



Department of Psychology, Counseling, and Special Education

PSY 576  
Psychological Assessment of Children & Adolescents

Tuesdays 7:20 pm – 10:00 pm

Location: MPLX

Course Syllabus

Fall 2019

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**Instructor:** Tia Crossley, Ph.D., LP, LSSP

**Email Correspondence:** Available through email M-F

\*\* When sending an email please include PSY 576 with your first and last name in the subject heading.

**E-mail:** Tia.Crossley@tamuc.edu

**Textbooks:**

Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2004). *Essentials of Assessment Report Writing*. Hoboken, NJ: Wiley & Sons, Inc.

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

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**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.

**Goals:**

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

The syllabus/schedule are subject to change.

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):**

**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.

**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.

**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.

**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.

**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.

**Class Format:** This course includes lecture and hands on training (i.e. role-playing, small group work). Each student is expected to come to class prepared having done the readings. **Students are also expected to complete testing outside of class.**

**Professional Conduct:** All students are expected to conduct themselves as mature adults while in the classroom. Please refrain from using cell phones while in class. Please place all cell phones on vibrate prior to entering class. If you must take a call, please leave the classroom first. Also, NO children will be allowed in class.

**Academic Integrity:** All students are expected to follow 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>). Cheating will not be tolerated. Any student found cheating will be subject to disciplinary processes described by the Code of Student Conduct. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Do not use the words or ideas of another without giving that person credit.

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**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.
- 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 (2<sup>nd</sup> 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 3<sup>rd</sup> 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). *Roeper Review*, 34(3), 194-204. DOI: 10.1080/02783193.2012.686426

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### **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](mailto:StudentDisabilityServices@tamuc.edu)

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**Late Assignments:** Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing the absence to be excused (doctor's note in case of illness). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of "F". Please note it is the student's responsibility to obtain any missed assignment.

**Drop Policy:** Students are responsible for officially dropping themselves from the course; failure to do so will result in a grade of "F". The instructor reserves the right to do an administrative drop in certain situations.

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### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## Grade Determinations

### Evaluation Breakdown:

	<b>Total Percentage</b>
<b>Attendance</b>	<b>10%</b>
<b>Class Participation</b>	<b>10%</b>
<b>Reports (3 reports)</b>	<b>45%</b>
<b>In-Service Project</b>	<b>15%</b>
<b>Case Study</b>	<b>20%</b>

**Attendance:** Class attendance is **mandatory** and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Excused absences may be allowed under extreme circumstances with documentation (i.e. emergency room report). If you are absent for any reason, please make arrangements to get any missed notes or assignments. **Any student with 3 or more unexcused absences will automatically receive an “F” for the course.** Please note that attendance makes up 10% of your final grade.

**Class Participation:** Class participation is **mandatory** and a vital component to class discussion. All students are expected to contribute to the topic of discussion. Please note that class participation makes up 10% of your final grade.

**Reports:** Students are expected to complete 3 full psychological evaluations that include background information, observations, interviews, various emotional, personality & behavioral ratings, summary, and recommendations. Please note these reports count for 45% of your final grade.

**In-service Project:** Each student will do an in-service to the class covering a topic provided by the instructor. This in-service should mimic a training you would give to teachers or administrators in the school setting. Please note this project makes up 15% of your final grade.

**Case Study:** Each student will complete a case study. Each student will be required to assess the data provided and present results in a full psychological evaluation format. Please note this case student makes up 20% of your final grade.

**Final Grade Determination:**

Percentage	Final Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	F

**Testing Equipment:** All testing materials must be checked out. Please be aware that you are responsible for all testing materials checked out under your name. Do not leave test materials unattended. If you have to share materials, students are responsible for the transfer of materials.

**Testing Participants:** Each student must find their own participants. Each student **MUST** get written permission to test a participant.

**Course Schedule**

WEEK	DATE	TOPIC
1	8/26/2019	Overview of Class Review of Syllabus Ethical & Legal Issues
2	9/2/2019	<b>LABOR DAY – NO CLASS</b>
3	9/9/2019	OHI Evaluations Internalizing & Externalizing Disorders Broad Band Measures: BASC 3 & Beck Youth Inventory
4	9/16/2019	Report Writing
5	9/23/2019	ADHD Narrow Band Measures: Conners 3
6	9/30/2019	ADHD (cont.) BRIEF 2 Depression
7	10/7/2019	Projective Measures: Sentence Completion, Drawings <b>Report 1 Due</b>
8	10/14/2019	Conduct Disorder & Oppositional Defiance
9	10/21/2019	Autism & ASRS
10	10/28/2019	Anxiety <b>In-Service Project Group 1</b>
11	11/4/2019	Suicidal vs. NSSI behaviors <b>In-Service Project Group 2</b> <b>Report 2 Due</b>
12	11/11/2019	Early Onset Schizophrenia

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		<b>In-Service Project Group 3</b>
<b>13</b>	11/18/2019	<b>In-Service Project Group 4</b>
<b>14</b>	11/25/2019	Student Work Day
<b>15</b>	12/2/2019	<b>In-Service Project Group 5 Report 3 Due</b>
<b>16</b>	12/9/2019	<b>Case Study Due</b>

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