



DEVELOPMENTAL AUDIT®
Psychology or Special Education 659
Graduate, **1 or 3 hrs of credit**

Instructor of Record: Dr. Larry Brendtro

Note: Participants are encouraged to first take the course Response Abilities Pathways™ (RAP). It is the primary source of practice expertise for the Developmental Audit®. Please see www.reclaiming.com for information about the RAP.

Overview

Developmental Audit® offers a fresh alternative to traditional deficit based assessments. It engages young persons in conflict in the process of solving problems and finding solutions. The Audit is grounded in resilience science, neuroscience, and ecological research on positive youth development. All children need opportunities for belonging, mastery, independence, and generosity, components of the Circle of Courage® resilience model. When these growth needs are blocked, the youth is at risk. By addressing these universal needs, a young person is able to take pathways to responsibility.

Traditional assessments diagnose pathology and assign labels for disorders. But, deficit-based approaches offer scant information about the function (purpose) of behavior or the interventions that might produce growth and change. To understand behavior, we must focus on what Alfred Adler called the *private logic* and goals of a young person in conflict. Thus, Developmental Audit® views the youth as a primary data source and fully engages the individual in this reflective and restorative process. The Audit can be applied to a wide range of settings including regular and special education, juvenile justice, and prevention and treatment programs. The Audit is particularly useful for students with chronic or serious problems that put them at risk for removal from school or placement in restrictive settings (schools in the U.S. are required to complete functional assessments along with positive behavior intervention plans when behavior problems may be a manifestation of disability, such as emotional disturbance.)

The American Psychological Association describes evidence-based practice in terms of A) research foundations, B) clinical expertise, and C) understanding of the individual being served. The Audit is grounded in these evidence-based practices. A significant component of the research foundations for the Developmental Audit® comes from current neuroscience understanding. For those seeking approval of transfer credit, you may wish to download the *Developmental Audit® Bibliography*. It can be found at www.reclaiming.com under "college credit".

Learning Goals

Students will learn:

1. specific strategies to connect, clarify and restore with the young person in conflict since the child is seen as the primary source of data
2. that resilience, neurological, ecological and positive youth development sciences contribute to the foundations of the Audit.
3. to gather information on the child's family, school, peer group, and community using available records and information that taps perspectives of other significant persons in the child's life
4. identify how the youth copes with challenging behavior, both in resilient and self-defeating ways
5. how to present a young person's personal story that addresses these two key questions:
 - a. How did this young person come to this point in his or her life?

- b. Where should we go from here to create a restorative outcome?
6. how to make audits as expansive or simple as time and circumstances allow (i.e., an extensive audit may be required in a transfer of juvenile offenders to adult court while a modified version will be useful in the school setting).

Topical Outline

- I. Understanding the child
Circle of Courage® and Resilience Science
Positive Youth Development Science
Ecological Science
Neuroscience related to the child
- II. Understanding the data
Sources of information
Collecting the data
Triangulating the data
Analyzing the data
- III. Talking and listening to the child
Private logic
Problem solving
Strategies for clarifying challenges
- IV. Using the data to restore
Building strengths and support
Positive behavior interventions
Using the data in specific settings

Course Requirements

The book, Deep Brain Learning: Pathways to Potential with Challenging Youth by Brendtro, Mitchell and McCall will serve as the primary text. A guidebook serves as supplemental reading to support the content of the class experience. Troubled Children and Youth: Turning Problems into Opportunities by Mary Shahbazian and Larry Brendtro, copyright 2004 by Research Press is a recommended reading

Participants who successfully complete these requirements earn one (1) **or** three (3) semester hours of graduate workshop credit, graded with an A-F letter grade. Students may choose to be graded satisfactory or unsatisfactory but must request this in writing. Graduate students must earn a grade of B- or better to receive an S.

One semester hour of graduate credit

1. **Class participation:** fully participate in all sessions
2. **Exam:** complete a multiple choice exam on key concepts and competencies (download at www.reclaiming.com under college credit)

Three semester hours of graduate credit

1. **Class participation:** fully participate in all sessions
2. **Exam:** complete a multiple choice exam on key concepts and competencies (download at www.reclaiming.com under college credit).
3. **Practicum project:** conduct an Audit with a youth. The 7-12 page write-up should include:
 - a. **Background information:** describe the youth, the challenges faced by the youth and circumstances that led to the Audit along with how you enlisted the youth as a partner in the Audit.

- b. **Ecological scan:** conduct an ecological scan of family, school, peer group, and community bonds. What written records were examined?
 - c. **Identify :** how the youth copes with challenge in resilient and self-defeating ways. What logic is used? What emotions influence the youth? What actions or behavior does the youth employ?
 - d. **Restore:** What steps will be taken to provide external supports for this youth and how do you plan to build inner strengths.
 - e. **Reflection:** provide a personal reflection on the process
4. **Literature review:** Write evaluative essays on five articles from the journal, *Reclaiming Children and Youth* or other scholarly publications on youth development. The summaries should be a minimum of two pages each.

Please see www.reclaiming.com under “college credit” for example practicum project and literature reviews.

Grading

Participants who successfully complete these requirements earn one (1) **or** three (3) semester hours of undergraduate or graduate workshop credit, graded with an A-F letter grade. Students may choose to be graded satisfactory or unsatisfactory but must request this in writing. The criteria for S/U grades are as follows: graduate students must earn a grade of B- or better to receive an S; undergraduate students must earn a C- or better to receive an S.

All requirements are to be submitted within 30 days of the last day of the course to your instructor. Your instructor will let you know if they prefer a hard copy or an electronic copy. **Requesting a grading extension:** If additional time is needed to complete the work, a one-time extension may be requested. Contact your instructor to get permission for an extension. Work will be due no later than the middle of the next semester (March 15, July 15 or October 15). If the work is not submitted by the due date, a grade of F is automatically given.

Registration

Registration happens at the time of the workshop. Students will complete a registration form indicating a desire for graduate credit; one or three hours of credit and whether the workshop will be taken for psychology or special education credit. Payment is due at the time of registration.

Cost

One hour of graduate credit is \$150.00 (US dollars). Three hours of graduate credit is \$300.00 (US dollars). Payment is due at the time of registration.

Cash is not accepted. Checks, money orders and credit cards are accepted (except American Express) payable to **Reclaiming Youth International**.

Grading and Transcripts

After final grades are submitted, the students receive a grade report from Augustana. Official transcripts must be requested in writing by the student to Augustana College Office of the Registrar, 2001 S. Summit Ave., Sioux Falls, SD 57197, or Fax to 605-274-4450.

For questions or concerns, please contact Reclaiming Youth International at bookstore@reclaiming.com or call 605-647-2532.