

PRE 860 Behavior Problems and Personality Assessment
3 Credit Course
Spring 2008

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Office Hours: T 11:00-12:00, W 11:30-12:30, Th 10:30-11:30, or by appointment
Class Time: W 8:30-11:20
Class Location: 520 JRP Hall

School of Education Conceptual Framework

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by
(1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and
(3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Preparing Individuals to be Leaders and Practitioners

The Behavior Problems and Personality Assessment course is one of a series of core courses in the school psychology curriculum designed to train students to become competent practitioners and leaders in the mental health profession in school and non-school settings.

Addressing the Three Themes of the Conceptual Framework

The components that frame our mission for our initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build our conceptual framework.

In the Behavioral Problems and Personality Assessment course, students acquire knowledge about behavioral and personality assessment based on research and theory in the field. They also learn best practices in the administration, scoring, interpretation, and write-up of psychological evaluations and in conducting clinical interviews and classroom observations.

Technology

Students will learn how to use or become more familiar with technology in the Behavior Problems and Personality Assessment course in the following ways: (1) students will learn how to computer score different behavioral and personality measures; (2) students will present lectures using computer technology (e.g., power point); (3) students will demonstrate and review clinical interviewing skills using audio and video technology (e.g., camcorders and VCRs); and (4) students will conduct classroom observations using palm pilots. Students will also use Blackboard for this class.

Diversity

Students will learn about the cultural context and how this context influences the behavior of children and adolescents, the assessment process, and the selection of intervention strategies. Normative data based on different demographic variables for the different measures presented in class will be discussed.

Course Purpose

The purpose of this course is to provide the student with the historical background, theory, and research in behavioral and personality assessment of children and adolescents. Students will gain experience in the administration, scoring, and interpretation of behavioral and personality measures and in psychological report writing. Intervention strategies to address problematic behaviors will be introduced.

Course Objectives

1. Students will become familiar with the major theories (i.e., conceptual models) associated with behavioral and personality disorders.
2. Students will become familiar with the different assessment models associated with behavioral and personality assessment, current assessment techniques associated with these models, and the strengths and weaknesses of these various assessment techniques.
3. Students will become more familiar with the different biological and contextual factors (e.g., family, school, peer, cultural, and societal factors) that influence a child or adolescent's behavior.
4. Students will become more familiar with the different classification systems (e.g., DSM-IV-TR, IDEIA, and KSDE).
5. Students will learn how to conduct a clinical interview.
6. Students will understand the importance of obtaining information on a child or adolescent's developmental history and be able to incorporate this information in a psychological report.
7. Students will gain additional experience in conducting behavioral observations in school settings.
8. Students will become familiar with the psychometric characteristics of different behavioral and personality measures.
9. Students will be able to administer, score, and interpret a variety of behavioral rating scales and objective personality measures.
10. *Students will be able to administer, score (if applicable), and interpret various projective measures.
11. Students will understand that various approaches can be used to assess common problematic behaviors and that they will be able to select a variety of assessment techniques to assess problematic behaviors consistent with best practices.
12. Students will become familiar with a variety of intervention strategies to address problematic behaviors.
13. Students will learn to make appropriate recommendations based on test results.
14. Students will learn how to write psychological reports.

15. Students will learn how to computer score various behavioral and personality measures (e.g., the BASC-2 and the ASEBA).

Text and Readings

Required

Hersen, M. (2006). *Clinician's handbook of child behavioral assessment*. Burlington, MA: Elsevier Academic Press.

Wiger, D. E., & Huntley, D. K. (2002). *Essentials of interviewing*. New York: Wiley & Sons.

*Additional readings will be available on Blackboard or on reserve at the Learning Resource Center (LRC).

Materials

1 VHS videotape
1 Stopwatch

Other Requirements

Test Manuals

Because the CPS has a limited number of manuals, **manuals may not be checked out**. To score a test protocol, the student may contact the CPS student assistant, obtain a test manual from the CPS file cabinet in the CPS test storage room and score the test protocol in the CPS student workroom. Please make sure to return the manual to its proper file folder in the CPS file cabinet in the CPS test storage room when through. Test manuals may be used **only** when the CPS is open. The CPS hours are posted outside the main door of the CPS wing.

Course Requirements

Modules

Each student will be required to complete 10 modules. Each module will consist of one or more behavioral and/or personality measures. For each behavioral or personality measure, the instructor will provide information on the examinee and item responses. Based on this information, each student will score each measure and interpret the test results. Scored measures and interpretation of each measure will be discussed during the next class session. Scored protocols will be submitted to the instructor for a grade. **Each module is worth 5 points for a total of 50 points.**

Clinical Interview

Each student will conduct a 45-minute semi-structured interview with a peer, who will pose as a parent of a child who is exhibiting behavioral problems. The interview will be videotaped. The instructor will provide the pair of students with basic background information in order to conduct the interview. Once the interview is completed, each student will be required to review and critique his/her videotape. A student's videotape, interview form, and critique (i.e., a self-evaluation form) will be turned into the instructor for a grade. **The interview activity (i.e., the interview, completed interview form, tape review, and self-evaluation form) is worth a total of 40 points. The clinical interview must be completed and supporting documents (i.e., completed interview form, tape, and completed self-evaluation form) must be submitted to the instructor by 5/7/08. Please be aware that students will be required to participate in a number of training exercises in- and outside of class in preparing for and conducting the clinical interview submitted on videotape to the instructor for a grade.**

Behavioral Observations

Each student will conduct four, 15-minute classroom observations in a regular education classroom. Each student will complete the classroom observations in one or two sessions. The number of children and/or adolescents observed may range from one to four (e.g., the same individual is observed each time; the same individual is observed twice; the same individual is observed three times; or a different individual is observed each time). Each student will use a palm pilot and paper-and-pencil forms to conduct his/her classroom observations. The student is then required to write two, 1-to 2-page summaries of his/her observation findings on the individual(s). For example, if the student observed the same individual each time, the student will write two summaries on the same individual. On the other hand, if the student observed four different individuals, the student will select two individuals and write a summary of his/her observation findings on the two individuals selected. When conducting or writing up the observation findings, please do not include identifying information (e.g., full names) on the observation forms or in the observation summaries. Please use initials, first name only, or a fictitious name to protect the confidentiality of the individual(s). ***The summaries and behavioral observation forms will be submitted to the instructor for a grade.*** The behavioral observation activities (i.e., the four classroom observations, observation forms, and summaries) are worth a total of **30 points** and are ***due on or before 4/2/08.***

Psychological Reports

Two psychological reports will be required for the course. Academic measures will not be included in these psychological evaluations. Administration, scoring, and interpretation of academic measures will be covered in PRE 835. For the evaluations, the instructor will provide the students with the referral concern, background information, and item responses on test protocols. **Scored protocols and the two psychological reports will be submitted to the instructor for grades.** The instructor will provide feedback to each student on the accuracy of scored protocols, interpretation of test results, and content and writing style of each psychological report (see example of checklist for a psychological report). Each psychological report including scoring of test protocols, interpretation of test results, and write-up will be worth **75 points**. ***The two psychological reports and two sets of scored protocols will be worth a total of 150 points (see course outline for due dates).***

Group Presentations

Each student will team up with one other student and present information on the special topic of the day (e.g., epilepsy, fire setting, grief, HIV/AIDS, childhood obesity, encopresis and enuresis, selective mutism, substance use and abuse, temper tantrums, tic disorders, or child neglect). The pair of students will be responsible for discussing the assigned reading(s), and selecting one journal article (e.g., an assessment, intervention, or prevention article) on the special topic and presenting the information to the class. The pair of students will give the instructor a copy of the selected journal article **one-week before** the presentation and the instructor will make the article available for the rest of the class to read. ***Presenters will give a 2- to 3- page summary of the material to be covered in class to the instructor and class on the day of the presentation.*** The group presentation is expected to be approximately 20-25 minutes in length. ***Total points possible for the group presentation is 30 points.***

Class Participation

Readings are to be completed before class on the topic(s) to be discussed. Students are expected to come to class prepared to discuss the readings and to participate in training and group activities.

KSDE/NCATE

"This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated on the course syllabus. Students successfully completing this course will be prepared to meet the competencies associated with the licensure/certification standards addressed in this course."

KSDE Licensure/Certification/Endorsement (School Psychologist Standards)

Standard #1 – “The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.”

Knowledge (1): ...“has knowledge of current research and effective data-based decision-making and problem-solving processes including those used for screening and evaluation which emphasize collecting multiple sources of data (record review, interview, observation, and tests) for making decisions.”

Knowledge (2): ...“has knowledge of varied psychological ...assessment methods validated for the problem area under consideration, including record review, formal and informal test administration, ...interviews, observations, and/or ecological or environmental assessment.”

Performance (3): ...“collects data about school and home environments and cognitive, social, and behavioral factors that have a significant impact on children's school achievement and personal competence.”

Performance (8): ...“administers, scores, and interprets individual tests of cognition, ...and social or emotional development.”

Standard #2 – “The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.”

Knowledge (2): ...“has knowledge of interviewing skills for children, families, and teachers.”

Standard #4 – “The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of interventions.”

Knowledge (2): ...“has knowledge of sound principles of behavioral, affective, adaptive, and social assessment and behavioral change.”

Standard #5 – “The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.”

Knowledge (2): ...“has knowledge of current research on individual differences, abilities, and disabilities.” **Knowledge (3):** ...“has knowledge of characteristics, prevalence, development, etiology, diagnostic systems, taxonomies, and the differential diagnosis of human exceptionalities.”

Standard #7 – “The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.”

Knowledge (1): ... “has knowledge of current theory and research about...child and adolescent development, psychopathology, human diversity, biological, cultural, and social influences on behavior, societal stressors... and other factors influencing human behavior.”

Knowledge (4): ... “has knowledge of resources to address a wide variety of behavioral, ...mental, and physical problems....”

Standard #8 – “The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.”

Knowledge (1): ... “has knowledge of the influences of family systems on children’s ...social characteristics and how these affect development and academic performance.”

Standard #11 – “The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.”

Performance (1): ... “uses word processing, spread sheets, test scoring software and other computer resources to function more effectively and efficiently.”

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

“The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course.”

Professional and Ethical Behavior

“As a student in this course, you will be expected to complete projects/or assignments that will require you to interact with and/or collect data from other people – from students in schools or agencies, from teachers or administrators, or perhaps from your colleagues in this class. Whenever we gather data from the lives and experiences of other human beings, we must be especially sensitive to the professional and ethical implications of what we are pursuing. Keep in mind that the information you do collect – whether it is collected orally, in writing, through observation, or through existing records or artifacts – is research data. We must adhere to the highest level of professionalism and make every effort to handle data in an ethical manner. Any specific additional details will be provided in class.”

Academic Misconduct

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate Rules and Regulations 2.61). If a student has questions regarding academic misconduct, the student should review KU’s University Senate Rules and Regulations 2.61, 2.64, and 2.65.

Grading Policy

Course Requirements	Points	% of Course Grade
Modules	50	16.67%
Clinical Interview	40	13.33%
Behavioral Observations	30	10.00%
Psychological Reports	150	50.00%
Group Presentation	<u>30</u>	<u>10.00%</u>
Total	300	100.00%

Grades

Grades	Letter Equivalent
279 - 300	A
270 - 278	A-
261 - 269	B+
249 - 260	B
240 - 248	B-
231 - 239	C+
219 - 230	C
210 - 218	C-
201 - 209	D+
189 - 200	D
180 - 188	D-
< 180	F

Late Work

All assignments should be handed in on time. **Two points** will be deducted each day for a late assignment up to two days. The points will be deducted **before** the assignment is graded. After two days, the late assignment will **not** be accepted and the student will **not** receive any credit for the assignment.

**PRE 860: BEHAVIOR PROBLEMS AND PERSONALITY ASSESSMENT
COURSE OUTLINE**

DATES	TOPICS	READING ASSIGNMENTS
1/23	Course Overview Historical Background Conceptual Models/Theories Biological Factors & Contextual Variables	----- <i>NCATE Standard 4 - Diversity</i> <i>School Psychology Standards 5, 7, 8</i>
1/30	Classification & Developmental Psychopathology Ethics & Standards for Assessment	APA Ethics Code – Standard #9 Hersen (2006)-Ch. 26 <i>School Psychology Standards 1, 2, 4, 5, 7, & 8</i> <i>Conceptual Framework: Research & Best Practice</i>
2/6	NASP Convention	-----
2/13	Clinical Interviewing, History Taking & Developmental Considerations	Kamphaus & Frick (2002) - Ch. 14 Wiger & Huntley (2002) – Ch. 2, 4, & 6 <i>NCATE Standard 4 – Diversity</i> <i>School Psychology Standards 1, 2, 4, 5, & 7</i> <i>Conceptual Framework: Research & Best Practice</i>
2/20	Clinical Interviewing	Wiger & Huntley (2002) – Ch. 7 & 8 <i>School Psychology Standards 1, 2, & 4</i> <i>Conceptual Framework: Research & Best Practice</i>
2/27	Classroom and Test Observations Parent & Teacher Rating Scales & Self-Reports Clinical Interviewing	Sattler & Hoge (2006) - Ch. 8 & 9 (pp. 247-250, 252-253, 262-265) <i>School Psychology Standards 1 & 4</i> <i>Conceptual Framework: Research & Best Practice</i>
3/5	Attention-Deficit/Hyperactivity Disorder: Assessment & Intervention MODULE # 1 DUE GROUP PRESENTATION	Barkley (2006); Hersen (2006) - Ch. 16 <i>NCATE Standard 4 - Diversity</i> <i>School Psychology Standards 1, 4, & 5</i> <i>Conceptual Framework: Research & Best Practice</i>

**PRE 860: BEHAVIOR PROBLEMS AND PERSONALITY ASSESSMENT
COURSE OUTLINE (cont.)**

DATES	TOPICS	READING ASSIGNMENTS
3/12	Conduct Disorder & Oppositional Defiant Disorder: Assessment & Intervention MODULE # 2 DUE GROUP PRESENTATION	Hersen (2006)-Ch. 19 <i>NCATE Standard 4 - Diversity School Psychology Standards 1, 4, & 5 Conceptual Framework: Research & Best Practice</i>
3/19	Spring Break	-----
3/26	Conduct Disorder & Oppositional Defiant Disorder Assessment & Intervention (cont.)	Bear & Minke (2006)-Ch. 9; Wilmshurst (2005) <i>NCATE Standard 4 - Diversity School Psychology Standards 1, 4 & Conceptual Framework: Research & Best Practice</i>
4/2	Report Writing MODULE #3 DUE BEHAVIOR OBSERVATIONS DUE	Kamphaus & Frick (2002)- Ch.16 & 17 <i>NCATE Standard 4 - Diversity School Psychology Standards 1, 4, & 5 Conceptual Framework: Research & Best Practice</i>
4/9	Mood Disorders: Assessment & Intervention MODULE #4 DUE PSYCHOLOGICAL REPORT #1 DUE GROUP PRESENTATION	Evans et al. (2005); Hersen (2006)-Ch. 12 <i>NCATE Standard 4 - Diversity School Psychology Standards 1, 4, 5, & 11 Conceptual Framework: Research & Best Practice</i>
4/16	Anxiety Disorders: Assessment & Intervention MODULE # 5 DUE GROUP PRESENTATION	Hersen (2006) - Ch. 11; Kendall et al. (2006) <i>NCATE Standard 4 - Diversity School Psychology Standards 1, 4, & 5 Conceptual Framework: Research & Best Practice</i>

**PRE 860: BEHAVIOR PROBLEMS AND PERSONALITY ASSESSMENT
COURSE OUTLINE (cont.)**

DATES	TOPICS	READING ASSIGNMENTS
4/23	Mental Retardation: Assessment & Intervention MODULES #6 and #7 DUE	Handen & Gilchrist (2006); Hersen (2006)-Ch. 18 <i>NCATE Standard 4 - Diversity School Psychology Standards 1, 4, & 5 Conceptual Framework: Research & Best Practice</i>
4/30	Autism Spectrum Disorders: Assessment & Intervention MODULES #8, and #9 DUE	Hersen (2006) - Ch. 20; Newsome & Hovanitz (2006) <i>School Psychology Standard 1 Conceptual Framework: Research & Best Practice</i>
5/7	Projectives* MODULE #10*** DUE CLINICAL INTERVIEW DUE	Chandler (2003); Haak (2003) <i>School Psychology Standard 1 Conceptual Framework: Research & Best Practice</i>
Final's Day (Week of 5/12)	PSYCHOLOGICAL REPORT #2 DUE	<i>School Psychology Standard 11</i>

MODULES**MODULE #****MEASURES**

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|-------|---|
| 1 | Behavior Assessment System for Children – Second Edition (BASC-2) |
| 2 | Achenbach System of Empirically Based Assessment (ASEBA) |
| 3 | Conners Third Edition (Conners-3) |
| 4 | Beck Youth Inventories-Second Edition (BYI-II) |
| 5 | Beck Depression Inventory-II (BDI-II)
Children’s Depression Inventory (CDI)
Reynolds Adolescent Depression Scale-Second Edition (RADS-II)
Reynolds Child Depression Scale (RCDS) |
| 6 | Multidimensional Anxiety Scale for Children (MASC)
Revised Children’s Manifest Anxiety Scale (RCMAS)
State-Trait Anxiety Inventory for Children (STAIC)
State-Trait Anxiety Inventory (STAI) |
| 7 | Personality Inventory for Children-Second Edition (PIC-2) |
| 8 | Vineland Adaptive Behavior Scales-Second Edition (Vineland-II) |
| 9 | Asperger Syndrome Diagnostic Scale (ASDS)
Childhood Autism Rating Scale (CARS) |
| 10*** | Social Skills Rating System (SSRS) |
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Readings

- Barkley, R. A. (2006). Attention-deficit/hyperactivity disorder. In D. A. Wolfe & E. J. Marsh (Eds.), *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment* (pp. 91-152). New York: Guilford Press.
- Chandler, L. A. (2003). The projective hypothesis and the development of projective techniques for children. In C. R. Reynolds & R. W. Kamphaus (Eds.), *Handbook of psychological & educational assessment of children: Personality, behavior, and context* (2nd ed., pp. 51-65). New York: Guilford Press.
- Evans, D. L., Foa, E. B., Gur, R. E., Hendin, H., O'Brien, C. P., Seligman, M. E. P., & Walsh, B. T. (2005). *Treating and preventing adolescent mental health disorders: What we know and what we don't know*. New York: Oxford University Press.
- Haak, R. A. (2003). The sentence completion as a tool for assessing emotional disturbance. In C. R. Reynolds & R. W. Kamphaus (Eds.), *Handbook of psychological & educational assessment of children: Personality, behavior, and context* (2nd ed., pp. 159-181). New York: Guilford Press.
- Handen, B. L., & Gilchrist, R. H. (2006). Mental retardation. In E. J. Mash & R. A. Barkley (Eds.), *Treatment of childhood disorders* (3rd ed., pp. 411-454). New York: Guilford Press.
- Hersen, M. (2006). *Clinician's handbook of child behavioral assessment*. Burlington, MA: Elsevier Academic Press.
- Kamphaus, R. W., & Frick, P. J. (2002). *Clinical assessment of child and adolescent personality and behavior* (2nd ed.). Boston, MA: Allyn & Bacon.
- Kendall, P. C., Hedtke, K. A., & Aschenbrand, S. G. (2006). In D. A. Wolfe & E. J. Marsh (Eds.), *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment* (pp. 259-299). New York: Guilford Press.
- Newsom, C., & Hovanitz, C. A. (2006). Autistic spectrum disorders. In E. J. Mash & R. A. Barkley (Eds.), *Treatment of childhood disorders* (3rd ed., pp. 455-511). New York: Guilford Press.
- Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioral, social, and clinical foundations* (5th ed.). San Diego, CA: Author.
- Wiger, D. E., & Huntley, D. K. (2002). *Essentials of interviewing*. New York: Wiley & Sons.
- Wilmshurst, L. (2005). *Essentials of child psychopathology*. Hoboken, NJ: John Wiley & Sons.