

CPSE 602 Winter 2017  
 Social-Emotional Assessment and Intervention of Children and Adolescents  
 MCKB 343 Wednesdays 5:00 to 8:20 pm  
 Brigham Young University

Instructor

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Office Hours: By appointment as needed.

NASP Domain	Course Objectives	Learning Activities
Domain 1: Data-Based Decision Making and Accountability	<p>When presented with an individual referral question for a student with social-emotional, and behavioral concerns, students will use the problem solving model to identify the problem, analyze why the problem is occurring, develop interventions, and then evaluate intervention outcomes</p> <p>Students will appropriately apply the criteria for identifying children with Educational Disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) found in IDEA.</p>	<ul style="list-style-type: none"> <li>• Psycho-educational Report Reading Summary</li> <li>• Psychological Test Summary</li> <li>• Counseling Intervention Project</li> <li>• Psychological Assessment with Report</li> </ul>
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	<p>Students will demonstrate competencies in integrating assessment information that leads to effective, evidenced-based interventions. These interventions will incorporate both environmental and individual interventions.</p> <p>Students will demonstrate through role-plays their counseling skills. Students will respond to feedback about their counseling skills to demonstrate growth and insight about their role as counselors.</p>	<ul style="list-style-type: none"> <li>• Biofeedback Experience</li> <li>• Reading Activities</li> <li>• Intervention Project</li> <li>• Performance Exams</li> <li>• Exams 2 and 3</li> </ul>
Domain 6: Preventive and Responsive Services	<p>Students will demonstrate competency in designing, providing, and evaluating services for students in a multi-tiered system of support (MTSS) that address social-emotional and behavioral needs.</p> <p>Students will 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.</p>	<ul style="list-style-type: none"> <li>• Intervention Project</li> <li>• Exam 1</li> </ul>

Required Textbooks

- Mash, E. J., & Barkley, R. A. (2014). *Child Psychopathology, Third Edition*. New York, NY: The Guilford Press.
- Murphy, J. J. (2008). *Solution-Focused Counseling in Schools, Second Edition*. Alexandria, VA: American Counseling Association.
- Rathus, J. H., & Miller, A. L. (2015). *DBT Skills Manual for Adolescents*. New York, NY: The Guilford Press.

Suggested Textbooks (Available for checkout in the Testing Vault)

- DePaul, G. J. & Stoner, G. (2003). *ADHD in the Schools: Assessment and Intervention Strategies*.
- Goldstein, A. P. (1999). *The PREPARE Curriculum, Revised Edition*

- Merrell, K. W. (2008). *Helping Students Overcome Depression and Anxiety: A Practical Guide*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> Edition
- Rhode, G., Jenson, W. R., & Reavis, H. K. (2010). *The Tough Kid Book*, 2<sup>nd</sup> Edition

### ***Evaluation of student learning***

#### 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, which will be determined by the professor on a case-by-case basis. Students are expected to be in class on time. 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. Professionalism also includes resolving differences with a professional, proactive style that focuses on taking responsibility for learning, listening with understanding of different points of view, and accepting outcomes that may not be preferred.

#### Student Information Sheet

Students will complete the student information sheet at the end of this syllabus.

#### Course Evaluations

Five points will be awarded for completing course evaluations. When you complete the evaluations, please release your name so that your points can be recorded.

#### Biofeedback Experience

Students must attend one session (one-on-one appointment) at the biofeedback lab on campus and write a **one-page** report summarizing what they learned from the experience. Biofeedback appointments are approximately 45 minutes. Please include your reflections about how this will help you as a school psychologist. For more information see this website:

<https://caps.byu.edu/biofeedback>

#### Psychological Test Summary & Presentation

To help students gain familiarity with the range of behavioral and social assessments that are commonly used in the schools, each student will complete a brief review of an assigned test and then make a short presentation to the class. Students will complete a worksheet that will guide them through the test review. Each student will then present an overview of the test to the class, including pros and cons for the test. Presentations should be between 5 and 10 minutes long. If possible, students should provide copies of a score report or score profile (blank or blinded) to illustrate how test results are represented.

You will probably be able to get all of the information you need for the review from the test manual. The Mental Measurements Yearbook (MMY) is another excellent resource for this assignment.

#### Reading Activities

Students are required to complete a reading activity each week. Email the instructor your work before class each week. The assigned readings are listed in the calendar at the end of the syllabus. After completing the weekly reading assignment, you should prepare one of the following types of documents (1 to 2 pages) that shows your understanding of the readings.

- A handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions
  1. What were the 2-3 big ideas in the reading?
  2. Why are they important?
  3. How can I use them in my work?
  4. What questions do I still have?

### Psycho-educational Report Reading Summary

Read and review 2 of your supervisor's psycho-educational reports that focus on a student with a behavioral or emotional concern. Write a 2-page reflection paper summarizing the strength of the reports, and what you learned from reading the reports. Try to determine a) who the intended audience is (i.e., parents, teachers, psychologists, etc.) b) how the referral question guided the assessment process, and c) how the assessment process determined the interventions and outcomes.

### Exams

Students will complete three written 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.

Students will also complete one performance exam individually with the instructor. For this evaluation the student will be given a scenario and will role-play counseling responses. Performance exams will be scheduled for the week of April 2 - 8.

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.

### Counseling Intervention Project

Students will complete a school-based project in their practicum site that addresses social, emotional, or behavioral learning. The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based intervention with measurable outcomes. The project will also include outcome data. You must document collaboration with appropriate school personnel and parents/guardians. Students will use the NCSP case study structure to summarize and report the results of this project; the project will be evaluated based on the rubric inherent in the NCSP case study structure. The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

*Before you begin this project, seek instructor approval by email correspondence or by scheduling a time to meet individually with the instructor to discuss your intervention.*

### Psychological Assessment with Report

You will complete a full-battery assessment for a student with behavioral/social-emotional concerns and write a traditional report. The report will document your skills in refining referral questions, developing hypotheses, designing multifaceted assessments to answer referral questions, and finally interpreting the assessment results to answer the referral questions and to develop empirically-based interventions. The report will be graded using the rubric available on Learning Suite. You will turn in the report in two parts. Part 1 will include the child identifying information, reason for referral, assessment procedures, and review of records. Part 2 will include interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary.

Your report must include at least two interventions with an empirical basis. You must include enough detailed information that another person could implement the intervention. For example, rather than stating the student should learn social skills, you will identify specific social skills, prepare a lesson outline and stipulate how outcomes will be measured. You must include most, if not all, of the following elements in your assessment and report:

1. Archival records review that includes attendance history, number of schools attended, and other important educational components
2. Standardized checklists completed by both parents and teachers
3. Two to three structured student/classroom observations
4. Student, parent, teacher interviews completed in person
5. Academic/Cognitive Assessment including a curriculum-based evaluation
6. Social Skills Assessment (e.g., SSRS)
7. Functional Behavior Assessment
8. Evaluation and documentation of strengths of student and family
9. Interventions (at least two evidence-based interventions that are developed collaboratively with the teacher or parent). The interventions must include both self-monitoring (if the student is old enough), direct instruction of a replacement skill, and a plan for determining the effectiveness of the intervention with data. One of the interventions must address an environmental factor that influences or maintains ineffective behavior.

Activity	Number	Point Value	Total
Student Information Sheet	1	6	6
Professionalism	1	10	10
Course Evaluation	1	5	5
Reading Activities	13	3	39
Biofeedback Experience Summary	1	10	10
Psychological Test Review & Presentation	1	10	10
Report Reading Summary	1	10	10
Performance Exam	1	15	15
Written Exams (3)	3	Varies	105
Intervention Project <ul style="list-style-type: none"> <li>• Problem Identification (12.5 points)</li> <li>• Problem Analysis (12.5 points)</li> <li>• Intervention (12.5 points)</li> <li>• Evaluation (12.5 points)</li> </ul>	1	50	50
Psychological Assessment and Report Part 1 <ul style="list-style-type: none"> <li>• Child identifying information, reason for referral, assessment procedures, and review of records</li> </ul>	1	25	25
Psychological Assessment and Report Part 2 <ul style="list-style-type: none"> <li>• Interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary</li> </ul>	1	25	25
Total			310

Grade	Minimum Percent
A	95
A-	90
B+	87
B	83
B-	80
C	77
C-	73
D	70

### Course policies and procedures

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, 6<sup>th</sup> 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 with whom you are working and change 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, 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 checking your email and responding to any course changes.

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.

I welcome your constructive 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.

#### Departmental Student Evaluations:

At the end of each semester, CPSE department faculty reviews the progress of each CPSE student in the following areas: knowledge, skills, and disposition. Your efforts, performance, and attitudes in this course will directly influence your departmental evaluation. For example, if your writing does not demonstrate graduate-level writing skills or you have consistently weak performance on quizzes or other assignments, you may be given a marginal or unsatisfactory rating in the knowledge area. If you are not responsive to feedback about your skills or do not demonstrate improvement in a skill area, this will be reflected in your skills evaluations. Lastly, if your assignments are submitted past the deadline, you come to class late, do not participate in class discussions, or do not demonstrate commitment to the course and program, your disposition evaluation will be negatively effected. If you are given a less than satisfactory rating, resources will be identified to help you address the concerns.

In addition, students in the school counseling psychology program or the counseling psychology program who earn less than 70% of the points available for the course will be required to repeat and pass the course.

#### 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 that reasonably accommodates qualified persons with disabilities. If you have any disability that 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	Readings	Assignments Due
Jan 11	Introduction to course Paradigms of mental health in educational contexts Review of counseling skills		Student Information Sheet
Jan 18	Providing Universal Prevention and Intervention Services BASC-3 Administration & Interpretation	Reading 1--The best mental health programs start with all students. John E. Desrochers  Reading 2--Best Practices in Population-Based School Mental Health Services  Reading 3—Schoolwide Analysis of Data for Social Behavior Problems  Reading 4—Using Screening Data to Assess Risk and Identify Students	Consider making appointment for biofeedback session (422-3035)  Sign up for Psychological Test Presentation
Jan 25	BASC-3 Administration & Interpretation (continued) Understanding ADHD and Interventions	Mash & Barkley Chapter 2	Exam 1
Feb 1	Understanding ADHD and Interventions (Continued) Conners 3 Administration & Interpretation	Reading 5—Best Practices Chapter 86—Assessing the Effects of Meds  Reading 6-- School-Based Intervention Strategies for ADHD	Report Reading Summary (due 2/3)
Feb 8	Solution-Focused Counseling Psychological Test Presentations	Chapters 1-5	Psychological Test Presentation  Intervention Project Problem Identification (due 2/10)
Feb 15 (Dr. Heath teaches)	Solution-Focused Counseling (continued) Psychological Test Presentations	Chapters 6-10	Psychological Test Presentation  Exam 2

Week	Topic	Readings	Assignments Due
Feb 22	NO CLASS, NASP Convention		
March 1	Oppositional Defiant Disorder & Conduct Disorder	Mash and Barkley Chapter 3	Psych Report Part 1 Biofeedback Experience
March 8	Child and Adolescent Depression	Mash & Barkley Chapter 5	Intervention Project Problem Analysis
March 15	Pediatric Bipolar Disorder	Mash & Barkley Chapter 6 Temper Dysregulation Disorder (on LS)	
March 22	Suicidal and Nonsuicidal Self-Injurious Thoughts and Behaviors	Mash & Barkley Chapter 7 Reading 7-- Treatment of Non-suicidal Self-Injury: Critical Review and Implications for School Applications	Intervention Project Intervention
March 29	DBT Skills	Chapters 1-6	
April 5	Anxiety Disorders	Mash & Barkley Chapter 8	Performance Exam
April 12	Obsessive –Compulsive Spectrum Disorders	Mash & Barkley Chapter 9	Psych Report Part 2
April 19 Last day of class	DBT Skills	Chapters 7-10	Course evaluations Intervention Project Evaluation
Final—Saturday 22nd 5:45 – 7:45 pm	Summary and Review		Exam 3



Student Information Sheet

CPSE 602

Winter 2017

Name:

Degree Program:

Email:

What do you expect to learn in this course?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

What concerns do you have about this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working? Family demands? Experiencing significant life changes? Other?)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

\_\_\_\_\_  
Name