COUN 5760: Appraisal in Child and Adolescent Counseling
Course Syllabus
Spring 2022
Tuesdays: 5:30-8:20 pm
Location: Matthew’s Hall, Room 109

Instructor: LaKaavia Taylor, PhD., LPC (TX), NCC, RPT
Clinical Assistant Professor & Internship Coordinator, UNT Counseling Program
Office: Welch Street Complex 2, Office 106
Office Hours: Wednesday from 10:00-12:00 & 4:00-6:00 pm; and by appointment
Office Phone: 940-565-2912
Email: LaKaavia.Taylor@unt.edu

Doctoral Co-Instructor
Regine K. Chung, M.S., LPC Associate, CAS
Kiki.chung2@unt.edu
She/her/hers

Catalog Description
Study of appraisal concepts and various instruments, procedures, methods and techniques used to assess learning and behavioral patterns of children. Prerequisite(s): COUN 5680 and 5710 and EPSY 5710, or consent of department. EPSY 5210 may be taken concurrently. 3 hours.

Goal of the Course
As a step in the process of developing an understanding for and competency in assessment practices, counselors will learn how to assess clients in a counseling setting for a variety of struggles and design appropriate interventions. Each student will be knowledgeable of appraisal concepts and various instruments, procedures, methods, and techniques used to assess learning and behavioral problems of children both in school and clinical mental health counseling settings.

Foliotek
This course requires an assignment that will be uploaded and assessed in the UNT Foliotek data management system. Foliotek does not require an additional cost to students and accounts are available to students if they are enrolled in a program within the College of Education. Key Performance Indicator assignments must be uploaded into the Foliotek system for instructors to assess. Log-in at https://www.coe.unt.edu/tk20/foliotek.
Learning Objectives

This course is designed to help students:
- Select and administer appropriate assessment tools for use in diagnosis, treatment planning, and evaluation
- Accurately and ethically interpret assessment information for clients, students, parents, colleagues, administrators, and other appropriate audiences
- Understand statistical and measurement concepts, specifically regarding testing and assessment
- Utilize assessment results in the provision of mental health and school counseling interventions
- Recognize and guard against biased assessment and interpretation of assessments based on physical, sociocultural, or other factors

Core Curricular Experiences Covered

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Social and Cultural Diversity</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>2.F.2.a</td>
<td>Curriculum, Assessment Presentation Reflection Paper</td>
</tr>
<tr>
<td>2. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>2.F.2.d.</td>
<td>Curriculum Assessment Presentation Reflection Paper</td>
</tr>
<tr>
<td>3. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>2.F.2.h</td>
<td>Curriculum Assessment Presentation Reflection Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Growth and Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
<td>2.F.3.e.</td>
<td>Curriculum Reflection Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approaches for assessing the conditions of the work environment on clients’ life experiences</td>
<td>2.F.4.d</td>
<td>Curriculum Assessment Presentation</td>
</tr>
<tr>
<td>2. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</td>
<td>2.F.4.e</td>
<td>Assessment Presentation</td>
</tr>
<tr>
<td>3. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making</td>
<td>2.F.4.i</td>
<td>Assessment Presentation Assessment Project</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Counseling and Helping Relationships</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Development of measurable outcomes for clients</td>
<td>2.F.5.i</td>
<td>Curriculum Assessment Project</td>
</tr>
<tr>
<td>Assessment and Testing</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
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<td>---------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling</td>
<td>2.F.7.a</td>
<td>Curriculum Final Exam (KPI)</td>
</tr>
<tr>
<td>2. Methods of effectively preparing for and conducting initial assessment meetings</td>
<td>2.F.7.b</td>
<td>Curriculum Assessment Project Reflection Paper</td>
</tr>
<tr>
<td>3. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</td>
<td>2.F.7.c</td>
<td>Curriculum</td>
</tr>
<tr>
<td>4. Procedures for identifying trauma and abuse and for reporting abuse</td>
<td>2.F.7.d</td>
<td>Curriculum</td>
</tr>
<tr>
<td>5. Use of assessments for diagnostic and intervention planning purposes</td>
<td>2.F.7.e</td>
<td>Assessment Presentation Assessment Project Final Exam (KPI)</td>
</tr>
<tr>
<td>6. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</td>
<td>2.F.7.f</td>
<td>Final Exam (KPI)</td>
</tr>
<tr>
<td>7. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>2.F.7.g</td>
<td>Final Exam (KPI)</td>
</tr>
<tr>
<td>8. Reliability and validity in the use of assessments</td>
<td>2.F.7.h</td>
<td>Final Exam (KPI) Assessment Presentation</td>
</tr>
<tr>
<td>9. Use of assessments relevant to academic/educational, career, personal, and social development</td>
<td>2.F.7.i</td>
<td>Assessment Presentation Final Exam (KPI) Assessment Project</td>
</tr>
<tr>
<td>10. Use of environmental assessments and systematic behavioral observations</td>
<td>2.F.7.j</td>
<td>Assessment Presentations Final Exam (KPI)</td>
</tr>
<tr>
<td>11. Use of symptom checklists, and personality and psychological testing</td>
<td>2.F.7.k</td>
<td>Assessment Project Exam (KPI)</td>
</tr>
<tr>
<td>12. Use of assessment results to diagnose developmental, behavioral, and mental disorders</td>
<td>2.F.7.l</td>
<td>Exam (KPI) Asssessment Project</td>
</tr>
<tr>
<td>13. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</td>
<td>2.F.7.m</td>
<td>Exam (KPI)</td>
</tr>
<tr>
<td>Research and Program Evaluation</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
</tr>
<tr>
<td>1. Analysis and use of data in counseling</td>
<td>2.F.8.i</td>
<td>Assessment Presentation Assessment Project</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
</tr>
<tr>
<td>1. Psychological tests and assessments specific to clinical mental health counseling</td>
<td>CMHC C.1.e</td>
<td>Exam (KPI) Assessment Presentation</td>
</tr>
<tr>
<td>School Counseling</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
</tr>
<tr>
<td>1. Assessments specific to P-12 education</td>
<td>SC G.1.e</td>
<td>Exam (KPI) Assessment Presentation</td>
</tr>
</tbody>
</table>

Note: KPI = Key Performance Indicator
Methods of Instruction

Instructional methods might include discussions, peer group work, lecture, demonstration, video recordings, direct observation, direct application, and student presentations to reach learning objectives. I only assume responsibility for providing some of the conditions that allow or encourage involvement. The degree to which you become involved will be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals.

Required Texts and/or Readings


Supplemental Texts and/or Readings


Assessment Materials

1 Spiral Bound Index Cards (lined or unlined), 1 spiral bound mini notebook (line or unlined), or materials to build one.
Student Performance Evaluation Criteria and Procedures

1) Assessment Group Presentation 25%
2) Assessment Project: Recorded Parent Interview and Assessment Administration (15%), scoring (5%), report (20%), mock feedback (5%), and reflection (5%)
3) Reflection Paper 50%
4) Final Exam 20%
Total 100%

Final Grade:
90-100% = A 80-89.9% = B 70-79.9% = C <70% = F

Assignments

1. Assessment Group Presentation (25%)

Each group will review and compare two assessment instruments intended to be measures of the same general traits. Each student group is to describe a situation that a practitioner might face in practice where one would have to use one of the two assigned psychological or psychoeducational assessments. Each group will research the literature to evaluate the two instruments. The instruments should be compared based on their psychometric qualities and appropriateness to your intended purpose. Following the comparison, discuss one of the instruments you would use and justify your choice by referencing the information presented. The group presentation will be evaluated based on the quality of the review of the literature relating to each instrument and the soundness of the reasons for your decision. The presentation should be interactive. The use of visuals and class involvement is required throughout. The presentation will take place on the date in the syllabus designated for the specific assessments (sign up here). Each group will provide a presentation handout for the instructor and classmates. The instructor’s handout should also include 5 test questions (include answers) to be considered for the final exam question pool. The instructor can print off copies for the class on behalf of the group if the handouts are sent by 12:00pm on the presentation date. See Appendix B for grading criteria. The presentation should be 45-minutes to 1-hour. Points will be deducted for going over the allotted time. Group members are responsible for keeping track of the start and end time.

Important Considerations
• Researching your instrument of choice is a major part of this assignment.
  Recommendations would be to consult the following: Mental Measurement Yearbook (see link; can access directly logging on to the UNT library website with your UNT Eagle ID); general Google searches on the Internet; and possibly the Child and Family Resource Clinic in Denton, Texas (http://iii.library.unt.edu/record%3Db3096570~S12)

2. Assessment Project: Parent interview and assessment administration, scoring, report, mock parent feedback, and reflection (50%)

You will conduct a parent interview and administer 4 instruments from the list below with a volunteer parent/guardian and child/adolescent. Please see Appendix D for parent consent form. You will be partnered with a student in the class to practice a mock feedback parent session. All assessment administration, parent interview, and mock feedback will be video recorded for submission. There
are six parts to the assessment project: a) conducting the recorded parent interview; b) administering the assessments with a parent and their child/adolescent (6-17); c) scoring administered assessments, d) writing up the final assessment report; e) practice giving parent feedback to another classmate; and f) a reflection on the assessment administration and mock parent feedback process. Assessment protocols/instruments and parent consent form must be turned in to the instructor by the assignment deadline. Failure to submit them will result in a failing grade on the assignment. Students are allowed to start the practice administration with their volunteer parent/guardian and child/adolescent after we have covered the assessments in class, and they’ve obtained a signed parent consent. Please review Appendix E for the grading and scoring criteria.

a) **Video Recorded Parent Interview & Assessment Administration Practice (15%)**

After conducting a video recorded parent interview (see Appendix A), administer the following battery of assessment instruments.

**Given to parent/guardian (Emotional/Behavioral)**
- Child Behavior Checklist/6-18 (CBC)

**Given to parent/guardian (Parenting/Family)**
- Parenting Stress Index (PSI) (ages 1-12) OR Stress Index for Parents of Adolescents (SIPA) (ages 11-19)

**Administered to child/adolescent (Self-Concept)**
- Piers-Harris Children’s Self-Concept Scale (PHCSCS) (ages 8 to 18) OR Harter Pictorial Scale of Perceived Competence and Social Acceptance for Young Children (PSPCSAYC) (ages 4 to 7)

**Administered to child/adolescent (Learning)**
- Test of Information Processing Skills (TIPS)

b) **Score assessments (5%)**

Bring your completed assessment protocols to score during the class periods listed on the syllabus. Five points will be deducted if assessment protocols are incomplete during scoring night.

c) **Write an interpretive assessment report (20%)**

Use the assessment report template on Canvas to write an assessment report on the results of your practice assessment. Use pseudonyms and avoid information that could identify the volunteer parent and child throughout your report.

d) **Recorded mock parent feedback session (5%)**

In a role-play format, provide feedback to a classmate regarding the assessments that you administered to your mock child/adolescent ‘client.’

e) **Reflection on conducting your practice assessment & mock parent feedback (5%)**

- **Practice assessment:** Complete a 1–2-page paper answering the following:
  - What did you do well?
  - What would you do differently next time?
  - What have you learned about administering assessments?

- **Mock Parent feedback:** Complete a 1–2-page paper answering the following:
  - What did you do well?
  - What would you do differently next time?
  - What have you learned about administering parent feedback?
Assessment Project Submission
For the final assessment you will submit the following:

- Assessment protocols & parent interview answer/response sheet
- Typed assessment report
- Recordings
  - Mock parent feedback
  - Assessment administration
  - Parent Interview
- Two 1–2-page reflections on mock parent feedback and conducting assessments
- Signed parent consent form

3. Reflection Paper (5%)
Complete a reflection paper (no minimum page requirement) on *Uniquely human: a different way of seeing autism*. Please refer to the rubric on Appendix C.

4. Final Exam-Key Performance Indicator (20%)
The final exam will entail up to 50-60 multiple-choice, true/false, fill in the blank, and short-answer questions based on course readings, lectures, and group presentations.

Regular attendance, participation, and professionalism are imperative for successful completion of this course. Each student enrolled in this course should be committed to full participation in class discussion, activities, and small group meetings. If you must be absent from class, please inform me in advance or as soon as possible. You are permitted one excused absence without penalty or grade deduction if you notify the instructor via email no later than the subsequent course meeting AND complete a make-up assignment/activity in coordination with the instructor. A second absence will result in a deduction of one letter grade for your final grade in the course. If due to extenuating circumstances, a second absence occurs, the student will have the option of completing an alternative research assignment in addition to regular course work. Students who do not meet expectations regarding professional responsibilities, including attendance (e.g., absence two or more times, frequently late or unprepared for class, early departures), participation, or timely submission of assignments will be evaluated as such. This evaluation may be reflected in a grade reduction or request for other remediation per Counseling Program Policies.

COVID-19 Impact on Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to submit the COVID-19
**Positive Reporting Form** to self-report a positive COVID test result. Contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, or potential exposure.

**Extensions & Late Assignments**
Students are additionally responsible for pacing themselves and submitting assignments on or before the due dates. Unless we have made prior arrangements, assignments are considered late if not received by 5:30pm on the date due. Extensions may result in a reduction of points on the assignment. No extensions will be granted the day an assignment is due or after the due date. Any late assignments will be penalized 10% for every day that it is late. That is, should an assignment be turned in sometime during or after class on the designated date due, then the assignment will have 10% points deducted from the final score resulting in a maximum total possible percentage of 90%.

**Face Covering:**
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**Remote instruction:**
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

**Confidentiality Statement:**
In this course, I will be sharing client materials in video and photo format. There should be NO photographs, screen shots, or recording of client-related material at any time. Although we have informed consent to share material for educational purposes, it is unethical for students to be in possession of such material.

**Tentative Class Schedule**
Instructor reserves the right to modify course schedule and syllabus to meet the needs and course objectives of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Orientation to the course</td>
<td>Read:</td>
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<tr>
<td></td>
<td>• Introductions</td>
<td>• Whitcomb &amp; Merrell Ch 1 &amp; 3</td>
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<td></td>
<td>• Syllabus Review</td>
<td>• Sign up for group presentations <a href="#">here</a></td>
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<td></td>
<td>• Overview of Assessments</td>
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<td>• Reading manuals</td>
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<td></td>
<td>• Historical perspectives of assessment</td>
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<tr>
<td>1/25</td>
<td>Introduction to Assessment</td>
<td>Read:</td>
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<tr>
<td></td>
<td>• Review of Statistical Concepts Basic to Tests and Measurement</td>
<td>• Whitcomb &amp; Merrell Ch 2</td>
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<td></td>
<td>• Review of Ethical Codes &amp; Diversity Considerations Relevant to Assessment</td>
<td>Due:</td>
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<td>• Submit Syllabus Agreement and Student Information Form via Canvas <a href="#">here</a></td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Details</td>
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| 2/1  | Parent/Teacher Behavioral Reports | - Parent intake for the assessment (developmental intake/interview)
- Child Behavior Checklist (CBCL), Youth Self-Report (YSR), Teacher Report Form (TRF)
- Parenting Stress Index (PSI) & Stress Index for Parents of Adolescents (SIPA)  
Read:  
- Whitcomb & Merrell Chap 5 pp. 127-138 and 149-153; Chapter 8 pp. 234-236;  
- Assessment Appendix (read the information under Behavioral Assessments & Parent and Family on pages 4-7)  
- Parent Interview Questions  
Due:  
- Bring spiral bound index cards or related materials |
| 2/8  | Introducing the Child/Adolescent to Testing | - Building rapport with Children & Adolescents  
- Child Intakes & Diagnostic Interviews  
- Learning Assessments  
- Test of Information Processing Skills (TIPS)  
- Visual Motor Integration (VMI)  
Read:  
- Whitcomb & Merrell Ch 6  
- Visual Motor Integration Handout (See Canvas)  
- Assessment Appendix (read the information under the visual motor assessment category and learning assessment on pages 3-4);  
- Assessment administration and scoring manual (read the TIPS script, pages 6-9)  
Due:  
- Bring TIPS cards and administration script for practice (see script in assessment administration and scoring manual on pages 6-9) |
| 2/15 | Intelligence (IQ) & Academic Achievement | - Wechsler Intelligence Scale for Children (WISC-V)  
- Woodcock Johnson Tests of Achievement (WJ-IV ACH)  
- Woodcock Johnson Tests of Cognitive (WJ-IV Achievement)  
Read:  
- The interplay of childhood behavior problems and IQ in the development of later schizophrenia and affective psychoses (click on title above for the direct link; pdf also on Canvas)  
- The potential of misdiagnosis of high IQ youth by practicing mental health professionals: A mixed methods study (click on the title above for the direct link, pdf also on Canvas)  
- Assessment Appendix (read the information under intellectual assessments on pages 1-3) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
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</thead>
<tbody>
<tr>
<td>2/22</td>
<td>Self-Concept Instruments</td>
<td>- Helping Young Children Develop Self-Esteem&lt;br&gt;<a href="https://cchp.ucsf.edu/sites/g/files/tkssra181/f/SelfEsteem_en0710.pdf">https://cchp.ucsf.edu/sites/g/files/tkssra181/f/SelfEsteem_en0710.pdf</a> (also available in pdf format on Canvas)&lt;br&gt;- Assessment Appendix (read the information under self-concept assessments on pages 8-10)&lt;br&gt;- Assessment Administration/Scoring Manual (read Piers-Harris &amp; Harter, pages 1-2)</td>
</tr>
<tr>
<td>3/1</td>
<td>Screening Instruments: Emotional and Psychological Assessments, ADHD &amp; Executive Dysfunction&lt;br&gt;  - Revised Children's Manifest Anxiety Scale (RCMAS)&lt;br&gt;  - Depression Inventory (CDI)&lt;br&gt;  - Attention Deficit Disorders Evaluation Scale (ADDES-4)&lt;br&gt;  <strong>Group Presentation:</strong> Conners Rating Scales &amp; Brown ADD Scales</td>
<td>- Whitcomb &amp; Merrell Ch 10-11&lt;br&gt;- ADHD Treatment Recommendations via <a href="https://www.cdc.gov/ncbddd/adhd/guidelines.html">https://www.cdc.gov/ncbddd/adhd/guidelines.html</a> (pdf is also on Canvas)&lt;br&gt;- Assessment Appendix (read the information under screening assessments on pages 7-8)</td>
</tr>
<tr>
<td>3/8</td>
<td>Screening Instruments cont.: Emotional &amp; Personality Assessments with children and adolescents&lt;br&gt;  - Mental Health Status &amp; Risk Assessment&lt;br&gt;  <strong>Group Presentation #1:</strong> Millon Adolescent Clinical Inventory-II (MACI-II) &amp; Symptom Checklist-90 Revised (SCL-90-R)&lt;br&gt;  <strong>Group Presentation #2:</strong> Minnesota Multiphasic Personality Inventory-Adolescent-Restructured Form (MMPI-A-RF) &amp; Presentation &amp; Personality Assessment Inventory-Adolescent (PAI-A)</td>
<td>- A Rising Concern: Suicide in Children &amp; Teens&lt;br&gt;<a href="https://www.rileychildrens.org/connections/a-rising-concern-suicide-in-children-and-teens">https://www.rileychildrens.org/connections/a-rising-concern-suicide-in-children-and-teens</a> (also available in pdf format on Canvas)</td>
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<tr>
<td>3/15</td>
<td>University Closed for Spring Break</td>
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<tr>
<td>3/22</td>
<td>Intellectual Disabilities, Learning Disabilities &amp; Giftedness&lt;br&gt;  - Response to Intervention (RTI)&lt;br&gt;  - Special Education&lt;br&gt;  - Section 504&lt;br&gt;  - Gifted &amp; Twice Exceptional&lt;br&gt;  <strong>Group Presentation:</strong> Comprehensive Evaluation of Language Fundamentals (CELF-5) &amp; Comprehensive Test of Phonological Processing (CTOPP)</td>
<td>- About Learning Disabilities&lt;br&gt;<a href="https://childdevelopmentinfo.com/learning/learning_disabilities/#gs.kofh8c">https://childdevelopmentinfo.com/learning/learning_disabilities/#gs.kofh8c</a></td>
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<tr>
<td>Date</td>
<td>Topic</td>
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| 3/29 | Adult Assessments/Assessments in Counseling  
  - Adult Behavior Checklist (ABC) & Adult Self Report (ASR)  
  | Group Presentation #1: Sixteen Personality Factor Questionnaire (16 PF) & NEO Personality Inventory-Revised NEO PI-R  
  | Group Presentation #2: Myers Briggs Type Indicator (MBTI) Presentation & Strong Interest Inventory (STRONG) |
| 4/5 | Neurodevelopmental Screening and Assessment: Autism  
  | Due:  
  - Reflection Paper on Uniquely Human |
| 4/12 | Scoring Night  
  - Interpreting results & report writing  
  - Recommendations  
  - Discussion of cases/case conceptualizations  
  | Due:  
  - Bring ALL completed assessment protocols to class for scoring  
  - Reading provided by instructor |
| 4/19 | Scoring Night cont.  
  - Interpreting results & report writing cont.  
  - Recommendations cont.  
  - Discussion of cases/case conceptualizations cont.  
  | Due:  
  - Bring ALL completed assessment protocols to class for continued scoring |
| 4/26 | Reviewing assessment results with parents/guardians/caregivers  
  - Parent Feedback  
  - Record Mock Parent Feedback (in class)  
  - Final exam review & wrap up  
  | Due:  
  1) Completed assessment protocols and parent interview responses  
  2) Assessment report  
  3) Recordings  
  - Parent Interview  
  - Assessment administration  
  - Mock Parent Feedback  
  4) Two 1–2-page reflections on mock parent feedback and conducting assessments  
  5) Signed Parent Consent form |
| 5/3 | In-Class Final Exam |
| 5/10 | Finals weeks-no class meeting unless required to meet course objectives |
Academic Integrity & Academic Misconduct

As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad):
“Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the UNT “Code of Student Conduct,” which is published in the Undergraduate Catalog and also is available on the UNT web site at www.unt.edu/csrr as part of the Student Handbook. The following statement on academic misconduct, adopted by the Graduate Council, is based on the Code of Student Conduct.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment or course; requiring additional academic work not required of other students; assigning a failing grade in the course. Other specific penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denying of the degree, expulsion from the university or revocation of a degree already granted.

All graduate students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the Code of Student Conduct.

UNT counseling program students are required to be familiar and comply with UNT’s most recent Academic Integrity Policy (http://vpaa.unt.edu/academic-integrity.htm). UNT counseling program students may be required to submit research papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. If I suspect that you have engaged in academic dishonesty, I will deal with the situation as outlined in the University Policy shown above. You will be allowed to remain in the class during the entire time that the academic misconduct accusation is being investigated, adjudicated, and appealed. As noted above, the maximum academic penalty that can be assessed by an instructor is an F in the course. However, university officials use the academic misconduct information to decide if other misconduct sanctions are then to be applied, and the student has separate rights to appeal those decisions, remaining in the class until all appeals are exhausted.

Canvas
We use Canvas as a course management tool this semester. Students may access the course using their EUID and password via https://unt.instructure.com. Once within Canvas, students will be able to view announcements and download and print copies of course materials. The Counseling Program organization page is also a useful online resource.

**EagleConnect**
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

**Students’ Perceptions of Teaching (SPOT)**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

**Disability & Accommodations**
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).
*Please make an appointment with the instructor to present and discuss your letter of accommodation.*

**Observation of Religious Holy Days**
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.
Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759. Please note that if you
reveal sexual harassment or sexual assault, the instructor is required to report to the proper authorities at UNT.

**Student Support Services**

**Mental Health**
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-andwellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testingservices)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-andwellnesscenter/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling)

**Chosen Names**
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

**Pronouns**
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

**Additional Student Support Services**

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
• Career Center (https://studentaffairs.unt.edu/career-center)
• Multicultural Center (https://edo.unt.edu/multicultural-center)
• Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testingservices)
• Pride Alliance (https://edo.unt.edu/pridealliance)
• UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
• Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
• Academic Success Center (https://success.unt.edu/asc)
• UNT Libraries (https://library.unt.edu/)
• Writing Lab (http://writingcenter.unt.edu/)

Campus Carry Notification
At times, this class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

Syllabus Agreement & Student Information Form

By signing below, I acknowledge that I have read and understand all assignments and requirements within this syllabus for COUN 5670: Appraisal in Child and Adolescent Counseling (Spring 2022).

____________________________________________________________________________
Signature Date

Name:

Pronouns (e.g., she/her/hers):
Appendix A
Parent Interview for Assessment
Compiled by Mary Morrison and Jill Packman
Use your judgment not all these questions apply to every family!

Child’s Pseudonym _______________ Parent’s Pseudonym _______________
Primary tester _______________ Date of Interview _______________

History of the presenting concern
1. What brought you here?
2. What are your expectations of the assessment team?
3. When did your concern begin?
4. Who first noticed it?
5. Does the problem occur at home and school? (other places, friends’ houses, church, daycare?)
6. When do you usually experience the problem? When is it the worst?
7. When does the problem subside, when are things the best?
8. What have you done at this point to help the problem? What has been the most and least successful?
9. ***Do you have a guess about how this problem began? Any ideas about its persistence?
10. What do you think the schools perception of your child is?
11. Do you feel like the school is helpful or supportive of the situation?

Family History
1. Who lives in the home? Ages of family members and relationships, how well do they get along?
2. Are there significant relationships with adults outside the home. (Grandparents, family friends etc.)
3. Marriages/Divorces? How often does he/she/they see noncustodial parent?
4. Step parents, stepsiblings, half siblings and the child’s relationship with each.
5. What type of work/career (e.g. business owner, teacher, stay-at-home parent, blogger, secretary, clerical worker, bank teller, cashier etc.) for parent(s)/guardian(s)
6. Level of stress or job satisfaction for each parent
7. How often has the family moved?
8. Significant changes within the family?
9. Has anyone in the family experienced any drug/alcohol problems, mental illness past or present (Depression, Bipolar disorder, any memory of unusual behavior of family members).
10. Have any family members undergone any previous counseling, how long and what was the outcome?
11. Ask about specific types of treatment (what did their play therapy look like?)
12. Does the child spend significant amounts of time away from the home, other than school (day care, with dad on weekends?)
13. Any recent births/deaths?
14. Who is the disciplinarian at home who’s not? Is this working for your family?
15. Is there consistency with discipline?
16. How do you discipline your child?
17. What is the one thing you and your spouse are in the most conflict about?
18. What is the one thing you and the child’s parent are in most conflict about? (if parents are divorced)
19. What is the one thing you and the child are in the most conflict about?

Developmental and Medical History

Pregnancy
1. Was it planned?
2. Level of stress during pregnancy?
3. Any complications during pregnancy for either mother or baby?

Delivery
1. Was delivery on time, late or premature?
2. If premature how long did child stay in hospital after birth?
3. Was child on a feeding tube, respirator, incubator?
4. What type of delivery? Vaginal, Cesarean (If so why?), Breach, Forceps used?
5. What was the child’s birth weight?
6. Was the labor difficult or excessively?
7. Any complications for mother or baby during delivery?
8. APGAR rating? (A scale of 1-10) (Parent may not remember unless it was significant.)
9. Any birth defects? How and when were those corrected, if necessary?
10. Any complications immediately after birth for either parent or child?
11. Did you feel bonded to your child after delivery?

Feeding
1. Any difficulties with feeding?
2. Sleeping habits of baby? Good sleeper or not?
3. Was the child on any medication early in life?
4. Did mom experience postpartum depression?
5. What was the baby’s temperament? (easy or difficult, cuddly, irritable)
Developmental milestones
1. How old was the child when he/she (guesses are acceptable)
   - Sat up ________________
   - Crawled ________________
   - Walked ________________
   - Spoke single words ________________
   - Spoke in sentences ________________
   - Toilet trained ________________
   - Ate solid foods ________________

1. When did the child learn to write his/her name? Does he/she have difficulty with handwriting in school?
2. Did these milestones seem normal?

Medical History
1. Childhood illnesses? (ear infections? Tubes in ears?)
2. Accidents, surgeries, hospital visits, stays?
3. Has your child had a recent physical? Any significant findings?
4. Is the child on any medication?
5. What? How much? What for?
6. Are there any side effects of medication?

Academic History
1. Current grade ________________
2. Any special classes? (tutoring, resource, content mastery, special education, GT) When did he/she/they start receiving these services?
3. Has the child been tested before? When?
4. Current problems in school?
5. Has the child repeated any grades? Why?
6. If child is older than 3rd grade, has the child passed the STAAR Test each year? If no, what areas did he experience difficulties?
7. Child’s attitude towards school?
8. Child’s current grades?
   - Math ________________
   - Reading ________________
   - Science ________________
   - Social Studies ________________
   - Other __________________

1. What do you think is your child’s best subject? His worst?
2. What are the parent’s perception of the teacher?
3. Did your child attend preschool? Daycare? Kindergarten?
4. Number of schools attended by your child.
5. How does your child relate to the teacher?
6. How does your child relate to other students?

Social Emotional
1. Does he have a best friend? Does he have a lot of friends or a few friends?
2. Do you think these relationships positively or negatively affect the problem?
3. Relationships with siblings
4. Does the child prefer to be around older or younger children or adults?
5. How is discipline handled? What is the child’s reaction to discipline?
6. Does the childcare about the rights and feelings of others?
7. Does the child break rules on purpose? Does the child like to do the opposite of what is expected?
8. What challenges you most about your child?
9. Has the child ever had any problems with police or juvenile authorities?
10. How does the child deal with authority figures?
11. Do you suspect any drug or alcohol use?

**Child’s Strengths**
1. What do you like most about your child?
2. Tell me about your child’s strengths in school. At home. Athletic. Social.
3. What are your parenting strengths?
4. When do you most enjoy your child?

### Appendix B

**Assessment Group Presentation Evaluation**

<table>
<thead>
<tr>
<th>Content Grading Criteria</th>
<th>Does not meet expectations (1pt)</th>
<th>Minimally Meets Expectations (2 pts)</th>
<th>Meets Expectations (3pts)</th>
<th>Exceeds Expectations (4pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of situation that a practitioner might face in practice where use of the designated assessments would be necessary.</td>
<td>The situation description is missing many relevant details and is very difficult to conceive.</td>
<td>The situation description is missing some details and is somewhat difficult to conceive.</td>
<td>The situation is described adequately and is conceivable.</td>
<td>The situation is thoughtfully created and thoroughly described. It is realistic and easily conceivable.</td>
</tr>
<tr>
<td>Assessments thoroughly described with supporting literature 1) what they measure and appropriateness for intended purpose; 2) number of items and time of completion; 3)</td>
<td>The two assessments are minimally described with little, if any, supporting literature.</td>
<td>The two assessments are identified and described to some extent. Use of supporting literature is weak.</td>
<td>The two assessments instruments are identified and adequately described with appropriate supporting literature.</td>
<td>The two assessments are identified and are clearly described with excellent supporting literature.</td>
</tr>
</tbody>
</table>

**Did student group submit 5 test questions (including answers) to be considered for the exam? Yes or No**
population/settings to which they are best suited; and 4) How they are administered, scored, interpreted.

| The two assessments are compared using their psychometric qualities (reliability, validity, generalizability of the assessment results with child and adolescent counseling/mental health) | The two assessments are minimally compared, if at all, using their psychometric qualities. Comparison shows little or no understanding of similarities and differences between the assessments. | The two assessments are not very well compared using their psychometric qualities. Comparison shows some understanding of similarities and differences between the assessments. | The two assessments are adequately compared using their psychometric qualities. Comparison shows a clear understanding of similarities and differences between the assessments. | The two assessments are thoroughly compared using their psychometric qualities. Comparison shows a clear understanding of similarities and differences between the assessment. |

| The two assessments are compared on their level of sensitivity to diversity/multicultural factors | The two assessments are minimally compared, if at all based on diversity/multicultural sensitivity. Comparison shows little or no understanding of similarities and differences between the instruments. | The two assessments are not very well compared based on diversity/multicultural sensitivity. Comparison shows some understanding of similarities and differences between the assessments. | The two assessments are compared adequately based on diversity/multicultural sensitivity. Comparison shows a clear understanding of similarities and differences between the assessments. | The two assessments are thoroughly compared based on diversity and multicultural sensitivity. Comparison shows a clear understanding of similarities and differences between the assessment. |

| Justification for assessment choice is based on appropriate for use in the described scenario and is supported by relevant literature. | Justification for assessment choice is poorly explained, is not appropriate for the scenario, and is not supported by literature. | Justification for assessment choice is not well explained, is only somewhat appropriate for the scenario, and is not well-supported by literature. | Justification for assessment choice is adequately explained, is appropriate for the scenario, and is supported by literature. | Justification for assessment choice is thoroughly explained, is appropriate for the scenario, and is well supported by literature. |

<p>| Audience Participation and Engagement Grading Criteria | Does not meet expectations (1pt) | Needs improvement (2pts) | Fair (3pts) | Good (4pts) | Excellent (5pts) |</p>
<table>
<thead>
<tr>
<th>Active class involvement and participation throughout using various mediums such as questions, activities, tasks, practice, and audience role-play.</th>
<th>Makes no real use of any medium for audience participation. No audience engagement</th>
<th>Makes little use of medium, or does not attempt to engage audience’s attention and participation.</th>
<th>Makes fair use of an identified medium to engage audience’s attention and participation.</th>
<th>Makes good use of a variety of chosen mediums to engage audience's attention and participation.</th>
<th>Makes excellent use of a variety of chosen medium to engage audience's attention and participation.</th>
</tr>
</thead>
</table>

### Appendix C

**Reflection Paper Rubric-Uniquely human: A different way of seeing autism**

<table>
<thead>
<tr>
<th></th>
<th>&lt;=2% Poor</th>
<th>3% Fair</th>
<th>4% Good</th>
<th>5% Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>The student provides no clear summary of the book. The summary is incomplete or missing.</td>
<td>The student provides a partial summary that shares some of the main ideas of the book. The summary is limited.</td>
<td>The student provides a summary that shares the main idea of the book.</td>
<td>The student provides a detailed summary that shares the main idea of the book. The summary is informative.</td>
</tr>
<tr>
<td>Opinion/Critique</td>
<td>The student does not share personal opinion of the book. The student does not include examples from the book to support opinion.</td>
<td>The student briefly shares personal opinion of the book. The student provides limited examples from the book to support opinion.</td>
<td>The student shares personal opinion of the book, commenting on the book’s strengths and weaknesses. The student provides examples from the book to support opinion.</td>
<td>The student shares their personal opinion of the book, commenting on the book’s strengths and weaknesses. The student provides many specific examples from the book to support opinion.</td>
</tr>
<tr>
<td>Learning and implications</td>
<td>Student omits significant learning and implications for future role as a counselor. The student does not provide specific examples to support points/claims</td>
<td>Student minimally shares significant learning and implications for future role as a counselor. The student provides limited examples to support points/claims</td>
<td>Student shares significant learning and implications for future role as a counselor. The student provides a few specific examples to support points/claims</td>
<td>Student thoroughly shares significant learning and implications for future role as a counselor. The student provides many specific examples to support points/claims.</td>
</tr>
<tr>
<td>Organization</td>
<td>The student did not organize the review into paragraphs. It is difficult to follow the student’s ideas.</td>
<td>The student has attempted to organize the review into paragraphs. It is somewhat difficult to follow the student’s ideas.</td>
<td>The student has organized the review into paragraphs. It is easy to follow the student’s ideas.</td>
<td>The student has organized the review into detailed paragraphs. It is easy to follow the student’s ideas because they flow nicely together.</td>
</tr>
<tr>
<td>Conventions</td>
<td>The student has not proofread the review for proper grammar, spelling, and sentence structure. There are many distracting mistakes.</td>
<td>The student has attempted to proofread the review for proper grammar, spelling, and sentence structure. There are many mistakes.</td>
<td>The student has proofread the review for proper grammar, spelling, and sentence structure. There are a few mistakes.</td>
<td>The student has proofread the review for proper grammar, spelling, and sentence structure. There are no serious mistakes.</td>
</tr>
</tbody>
</table>
Appendix D
Practice Assessment Parent Request Form

Dear parent/guardian,

You and your child are volunteering to participate in a practice assessment battery with ____________________________ as part of a course requirement for COUN 5760-Child/Adolescent Appraisal at the University of North Texas. ________________ will NOT be conducting an official assessment of your child. Rather, the student will be practicing basic assessment skills learned during the semester. Since this is a practice administration conducted by an assessment trainee, the results will NOT be considered valid and the written part of the assignment will NOT include names and other facts that might point to your identity.

For supervision/grading purposes, the assessment administration will be videotaped. The student may discuss the practice test results and/or observations to the class for educational purposes. Your identities will not be revealed, and your confidentiality will be protected. The recording and related assessment protocols will be destroyed at the end of the semester. Please sign this form as an indication of your voluntary consent. If you have any questions or concerns, please contact LaKaavia Taylor, PhD, LPC-S, NCC, RPT (940)-565-2912

I, (parent/guardian name) ____________________________, have been provided the above information and consent for myself and minor child (Child’s Name: _______________) to participate as a volunteer for a practice assessment.
Appendix E
Assessment Project Rubric & Evaluation (50%)

<table>
<thead>
<tr>
<th>Submission of Signed Parent Consent</th>
<th>Max Points</th>
<th>Your Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submission of Completed Assessment Protocols</th>
<th>Max Points</th>
<th>Your Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If either of the above are not submitted during submission, student receives failing grade on the full assignment.**

<table>
<thead>
<tr>
<th>Video Recorded Parent Interview &amp; Assessment Administration Practice (15%)</th>
<th>Max Points</th>
<th>Your Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorded Parent Interview (See appendix A)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 45-50pts Excellent</td>
<td>50pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 40-44pts Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 35-39pts Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• &lt;=34pts Does not meet expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Recorded Assessment Administration                                      |            |             |          |
| • 45-50pts Excellent                                                    | 50pts      |             |          |
| • 40-44pts Good                                                        |            |             |          |
| • 35-39pts Fair                                                        |            |             |          |
| • <=34pts Does not meet expectations                                  |            |             |          |

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Max Pts</th>
<th>Your pts</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100pts</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Score out of 15%</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Reflection Paper</td>
<td>100pts</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>• 90-100pts-Excellent</td>
<td></td>
</tr>
<tr>
<td>• 80-89pts-Good</td>
<td></td>
</tr>
<tr>
<td>• 70-79pts-Fair</td>
<td></td>
</tr>
<tr>
<td>• &lt;=69pts Does not meet expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
<th>100pts</th>
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</table>

<table>
<thead>
<tr>
<th>Final Score out of 5%</th>
<th>5</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Assessment Report Criteria (20%)-See Report Template on Canvas</strong></th>
<th>Max Pts</th>
<th>Your Pts</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographic Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Name: Pseudonym</td>
<td></td>
<td></td>
<td>1pt</td>
</tr>
<tr>
<td>• School: Pseudonym</td>
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<td></td>
<td></td>
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<tr>
<td>• Grade</td>
<td></td>
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<td></td>
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<tr>
<td>• City, State: Pseudonym</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Date of Examination (D.O.E.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Date of Birth (D.O.B)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Chronological Age (C.A.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accurate List of Assessments Administered</strong></td>
<td>1pt</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reason For Referral</strong></td>
<td>1pt</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family History</strong></td>
<td>7pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Child name (pseudonym), age, race/ethnicity, and gender of child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ages and names (pseudonyms) of parent(s)/guardian(s), siblings (if applicable), and other significant individuals residing with the child</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Child’s living arrangement and with whom the child lives</td>
<td></td>
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<tr>
<td>• Parent(s)/guardian(s) type of work</td>
<td></td>
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<tr>
<td>• Parent(s)/guardian(s) work-related stress and cause of stressors</td>
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<tr>
<td>• Primary disciplinarian and discipline methods used; effectiveness of utilized discipline methods; how the child responds to the discipline</td>
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<tr>
<td>• Parent/guardian relationship with the child, siblings, and others in the home.</td>
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<tr>
<td><strong>Developmental and Medical History</strong></td>
<td>7pts</td>
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</tr>
<tr>
<td>• Pregnancy (level of stress, complications, type of</td>
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</tbody>
</table>
delivery, health of child and parent at birth)

- Child’s disposition in early childhood.
- Parents’ level of attachment with the child and vice versa.
- Child’s early sleeping patterns and habits.
- Child’s progression through developmental milestones.
- Child’s recent physical and health status.

### Academic and social history

- School history (how many schools attended, first time in school, did child attend daycare and/or preschool; is the child homeschooled, if so, for how long)
- Child’s current grade
- How does the child relate to school? What are their behaviors or emotions towards school?
- Describe the child’s social life. How does the child relate to others? How many friends do they have and how much time is spent with them?
- Discuss the child’s extracurricular activities and how much they like/dislike them.

### Child’s strengths

- Test results, explanation of meaning, and charted scores following the assessment report template.

  - 32-35pts-Excellent
  - 28-31pts-Good
  - 25-27pts-Fair
  - <=26pts Does not meet expectations

### Summary

Include attention to each assessment/area:
- Behavior-CBC
- Learning-TIPS
- Parenting/Family-PSI or SIPA,
- Self-concept-Harter or Piers-Harris
- Relevant information from the parent interview
- Diagnostic impressions with supporting rationale (plausible diagnosis, symptoms of a diagnosis, diagnostic impressions or rationale for no diagnosis).

**School and Home Recommendations**
- At least eight school recommendations congruent with assessment results
- At least eight home recommendations congruent with assessment results.

**Assessment report is professional, clearly written, thorough, accurate**

**Total Points**
**Final Score out of 20%=____/20**

<table>
<thead>
<tr>
<th>Recorded Mock Feedback Criteria (5%)</th>
<th>Max Pts</th>
<th>Your pts</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorded Mock Parent Feedback</td>
<td>100pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90-100pts-Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 80-89pts-Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 70-79pts-Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• &lt;=69pts Does not meet expectations</td>
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</tbody>
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**Total Points**
**Final Score out of 5%=____/5**

<table>
<thead>
<tr>
<th>Assessment Reflection (5%)</th>
<th>Max Pts</th>
<th>Your pts</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Reflection Paper</td>
<td>100pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 90-100pts-Excellent</td>
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<tr>
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<td>/5 5</td>
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Final Video Recorded Parent Interview & Assessment Administration Practice Score __/15%
Final Scoring Assessments Score __/5%
Final Assessment Report Score __/20%
Final Recorded Mock Feedback Score __/5%
Final Assessment Reflection Score __/5%
**Final Total on Assessment Project** ___50%