

## **Social/Emotional Assessment of Children and Adolescents**

**EDP 383C – SZB 268**

Fall 2016

Thursdays 9:00am to 12:00pm

Professor: Erin M. Rodriguez, Ph.D.

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Office Hours: Fridays 11am-12pm and by appointment

Teaching Assistant:

TA Office hours: By appointment

### Required Texts:

Whitcomb, S., & Merrell, K. W. (2013). *Behavioral, social, and emotional assessment of children and adolescents*, 4<sup>th</sup> 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 develop knowledge and skills in evidence-based social-emotional assessment of youth. The emphasis of the course will be on conducting and interpreting evidence-based assessments of children's social, emotional, and behavioral functioning, including the diagnosis of mental health disorders in youth. Students will gain a working knowledge of the administration, scoring, and interpretation of several of the most commonly used evidence-based measures (e.g., KSADS, ASEBA) and will increase their awareness of considerations related to working with diverse populations of youth.

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

- 2.1 - Data-Based Decision-Making and Accountability
- 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

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recommendations for intervention. Students will have the opportunity to practice assessment techniques during and outside of class hours.

*Readings.* Weekly readings will be drawn from the course book (Whitcomb & Merrell, 2013) and other relevant professional journals. Reading assignments will typically include 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 participation, including responses to weekly comprehension questions (20%)
- Class presentation on measures (20%)
- Completion of a practice KSADS semi-structured diagnostic interview (20%)
- Midterm (20%)
- Final paper – *choose 1 of 2 options* (20%)

**Please note:** Powerpoint presentations for in-class presentations should be uploaded by the end of the day **1 day before they are presented in class (i.e., by the end of the day on Wednesday)**. All other assignments must be uploaded to Canvas by the end of the day on the due date listed. Each day an assignment is late following the due date will result in a deduction of 5 percent of the grade for that assignment. **All assignments should follow the guidelines described in the APA Style Manual – 6<sup>th</sup> Edition.**

*Assignments:*

Weekly Comprehension Questions: As part of regular class participation, students will submit their responses to a question provided by the instructor/TA regarding the readings each week. The purpose of the comprehension questions is to enhance students' understanding and critical evaluation of the weekly readings. **Responses must be submitted to Canvas at least 24 hours before the beginning of class (i.e., Wednesdays at 9am) to receive credit.**

Class Presentation: Students will complete a presentation to the class about a disorder-specific (e.g., ADHD, ASD, depression, anxiety) measure. Students should choose from the list of measures provided at the beginning of class, and should use the instructions and graph template provided by the instructor to describe the measure in a powerpoint presentation. **These presentations are due during Weeks 7-9 (students will sign up for a presentation date). Powerpoint presentations for in-class presentations should be uploaded by the end of the day 1 day before they are presented in class (i.e., by the end of the day on Wednesday).** All other assignments must be uploaded to Canvas

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**by the end of the day on the due date listed. Each day an assignment is late following the due date will result in a deduction of 5 percent of the grade for that assignment. All assignments should follow the guidelines described in the APA Style Manual – 6<sup>th</sup> Edition.**

Practice KSADS Diagnostic Interview: Students will administer a practice KSADS interview with the instructor, score the assessment, and write a brief (2-3 paragraph) interpretation summary. **Practice interviews must be scheduled between October 5<sup>th</sup> and 25<sup>th</sup> and the interpretation summary must be submitted to Canvas by the end of the day on October 26<sup>th</sup>.**

Final Assignment/Paper (choose 1 of 2 options).

Option 1. Design your assessment battery (4-5 pages, double spaced). Imagine you are starting your first job as a practitioner. This could be in a school, an outpatient clinic, a private practice, or another setting in which school psychologists are employed. You have a budget of \$5000. Determine the social/emotional assessment instruments that you will purchase for your first 3 years of practice that fit within this budget. Describe why you chose these instruments. How and why is your choice of instruments similar, and different, from your current practicum placement?

Option 2. Synthesis and reflection paper on validity in social-emotional assessment (4-5 pages, double spaced): 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 an area of interest to them (e.g., depression), and how this impacts intervention practices within this field. Issues to address include: a) What are the “gold standard” assessment tools in your area of interest? Why should these be the gold standards (or not)? b) How appropriate are the “gold standard” tools for different 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.

**A rough draft of this assignment must be submitted to Canvas two weeks before the last day of class (November 17). The final version must be submitted to Canvas by the end of the day on the last day of class (December 1).**

A (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 93-100; A- =90-92.

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**B (Above Average)** will be given for work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)

**C (Average)** will be given for work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

### Attendance & Punctuality Policy:

Students are expected to attend and arrive on time for all classes. Attendance will be taken at each class. **More than two absences will result in a final grade reduced by ½ a grade for each additional day missed. Similarly, more than two late arrivals (after 9:05am) will result in a final grade reduced by ¼ a grade for each additional lateness.** Please notify the professor in advance if you are unable to attend a class and make arrangements to make up the work you miss. If sudden illness precludes you from providing prior notification and make up work arrangements, please minimally contact the professor via email or phone regarding your absence.

### *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,

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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.

**Carrying of Handguns.** Students in this class should be aware of the following university policies:

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Please also review the following university policies regarding campus carry:
  - Overview: <https://utexas.app.box.com/v/cc-info-sheet-students>
  - Full Policy: <https://www.policies.utexas.edu/policies/campus-concealed-carry>
- I request that you please inform me if you intend to carry a handgun during course meetings. This information is requested because knowing which, if any, students are carrying handguns will help me to effectively coordinate a response to emergencies or threats to student safety. Disclosing this information is voluntary and at the discretion of the student.
- Per instructors' rights, the carrying of handguns is prohibited in my personal office (i.e., SZB 254E). This information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

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**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 - August 25 – Introductions and Overview of course; Introduction to Evidence-based Assessment (EBA)**

\*Chapter 1 of Whitcomb & Merrell

### **Week 2 - September 1 - EBA Continued and Projective Tests**

\*Youngstrom, E. A., Choukas-Bradley, S., Calhoun, C. D., & Jensen-Doss, A. (2015). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. *Cognitive and Behavioral Practice*, 22(1), 20-35.

\*Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2000). The scientific status of projective techniques. *Psychological science in the public interest*, 1(2), 27-66.

Lilienfeld, S. O., Ammirati, R., & David, M. (2012). Distinguishing science from pseudoscience in school psychology: Science and scientific thinking as safeguards against human error. *Journal of school psychology*, 50(1), 7-36.

Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. *Cognitive and Behavioral Practice*, 22(1), 36-48.

### **Week 3 - September 8 – Broadband assessment of Internalizing/Externalizing problems**

\*Chapter 5 of Whitcomb & Merrell

\*Achenbach, T. M., & Ruffle, T. M. (2000). The Child Behavior Checklist and related forms for assessing behavioral/emotional problems and competencies. *Pediatrics in Review*, 21(8), 265-271.

\*Crijnen, A. A., Achenbach, T. M., & Verhulst, F. C. (1997). Comparisons of problems reported by parents of children in 12 cultures: Total problems, externalizing, and internalizing. *Journal of the American Academy of Child & Adolescent Psychiatry*, 36(9), 1269-1277.

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\*Flanagan, R. (1995). A review of the Behavior Assessment System for Children (BASC): Assessment consistent with the requirements of the Individuals with Disabilities Education Act (IDEA). *Journal of School Psychology, 33*(2), 177-186.

\*Goodman, R., & Scott, S. (1999). Comparing the Strengths and Difficulties Questionnaire and the Child Behavior Checklist: Is small beautiful?. *Journal of Abnormal Child Psychology, 27*(1), 17-24.

### **Week 4 - September 15 – 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.

### **Week 5 –September 22 – Diagnostic Interviewing I**

\*Chapter 6 of Whitcomb & Merrell

\*Read through the K-SADS 2013 Working Draft posted on Canvas

\*Matuschek T., Jaeger S., Stadelmann S., Dölling K., Weis S., Von Klitzing K., Grunewald M., Hiemisch A., and Döhnert M. (2015). The acceptance of the K-SADS-PL – potential predictors for the overall satisfaction of parents and interviewers. *International Journal of Methods in Psychiatric Research*. doi: [10.1002/mpr.1472](https://doi.org/10.1002/mpr.1472).

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\*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.

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

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.

### **Week 6 –September 29 - Diagnostic Interviewing II**

(review readings from last week)

### **Week 7 – October 6 – Specific disorders & differential diagnosis: ADHD, Depression**

\*Chapters 10 & 11 of Whitcomb & Merrell

\*Pelham, Jr, W. E., Fabiano, G. A., & Massetti, G. M. (2005). Evidence-based assessment of attention deficit hyperactivity disorder in children and adolescents. *Journal of Clinical Child and Adolescent Psychology, 34*(3), 449-476.

\*Klein, D. N., Dougherty, L. R., & Olino, T. M. (2005). Toward guidelines for evidence-based assessment of depression in children and adolescents. *Journal of Clinical Child and Adolescent Psychology, 34*(3), 412-432.

### **Week 8 - October 13 - Specific disorders & differential diagnosis: Autism Spectrum Disorder**

\*Chapter 12 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.

\*McLeod, B. D., Wood, J. J., & Klebanoff, S. (2015). Advances in evidence-based intervention and assessment practices for youth with an autism spectrum disorder. *Behavior therapy, 46*(1), 1-6.

### **Week 9 - October 20 – Specific disorders & differential diagnosis: Anxiety & Trauma**



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\*Silverman, W. K., & Ollendick, T. H. (2005). Evidence-based assessment of anxiety and its disorders in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, 34(3), 380-411.

\*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.

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

### **Week 10 – October 27 - Suicide Risk Assessment**

\*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.

\*Nock, M. K., Green, J. G., Hwang, I., McLaughlin, K. A., Sampson, N. A., Zaslavsky, A. M., & Kessler, R. C. (2013). Prevalence, correlates, and treatment of lifetime suicidal behavior among adolescents: Results from the National Comorbidity Survey Replication Adolescent Supplement. *JAMA Psychiatry*, 70(3), 300-310.

\*Beautrais, A. L. (2003). Suicide and serious suicide attempts in youth: A multiple-group comparison study. *American Journal of Psychiatry*, 160(6), 1093-1099.

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.

### **Week 11 –November 3 – Midterm**

### **Week 12 - November 10 – Cultural factors in social/emotional 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.

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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 13 - November 17 – Assessment in youth with chronic illnesses and disabilities**

\*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.

\*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.

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 14 – November 24 (Thanksgiving) – no class**

### **Week 15 – December 1 – EBA revisited and research to practice translation**

\*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.

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\*Beidas, R. S., Stewart, R. E., Walsh, L., Lucas, S., Downey, M. M., Jackson, K., ... & Mandell, D. S. (2015). Free, brief, and validated: Standardized instruments for low-resource mental health settings. *Cognitive and Behavioral Practice*, 22(1), 5-19.

\*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.