Focus
The rationale of this course is to provide students with knowledge of the techniques used to conduct assessments of children's behavior, personality, and social adaptive functioning from both a clinical and ecological perspective. Throughout the course, students will learn to utilize assessments as a basis for intervention planning and for use in the differential diagnosis of emotional and behavioral disorders. Various assessment techniques will be reviewed and critiqued, including functional behavior assessment (FBA), norm-referenced rating scales of child and adolescent personality and psychopathology, and norm-referenced measures of social adaptive behavior. The class will include lectures, class discussions, the analysis of case studies, and written assignments designed to train students in the appropriate administration and interpretation of each assessment. Students are expected to have a background in cognitive assessment, academic assessment, and elementary statistics.

Objectives:
Course objectives were selected to reflect the standards of the National Association of School Psychologists. The following NASP standards are addressed:

2.1 - Data-Based Decision-Making & Accountability
2.2 - Consultation and Collaboration
2.4 - Socialization and Development of Life Skills
2.6 - School and Systems Organization, Policy Development, and Climate
2.7 - Prevention, Crisis Intervention, and Mental Health
2.10 - School Psychology Practice & Development
2.11 - Information Technology

Specific Course Objectives:
1. Students will become knowledgeable about methods used to identify educational disabilities defined by the Individuals with Disabilities Education Act (IDEA) (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.2 - Consultation and Collaboration, 2.10 - School Psychology Practice & Development, 2.11 - Information Technology)

2. Students will become knowledgeable about differential diagnosis using the Diagnostic and Statistical manual of mental Disorders, 4th Edition Text Revision (DSM-IV TR) (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development)

3. Students will become knowledgeable about the theory and techniques of functional behavior assessment (FBA) (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.2 - Consultation and Collaboration, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development).
4. Students will become knowledgeable about the development and implementation of school-wide behavior support systems (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.2 - Consultation and Collaboration, 2.6 - School and Systems Organization, Policy Development, and Climate, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development).

2. Students will gain competencies in the administration, scoring, and interpretation of norm-referenced assessments of personality and psychopathology (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development, 2.11 - Information Technology).

3. Students will gain competencies in the administration, scoring, and interpretation of norm-referenced assessments of social-adaptive behavior (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development, 2.11 - Information Technology).

4. Students will become aware of the uses and limitations of behavior and personality assessments with regard to differential diagnosis (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development).

5. Students will explore the uses and limitations of assessments of behavior and personality as a basis for intervention planning and intervention monitoring (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.2 - Consultation and Collaboration, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development).

6. Students will be able to examine and critically appraise assessment instruments through knowledge about psychometric properties (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.1, School Psychology Practice & Development).

Course Requirements:

1. Participation in class discussions and in-class exercises designed to facilitate critical thinking about content presented in the course (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.2 - Consultation and Collaboration, 2.4 - Socialization and Development of Life Skills, 2.6 - School and Systems Organization, Policy Development, and Climate, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development, 2.11 - Information Technology).

2. Complete assigned readings.

2. Complete individual scoring and interpretation assignments involving the following: (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development, 2.11 - Information Technology).

   b. Piers-Harris Children’s Self-Concept Scale
   c. Children’s Depression Inventory (CDI 2) & Revised Children’s Manifest Anxiety Scale (RCMAS 2)

   * (Guidelines for scoring and interpretation assignments will be provided in class)
4. TEAM PROJECT: CASE STUDY ANALYSIS & PRESENTATION. (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.2 - Consultation and Collaboration, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development)

A. Students will be assigned to teams for the purpose of interpreting a case study and developing an intervention plan.

B. Examination of case information will require teams to:
   i. Interpret test scores and other information provided
   ii. Draft an intervention plan to address identified problems
      1. Intervention plans will be derived from research validated practices
      2. Intervention plans will be developed for use in a classroom setting
      3. Intervention plans will include procedures for progress monitoring.
         (e.g., how do you know when the problem is solved?)

C. Teams will make a brief presentation to the class (15 to 20 minutes) that will include the following:
   i. Summary of background information
      1. Summarize age and any information given about the child’s developmental, family, medical, and educational history. If background information is limited, teams will provide a summary of information they would find useful for the case.
   ii. Summary of test results
      1. Summarize available test results, including:
         a. Cognitive/IQ
         b. Academic achievement
         c. Social/emotional
         d. Adaptive functioning.
   iii. Diagnostic Impressions
      1. Give your diagnostic impressions. You want to address 2 questions based on the information you have been provided:
         a. Does this child have a psychological disorder?
            i. List a DSM 5 Diagnosis (Axis 1, 2, & 3 only)
            ii. Discuss how the clinical data supports your diagnosis.
            iii. Discuss additional assessment you would recommend for strengthen your diagnosis
         b. Does this child have an educational disability?
            i. List all IDEA disability or disabilities would the child would be eligible for, if any (use federal definitions)
            ii. Discuss how the clinical data supports your conclusion regarding eligibility or non-eligibility
            iii. Discuss any additional assessment you would recommend to strengthen your recommendation
   iv. Description of the intervention plan, including progress monitoring
      1. If intervention plan involves collection of observational data, teams will provide examples of all methods and materials to be used for these efforts
      2. If intervention plans involve use of teaching or other materials, teams will provide a brief demonstration of their use

D. At the beginning of the class presentation, each team will provide the instructor and each member of the class with a written handout. Handouts will summarize assessment results, list DSM 5 diagnoses, list IDEA eligibility, describe the intervention plan, and provide a list of references used in the development of the intervention.
5. **POSITION STATEMENT PAPER** (NASP 2.1 - Data-Based Decision-Making & Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice & Development)

   a. Prepare a position statement advocating an operational definition of Social Maladjustment. Statements must be prepared according to the following guidelines:

   b. Papers must include the following sections:

      i. **Operational definition of Social Maladjustment (SMA).** This should not simply be a restatement of the federal or state definition of social maladjustment, but an expanded operational definition that can be used by practitioners to determine when a child is to be excluded from special education services under the Serious Emotional Disturbance (SED) label.

      ii. **Critical Review of Literature.** Your definition of SMA must be developed from a critical review of recent research literature. This section should provide an empirical basis for your definition.

      iii. **Recommended assessment procedures for school psychologists.** What assessments would you recommend that school psychologists use to decipher between SED and SMA? You should link assessment practices to your definition.

   c. There are many differing positions regarding social maladjustment. Students are encouraged to use this paper to develop their own position and understand the evidence that supports it. Papers will be evaluated on how well positions are supported, not on the specific definitions.

   d. Papers should be written and all references cited using APA Style. Be sure to provide a list of references at the end of your paper. Failure to submit papers in APA style will result in a 5-point penalty.

   e. There are no limits regarding the number of references that you may use.

   f. Papers should be between approximately 10 to 15 pages in length.

   g. Drafts must be submitted to the instructor during term for the purposes of generating editorial feedback prior to the final paper submission. Dates for draft submission are outlined on the course schedule. Failure to submit drafts will result in a 10-point reduction from the final paper grade.
Method of Evaluation

Scoring & Interpretation Assignments Students’ will be assessed on their ability to administer, score, and interpret various measures used to evaluate personality, behavior, and psychopathology. For scoring and interpretation assignments, performance evaluations will be based on the comprehensiveness, clarity, and accuracy of written reports. Because guidelines for each interpretive assignment may differ, the instructor will provide specific instructions and guidelines for each assignment. Late assignments will be penalized 3 points per day past the posted due date.

<table>
<thead>
<tr>
<th>SCORING &amp; INTERPRETATION ASSIGNMENT RUBRIC</th>
<th>Excellent (9-10 points)</th>
<th>Adequate (7-8 points)</th>
<th>Unsatisfactory (0-6 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness (10 points.)</td>
<td>Source(s) of &amp; method(s) used to obtain information are explicitly and clearly described.</td>
<td>Source(s) of &amp; method(s) used to obtain information are listed but not described.</td>
<td>Source(s) of or methods used to obtain information cannot be deciphered.</td>
</tr>
<tr>
<td></td>
<td>Focus is on the individual</td>
<td>Focus is on assessments.</td>
<td>Focus is on scores</td>
</tr>
<tr>
<td>Clarity (10 points.)</td>
<td>Minimal use of technical jargon. Can be easily understood by persons with no training in psychological assessment or statistics</td>
<td>Some use of technical jargon. Difficult for persons to understand who have not had training in psychological assessment or statistics without assistance.</td>
<td>Extensive use of technical jargon. Can only be understood by another psychologist.</td>
</tr>
<tr>
<td>Accuracy (10 points.)</td>
<td>All information reported accurately.</td>
<td></td>
<td>Some information reported inaccurately.</td>
</tr>
</tbody>
</table>

Position Statement Paper. Papers will be evaluated for Comprehensiveness and Clarity. Late papers will be penalized 5 points per day past the posted due date. Failure to adhere to APA style guidelines will result in a 10-point penalty.

<table>
<thead>
<tr>
<th>POSITION PAPER RUBRIC</th>
</tr>
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<tbody>
<tr>
<td>Excellent (90-100 pts.)</td>
</tr>
<tr>
<td>All requirements fully addressed. Positions and recommendations are logically and strongly supported using primary sources.</td>
</tr>
</tbody>
</table>
Team Project & Presentation Students will be evaluated on the quality of their presentation and supporting materials in each of the required areas (Summary of background information, Summary of Test Results, Diagnostic impressions, and Description of Intervention Plan). Materials and presentation will be evaluated for Comprehensiveness, Clarity, Accuracy, and Collaboration.

<table>
<thead>
<tr>
<th>TEAM PROJECT &amp; PRESENTATION RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Each team member will receive the same grade, Total Grade = Comprehensiveness + Clarity + Accuracy + Collaboration)</td>
</tr>
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</table>

<table>
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<tr>
<th></th>
<th>Excellent (18-20 pts.)</th>
<th>Adequate (14-17pts.)</th>
<th>Unsatisfactory (0-16 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>All requirements fully addressed</td>
<td>Most, but not all, requirements fully addressed</td>
<td>Most areas not fully addressed.</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Focus is on the individual Ecological factors (family, classroom, etc) strongly considered.</td>
<td>Focus is on assessments. Ecological factors considered, but not strongly.</td>
<td>Focus is on test scores. No consideration given to ecological factors.</td>
</tr>
<tr>
<td></td>
<td>Intervention/plans for follow-up strongly reflect assessment results</td>
<td>Intervention/plans for follow-up somewhat reflect assessment results</td>
<td>Intervention/plans for follow-up are generic and do not reflect assessment results</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Minimal use of technical jargon. Can be easily understood by persons with no training in psychological assessment or statistics</td>
<td>Some use of technical jargon. Difficult for persons to understand who have not had training in psychological assessment or statistics without assistance.</td>
<td>Extensive use of technical jargon. Can only be understood by another psychologist.</td>
</tr>
<tr>
<td>(20 points)</td>
<td>All information reported accurately. Diagnoses (DSM 5 &amp; IDEIA) are presented using correct terminology and are supported by assessment information.</td>
<td></td>
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</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
<td>Some information inaccurately reported. Diagnoses (DSM 5 &amp; IDEIA) presented using incorrect terminology or do not follow logically from assessment information.</td>
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<tr>
<td>(20 points)</td>
<td></td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>Clear indication that presentation was collaborative effort involving all members.</td>
<td>Some, but not clear indication that presentation involved collaboration of all members.</td>
<td>No clear evidence that presentation involved collaboration of all members.</td>
</tr>
<tr>
<td>(20 points)</td>
<td></td>
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</tbody>
</table>
Grades: (Calculated as percentage of the total points for the course)

- A = 95%-100%
- A- = 90%-94%
- B+ = 86%-89%
- B = 83%-85%
- B- = 80%-82%
- C+ = 76%-79%
- C = 73%-75%
- C- = 70%-72%
- D+ = 66%-69%
- D = 63%-65%
- D- = 60%-62%
- E = Below 60%

Required Texts/Readings


Weekly Reading assignments will be posted online at least one week in advance and will include chapters from the required texts and current journal articles.

Reading Assignments can be found on line at: [http://www.unlv.edu/faculty/sloe/Courses/EPY 715/EPY_715_Reading Assignments.html](http://www.unlv.edu/faculty/sloe/Courses/EPY 715/EPY_715_Reading Assignments.html)

If you have any difficulties accessing the web site for this course, contact Student Computing Resources at 702-895-0761.
Collection of Student Assignments for Program Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Evaluation of New Teaching Methods
The evaluation of new teaching methods may be conducted as part of this course. Such evaluation is necessary to establish the effectiveness of new methods and would be done with the intent of improving the course. This process may involve the assignment of students to groups who receive different methods of instruction. At the end of an evaluation period, all students will be provided access to the methods deemed to be the most beneficial to their achievement of course objectives.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright
The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/committees/copyright/.

Disability Resource Center (DRC)
It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC-A), Room 143, and the contact numbers are: Voice (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays Policy
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. For additional information, please visit: http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1.
**Tutoring**
The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/).

**UNLV Writing Center**
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**Rebelmail**
By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
**Tentative Course Outline**

- All due dates should be adhered to unless otherwise noted by the instructor. Late assignments will be penalized 5-points per day. Students will be given appropriate notice of any changes made to the schedule during the semester.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>TOPIC</th>
<th>ASSIGNMENT(S) DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/14</td>
<td>Independent Study, No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>1/29/14</td>
<td>Syllabus Review, Course Overview</td>
<td></td>
</tr>
<tr>
<td>2/5/14</td>
<td>General Issues in School-Based Evaluation of Emotional &amp; Behavioral Disorders (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.2 - Consultation and Collaboration, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.10 - School Psychology Practice &amp; Development, 2.11 - Information Technology)</td>
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</tr>
<tr>
<td>2/12/14</td>
<td>School-Wide Positive Behavior Support (SWPBS) (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.2 - Consultation and Collaboration, 2.4 - Socialization and Development of Life Skills, 2.6 - School and Systems Organization, Policy Development, and Climate, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td></td>
</tr>
<tr>
<td>2/19/14</td>
<td>Functional Behavior Assessment (FBA) (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.2 - Consultation and Collaboration, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td></td>
</tr>
<tr>
<td>2/26/14</td>
<td>Assessment of Personality &amp; Psychopathology: Behavior Rating Scales (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.11 - Information Technology)</td>
<td></td>
</tr>
<tr>
<td>3/5/14</td>
<td>Assessment of Personality &amp; Psychopathology: Self-Report Instruments (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health, 2.11 - Information Technology)</td>
<td>Scoring &amp; Interpretation #1 * Behavior Assessment System for Children (BASC 2)</td>
</tr>
<tr>
<td>3/12/14</td>
<td>DSM 5 Diagnosis (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td>Scoring &amp; Interpretation #2 * Piers-Harris Children’s Self Concept Scale, Second Edition</td>
</tr>
<tr>
<td>3/19/14</td>
<td>SPRING RECESS – NO CLASS MEETING</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>3/26/14</td>
<td><strong>Assessment of Mood Disorders &amp; Social Skills</strong> (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td>Draft/Outline for Position Paper Due</td>
</tr>
<tr>
<td>4/2/14</td>
<td><strong>Assessment of Social Skills &amp; Adaptive Behavior</strong> (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td>Scoring &amp; Interpretation #3 • Children’s Depression Inventory 2(CDI 2) • Revised Children’s Manifest Anxiety Scale 2 (RCMAS 2)</td>
</tr>
<tr>
<td>4/9/14</td>
<td><strong>Assessment of Autism Spectrum Disorders</strong> (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td>Scoring &amp; Interpretation #4 • Vineland Adaptive Behavior Scales (VABS-II)</td>
</tr>
<tr>
<td>4/16/14</td>
<td><strong>Assessment of Autism Spectrum Disorders</strong> (cont.) (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td></td>
</tr>
<tr>
<td>4/23/14</td>
<td><strong>Assessment of Attention Deficit/Hyperactivity Disorder (ADHD)</strong> (NASP 2.1 - Data-Based Decision-Making &amp; Accountability, 2.4 - Socialization and Development of Life Skills, 2.7 - Prevention, Crisis Intervention, and Mental Health)</td>
<td>ADOS 2 in-class exercise</td>
</tr>
<tr>
<td>4/30/14</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>5/7/14</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>5/14/14</td>
<td><strong>FINALS WEEK</strong></td>
<td>POSITION PAPER DUE BY 4:00 PM</td>
</tr>
</tbody>
</table>