Behavioral and Emotional Assessment of Children and Adolescents
Department of Psychology
Spring 2022

About the Instructor & Class Location

Professor:	Sarah Conoyer, Ph.D.	**Class Location:**	Alumni Hall 0201
Office:	Alumni Hall, Room 0136	**Class Time:**	Tuesdays, 9 – 11:50am
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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

Chafouleas, S. M., Johnson, A. H., Riley-Tillman, T. C., & Iovino, E. A. (2021). *School-based Behavioral Assessment (Second edition).* New York, NY: The Guilford Press.

Steege, M. W., Pratt, J. L., Wickerd, G. Guare, R. & Watson, T. S. (2019). *Conducting School-based Functional Behavioral Assessments (Third edition).* New York, NY: The Guilford Press.
Students need to purchase their own copies of the above texts, hard copy recommended for future professional use.

Whitcomb, S. A. (2018). *Behavioral, Social, and Emotional Assessment of Children and Adolescents (Fifth edition).* New York, NY: Routledge.

Morrison, J., & Flegel, K. (2017). *Interviewing Children and Adolescents: Skills and Strategies for Effective DSM-5? Diagnosis.* Guilford Publications.
Hard copy in Textbook Services.

Additional readings & modules available on Blackboard

1. 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/
2. Dailor, A. N., & Jacob, S. (2011). Ethically challenging situations reported by school psychologists: Implications for training. *Psychology in the Schools, 48*(6), 619-631.
3. Freeman, J., Yell, M. L., Shriner, J. G., & Katsiyannis, A. (2019). Federal policy on improving outcomes for students with emotional and behavioral disorders: Past, present, and future. *Behavioral Disorders, 44*(2), 97-106.
4. Goran, L., Harkins Monaco, E. A., Yell, M. L., Shriner, J., & Bateman, D. (2020). Pursuing academic and functional advancement: Goals, services, and measuring progress. *TEACHING Exceptional Children, 52*(5), 333-343.
5. **IRIS Center Module**: https://iris.peabody.vanderbilt.edu/module/beh1/
6. 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.

7. McDaniel, S. C., Cohen, D., LaSalle, T., & Nese, R. (2021). Not Separate but Not Equal: Improving Equity in Discipline in Racially and Ethnically Diverse School Settings. *Beyond Behavior*, *30*(3), 157-168.
8. **National Center on Intensive Intervention Module**: https://intensiveintervention.org/defining-measuring-and-monitoring-behaviors-behavior-course
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.

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.

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

Assignments and Final Grades

Assignments	Total Points	Percentage of Grade
Practicum Site Assessment Map Reflection	25	5%
Mock Peer Behavioral Evaluation	125	25%
Data Sharing Simulation	50	10%
FBA Case Study	150	30%
Practicum Based Behavioral Evaluation Report	100	20%
Participation	50	10%
Total	**500**	**100%**
Course Averages A = 92.5% or above = 462.5 points or above B = 84% to 92.4% = 420 points to 462.4 points C = 77.5% to 83.9% = 387.5 points to 419.9 points D = 387.4 points and below		

Practicum Site Assessment Map Reflection. Each student will complete a detailed inventory of the instruments available for use at their practicum site for the assessment of child and adolescent's behavioral, social, and emotional (BSE) functioning. Students will create a brief report that shares the following details:

• Section 1: A summary of which behavioral and social emotional assessments are available to school or clinical psychologists, including which are most frequently used and which are not used often. *This can be a bulleted list.*
• Section 2: A rationale for why the site chooses to use and/or not use certain social emotional assessments.
• Section 3: The systemic practice for behavioral and social emotional assessments (e.g., who conducts them and under which circumstances).
• Section 4: The MTSS system in place (or parts of it) for behavioral and/or social emotional development and the major characteristics of the system at each tier. If there isn't one in place you can document this here.
• Section 5: A critical reflection which makes connections to course content as well as additional information learned in the program thus far regarding best practices around assessment. This section can be written in first person; however, APA 7th edition in text citations and a reference page are necessary to support connections made to relevant course materials or other peer reviewed sources regarding current understanding of assessment practices and how these influence clinical child and school psychology. This section should be 2-3 paragraphs.

Mock Peer Behavioral Evaluation. During the first week in the semester, you will be provided a case study. You will be assigned a partner and each person will take turns playing *an adolescent* and the *psychologist*. Each evaluation will include the administration of a semi-structured interview and behavior rating scale/questionnaire [i.e., *Behavioral Assessment Rating Scale for Children – Third Edition* (BASC-3)]. Each of you will both be assigned an internalizing or externalizing behavior concern for the mock peer evaluation. You will **NOT** share your assigned concern with your partner (*For example, you do not tell them you are an adolescent experiencing symptoms or behaviors related to ADHD, but you discuss various symptoms and signs related your assigned case during the interview*). *You will use an Interview form provided on blackboard, a BASC-3 protocol provided in class, and interview each other outside of class.*

The objective of the assignment is to 1) continue to develop interviewing skills, 2) conduct observations of the "adolescent" during the interview (i.e., behavioral observation section of the report, 3) practice administration and scoring of a broadband behavior and social emotional measure, 4) continue to develop report writing skills for behavioral evaluation assignment.

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) Behavioral Observations (e) Assessment Results, and (f) 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 Case Data Sharing Simulation. Students will simulate an evaluation (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 **Mock Peer Evaluation** and provide the teacher/parents with recommendations for at least **2 IEP/therapeutic goals and 1 appropriate intervention for the team to consider**.

The presentation will be graded on the basis of how well the psychologist explains the assessment, goals, and intervention information, engages the parent/teacher, and answers questions. 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 10 - 15 minutes. *The meeting is worth 45 points during the psychologist role and 5 points during the parent/teacher role.*

Functional Behavioral Assessment Case Study. Students will use Functional Behavioral Assessment techniques to analyze simulation data provided by the instructor and write a mock FBA report based on their analysis of that data. Specific activities will proceed as follows:

- Students will be given a general description of the referral concern, and will develop an operational definition, including examples and non-examples, from that initial concern.
- Students will conduct a mock BAPS-I interview with the instructor, following which, they will receive feedback regarding interview techniques.
- The instructor will provide students with ABC data, using some of the forms used in Ch. 8 of the Steege et al. (2019) text.
- Students will complete the BAPS assessment results form based on the information gathered from the BAPS-I and ABC data, identify their hypotheses about function, and identify areas in need of additional information.
- The instructor will provide data from a brief functional analysis (BFA) or function-based brief experimental analysis (BEA).
- Students will write a complete FBA report synthesizing the information obtained from each stage of the FBA, clearly identifying the function(s) of the target behavior, and outlining evidence-based interventions that are functionally related to the target behavior. More information will be provided as needed, in class and on Blackboard. Grading will be based on thoroughness, the accuracy with which data is interpreted, the clarity and sophistication with which information is presented in the report, and the rigor of interventions recommended in conjunction with the identified function of behavior.

**Practicum Based 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 Mock 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). **These are site dependent

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.

50 points	48-49 Points	45-47 Points	0-44 Points
Strong idea generator and/or facilitator in class activities	Actively contributes to activities and group dynamics	Often passive in class activities but makes some contributions	Often not engaged in activities and/or distracts from group process

Course Policies
Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

Class attendance. Perfect class attendance to in person and online meetings is expected, **but no student should attend in-person class meetings if they are not feeling well.** 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. Repeated absences may result in letter grade deductions. All assignments must be completed to receive a grade in this course.

Academic Engagement. Being engaged in this course includes checking Blackboard regularly, communicating with the instructor about any delays in completing course assignments, being prepared to discuss class readings, and actively participating in course discussions. High quality participation includes allowing ample opportunity for one's peers to participate in all classroom discussions, as well as contributing one's own thoughts and ideas both independently and when called upon to do so.

Assignments. All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

Late assignments. The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester.

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 *7th 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 or disciplinary action in the case of plagiarism.
If you would like additional instruction in the use of APA format, please arrange to speak with me, 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 Policies

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 an I to F.

The Psychology Department's Writing Policy. As a student in this course, you will be expected to display college-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 citations and references, per the 7th 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 25% of the total available points will be deducted.

The Psychology Department's Policy on Plagiarism. 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.siue.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.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure 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.siue.edu/education/psychology/plagiarism.shtml. **In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.**

University Policies

Services for Students Needing Accommodations. It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2022)

Health and Safety
The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*. The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces
Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures
At all times, students should engage in recommended health and safety measures, which include:
- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available here.
- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity
Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

Recordings of Class Content
Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality
As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

Tentative Course Schedule

Date	Topic	Required Reading	Assignment Due
1/11	Zoom Class - SEB Foundations and Ethical Considerations	Whitcomb Ch1	
1/18	When and why do we assess behavior and social emotional functioning?	Chafouleas et al. Ch. 2 & 8 **IRIS Center Module**	
1/25	Clinical Interviews	Whitcomb Ch 6 Morris & Flegal Ch 1, 2	**Assessment Map Reflection Due**
2/1	Questionnaires, Projective Tools, and Rating Scales	Chafouleas et al. Ch. 6 Whitcomb Ch 9	*Bring Copies of BASC Score Reports from Mock Peer Evaluation*
2/8	Report Writing & IEP Development	Konrad et al. 2019 Goran et al. 2020 ***SPP 79: Legally Defensible Psychoeducational Reports***	
2/15	**No Class –** *NASP Convention*		
2/22	Socially just assessment in a multicultural society	Whitcomb Ch. 2 McDaniel et al. (2021) Freeman et al (2019)	**Mock Peer Evaluation Report Due**
3/1	**Behavioral Case Data Sharing Simulations**		
3/8	**No Class -** *Spring Break*		
3/15	What is behavioral function?	Steege et al. Ch. 3 Module 6.2 & 6.3 from **National Center on Intensive Intervention**	
3/22	What is functional behavior assessment?	Steege et al. Ch. 1 & 2 Chafouleas et al. Ch. 7	*Receive FBA case referral concern*
3/29	Descriptive methods of functional behavior assessment: **Direct observation**	Chafouleas et al. Ch. 4 Steege et al. Ch. 8	**Turn in operational definition, schedule time to conduct mock BAPS-I**
4/5	Descriptive methods of functional behavior assessment: **Interviews and other indirect methods**	Chafouleas et al. Ch. 3 Steege et al. Ch. 7	*Receive ABC data for FBA case*
4/12	Experimental Functional Assessment & FBA Reports	Steege et al. Ch. 9 &13	**Turn in BAPS Assessment Results**
4/19	Purposes of comprehensive assessment: **Eligibility and Diagnosis**	Whitcomb Ch. 3 Steege et al. Ch. 4	*Receive BFA/BEA data*
4/26	Systems Evaluation Tools within Tiers	Sugai et al. (2000) Whitcomb Ch 15 ***SPP 123: SEL and Justice with Dr. Byron McClure***	**Turn in FBA Case**
5/3	**Turn in Practicum Behavioral Evaluation**		