
Social-Emotional Assessment in School Psychology (SPSY 67972/77972)

Course Instructor: Richard J. Cowan, Ph.D., NCSP

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Required Texts: (Available at bookstore).

- Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioral, social and clinical foundations* (5th ed). La Mesa, CA: Jerome M. Sattler Publishers, Inc.
- Shapiro, E.S., & Kratochwill, T.R., (2000). *Behavioral Assessment in Schools: Theory, Research, and Clinical Foundations, 2nd Ed.* Guilford Press: New York.
- Shapiro, E.S., & Kratochwill, T.R., (2000). *Conducting School-based Assessments of Child and Adolescent behavior.* Guilford Press: New York.
- Watson, T.S., & Steege, M.W., (2003). *Conducting School-Based Functional Behavioral Assessments.* Guilford Press: New York.

Additional Required Readings:

- State of Ohio Department of Education Model Procedures and Operating Standards (download from ODE)
- Additional readings will be made available through IRC (221 White Hall)

Course Objectives:

- To provide a context to understand the necessity of conducting social/emotional/behavioral assessments.
- Participants will learn specific strategies to conduct interviews with students, parents, teachers, and other professionals regarding the social/emotional/behavioral performance of students.
- Participants will learn to conduct behavioral observations as part of a thorough assessment.
- Participants will learn to administer and score standardized social/emotional/behavioral protocols
- Students will learn to critically analyze assessment measures in terms of reliability, validity and the measures relation to intervention.
- To address concerns with individuals of diverse cultural and ethnic backgrounds.
- Participants will demonstrate the ability to identify assessment/referral questions and to develop an assessment plan to address those questions.
- Participants will demonstrate the ability to (a) integrate assessment information across multiple approaches, measures, sources, and contexts, and (b) produce high quality oral and written reports to clients that integrate the information, with specific emphasis on addressing the referral question(s).

Instructional Methods: Instruction will take place through illustrative lectures, discussions, small and large group activities, and student-lead discussions. Active participation is required of all students enrolled. I am not the sole source of information, nor am I all-knowing! Please think of me as a facilitator – not a unidirectional lecturer. In order to facilitate learning in this course, everyone will: READ (regular readings will be assigned,

to serve as a foundation for discussion); WRITE (each student will complete writing assignments); TEACH (everyone will have a chance to facilitate learning, not only the instructor!); and DISCUSS (actively!).

Policy on Grading: Student proficiency is graded by letter grades as follows: *A* indicates superior attainment, *B* indicates average attainment, *C* indicates below average attainment, and *D* indicates far below average attainment. Grades of *B* will be assigned to students who demonstrate mastery of the curriculum content but whose performance is not exemplary. Grades below *B* will be assigned when students do not demonstrate mastery. Each student's grade will be determined by his/her performance on the course requirements.

Policy on Plagiarism: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is plagiarism. This applies whether information is obtained from print, presentation, electronic, and/or other sources. Plagiarism detected in this course will be handled in accordance with departmental and Kent State University-based policy regarding this serious ethical violation.

Students Experiencing Disabilities: In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the DeWeese Health Center (672-3391).

Diversity Statement: All students are expected to demonstrate respect for individuals who are culturally diverse. This course attempts to address issues of diversity and individual differences through lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class activities.

Course Requirements:

1. **Class Attendance and Participation.** Given the interactive nature of this course, attendance is critical. Each absence will result in a loss of points. Active participation includes, but is not limited to, actively listening to others, elaborating on in-class discussions, and participating in hands-on learning activities that occur in class. Let's work together to make this a great course!
2. **Assessment Interpretation and Write-Up.** This assignment will involve the student interpreting and integrating assessment materials and writing a comprehensive report with recommendations. Students will be provided with assessment data and asked to interpret the data and write the report.
3. **Original Functional Behavioral Assessment (Team-Based).** Each student will conduct a behavioral assessment in an applied setting. Possible settings include local schools or daycares. Children must be referred for a social/emotional/behavioral issue. All referrals must be approved by the instructor. This assessment will follow a Functional Behavior Assessment model and incorporate FBA techniques to integrate parent, teacher and child interviews, direct observations, the use of checklists and/or rating scales as appropriate, and other measures as deemed necessary by the referral issue. In addition to interviews, observations, and at least one checklist, you must complete the FBASF, AVAF, and CVAF (Watson & Steege, 2003). Based on the assessment results, students will write a report that both describes and integrates the assessment results and links the results to appropriate interventions and recommendations to ameliorate the referral problem. A feedback session will be conducted with the teachers and parents. **NOTES:** (1) You must have parent consent prior to beginning any assessment (see attached letter in Appendix A); and (2) This assignment requires individualized supervision with the course instructor (3/21/06 plus an additional meeting).
4. **FBA Results and Recommendations Presentation (Team-Based).** Each team will present their assessment methods, results (including observational data and protocols) and recommendations for

intervention to the class. The student will facilitate a class discussion regarding assessment/treatment.

5. Description, Critique, and Discussion of Behavioral Assessment Measure (Externalizing Scale).

Each group will write a 3-page critique of a behavioral assessment measure. The paper should include a description, intended use and scoring procedures of the measure. The student should critique the measure in terms of its reliability, validity, link to intervention, advantages and disadvantages. The student should discuss the measure’s utility for the behavioral assessment of social emotional functioning. In addition, the student will present their findings and facilitate class discussion regarding one assessment measure; **OR**

Description, Critique, and Discussion of Behavioral Assessment Measure (Internalizing or Projective).

Each group will write a 3-page critique of an internalizing or projective measure. The paper should include a description, intended use and scoring procedures of the measure. The student should critique the measure in terms of its reliability, validity, link to intervention, advantages and disadvantages. The student should discuss the measure’s utility for the behavioral assessment of social emotional functioning. In addition, the student will present their findings and facilitate class discussion regarding one assessment measure.

PLEASE NOTE: *Although many students will demonstrate mastery upon completing the minimum number of required standardized assessment procedures, because each student’s grade is based on mastery some individual students may need to complete additional assessment-related assignments to demonstrate mastery of a course requirement. This will be determined individually as the semester progresses and may result in an incomplete until the requirement is fulfilled. The same may hold true for the FBA write-up assignment.*

Assignment Points Breakdown:

Component:	Points:	Notes:
Class Attendance/Participation	50	Each absence will result in a loss of 5 points, as will minimal participation (I do not anticipate a problem with this).
Assessment Interpretation and Write-Up	50	If this assignment is late, there will be a loss of 5 points per day.
Original Team-Based FBA	150	If this assignment is late, there will be a loss of 5 points per day.
FBA Results and Recommendations Presentation	50	Students will sign up for presentations during class.
Description, Critique, and Discussion of Behavioral Assessment Measure	50	Students will sign up for presentations during class. Each student will either: (a) Externalizing Scale, OR (b) Internalizing Scale/Projective Measure
TOTAL POINTS POSSIBLE	350	<u>Points for Grading:</u> 315-350 = A 280-314 = B 245-279 = C

Tentative Course Timeline
(Subject to Change, As Deemed Appropriate and/or Necessary)

Date:	Topic:	Readings and Assignments:
	Syllabus and Overview	Syllabus
	Introduction to and Purposes of Social-Emotional Assessment	S & K 1, Ch 1 S & K 2, Ch 1 <i>Sattler & Hoge, Ch 1</i>
	Interviewing for Social-Emotional Assessment; Review of Records	S & K 1, Ch 10, 12 S & K 2, Ch 7, 9 <i>Sattler & Hoge, Ch 5, 6, 7</i>
	Direct Observations for Social-Emotional Assessment	S & K 1, Ch. 2, 3, 5 S & K 2, Ch 2, 3 <i>Sattler & Hoge Ch 8, 9</i>
	Functional Behavioral Assessment Part 1	<i>Watson & Steege (entire book)</i> Sattler & Hoge, Ch 13
	Functional Behavioral Assessment Part 2	<i>Watson & Steege (entire book)</i> Sattler & Hoge, Ch 13
	Rating Scales of Behavior Student Presentations (Assignments 5) Groups 1, 2, and 3	S & K 1, Ch 9, 11 S & K 2, Ch 6, 8 <i>Sattler & Hoge, Ch 10, 11, 14, 15, 22</i>
	Rating Scales of Behavior Student Presentations (Assignments 5) Groups 4, 5, and 6	S & K 1, Ch 9, 11 S & K 2, Ch 6, 8 <i>Sattler & Hoge, Ch 10, 11, 14, 15, 22</i>
	Rating Scales of Behavior Student Presentations (Assignments 5) Groups 7 and 8	S & K 1, Ch 9, 11 S & K 2, Ch 6, 8 <i>Sattler & Hoge, Ch 10, 11, 14, 15, 22</i>
	Report Writing and Interpretation for Social-Emotional Assessment	<i>Sattler & Hoge, Ch 25</i>
	NO CLASS	N/A
	NO CLASS	N/A
	Projective Techniques (Guest Lecturer)	<i>Sattler & Hoge, Ch 10</i> Assessment Interpretation Due (Assignment 2)
	FBA Case Presentations (Assignment 4) Groups 1, 2, and 3	FBA Write-Up Due (Assignment 3)
	FBA Case Presentations (Assignment 4) Groups 4, 5, and 6	N/A
	FBA Case Presentations (Assignment 4) Groups 7 and 8; Wrap-Up	N/A
	FINALS WEEK (Individual Meetings)	All Revisions Due

Grading Rubric A: Criteria for Assessment Interpretation and Write-Up (Assignment #2)

Student's name:

Case Study (e.g., A or B):

Points Possible:	Points Earned:	Description:
10		<ul style="list-style-type: none"> • Ability to determine whether the data set is complete. What is missing?
5		<ul style="list-style-type: none"> • Incorporates all data into the comprehensive report
10		<ul style="list-style-type: none"> • Reasonable interpretation of results
10		<ul style="list-style-type: none"> • Constructs “big picture” from multiple data sources
5		<ul style="list-style-type: none"> • Write-Up Follows Model
<u>10</u>		<ul style="list-style-type: none"> • Clarity of Write-Up
50		<ul style="list-style-type: none"> • TOTAL POINTS

Comments/Feedback:

Grading Rubric B: Criteria for FBA (Assignment #3)

Team members:

Points Possible:	Points Earned:	Description:
15		<ul style="list-style-type: none"> • Clearly articulates the referral question (What is the behavioral concern?) and the purpose of the report.
20		<ul style="list-style-type: none"> • Follows protocol for FBA re: direct observation system
15		<ul style="list-style-type: none"> • Follows protocol for FBA re: interviews
15		<ul style="list-style-type: none"> • Follows protocol for FBA re: checklists/behavior rating scales
20		<ul style="list-style-type: none"> • Clearly links assessment data to a specific hypothesis regarding a viable function of the behavior (pos reinforcement, neg reinforcement, autonomic)
20		<ul style="list-style-type: none"> • Interventions are clearly linked to behavioral hypothesis(es)
15		<ul style="list-style-type: none"> • Report follows model presented in class
15		<ul style="list-style-type: none"> • Clarity and Accuracy of the Write-up
<u>15</u>		<ul style="list-style-type: none"> • Team completes a feedback session
150		<ul style="list-style-type: none"> • TOTAL POINTS

Comments/Feedback:

Grading Rubric C: Criteria for FBA Presentation (Assignment #4)

Team members:

Points Possible:	Points Earned:	Description:
5		<ul style="list-style-type: none"> • Sets up presentation with background information and clearly articulates the referral question (What is the behavioral concern?) and the purpose of the assessment/intervention.
5		<ul style="list-style-type: none"> • Clearly presents direct observation system and data
5		<ul style="list-style-type: none"> • Clearly presents interview procedures and data
5		<ul style="list-style-type: none"> • Clearly presents checklists/behavior rating scales used and scores
5		<ul style="list-style-type: none"> • Clearly links assessment data to a specific hypothesis regarding a viable function of the behavior (see in-class protocol)
15		<ul style="list-style-type: none"> • Interventions are clearly linked to behavioral hypothesis(es)
<u>10</u>		<ul style="list-style-type: none"> • Clarity and Accuracy of the Presentation
50		<ul style="list-style-type: none"> • TOTAL POINTS

Comments/Feedback:

Grading Rubric D: Criteria for Critique of Behavioral/Internalizing/Projective Measure (Assign. #5)

Team:

Points Possible:	Points Earned:	Description:
5		Test Title, Abbreviation, Publisher, & Test Date
5		Description/Type of Instrument: Intelligence, Achievement, Behavior Rating Scale, etc.,
5		Appropriate/Inappropriate Uses of Instrument
5		Age Ranges for Instrument
5		Types of Scores Provided (e.g., Standard Scores, Percentile Ranks)
5		Subscales (include an entry for each subtest): Name and describe each subscale
5		Information on administering, scoring the instrument
5		Psychometric Information – include brief statements concerning reliability and validity of the instrument
5		Advantages and Disadvantages of the Instrument
<u>5</u>		Clarity of Write-Up/Presentation
50		TOTAL SCORE

Comments/Feedback:

Appendix A: Consent Form for FBA

(Use Kent State Letterhead)
(Today's Date)

Dear (insert parent/guardian's name):

I am currently taking a course, "Assessment in School Psychology," taught by Dr. Richard Cowan, Assistant Professor of School Psychology at Kent State University. The class is composed of graduate students who are learning to become school psychologists. As a requirement of this class, we are expected to give a variety of individual assessment tools to a child. For me to meet this requirement, I would like your permission to administer one or more scales/tools to your child.

At the completion of this course, I should be able to select appropriate educational and behavioral assessment techniques, correctly administer and score the tests, and write clear and concise interpretative reports. In addition, I should be able to come up with recommendations to help your child experience greater success in the classroom. However, at this time, I will just be learning to administer the various instruments, and the results I obtain may not be reliable or valid. Please consider this as you interpret any information that will be provided to you or your child's teacher.

Information obtained from your child's results will be kept strictly confidential and will be shared only with my course instructor and your child's teacher. However, I am legally required to break this confidentiality if it is suspected that your child may be at risk for harm to self or others. I may also be required to notify proper authorities if there is reasonable suspicion of a child being neglected and/or abused.

If your child does participate, he or she will gain valuable experience in doing so. In addition, the results should provide his/her teacher with valuable information to help him/her be successful in the classroom. These procedures are non-intrusive and will take place at times designated by his/her teacher as non-disruptive to his/her daily learning. In addition, his/her peers will not be made aware that he is participating in this activity. Allowing your child to participate will enable me to gain valuable practice and experience in working with children. If you have any questions or require additional information, please do not hesitate to contact Dr. Cowan directly at 330.672.4450.

Thank you for your consideration of this request.
Sincerely,

(insert your name)
*School Psychology Graduate Student,
Kent State University*

Telephone Number: _____ Email: _____

_____ I **GIVE** my consent for _____ (*my child's name*) to be given an individual achievement assessment.

_____ I **DO NOT GIVE** consent to allow my child to participate in the administration of an individual achievement test.

Parent or Guardian's Signature: _____

Today's Date: _____

(Note: I will send a copy of this over the listserv)