

Social/Emotional Assessment of Children and Adolescents

EDP 389H

Fall 2014

SZB 444

Mondays 1:00 to 4:00pm

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TA Office hours: Wednesdays 2-4 and by appointment

Required Texts:

Whitcomb, S., & Merrell, K. W. (2013). *Behavioral, social, and emotional assessment of children and adolescents*, 4th Edition. New York: Routledge.

Other required readings are denoted by an (*). Students will be responsible for obtaining the readings; all are available electronically through open access and/or the UT library system.

Overview. The objective of this course is to examine and develop skills in evidence-based social-emotional assessment of youth. Students will learn how to 1) conduct an assessment of children's social, emotional, and behavioral functioning, including the diagnosis of certain mental health problems in youth; 2) integrate findings from social-emotional assessments with findings from cognitive and educational assessments; 3) use assessment findings and diagnoses to provide recommendations for school- and clinic-based intervention; and 4) critically evaluate the validity of assessment methods. Practical assessment experience will be available in conjunction with students' school-based practicum assignments.

NASP Domains. The goals of this class are consistent with the following NASP training domains:

- 2.1 - Data-Based Decision-Making and Accountability
- 2.4 - Interventions and Mental Health Services to Develop Life Skills
- 2.6 – Preventive and Responsive Services
- 2.7 - Family-School Collaboration Services
- 2.8 - Diversity in Development and Learning
- 2.9 - Research and Program Evaluation
- 2.10 - Legal, Ethical, and Professional Practice

Course structure. Weekly course meetings will focus on discussion of selected readings from the text and peer-reviewed journals assigned for each week. Students are expected to complete the readings and come to class prepared to discuss them each week. Course meetings will also focus on discussion and interpretation of assessment data and providing recommendations for intervention. Students will have the opportunity to practice assessment techniques and present a case from their 2nd Year School-Based Practicum. In addition, a portion of class time each week will be reserved for discussion of issues related to students' assessment cases.

Readings. Weekly readings will be drawn from the course book (Whitcomb & Merrell, 2013) and other relevant books and professional journals. There is a broad and extensive literature related to the topics that we will cover in this course. However, I am realistic about other demands on your time. Therefore, I have tried to keep the reading assignments manageable, typically two to four chapters/articles per week. All required readings are noted on the syllabus with an (*). Additional relevant readings are included for your interest but are not required.

Canvas site. The course syllabus and other course materials are available on the Canvas website for the class.

Grades. Course grades will be based on:

- Class attendance and participation, including weekly discussion questions (30%)
- Synthesis and reflection paper on validity in social-emotional assessment (30%)
- Progress report (10%) and Case Presentation (30%) on assessment case

Assignments:

Weekly Discussion Questions: As part of regular class participation, students will submit at least one discussion question in response to the readings each week. Discussion questions are open ended and arise from an in-depth, critical, and evaluative assessment of the reading. **Questions must be posted on Canvas at least 24 hours before the beginning of class (i.e., Sundays at 1pm) to receive credit.**

Synthesis and reflection paper on validity in social-emotional assessment (3-4 pages): A fundamental skill for researchers and practitioners is the ability to describe the state of the research literature in their area of expertise, and how this translates to standards for practice. For this assignment, students should consider the validity of social-emotional assessment in their area of interest, and how this impacts intervention within this field. Issues to address include: a) What are the “gold standard” assessment tools in your area? Why should this be the gold standard (or not)? b) How appropriate are the assessment tools used in your field for certain populations? c) How do these assessment tools facilitate or hinder the translation of research to evidence-based practice? Students should seek to identify *both* the strengths and weaknesses of assessment approaches in their area of interest. **This paper is due the last week of class (December 1st).**

Progress Report & Case Presentation: By mid-November, students will be expected to have completed a social-emotional assessment through their school-based practicum and provided feedback and recommendations to the child's family and/or school based on the assessment results. Ideally the social-emotional assessment would be completed alongside the child's cognitive/educational assessment. If this cannot occur, students should select a case with a completed a cognitive/educational assessment report so that this information is available to the student. The purpose of this is to integrate findings from the social-emotional and cognitive/educational assessments.

- **A progress report (1-2 pages) is due on October 20th.** Students should summarize their progress thus far in conducting the social-emotional assessment, conducting the cognitive-educational assessment (or obtaining this information), the tools selected for the social-emotional assessment, and results (if available). The progress report should also discuss any barriers to completing the assessment and plans for overcoming these barriers.
- **Presentations and case conceptualization handouts will be due during the final three weeks of the semester (November 17th, November 24th, and December 1st).** Each presentation will last approximately 20 minutes. Please note that all identifying information from your case should be de-identified for this class.

Please note: All assignments must be uploaded to Canvas by the due date listed. Each day it is late following the due date will result in a deduction of ½ letter grade on that assignment. All assignments should follow the guidelines described in the APA Style Manual – 6th Edition.

University Notices and Policies:

University of Texas Honor Code. “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

Policy for students with documented disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259. If you require special accommodations, please provide me with a letter at the start of the semester from the Services for Students with Disabilities office with a description of the requested accommodations.

Religious Holidays. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Resources for Learning & Life at UT Austin. The University of Texas has numerous resources for students to provide assistance and support for your learning:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Class Schedule and Readings:

Week 1 - September 1 – Labor Day Holiday (No classes)

Week 2 -September 8 – Overview of course goals; review of practicum placements; discussion of previous assessment experiences; theoretical and historical foundations; evidence-based assessment

*Chapter 1 of Whitcomb & Merrell

*Mash, E. J., & Hunsley, J. (2005). Evidence-based assessment of child and adolescent disorders: Issues and challenges. *Journal of Clinical Child and Adolescent Psychology*, 34, 362-379.

Week 3 - September 15 - Clinical Interviewing; family assessment.

*Chapter 6 of Whitcomb & Merrell

*Alderfer, M. A., Fiese, B. H., Gold, J. I., Cutuli, J. J., Holmbeck, G. N., Goldbeck, L., ... & Patterson, J. (2008). Evidence-based assessment in pediatric psychology: Family measures. *Journal of Pediatric Psychology*, 33, 1046-1061.

Week 4 – September 22 – Clinical interviewing II; diagnostic interviews

*Grills, A. E., & Ollendick, T. H. (2002). Issues in parent-child agreement: the case of structured diagnostic interviews. *Clinical Child and Family Psychology Review*, 5, 57-83.

*Jensen, A. L., & Weisz, J. R. (2002). Assessing match and mismatch between practitioner-generated and standardized interview-generated diagnoses for clinic-referred children and adolescents. *Journal of Consulting and Clinical Psychology*, 70, 158-168.

*Read through the K-SADS-PL 2009 Working Draft – found at http://www.psychiatry.pitt.edu/sites/default/files/Documents/assessments/KSADS-PL_2009_working_draft_full.pdf

Rutter, M. (2011). Research review: Child psychiatric diagnosis and classification: Concepts, findings, challenges and potential. *Journal of Child Psychology and Psychiatry*, 52, 647-660.

Week 5 - September 29 - Assessment of Internalizing/Externalizing problems and ADHD.

*Chapters 5, 10, & 11 of Whitcomb & Merrell

Week 6 - October 6 - Assessment of Autism Spectrum Disorders and other mental health disorders; Assessment of Social Competence.

*Chapters 6 & 13 of Whitcomb & Merrell

*Ozonoff, S., Goodlin-Jones, B. L., & Solomon, M. (2005). Evidence-based assessment of autism spectrum disorders in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, 34, 523-540.

Week 7 - October 13 –Assessment of Trauma & PTSD; Suicide assessment

*Perrin, S., Smith, P., & Yule, W. (2000). Practitioner review: The assessment and treatment of post-traumatic stress disorder in children and adolescents. *Journal of Child Psychology and Psychiatry*, 41, 277-289.

*Strand, V. C., Sarmiento, T. L., & Pasquale, L. E. (2005). Assessment and screening tools for trauma in children and adolescents: A review. *Trauma, Violence, & Abuse*, 6, 55-78.

*Posner, K., Melvin, G. A., Stanley, B., Oquendo, M. A., & Gould, M. (2007). Factors in the assessment of suicidality in youth. *CNS spectrums*, 12, 156-162.

Gould, M. S., Marrocco, F. A., Kleinman, M., Thomas, J. G., Mostkoff, K., Cote, J., & Davies, M. (2005). Evaluating iatrogenic risk of youth suicide screening programs: a randomized controlled trial. *JAMA*, 293, 1635-1643.

D'Augelli, A. R., Grossman, A. H., Salter, N. P., Vasey, J. J., Starks, M. T., & Sinclair, K. O. (2005). Predicting the suicide attempts of lesbian, gay, and bisexual youth. *Suicide and Life-Threatening Behavior*, 35, 646-660.

Felner, R. D., Adan, A. M., & Silverman, M. M. (1992). Risk assessment and prevention of youth suicide in schools and educational contexts. In Maris, R. W. (Ed.). *Assessment and prediction of suicide* (Vol. 21, No. 1). Guilford Press.

Week 8 - October 20 - Personality/temperament assessment; Projective assessments. ***Progress Report Due.***

*Chapters 8 & 9 of Whitcomb & Merrell

*Rothbart, M. K., Ahadi, S. A., & Evans, D. E. (2000). Temperament and personality: origins and outcomes. *Journal of Personality and Social Psychology*, 78, 122-135.

Handler, L., & Habenicht, D. (1994). The kinetic family drawing technique: A review of the literature. *Journal of Personality Assessment*, 62(3), 440-464.

Tharinger, D. J., & Stark, K. D. (1990). A qualitative versus quantitative approach to evaluating the Draw-A-Person and Kinetic Family Drawing: A study of mood-and anxiety-disorder children. *Psychological Assessment: A Journal of Consulting and Clinical Psychology*, 2, 365-375.

Rothbart, M. K., Ahadi, S. A., Hershey, K. L., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. *Child Development*, 72, 1394-1408.

Thomas, G. V., & Jolley, R. P. (1998). Drawing conclusions: A re-examination of empirical and conceptual bases for psychological evaluation of children from their drawings. *British Journal of Clinical Psychology*, 37, 127-139.

Holaday, M., Smith, D. A., & Sherry, A. (2000). Sentence completion tests: A review of the literature and results of a survey of members of the Society for Personality Assessment. *Journal of Personality Assessment*, 74, 371-383.

Week 9 - October 27 - Social-emotional assessment in youth with chronic illness

*Schultz, J. R., & Chase-Carmichel, C. (2001). Assessment of children with chronic illness. In Simeonsson, R. J., & Rosenthal, S. L. (Eds.). (2001). *Psychological and developmental assessment: Children with disabilities and chronic conditions*. Guilford Press.

*Perrin, E. C., Stein, R. E., & Drotar, D. (1991). Cautions in using the Child Behavior Checklist: Observations based on research about children with a chronic illness. *Journal of Pediatric Psychology*, 16, 411-421.

Spieth, L. E., & Harris, C. V. (1996). Assessment of health-related quality of life in children and adolescents: An integrative review. *Journal of Pediatric Psychology*, 21, 175-193.

Quittner, A. L., Modi, A. C., Lemanek, K. L., Ievers-Landis, C. E., & Rapoff, M. A. (2008). Evidence-based assessment of adherence to medical treatments in pediatric psychology. *Journal of Pediatric Psychology*, 33, 916-936.

Week 10 - November 3 - Integrating multiple components of assessment; informant discrepancies

*Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. *Psychological Bulletin*, 101, 213-232.

*De Los Reyes, A., & Kazdin, A. E. (2005). Informant discrepancies in the assessment of childhood psychopathology: A critical review, theoretical framework, and recommendations for further study. *Psychological Bulletin*, 131, 483.

*Lau, A. S., Garland, A. F., Yeh, M., McCabe, K. M., Wood, P. A., & Hough, R. L. (2004). Race/ethnicity and inter-informant agreement in assessing adolescent psychopathology. *Journal of Emotional and Behavioral Disorders*, 12, 145-156.

Duhig, A. M., Renk, K., Epstein, M. K., & Phares, V. (2000). Interparental agreement on internalizing, externalizing, and total behavior problems: A Meta-analysis. *Clinical Psychology: Science and Practice*, 7, 435-453.

De Los Reyes, A. (2011). Introduction to the special section: More than measurement error: Discovering meaning behind informant discrepancies in clinical assessments of children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 40, 1-9.

Richters, J. E. (1992). Depressed mothers as informants about their children: A critical review of the evidence for distortion. *Psychological Bulletin*, 112, 485-499.

Week 11 - November 10 – Cultural and linguistic/translation issues in assessment

*Lopez, S. R., & Guarnaccia, P. J. (2000). Cultural psychopathology: Uncovering the social world of mental illness. *Annual Review of Psychology*, 51, 571-598.

*Raver, C. C. (2004). Placing emotional self-regulation in sociocultural and socioeconomic contexts. *Child Development*, 75, 346-353.

*Geisinger, K. F. (1994). Cross-cultural normative assessment: Translation and adaptation issues influencing the normative interpretation of assessment instruments. *Psychological Assessment*, 6, 304-312.

Ochoa, S. H., Riccio, C., Jimenez, S., de Alba, R. G., & Sines, M. (2004). Psychological assessment of English language learners and/or bilingual students: An investigation of school psychologists' current practices. *Journal of Psychoeducational Assessment*, 22, 185-208.

Noland, R. M. (2008). When no bilingual examiner is available: Exploring the use of ancillary examiners as a viable testing solution. *Journal of Psychoeducational Assessment*, 27, 29-45.

Week 12 - November 17 – EBA revisited and research to practice translation

***Review** Mash, E. J., & Hunsley, J. (2005). Evidence-based assessment of child and adolescent disorders: Issues and challenges. *Journal of Clinical Child and Adolescent Psychology*, 34, 362-379.

*Cashel, M. L. (2002). Child and adolescent psychological assessment: Current clinical practices and the impact of managed care. *Professional Psychology: Research and Practice*, 33, 446-453.

*Beidas, R. S., Stewart, R. E., Walsh, L., Lucas, S., Downey, M. M., Jackson, K., ... & Mandell, D. S. (2014). Free, brief, and validated: Standardized instruments for low-resource mental health settings. *Cognitive and Behavioral Practice*.

Week 12 - November 17 – Class Presentations (2 cases).

Week 13 - November 24 – Class Presentations (8 cases).

Week 14 - December 1 – Class Presentations (8 cases). *Paper due.*