

Loyola University Chicago
School of Education

CIEP 485: Prevention, Assessment, and Intervention: Social-Emotional
Fall 2017

Instructor: Laura Swanlund, Ph.D.

Office hours: By appointment

Email: lswanlu@luc.edu

Time: Thursdays 7pm-9:30pm

Location: Corby Law Center room 105

Required Text

- Dombrowski, S.C. (2015). *Psychoeducational assessment and report writing*. New York, NY: Springer. ISBN: 978-1-4939-1910-9
- McConaughy, S.H. (2013). *Clinical interviews for children and adolescents: Assessment to intervention* (2nd ed.). New York, NY: Guilford Press. ISBN: 978-1-4625-0841-9
- Whitcomb, S.A., & Merrell, K.W. (2013). *Behavioral, social, and emotional assessment of children and adolescents* (4th ed.). New York, NY: Routledge. ISBN: 978-0-415-88460-0 § MHS account

Additional readings will be provided by the instructor.

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 and emotional 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 disorders; the diagnostic/eligibility criteria for emotional disorders; and the social-emotional assessment instruments and procedures. Furthermore, students will be introduced to early identification and intervention strategies with regard to social and emotional functioning.

Course Objectives

1. Acquire knowledge and entry level competency with basic techniques and instruments associated with child and adolescent social-emotional 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 assessment.
4. Obtain familiarity with diagnostic categories such as the Diagnostic and Statistical Manual (DSM- 5) and Individuals with Disabilities Education Improvement Act (IDEIA, 2004).
5. Administer, score, and interpret a variety of social-emotional 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 assessment in children and adolescents.
8. Recognize legal and ethical considerations pertinent to the standards of practice in assessment.

Alignment with NASP and APA domains

1. Development of basic communication and interviewing skills involved in working with client systems (NASP 1,2,4)
2. Development of competencies in psychological assessment, including a special focus on issues related to non-biased assessment (NASP 1, 4, 8)
3. Development of competencies in the link between assessment and intervention (NASP 1, 4)
4. Development of a comprehensive understanding of problems associated with the social-emotional development of exceptional children and youth (NASP 4)
5. Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. (APA 2)
6. Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. (APA 9)

School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission and address diversity by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioner. The case studies used in this course illustrate how assessment can illuminate issues of social justice In addition, the approaches used in this course also add to students'

ability to understand the diversity of perspectives that practitioners use to address social problems. www.luc.edu/education/mission/

Conceptual Framework Standards Assessed in this Course

CF4 – Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF8- Candidates apply ethical principles in professional decision-making

IDEA Course Objectives

The Following IDEA objectives will be a primary focus of the course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Diversity

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Dispositions

Professionalism, Fairness, and the Belief that all students can learn, are indicators of growth for different levels in the program. Dispositions will be assessed through Live Text and are not factored into your grade. Refer to the Dispositions rubric in Live Text for information about those assessed in RMTD 400.

IDEA Course Evaluation

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Syllabus Addendums

<http://www.luc.edu/education/syllabus-addendum/>

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Recommended Readings

- AERA, APA, NCME. (2014). Standards for educational and psychological testing (2014 edition). Washington, DC: Author. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: American Psychiatric Association.
- Center on the Social and Emotional Foundations for Early Learning: csefel.vanderbilt.edu
- Collaborative for Academic, Social, and Emotional Learning: casel.org
- Sattler, J.M. (2014). Assessment of children: Behavioral, social, and clinical foundations (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc. [including resource guide] ISBN: 978-0-9702671-2-2

Methods of Instruction

This course will consist of lectures, group discussions, group activities, and student presentations. Students are expected to have read the assigned materials before class to ensure questions and concerns may be addressed during the class period.

People first language

Students and the instructor will use people-first language in all communication (see section 3.15 of the Publication Manual of the American Psychological Association).

Copyright Policy

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited in alignment with APA standards. For Loyola University Chicago's copyright resources, please access: www.luc.edu/copyright/index.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 co-workers 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, I reserve the right to use the TurnItIn program (http://turnitin.com/en_us/support/help-center) for any written assignment.

Class Communication

Sakai will be the main method of communication with students enrolled in this course. Because Sakai 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 Loyola 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.

Course Requirements and Evaluation Procedures

Without exception, assignments must be completed on time and submitted by the times and dates indicated on the course schedule below. Ten percent of the total points possible will be deducted for each day past the due date/time. 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, 6th edition.

Course Requirement/Assignment	Individual or Group	Due Date	Points Possible	Submission
Professional Behavior & Communication	Individual	Ongoing	5	N/A
Assessment Applications	Individual/Group	Ongoing	15	In Class
Instrument Inventory	Individual	9/14	10	Sakai
Clinical Interview	Individual	10/12	35	Sakai

Instrument Critique	Group	11/9	20	Sakai
Integrated Case Report	Individual	12/7	35	Sakai
Total Points Possible			120	

Professional Behavior and Communication

To foster learning and to encourage professional behavior, attendance at each class session is expected, and students are expected to arrive on time and stay until the end of class. If students choose to share notes with others who have been absent, that is a personal decision, but sharing notes does not take the place of class attendance. Absence from class, whether excused or unexcused, prevents you from participating in the discussion and activities designed to impart both content and skill. As there is no way to recreate the learning that occurs during class, lack of attendance will have an impact on your final course grade. Attendance will be taken at the start of each class session. No make-up work will be given for absences. Although we may occasionally use computers for in-class activities, laptops can be a distraction to others (and yourself). I ask that unless you are actively taking notes for the class session, please put your laptop away in class in order to be an active participant. If I notice you are using your laptop for non-class activities during class time, I will ask you to stop bringing it to class. In addition, it is expected that students treat class members with respect, be considerate and limit actions that others may find distracting (talking, cell phone use, etc.), and bring all necessary materials to every class.

Assessment Applications

Students will complete assessment activities related to scoring and interpretation in class throughout the semester.

1. Instrument Inventory

Each student will complete a detailed inventory of the instruments available for use at their practicum site for the assessment of child and adolescent social and emotional functioning.

2. Clinical Interview

Each student will conduct a video-recorded clinical interview of a child (8-11) or adolescent (12-18) outside of his/her practicum site. The interview will be completed using an approved interview protocol. Each student will submit a video-recording, transcript, analysis, and write-up of the interview. A rubric will be provided. NOTE: You must have written parent consent prior to beginning any assessment (this will be posted on Sakai).

3. Instrument Critique

In pairs, students will prepare a written critique of a rating scale within an CIEP 485 assigned domain and also present their findings in a brief presentation. A rubric will be provided.

4. Integrated Case Report

Each student will assess a child (8-11) or adolescent (12-18) outside of his/her practicum site, write an integrated report summarizing all measures, and provide a diagnostic impression utilizing DSM-5 and IDEIA criteria. Students will submit all scored assessment measures. A rubric will be provided. NOTE: You must have written parent consent prior to beginning any assessment (this will be posted on Sakai). As needed, scoring rubrics and guidelines for assignments will be posted on Sakai. Final course grades will be assigned as follows: Total Points Earned %

Percent of Possible Points	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

Livertext

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

FINAL NOTE . . . Your role in this course is to come to class 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.

Course Calendar

Week	Topic Area	Readings Due this Week	Assignments due by class on Thursday.
1 8/31	Introduction to the course	Syllabus	
2 9/7	Foundations of Assessment Assessment and Classification Social-Emotional Assessment and Cultural Diversity	Whitcomb & Merrell: 1, 2, 3 Dombrowski: 1, 2, 17	
3 9/14	Direct Behavioral Observation Report Writing	Whitcomb & Merrell: 4 Dombrowski: 4, 5, 6, 7, 8, 9, 10, 19	Instrument Inventory
4 9/21	Interviewing Techniques I	Whitcomb & Merrell: 6 Dombrowski: 3	
5 9/28	Interviewing Techniques II	McConaughy: 1, 2, 3, 4, 5	
6 10/5	Interviewing Techniques III	McConaughy: 6, 7, 8	
7 10/12	Behavior Rating Scales Self-Report Assessment	Whitcomb & Merrell: 5, 8	Clinical Interview
8 10/19	ADHD & Disruptive Behaviors	Whitcomb & Merrell: 10 Dombrowski: 15	
9	Clinical Interview	Attend Scheduled	

10/26	Feedback	Meeting	
10 11/2	Depression and Anxiety	Whitcomb & Merrell: 11 Dombrowski: 13	
11 11/9	Autism	Whitcomb & Merrell: 12 Dombrowski: 12	Instrument Critique
12 11/16	Sociometric Techniques	Whitcomb & Merrell: 7	
13 11/23	Thanksgiving Break		
14 11/30	Projective-Expressive Assessment Techniques	Whitcomb & Merrell: 9	
15 12/7	Assessing Social Skills and Social Emotional Strengths	Whitcomb & Merrell: 13	Integrated Case Report

Assignment Rubrics

Instrument Critique

The purpose of this critique is to provide additional information to your colleagues in understanding whether, when, and how to use and interpret the instrument you review. The final product will be a comprehensive and user-friendly handout that addresses the following components. Be sure to include in-text citations and a complete reference list. Once complete, you will upload your handout to “Instrument Critiques” within “Forums” on Sakai (be sure to click on “View Full Description” for specific uploading instructions).

	Points
Introduction A. Test Title, Publisher, Publication Date B. Materials C. Cost D. Target Client Populations (e.g., age range, areas of concern) E. Recommended Uses/Purposes	3
Psychometric Properties A. Norms B. Reliability C. Validity D. Special Issues/Other Research	4
Test Administration A. Procedures for Administering Test(s) B. Recording Responses C. Scoring Responses	3
Test Interpretation A. Theoretical Foundation B. Types of Scores C. Score Meaning/Interpretation	4
Test Uses/Abuses/Evaluation A. Recommended Uses B. Uses to Avoid C. Your Evaluation of Strengths & Weaknesses D. Additional Resources (e.g., test reviews, articles, web sites)	4
Incorporation and Citation of At Least 5 Scholarly Sources Excluding the Test Manual	2
Total Points Possible	20

Integrated Case Report Scoring Rubric

General Information

You are to make arrangements to conduct a video-recorded affective/behavioral/personality assessment (psychological) assessment for a child or adolescent (8-18 years of age) outside of your practicum site. This assessment will result in a full report, and you are to conduct the following. Keep in mind your assessment decisions should be driven by the referral concern and should also inform recommendations and future intervention(s). You may conduct this assessment with the child or adolescent who completed the clinical interview.

Interviews (both of the following)

- Parent Interview
- Student Interview

Observations

- Clinical Observations of student during the one-on-one assessment process

Projective Techniques (optional, with sentence completion or the Roberts highly recommended)

- Sentence Completion
- A Drawing Technique (i.e., Kinetic Family Drawing, Draw-a-Person, HTP)
- Roberts Apperception Test for Children-2
- TAT or CAT

Broadband Rating Scales (one complete set - given to parent(s) and student)

- BASC-3
- Conners-3
- Conners CBRS
- Achenbach Child Behavior Checklist (CBCL)

Narrowband Rating Scales, Self-Concept Scales (include at least two)

- Child Depression Inventory (CDI-2), or Reynold's Child/Adolescent Depression Scale
- Multidimensional Anxiety Scale for Children (MASC-2)
- Revised Children's Manifest Anxiety Scale – 2 (RCMAS-2)
- Piers-Harris Children's Self-Concept Scale – 2
- Social Skills Improvement System (SSIS)
- Others available through MHS, or as approved by the course instructor.

Component	Video Recorded	Location Additional	Notes
Parent Interview	Yes	Appendix 6.1 and 6.2 of your interviewing book.	Obtain comprehensive developmental information (Appendix 6.2) and

			integrate items from Appendix 6.1 to gain a complete picture of the student's functioning across domains and settings.
Student Interview	Yes	Appendix 3.1 of your interviewing book (if working with a student other than the one you interviewed for the clinical interview assignment).	You may use clinical interview you already conducted if you are working with the same student with whom you completed the clinical interview assignment.
Clinical Observations (student)	Yes	Sentence completion tasks are in your interviewing book (Appendix 4.1 and 4.2). Drawing tasks and the Roberts will be available through me	This component is optional. Some school psychologists choose to incorporate a sentence completion task into evaluations.
Parent Broadband Rating Scale	No	MHS (or practicum)	Administer 1 broadband to at least one parent. § Examples of broadband instruments are listed above
Student Broadband Rating Scale	Yes	MHS (or practicum)	The student broadband will be the self-report version of the broadband administered to the parent.
Student Narrowband Rating Scales (2)	Yes	MHS (or practicum)	For this assignment, narrowbands are administered to the student only (not the parent). Selection of narrowbands is based on the results of the parent and student broadbands

- Rating scales: (1) The complete long forms (not the short forms) are to be administered for this assignment. (2) Rating scales can be administered in electronic form via MHS or you may print out hard copies of the rating scales and manually enter the data after they're completed. (3) Rating scale administration includes you reading the instructions and giving the student time to complete the rating scale independently. Most rating scales have not been normed with each item being read aloud to the student. Rather, the decision to read items aloud is based on the student's understanding.
- The video-recordings, signed consent, all data (i.e., interview protocol and notes, observation notes, completed rating scales, etc.), and final report will be submitted

through LUC Box. Add lswanlu@luc.edu as collaborators to your “Integrated Case Report” folder.

<i>Domain</i>	<i>Max Points</i>	<i>Earned</i>
Identifying Information	1	
<input type="checkbox"/> States pseudonym (e.g., Jane Doe) <input type="checkbox"/> Dates of birth and evaluation <input type="checkbox"/> Age of student <input type="checkbox"/> Parent pseudonyms <input type="checkbox"/> School pseudonym <input type="checkbox"/> Grade <input type="checkbox"/> Ethnicity and sex		
Reason for Referral/Problem Identification	1	
<input type="checkbox"/> Clearly and succinctly states purpose of assessment <input type="checkbox"/> Clearly defines problem(s) or question(s) to be addressed in the assessment		
Review of Background Data	2	
<input type="checkbox"/> Lists family members/living partners <input type="checkbox"/> Current family/living conditions (e.g., lives with mother, etc.) <input type="checkbox"/> Contains relevant medical, educational, familial (etc.) data <input type="checkbox"/> Identifies clients native language		
Behavioral Observations	2	
<input type="checkbox"/> Clearly describes clients behavior(s) relevant to rapport <input type="checkbox"/> Clearly describes relevant diagnostic behaviors during assessment <input type="checkbox"/> Separates inferences about client thoughts/affect from client behaviors <input type="checkbox"/> Draws a clear inference regarding validity/rapport		
Test Scores (Tables)	5	
Results	8	
<input type="checkbox"/> Describes general/overall level of functioning (unless contra-indicated) <input type="checkbox"/> Describes scale/factor contrasts relative to overall functioning <input type="checkbox"/> Identifies relative deviations and/or consistencies among scores <input type="checkbox"/> Presents scores, confidence intervals, and contrasts accurately		
Synthesis/Discussion	10	
<input type="checkbox"/> States obvious conclusions <input type="checkbox"/> Develops and evaluates hypotheses consistent with available data and psychological theory <input type="checkbox"/> Draws inferences consistent with test and background data <input type="checkbox"/> Clarifies inconsistencies or unanswered questions <input type="checkbox"/> Integrates all data		
Recommendations	6	
Total Points	35	

Clinical Interview Scoring Rubric

- Refer to the class syllabus for assignment description.
- This assignment will not be scored without a completed parent consent form (including parent name, parent phone number, parent email address, parent initials indicating consent, and parent signature). As parents may be contacted by course instructors, this information is required.
- The assignment must be completed with a student who does not attend school at your practicum site and who is preferably not a family member.
- This assignment will not be scored without a fully-functioning video-recording of the interview. It is your responsibility to ensure the interview can be viewed and heard in its entirety. The interviewer and interviewee must be fully visible and audible.
- Submit the video-recorded interview, transcript, and write-up with analysis on Sakai.
- Attach the interview form you used to the write up.

Interview (11 points)

▪ Confidentiality and Limits of Confidentiality	0	1	
▪ Comprehensive Coverage of Interview Sections	0	1	
▪ (introduction, school, interests, friends, one projective question from sample interview protocol, mental status exam)			
▪ Rapport, Micro-Skills, Listening Skills, and Pace	0	1	2
▪ Questioning Techniques	0	1	2
▪ Probing	0	1	2
▪ Nonjudgmental/Neutral Interviewing	0	1	2
▪ Note-Taking During Interview	0	1	

Transcript (9 points)

▪ Transcript	0	1	2
▪ Analysis	0	1	2
▪ Write-Up Content	0	1	2
▪ Professionalism	0	1	
▪ Writing Style	0	1	2

Write-Up (15 points)

1. Behavioral Observations - 3 points
 - a. Setting and context
 - b. Very brief physical description
 - c. Behavioral and social characteristics observed during the interview process

2. Domains – 3 points

- a. School
- b. Interests
- c. Friends
- d. Projective question
- e. Mental status exam

3. Unique “themes” (significant loss or trauma, medical condition, particular focal symptom...) – 2 points

4. Working Impression -4 points

5. Your Reflection of Your Interviewing Experience – 3 points

Assessment Inventory

You will provide a detailed inventory of the instruments available for use at your practicum site for the assessment of child and adolescent social and emotional functioning.

The inventory list will include the following:

- Name of the assessment with abbreviation
- Type assessment (e.g. rating scale, test kit)
- How it is administered (online, in person)
- Date of publication

Following the list you will provide a brief summary of the inventory:

- Which assessments are most frequently used
- Which assessments are not used often
- Briefly describe why you think the site chooses to use and/or not use certain assessments

Rubric:

- Provides an inventory list with the name, type of assessment, how it is administered, and date of publication – 5 points
- Provides a brief summary of the inventory – 5 points