

Behavioral and Emotional Assessment of Children and Adolescents

PSYC – 543a

Spring 2020

Professor:	Sarah Conoyer, Ph.D.	Class Location:	Alumni Hall 0201
Office:	Alumni Hall, Room 0136	Class Time:	Thursdays, 9 – 11:50am
Phone:	650 – 3569	Office Hours:	Wednesdays, 1:30 – 2:30 pm
Email:	sconoye@siue.edu		or by appointment

NASP Domains Addressed:

- 1: Data-Based Decision Making & Accountability
- 2: Consultation & Collaboration
- 4: Interventions and Mental Health Services to Develop Social and Life Skills
- 7: Family-School Collaboration Services
- 8: Diversity in Development & Learning
- 10: Legal, Ethical, and Professional Practice

Course Description

Behavioral and Emotional Assessment of Children and Adolescents is a 3 credit hour course designed to provide the student with skills and competencies in the measurement, evaluation, and diagnosis of emotional and behavioral problems for children and adolescents to aid in the identification of the exceptional child. A variety of measures will be examined, including: rating scales, behavioral observations, functional behavioral assessment, and diagnostic interviews. The course will include discussion of reliability and validity, administration of techniques, integration and interpretation of data, and report writing. An emphasis will also be placed on the link between continuing assessment and intervention related to the identification and instruction of the exceptional child. **This course is not intended to be primarily lecture in nature; rather it is seminar-style course where student involvement is expected.**

Required Texts

Whitcomb, S. A. (2018). *Behavioral, social, and emotional assessment of children and adolescents (Fifth edition)*. New York: Routledge. **(BSE)**

NASP Best Practice Chapters as assigned and additional readings available on Blackboard (see end of document for citations)

Course Objectives By the completion of the course students will gain:

- understanding of the purposes, characteristics, strengths and limitations of formal and informal models and methods of assessment for the purposes of data collection.
- familiarity with evaluating psychometric properties when selecting assessment methods and applying psychometric theory to the evaluation of assessment materials and techniques.
- understanding of the importance of collecting data across environments and incorporating information about students, families, cultures, and communities in assessments, interventions, and evaluation of progress.
- understanding of the application of nondiscriminatory evaluation procedures specific to the importance of cultural, linguistic, and other experiential factors when interpreting and using data.
- knowledge of effective, data-based decision making and problem solving skills regarding the use of assessment data to address students' needs, plan interventions, and identify factors that influence learning and behavior in the classroom.

- skills related to the use of technology in data-based decisions making to administer, score, and interpret psychological assessment techniques.
- skills related to preparing clearly written reports that address referral questions, accurately report data, provide guidance for interventions, and articulate assessment findings in a manner that is understandable for the reader.

Assignments and Final Grades

Assignments		Final Grades	
Assessment Addition to Review Paper	40 points	A:	296+
Peer Evaluation (Alter Ego)	40 points	B:	272 – 295
Behavioral Evaluation	60 points	C:	248 – 271
FBA Case Study	50 points	D:	224 – 270
Assessment Addition Presentation	45 points	F:	< 224
Case Presentation	45 points		
Class Participation	40 points		

***Grades will not be assigned until ALL assignments are completed and turned in.**

Assessment Paper – Each student will write a brief assessment paper related to the review paper to be completed in *PYSC 553 Clinical Child Seminar*. For this class, the paper should be at least six pages in length during which you discuss one assessment that is used to assist with the diagnosis/problem and intervention that you will review/are reviewing in the *PSY 553*. This paper must describe the type of assessment (i.e. standardized interview, observation tool, or rating scale), the purpose of the assessment as it related to the diagnosis or intervention, psychometric properties. It will also include a review of at least four experimental research studies that focus on *assessment-related information (i.e. validity, reliability, and how it is used to determine intervention outcomes)* as related to the topic discussed in *PSYC 553*. Finally, you will provide an overall critique of the assessment and recommendations to clinicians for its use in clinical and/or school settings. You may not review the BASC-3 or CBRS/Conners-3.

Assessment Paper Presentation – Once during the semester, each student will give an informal presentation on their Assessment Paper (approximately 10 minutes in length) and provide each member of the class a one-page handout that summarizes their presentation. More information will be provided in class and students are encouraged to use creativity with handouts (i.e. infographics, smart art, etc).

Functional Behavioral Assessment Case Study - Students will utilize Functional Behavioral Assessment techniques to analyze a behavior of a case discussed in class. Students will practice connecting behavioral assessment data to evidenced based intervention recommendations depending on the function of the behavior. Results and recommendations will be discussed in a written report. More information regarding templates and rubrics will be provided in class and on Blackboard.

Peer Evaluation (Alter Ego) – Each student will complete a peer evaluation on a peer from class, who will have created an “alter ego” of themselves for this assignment. Each evaluation will include the administration of a semi-structured interview and behavior rating scale/questionnaire (i.e., *Conners’ Comprehensive Behavior Rating Scale* or *Behavioral Assessment Rating Scale for Children – Third Edition*). Results of both assessment techniques will be discussed in a written report that will include the following sections: (a) Reason for Referral, (b) Procedures Used in the Assessment, (c) Background Information, (d) Assessment Results, and (e) Summary and Recommendations (a report template will be provided in class) and scored according to thoroughness of information presented, quality and level of data synthesis (interpretation), clarity, and writing style. In addition to your report you will also turn in the behavioral questionnaire and scoring sheets for this assignment.

Behavioral Evaluation – Each student will complete a behavioral evaluation of a child or adolescent from your practicum site (you may not use the same child/adolescent that you use from your PSYC 537a [Counseling] course). In most instances behavioral evaluations should include collection of assessment data from the child’s parent(s) and teacher(s). Specific assessment methodologies should include (a) interviews (parent, teacher, child/adolescent), (b) behavior ratings scales/questionnaires (*Conners’ Comprehensive Behavior Rating Scale* or *Behavioral Assessment Rating Scale for Children – Third Edition*) for parent(s) and teacher(s), and (c) behavior observations of behavior of the child in the school setting. Just as for the Peer Evaluation assignment, students will then write a report based on assessment data collected (*which will be scored according to those criteria listed above*). In addition to your report you will also turn in the behavioral questionnaire and scoring sheets for this assignment (as allowed by the practicum placement).

Case Presentation - Students will simulate a problem solving (school) or feedback (clinic) meeting to provide information in a parent/teacher friendly manner. Students’ will participate as a parent or teacher roles and in the role of a school or clinical child psychologist. As the psychologist you will present the results of your own Behavioral Evaluation and provide an overview of one specific intervention to target the function of the problem behavior. Thus, students will participate as part of the teacher/parent group in one scenario, and as a psychologist in another scenario.

Additionally, as part of the meeting the psychologist will provide the teacher/parents with an intervention plan handout that details the specifics of the intervention. The plan should include the following categories: intervention name and source, how to use it, the logistics, the progress monitoring plan, decision making rule, and evaluation strategies. A format for the handout will be provided on Blackboard.

The presentation will be graded on the basis of how well the psychologist explains the assessment and intervention information, engages the parent/teacher, answers questions, and closes the meeting with an action plan. Students participating as the parent(s) and teacher(s) will be graded on the basis of asking questions and providing relevant information as necessary. A rubric will be provided for the psychologist and the parent/teacher roles. The meeting should last 20 - 25 minutes. *The meeting is worth 30 points during the psychologist role and 15 points during the parent/teacher role.*

Participation - Thoughtful, critical analysis of course content is essential to your development as a clinician and school psychologist. I want you to think critically about the ideas we will be addressing in this course and share them in class.

40 points Strong idea generator and/or facilitator in class activities	38-39 Points Actively contributes to activities and group dynamics	35-37 Points Often passive in class activities but makes some contributions	0-34 Points Often not engaged in activities and/or distracts from group process
--	--	---	---

Course Policies

Attendance Policy. Perfect class attendance is expected. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. More than one absence will result in a one letter grade deduction. **All assignments must be completed to receive a grade in this course.**

Accommodations. Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Children in the classroom. I never want a student to have to choose between their education and caring for their child; therefore, I have the following policy regarding children in the classroom: All exclusively breastfeeding babies are welcome in class as often as is necessary. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. **I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.**

Statement on APA Format in Written Work

Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 6th edition of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.

If you would like additional instruction in the use of APA format, please see me during office hours, or seek out the resources described below. Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siue.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

Department and University Policies

As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted paper including headings, citations and references, per the 6th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 20% of the total available points will be deducted.

The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The

granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Academic Honesty. Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Be aware that it is expressly prohibited for students in this course to work together on or look at each other's assignments outside of class unless otherwise instructed.

Tentative Course Schedule

Date	Topic	Required Reading	Assignment
1/16	Assessment Foundations and Ethics	Chapter 1 (BSE) Chapter 3 (BSE) <i>Dalior & Jacob (2011)</i>	
1/23	Interviewing <i>ECSUD Visitors (11:30)</i>	Chapter 6 (BSE) <i>BP: Data-Based (21)</i> <i>BP: Student Level (20)</i>	
1/30	Behavioral Observations	Chapter 4 (BSE)	
2/6	No Class - Complete Semi Structured Interview and Rating Scale for Peer Evaluation		Paper Proposals by 11:59 pm via BB
2/13	Questionnaires and Rating Scales	Chapter 5 & 8 (BSE) <i>BP: Data-Based (19)</i>	<i>Bring Copies of BASC or CBRS Reports from Peer Evaluation</i>
2/20	No Class – NASP Convention		
2/27	Report Writing	<i>BP: Data-Based (28)</i> <i>School Psych Podcast Episode #Episode 79 – Legally Defensible Psychoeducational Reports</i>	
3/5	Diversity-Related Issues	Chapter 2 (BSE) <i>BP: Student level (22)</i> <i>Calleja & Hernandez (2020)</i>	Peer Evaluation
3/12	No Class - Spring Break		
3/19	<u>Assessment Paper Presentations</u>		Assessment Paper due at 11:59 pm via BB Handout due in class
3/26	Functional Behavioral Assessment (pt 1)	Iris Module: https://iris.peabody.vanderbilt.edu/module/fba/#content <i>Sugai et al. 1998</i>	<i>FBA Case Study Assigned</i>
4/2	Functional Behavioral Assessment (pt 2)	<i>BP: Data-Based (18)</i> <i>Konrad et al (2019)</i>	
4/9	Systems Level Frameworks	Chapter 15 (BSE) <i>BP: Systems Level (12)</i> <i>Sugai et al. 2000</i>	FBA Case Study Due
4/16	Assessing Externalizing & Internalizing Disorders	Chapter 10 & 11 (BSE) <i>Best Practices: Data-Based (24)</i> <i>Eklund et al. (2020)</i>	
4/23	Assessing Social Skills and Adaptive Behavior	Chapter 13 & 14 (BSE) <i>Gresham (2016)</i> <i>Jordan et al (2019)</i>	Behavioral Evaluation
4/30	Case Presentations (1 & 2)		
5/7	Case Presentations (3)		

Additional readings available on Blackboard

1. Callejas, L. M., & Hernandez, M. (2020). *Reframing the concept of cultural competence to enhance delivery of behavioral health Services to culturally diverse populations*. In *Foundations of Behavioral Health* (pp. 321-335). Springer, Cham.
2. Carriere, J. (2019, January, 22). *School Psyched Podcast Episode 79 – Legally Defensible Psychoeducational Reports* [Audio podcast]. Retrieved from <https://schoolpsychedpodcast.wordpress.com/2019/01/22/episode-79-legally-defensible-psychoeducational-reports/>
3. Dailor, A. N., & Jacob, S. (2011). Ethically challenging situations reported by school psychologists: Implications for training. *Psychology in the Schools, 48*(6), 619-631.
4. Eklund, K., Meyer, L., Splett, J., & Weist, M. (2020). *Policies and practices to support school mental health*. In *Foundations of Behavioral Health* (pp. 139-161). Springer, Cham.
5. Gresham, F. M. (2016). Social skills assessment and intervention for children and youth. *Cambridge Journal of Education, 46*(3), 319-332.
6. Jordan, A. K., Thomeer, M. L., Lopata, C., Donnelly, J. P., Rodgers, J. D., & McDonald, C. A. (2019). Informant discrepancies in the assessment of adaptive behavior of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 49*(5), 2024-2034.
7. Konrad, M., Criss, C. J., & Telesman, A. O. (2019). Fads or facts? Sifting through the evidence to find what really works. *Intervention in School and Clinic, 54*(5), 272-279.
8. Sugai, G., Lewis-Palmer, T., & Hagan, S. (1998). Using functional assessments to develop behavior support plans. *Preventing School Failure: Alternative Education for Children and Youth, 43*(1), 6-13.
9. Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., ... & Turnbull, A. P. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions, 2*(3), 131-143.