapter 1 (Foundations of Assessment)  Chapter 2 (Social-Emotional Assessment and Cultural Diversity)  Sullivan (2017)  Cultural Humility: <a href="https://www.youtube.com/watch?v=Ww_ml21L7Ns">https://www.youtube.com/watch?v=Ww_ml21L7Ns</a>	Quiz #1   <b>Introduction Discussion Board</b>	
<b>Week 2:</b> 6/9 -6/15	<u><b>Zoom</b></u>	<ul style="list-style-type: none"> <li>• ED vs. Social Maladjustment</li> <li>• TEA regulations &amp; criteria for ED</li> </ul>	ED regs ( <b>provided</b> )  Whitcomb (2023) Chapter 3 (Assessment and Classification)  Chapter 6 (Interviewing Techniques) (182-187)  Hanchon & Allen (2017)  Allen & Hanchon, (2013)	Discussion #1-10 Ways to have a better conversation: <a href="https://www.youtube.com/watch?v=R1vskiVDwl4">https://www.youtube.com/watch?v=R1vskiVDwl4</a>   Quiz #2	

			Merrell & Walker (2004) Kim et al. (2022)		
<b>Week 3:</b> 6/16 - 6/22	<b><u>Zoom</u></b>	<ul style="list-style-type: none"> <li>Behavior Rating Scales (Broadband)</li> <li>Report Writing Overview</li> </ul>	Whitcomb (2023) Chapter 5 (Behavior Rating Scale)  Chapter 8 (Self-Report Assessment)  Schneider et al. (2018) Chapters 1 & 2	Quiz #3  Intervention Group Presentation #1 (ADHD)	<b>Clinical Interview &amp; Reflection due</b>
<b>Week 4:</b> 6/23 - 6/29	<b><u>Zoom</u></b>	<ul style="list-style-type: none"> <li>Assessment of ADHD and Externalizing Behaviors</li> <li>Assessment of Internalizing Behaviors, Part 1</li> </ul>	Whitcomb (2023) Chapter 10 (Assessing Externalizing Problems)  TEA regulations & criteria for Emotional/Behavioral Disabilities; Other Health Impairment  Taylor et al. (2014)	Discussion #2 – BASC-3  Quiz #4  Intervention Group Presentation # 2 (Anxiety)	
<b>Week 5:</b> 6/30 -7/6	<b><u>Zoom</u></b>	<ul style="list-style-type: none"> <li>Assessment of Internalizing Behaviors, Part 2</li> </ul> Suicidal vs. NSSI behaviors and assessment	Whitcomb (2023) Chapter 11 (Assessing Internalizing Problems)  Espelage et al. (2022)  Cha & Nock (2014)	Quiz #5  Intervention Group Presentation #3 (Depression)	<b>Course Case Written Report - Broadband Scale draft #1</b>

<b>Week 6:</b> 7/7-7/13	<u><b>Zoom</b></u>	<ul style="list-style-type: none"> <li>Autism Assessment: ADOS-2 &amp; MIGDAS-2, Part 1</li> </ul>	<p>Whitcomb (2018) Chapter 12 (Assessing Other Behavioral, Social, Emotional Problems)</p> <p>Bishop &amp; Lord (2023)</p>	<p>Quiz #6</p> <p>Discussion #3 – AI in School Psychology</p>	
<b>Week 7:</b> 7/14-7/20	<u><b>Zoom</b></u>	<ul style="list-style-type: none"> <li>Autism Assessment: ADOS-2 &amp; MIGDAS-2, Part 2</li> </ul>	<p>TEA regulations &amp; criteria for autism spectrum disorder (ASD)</p>	<p>Quiz #7</p> <p>Intervention Group Presentation # 4 (Autism/ASD)</p>	<p><b>Course Case Written Report - Narrowband Scale draft #2</b></p>
<b>Week 8:</b> 7/21 - 7/27	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 &amp; Lichtenstien (2017) NASP Podcast</p>	<p>Discussion #4: NASP Podcast</p> <p>Quiz #8</p>	

<b>Week 9:</b> 7/28 - 8/3	D2L Activities	Projectives and Strengths-Based Assessments	Whitcomb (2018) Chapter 9 (Projective- Expressive Assessment Techniques)  Whitcomb (2018) Chapter 13 (Assessing Social Skills and Social- Emotional Strengths)  Jimerson et al. (2004)	Discussion #5: Projectives  Quiz #9	<b>Entire Course Case Written Report</b>  <b>Case Study Report Due</b>
<b>Week 10:</b> 8/4 - 8/7	<b><u>Zoom</u></b>	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	
<b>TOTAL</b>	<b>/20</b>	

### 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	
<b>TOTAL</b>	<b>/30</b>	

### 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	
<b>TOTAL</b>	<b>/25</b>	

### 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	
<b>TOTAL</b>	<b>/80</b>	

### 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. Includes a	/10	



discussion of cultural considerations.		
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	
<b>TOTAL</b>	<b>/25</b>	