

# EDSP 306 Syllabus

**Title:** Issues and Approaches to Assessment of Emotional and Behavioral Disabilities

**Credits:** 3.0 (1 credit = 15 contact hours)

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**Website:** BEST Graduate Concentration Website (handouts, notes, etc.) <http://www.uvm.edu/~cdci/ebd/>

**Meeting dates and times:** Five Saturdays Fall 2007 - 9/29, 10/13, 11/3, 12/1, 12/8 (8am to 4pm)

**Locations:** 211 Mann Hall, UVM Campus (9/29) & Cavendish Town Elementary School (10/13, 11/3, 12/1, 12/8)

## **Course Description:**

This course focuses on behavioral assessment of emotional and behavioral disabilities. Evaluation is a key component to providing effective interventions for students with emotional and behavioral disabilities. Formally and informally, evaluation is used to identify students needing additional supports, inform instructional and service planning, and measure progress toward outcomes. Special educators have critical roles to play in the evaluation of students with emotional and behavioral disabilities. They collect information, collaborate with other professionals, and help involve families in the process.

## **Goals:**

Students will explore developmental and environmental influences on student behavior, ethical/legal standards, family involvement, types of assessment measures and techniques (interviews, observations, checklists, functional behavioral assessments), and major categories of emotional and behavioral disabilities (e.g., disruptive behavior disorders, internalizing disorders, and autism spectrum disorders). Participants will gain knowledge and experience with evaluation measures and strategies through case studies, group activities, and students they are working with at school. This course also provides an opportunity to share and develop resources to help participants facilitate evaluations in the future.

## **Learning Outcomes:**

1. An understanding of the construct *emotional disturbance* from the perspective of varying disciplines and how it pertains to special education eligibility.
2. An understanding of the socio-cultural influences and biases related to the assessment processes and classification systems for child and adolescent psychological disorders.
3. An understanding of the importance and benefits of involving families in the assessment and planning process.
4. A basic understanding of the legal and ethical issues involved in assessment & determination of special education eligibility (i.e., consent & confidentiality, parental rights, due process, etc.)
5. An understanding of basic psychometrics and test construction.
6. A knowledge of and ability to conduct several types of behavioral observations.
7. Experience conducting assessment interviews.
8. Knowledge and ability to interpret behavioral screening tools (i.e. Achenbach checklists, Behavioral and Emotional Rating Scale)

9. An understanding and ability to interpret assessment tools for specific internalizing syndromes and issues (i.e., self-concept, depression, anxiety)
10. An understanding and ability to interpret assessment tools for specific externalizing syndromes and issues (i.e., ADHD, oppositional defiant disorder, conduct disorder).
11. An understanding and ability to interpret common social skills assessments.
12. An understanding and ability to assess key environmental variables that affect behavior.
13. Knowledge and experience with common functional assessment tools.
14. An ability to integrate information and make informed decisions regarding special education eligibility based on assessment information.

## General Course Information

### **Course Policies/Expectations:**

#### *Respect & Dignity of All Persons*

People with disabilities (especially those with severe and multiple disabilities) have historically been subjected to segregation and discrimination in virtually all aspects of community life (e.g., education, housing, work, recreation). Like many other minority groups of people, many stereotypes and unwarranted assumptions exist about individuals with disabilities that are reflected in terminology and other language that often serves to perpetuate these unhelpful stereotypes and limit opportunities for these individuals. Our use of language is a powerful mitigating factor in coloring our experiences and perceptions. Therefore, students expected to be especially mindful that all class interactions and homework assignments are expected to reflect respectful and dignified language when referring to people with disabilities. In part, this means using "people first" language (see listed web sites) and avoiding antiquated terminology.

- [www.disabilityisnatural.com/peoplefirstlanguage.htm](http://www.disabilityisnatural.com/peoplefirstlanguage.htm)
- [www.asha.org/about/publications/journal-abstracts/submissions/person\\_first.htm](http://www.asha.org/about/publications/journal-abstracts/submissions/person_first.htm)
- [www.wvddc.org/people\\_first.html](http://www.wvddc.org/people_first.html)

#### *Confidentiality*

Many members of the class are practicing professionals and/or otherwise are personally acquainted with people who have disabilities, their families, and service providers. Undoubtedly, in the course of class discussions, homework, or other class communication, students will share their personal experiences related to class content. Therefore, it is vital that all such communications respect the confidentiality of those individuals with disabilities, their families, and service providers. This means that in sharing with the instructor or class members *do not use the names* of individuals or other identifying information. If such identifying information is inadvertently disclosed, you are obliged to keep that information confidential. *This is particularly relevant for the Functional Behavioral Assessment Assignment for this class.*

#### *Homework Assignments*

Spelling, grammar, and professional presentation matter! Remember to put your name, date, and EDSP 306, on all homework submissions. All assignments must be computer generated (*please, no handwritten submissions*). Unless otherwise noted in the directions for a specific assignment, all written work should be double-spaced in an easily-readable, 12-point font (e.g., Times, Palatino, Helvetica). Certain assignments will require file sharing with the instructor or classmates. To facilitate this sharing you are encouraged to use widely available software (preferably Microsoft Word) and if necessary, be prepared to save and share

your documents in other formats (e.g., rtf, pdf) so they be accessed across platforms (i.e., mac & PC) and are accessible (e.g., to screen readers).

All class assignments are to be received by the instructor no later than the beginning of class on the date an assignment is due (as noted later in this syllabus). Late work will be accepted for up to two-days following an assignment's due date; points will be deducted equivalent to one-half of a letter grade for each day an assignment is late. No credit will be awarded for assignments that are more than seven days late.

If an assignment requires electronic submission, I will reply via email that I have received it. I encourage you retain any such emails until the end of the semester. If you do not receive a response from me, it means I did not receive your email. It is your responsibility to make sure that your assignment arrives (it's not enough that it was sent -- at times things go wrong in cyberspace). So please retain electronic copies of all of your submitted work for the semester until you receive your final grade.

- Small files (under 5 MB) can be attached to emails and sent to me at: [jesse.suter@uvm.edu](mailto:jesse.suter@uvm.edu)
- Larger files (over 5 MB) can be sent using the UVM File Transfer Form at: <http://www.uvm.edu/filetransfer/>

### ***Attendance Expectations:***

There are only five class meetings for this course, so it is imperative that students attend all classes, and please be on time. However, on occasion, an emergency may arise that prevents you from making it to class. If this is the case, you are responsible for making up the work. Please get notes and materials from your classmates.

If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or file transfer).

If class needs to be canceled because of snow, natural disasters, illness of professor, or other unforeseen circumstances, you will be notified at the latest by 6AM on the day of class. Efforts will be made to schedule a make-up class on the following Saturday.

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

### ***Contributions in Class:***

Turn in assignments that are due  
Participate actively in class discussions

### ***Academic Honesty & Professionalism:***

All students are required to be familiar with and adhere to the "Academic Honesty Policy Procedures" delineated in the most recent edition of "The Cat's Tale". (<http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>).

### ***Accommodations:***

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the ACCESS office and see one of the instructors early in the course to discuss what

accommodations will be necessary. If you are unfamiliar with ACCESS, visit their website at <http://www.uvm.edu/access> to learn more about the services they provide. ACCESS: A-170 Living Learning Center, University of Vermont, Burlington, VT 05405. PH: 802-656-7753, TTY: call 711 (relay), Fax: 802-656-0739, Email: [access@uvm.edu](mailto:access@uvm.edu), Instant Messenger: UVMaccess. General office hours: 8:30am – 4:30pm Monday through Friday. Call to make an appointment.

### **Required and/or recommended readings:**

1) ☞ M.J. Breen & C. R. Fiedler (Eds.). (2003). *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (2<sup>nd</sup> Ed.). Austin, TX: PRO-ED.

Note: Readings from your textbook will be marked with this symbol: ☞

2) Additional required readings will be handed out in class or can be accessed for free through the UVM Library Web site, which is a part of the UVM Bailey-Howe Library Web System: <http://library.uvm.edu> (Click onto course reserves, then click on EDSP 306 or SUTER).

### **Electronic Submissions/Internet Use:**

Students will be required to check their UVM e-mail periodically for communications about this course. Instructions on how to use and setup your UVM accounts can be found at the Continuing Education website for educators: <http://learn.uvm.edu/education/teacher.php>

It is your responsibility to make sure you have given the instructor your correct email address. If none is given, email will be sent to you UVM account.

Some of the required readings are available through the UVM Libraries Electronic Reserve system. In order to use this system, you need:

1. Your UVM netid and UVM password
2. Adobe Acrobat Reader (version 5.0 or higher) on your computer. It can be downloaded for free at either: [www.adobe.com](http://www.adobe.com) or [www.uvm.edu/software/](http://www.uvm.edu/software/)

*Directions for Accessing Reading on Electronic Reserve:*

1. Go to the following web site: <http://library.uvm.edu/>
2. In the top bar (green), click on the link labeled "Course Reserves"
3. Under the "Instructor" pull down menu, select "Suter"; then click on the "Search" button; a list of the readings will appear.
4. Locate the article you wish to read and/or download and click on the linked title of the document. This will bring you to a page with the citation information for that specific document. *NOTE: The Library uses an alphabetical system of posting the articles by reading title (e.g., journal article title or chapter title), so the readings are not in the same order as they appear in the syllabus.*
5. You will see a heading "Internet" followed by a URL such as:
  - a. <http://www.uvm.edu/bhreserves/edsp/caught202.pdf>
  - b. Click on this link and it will download the article to your computer.
6. You can save the document to your computer using the "Save As" option in Adobe Acrobat so that it can be printed.

# Student Evaluation/Assessment

## **Grading:**

Assignments have been numerically weighted, and total score of 250 points is possible. Per UVM graduate policy, any grade below a C- is considered failing. Further, students taking this course as part of the graduate concentration must maintain an average grade of B in all concentration coursework (and no less than a B- in any one class) to remain in the program.

A+	245-250	B+	218-224	C+	193-199	F	below 175
A	235-244	B	210-217	C	185-192		
A-	225-234	B-	200-209	C-	175-184		

## **Description of Class Assignments:**

### *Self-Assessment*

At the beginning of the semester you will complete a brief online self-assessment to help identify areas of professional development you have regarding assessment of emotional and behavioral disorders. [http://www.surveymonkey.com/s.aspx?sm=XOs3G8fjz6LiF\\_2fwG\\_2b7Em4w\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=XOs3G8fjz6LiF_2fwG_2b7Em4w_3d_3d)

### *School Assessment Process*

Also at the beginning of the course you will be asked to bring information on how your school or district conducts assessments for students with emotional and behavioral disorders.

### *Email Questions*

We will hold two “virtual” class meetings (10/8 & 11/19). Before these dates, students must complete the readings, send 3 discussion questions to class by email, and respond to 3 questions from another student.

### *Contract, Consent Form, & Initial Plan*

One of the primary assignments in this class is to conduct a functional behavioral assessment (FBA; see below) for a student at your school. This assignment is to help you begin planning for this FBA by writing a contract with your school to permit the FBA, creating a consent form to obtain the parent’s permission, and develop an initial plan for conducting the FBA.

### *Case Study 1 (Bart)*

This is a group project to review a case study assessment report then respond to several questions regarding the case.

### *Case Study 2 (Maria)*

This is a second group project to review a case study assessment report then respond to several questions regarding the case.

### *Assessment Resource Guide*

You are to develop a resource guide of your own design that will assist you (and ideally others in your school) with issues related to the assessment of students with emotional and behavioral problems. “Resources” can include actual assessment instruments, descriptions of measures, practical articles,

websites, information on specific disorders, descriptions and contact information for professionals offering assessment services. This project build's on EDSP 305 Resource Guide.

*Functional Behavioral Assessment*

Following the seven steps for the FBA process from your text, you will conduct a FBA for a student at your school. You will conduct three interviews and observations in three settings to inform your assessment. This is a lengthy project and should be worked on throughout the semester.

**Points & Percentage Contribution of Each Assignment:**



ASSIGNMENT	DATE DUE	POINTS	%
Self-Assessment Assignment	Sep 29, 2007	10	4%
Summary of school assessment process	Sep 29, 2007	10	4%
Ask & answer 3 questions via email on Family Involvement	Oct 8, 2007	10	4%
Contract, Consent Form, & Initial Plan	Oct 13, 2007	20	8%
Case study 1	Nov 3, 2007	50	20%
Ask & answer 3 questions via email on Cultural Issues	Nov 19, 2007	10	4%
Case study 2	Dec 1, 2007	50	20%
Resource guide	Dec 8, 2007	40	16%
Functional Behavior Assessment Summary	Dec 8, 2007	50	20%
	TOTALS	250	100%

# Instructional Sequence

September 29, 2007

## Overview: Issues and Foundations of Assessment

### **Required Readings Before 9/29**

1.  Chapter 1. Stanger, C. (2003). Behavioral assessment: An overview. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 3-20). Austin, TX: PRO-ED.
2.  Chapter 2. Fiedler, C. R. (2003). Legal and ethical issues in the educational assessment and programming for youth with emotional/behavioral disorders. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 21-70). Austin, TX: PRO-ED.
3. Review pages 36-57 of Vermont Department of Education (August 2006). Special Education Regulations And Other Pertinent Regulations (pp. 36-57). [http://education.vermont.gov/new/pdfdoc/pgm\\_sped/laws/sped\\_guide\\_06\\_0824.pdf](http://education.vermont.gov/new/pdfdoc/pgm_sped/laws/sped_guide_06_0824.pdf)

\*Note: Reading number 3 was updated on 9/17/07: [http://education.vermont.gov/new/pdfdoc/pgm\\_sped/laws/sped\\_guide\\_07\\_0917.pdf](http://education.vermont.gov/new/pdfdoc/pgm_sped/laws/sped_guide_07_0917.pdf) You are not responsible for reading the new guide, but you should update your records.

### **Assignments Due Before 9/29**


- Complete online Self-Assessment [http://www.surveymonkey.com/s.aspx?sm=XOs3G8fjz6LiF\\_2fwG\\_2b7Em4w\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=XOs3G8fjz6LiF_2fwG_2b7Em4w_3d_3d)
- Write a brief (no more than one page) description of how students with emotional and behavioral challenges are assessed at your school. This can include the eligibility process, but not only. How are less formal assessments conducted in order to inform behavior plans? Who is in charge of what aspects of this process at your school?

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## October 8, 2007: "Virtual" Class Meeting Family Involvement in Assessment



### **Required Readings Before 10/8**

4.  Chapter 14. Clark, D. C., & Fiedler, C. R. (2003). Building family-school relationships during the assessment and intervention process. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 561-586). Austin, TX: PRO-ED.
5. Al-Hassan, S. & Gardner, R. III. (2002). Involving Immigrant Parents of Students with Disabilities in the Educational Process. *Teaching Exceptional Children*, 34 (5), 52-58.

### **Assignments Before 10/8**

- Email 3 discussion questions to the class about readings 4 & 5 re: family involvement.
- Respond to at least 3 discussion questions you receive from your classmates.

## **Recommended Readings for Overview of EBD Assessment**

### Child Development:

Pipher, M. (1994). Developmental issues- "I'm not waving, I'm drowning". In, *Reviving Ophelia: Saving the selves of adolescent girls* (pp. 45-73). New York: Ballantine Books.

Sdorow, L. M. & Rickabaugh C.A. (2002). Human Development. In, *Psychology* (5<sup>th</sup> ed.) (pp. 99-123). New York: McGraw-Hill.

### What is ED?

Jordan, D. (2001). What is an emotional or behavioral disorder? In, *A guide for parents of children with emotional or behavioral disorders* (pp. 15-30). Minneapolis, MN: PACER Center, Inc.

Whelan, R. (1998). Current perspectives on emotional and behavioral disorders. In R. Whelan, *Emotional and behavioral disorders: A 25 year focus* (pp. 1-36). Denver, CO: Love Publishing Company.

### On The Web:

- Vermont Department of Education. *Special Education Laws and Regulations*. [http://www.state.vt.us/educ/new/html/pgm\\_sped/laws.html](http://www.state.vt.us/educ/new/html/pgm_sped/laws.html)
- Vermont Parent Information Center. [www.vtpic.com](http://www.vtpic.com) : Fact Sheets: *Parents' rights in special education (2001)*, *How families and professionals can build winning partnerships (2000)*, *Essential early education (2002)*, & *When parents disagree (2001)*

### Risk Factors for EBD:

Emery, R. & Laumann-Billings, L. (2001). An overview of the nature, causes and consequences of abusive family relationships: Toward differentiating maltreatment and violence. *American Psychologist*, 53 (2), 121-135.

Garbarino, J. (1999). Rejected and neglected, ashamed and depressed. In, *Lost boys: Why our sons turn violent and how we can save them* (pp. 33-62). New York: Free Press.

Greenberg, M.T. (1999). Attachment and psychopathology in childhood. In J. Cassidy & P.R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp.469-496). New York, NY: Guilford Press.

Gutman, L.M., Sameroff, A.J. & Cole, R. (2003). Academic growth curve trajectories from 1<sup>st</sup> grade to 12<sup>th</sup> grade: Effects of multiple social risk factors and preschool child factors. *Developmental Psychology*, 39 (4), 777-790

Talbot, M. (1998, May 24). Attachment theory: The ultimate experiment. *The New York Times Magazine*, 24, 26-30, 38, 46, 50, 54.

Walker, L., (2004) Best Practices in Assessment of Antisocial Behavior () In, *Antisocial Behavior In School: Evidence-Based Practices* (2<sup>nd</sup> Ed.) (pp. 89-92) Belmont, CA: Wadsworth/Thompson (Ch. 3)

### Partnering with Families:

Blue-Banning, M., Summers, J.A., Frankland, H.C., Nelson, L.L., Beegle, G. (2004). Dimensions of Family and Professional Partnerships: Constructive Guidelines for Collaboration. *Exceptional children*, 70 (2), 167-184.




Fox, L., Vaughn, B.J., Wyattte, M.L. & Dunlap, G. (2002) "We can't Expect Other People to Understand": Family Perspectives on Problem Behavior. *Exceptional Children*, 68, (4), 437-450.

Furney, K.S. with Carlson, N., Salembier, G., Cravedi-Cheng, & Blow, S. *Making Dreams Happen: How to Facilitate the MAPS Process*. Burlington, VT: The United States Department of Education, Office of Special Education Programs.

October 13, 2007

## Interviewing, Observations, and Functional Behavior Assessment

### Required Readings

7.  Chapter 4. McConaughy, S. H. (2003). Interviewing children, parents, and teachers. In M. J. Breen & C. R. Fiedler, *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 123-170). Austin, TX: PRO-ED.
8.  Chapter 8. Maag, J.W. (2003). Targeting behaviors and methods for recording their occurrences. In M. J. Breen & C. R. Fiedler, *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 297-334). Austin, TX: PRO-ED.
9.  Chapter 3. Fischer, T.A. (2003). Conducting functional behavioral assessments and designing behavior intervention plans for youth with emotional/behavioral disorders. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 73-122). Austin, TX: PRO-ED.
10. Shippen, M.E., Simpson, R.G., & Crites, S.A. (2003). A practical guide to functional behavioral assessment. *Teaching Exceptional Children*, 35, (5), 36-44

### Assignments (see handout)

- Contract with school for functional behavior assessment
- Consent form assignment
- Develop initial plan for evaluation

### Recommended Readings

Center for Effective Collaboration and Practice (1998). *An IEP Team's Introduction to Functional Behavior Assessment and Behavior Intervention Plans*.

Cohen, L. G., & Spenciner, L. J. (1998). Observation, interviewing, and conferencing skills. In, *Assessment of children and youth* (pp. 104-115). New York: Longman.

Hamilton, R., Welkowitz, J.A., Mandeville, S. d., Prue, J. F., & Fox, T. *Preventing, Teaching & Responding. A planning team process for supporting students with emotional and behavioral difficulties in regular education*. The University of Vermont, Burlington, VT.

Hundert, J. (1995). Ecobehavioral analysis of classroom behaviors. In, *Enhancing social competence in young students* (Ch. 9). Austin, TX: PRO-ED.

Jones, V. & Jones, L. (2001). Receive instruction matched to their learning style. In, *Comprehensive classroom management: Creating communities of support and solving problems* (pp. 215-221; 239-241). Boston: Allyn and Bacon.

Katsiyannis, A. & Maag, J.W. (2001). Manifestation as a Golden Fleece. *Exceptional Children*, 68.

November 3, 2007

## Questionnaires, Disruptive Behavior Disorders, and Substance Abuse

### Required Readings

11. ☞ Chapter 5. Breen, M. J., Eckert, T. L., & DuPaul, G. J. (2003). Interpreting child-behavior questionnaires. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 171-188). Austin, TX: PRO-ED.
12. ☞ Chapter 6. Breen, M. J. (2003). Parent-, teacher-, and youth-completed child-behavior questionnaires. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 189-224). Austin, TX: PRO-ED. (Ch. 6)
13. ☞ Chapter 10. Greene, R. W. & Ablon, J. S. (2003). Disruptive behavior disorders. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 381-418). Austin, TX: PRO-ED.
14. ☞ Chapter 7 (pp. 225-226 & 264-282). Eckert, T. L., DuPaul, G. J., & Carson, P. M. (2003). Youth-completed and narrow-band child-behavior questionnaires. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 225-296). Austin TX: PRO-ED.

### Assignments

- ☐ Case Study I summary due

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November 19, 2007: "Virtual" Class Meeting  
Cultural and Linguistic Issues with Assessment



### Required Readings

15. ☞ Chapter 12. Nuttall, E. V., Li, C., Sanchez, W., Nuttall, R. L., & Mathisen, L. (2003). Assessing culturally and linguistically different children with emotional and behavioral problems. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 463-496). Austin, TX: PRO-ED.
16. Meier, T., & Brown, C. R. (1994). The color of inclusion. *Journal of Emotional and Behavioral Problems*, 3 (3), 15-18.

### Assignments

- ☐ Email 3 discussion questions to the class about readings 15 & 16 re: cultural & linguistic issues.
- ☐ Respond to at least 3 discussion questions you receive from your classmates.

## **Recommended Readings on Disruptive Behavior Disorders & Substance Abuse**

- Angello, L.M., Volpe, R. J., DiPerna J. C., et al., Assessment of Attention- Deficit/Hyperactivity Disorder: An Evaluation of Six Published Rating Scales. *School Psychology*, 32 (2) 241-262
- Armstrong, T. (1996). ADD: Does it really exist? *Phi Delta Kappan*, pp. 42
- Brooks, M.K. (2003). Legal Issues in the Screening and assessment of Adolescents. Screening and Assessing Adolescents for Substance Use Disorders. Treatment Improvement Protocol (TIP) Series 31. Retrieved on June 9, 2003 from <http://www.health.org/govpubs/BKD306/31g.aspx>.
- Dowdy, C., Patton, J., Smith, T., Polloway, E. (1998). Assessing ADHD for classroom purposes. In Dowdy, C., Patton, J., Smith, T., & Palloway, E., *Attention Deficit Hyperactivity Disorder in the Classroom: A Practical Guide for Teachers* (pp. 31-69). Austin, TX: PRO-ED.
- Epstein, M. H., Rudolph, S., & Epstein, A.A. (2000). Using strength-based assessment in transition planning. *Teaching Exceptional Children*, 32, 50-54.
- Kaufman, J. (2001). *Substance Abuse. Characteristics of Emotional and Behavioral Disorders of Children and Youth*. New Jersey: Prentice Hall.
- McConaughy, S. H. (2001). The Achenbach system of empirically based assessment. In J. J. W. Andrews & D. H. Saklofske (Eds.), *Handbook of psychoeducational assessment: Ability, achievement, and behavior in children* (pp. 289-324). San Diego, CA, US: Academic Press, Inc.
- Skloot, R. (1998). Violence in the schools: History, evolution, and prevention. *Prevention Forum*, 19, 6-9.
- Sprague, J. & Walker, H. (2000). Early Identification and Intervention for Youth with Antisocial and Violent Behavior. *Exceptional Children*, 66, (3), 367-379.
- Stormont, M. (2002). Externalizing behavior problems in young children: Contributing factors and early intervention. *Psychology in the Schools*, 39, 127-138.
- Vermont Department of Education (1998). *Identification Guidelines for Attention Deficit Disorders (ADD), Attention Deficit Hyperactivity Disorder (ADHD)*.

December 1, 2007  
Assessment of Internalizing Disorders and Self-Concept

**Required Readings**

17. ☞ Chapter 7 (239-263). Eckert, T. L., DuPaul, G. J., & Carson, P. M. (2003). Youth-completed and narrow-band child-behavior questionnaires. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 225-296). Austin TX: PRO-ED.
18. ☞ Chapter 9. Shelton, T. L., Williford, A. P., & Woods, J. E. (2003). Internalizing disorders: Mood and anxiety disorders. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 337-357). Austin TX: PRO-ED.
19. Schlozman, S. C. (2001). Too sad to learn? *Educational Leadership*, 59(1), 89-90.
20. Schlozman, S. C. (2002). An explosive debate: The bipolar child. *Educational Leadership*, 60(3), 89-90.
21. Demo, D. H. (2001). Self-esteem of children and adolescents. In T. J. Owens & S. Stryker (Eds.), *Extending self-esteem theory and research: Sociological and psychological currents* (pp. 135-156). New York: Cambridge University Press.

**Assignments**

- Case Study 2 summary due

**Recommended Readings**

- Grooman, J. (2000, April 10). The doubting disease. *The New Yorker*, pp. 52-57.
- Harter, S. (2000). Is self-esteem only skin deep? *Reclaiming Children and Youth*, 9, 133- 138.
- Kearney, C. (2001). *School refusal behavior in youth: A functional approach to assessment and treatment* (pp. 21-22; 99-132). Washington, DC: American Psychological Association.
- Kindlon, D. & Thompson, M. (2000). Boys' Struggle with Depression and Suicide. In, *Raising Cain: Protecting the Emotional Life of Boys* (pp. 158-175). New York: Ballantine Books.
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December 8, 2007

## Pervasive Developmental Disorders, Assessing Strengths, and Integration

### Required Readings

22. ☞ Chapter 11. Simpson, R. L., Taku, H., & Cook, K. T. (2003). Autism spectrum disorders assessment options and strategies. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 419-462). Austin, TX: PRO-ED.
23. Haddon, M. (2003). (pp. 1-21) *The curious incident of the dog in the night-time*. New York: Doubleday.
24. Greenberg, M.T. (1999). Attachment and psychopathology in childhood. In J. Cassidy & P.R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp.469-496). New York, NY: Guilford Press.
25. ☞ Chapter 15 Huberty, T.J. (2003). Integrating interviews, observations, questionnaires, and test data: Relationships among assessment, placement, and intervention. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners* (pp. 587-596). Austin, TX: PRO-ED.
26. Epstein, M. H., Rudolph, S., & Epstein, A.A. (2000). Using strength-based assessment in transition planning. *Teaching Exceptional Children*, 32, 50-54.

### Assignments

- ☐ Functional Behavioral Assessment summary
- ☐ Resource Guide

### Recommended Readings

- Barnhill, G., Hagiwara, T., Myles, B.S., Simpson, R.L. (2000). Asperger Syndrome: A Study of the Cognitive Profiles of 37 Children and Adolescents. *Focus on Autism and Other Developmental Disabilities*, 15(3), 146-153.
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- Hundert, J. (1995). Childhood Maladjustment and Social Skills Deficits (Chapter 2) . In *Enhancing Social Competence in Young Students*. Austin, TX: PRO-ED.
- Myles, B., & Simpson, R. (1998). Understanding the meaning and nature of Asperger's syndrome. In *Asperger syndrome: A guide for educators and parents* (pp. 1-11). Austin, TX: Pro-Ed.
- Walker, H. M., Ramsey, E., Gresham, F.M. (2004). Assessment and Classification of Social Competence Deficits Among Antisocial Youth. In *Antisocial Behavior In School: Evidence Based Practices 2<sup>nd</sup> ed.* Belmont, CA: Wadsworth/Thompson. (Ch. 6)

## **Assessment Manuals**

*\*Reference copies of manuals will be available from the instructor and may be checked out.*

Achenbach, T. M., & Rescorla, L. A., (2001). *Manual for the ASEBA School-Age Forms & Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.

Conners, C. K. (1997). *Conners' Rating Scales-Revised: User's Manual*. North Tonawanda, NY: MHS.

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Epstein, M. H., & Sharma, J. M. (1998). *Behavioral and Emotional Rating Scale: A Strength-Based Approach to Assessment (Examiner's Manual)*. Austin, TX: PRO-ED.

Gresham, F. M., & Elliott, S. N. (1990). *Social Skills Rating System Manual*. Circle Pines, MN: AGS.

Kovacs, M. (2001). *Children's Depression Inventory*. North Tonawanda, NY: MHS.

March, J. (1997). *Multidimensional Anxiety Scale for Children (MASC): Technical Manual*. North Tonawanda, NY: MHS.

Piers, E. V. (1996). *Piers-Harris Children's Self-Concept Scale*. Los Angeles: WPS.

Quinn, M. M., Gable, R. A., Rutherford, R. B., Nelson, C. M., & Howell, K. W. (1998). *An IEP team's Introduction to Functional Behavioral assessment and Behavior Intervention Plans*.

Ramsay, M. C., Reynolds, C. R., & Kamphaus, R. W. (2002). The behavior assessment system for children. In, *Essentials of behavioral assessment* (pp. 53-93). New York: Wiley. (BASC).

Ullman, R. K., Sleater, E. K., & Sprague, R. L. (1991). *ACTeRS Teacher and Parent Forms Manual*. Champaign, IL: MetriTech.