School Psychology

CIEP 485: Prevention, Assessment, and Intervention: Social/Emotional

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Syllabus and Activities Fall 2021

*Thank you to Dr. Nelson Christensen for sharing a previous version of this syllabus and related materials

Responsiveness: Email policy is 24/7, when you send an email, I will respond in 24 hours, 7 days a week. I will return assignments in one week's time.

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SCHOOL OF EDUCATION COMMITMENT-COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis,* or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think

may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

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.

REQUIRED TEXTBOOKS

In addition to articles posted on Sakai, students are expected to obtain the following texts for this course:

Durlak, J. A. (2015). *Handbook of social emotional learning: Research and practice*. New York, NY: Guilford Press. ISBN: 978-1462527915 (Note that this text is available free as an eBook via the Loyola Library and a hard copy is reserved in the Library for check out)

Lichtenstein, R. & Ecker, B. (2019). High-impact assessment reports for children and adolescents: A consumer-responsive approach. New York, NY: Guilford Press. ISBN: 978-1462538492

Whitcomb, S.A., & Merrell, K.W. (2018). *Behavioral, social, and emotional assessment of children and adolescents* (5th ed.). New York, NY: Routledge. ISBN: 978-1138814394

ESSENTIAL COURSE OBJECTIVES

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

- Learning to apply course material (to improve thinking, problem solving, and decisions)

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

- Developing skill in expressing oneself orally or in writing

NASP STANDARDS

The school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain II to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, students will be expected to learn content aligned to the following standards:

- 2.1 Data-Based Decision Making nd Accountability
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.6 Preventative and Responsive Services
- 2.8 Diversity in Development and Learning

APA COMPETENCY BENCHMARKS

The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- 2D Applications based on Individual and Cultural Context
- 8A Knowledge and Application of Evidence-Based Practice
- 9A Knowledge of Measurement and Psychometrics
- 9B Knowledge of Assessment Methods
- 9C Application of Assessment Methods
- 9E Assessment, Conceptualization and Recommendations
- 9F Communication of Assessment Findings
- 16A Advocacy, Empowerment

METHOD OF INSTRUCTION

This course is a graduate level course and therefore graduate level instructional practices will be used. Students are expected to come to class having read the assigned readings as the instructor does not make a habit of providing lectures on reading assignments. This course will consist of mainly group discussions, group activities, and student presentations, with some lectures from time to time.

Students will be asked to provide input at the beginning of the semester on norms for the class meetings that will guide our responsibility to each other when having dialogue or completing group work. Further, due to the high application format of the course, attendance at each class session is expected. Students are expected to arrive on time and stay until the end of class. Attendance will be taken at the start of each class session. No make-up work will be given for absences. The instructor reserves the right to ban laptops or other electronic devices if students are distracted and disengaged because they are texting or emailing during class instructional time.

COMMUNICATION

Email and Sakai will be the primary methods 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 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. Emails will only be sent to Loyola email accounts.

DISPOSITIONS

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student's grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

TECHNOLOGY

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to assist students in navigating library resources.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education at Loyola University Chicago 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. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

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. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

PEOPLE-FIRST LANGUAGE

Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of "Autistic kid." See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

STUDENTS WITH SPECIAL NEEDS

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola standards.

TEST SECURITY AND RESPONSIBILITY

Many of the testing materials (e.g., manuals, protocols, scoring templates, kits, etc.) utilized in this course are secure tests. Students will also receive access to MHS, which is an online platform for behavior rating scales. 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.

COURSE EVALUATION

Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

ASSIGNMENTS

Students will be graded based on their performance on assignments and classroom activities. When completing assignments please note the following:

- Work will *only* be accepted via Sakai. Work submitted via email or in person will not be accepted.

- All work must be completed on time and submitted via Sakai on the dates noted. Points may be deducted for late work. It is the student's responsibility to discuss extensions for due dates ahead of time.

- All assignments should be completed as a Word document using Times New Roman and 12-point font with 1-inch margins and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association*, 6th edition (where appropriate). Note that papers submitted as PDF or RTF files will not be accepted. Papers that do not comply with formatting as described will be returned and not be graded.

Practicum Site Social Emotional Assessments and Practices Map Presentation. Each student will complete a detailed inventory of the instruments available for use at their practicum site for the assessment of child and adolescent's social and emotional functioning and create a professional oral presentation using PowerPoint or Google Slides to share what they've found with their peers in class that is 5-7 minutes in length. Class time will be provided for presentations and the presentation should be submitted through Sakai. Your presentation should include the following:
- A summary of which social emotional assessments are available to school psychologists, including which are most frequently used and which are not used often.
- A rationale for why the site chooses to use and/or not use certain social emotional assessments.
- The systemic practice for social emotional assessments (e.g. who conducts them and under which circumstances).
- The MTSS system in place (or parts of it) for social emotional development and the major characteristics of the system at each tier.

Interview and Rating Scale Administration. Each student will conduct a video-recorded semi-structured interview and Broadband rating scale administration using the BASC-3 or Conners-3 CBRS of a child between the age of 8 to 18 outside of their practicum site. The interview should be completed using the provided semi-structured interview protocol.

Each student will submit a video-recording, transcript, and written reflection. You must have written parent consent prior to beginning any assessment (the consent form will be posted on Sakai). Failure to provide a signed consent form or component of the assignment will result in a failing grade for the assignment. Components of this assignment are as follows:

- A video that shows the interviewer providing an introduction and a clear attempt for rapport building, a discussion of confidentiality and limits of confidentiality, a

comprehensive coverage of interview sections, a demonstration of your nonjudgmental listening skills, ability to keep pace in an interview, probing when a child gives vague or incomplete answers, and note-taking skills.

- For the rating scale you choose, you must use the long form. You may also use both online or hard copies to meet the needs of the child and family.
- A transcript of the interview and rating scale administration that matches the video recording.
- A 2-page self-assessment and reflection of your experience.

Integrated Case Report. You are to make arrangements to conduct a second social emotional assessment of a child or adolescent (8-18 years of age) and his/her parent(s) outside of your practicum site and write an integrated report summarizing all measures and writing a hypothesis and recommendations based on your analysis and interpretation. You must have written parent consent prior to beginning any assessment (this will be posted on Sakai). Failure to provide a signed consent form or component of the assignment will result in a failing grade for the assignment. The following assessments should be conducted:

- Clinical Interviews (both parents and child)
- Behavioral observation during one-on-one assessment
- One projective technique, such as Sentence Completion, Draw-a-Person, Kinetic Family Drawing, House-Tree-Person, Roberts Apperception Test for Children-2, TAT, CAT
- One Broadband Rating Scale for both the parent and child (long form, online forms are acceptable)
- One Narrowband Rating Scale (available through MHS or Practicum Site)

The following should be included in the report: behavioral observations, a description of findings from the assessment tools used that is integrated, unique themes noted (such as significant loss or trauma, medical condition), a hypothesis that includes an assertion of the child's social and emotional functioning, and recommendations.

Classroom Engagement. Each student will begin the semester with 100 points for their engagement grade. In addition to attending class, students will be asked to maintain a Blog on Sakai that documents their reflections and questions from the course readings. Students should post their reflection and at least 1 question from the readings each week on their Blog before class. The instructor will select one or more of these questions each class to guide classroom discussion and application of the assigned readings. Points will be deducted from your engagement grade if you have more than 2 absences from class or you do not complete a Blog post.

EVALUATION & GRADING PROCEDURES

Grades will be assigned based on your collective performance on graded assignments, including engagement. These rubrics are provided at the end of this syllabus. The rubric for each assignment is also posted in Sakai for the respective assignment. *Students are responsible for*

asking questions and seeking further clarification if the expectations for the assignment are unclear. The components of one's grade are as follows:

Assignment	Points Possible
Practicum Site Presentation	100
Interview and Rating Scale Administration	100
Integrated Case Report	100
Classroom Engagement	100

Grades will be given using the following scale:

Grade	%
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

COURSE OUTLINE

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments
August 31st, 2021	Introduction & Norm Setting	• Syllabus • Sakai site	
September 7th, 2021	Social Emotional Learning (SEL) and Social Emotional Assessment Theories	• Aspen Institute Report • Whitcomb & Merrell Chp. 1 • Durlak Chp. 1	
September 14th, 2021	Social Emotional Assessment and Cultural Diversity	• Whitcomb & Merrell Chp. 2 • Durlak Chp. 4 • Dena Simmons TEDtalk	
September 21st, 2021	Semi-Structured Interviews *Practicum Site Presentations*	• Whitcomb & Merrell Chp. 6	*Practicum Site Presentation due 9/21 before class*
September 28th, 2021	Sociometric Techniques Projective-Expressive Techniques *Practicum Site Presentations*	• Whitcomb & Merrell Chp. 7 • Whitcomb & Merrell Chp. 9 • Whitcomb & Merrell Chp. 13	
October 5th, 2021	Broadband Rating Scales (BASC-3)	• Whitcomb & Merrell Chp. 5 • Whitcomb & Merrell Chp. 8	
October 12th, 2021	**NO CLASS**	Enjoy your fall break!	
October 19th, 2021	Narrowband Rating Scales: Externalizing Disorders (Conners-3, CEFI)	• Whitcomb & Merrell Chp. 10 • MHS Assessment Database	
October 26th, 2021	Narrowband Rating Scales: Internalizing Disorders (CDI-2, MASC-2)	• Whitcomb & Merrell Chp. 11 • MHS Assessment Database	
November 2nd, 2021	Narrowband Rating Scales: Low-incidence Disorders (Autism Rating Scales)	• Whitcomb & Merrell Chp. 12 • MHS Assessment Database	*Interview and Rating Scale Administration due 11/2 before class*

Date	Topic	Readings	Assignments
November 9th, 2021	Report Writing Revisited	- Lichtenstein & Ecker Chp. 1 - Lichtenstein & Ecker Chp. 4 - Lichtenstein & Ecker Chp. 5	*Bring data tables from rating scales to class*
November 16th, 2021	Individual meetings with Instructor via Zoom to discuss feedback on Interview and Rating Scale Administration		
November 23rd, 2021	**No Class**	None (bring sample write up to class)	
November 30th, 2021	Systems for Social Emotional Assessment and Intervention	- Bradshaw et al. (2014) - Whitcomb & Merrell Chp. 15 - Durlak Chp. 20	
December 7th, 2021	SEL Interventions	- Durlak Chp. 10 - Durlak Chp. 11 - Durlak Chp. 12 - Illinois State Standards for SEL (skim)	*Integrated Case Report due 12/14 before midnight*
December 14th, 2021	**NO CLASS**	Finals Week	

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice.* The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

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: LiveText.

Syllabus Addendum Link

- https://www.luc.edu/education/academics/syllabi/

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.*

APPENDIX: Rubrics

Practicum Site Social Emotional Assessments and Practices Map Presentation

Criteria	Meets Criteria	Strengths	Areas for Growth
A presentation is prepared using presentation software. The presentation is formatted professionally without spelling or grammatical errors. *10 points*	Yes Not Yet		
The presentation included a summary of the assessments for social emotional functioning available at her/his practicum site and a description of their use. *25 points*	Yes Not Yet		
The presentation included a rationale for why certain assessments are used over others. *20 points*	Yes Not Yet		
The presentation included a description of when assessments are administered and by whom. *25 points*	Yes Not Yet		
The presentation included a description of MTSS practices in place at the practicum site for supporting the social emotional development of students. *20 points*	Yes Not Yet		

Interview and Rating Scale Administration Rubric

Criteria	Meets Criteria	Strengths	Areas for Growth
The interviewer introduced her/himself and worked to build rapport with the interviewee. Prior to asking questions, the interviewer disclosed confidentiality and limits of confidentiality. *10 point*s	Yes Not Yet		
The Interviewer asked the interviewee questions about peer relationships, academic interests, and hobbies/interests and followed the protocol to the best of her/his ability. *10 points*	Yes Not Yet		
The interviewer displayed active listening, including probing for more information or clarification when an interviewee provided vague or incomplete answers. Pacing of the questions was developmentally appropriate. The tone for questioning was positive and professional and appeared to engage the interviewee. *10 points*	Yes Not Yet		
The Interviewer used nonjudgmental or neutral language when asking questions from the protocol or during follow-up probes.	Yes Not Yet		

10 points			
Notes were taken during the interview as visible in the video submitted. *10 points*	Yes Not Yet		
The interview was transcribed and aligns to the video submitted. *10 points*	Yes Not Yet		
A Broadband Rating Scale was administered to the interviewee that was appropriate for his/her age. Generated report from the Scale is provided. *25 points*	Yes Not Yet		
A self-assessment and reflection of the strengths and weaknesses of the completion of the assignment is provided that is at least 2 pages. *15 points*	Yes Not Yet		

Integrated Case Report Rubric

Criteria	Meets Criteria	Strengths	Areas for Growth
Generated reports from the assessment tools used (i.e. rating scales) are provided and are age appropriate. Both a child his/her parent were included in the assessment. All expected assessments were administered. *25 point*s	Yes Not Yet		
A report is provided that is professional and formatted based on best practices (this includes spelling and grammatical errors). All expected components are included, such as the referral concern, the list of assessments administered, and behavioral observations. The report presents as a data-integrated report. *20 points*	Yes Not Yet		
The report includes a descriptive write-up of the scores from the assessments given and contains professionally formatted data tables of results. *10 points*	Yes Not Yet		
The report includes an analysis of profile scores from the rating scales. *20 points*	Yes Not Yet		

The report includes a hypothesis of the child's social emotional functioning based on the analysis of profile scores and overarching themes from the interview across parent and child. *10 points*	Yes Not Yet		
The report contains 3 clear recommendations for the child based on the results and hypothesis. *10 points*			
The report is written using child-centered language and depiction. *5 points*	Yes Not Yet		