

CPSE 602
Social-Emotional Assessment and Intervention of Children and Adolescents
MCKB 341 Tuesdays and Thursdays 5:00PM-8:00PM
Summer 2014
Brigham Young University

Instructor

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Office Hours: By appointment as needed.

Course Objectives

1. Students will demonstrate competency in providing preventive and early intervention services for youth with emotional and behavioral concerns.
2. Students will demonstrate understanding of the importance of assessing youth with emotional and behavioral risk factors or concerns.
3. Students will appropriately apply the criteria for identifying children with Educational Disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) found in IDEA.
4. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence social, emotional, and behavioral concerns in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with mental health disorders or social/emotional behavioral concerns.

Required Textbooks

Pierangelo, R. & Giuliani, G.A. (2008). Classroom Management for Students with Emotional and Behavioral Disorders: A Step-by-Step Guide for Educators. Corwin Press

Suggested Textbooks

Jensen, W.R., Rhode, G., & Reavis, H.K (1994-1995). The Tough Kid Tool Box. Sopris West

DePaul, G. J. & Stoner, G. (2003). ADHD in the Schools: Assessment and Intervention Strategies. New York: The Guilford Press.

Goldstein, A. P. (1999). The PREPARE Curriculum, Revised Edition

Merrell, K. W. (2008). Helping Students Overcome Depression and Anxiety: A Practical Guide, 2nd Edition

Wagner, A. P. (2005). Worried No More.

Merrell, K. W. & Gueldner, B. A. (2010). Social and Emotional Learning in the Classroom

Dawson, P. & Guare, R. (2010). Executive Skills in Children and Adolescents, 2nd Edition

Evaluation of student learning

Exams

Students will complete three exams throughout the semester. The exams will require students to apply and integrate the theories, models, and principles in the readings and class discussions. The exams will *probably* be take home assignments that will consist of case studies, essay or short answer questions. If a student earns below 80% on any exam, they will be required to complete additional learning activities that will be developed in collaboration with the professor.

Behavior Intervention Plans

Students will be expected to complete two mock Behavior Intervention Plans over the course of the term. One intervention plan will focus on a student with an Externalizing behavior and the other plan will focus on an Internalizing behavior. You may use your own form or find one that works for you. All plans will have the following information:

1. Target behavior for which the student is referred.
2. Replacement Behavior
3. Positive strategies to increase the replacement behavior.
4. Strategies to reduce the target behavior
5. Details of the plan that could be implemented by any personnel working with the student.
6. Data collection chart

Disorder Overview Paper

Students will prepare a 5-7 page paper documenting the following information on a diagnosis of interest:

1. Overview of the disorder (How developed, course of the disorder, prevalence, cultural factors, risk factors, and other helpful information regarding the disorder). 2-3 pages
2. Symptoms of the disorder. 1 page
3. How the disorder is assessed and describe three interventions most commonly used to treat the disorder. 2-3 pages

Parent Handout

Students will be expected to develop a parent handout on a disorder that often affects educational functioning. Be creative in developing the brochure. This may be on the same topic chosen for the disorder overview if there is educational significance. The handout must have the following elements:

1. Overview and how may affect classroom performance
2. Symptoms
3. Typical treatments
4. Suggested accommodations
5. At least 3 books or articles list

Movie Write-up

One movie will be reviewed by the student during the course of the term about any disorder or area of IDEA classification. Write a one-page summary describing how the disorder was portrayed and determine

similarity to actual diagnostic criteria. Consider whether the movie portrayed stereotypes, myths, cultural reactions, and other interesting notes.

Participation, Attendance, and Professionalism

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss *more than one* class period may have their grade lowered one full letter grade. This will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn at 5:00PM.

Students' participation and attendance will also be reflected in their professionalism points. Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Responding to cell phones and using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade.

Activity	Number	Point Value	Total
Student Information Sheet--last page of this syllabus	1	25	25
Exams	3	100	300
Behavior Intervention Plans	2	50	100
Disorder Overview Paper	1	100	100
Parent Handout	1	50	50
Movie Write-up	1	25	25
Professionalism*	10	10	100
*Missing 2 or more classes may significantly affect overall Grade			
Total			700

Grade	% of Points Earned
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C	79-76
C-	75-74
D	73-70

Course policies and procedures:

Due dates will be enforced. Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. No late written assignments will be accepted unless you have discussed the issue with the professor before the due date (discussion

implies a two-way conversation). Assignments will be due during the first 10 minutes of class on the dates listed on the schedule.

Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Also, use American Psychological Association style, and follow the guidelines in the *Publication Manual of the American Psychological Association*, 6th edition.

You may submit some of your assignments electronically, which is the professor's preference. All reports must be submitted electronically. Please be aware of confidentiality issues and maintain the confidentiality of students and families by changing the names of students in reports or other written work.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Please provide me with a working email address. There may be times when changes to assignments or readings will be necessary. Most likely, I will notify students of these changes via email. You will be responsible for periodically checking your email and responding to any course changes. It is the students' responsibility to have a working email and check it in a timely manner.

Students and the instructor will be expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

Please call my cell phone for any questions or to schedule an appointment.

I welcome your feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me. If aspects of the course are not making sense to you or are not meeting your needs please visit with me to problem solve rather than admire the problem behind the scene. This is a professional skill that should be demonstrated frequently as a graduate student.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be respected. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or point values.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of

the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policies and procedures. You should contact the Equal Employment Office at 422- 5895, D-282 ASB.

SCHEDULE of Learning Activities and Assignments

Week	Topic	Textbook and Other Readings	Assignments Due
June 24	Paradigms of mental health in educational contexts Introduction to course	Text pp 1-8	
July 26	ADHD and Conduct/Oppositional Behaviors BASC-2 Behavior Rating Scales, Conners-3	Text pp 9-29	Student Information Sheet
July 1	Interventions for Externalizing Disorders	Text pp 59-73 http://www.interventioncentral.org/	
July 3	Intellectual and Learning Disorders Vineland, WJ-III	Text pp 30-43	Exam #1
July 8	Autism and Communication Disorders-Guest Lecturer Michele Thompson	Text pp 44-58	
July 10	Movie Assignment-No Class RCMAS-2		
July 15	Anxiety Disorders RCMAS-2	Text pp 74-123	BIP #1 Externalizing Disorders
July 17	Bipolar and Depressive Disorders RADS-2, CDI		Movie Write-up
July 22	Interventions for Internalizing Disorders		
July 24	No Class-Pioneer Day		
July 29	Trauma Induced Disorders		Exam #2
July 31	Substance Dependence Disorders		BIP#2 Internalizing Disorders

Week	Topic	Textbook and Other Readings	Assignments Due
Aug. 5	Disorders of Psychosis		Disorder Overview Paper
Aug. 7	Eating, Sleep, and Sexual Problems		Final Exam August 11 by 10:00PM