

**APCE 645 Social and Behavioral Assessment in the Schools**  
Summer 2019

<b>Instructor:</b>	Jen Buser, PhD	<b>Office Hours:</b>	as arranged
<b>Office:</b>	as arranged	<b>Class Times:</b>	July 12-13, Aug 2-3, 16-17 Fri 5-10, Sat 8:30-5:00
<b>Phone:</b>	N/A – see e-mail	<b>Class location:</b>	Lowry Campus
<b>Email:</b>	jennifer.buser@unco.edu		

**Teaching Assistants:** Darla Stapleton (avis1362@bears.unco.edu); Maddie Godchaux (godc5292@bears.unco.edu)

Course Description: Understand and implement techniques for assessing social and behavioral functioning in children and adolescents for the purpose of designing effective interventions in home and school settings

Submitting Assignments: All reports will be typed and turned in as hard copies. Completed protocols need to be submitted inside of a manila envelope with the consent form. All completed forms, with your name and date included, need to be handed into the TA or instructor. Videos will be submitted on flash drives.

Credit Hours: 3

Prerequisite: APCE 670, APCE 644

Course Objectives:

1. Develop an integrated approach to understanding and assessing social and behavioral development in children and adolescents.
2. Develop observation and clinical interviewing skills.
3. Learn about various objective and behavioral instruments and apply them to the assessment process.
4. Learn about various projective instruments, issues with their use in the schools, and apply them to the assessment process.
5. Develop interpretation and case conceptualization skills.
6. Learn to formulate appropriate treatment recommendations based on assessment data.
7. Develop skills in integrating assessment data into meaningful and understandable written reports.
8. Develop skills in communicating assessment results and recommendations in verbal feedback sessions.
9. Determine the impact of diversity as related to ethnicity, culture, gender, and SES as related to social and behavioral assessment.

### Required Texts and Supporting Materials:

Whitcomb, S. A. (2018). Behavioral, social, and emotional assessment of children and adolescents (5<sup>th</sup> edition). New York: Routledge.

McConaughy, S. H. (2013). Clinical interviews for children and adolescents (2<sup>nd</sup> edition). New York: Guilford.

### Supporting Materials:

APCE 645 Test Protocol Packet (provided on the first week of class)

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed., text revision). Washington, DC: Author. (available online at the UNC library)

### Course Requirements:

1. Complete **three test batteries** (see attached case list) and complete comprehensive psychological reports based on these batteries. One of these cases is a mock client case with information provided. Test protocols will be graded on a Pass/Fail basis. *Protocols containing a large number of errors may need to be corrected or re-administered to another subject.* Psychological reports will be graded on a point system. *Students may be required to rewrite reports at the instructor's request.* Rewrites can earn up to 5 additional points and are due one week after assigned. (Students may use existing data from cognitive assessment course.).

\*Your volunteers **MAY NOT** be related to you or close-friends or work-related clients. If you do not follow these requirements set by the instructor, you will be given a zero on the assignment with no option to make it up.

2. Record the administration of one child clinical interview session (**30 min time limit**).
3. Discuss professionally **one assessment case with recommendations** including a handout for your peers/instructor during class time. Presentation length should be about **20 minutes** and should encourage discussion **as if you were presenting at an IEP meeting not just a PowerPoint presentation**. This presentation should follow the problem-solving model. Then (during the same presentation) select one difficulty that one of your cases presents (e.g., impulsivity, anxiety). Review the literature to find **recommendations/goals for schools that would be appropriate for this type of problem**. For example, if one of your cases had problems with attention, review studies and/or scholarly texts or reputable websites to find 5-7 empirically supported intervention recommendations. Recommendations must be supported in the literature, and you must type up a clear explanation of each intervention, along with references. Create a handout that summarizes the child in visuals that would be parent friendly and include goals and school-based recommendations. Do include references as well as a copy

of these recommendations for your peers. We will create a Google Drive of all of the recommendations/references/resources so that each member of the class will have access to them. These documents can be provided to the instructor to add to the Google Drive, or students can add them directly. This will occur on the **last day of class**.

4. Present and record a mock assessment feedback session **in class** with your assigned partner based on one assessment report. This will be **done during the last weekend of class**.
5. **Class attendance and participation is required.** Student grades will be dropped one letter grade for each unexcused absence and for excessive tardies. Absences must be excused prior to the class period to be missed. Active participation will be given ongoing points throughout the course. Students are expected to be actively engaged on the ASSIGNED TASK for the full time provided. End of class prompts will be given for students to reflect and demonstrate understanding of course material. Points will be given each day prior to leaving class.

Due Dates:

**August 2nd**

Recording of Clinical Child Interview due  
Case #1 Protocols due including write-up of referral, background, and interview

**August 3rd**

Case #2 Protocols due including write-up of referral, background, and interview

**August 16th**

Case #1 Report due  
Case #3 Report due

**August 17th**

Case IEP Presentations due with Recommendations  
Case #2 Report due  
Feedback Session Recording due

Final Grades

Method of Evaluation: Letter Grade

Grading Requirements:

Test Battery and Report #1	100 points
Test Battery and Report #2	100 points
Mock Test Battery and Report #3	100 points
Interview Recording	20 points
Mock Feedback Session Recording	20 points

IEP Case Presentation/Recommendations	30 points
Class Activity/Active Participation (5 points per class)	60 points
Total Possible Points:	430 points

Grades will be assigned according to the APCE grading policy.

A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
F	Below 60%

#### **Academic Policies and Information:**

##### **Sexual Misconduct/Title IX Statement**

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

Alternatively, if you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).

### **Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

### **Academic Integrity Statement**

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

### **Accommodations Statement**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

### **Plagiarism Policy**

Plagiarism and all forms of cheating are not tolerated by the school psychology program or the School of Applied Psychology and Counselor Education. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and

websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given an “F” in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed copying, cheating, or plagiarism will be referred to the School’s Review and Retention Committee or other appropriate action will be taken. The decision of the Committee with regard to plagiarism includes the possibility that the student will be dismissed from his or her respective program and from UNC.

## Course Schedule

(Due to the nature of this course, dates of content coverage are tentative)

### July 12<sup>th</sup>

Course Introduction  
Assessment Theory and Process: developing an assessment plan  
Diversity in Assessment  
DSM-5 and CDE Classification Systems  
Social History/Clinical Interviews  
Behavior Rating Scales (BASC-3, CBCL, Conners-3)

\*Activities related to course material

-Discussion/debate about SED criteria vs. Social Maladjustment  
-Practice Interviewing  
-Example assessment provided: step-by-step phase of evaluation

**Read: Whitcomb Chapters 1, 2, 3, 5, 6**

**Read: McConaughy Chapters 1, 3, 6**

### July 13<sup>th</sup>

Classroom Observations  
Overview of other measures (BRIEF-2, self-assessments, sociometric)  
Projective techniques (HTP, KFD, sentence completion)  
Adaptive measures (Vineland-II, ABAS-3)  
Assessment logistics  
Assessing externalized/internalized/trauma and suicide ideation  
Assessing internalized disorders

\*Activities related to course material

-Practice with completed rating scales

**Read: Whitcomb Chapters 4, 5, 7, 8, 9**

**\*DO NOT administer any assessments/rating forms until AFTER July 13<sup>th</sup>.**

### August 2<sup>nd</sup>

Report writing: Integration of data  
Interventions/Recommendations  
Specific symptom checklists (e.g., depression, anxiety)

\*Activities related to course material

-Case conceptualization based off of selected movie or TV show

**Read: Whitcomb Chapters 10, 11**

**Interview Recording due**

**Case #1 Protocols due including write-up of referral, background, and interview**

**August 3rd**

Assessing other social and behavioral emotional problems  
Assessment of social skills and social emotional strengths  
(Neurodevelopmental Disabilities)  
Personality Assessment Inventory  
Report writing and recommendations  
Case presentation (model for the following weekend's case presentations)

**\*Activities related to course material**

-Guided Report Writing  
-Practicing Feedback

**Read: Whitcomb Chapters 12, 13**

**Read: McConaughy, p. 107-**

**Case #2 Protocols due including write-up of referral, background, and interview**

**August 16th**

Interpreting Adaptive Behavior Results (Vineland-II, ABAS-3)  
Report writing and recommendations: how to give feedback to families,  
presenting your results

**Read: Whitcomb Chapters 14, 15**

**Case #1 Report due**

**Case # 3 Report due**

**August 17th**

**Case IEP Presentations with Recommendations due**

**Feedback Recording due**

**Case #2 Report due**

## APCE 645 Case List

### Case 1: Child Age 5-9

- \* Social History/Background Information
- \* Child Clinical Interview
- \* Intelligence Test (can use data from cognitive assessment course)
- \* Behavior Assessment Scale For Children -III (BASC -3; parent or teacher for
- \* Revised Children's Manifest Anxiety Scale (RCMAS-2) or other specific anxiety measure
- \* Personality Inventory for Children (PIC)
- \* Reynolds Adolescent Depression Inventory (RADSD-2; CDI-2) or other specific depression measure
- \* Vineland-II

### Case 2: Adolescent Age 10-15

- \* Social History/Background Information
- \* Clinical Interview
- \* Intelligence Test (can use data from cognitive assessment course)
- \* Connors parent report and self-report
- \* BRIEF-2 parent report and self-report
- \* Incomplete Sentences
- \* HTP and KFD
- \* CBCL
- \* ABAS-3

### Case 3: Child Age 8-12: social skills assessment and /or neurodevelopmental disabilities

- \* Will be given completed forms by Dr. Buser

Permission to Evaluate University of Northern Colorado



Print legal name of assessment participant here: \_\_\_\_\_

Print name(s) of parent (s) or legal guardian(s): \_\_\_\_\_

\_\_\_\_\_

I, \_\_\_\_\_, as parent or guardian of my minor child \_\_\_\_\_, give consent for my child to participate in a psychoeducational assessment which will include a variety of measures that may relate to my child's cognitive, academic, behavioral, socio-emotional, and adaptive skills. The assessment will be conducted by a school psychologist-in-training at the University of Northern Colorado. Some parts of the assessment may be recorded for training purposes and will only be reviewed by the course instructor. Further, these recordings will be erased after they have been viewed.

I understand that the information learned from the assessment will be confidential with the following exceptions: threat of serious harm to self or others and child abuse and neglect. Information that could identify me and/or my child will not be included in any report or class discussion.

I understand that the student performing this assessment will be doing so under the supervision of his/her professor, Dr. Jen Buser, and that this assessment is being conducted solely for the purpose of providing practice for the student. I am aware that the student conducting the assessment will not provide me/my child with any feedback regarding the results of the assessment. Furthermore, I understand that the University of Northern Colorado is under no obligation to release assessment results in any manner to other persons or agencies.

Finally, I understand that I am volunteering my child for participation, and I/my child may discontinue participation at any time for any reason.

\_\_\_\_\_  
Parent or Legal Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Psychologist in Training Signature

\_\_\_\_\_  
Date

I give permission for testing to be videotaped.

\_\_\_\_\_  
Parent or Legal Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child Signature

\_\_\_\_\_  
Date