

Psychology 6890

Assessment of Child and Adolescent Psychopathology and Personality

Summer 2006

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Textbook: Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and adolescents* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Additional Readings:

You should read the DSM-IV chapters covering Use of the Manual (pp. 1-11) and Multiaxial Assessment (pp. 25-35). You should also be familiar with the disorders discussed in the following chapters: Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence (pp. 37-121), Mood Disorders (pp. 317-391), and Anxiety Disorders (pp. 393-444).

Course Description:

This course will provide theoretical and applied training in assessment techniques useful in evaluating children and adolescents with emotional and behavioral disorders. The field of social-emotional assessment is large, and we will be focusing primarily on a small portion of this field – the use of direct and objective assessment techniques for children and adolescents. In addition to assessment, the course will cover classification and decision-making, as well as intervention planning.

Course Objectives:

With successful completion of the course, students will be expected to demonstrate clinical competence in the administration, scoring, and interpretation of the assessment instruments discussed in class. Students should develop skills to conduct a complete assessment for emotional/behavioral problems, provide some classification/diagnosis of the problem, and develop an intervention plan based on assessment results.

Course Requirements:

1. Students will complete three comprehensive assessment reports. I will supply the background information and assessment scores for two of the reports. You will collect the background information and assessment measures for the third report.
2. Students will provide parent feedback to a proxy parent based on the results of the student-generated assessment. You must videotape the parent feedback session and bring the video to class on an assigned date. In addition, you must turn in a one-page self-critique of your feedback session.
3. Students will prepare one class presentation on a category of assessment instruments (broad band scales, ADHD scales, internalizing measures, social skills scales, self-concept measures).
4. Students are required to attend all classes and to contribute to class discussions. Students will lose all class participation points for any unexcused absence.
5. Students will complete a final exam covering theoretical and applied issues discussed in class and covered in the text. This will be essay/short answer in format.

Grading:

The final course grade will be based on the following percentages:

Reports 1 and 2	15% each
Student-generated report	20%
Parent feedback session and written critique	5%
Class presentation	20%
Class participation	5%
Final exam	20%

Grades will be assigned as follows:

93-100%	A	87-89%	B+	77-79%	C+
90-92%	A-	83-86%	B	73-76%	C
		80-82%	B-	70-72%	C-

Students who turn in late work will lose 5 points per each day late.

Assessment Procedures and Reports:

You will need to locate one child between the ages of 8-12 for your practice assessment. Although you should attempt to use a child who is exhibiting some type of emotional or

behavioral problem, this may not be possible in all cases. The child assessment is focused more on externalizing problems so, if possible, choose your child client accordingly. The other practice assignments focus on internalizing problems.

Required Components for Practice Child Assessment (ages 8-11):

Parent Intake and Interview

Child Interview

Direct behavioral observation in the school setting

Measures to be completed by parent

Behavioral Assessment System for Children (BASC)

ADHD Symptoms Rating Scale (ADHD-SRS)

Attention Deficit Disorder Evaluation Scale (ADDES)

Disruptive Behavior Disorder Rating Scale (DBDRS; Parent Form)

Measures to be completed by teacher

Behavioral Assessment System for Children (BASC)

ADHD Symptoms Rating Scale (ADHD-SRS)

Disruptive Behavior Disorder Rating Scale (DBDRS; Teacher Form)

Measures to be completed by child

Behavioral Assessment System for Children (BASC) – Self Report

Note on Confidentiality and Informed Consent:

You must maintain confidentiality in all assessments. You are expected to refrain from directly identifying children in all discussions, reports, etc. to be shared with classmates, and under no circumstances should you discuss results outside of class and supervision. On protocols and reports please, use the child's first name only or the child's initials.

You must have parental consent for all children tested. If you are using children from an agency in which you have a practicum, assistantship, or job you also must have consent from your supervisor and/or other appropriate person to conduct the assessment. *You must turn in all appropriate consent forms **with** your protocols.*

Because you are learning and these assessments are for practice only, you should not report results to parents or agency supervisors as being appropriate for diagnostic purposes unless you obtain approval by a licensed supervisor. Under no circumstances should you share any results before your protocols and reports have been checked first by me (for your grade) and then by your *licensed* supervisor.

Students are expected to find children to test on their own. Students should not use their own children as subjects. You must give multiple assessment instruments to the same child for your reports.

Assessment Instruments to Pick from for Presentations:

Broad-Band Scales (present on all versions)

- Behavioral Assessment System for Children (BASC)
 - Parent, Teacher, and Self Forms
- Achenbach Scales
 - Child Behavior Checklist
 - Teacher's Report Form
 - Youth Self-Report
- Conners' Rating Scales - Revised
 - Parent, Teacher, Self-Report versions
- Devereux Scales
 - Devereux Scales of Mental Disorders
 - Devereux Behavior Rating Scale - School Form

ADHD Scales

- Brown Attention Deficit Disorder Scales for Adolescents
 - (Adolescent and Adult versions)
- Attention Deficit Disorders Evaluation Scale
- Disruptive Behavior Disorder Rating Scale/ADHD Rating Scale - IV
- ADHD Symptoms Rating Scale

Internalizing Measures

- Reynolds Child and Adolescent Depression Scales
- Child Depression Inventory
- Revised Children's Manifest Anxiety Scale
- Multidimensional Anxiety Scale for Children (MASC)

Self-Concept Measures

- Piers-Harris Self Concept Scale
- Multidimensional Self Concept Scale (MSCS)
- Harter Self-Perception Profiles for children and adolescents

Social Skills Scales

- Preschool and Kindergarten Behavior Scales (PKBS)
- School Social Behavior Scales (SSBS)
- Social Skills Rating System (SSRS)

Topics and Reading Assignments:

Date	Topic	Reading
1 st week	Introduction to social-emotional assessment	Chapter 1
	Assessment and Classification	Chapter 2 DSM
	Interviewing Techniques	Chapter 5
	Direct Behavioral Observation 1st report assigned	Chapter 3
2 nd week	Sociometric Techniques Presentation – Self-concept scales	Chapter 6
	Rating Scales Presentation – Broad-band measures	Chapter 4
	Self-Report Measures Presentation – Broad-band measures	Chapter 7
	Assessment/Intervention – Externalizing Disorders Presentation – ADHD measures 1st report due, 2nd report assigned	Chapter 9
3 rd week	Assessment/Intervention – Internalizing Disorders Presentation – Internalizing disorders	Chapter 10
	Assessment of Social Skills, Peer Relations Presentation – Social skills scales	Chapter 12
	Projective Assessment	Chapter 8
	Assessment of Young Children 2nd report due	Chapter 13
4 th week	Assessment of Other Severe Disorders Review for final	Chapter 11
	Cultural Diversity and Assessment Student-generated report, parent feedback tape, and critiques due	Chapter 14
	Final Exam	

Requirements for Presentations

You should plan a presentation that concludes within 20-30 minutes. You are strongly encouraged to use visual aids (Powerpoint, overheads, examples). You are required to supply a handout for your classmates that summarizes the content of your presentation. You should also cite the sources of your information using APA format. You will turn in both your full presentation materials and a copy of your handout.

Include the following information in your presentations:

Norming and psychometric properties

- Norming – how were the questions initially developed, what was the process that occurred to reach the final product, what type of statistical procedures were used to create subscales
- Psychometrics – report on reliability and validity (all types discussed in class) for total scores and any subscale scores

Sample characteristics

- Sample size – size of total sample, size of age- or grade-level samples, inclusion of clinical population, source of sample, sampling method used
- Demographic characteristics – age ranges, ethnicity of norming sample, socioeconomic status, educational levels

Purpose of instrument

- Identify the developer's stated purpose
- Present your views as to whether the psychometrics and norming support the stated purpose

Utility of the instrument

- Describe how "user friendly" the instrument is
- Note particular strengths and weaknesses of the measure
- Describe the clinical utility (does the result help with intervention?)
- Describe any caveats or cases when using the instrument would be contraindicated

Providing Feedback/Feedback Critique

Each of the six subheadings under the outlined portions of the feedback session outline provides space for your self rating or your perceptions of how well you did completing that part of the session. Please rate your performance on the following Likert scale: 0 = oops, missed it, 1 = did it but blew it, 2 = average, 3 = better than average, 4 = nailed it and knocked their socks off! In your written critique, explain the reasoning behind your ratings. Address what you did well, what you did not do well, what you would change, and how you plan to prepare for needed changes.

I. Opening

- A. Welcome and greet the parent(s). **(Self rating = _____)**
- 1) *Briefly* converse to set parent at ease.
 - 2) Express thanks for the parent's cooperation and support.
 - 3) Where applicable, share a positive comment about the child.
 - 4) Example – “Thanks for agreeing to see me today. I would not be able to complete my assignment without your help, so I am grateful you made time in your schedule. I especially enjoyed having an opportunity to work with Carol. She appeared a little shy at first, but as I worked with her, I learned that she really is very perceptive. I especially enjoyed her low-key sense of humor.”
- B. Outline your plan for the feedback session. **(Self rating = _____)**
- 1) Explain the tasks you want to accomplish – “Today, I would like to share the results of the child assessment that I completed with your help.”
 - 2) Explain what you will be doing during the feedback session.
 - (a) Reframe the referral question.
 - (b) Explain that you combined the results of the personal interviews, behavior measures from the parent, behavior measures from the teacher, behavior measures from the child, and the school observation in order to answer the referral question.
 - (c) Explain that you will share the results of measures.
 - (i) You may opt to share all the results of all the parent measures first.
 - (ii) You may opt to share all the results of the related measures (e.g., BASC results from the parent, teacher, and child, followed by the ADHD-SRS results from parent and teacher).
 - (d) Discuss the time frame.
 - (e) Example – “You expressed concern about Carol's difficulties making friends in class. I collected information from both you and Carol's teacher in order to get a clear picture of Carol's interactions with her peers. Because Carol's problems with friends typically occur in the classroom, I also visited Mrs. Smith's classroom in order to make some direct observations of her interactions. I want to share the results with you, so I will start with the measures that you completed and then compare those to Mrs. Smith's ratings. After that, we will look at the form that Carol completed. Finally, we will discuss the results of the school observation. I think we can cover the material in about 30 minutes. How does that sound to you?”

- (f) Caution: Do not allow the parent to view reports from teachers. Share results using comparisons to norms rather than specifics from the teachers.

II. Provide feedback.

- A. Follow the format that you set up in the introduction. **(Self rating = _____)**
 - 1) Briefly describe the purpose of the measure you are presenting.
 - 2) Include a description of what the measure assessed.
 - 3) Describe what an average score is for that measure.
 - 4) Consider using visuals or summary sheets to help parents understand the results (e.g., profiles from the CBCL, the normal distribution curve, etc.).
 - 5) Ask the parent if the results fit with their conceptualization of their child; invite discussion (e.g., “How does this fit with what you see at home with Carol?” or “I’m wondering how this sounds to you.”).
- B. Review each set of measures given in the assessment. **(Self rating = _____)**
- C. Summarize the overall conceptualization that you have of the child. **(Self rating = _____)**
 - 1) Refer to the original referral question(s).
 - 2) Summarize how the results relate to the referral concerns.
 - 3) Example – “When we started the assessment, your biggest concerns related to Carol’s lack of social skills and her inability to make friends. The results of the assessment show that Carol does not usually show problem behaviors at home or at school, but there is some evidence that she has some difficulty initiating interactions with her peers. For instance, both you and Mrs. Smith reported that Carol appears quiet and withdrawn from others. In addition, Carol reported that she feels lonely and that she has very few friends. However, based on information from Mrs. Smith and the classroom observation, Carol’s isolation seems to be related to her natural shy temperament rather than the fact that Carol is picked on by her peers.”
- D. Offer hope and solutions to address the identified problems. **(Self rating = _____)**
 - 1) Example – “Some children are naturally quieter and more reserved than others, but I can understand that you would like to help Carol have better friendships. One of the things that we can do to give Carol more social interaction skills is to provide social skills training in individual therapy. This training actually teaches Carol the skills she needs to initiate conversations, to maintain those conversations, and to engage in activities with others.”
 - 2) Ask the parent how they feel about the proposed solutions (e.g., “How does that sound to you?” or “Do you have any questions or concerns?”)

III. Close the feedback session.

- A. If applicable, provide contact information to the parent. **(Self rating = _____)**
- B. Thank the parent for their time and participation in the feedback session (where possible, verbally praise specific efforts). **(Self rating = _____)**

Informed Consent for Assessment
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I give permission for my child to participate in testing and assessment activities that will be conducted by a graduate student in psychology at Utah State University. This testing is being done as part of a course requirement for Psychology 6890, Assessment of Child and Adolescent Psychopathology and Personality. The type of assessment conducted may include interviews with my child and me, behavior rating scales completed by myself and my child's teachers, self-report measures complete by my child, and direct observation of my child in the school setting. In agreeing to this assessment, I give my permission for my child's teacher to complete a behavior rating scale on my child and agree to allow the graduate student to observe in my child's classroom. I understand that this assessment is for training purposes only and that the information obtained will be confidential and will not be released for use outside this course without my written permission.

Child's Name

Signature of Child

Signature of Parent or Guardian

Signature of Graduate Student

Date Signed