

Psychology 576
Psychological Assessment of Children & Adolescents
Wednesday 7:20 – 10:00 PM
Spring 2016

Instructor: Dr. DeMarquis Hayes
Office: Henderson 224
Office Hours: Wednesday 6:00 – 7:00 (MPLX)
or by appointment

Telephone: 903-886-5979
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Class: MPLX

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Catalog Course Description: This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEIA (Individuals with Disabilities Education Improvement Act) and the DSM-5. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with multi-disciplinary assessment teams, intervention strategies and recommendations, working with families, and multicultural considerations.

Instructor's description: This course is designed to teach students concepts in psychological and social emotional assessment based on IDEIA eligibility. Students will gain experience with both objective and projective measures of personality, behavior, and emotional functioning and integrate social emotional information into psychological reports.

Goals:

1. To increase understanding of the assessment of children and adolescents, especially as it relates to their psychological and social emotional functioning.
2. To develop competency in the assessment of children and adolescents, especially as it relates to their psychological and social emotional functioning.

Course Objectives (Links to NASP Model 10 Domains of Practice):

2.1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

2.4: Interventions and Mental Health Services to Develop Social and Life Skills: *You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

2.5: School-Wide Practices to Promote Learning *You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

2.8: Diversity in Development and Learning *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

2.10: Legal, Ethical, and Professional Practice *You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

Required Text:

Mash, E.J. & Barkley, R.A. (2014). *Child Psychopathology* (3rd edition). Guilford Press: New York, NY.

Additional Required Readings:

Allen, R. A., & Hanchon, T. A. (2013). What can we learn from school-based emotional disturbance assessment practices? Implications for practice and preparation in school psychology. *Psychology in the Schools*, 50(3), 290-299. doi: 10.1002/pits.21671

- Andretta, J. R., Thompson, A. D., Ramirez, A. M., Kelly, J. C., Barnes, M. E., & Woodland, M. H. (2014). A study on the psychometric properties of Conners Comprehensive Behavior Rating Scales-Self Report scores in African Americans with juvenile court contact. *Journal of Forensic Psychology Practice, 14*, 1-23. doi: 10.1080/15228932.2014.863051
- Ang, R. P., Lowe, P. A., & Yusof, N. (2011). An examination of the RCMAS-2 scores across gender, ethnic background, and age in a large Asian school sample. *Psychological Assessment, 23*(4), 899-910. doi: 10.1037/a0023891
- Bae, Y. (2012). Review of Children's Depression Inventory 2 (CDI 2). *Journal of Psychoeducational Assessment, 30*(3), 304-308. doi: 10.1177/0734282911426407
- Bagby, J. H., Rudd, L. C., & Woods, M. (2005). The effects of socioeconomic diversity on the language, cognitive and social-emotional development of children from low-income backgrounds. *Early Child Development and Care, 175*(5), 395-405.
- Blumentritt, T. L., & Wilson VanVoorhis, C. R. (2004). The Millon Adolescent Clinical Inventory: Is it valid and reliable for Mexican American youth? *Journal of Personality Assessment, 83*(1), 64-74.
- Bose-Deakins, J. E., & Floyd, R. G. (2004). A review of the Beck Youth Inventories of emotional and social impairment. *Journal of School Psychology, 42*(4), 333-340.
- Cullinan, D., & Kauffman, J. M. (2005). Do race of student and race of teacher influence Ratings of emotional and behavioral problem characteristics of students with emotional disturbance? *Behavioral Disorders, 30*(4), 393-402.
- Emotional Disturbance: A Look at the Regs (**Provided**)
- Flahive, M. W., Chuang, Y., Li, C. (2011). The multimedia Piers-Harris Children's Self-Concept Scale 2: Its psychometric properties, equivalence with the paper-and-pencil version, and respondent preferences. *PLOS ONE, 10*(8), 1-13. doi:10.1371/journal.pone.0135386
- Fraccaro, R. L., Stelnicki, A. M, Nordstokke, D. W., (2015). Review of Multidimensional Anxiety Scale for Children (2nd ed.). *Canadian Journal of School Psychology, 30*(1), 70-77. doi: 10.1177/0829573514542924
- Gacono, C. B., & Hughes, T. L. (2004). Differentiating emotional disturbance from social maladjustment: Assessing psychopathy in aggressive youth. *Psychology in the Schools, 41*(8), 849-860. doi: 10.1002/pits.20041
- Groth-Marnat, G., & Roberts, L. (1998). Human figure drawings and House Tree Person drawings as indicators of self-esteem: A quantitative approach. *Journal of Clinical Psychology, 54*(2), 219-222.

- Hart, D. H., Kehle, T. J., & Davies, M. V. (1983). Effectiveness of sentence completion techniques: A review of the Hart Sentence Completion Tests for Children. *School Psychology Review, 12*(4), 428-434.
- Kao, G. S., Thomas, H. M. (2010). Review of Conners 3rd Edition. *Journal of Psychoeducational Assessment, 28*(6), 598-602. doi:10.1177/0734282909360011
- Kingery, J. N., Ginsburg, G. S., & Burstein, M. (2009). Factor structure and psychometric properties of the Multidimensional Anxiety Scale for Children in an African American adolescent sample. *Child Psychiatry and Human Development, 40*(2), 287-300. doi: 10.1007/s10578-009-0126-0
- Langberg, J. M., & Dvorsky, M. R. (2013). What specific facets of executive function are associated with academic functioning in youth with Attention-Deficit/Hyperactivity Disorder? *Journal of Abnormal Child Psychology, 41*(7), 1145-1159. doi 10.1007/s10802-013-9750-z
- Merrell, K. W., & Walker, H. M. (2004). Deconstructing a definition: Social maladjustment versus emotional disturbance and moving the EBD field. *Psychology in the Schools, 41*(8), 899-910. doi: 10.1002/pits.20046
- Myers, C. L., Bour, J. L., Sidebottom, K. J., Murphy, S. B., & Hakman, M. (2010). Same constructs, different results: Examining the consistency of two behavior-rating scales with referred preschoolers. *Psychology in the Schools, 47*(3), 205-216.
- Roth, R. M., Erdodi, L. A., McCulloch, L. J., & Isquith, P. K. (2015). Much ado about norming: The Behavior Rating Inventory of Executive Function. *Child Neuropsychology, 21*(2), 225-233.
- Rogers, K. E., Bishop, J., & Lane, R. C. (2003). Considerations for the use of sentence completion tests. *Journal of Contemporary Psychotherapy, 33*(3), 235-242.
- Steer, R. A., Kumar, G., Beck, A. T., & Beck, J.S. (2005). Dimensionality of the Beck Youth Inventories with child psychiatric outpatients. *Journal of Psychopathology and Behavioral Assessment, 27*(2), 123-131. doi: 10.1007/s10862-005-5386-9
- Taylor J. et al. (2014). The manifestation of depression in the context of urban poverty: A factor analysis of the Children's Depression Inventory in low-income urban youth. *Psychological Assessment, 26*(4), 1317-1332.
- Wood, S. C. (2012). Examining parent and teacher perceptions of behaviors exhibited by gifted students referred for ADHD diagnosis using Conners 3 (An exploratory study). *Roepers Review, 34*(3), 194-204. DOI: 10.1080/02783193.2012.686426

Woodland, M. H., Andretta, J. R., Moore, J. A., Bennett, M. T., Worrell, F. C., Barnes, M. E. (2014). MACI scores of African American males in forensic setting: Are we measuring what we think we are measuring? *Journal of Forensic Psychology Practice, 14*(5), 418-437. doi: 10.1080/15228932.2014.973773

Class Format:

This course will consist of lecture, discussion groups, small group work, role-playing, and other active learning exercises. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process. Also, students are expected to complete a lot of work (testing) outside of class.

Administrative Policies and Requirements:

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. Students that have **more than 2 unexcused absences** will automatically receive a grade of **F for the course**.

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is **late 20 minutes or more** will be **counted as absent**. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor before the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, regularly **leaving class early will have similar consequences as coming to class late**.

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell

phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and eCollege. All Students should activate and regularly check their Leo Mail and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through eCollege. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one).

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>). This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials. In the event of a 2nd offense the student will automatically receive a grade of F in the course and again be reported to the appropriate university officials. **Students who cheat or plagiarize any material in this course will earn a grade of F for the course.**

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Course Requirements and Grade Determination:

1. HW: Brief Report Write Ups of Assessment Tools Covered in Class: (120 points; 10 pts each)

Students will do brief write-ups explaining/interpreting their scores on the various assessment instruments discussed in class. This will provide practice for writing a full psychological report.

2. Full Reports: (200 points)

Students are expected to complete 2 full psychological evaluations that include background information, observations, interviews, and various personality & behavioral ratings.

3. Midterm: (100 points)

One midterm exam will be given over the course material up to that point.

4. Student Lecture: (100 points)

Each student will do a one hour class presentation covering the topic of that day. The presentation should take the form of a training in which you are providing information to a school staff. The goal is that each student would be able to take each of these presentations and do a school in-service training. When preparing for this assignment you will discuss key elements of the required reading and discuss best practices when it comes to treatment/interventions for that particular disorder. Also, each student is responsible for finding one relevant peer-reviewed journal article that discusses this treatment/intervention. You are responsible for making this reading available to peers and the instructor in enough time to read prior to your class lecture. If you have questions about the relevance of your journal article please check with the instructor. At the end of your presentation you will give the class a brief 5 item quiz. Please do not make the quiz exceptionally easy or hard. This quiz will count as a grade. Your classmates will rate your presentation which will be considered in your overall score. Please note that presentations less than one hour will be penalized.

5. Quizzes from Lectures: (100 points)

As previously stated at the end of each student presentation a 5-item quiz will be administered.

Evaluation

Final grades will be calculated based on the total number of points obtained for the assignments.

Assignment	Points Possible
HW	120
Full Reports	200
Midterm	100
Student Lecture	100
Quizzes from Lectures	100
Total Points for Course:	620

Final grades will be assigned using the following scale:

A = \geq 90% C = 70-79% F = < 60%
B = 80-89% D = 60-69%

Assessment Directions:

All testing instruments/materials must be checked out. There will be set times during which you will have access to these materials, so you will need to plan ahead. Please become familiar with the instruments before use during a testing session. **This means it is up to you to study, review, and become familiarized with the assessment instruments outside of regular class time.** Please keep in mind that the assessment instruments are **VERY** expensive and **YOU** will be responsible for them while they are checked out under your name. **DO NOT** leave test materials in your car or unattended at any time.

All students are required to find their own examinees. Also, please be aware that finding participants can take longer than expected so please start early. Also, testing can take longer due to your lack of experience so please provide yourself with enough time to conduct these assessments.

Due to the limited number of test equipment we may have to share assessment instruments. Students that share assessment instruments need to take responsibility for the transfer of these materials.

Spring 2016 Course Schedule PSY/SPED 573 (Subject to Change)

Week	Date(s)	Topic(s)
1	01/20	<ul style="list-style-type: none"> • Review of the syllabus and course requirements • Assessment of Child & Family <p>Readings: Provided</p>
2	01/27	<ul style="list-style-type: none"> • TEA regulations & criteria for ED • How to do ED evaluation • ED vs. Social Maladjustment <p>Readings: ED regs (provided) Gacono & Hughes (2004) Merrell & Walker (2004) Allen & Hanchon, (2013)</p>
01/29/2016		Dallas-Fort Worth Regional Association of School Psychologists Winter Conference Denton ISD Professional Development Center (1212 Bolivar)
3	02/03	<ul style="list-style-type: none"> • Broad Band Measures of Behavioral, Social, & Emotional Functioning: BASC-2 & MACI <p>Readings: Sattler & Hoge, Ch 10 (Provided) Woodland et al. (2014) Myers et al. (2010) Blumentritt & Wilson VanVoorhis (2004)</p>
4	02/10	NO CLASS
		National Association of School Psychologists Annual Convention New Orleans, LA February 10 - 13

5

02/17

- Broad Band Measures of Behavioral, Social, & Emotional Functioning: Conners CBRS & BYI

Readings: Andretta et al. (2014)
Steer et al (2005)
Bose-Deakins & Floyd (2004)

Due: #1 BASC-2 & #2 MACI protocols & write-ups

6

02/24

- Narrow Band Measures of Behavioral, Social, & Emotional Functioning: RCMAS-2, MASC-2, CDI-2, &

Readings: Sattler & Hoge, Ch 14 (**Provided**)
Fraccaro et al. (2015)
Taylor et al. (2014)
Bae (2012)
Ang et al. (2011)
Kingery et al. (2009)

Due: #3 Connerrs CBRS & #4 BYI protocols & write-ups

7

03/02

- Narrow Band Measures of Behavioral, Social, & Emotional Functioning: Piers-Harris

Readings: Flahive & Chuang (2011)

- Social-emotional Assessment & Cultural Diversity

Readings: Bagby et al. (2005)
Cullinan & Kauffman (2005)
Sattler & Hoge, Ch 4 (**Provided**)

Due: #5 RCMAS-2, #6 MASC-2, & #7 CDI-2, protocols & write-ups

8

03/09

- **MIDTERM**
-

Spring Break: March 14 -18 (NO CLASS)

9

03/23

- ADHD: Conners 3 & BRIEF

Readings:

Roth et al. (2015)

Langberg & Dvorsky (2013)

Wood (2012)

Kao (2010)

Due: #8 Piers-Harris protocol & write-up

10

03/30

- Projective Measures: Sentence Completion, Projective Drawings

Readings:

Groth-Marnat & Roberts (1998)

Hart et al. (1983)

Rogers et al. (2003)

Due: #9 Conners 3 & #10 Brief protocols & writ-ups

11

04/06

Student Presentations

- ADHD

Readings

Mash & Barkley Ch 2

- Conduct & Oppositional Disorders

Readings:

Mash & Barkley Ch 3

Due: #11 Sentence Completion & #12 Projective Drawings

12

04/13

Student Presentations

- Child & Adolescent Depression

Readings:

Mash & Barkley Ch 5

- Suicidal & Nonsuicidal Self-Injurious Thoughts & Behaviors

Readings: Mash & Barkley Ch 7

13 04/20

Student Presentations

- Anxiety Disorders

Readings: Mash & Barkley Ch 8

- Childhood Posttraumatic Stress Disorder

Readings: Mash & Barkley Ch 10

Due: Full Evaluation #1

14 04/27

Student Presentations

- Early-Onset Schizophrenia

Readings: Mash & Barkley Ch 12

- Child Maltreatment

Readings: Mash & Barkley Ch 16

15 05/04

Student Presentation

- Health-Related & Somatic Symptom Disorders

Readings: Mash & Barkley Ch 19

Due: Full Evaluation #2
