



# Individual Engagement, Assessment, and Intervention Skills

Referral, Assessment, Treatment Approaches

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# 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

# Agenda

Referrals

Practical application of gathering information

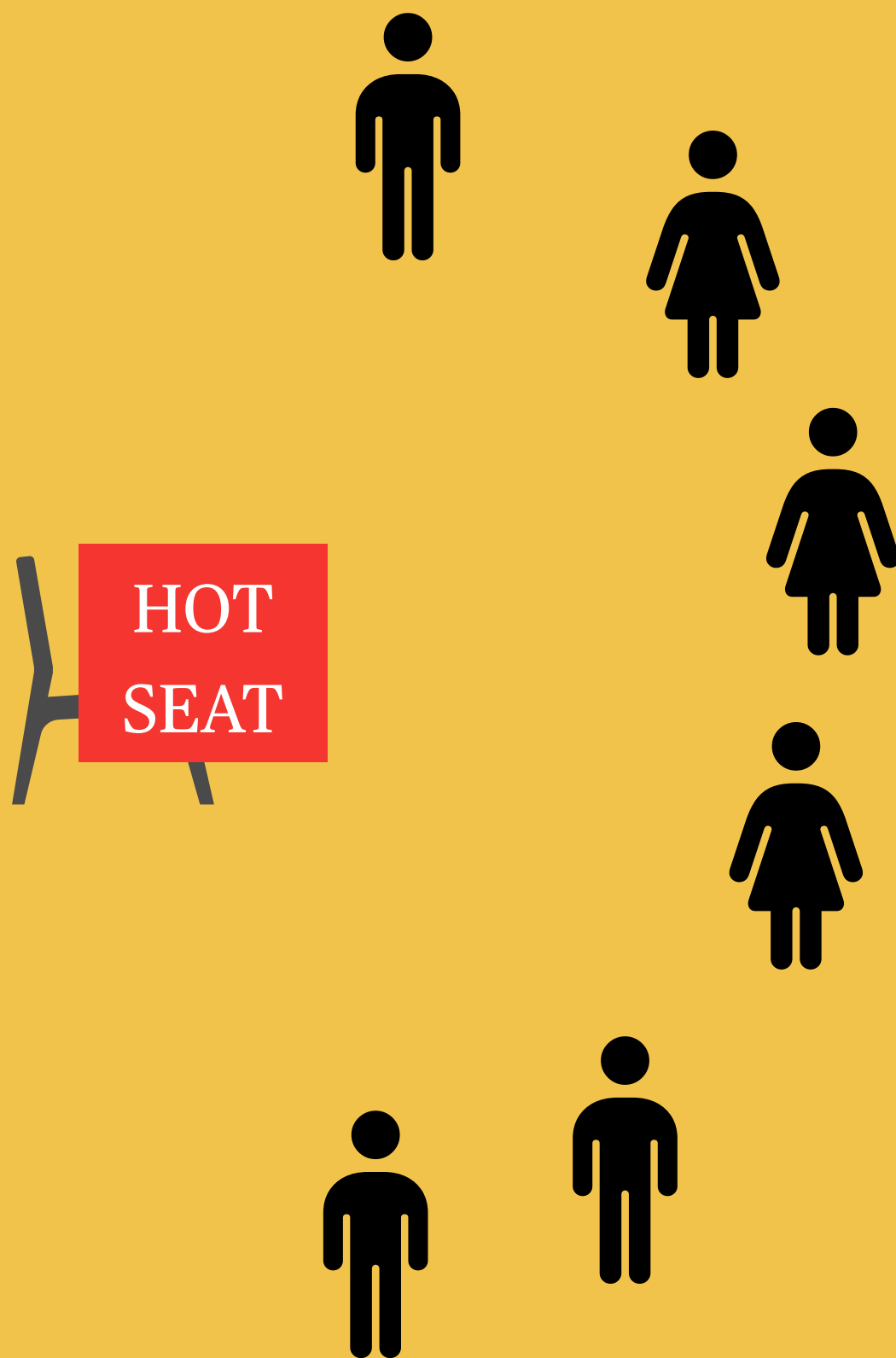
Assessment

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.





### 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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#### DYNAMIC PRACTICE

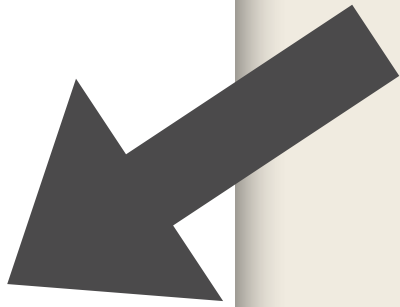
# Referrals

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- What do your schools do to refer students for services?
- What works well, and what doesn't?
- In referral meetings, what information is generally shared?



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

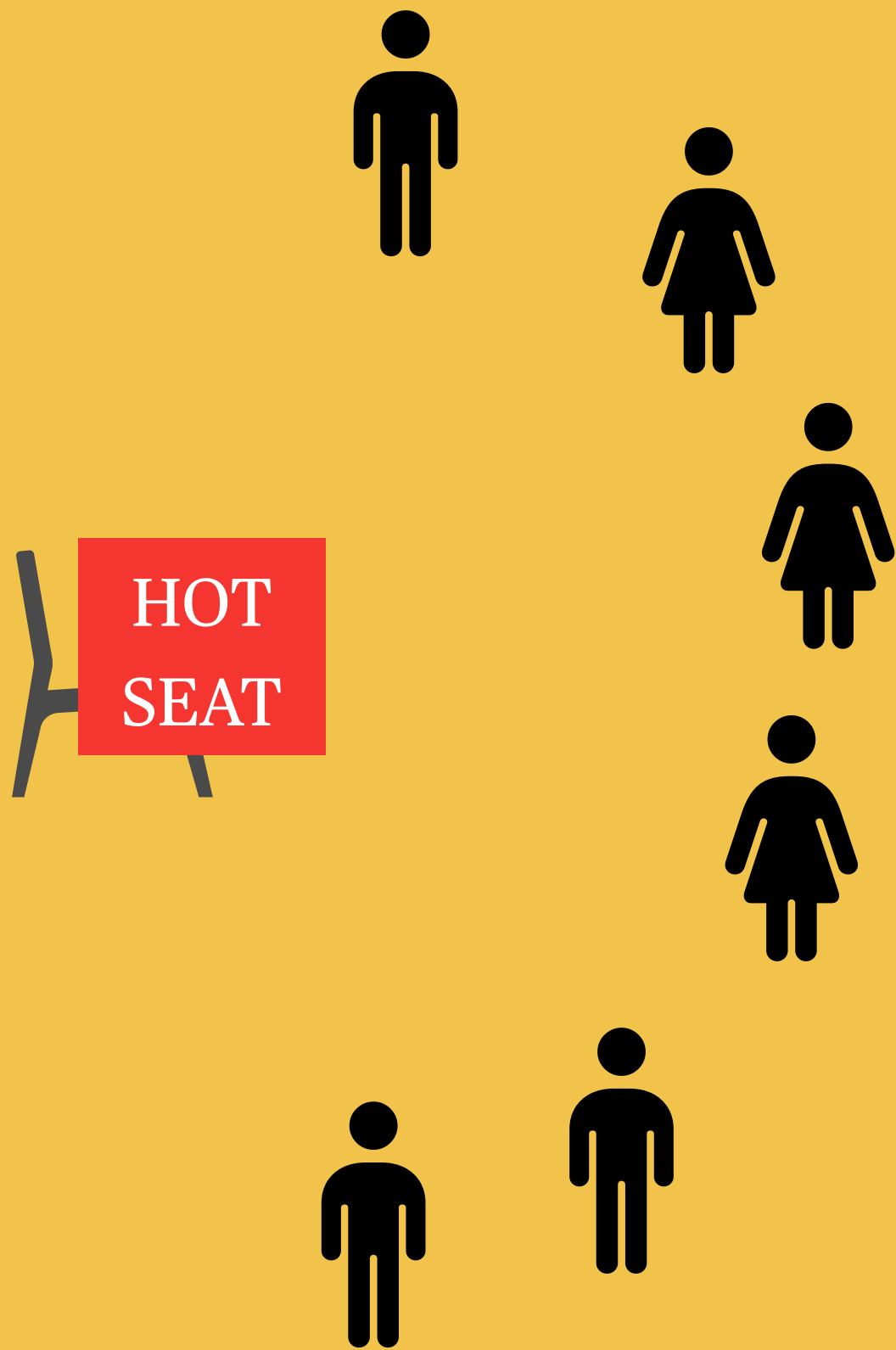
| Last Name | Collateral Information |      |         |           |
|-----------|------------------------|------|---------|-----------|
|           | Name                   | Role | Contact | ROI (end) |
|           |                        |      |         |           |
|           |                        |      |         |           |
|           |                        |      |         |           |
|           |                        |      |         |           |
|           |                        |      |         |           |
|           |                        |      |         |           |

- 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



Competency E





### 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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#### DYNAMIC PRACTICE

# Assessments

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



# 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.

✓ Competency E

