

George Mason University
College of Education and Human Development
School Psychology Program

SPSY 710 - Social, Emotional, and Behavioral Assessment
4 credits, Spring 2019
Center for Psychological Services/ Wed 1:30-4:10

Faculty

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Prerequisites

SPSY 709 or PSYC 810, or with permission of instructor

University Catalog Course Description

Examines major instruments used in clinical assessment of social, emotional and behavioral functioning of children and adolescents. Provides practice in administration and scoring of major techniques for evaluation of social emotional behavioral adjustment. Explores nature, problems, and predictive value, and principles of interpretation of these procedures. Notes: Open only to school psychology MA students.

Course Overview

SPSY 710 introduces school psychology graduate students to modern concepts and methods of social, emotional, and behavioral assessment with school-aged children and adolescents.

Course Delivery Method

The format of the course includes didactic lectures and experiential labs. Reading assignments for lectures are provided in the schedule at the end of the syllabus. The materials are to be read before the designated lecture. Content presented in assigned readings is essential for developing proficiency as a practicing school psychologist. Not all readings will be discussed in class, but students are responsible for all assigned materials. The lab focuses on developing competencies in conducting diagnostic interviews and behavioral observations, scoring and interpreting the Roberts and other measures, and preparing written reports of psychological assessment.

Learner Objectives

The goal of this course is to prepare graduate students in school psychology to assess the social, emotional, and behavioral adjustment of children and adolescents in educational and clinical settings. Students learn a variety of techniques that can be applied in a diagnostic, problem-solving

model. Additionally, students learn how to conceptualize and integrate data from these techniques into a comprehensive psychological report.

Students will attain the goals by demonstrating proficiency in the following objectives:

1. Examine the current issues and themes in assessment of children's social, emotional and behavioral adjustment
2. Evaluate the reliability, validity, and utility of objective and projective tests used to measure personality and social-emotional adjustment
3. Conduct general and focused interviews with children and with parents or guardians of children to collect relevant diagnostic data pertaining to social, emotional, and behavioral adjustment
4. Conduct structured and semi-structured behavioral observations
5. Select broad and narrow band psychological tests relevant to specific referral questions, administer tests in a manner consistent with prescribed procedures, score the tests accurately, and interpret the results
6. Synthesize diagnostic data from multiple sources, formulate valid interpretations of the data, select appropriate educational and clinical recommendations
7. Document results, diagnostic conclusions, and recommendations in a written report

Professional Standards

This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:

II. Data Based Decision Making

IV. Direct and Indirect Services: Student Level Services

Element 4.2 Intervention and mental health services to develop social and life skills

Required Texts:

McConaughy, S. H. (2013). *Clinical interviews for children and adolescents: Assessment to intervention* (2nd ed.). New York, NY: Guilford.

Sattler, J. M. (2014). *Foundations of behavioral, social and clinical assessment of children* (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Blackboard Readings:

Various articles and book chapters to supplement textbook readings will be posted on blackboard. This will be indicated on the schedule of readings due for each class by the designation "BB." See the list at the end of the syllabus for complete citations. These articles can also be found on the GMU library website.

Recommended Resources:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Strunk, W. & White, E. B. (1999). *The Elements of Style* (4th ed.). New York, NY: Longman. ISBN-13: 978-0205309023

Course Performance and Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Attendance and Assignments: Attendance at classes and labs is required, and students are responsible for all information presented during class and lab meetings. The instructor or TA should be notified if a student is unable to attend a class. In the event of absence, students should obtain lecture notes from classmates. Students will be responsible for submitting assignments on the date due, even if unable to attend class. All assignments must be completed by their due dates. The grade may be deducted by 5% if not submitted by the designated due date. This is intended to help prepare you for meeting deadlines prescribed by special education law while balancing your responsibilities in your future position as a school psychologist.

Interviews with Child, Adolescent, and Parent, with Reflections: You are required to conduct three interviews: one with a parent, one with an adolescent age 12 or older, and one with a child. You are to compose a written reflection of your experience with each interview (i.e. what was the process like, what, if anything, made you nervous, what went well, what you would do differently the next time, what are the differences among interviews with a parent, child, and adolescent). Rather than focusing on the details of the interview (some of this is fine), attend to the process that you experienced while conducting them. Each write up should be approximately two pages, double spaced; one document can be submitted containing all three interview reflections. **10 points each interview, total = 30 points**

Behavioral Observation: You are to conduct a behavioral observation in a classroom and prepare a written summary. No identifying information is to be used. Format and details will be discussed in class. **10 points**

Administration and Scoring of Tests: You will score common tests including the BASC, ASEBA, the DAP:SPED, and the Roberts. These protocols will be provided to you. Upon completion you will submit a copy of the computer print-out or copy of the summary of scores. You will also take a personality inventory yourself (the PAI); you do not need to submit the scores and interpretive report, just the front copy of the score printout. Time will be allotted for scoring all these tests over the course of your labs. **5 pts each, total = 25**

Midterm: The exam will include both objective questions and applied problems. Specific details will be discussed in class. **35 points**

Comprehensive Report: You will write one comprehensive assessment report. The assessment data (background, interview information, and test results) will be provided. The assessment data are based on a real case, but all identifying information is changed. The focus of the case will be the impact of social, emotional, and behavioral factors on adjustment and educational performance; however, cognitive and achievement results will be provided and will need to be integrated into the report. The assignment includes five components that culminate in a single comprehensive report. The following content should be incorporated in the respective components: **1)** identifying information, reason for referral and background information, **2)** behavioral observations, assessment of cognitive abilities, processing, and academic achievement; **3)** social/emotional and behavioral functioning (draft one); **4)** social/emotional and behavioral functioning (draft two); **5)** summary and conclusions (comprehensive integration of all data), diagnoses (if warranted), and recommendations. The various components will be due throughout the semester and graded as they are turned in via BB to me (each section is worth 20 points). Feedback/edits will be provided to you electronically and you are expected to make revisions and incorporate them into the report as you complete the remaining components. While the grading is cumulative as you add each component of the report,

areas that are revised well will be given extra attention in the overall grading of the report. Please see guidelines at end of syllabus for report writing tips. Your TA will also assist with the report writing process during labs. **20 points per section, total = 100**

Grading: Each assignment is listed below, along with the number of points each contributes toward the final grade:

Interview with child and reflection	10
Interview with adolescent (12+) and reflection	10
Interview with parent/guardian and reflection	10
Behavioral observation	10
Administration and Scoring of Tests (5 pts. each)	25
Midterm exam	35
Comprehensive Report (20 pts. per section)	100
Total	200

Numerical grades are converted to letter grades at the end of the course.

Grading Scale (Please note: A course grade less than B- requires that you retake the course. A grade of “F” does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A+ = 99-100 (198 – 200)

A = 93-98 (186 – 197)

A- = 90-92 (180 – 185)

B+ = 87-89 (174 – 179)

B = 83-86 (166 – 173)

B- = 80-82 (160 – 165)

C = 70-79 (140 – 159)

F = below 60 (below 140)

Professional Dispositions

Students are expected to conduct themselves in accordance with relevant laws, standards of professional practice, ethical principles of psychologists, and policies of the university and department. Students who have questions about these expectations should consult with the instructor or program director.

See also <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Class	Topics	Required Readings/Items Due
1 1/23	Framework for social emotional assessment, issues in assessment and classification, educational and DSM 5 criteria LAB: intro to report writing; report writing “do’s and don’ts;” how to structure the report; what to include in	Sattler: chs. 1&3; BB: McConaughy & Ritter; Frick, Barry & Kamphaus ch. 12 only pgs 271-280, 293-297

	the background and behavioral observations sections	
2 1/30	Interviewing LAB: practice interviewing; report writing Q&A	Sattler: chs 5, 6 McConaughy ch. 7 (Skim McConaughy 3, 4, 5, 6)
3 2/6	Behavioral observations LAB: video practice - behavior observations, how to write up formal behavioral observations	Sattler: chs. 8, 9 Report: Section 1 due: ID'ing info, referral, background
4 2/13	Objective measures: broad band behavioral measures BASC (PRS, TRS, SRP) LAB: scoring and interpreting rating scales, report Q&A to prepare for section 2	Sattler: ch 10 – read only BASC p. 344, BB: Frick pgs. 142-156;
5 2/20	Objective measures: cont'd ASEBA (CBCL, YSR, etc) Conners-3, CBRS LAB: scoring and interpreting rating scales, how to give CBRS via email	Report: Section 2 due: Beh obs, cog, info proc, ach. Sattler ch. 10: CBCL p. 348, Conners 3 p. 351, CBRS p. 352. BB: Frick pgs. 156-66; Achenbach & Rescorla
6 2/27	No Class – NASP Read about report writing	Sattler Ch. 25 BB: Frick ch. 15; Groth Marnat & Horvath
7 3/6	Assessment of specific internalizing problems (anxiety, depression) Assessment of suicidality/risk assessment, threat assessment in the schools LAB: report writing Q&A to prepare for sec. 3	Sattler pp. 436-end of chapter McConaughy Chs. 9&10 BB: Frick ch. 18 BASC and ASEBA scoring due
8 3/13	No Class – Spring Break	
9 3/20	Assessment of specific externalizing problems (ADHD, oppositional and conduct disorder) LAB: practice suicide risk assessment from last class	Sattler Ch. 15, also pp. 429-436; BB: Frick Ch. 17 Report: Section 3 due: soc emot (draft 1)
10 3/27	Midterm Exam	
11 4/3	Objective measures: self report & personality functioning (MMPI-A, MACI, PAI-A, etc), social emotional write-up/conceptualizing cases LAB: how to take the PAI (use computer to score, non-clinical norms); report writing Q&A for section 3 revisions and prep for section 4	Sattler: ch. 10 p. 336-337; 339-342 (MACI & MMPI-A); BB: Frick p. 117-130 (MMPI-A) Courtney-Seidler; Morey & Meyer, Sharp & Wall
12 4/10	Projective Measures: introduction and issues, story telling, drawings, sentence completion	Sattler: ch. 10 p. 361-365 BB: Frick ch. 10; Matto; Rogers

	LAB: administering and scoring drawings (DAP:SPED) and Roberts	Report: Section 4 due: soc emot (draft 2)
13 4/17	Rorschach LAB: continue scoring Roberts	BB: Garb et.al.; Groth-Marnat ch. 10 DAP:SPED scoring due Behavioral Observations due
14 4/24	Assessment of social skills, adaptive behavior Assessment of specific disorders (ID, Autism, psychosis) LAB: Continue scoring the Roberts; report writing Q&A for section 5	Sattler Ch. 18, 22 BB: Frick Ch. 14 Harrison & Raineri; PAI scoring due (only front of printout) Interview write ups due
15 5/1	Social Emotional and Behavioral problems in the schools – Assessing and understanding ED in the schools How to give feedback to parents	BB: Gacono; Olympia, et.al.; Hanchon & Allen McConaughy ch. 8 BB: Tharinger Report: Section 5 Due (final full report) Roberts scoring due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Blackboard Reading

- Achenbach, T. & Rescorla, L. (2004) The Achenbach System of Empirically Based Assessment (ASEBA) for ages 1.5 to 18 years. In M. E. Maruish, The use of psychological testing for treatment planning and outcomes assessment: Vol. 2. (pp. 331-354). Mahwah, NJ: Lawrence Erlbaum Associates.
- Courtney-Seidler, C., Klein, D. & Miller, A. (2013). Borderline personality disorder in adolescence. *Clinical Psychology: Science and Practice*, 20 (4), 425-444.
- Frick, P.J., Barry, C.T., & Kamphaus, R.W. (2010). *Clinical Assessment of Child and Adolescent Personality and Behavior. Third Edition*. New York, NY: Springer.
- Gacono, C. & Hughes, T. (2004). Differentiating emotional disturbance from social maladjustment: Assessing psychopathy in aggressive youth. *Psychology in the Schools*, 41 (8), 849-869.
- Garb, H., Wood, J., Lilienfeld, S., & Nezworski, T. (2005). Roots of the Rorschach controversy. *Clinical Psychology Review*, 25, 97-118.

- Groth-Marnat, G. (2003). *Handbook of Psychological Assessment: Fourth Edition*. John T. Wiley and Sons, Hoboken: NJ.
- Groth Marnat, G. & Horvath, L. (2006). The psychological report: A review of current controversies. *Journal of Clinical Psychology, 62* (1), 73-81.
- Hanchon, T. & Allen, R. (2013). Identifying students with emotional disturbance: School psychologists' practices and perceptions. *Psychology in the Schools, 50* (2), 193-208.
- Harrison, P. & Raineri, G. (2008). Best practices in the assessment of adaptive behavior. *Best Practices V*. Bethesda, MD: National Association of School Psychologists.
- Hutsebaut, J., Feenstra, D., & Luyten, P. (2013). Personality disorders in adolescence: Label or opportunity? Commentary. *Clinical Psychology Science and Practice, 20*, 445-451.
- Kamphaus, R., Hatcher, N., Reynolds, C., & Kim, S. (2004). Treatment planning and evaluation with the Behavior Assessment System for Children (BASC). In M. E. Maruish, The use of psychological testing for treatment planning and outcomes assessment: Vol. 2. (pp. 331-354). Mahwah, NJ: Lawrence Erlbaum Associates.
- Matto, H. (2002) Investigating the validity of the Draw-A-Person:Screening Procedure for Emotional Disturbance: A measurement validation study with high-risk youth. *Psychological Assessment, 14* (2), 221-225.
- McConaughy, S. & Ritter, D. (2008). Best practices in multimethod assessment of emotional and behavioral disorders. *Best Practices V*. Bethesda, MD: National Association of School Psychologists.
- Morey, L. & Meyer, J. (2014). Conceptualizing youth borderline personality disorder within a PAI framework. In C. Sharp and J.L. Tackett (eds.). *Handbook of Borderline Personality Disorder in Children and Adolescents*. (pp. 46-64). New York: Springer Science+Business Media
- Nahgahgwong, K., Umbreit, J., Liaupsin, C., & Turton, A. (2010) Function-based planning for young children at risk for emotional and behavioral disorders.(Report). *Education and Treatment of Children, 33* (4), 537-559.
- Olympia, D., Farley, M., Christiansen, E., Pettersson, H., Jenson, W., & Clark, E. (2004). Social maladjustment and students with emotional disorders: Revisiting basic assumptions and assessment issues. *Psychology in the Schools, 41* (8), 835-847.
- Rogers, K., Bishop, J., & Lane, R. (2003). Considerations for the use of sentence completion tests. *Contemporary Psychotherapy, 33* (3), 235-242.

Tharinger, D., Hersh, B., Christopher, G., Finn, S., Wilkenson, A., & Tran, A. (2008). Assessment feedback with parents and preadolescent children: A collaborative approach. *Professional Psychology, Research and Practice, 39* (6), 600-609.

Other articles for your reference:

Caspi, A., Roberts, B. & Shiner, R. (2005). Personality development: stability and change. *Annual Review of Psychology, 56*, 253-284.

DeHaan, A., Dekovic, M., van den Aaker, A., Stoltz, S., & Prinzie, P. (2013). Developmental personality types from childhood to adolescence: Associations with parenting and adjustment. *Child Development, 84* (6), 2015-2030.

Erhler, D., Evans, J.G., & McGhee, R. (1999). Extending big five theory into childhood: A preliminary investigation into the relationship between big five personality traits and behavior problems in children. *Psychology in the Schools, 36* (6), 451-458.

Hass, M., Brown, R., Brady, J., & Boehm Johnson, D. (2012). Validating the BASC-TRS for use with children and adolescents with an educational diagnosis of autism. *Remedial and Special Education, 33* (3) 173-183.

Leibenluft, E. & Rich, B. (2008). Pediatric bipolar disorder. *Annual Review of Clinical Psychology, 4*, 163-187.

Reddy, L., Hale, J., & Brodzinsky, L. (2011) Discriminant validity of the Behavior Rating Inventory of Executive Function parent form for children with Attention Deficit Hyperactivity Disorder. *School Psychology Quarterly, 26* (1), 45-55.

Schwartz, E. & Davis, A. (2006). Reactive attachment disorder: Implications for school readiness and school functioning. *Psychology in the Schools, 43* (4), 471-479.

Skirrow, C., Hosang, G., Farmer, A., & Asherson, P. (2012). An update on the debated association of ADHD and bipolar disorder across the lifespan. *Journal of Affective Disorders, 141*, 143-159.

Guideline for Writing Reports

AREA	CONTENTS	CAUTIONS
Clarity of Writing	Report includes no grammar, syntax or punctuation errors; No professional jargon or “buzz” words; no slang terms unless used by client and these are presented in quotes.	Check for consistent use of present, past and future verb tense and use of pronouns; run spellcheck and grammarcheck on your final version; Search and destroy your “buzz” words.
Identifying Information	Accurate, properly formatted, complete	Double check data, esp. birthdates and age
Reason for Referral	Who is referring? What are the specific questions for which answers are sought?	Can be short section.
Assessment Techniques	Complete; May be presented alphabetically or grouped by type; please italicize titles	Include test acronyms, (e.g. WISC-IV) following formal & complete name; italicize titles.
Background Information	Family constellation; Developmental/medical, social and educational history. Include summary of results from previous evaluations, diagnoses, and medications.	Be alert to include information relevant to the referral question and/or the test findings & recommendations; be sure to attribute source of information.
Observations	Specifically describe (rather than label) behaviors you observed which could be relevant to the results reported.	MUST include your assessment of the validity of results and reasons for your judgment (this can be in a separate short section if you wish)
Test Results	May be organized according to major areas of functioning or major themes. Accurate scoring, appropriate deductions made, logical connections made.	Work on integration of data from all sources; Include <u>brief</u> descriptions of each test and relevant subtests. First time mention of particular tests, full title is included. Thereafter, acronym may be used; Double check scores transcribed from appendix for accuracy.
Summary and Conclusions	Succinct but complete; Provides a clinical summary and conclusions from the findings; Answers referral question; Does not repeat individual test results/scores; Includes a DSM Diagnosis	This highlights the take-home points of the assessment. Note: Some readers look only at the summary and recommendation sections.
Recommendations	Relevant to both referral questions and findings.	Tie recommendations to findings. If you find a particular area of deficit, be sure to offer a strategy or intervention relevant to that deficit. Good intervention resources are invaluable here, as is your own judgment.
Score Summary	Accurate, well-organized, formatted consistently, complete. Includes descriptions of the tests used and key for scores presented (e.g. scaled scores have a mean of 100 and sd of 15)	Double check for accuracy of scores and transcription from protocols; organize the scoring tables in the same fashion as your narrative – use same headers – or put in alphabetical order