

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**PERSONALITY ASSESSMENT  
CIEP 482-002  
SPRING 2011**

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Time: Tuesday, 4:15 – 6:45 PM  
Classroom: Maguire Hall 403  
Office Hours: By Appointment

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**COURSE DESCRIPTION**

This course is designed for school psychology students and is intended to provide the foundational knowledge and skills necessary to conduct comprehensive assessments of children's social, emotional, and behavioral needs. Although this course is focused more on classification, assessment, and characteristics of various disorders, best practices dictate assessment practices link to intervention planning. Therefore, we will also consider the assessment-to-intervention link and discuss general approaches to intervention. At the conclusion of this course, students will have an understanding of the theoretical foundations of emotional and behavioral disorders; the diagnostic/eligibility criteria for emotional and behavioral disorders; and the social and emotional assessment instruments and procedures. Furthermore, students will be introduced to early identification and intervention strategies with regard to social/emotional/behavioral functioning.

**COURSE OBJECTIVES**

1. Acquire knowledge and entry level competency with basic techniques and instruments associated with child and adolescent social, emotional, and behavioral assessment.
2. Demonstrate an understanding of the interplay of biological and ecological/contextual factors (family, school, peers, cultural, societal, etc.) that impact child and adolescent functioning and the importance of assessing within each of these areas.
3. Demonstrate proficiency in selecting evidenced-based assessment techniques and instruments in evaluating children and adolescents with regard to social, emotional, and behavioral assessment.
4. Obtain familiarity with diagnostic categories such as the Diagnostic and Statistical Manual (DSM-IV-TR) and Individuals with Disabilities Education Improvement Act (IDEIA, 2004).
5. Administer, score, and interpret a variety of social, emotional, and behavioral instruments for use with children and adolescents.
6. Develop and deepen report-writing skills with regard to integration of assessment information.

7. Identify cultural, linguistic, and individual differences as they pertain to social, emotional, and behavioral assessment in children and adolescents.
8. Recognize legal and ethical considerations pertinent to the standards of practice in assessment.

### **ALIGNMENT WITH ISBE/NASP STANDARDS**

- Development of basic communication and interviewing skills involved in working with client systems (ISBE/NASP 2,3)
- Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment (ISBE/NASP 5,7,8)
- Development of competencies in the link between assessment and intervention in the instructional consultative process (ISBE/NASP 1,2,3,6)
- Development of a comprehensive understanding of problems associated with the physical, social, emotional, and educational development of exceptional children and youth (ISBE/NASP 4)

### **REQUIRED READINGS**

- Frick, P.J., Barry, C.T., & Kamphaus, R.W. (2010). *Clinical assessment of child and adolescent personality and behavior* (3rd ed). Springer. ISBN: 978-0-387-89642-7
- Steege, M.W., & Watson, T.S. (2009). *Conducting school-based functional behavioral assessments: A practitioner's guide* (2nd ed). New York, NY: The Guilford Press. ISBN-13: 978-1-60623-027-5

Additional readings will be assigned by the instructor (see course schedule). Many of these will be empirical journal articles students will search for and download from online databases found at Loyola University's library site. Other required readings (e.g., book chapters) will be posted on Blackboard or handed out in class.

### **RECOMMENDED READINGS**

- AERA, APA, NCME (1999). *Standards for psychological and educational testing* (3<sup>rd</sup> ed.). Washington, DC: Author.
- American Psychiatric Association. *Diagnostic and statistical manual of mental disorders*, (4<sup>th</sup> ed., text revision). Washington, DC: American Psychiatric Association.
- Sattler, J.M. & Hoge, R.D. (2006). *Assessment of Children: Behavioral, Social, and Clinical Foundations* (5<sup>th</sup> ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.

### **METHODS OF INSTRUCTION**

This course will consist of lectures, guest lecturers, group discussions, student presentations, and in-class activities. Students are expected to have read the assigned materials before class to ensure questions and concerns may be addressed during the class period (although general discussion of relevant topics is always encouraged). 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); and DISCUSS (actively!).

### **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 482 maintains this focus on social justice through its core assignments and its explicit focus on seeing students and families within context, be it psychological context, developmental context, cultural context, etc. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others-particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

### **PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE**

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others,

consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

### **DIVERSITY**

In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in this course by discussions and presentations related to problem solving, non-biased assessment, and evidence-based interventions.

### **CLASS COMMUNICATION**

**Blackboard will be the main method of communication with students enrolled in this course.**

Given that Blackboard uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account.

### **DISPOSITION**

Professional demeanor, suitability for practice, as well as attitude with which the candidate approaches others, learning, instruction, and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

### **ACADEMIC HONESTY**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml).

### **TEST SECURITY AND RESPONSIBILITY**

Many of the testing materials (e.g., manuals, protocols, scoring templates, kits, etc.) utilized in this course are secure tests – sharing the materials or allowing others (e.g., friends, relatives, or coworkers who are not in/have not taken this course) to look at, play with, or examine materials violates test security and is a breach of ethical and professional standards. You are responsible for any damage, loss, or theft that occurs while test materials are signed out to you. As necessary, follow procedures for checking out test kits from the library. Each time you check

out a test kit, you should ensure all necessary items are present and intact. Please notify me immediately if you find any piece missing from a test kit. Failure to do so will result in you being charged for the missing item or for the purchase of an entirely new test kit.

## **PLAGIARISM**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at <http://www.indiana.edu/~istd/>. In addition, the instructor reserves the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

## **ACCESSIBILITY**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>.

## HARASSMENT (BIAS REPORTING)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

## TECHNOLOGY

This course acknowledges and addresses the belief that technology for educators is multidimensional and helps the educator make informed decisions by applying this technology within the school community. You will have opportunities to use technology in scoring assessments, developing presentations, and preparing reports.

## COURSE REQUIREMENTS & EVALUATION PROCEDURES

Assignments must be completed on time and submitted in class on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date.

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition. Please submit a paper copy of each assignment in class.

Course Requirement/Assignment	Individual/Group	Due Date	Points Possible
Class Participation	Individual	Ongoing	15
Instrument Presentation	Group	Ongoing	20
Best Practices in Prevention & Intervention Presentation	Group	Ongoing	20
Functional Behavioral Assessment (FBA)	Individual		35
<ul style="list-style-type: none"> <li>▪ Part 1 (Sections I, II, III, &amp; IV of rubric)</li> <li>▪ Part 2 (All sections of rubric. Revised I-IV and initial V)</li> </ul>		3/29 4/26	
Integrated Case Report	Individual	5/3	40
<b>Total Points Possible</b>			<b>130</b>

**1. Class Participation.** Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by reading or writing of papers. Participation will be measured by participation in class discussions and completion of in-class activities/assignments. You may not earn participation points when you are engaged in activities such as side conversations with classmates, browsing the net, instant messaging, emailing, text messaging, and/or making/accepting phone calls during class. *If you use a cellular device or computer for non-instructional purposes during class, you are subject to losing all 15 class participation points, at the discretion of the instructor.*

You also may not earn participation points when you do not attend class. Therefore, regular attendance is mandatory. *Students who have more than one absence or are regularly late to class are subject to failing this course at the instructor's discretion.* If circumstances dictate you must miss more than one class meeting, or you have a day when you have to arrive late to class, you must alert the instructor ahead of the class meeting. If circumstances do not permit this, you must contact the instructor as soon as possible to make her aware of the situation.

**2. Instrument Presentation.** In groups, students will complete a presentation of a social/emotional/behavioral instrument to the class. The instrument should be one available at students' practicum sites but not formally reviewed in this course. For example, we will formally review the Roberts-2 in this course, but we will not review the Children's Apperception Test (CAT), so students may present the CAT to the class. During this presentation, the group should present the purpose of the measure, reliability/validity information, normative information, uses of the test, and a critique of the strengths and weaknesses according to peer reviews. You should include information from the Buros Mental Measurement Yearbook and other appropriate reference sources. This presentation should be considered a professional presentation to be approximately 20 minutes with appropriate handouts.

**3. Best Practices in Prevention & Intervention Presentation.** In groups, students will complete a presentation addressing best practices in prevention and intervention of the emotional, behavioral, and developmental disabilities presented in this course. During this presentation, the group should provide the class with an overview of best prevention and intervention practices for children and adolescents in the assigned area (e.g., depression). Essentially, this is an opportunity to generally share "what works" according to the latest research, as well as provide an overview of specific interventions. This presentation should be considered a professional presentation to be approximately 20 minutes with appropriate handouts.

**4. Functional Behavioral Assessment (FBA).** Each student will conduct a behavioral assessment in an applied setting. Possible settings include local schools or daycares, but will likely be your practicum site. Children must be referred for a social/emotional/behavioral issue. All referrals must be approved by the instructor. This assessment will follow a Functional Behavioral 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 (Steege

& Watson, 2009). Students will turn in all data. In addition, 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. This assignment will be completed in two parts. Students will first complete sections I, II, III, and IV of the rubric. Once they receive feedback from the course instructor, they will then revise/update these sections and then complete section V of the rubric. This assignment must be submitted in class (both parts) and on **LiveText** (final paper only).

**NOTE:** You must have parent consent prior to beginning any assessment (this form will be posted on Bb).

**5. Integrated Case Report.** Each student will assess a child (8-11) or adolescent (12-18) with a minimum of three social/emotional/behavioral instruments (broad band/narrow band rating scales, adaptive behavior, and an objective personality measure such as the Piers Harris-II, PIC, MMPI-A, etc.) and conduct a developmental history and record review. If, for this assignment, you assess child for whom you conducted an FBA, incorporate your FBA findings as well. Each student will also write an integrated report summarizing all measures and provide a diagnostic impression utilizing DSM-IV-TR criteria.

**NOTE:** You must have parent consent prior to beginning any assessment (this will be posted on Bb).

As needed, scoring rubrics and guidelines for assignments will be posted on Blackboard and/or distributed in class.

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
121-130	93-100	A
117-120	90-92	A-
113-116	87-89	B+
108-112	83-86	B
104-107	80-82	B-
100-103	77-79	C+
95-99	73-76	C
91-94	70-72	C-
87-90	67-69	D+
78-86	60-66	D
<78	<60	F

The instructor will compute scores on course assignments according to the criteria specified in this syllabus. The instructor then has the obligation, and reserves the right, to raise or lower the final course grade based on evidence regarding performance and/or dispositions if, in her judgment, the work and/or dispositions of the student warrants it.

**FINAL NOTE . . .**

Your role in this course is to be prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

**TENTATIVE COURSE SCHEDULE**

Course schedule is tentative and subject to change. Changes will be announced in class.

<b>DATE</b>	<b>TOPIC(S)</b>	<b>ASSIGNMENT(S) DUE</b>
1/18/11	Introduction to Course	
<b>READING(S)</b>		
Syllabus		
1/25/11	Functional Behavioral Assessment	
Watson & Steege (2009): entire book		
2/1/11	Functional Behavioral Assessment	Instrument Presentation Group Assignments
Watson & Steege (2009): entire book		
2/8/11	Setting the Stage; Historical Trends; Measurement Issues; Psychopathology; Standards & Fairness	
Frick, Barry, & Kamphaus (2010): 1, 2, 3, 4		
2/22/11	NASP	NO CLASS
Students are encouraged to attend the 2011 NASP Annual Convention.		
3/1/11	Planning & Rapport Building; Behavioral Observations	
Frick, Barry, & Kamphaus (2010): 5, 8		
3/8/11	SPRING BREAK	NO CLASS
No readings		
3/15/11	Structured Diagnostic Interviews; Clinical Interviewing; Family Context; History Taking	

Frick, Barry, & Kamphaus (2010): 11, 12, 13		
3/22/11	Self-Report Inventories; Parent & Teacher Rating Scales; Peer-Referenced Assessment; Assessing Social Skills & Peer Relations	<b>Best Practices in Prevention &amp; Intervention (1)</b>
Frick, Barry, & Kamphaus (2010): 6, 7, 9		
3/29/11	Projective Techniques; Adaptive Behavior Scales	<b>Instrument Presentation (1)</b>  <b>Functional Behavioral Assessment (FBA): Part 1</b>
Frick, Barry, & Kamphaus (2010): 10, 14		
4/5/11	Integrating & Interpreting Info; Report Writing	
Frick, Barry, & Kamphaus (2010): 15, 16		
4/12/11	ADHD & Disruptive Behavior	<b>Instrument Presentations (2)</b>  <b>Best Practices in Prevention &amp; Intervention (2)</b>
<p>Frick, Barry, &amp; Kamphaus (2010): 17</p> <p>McMahon, R.J., &amp; Frick, P.J. (2005). Evidence-based assessment of conduct problems in children and adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i>, 34(3), 477-505.</p> <p>Pelham, W.E., Fabiano, G.A., &amp; Massetti, G.M. (2005). Evidence-based assessment of attention deficit hyperactivity disorders in children and adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i>, 34(3), 449-476.</p>		
4/19/11	Depression & Anxiety	<b>Instrument Presentations (2)</b>  <b>Best Practices in Prevention &amp; Intervention (2)</b>
Frick, Barry, & Kamphaus (2010): 18		

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.

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.

Youngstrom, E.A., & Findling, R.L. (2005). Toward an evidence-based assessment of pediatric bipolar disorder. *Journal of Clinical Child and Adolescent Psychology, 34*(3), 433-448.

4/26/11	Autism Spectrum Disorders	<b>Instrument Presentation (1)</b>  <b>Best Practices in Prevention &amp; Intervention (1)</b>  <b>Functional Behavioral Assessment (FBA): Part 2</b>
<p>Frick, Barry, &amp; Kamphaus (2010): 19</p> <p>Ozonoff, S., Goodlin-Jones, B.L., &amp; Solomon, M. (2005). Evidence-based assessment of autism spectrum disorders in children and adolescents. <i>Journal of Clinical Child and Adolescent Psychology, 34</i>(3), 523-540.</p>		
5/3/11	Course Wrap-Up	<b>Integrated Case Report</b>

## SUPPLEMENTAL READINGS

### 1/25/11      **Functional Behavioral Assessment**

- Asmus, J.M., Vollmer, T.R., & Borrero, J.C. (2002). Functional behavioral assessment: A school-based model. *Education and Treatment of Children, 25*, 67-90.
- Fox, J.J., & Gable, R.A. (2004). Functional behavioral assessment. In R.B. Rutherford, M.M. Quinn, & S.R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 143-162). New York: Guilford Press.
- Newcomer, L.L., & Lewis, T.J. (2004). Functional behavioral assessment: An investigation of assessment reliability and effectiveness of function-based interventions. *Journal of Emotional and Behavioral Disorders, 12*(3), 168-181.
- Roberts, M. L., Marshall, J., Nelson, J. R., & Albers, C. A. (2001). Curriculum-based assessment procedures embedded within a functional behavioral assessment analysis: Identifying escape-motivated behaviors in a classroom setting. *School Psychology Review, 30*, 264-277.

### 2/8/11      **Historical Trends; Measurement Issues; Psychopathology; Standards & Fairness**

- Achenbach (2005). Advancing Assessment of children and adolescents: Commentary on evidence-based assessment of child and adolescent disorders. *Journal of Clinical Child and Adolescent Psychology, 34*(3), 541-547.
- Cullinan, D. (2004). Classification and definition of emotional and behavioral disorders. In R.B. Rutherford, M.M. Quinn, & S.R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 32-53). New York: Guilford Press.
- Cullinan, D., & Sabornie, E. J. (2004). Characteristics of emotional disturbance in middle and high school students. *Journal of Emotional & Behavioral Disorders, 12*(3), 157-167.
- Deno, S.L. (2005). Problem-solving assessment. In R. Brown-Chidsey (Ed.), *Problem-Solving Based Assessment for Educational Intervention* (pp. 10-40). New York: Guilford Publications.
- Hosp, J.L., & Hosp, M.K. (2001). Behavior differences between African-American and Caucasian students: Issues for assessment and intervention. *Education and Treatment of Children, 24*, 336-350.
- House, A.E. (1999). Emotional symptoms (internalizing problems). In DSM-IV diagnosis in the schools (pp. 60-101). New York: Guilford Press. (Note: only read pages 77-89 for this week).
- Kauffman, J.M., Brigham, F.J., & Mock, D.R. (2004). Historical to contemporary perspectives on the field of emotional and behavioral disorders. In R.B. Rutherford, M.M. Quinn, & S.R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 15-31). New York: Guilford Press.
- Kazdin, A.E. (2005). Evidence-based assessment for children and adolescents: Issues in measurement development and clinical application. *Journal of Clinical Child and Adolescent Psychology, 34*(3), pp. 548-558.
- Marsh, D.T. (2004). Serious emotional disturbance in children and adolescents: Opportunities and challenges for psychologists. *Professional Psychology: Research and Practice, 35*, 443-448.

- McBurnett, K. (1996). Development of the DSM-IV: Validity and relevance for school psychologists. *School Psychology Review*, 25, 259-273.
- McConaughy, S.H., & Ritter, D.R. (2008). Best practices in multidimensional assessment of emotional and behavioral disorders. BP-V (pp. 697-715).
- Newell, M. & Kratochwill, T.R. (2007) The integration of response to intervention and critical race theory-disability studies: A robust approach to reducing racial discrimination in evaluation decisions. In \_\_\_\_\_ (Eds.), *The Handbook of RTI* (pp. 65-79).
- McClure, E.B., Kubiszyn, T., & Kaslow, N.J. (2002). Advances in the diagnosis and treatment of childhood mental disorders. *Professional Psychology: Research and Practice*, 33, 125-134.
- Osher, D., Cartledge, G., Oswald, D., Sutherland, K.S., Artiles, A.J., & Coutinho, M. (2004). Cultural and linguistic competency and disproportionate representation. In R.B. Rutherford, M.M. Quinn, & S.R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 54-77). New York: Guilford Press.
- Schroeder, C.S., & Gordon, B.N. (2002). Development of psychopathology. In *Assessment and treatment of childhood problems: A clinician's guide* (2<sup>nd</sup> ed.; pp. 3-39). New York: Guilford Press.
- Shapiro, E.S., & Heick, P.F. (2004). School psychologist assessment practices in the evaluation of students referred for social/behavioral/emotional problems. *Psychology in the Schools*, 41, 551-561.
- Tilly, D.W. (2008). The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. *Best Practices-V* (pp. 17-35). Bethesda, MD: NASP.
- Trout, A. L., Nordness, P. D., Pierce, C. D., & Epstein, M. H. (2003). Research on the academic status of children with emotional and behavioral disorders: A review of the literature from 1961 to 2000. *Journal of Emotional & Behavioral Disorders*, 11, 198-210.
- Whaley, A. L. & Davis, K.E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, 62(6), 563-574.
- Windle, M., & Mason, W. A. (2004). General and specific predictors of behavioral and emotional problems among adolescents. *Journal of Emotional & Behavioral Disorders*, 12, 49-61.
- Wisconsin Department of Public Instruction. (2002). *Evaluation guide: Emotional behavioral disability*. Madison: Author.

### **3/1/11            Planning & Rapport Building; Behavioral Observations**

- Hintze, J.M. (2005). Psychometrics of direct observation. *School Psychology Review*, 34(4), 507-519.
- Hintze, J.M., Stoner, G., & Bull, M.H. (2000). Analogue assessment: Research and practice in evaluating emotional and behavioral problems. In E.S. Shapiro & T.R. Kratochwill (Eds.), *Behavioral assessment in schools: Theory, research, and clinical foundations* (2<sup>nd</sup> ed.; pp. 104-138). New York: Guilford Press.

- Skinner, C.H., Freeland, J.T., & Shapiro, E.S. (2003). Procedural issues associated with the behavioral assessment of children. In C.R. Reynolds & R.W. Kamphaus (Eds.), *Handbook of psychological & educational assessment of children* (pp.30-47). New York: Guilford Press.
- Volpe, R.J., Diperna, J.C., Hintze, J.M. & Shapiro, E.S. (2005). Observing students in classroom settings: A review of seven coding schemes. *School Psychology Review*, 34(4), 454-474.

### **3/15/11      Structured Diagnostic Interviews; Clinical Interviewing; Family Context; History Taking**

- Beaver, B.R., & Busse, R.T. (2000). Informant reports: Conceptual and research bases of interviews with parents and teachers. In E.S. Shapiro & T.R. Kratochwill (Eds.), *Behavioral assessment in schools: Theory, research, and clinical foundations* (2<sup>nd</sup> ed.; pp. 257-287). New York: Guilford Press.

### **3/22/11      Self-Report Inventories; Parent and Teacher Rating Scales; Peer-Referenced Assessment; Assessing Social Skills & Peer Relations**

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