

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology and Philosophy

PSYC 5398: Advanced Child Assessment (3GR Credit Hours)

Spring 2018: 12-2:50 PM Wednesday
CHSS 249

Instructor: Amanda Venta, Ph.D.
Office: CHSS 325
Dept. Phone: (936) 294-1174
Office Phone: (936) 294-2436
Cell Phone: (713) 854-1182
Email: aventa@shsu.edu
Office Hours: Monday 9:15AM-3:00PM, by appointment

TEXTS

- Flanagan, D. P., & Harrison, P. L. (2012). Contemporary intellectual assessment: Theories, tests, and issues (3rd ed.). New York: Guilford Press. Available electronically through SHSU website.
- Required readings will be posted on Blackboard

COURSE OVERVIEW

The Advanced Child Assessment course is designed to provide students with in-depth, practical experience in the comprehensive assessment of youth. We will focus on assessments for Emotional Disturbance, Attention-Deficit/Hyperactivity Disorder (ADHD), and Autism Spectrum Disorders (ASD).

A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral, and executive functioning. Heavy emphasis will be placed on practical application of skills, including review of case examples, presentation of cases, and small group work.

➤ **Goal: Developing specific skills, competencies, and points of view needed by professionals in the field. Specifically:**

- Learning Outcome: To master the basic administration, scoring, and interpreting skills in individual testing for emotional disturbance, ADHD, and ASD.
- Learning Outcome: To develop competence in writing integrated psychological assessment reports.

➤ **Goal: Learning to apply course material (to improve thinking, problem solving, and decisions)**

- Learning Outcome: To apply skills in assessment administration, scoring, and interpretation to individual cases within the practicum setting.
- Learning Outcome: To apply emerging competence in psychological report writing to individual cases within the practicum setting.

ATTENDANCE POLICY

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Of course, students must certainly sometimes be absent for various legitimate reasons. Therefore, students may miss one class without penalty to their grade, but missing two classes could result in a failing grade for the class. If a student has a conflict with a scheduled class, they must communicate with the instructor to determine appropriate action. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

CLASS SLIDES & OTHER MATERIALS

Class slides will be made available after class on Blackboard. Other handouts will not be available except on the date initially provided. Because the class is focused on teaching the administration, scoring, and interpretation of controlled tests, students are advised not to share handouts with individuals who have not already taken the class.

TIME REQUIREMENT

In a typical graduate class, for each hour attended at least three hours outside of class is expected. This 3-credit hour course will meet for three hours each week— that would mean students would spend roughly nine hours each week outside of class preparing. This course is not a lecture-based course, but instead is a precursor to all assessment-based practicum courses. You will be learning essential professional skills that you must demonstrate with proficiency to pass this course and move forward in your program. It is expected by the instructor and your program faculty that, if you enrolled in this course, you can meet the time requirements.

PROFESSIONALISM

Attendance, punctuality, the quality of your interactions with colleagues, supervisors, and examinees, as well as the quality and timeliness regarding completing assignments, all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of intelligence and achievement.

ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

STUDENTS WITH DISABILITIES

Any student with a disability that affects his/her academic functioning should contact the Services for Students with Disabilities (SSD) Office located in the Lee Drain North Annex building (next to Farrington), telephone 936-294-3512, TDD 936-294-3786 to apply for accommodations. In the event that accommodations are approved by SSD, the student is advised to schedule an appointment with the course instructor in order to present his/her accommodation

forms and discuss the arrangements for the accommodations. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.html

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

VISITORS IN THE CLASSROOM

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether the visitor is allowed to remain in the classroom.

GENERAL POLICIES

Additional details on the aforementioned policies can be found at <http://www.shsu.edu/syllabus/>

SUPERVISION

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to administer professionally individual tests of intelligence will be determined, in part, by your response to supervision.

Students should only use measures they have received permission to use. **Going beyond the scope of this course without permission will be considered an ethical violation.** I can only supervise you for activities I know you are doing. Finally, my willingness to supervise any student exists only as far as I can trust them to remain within the boundaries that are set.

CLASS PARTICIPATION

Active class participation in test administration, class discussions, and presentations is expected as an avenue to meet course objectives. Students are expected to come to class having read the assigned readings prior to class and to be able to discuss these reading in class. Students are highly encouraged to bring administration and scoring questions with them to class each week; however, this is not intended to replace personal and group study. Students should avoid asking questions for which the answers are clearly stated in the test manual.

COURSE REQUIREMENTS

1. Quizzes: Brief multiple-choice quizzes covering the reading will be given during class meetings. Each quiz is worth 5 points. The lowest 3 quiz grades will be dropped. Quizzes missed due to absences cannot be made up.
2. Child Intelligence Test Presentation: (100 points). In groups of ~3, students will select a child intelligence test (Kaufman Assessment Battery for Children or Differential Abilities Scale) to present to the class. The presentation should include keys to administration, a demonstration of the administration, review of psychometric properties, and for whom the test would and would not be most appropriate. Please provide handouts for the class. Each group will have a full class to present and demonstrate the test.

The presentation will be worth 100 points. Test presentation grading rubric:

Publication information, including dates	8
Description of the measure	12
Discussion of administration	20
Demonstration of administration	12
Appropriate populations	8
Reliability	16
Validity	16
Final impressions	8
Total	100

3. Comprehensive Evaluation: (300 points). Students will recruit one individual for the measures covered in this course. The participant must be 8-18 years old to participate and capable of completing the clinical interview and self-report rating scales. One of the individual's guardians must also be willing to participate in a parent interview and complete the parent report form. Because you are students administering for educational purposes, **the parent and child will not be able to receive a copy of this report.**

The aim of this evaluation is to answer the following referral question: Does this child display clinically significant symptoms of an emotional or developmental impairment?

a. **Tasks for child**

Clinical interview (turn in notes)
Intelligence test (choose KABC or DAS)
Broadband self-report (choose BASC-3 or CBRS)
2 additional short rating scales (e.g., CDI-2, MASC, UCLA, TSCC, Conners-3)

b. **Tasks for parent**

Completion of interview about the child (turn in notes)
Broadband parent-report (choose BASC-3 or CBRS)

- c. **Evaluation grading rubric**: For protocols, errors of scoring, addition, computation, translation of scores, etc. will result in a Fail. Failed protocols must be redone with a new volunteer and will earn a maximum score of 80. No work will be graded unless accompanied by a signed and dated consent form.

4. Comprehensive Evaluation Report: (200 points). Students will write one evaluation report consisting of the comprehensive evaluation measures. See attached rubric.
5. Autism Evaluation: (200 points). In groups of 2-3, students will recruit one individual and administer (1) the ADOS-2 and (2) the Autism Diagnostic Interview-Revised (ADI-R). The participant must be under 18 years old to participate. One of the individual's guardians must be willing to participate and complete the ADI-R. Because you are students administering each measure for educational purposes, the parent and child will not be able to receive a copy of this report.
Evaluation grading rubric: For protocols, errors of scoring, addition, computation, translation of scores, etc. will result in a Fail. Failed protocols must be redone with a new volunteer and will earn a maximum score of 80. No work will be graded unless accompanied by a signed and dated consent form.
6. Autism Evaluation Report: (100 points). Students will *independently* write up the results of the group Autism Evaluation. This is not expected to be a full report, since insufficient measures are administered. Still, the student must make an effort to format this report as though it were a full evaluation; adequately describe and report upon each measure used (i.e., ADOS-2 and ADI-R); and complete summary and recommendations sections.

COURSE GRADING

Students **MUST** be able to demonstrate proficiency in skills of individualized assessment, as well as in professionalism and supervision, in order to continue with their program of study, which in this case means progression to an Internship.

Course Activity	Possible Points	Grading Scale
Child Intelligence Test Presentation	= 100	950-850 = A
Comprehensive Evaluation Protocols	= 300	849-755 = B
Intelligence Test (100 points)		
2 Broadband measures (100 points)		
2 Brief self-report measures (100 points)		
Comprehensive Evaluation Report	= 200	Below 755 = F
Autism Evaluation Protocols	= 200	
ADOS (100 points)		
ADI-R (100 points)		
Autism Evaluation Report	= 100	
Daily Quizzes	= 50	
Total	= 950	

TENTATIVE Schedule for PSYC 5398: Advanced Child Assessment

Date		Topic	Measure(s)	Readings/Deadlines
January	17	• Introduction & Syllabus	<ul style="list-style-type: none"> Assign mock cases for BASC/CBRS Introduce MHS Online 	
	24	• Broadband Measures	<ul style="list-style-type: none"> Behavior Assessment Scales for Children Conners Comprehensive Behavior Rating Scales 	<ul style="list-style-type: none"> MMY Review BASC MMY Review CBRS Bring mock score reports to class
	31	• Internalizing Measures	<ul style="list-style-type: none"> CDI-2 RCMAS-2 & MASC-2 	<ul style="list-style-type: none"> Klein, Dougherty, & Olino, 2005 Silverman & Ollendick, 2005
February	7	• Trauma Measures	<ul style="list-style-type: none"> Trauma Symptom Checklist (TSCC) UCLA PTSD 	• Strand, Sarmiento, & Pasquale, 2005
	14	• ADHD Measures	<ul style="list-style-type: none"> Conners-3 Continuous Performance Test 	<ul style="list-style-type: none"> Pelham, Fabiano, & Massetti, 2005 Edwards et al., 2007 MMY Review Conners-3
	21	• Psychosis	<ul style="list-style-type: none"> K-SADS Screener K-SADS Psychosis Supplement 	• Review Psychosis Supplement
	28	• Student Presentations	• Differential Abilities Scales	• CIA Ch. 13
March	7	• Student Presentations	• Kaufman Assessment Battery for Children	• CIA Ch. 11
	14	Spring Break – No Class		
	21	• Autism Spectrum Disorders	<ul style="list-style-type: none"> Autism Spectrum Rating Scale Autism Diagnostic Interview-Revised 	<ul style="list-style-type: none"> Comprehensive Eval: Protocols due MMY ASRS ADI-R Manual (pgs. 1-31) Hus & Lord, 2013
	28	• Autism Spectrum Disorders	<ul style="list-style-type: none"> ADOS-2 Introduction ADOS-2 Module 3 Administration 	<ul style="list-style-type: none"> ADOS-2 Manual (pgs. 3-24, & 107-120) Review Module 3 Booklet
April	4	• Autism Spectrum Disorders	• ADOS-2 Module 3 Video & Scoring	• ADOS-2 Manual (pgs. 185-213)
	11	• Autism Spectrum Disorders	<ul style="list-style-type: none"> ADOS-2 Module 2 Administration ADOS-2 Module 1 (Placeholder) Administration 	<ul style="list-style-type: none"> ADOS-2 Manual (pgs. 25-39 & 65-80) Review Module 2 Booklet
	18	• Autism Spectrum Disorders	• ADOS-2 Module 2 Video & Scoring	• ADOS-2 Manual (pgs. 225-245)
	25	• Guest Lecture: Dr. Noland	• Transdisciplinary Play-Based Assessment	<ul style="list-style-type: none"> Readings TBD Autism Eval: Protocols due
May	2	• To Be Determined	• To Be Determined	• Readings TBD
May	2	Due to Dr. Venta by 5:00PM: (1) Comprehensive Evaluation Report, (2) Autism Evaluation Report		

Rubric for Comprehensive Evaluation Report
Total Possible Points = 200

1. Background Section: The report from the two interviews (parent and child) must be written as one narrative (rather than separate sections); however, students **MUST** make it obvious where each piece of information came from and the writing should be such that it is obvious each piece was completed. To assist in grading, each part is worth 3 points.

To obtain full credit in any area, that area must be covered in as much detail as is required for the case. In some instances, one sentence, or even a phrase within a sentence may be enough. In other cases entire paragraphs or pages may be required for a single area.

Historical/sociological data to include (3 points each)

Pregnancy
Developmental milestones/current adaptive skills
Vision & Hearing
Primary language
Speech problems
Motor problems
Health issues
Medications
Allergies
Family medical history
Family education history
School history
Prior testing
Relationships with peers
Relationships with authority figures (home & school)
Mood
Behavior problems
Family makeup
Prior psychological services
History of drug use
Difficulties with law enforcement
Desire to harm self or others
Visual or auditory hallucinations
Major life changes (moves, deaths, changes in family structure)
Cultural background

Total (parent interview, child interview) = 75pts

2. Summary Section (5 points each)

Restated the purpose of the evaluation
Provided a summary of key findings
Provided interpretation of the problem
Provided explanation of diagnostic/eligibility decision(s)/recommendation(s)
Provided a closing statement

Total = 25pts

3. Recommendations Section (5 points each)

Were justified by the data collected

Appeared to be feasible
Written so that they could be understood
Provided at least 3 recommendations
Cover the major areas of concern

Total = 25pts

4. Other Requirements

Detailed observation with statement of interpretability 10 pnts
Accurately transposed scores into report 10 pnts
Scores presented in tables with confidence intervals, percentiles,
and interpretation 15 pnts

Discusses differences between scores 10 pnts
Places scores in context of the individual/real world 10 pnts

Flow/readability of the paper 20 pnts

Total = 75pts