RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
Graduate School of Applied and Professional Psychology

Social, Emotional, Behavioral, and Personality Assessment of Children  
Course Number 18:820:631  
Spring 2020

Section 01: Tuesdays 9:00am-11:45am, A341  
Section 02: Wednesdays 9:00am-11:45am, A341

INSTRUCTOR:

Ryan J. Kettler, PhD, NCSP  
Associate Professor  
Email: r.j.kettler@rutgers.edu (best way to reach me)  
Office: Psychology A347  
Office hours: Mondays and Wednesdays, 12:00pm-1:00pm, or by appointment  
Phone: (615) 772-1184

CLASS ASSISTANTS:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office hour</th>
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</thead>
<tbody>
<tr>
<td>Eliannah De Carlo</td>
<td><a href="mailto:Eliannah.decarlo@rutgers.edu">Eliannah.decarlo@rutgers.edu</a></td>
<td>(215) 495-8305</td>
<td>Tuesdays, 12:00-1:00</td>
</tr>
<tr>
<td>Alicia LaRose</td>
<td><a href="mailto:Alicialarose5@gmail.com">Alicialarose5@gmail.com</a></td>
<td>(860) 681-1032</td>
<td>A358</td>
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TESTING LIBRARY:

Rebecca Khiralla and Stuart Singer, Testing Librarians for Courses  
Email: classkits@gsapp.rutgers.edu

COURSE DESCRIPTION:

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 behavioral observations, behavioral ratings, functional behavioral analysis, and screening tools) with current theories, research, and best practices. Assessment includes the evaluation of externalizing disorders, internalizing disorders, social competence, adaptive skills, and personality. Issues related to working with children from diverse populations will be integrated throughout the course in the form of lectures, assignments, and discussions.
PROFESSION-WIDE COMPETENCIES & DISCIPLINE-SPECIFIC KNOWLEDGE:

School Psychology Profession-Wide Competency (SP-PWC) Elements

2.3. Conducts self in an ethical manner across professional activities.

3.1. Displays 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.

Discipline-Specific Knowledge (DSK)

Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.

Developmental Aspects of Behavior, including transitions, growth, and development across an individual’s life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.
**COURSE OBJECTIVES:**

1. Discuss the behavioral, socio-emotional, and early academic 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 matched to recipients’ needs. [SP-PWC Elements 6.1, 6.5]


4. Evaluate measures’ quality based on their psychometric properties of reliability and validity. [DSK-Psychometrics]

5. Interpret assessment results using case conceptualization leading to diagnostic and classification impressions, determination of need for preventive intervention and response to intervention, and recommendations. [SP-PWC Elements 6.2, 6.4]

6. Write full psychological reports integrating assessment information from a diverse set of sources. [SP-PWC Elements 5.2, 6.3]

7. Orally present and share findings on a psychological evaluation and on the psychometrics of a measure. [SP-PWC Element 5.2]

8. 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]

**REQUIRED TEXTBOOKS:**


ADDITIONAL READINGS:


Radiolab. (2019). G: Unfit. WNYC. Available at: www.wnycstudios.org/podcasts/radiolab/projects/radiolab-presents-g


# COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/21-22</td>
<td>Introduction to Social-Emotional &amp; Behavioral Assessment of Children</td>
<td>- Sattler: Chs. 1 &amp; 3 (new parts)</td>
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<td>1/28-29</td>
<td>Broad Measures</td>
<td>- Sattler: Ch. 10</td>
<td>Quiz #1</td>
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<td>- McConaughy &amp; Ritter (2014)</td>
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<td>- BASC-3 manual, Chs. 2, 5, &amp; 6</td>
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<tr>
<td>2/4-5</td>
<td>Writing about Broad Measures</td>
<td>- Sattler: Ch. 10</td>
<td>Quiz #3</td>
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<td>- McConaughy &amp; Ritter (2014)</td>
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<td>- BASC-3 manual, Chs. 2, 5, &amp; 6</td>
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<td>2/11-12</td>
<td>Interviewing &amp; Diverse Populations</td>
<td>- Sattler: Chs. 4 &amp; 7, skim 5 &amp; 6</td>
<td>BASC-3 Report due</td>
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<td>- Mazza (2014)</td>
<td>Quiz #2</td>
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<td>2/18-19</td>
<td>Assessment of Externalizing Disorders</td>
<td>- Sattler: Ch. 14 (pp. 429-436) &amp; Ch. 15</td>
<td>Quiz #3</td>
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<td></td>
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<td>- Tobin, Schneider, &amp; Landau (2014)</td>
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<tr>
<td>2/25-26</td>
<td>Assessment of Internalizing Disorders</td>
<td>- Sattler: Ch. 14 (pp. 436-454) &amp; Ch. 15</td>
<td>CRS-3 or TEA-Ch Report</td>
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<td>- Feeney-Kettler et al. (2011)</td>
<td>Quiz #4</td>
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<td>- Meyers &amp; Winters (2002)</td>
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<td>3/3-4</td>
<td>Adaptive Behavior &amp; Intellectual Disability</td>
<td>- Sattler: Chs. 11 &amp; 18</td>
<td>Quiz #5</td>
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<td>- Radiolab (2019)</td>
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<td>- Assessment of Social Skills</td>
<td>G: Unfit</td>
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<td>- Crowe et al. (2011)</td>
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<td>- Humphrey, et al. (2011)</td>
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<td>3/10-11</td>
<td>Spring Break – No Class</td>
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<td>3/24-25</td>
<td>Autism</td>
<td>- Sattler: Ch. 22</td>
<td>Narrow-band measure Report</td>
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<td>- Schwartz &amp; Davis (2014); Clark, Radley, &amp; Phosaly (2014)</td>
<td>Quiz #7</td>
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<td>3/31-4/1</td>
<td>Observational Methods</td>
<td>- Sattler: Chs. 8 &amp; 9</td>
<td>Quiz #8</td>
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<td>4/7-8</td>
<td>Functional Behavioral Assessment</td>
<td>- Sattler: Ch. 13</td>
<td>VABS-2 or ABAS-3 Report</td>
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<td>- Steege &amp; Scheib (2014)</td>
<td>Quiz #9</td>
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<tr>
<td>4/14-15</td>
<td>Personality Assessment</td>
<td>- Sattler: p.336-343; 356-358; other readings to be announced</td>
<td>Quiz #10</td>
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<tr>
<td>4/21-22</td>
<td>Report Writing</td>
<td>- Sattler: Ch. 25</td>
<td>FBA Report</td>
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<td>- Walrath, Willis, &amp; Dumont (2014)</td>
<td>Quiz #11</td>
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<td></td>
<td>- Screening for SEB Disorders</td>
<td>- Kettler &amp; Feeney-Kettler (2011)</td>
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<td>5/5-6</td>
<td>Presentation Day</td>
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<td>Comprehensive Psychological Report</td>
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ASSIGNED READINGS:

Each student is expected to complete the assigned readings prior to attending class.

ASSIGNMENTS:

This course uses a multi-method approach to determining student attainment of the course learning objectives. Students are provided multiple opportunities to demonstrate their competence in a variety of formats. Such an approach is consistent with best practices in school psychology.

ASSESSMENT REPORTS: There will be 5 assessment reports (30 points each), based on the assessment techniques listed below this paragraph. Each student must administer, score, and interpret each measure, and present the results in a brief 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. Specific information about the assignment will be provided in class. [SP-PWC Elements 5.2, 6.3, DSK-Affective]

1. BASC-3 Report [parent, teacher, or student]
2. CRS-3 or TEA-Ch Report (parent, teacher, and student for CRS-3; student for TEA-Ch)
3. Narrow-band Measure Report [student and (parent or teacher)]
4. VABS-3 or ABAS-3 Report [parent or teacher]
5. Functional Behavioral Assessment Report

MEASURE COMPARISON PRESENTATION: Students will work in groups to present an evaluation of the psychometric properties of two rating scales that measure the same construct (25 points). The presentation will cover a comparison and an evaluation of the psychometric properties of reliability and validity of the selected rating scales, as well as recommendations and considerations for scale usage. Specific information about the assignment will be provided in class. [SP-PWC Element 5.2, DSK-Psychometrics]

PSYCHOLOGICAL REPORT: Each student is required to write a full psychological report (100 points). The report will include an interview with the child; an interview with a parent, an interview with a teacher, or a thorough record review; a full intelligence test; an observation; and two rating scales or a rating scale and 1 other measure. Reports will be scored primarily based on content, although spelling, grammar, and punctuation will also count. Specific information about the assignment will be provided in class. [SP-PWC Elements 5.2, 6.2, 6.3, 6.4, 6.5, DSK-Affective, DSK-Developmental]
CASE PRESENTATION: Each student will prepare a 20-minute presentation of the case on which their psychological report was based (100 points). The presentation will cover referral issues, an explanation of the assessment techniques used, an explanation of the findings from each, a summary, classification impressions, recommendations including any need for preventive intervention, and a plan for monitoring response to intervention. Following the presentation, students in the class will act as educators, parents, and other interested parties and ask questions about the case. Specific information about the assignment will be provided in class. [SP-PWC Elements 5.2, 6.2, 6.3, 6.4, 6.5, DSK-Affective, DSK-Developmental]

QUIZZES: Students are expected to actively contribute to class case activities and class discussions about the various assessment instruments and constructs students are learning to measure. There will be weekly quizzes, each worth five points, about the readings due for each class period.

SELECTION OF ASSESSMENT PARTICIPANTS:

Students are responsible for finding individuals to whom they will administer the aforementioned assessment measures. With the approval from practicum site supervisors, students may be able to complete all or a portion of their assignments 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 protocol.

LATE ASSIGNMENTS:

Assignments are due at the beginning of class. Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. All late assignments are to be submitted to Ryan Kettler, rather than to one of the teaching assistants.
**Grading Criteria:**

Assessment Reports: 150 points  
Case Presentation: 100 points  
Psychological Report: 100 points  
Measure Comparison Presentation: 25 points  
Weekly Quizzes: 60 points

**Total Points: 435 points**  
A = 391 - 435  
B+ = 378 - 390  
B = 348 - 377  
C = 305 - 347  
F = 0 - 304

**Names and Pronouns:**

Class rosters are provided to the instructor with the students’ legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Respect for Diversity:**

It is my intent that students from all 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. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. I encourage and appreciate your suggestions.

**Attendance:**

Each student is required to attend all classes. If you are unable to attend a class due to extraordinary circumstances (e.g., hospitalization, family emergency) or religious observance, please inform me in writing (a formal email is acceptable) as soon as possible. **It is your responsibility to obtain any missed notes and handouts from your peers, so please make arrangements with them in advance.**
CLASSROOM RULES:

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 and at all times in the clinic. Thus, it is imperative that class start on time, and that students listen to one another’s comments 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.

ACADEMIC DISHONESTY AND UNPROFESSIONAL CONDUCT:

Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. The University’s academic integrity policy, to which this class will adhere, can be reviewed at: academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

DISABILITY STATEMENT:

Rutgers University welcomes students with disabilities into all of 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 (https://webapps.rutgers.edu/student-ods/forms/registration).

TESTING LIBRARY:

Please be aware of Testing Library hours to ensure timely attainment of appropriate test kits. The testing library has protocols and technical manuals for the measures that are used in this course. Manuals cannot be taken from the testing library, so plan accordingly when completing assignments.