



# **Individual Engagement, Assessment, and Intervention Skills**

Referral, Assessment, Treatment Approaches

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# Agenda

Referrals

Practical application of gathering information

Assessment

Solution-Focused Therapy in the Schools

# Learning Objectives

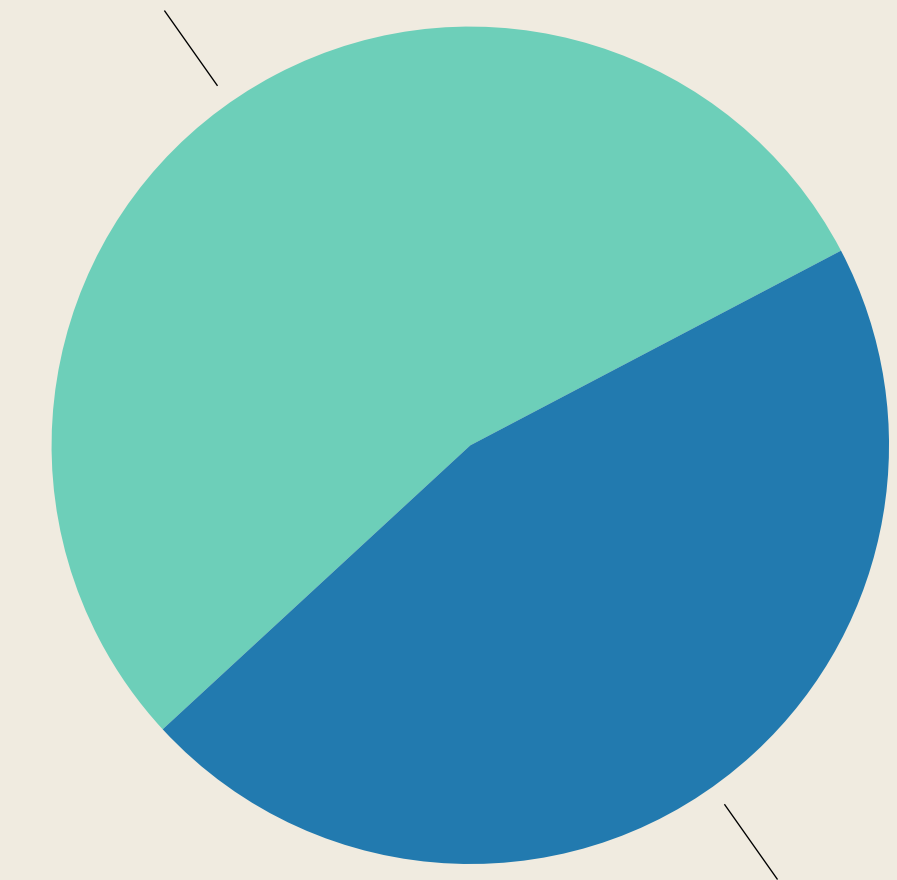
- Explain the stages of school-based intervention (referral, engagement, assessment, and intervention)
- Analyze culturally relevant adaptations of evidence-based interventions using case study material, with attention to feasibility and ethical considerations in school-based practice.
- Apply engagement and assessment skills in simulated activities, including role-plays of referral discussions and initial solution-focused sessions with students.



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# Midcourse Feedback

SOWK 587 - 0 - Social Work in Schools



## Positive

- Instruction
- Content (class, textbook, learning activities)
- Supportiveness

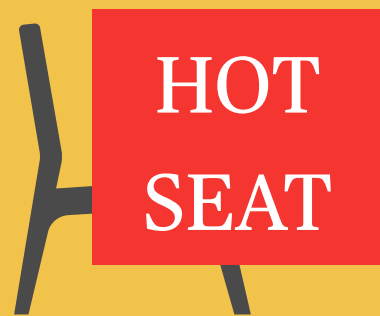
## Constructive

- Amount of work (forums, breaking up assignments)
- More case studies,
- More responsive grading

## Other

- Offering first semester
- Exemplar assignments





## Referral Pitch

Working groups of three or four, make a pitch for a student to be referred to social work services. It could be a real case or a fictional one.

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# Referrals

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- What do your schools do for referrals for services?
- What do you see function well or not work?
- In referral meetings, what information is generally shared?



# Clinical Case Study

## CBT for depression in a Puerto Rican adolescent

Read the case study and discuss the following with a partner:

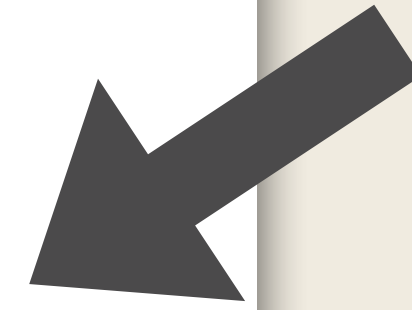
- What stood out to you about the way CBT was adapted?
- What are the implications of this study for school-based mental health interventions?
- What ethical considerations are important when designing culturally adapted interventions?



Graphic generated using ChatGPT



## Pediatric Symptom Checklist Youth Report (Y-PSC)



**Pediatric Symptom Checklist - Youth Report (Y-PSC)** Patient Name \_\_\_\_\_  
 Please mark under the heading that best fits you: Date of Birth \_\_\_\_\_

	Never	Sometimes	Often
1. Complain of aches or pains.....	_____	_____	_____
2. Spend more time alone.....	_____	_____	_____
3. Tire easily, little energy.....	_____	_____	_____
4. Fidgety, unable to sit still.....	_____	_____	_____
5. Have trouble with teacher.....	_____	_____	_____
6. Less interested in school.....	_____	_____	_____
7. Act as if driven by motor.....	_____	_____	_____
8. Daydream too much.....	_____	_____	_____
9. Distract easily.....	_____	_____	_____
10. Are afraid of new situations.....	_____	_____	_____
11. Feel sad, unhappy.....	_____	_____	_____
12. Are irritable, angry.....	_____	_____	_____
13. Feel hopeless.....	_____	_____	_____
14. Have trouble concentrating.....	_____	_____	_____
15. Less interested in friends.....	_____	_____	_____
16. Fight with other children.....	_____	_____	_____
17. Absent from school.....	_____	_____	_____
18. School grades dropping.....	_____	_____	_____
19. Down on yourself.....	_____	_____	_____
20. Visit doctor with doctor finding nothing wrong.....	_____	_____	_____
21. Have trouble sleeping.....	_____	_____	_____
22. Worry a lot.....	_____	_____	_____
23. Want to be with parent more than before.....	_____	_____	_____
24. Feel that you are bad.....	_____	_____	_____
25. Take unnecessary risks.....	_____	_____	_____
26. Get hurt frequently.....	_____	_____	_____
27. Seem to be having less fun.....	_____	_____	_____
28. Act younger than children your age.....	_____	_____	_____
29. Do not listen to rules.....	_____	_____	_____
30. Do not show feelings.....	_____	_____	_____
31. Do not understand other people's feelings.....	_____	_____	_____
32. Tease others.....	_____	_____	_____
33. Blame others for your troubles.....	_____	_____	_____
34. Take things that do not belong to you.....	_____	_____	_____
35. Refuse to share.....	_____	_____	_____
Total Score	_____	_____	_____

Person Completing this Form \_\_\_\_\_

# Use of Screening Tool & Facesheet

- Having a system and form helps keep the services we provide on track and to go through the planned change process.



# Bridges Students Face Sheet

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Student ID: \_\_\_\_\_

Grade Level: \_\_\_\_\_ IEP Qualifications: \_\_\_\_\_

IEP Areas of service: \_\_\_\_\_

Medical Concerns: \_\_\_\_\_

Medications: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Other Notes: \_\_\_\_\_

## Schedule for 2020-21 Trimester 1

Period	Class	Teacher
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
4 <sup>th</sup>		
5 <sup>th</sup>		
6 <sup>th</sup>		

## Guardians Information

Name	Role	Contact Info

Last Name

## Collateral Information

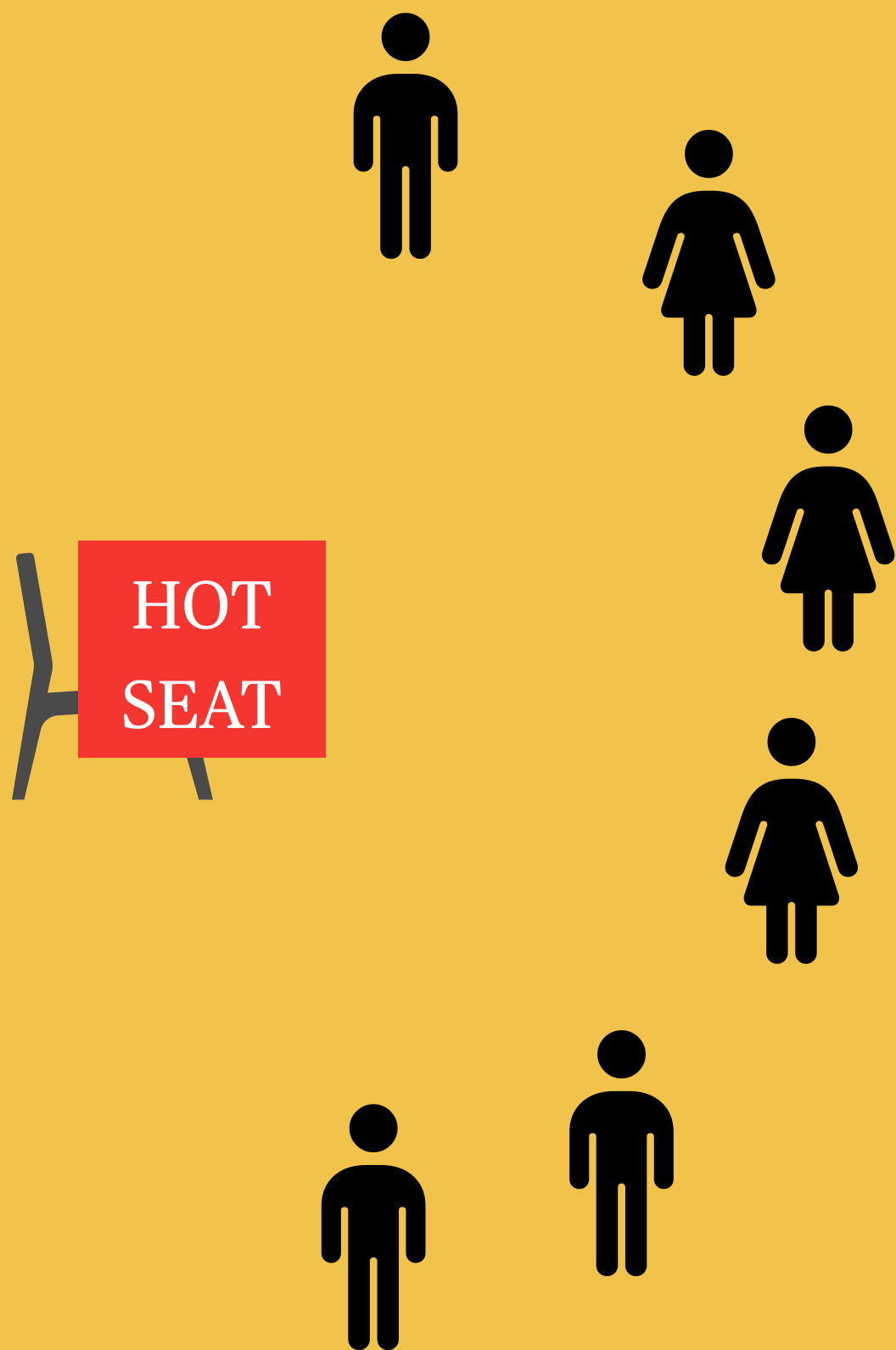
Last Name

Name	Role	Contact	ROI (end)

- The young children's empathy measure
- Depression rating scale
- Behavior and emotional rating scale
- Children's cognitive assessment questionnaire
- Children's perceive self-control scale
- Child report of posttraumatic symptoms and parent report of posttraumatic symptoms
- Adolescent concerns evaluation
- Behavioral self-concept scale
- Behavior rating index for children's (BRIC)
- Childhood personality scale
- Children's cognitive assessment questionnaire
- Eyberg behavior inventory
- Family, friends, and self form
- Hare self-esteem scale
- Homework problem, checklist
- Index of peer relations
- Multi attitude, suicide, tendency scale
- Concern, overweight, and dieting scale
- Connor's teacher rating scale
- The young children's empathy measure
- Brown attention deficit disorder scales for children and adolescence
- Pediatric adverse childhood experiences and related life events
- CASEL SEL assessment guide
- The RAND education assessment finder
- Mental health screening and evaluation compendium
- Strengths and difficulties questionnaire
- Measuring violence related to attitudes, behaviors, and influence among youth
- Measuring bullying, victimization, perpetration, and bystander experiences
- Compendium of screening tools for early childhood, social-emotional development
- Social-emotional learning assessment measures for middle school youth
- California evidence base clearinghouse for child welfare
- Ohio scales
- Single system design analysis
- DSM five online assessment measures







### Assessment Hot Seat

Working groups of three or four, have the group gather assessment data by putting peers in the hot seat to answer questions

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# Assessments

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- What type of information might you need to gather to understand the needs of a student?



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# Solution-Focused Therapy in the Schools

## The First Session

- Inquire into the child's life.
- Clarify problem behaviors (Why do you think you are here?).
- Ask relationship questions to see how others view the problem.
- Track exceptions to the problem.
- Scale the problem...
- Ask the miracle question to develop solutions.
- Take a session break to reflect, develop compliments and formulate tasks.
- Deliver compliments and tasks.

With a partner, take one of the examples of students used in discussing referral/assessment and role-play the first session.

