

**Social Emotional, Behavioral, and Personality Assessment (SEBPA) of Children**  
18:820:631, Spring 2025

**Course Time, Location, & Instructors**

**Section 01**

Monday 5:00-7:45pm

Room: GSAPP A317

**Instructor:** Sheva Weiss, Psy.D.

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Office Hours: By appointment

**Course assistant:** Molly Jacobi: [mrj106@gsapp.rutgers.edu](mailto:mrj106@gsapp.rutgers.edu)

**Section 02**

Monday 5:00pm – 7:45pm

Room: GSAPP A340

**Instructor:** Katie Dulfer, Psy.D.

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**Course Assistant:** Nia Joyner: [nmj76@gsapp.rutgers.edu](mailto:nmj76@gsapp.rutgers.edu)

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The purpose of this course is to attain knowledge of school-based social-emotional, behavioral and personality assessment of children and adolescents. This course integrates multidimensional assessment (interviews, direct behavior observations, behavioral ratings, projective measures, and screening tools) with current theories, research and best practices. Students will become familiar with a variety of measures to assess externalizing disorders, internalizing disorders, social-emotional functioning, adaptive skills, and personality. Issues related to children and adolescents from culturally and linguistically diverse backgrounds will be integrated throughout the course in the form of lectures, assignments and discussions.

**Course Texts and Materials**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787> (RU Library Link: [DSM-5-TR](#))

Weiner, I. B., & Greene, R. L. (2017). *Handbook of personality assessment* (2nd ed.). Wiley. (RU Library Link: [Handbook of Personality Disorders](#))

Whitcomb, S. A. (2018). *Behavioral, Social, and Emotional Assessment* (Fifth Edition). New York, NY: Routledge.

Schneider, J.W., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of Assessment Report Writing*. Wiley & Sons, Inc. (RU Library Link: [Essentials of Assessment Report Writing](#))

Other required readings (book chapters, articles) and videos will be posted on Canvas.

### School Psychology Profession-Wide Competencies (SP-PWC) Addressed in this Course

- 1.3:** Critically interprets and applies empirical findings to address problems, make decisions and enhance the social, behavioral and/or academic functioning of children and youth.
- 2.3:** Conducts self in an ethical manner across professional activities.
- 3.1:** Display an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
- 5.2:** Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.
- 6.1:** Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.
- 6.2:** Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.
- 6.3:** Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.
- 6.4:** Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.
- 6.5:** Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.
- 7.2:** Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 9.1:** Demonstrates knowledge and respect for the diverse roles, beliefs, and competencies of professionals and stakeholders working in schools, mental health organizations, and other relevant settings.
- 10.1:** Demonstrates an understanding of the impact of multiple systems on student development and functioning.

### Discipline-Specific Knowledge (DSK)

*Affective Aspects of Behaviors*, including affect, mood, and emotion.

*Cognitive Aspects of Behaviors*, including topics such as learning, memory, thought processes, and decision-making.

*Developmental Aspects of Behavior*, including transitions, growth, and development across an individual's life.

*Psychometrics*, including theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

## Learning Objectives

1. Learn about the social-emotional, behavioral, and personality assessment process and procedures used for children and adolescents consistent with ethical and professional standards. [SP-PWC Element 2.3, DSK-Affective Aspects of Behavior]
2. Select and conduct social, emotional, behavioral, and personality assessments that are multi-method, technically adequate, and suited to clients' needs. [SPPWC Elements 6.1, 6.5]
3. Administer, score, and interpret a variety of assessment measures, including the Behavior Assessment System for Children – 3<sup>rd</sup> Edition (BASC-3), Behavior Rating Inventory of Executive Functioning, 2<sup>nd</sup> Edition (BRIEF-2), Conners' Rating Scales, 3<sup>rd</sup> Edition (CRS-3), Adaptive Behavior Assessment System, 3<sup>rd</sup> Edition (ABAS-3), and Personality Assessment Inventory–Adolescent (PAI-A).
4. Become familiar with a variety of self-report (and parent/teacher report) assessment measures, including the Achenbach System of Empirically Based Assessment (ASEBA), Multi-Dimensional Anxiety Scale for Children-2nd Edition (MASC-2), Children's Depression Inventory 2 (CDI-2), Trauma Symptom Checklist for Children (TSCC), Trauma Symptom Checklist for Young Children (TSCYC), Childhood Autism Rating Scale, 2<sup>nd</sup> Edition (CARS-2), Social Responsiveness Scale, 2<sup>nd</sup> Edition (SRS-2), Social Communication Questionnaire (SCQ), and Vineland Adaptive Behavior Scales, 3<sup>rd</sup> Edition (Vineland-3).
5. Become familiar with a variety of performance-based assessment measures including projective assessments, such as the Roberts Apperception Test and Sentence Completion Test, as well as subtests from neuropsychological assessments such as the Test of Everyday Attention for Children, 2nd Edition (TEAch2), A Developmental Neuropsychological Assessment, 2<sup>nd</sup> Edition (NEPSY-II), Delis-Kaplan Executive Function System (D-KEFS), Comprehensive Assessment of Spoken Language, 2<sup>nd</sup> Edition (CASL-2), and Rey Complex Figure Test and Recognition Trial (RCFT).
6. Evaluate measures' quality based on their psychometric properties of reliability and validity. [DSK-Psychometrics]
7. Interpret assessment results (based on case conceptualization and an understanding of assessment instruments and theory) and formulate diagnostic and classification impressions that inform treatment and preventive recommendations. [SP-PWC Elements 6.2, 6.4]
8. Write comprehensive psychological reports integrating assessment information from a variety of sources. [SP-PWC Elements 5.2, 6.3]
9. Orally present and share findings on a psychological evaluation and on the psychometrics of a measure. [SP-PWC Element 5.2]
10. Assess children and adolescents from a diverse set of backgrounds using appropriate assessment techniques, considering the influence of culture and of developmental level on various assessments. [SP-PWC Element 3.1, DSK Developmental Aspects of Behavior]

## Course Requirements and Assignments

**Attendance** (10 points): Arrive on time to class (one tardy permissible). You are expected to attend class in person. If you are not physically in class, you will be considered absent, apart from absences due to religious holidays not observed by the university. If you are unable to attend a class due to religious observance or extraordinary circumstances (e.g., hospitalization, family emergency), please notify me in writing/email as soon as possible. You will be responsible for any of the material covered during your absence. A student with 3 or more unexcused absences will not pass the course.

**Participation and Professionalism** (12 points): Active class participation is essential. Participation includes completion of assigned reading and review of assessment measure before class. Participation also includes practice with assessment measures and completion of in-class and outside-of-class assignments. Please demonstrate your understanding of the reading and participate in discussion during every class. I will expect mindful attention during classes and will often limit or entirely restrict use of electronic devices (e.g., laptops). Please bring a notebook and writing utensils.

**Assessment Reports (28 points):** Integrative assessment reports based on the assessment techniques and measures covered in this course. Students will be required to administer some assessment measures, and in some instances, the instructor will provide protocols that have already been completed. Students will score and interpret the measures and will present the results in an assessment report. Protocols will be submitted with the reports. Reports will be scored primarily based on content, although spelling, grammar, and punctuation will also count. Use pseudonyms for client names in all reports.

Report #1 (12 points) will focus on the BASC-3.

Report #2 (16 points) will require integration of multiple measures.

**Test Review Group Presentation** (12 points): Students will critique and create a presentation about measures of anxiety or attention. Students will report on the measures' purpose, target population, constructs targeted, norms, and psychometric quality (reliability and validity).

**Comprehensive Evaluation Report** (28 points): Students will write a comprehensive, integrative psychological report. Reports will include an interview with the child, parent, and teacher; a thorough record review; a full intelligence test; an observation; and 3 behavior rating scales.

**Case Presentation** (10 points): Students will prepare a 15-minute presentation associated with their comprehensive report. The presentation will cover referral issues, the assessment techniques used and the findings from each, a summary, classification impressions and recommendations including any need for preventive intervention and a plan for monitoring progress. Students in class will act as educators, parents, and other interested parties and ask questions about the case.

**Determination of Grades:** Grades will be assigned based on the above competencies/ assignments. Letter grades for this course will follow Rutgers' criteria: 100-90 A; 89-85 B+; 84-80 B; 79-75 C+; 74-70 C; 69-60 D; 59-0 F.

## Classroom Culture and Policies

**Statement on Diversity & Identities:** It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. I will aim to present materials and activities that are respectful of diversity, including diversity of gender identity, sexuality, socioeconomic status, ethnicity, race, nationality, religion, culture, disability, size, and age. Your suggestions are encouraged and appreciated. It is my hope that we will cultivate an environment where all students feel valued and where divergent views can be expressed, given we come to these course topics with diverse viewpoints and lived experiences. I deeply value your feedback. Please reach out if you feel uncomfortable or unincluded at any point, so that I can foster a more inclusive learning environment.

I will gladly honor your request to address you by an alternate name or gender pronoun. Please note that class rosters are provided to the instructor with students' legal names. Please advise me at any time if your name and/or preferred pronouns differ from what is on the roster so that I can make necessary adjustments.

**Classroom Atmosphere:** This course requires students to provide clinical assessment services to children and families. Students should strive to think, speak, and act as psychologists during class meetings. Thus, it is imperative that class start on time, and that students listen to each other respectfully and contribute to the classroom discussion in a professional and constructive manner. Case material, to the extent that it involves actual children and families, is kept strictly confidential. Only clients' pseudonyms are used in class.

**Student Success:** The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at <https://success.rutgers.edu>. (CAPS: <http://health.rutgers.edu/medical-counseling-services/counseling/>, self-identify as a GSAPP student to ensure your clinician is not affiliated with GSAPP); **Learning Center:** <https://rlc.rutgers.edu/node/83>)

**Statement on Disabilities:** Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://webapps.rutgers.edu/student-ods/forms/registration>.

**Statement on Academic Integrity:** The University's academic integrity policy, to which this class will adhere, can be reviewed at: <https://academicintegrity.rutgers.edu>. Please note plagiarism is taken very seriously at Rutgers. If you use words or ideas that are not your own (or that you have used in a

previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

No materials used in this class, including, but not limited to, lecture handouts, videos, assessments (quizzes, exams, papers, projects, homework assignments), in class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have the instructor's explicit, written permission. Rutgers is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported.

In concert with Rutgers' code of conduct, which mandates "[that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations](#)," this course has been designed to promote your learning, critical thinking, skills, and intellectual development *without reliance* on unauthorized technology including chatbots and other forms of "artificial intelligence" (AI).

**Writing:** Formal writing assignments will be rigorously graded and students will be expected to write using formal/ professional language and tone. Papers should adhere to the page maximums. It is fine if papers are shorter, but if a paper does not meet the formatting and maximum length requirements, I will return it to you to reformat without grading it. Concise writing is an essential skill, especially for the purpose of conveying clinical material. Unless otherwise noted, please adhere to APA Style (7<sup>th</sup> Edition) and use 12-point font and 1-inch margins. However, reports should be single spaced (rather than APA recommendation for double spaced). Please be particularly attentive to APA style guidelines related to point of view, word choice, bias, citations, quotations, and editorializing. For guides, see: <http://apastyle.apa.org/> and [OWL Purdue APA style guide](#)

**Selection of Assessment Participants:** Students will be provided all the necessary information to complete the first 2 assessment reports. For the final report, students will be responsible for finding an individual to whom they will administer the assessment measures. With the approval from practicum site supervisors, students may be able to complete all or a portion of their final assignment while at their practicum sites. If completing assessments within your practicum sites, the avenue for obtaining consent is at the discretion of the site supervisor. If assessing individuals outside of the practicum setting, consent forms will be provided and must be returned with the report and protocols. Additionally, students will be required to submit documentation of follow-up communication, if warranted. (The process of follow-up communication will be discussed in class.)

**Deadlines:** Assignment due dates are specified on the syllabus and will be confirmed in class. Assignments are due at the beginning of class. If you require an extension due to an extenuating circumstance, please reach out to discuss with the instructor in advance; deadlines may be adjusted at the discretion of the instructor. Unless granted an extension in advance of the deadline, late assignments are subject to a 10% reduction per day. All late assignments should be submitted to the instructor, rather than to a course assistant.

Assignments submitted electronically should be in single files, rather than multiple pages of scans.



## Schedule of Topics, Readings, and Assignments

### Week 1: 1/27

#### Course Overview

#### Introduction to Social Emotional and Behavioral Assessment of Children

#### Broad Measures (BASC-3)

*Theoretical Orientation, assessment process, diverse populations*

- Whitcomb Ch. 1 Foundations of assessment

Measures to review: BASC-3

### Week 2: 2/3

#### Broad Measures cont. (BASC-3)

#### Cultural/Diversity Considerations

- In-class completion of BASC measures (Self-Report and Parent Report)
- BASC-3 Manual
- Whitcomb Ch. 2 Social Emotional Assessment & Cultural Diversity, Ch. 5 Behavior Rating Scales
- Pickens, I.B. (2022) Integrating a culturally responsive lens into social, emotional, and behavioral assessment within tiered decision-making frameworks. *School Psychology Review*, (51)1, 55-58

#### Supplemental

- Raines, T. C., & Crumpton, H. (2017). Social, Emotional, and Behavioral Assessment with Culturally and Linguistically Diverse Populations. In *Handbook of Multicultural School Psychology* (2nd ed., pp. 218–233). Routledge. <https://doi.org/10.4324/9780203754948-12>

Measures to review: BASC-3 cont., ASEBA - CBCL & TRF

In class activity: Practice BASC (practice writing results, take measure for Paper 1)

### Week 3: 2/10

#### Cultural/Diversity Considerations cont. & Clinical Interviewing

#### Report Sections Overview

*In-class role play interview with integration of Cultural Formulation Interview (CFI)*

- MASC-2 Manual
- Whitcomb Ch. 6 Interviewing techniques & Ch. 8, pp. 213-219 (Self-Report Assessment)

#### Supplemental

- Lyon, T. D. (2014). Interviewing Children. *Annual Review of Law and Social Science*, 10(1), 73–9. <https://doi.org/10.1146/annurev-lawsocsci-110413-030913>

Measures to review: MASC-2

### Week 4: 2/17, **Report 1 Due**

#### Psychometric Considerations

#### Classification & Assessment of Internalizing Disorders & Trauma

*Completion of 2 rating scales (MASC or CDI)*

- CDI-2 Manual
- Whitcomb Ch. 3, focus on pp. 76-82 (Assessment & Classification) & Ch. 11 (Assessing Internalizing Problems)
- Carliner, H., Gary, D., McLaughlin, K.A., & Keyes, K.M. (2017). Trauma exposure and externalizing disorders in Adolescents: Results from a national comorbidity survey

adolescent supplement. *Journal of the American Academy of Child and Adolescent Psychiatry* 56 (9), 755-764.

Supplemental

- Cruz, R. A., Navarro, C., Carrera, K., Lara, J., Mechammil, M., & Robins, R. W. (2021). Mexican-Origin Youths' Trajectories of Internalizing Symptoms from Childhood into Adolescence and Associations with Acculturation Processes. *Journal of Clinical Child and Adolescent Psychology*, 50(1), 118–130. <https://doi.org/10.1080/15374416.2019.1622120>

Measures to review: MASC-2 cont., CDI-2, Trauma Symptom Checklists – TSCC & (TSCYC), Beck Youth Inventories

**Week 5: 2/24**

**Report Writing & Integration**

- Schneider et al., Ch. 1 (Introduction & Overview), Ch. 3 (Introductory Sections of the Report), Skim Ch. 2 (Writing with Clarity & Style)

**Assessment of Executive Functions, ADHD, & Externalizing Behavior**

*In-class completion of Conners or BRIEFBRIEF-2 Manual*

- Conners 4 Manual
- Podcast: Dr. Akeem Marsh & Dr. Lara Cox: Beyond ODD and Conduct Disorder
- Garcia, E.B., Sulik, M.J., & Obradovic, J. (2019). Teachers' perceptions of students' executive functions: disparities by gender, ethnicity, and ELL status. *Journal of Educational Psychology*, 111(5), 918-931.

Supplemental

- Golson, M. E., Roanhorse, T. T., McClain, M. B., Galliher, R. V., & Domenech Rodríguez, M. M. (2022). School-based ADHD services: Perspectives from racially and ethnically minoritized students. *Psychology in the Schools*, 59, 726–743. <https://doi.org/10.1002/pits.22640>
- Brann, K. L., Daniels, B., Chafouleas, S. M., & DiOrio, C. A. (2022). Usability of Social, Emotional, and Behavioral Assessments in Schools: A Systematic Review From 2009 to 2019. *School Psychology Review*, 51(1), 6–24. <https://doi.org/10.1080/2372966X.2020.1836518>

Measures to review: BRIEF, Conners (Review Conners PPT slides on Canvas)

Additional measures presented in class: Rey Complex Figure, exposure to NEPSY & DKEFS

**Week 6: 3/3, Test Review Group Presentations**

**Case Studies & Practice**

- Whitcomb Ch. 12 (Assessing Other Behavioral, Social, & Emotional Problems)
- Watch/Listen to recording/slide on CARS-2 & SRS-2

Measures to review: CARS-2 & SRS-2

**Week 7: 3/10**

**Assessment of Adaptive Behavior & Autism Spectrum Disorder**

*Review Canvas video/slides on SRS-2 & CARS-2*

- Alexander, R.M., & Reynolds, M.R. (2020). Intelligence and adaptive behavior: A meta-analysis. *School Psychology Review*, 49(2), 85-110.
- Kaufman, N. K. (2022). Rethinking “gold standards” and “best practices” in the assessment of autism. *Applied Neuropsychology. Child*, 11(3), 529–540. <https://doi.org/10.1080/21622965.2020.1809414>
- Harris, B., Barton, E.E., & Albert, C. (2014). Evaluating Autism Diagnostic and Screening Tools for Cultural and Linguistic Responsiveness. *Journal of Autism and Developmental Disorders*, 44, 1275–1287.



Supplemental

- Harrison, A. J., Long, K. A., Tommet, D. C., & Jones, R. N. (2017). Examining the Role of Race, Ethnicity, and Gender on Social and Behavioral Ratings Within the Autism Diagnostic Observation Schedule. *Journal of Autism and Developmental Disorders*, 47(9), 2770-2782.

Measures to review: ABAS-3, SCQ, (CASL-2)

In class activity: ABAS-3 & SRS-2

**\*\*3/17 Spring Break\*\***

**Week 8: 3/24**

**ASD and Adaptive Behavior (cont.)**

**Intro to Observational Methods & FBA**

- Whitcomb Ch. 4 pp. 95-117 (Direct Behavioral Observation)
- Moreno, G., Wong-Lo, M., & Bullock, L. M. (2014). Assisting Students From Diverse Backgrounds With Challenging Behaviors: Incorporating a Culturally Attuned Functional Behavioral Assessment in Prereferral Services. *Preventing School Failure*, 58(1), 58–68.  
<https://doi.org/10.1080/1045988X.2012.763156>

In class activity: Practice FBAs

**Week 9: 3/31 Report 2 Due**

**FBAs Continuation**

- Reading TBD

**Week 10: 4/7**

**Personality Assessment – Theory, Questionnaires, & Projective Testing**

- Roberts-2 Manual
- Weiner & Greene Ch. 2 The personality assessment process
- Chu, J., Muquit, L.S., Agrawal, V., & Krishnamurthy, R. (2018). Ethnicity and personality assessment. In Smith, S.R., & Krishnamurthy, R. Eds.), *Diversity-Sensitive Personality Assessment*. (pp. 57-75). Routledge.

Supplemental

- Weiner & Greene Ch 1 History of personality assessment

Measures to review: PAI-A, Roberts Apperception Test, TAT, Sentence Completion Test, TOMM

**Week 11: 4/14 Personality Assessment: Case Studies & Practice**

- House-Tree-Person Manual
- Whitcomb Ch. 9 (Projective-Expressive Assessment Techniques)
- Weiner & Greene Ch. 10 (Personality Assessment inventory)
- Michaels, M. H. (2006). Ethical considerations in writing psychological assessment reports. *Journal of Clinical Psychology*, 62(1), 47- 58. <https://doi.org/10.1002/j.clp.20199>

Measures to review: PAI-A, Roberts Apperception Test, TAT, Sentence Completion Test, TOMM

**Week 12: 4/21 Comprehensive Evaluation Draft Report Due**

**Neuropsychological Assessment of Children – Developmental Systems Perspective**

**Case Studies & Practice**

Exposure to NEPSY & DKEFS

**Week 13: 4/28**

**Recommendations & Feedback**

**Assessment of Tics, OCD, & Eating Disorders & Review of Measures (TS, OCD, Eating Disorders)**

- Podcast: Dr. Karen Postal- How to Conduct A Knockout Feedback Session

Measures to Review: CY-BOCS, YGTSS

**Week 14: 5/5**

**Report Writing & Integration: Practice & Case Discussions – CAs**

**Culturally Appropriate Recommendations & Feedback cont.**

**Readings (optional)**

- Murrieta, I. & Eklund, K. (2022). Universal screening to detect emotional and behavioral risk among English language learners. *School Psychology Review*, 51(4), 441-453.
- Fundamentals of SEL – CASL: <https://casel.org/fundamentals-of-sel/>

**Week 15: 5/12 Comprehensive Evaluation Report Due**

**Student Presentations of Final Paper**

*This syllabus is subject to change throughout the semester. Please note readings will be confirmed one week before each class. If you need to work ahead for any reason, please speak with your instructor.*

**I look forward a rich learning experience this semester!**