

University of Washington
College of Education
School Psychology Program
Autumn 2002

Social Emotional Assessment
EDPSY 572

Section A: Mondays, 1:00 - 3:50
Miller Hall Room 402

The College of Education prepares caring, knowledgeable, and reflective practitioners grounded in best practices and dedicated to meeting the needs of all students.

Social Emotional Assessment

Fall Quarter 2002

James J. Mazza

Class Time: Mondays, 1:00-3:50pm
Course: EDPSY 572
Credits: 3
Instructor: James J. Mazza, Ph.D.
Office: Miller Hall - Room 322, Office M
Phone number: 616-6373
Email Address: mazza@u.washington.edu

Office Hours:

Mondays: 12:00-1:00pm
Tuesdays: 9:00 – 10:00am
Other days and times available with an appointment

TA: Julie Busse
Office: Miller Hall 406B
Phone Number: 206 616-6366

Students with a disability:

If you would like to request academic accommodations due to a disability, please Contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to Kent Jewell, Area Secretary in Miller Hall Room 312 to discuss the accommodation you might need for class.

I. The Course: Aims and Overview

Description & Objective: This course is designed to teach students the basic and advanced concepts in social emotional assessment. Emphasis will be placed on both the conceptual side and implementation of social emotional assessment. The course will cover the necessary psychometric theory and application that corresponds to social-emotional assessment. This course will also provide a knowledge-base for determining the appropriate assessment with children and adolescents. Included in this course will be mastery of broad-based measures of the BASC and CBCL, as well as the ability to integrate social-emotional information into a psychological report.

Course Goals: The goals of this course are to provide students with the skills necessary to conduct appropriate social emotional assessment and interpret the data in an accurate and reliable manner. This course will also help students become critical consumers of the social emotional assessment arena, the different measures that are available, and how to combine social-emotional information as part of a full comprehensive psychological assessment. Psychological measures that are commonly used for social emotional assessment will be critically reviewed. Mastery of the BASC and CBCL scoring and interpretation will be required.

II. Course Requirements

Readings: The readings for the course will be from class handouts and the required text that can be picked up at the University Bookstore. Readings will be assigned on a weekly basis and lectures will follow the readings carefully, so it will be important to keep up-to-date with the readings.

Merrell, K. (1999). Behavioral, social and emotional assessment of children and problems. Lawrence Erlbaum Associates. New Jersey

Reader with handouts can be obtained from the copying center.

III. Grading

Assignments Percent	Desired Outcome	Evaluation Criteria	
3 papers	basic critical consumer skills	covering the basic components of a measure	45%
Overall Review	summation of critical Consumer skills	in-depth analysis of one socio-emotional test	15%
2 classroom presentations	teach other students the strengths and weaknesses of the tests	in-depth knowledge and thoroughness of presentation	30%
Participation	students engaged in the classroom lectures and materials	individual and group participation, attendance, and professional behavior consistent with the field	10%
			<hr/> 100%

This course is graded No Credit/Credit. In order to receive Credit for this course an 80% or above needs to be obtained. Papers handed in late will receive a 5% penalty/day for that particular paper.

IV. Course Calendar

1. September 30 - Merrell - Chapter 1
 - a. Go over course syllabus and expectations
 - b. Begin introduction to social emotional assessment and what it is
 - c. Different types of social emotional assessment
2. October 7 - Merrell - Chapters 2, 4, & 3 articles on the BASC
 - a. DSM IV Classification
 - b. Critical thinking skills - formulation of what you need to look for
 - c. Broad bandwidth versus narrow bandwidth (Norm-Referenced vs. Criterion-

Referenced)

- d. Thorough review of the BASC & CBCL
- e. **ASSIGNMENT #1:** 2-3 page paper on Practical Features & Manual Utility

3. October 14 - Merrell –Chapter 5, Anastasi - Chapter 5
 - a. Implications of socio-emotional assessment
 - b. Beginning a socio-emotional assessment
 - c. Normative data and standardization samples
 - d. Reliability
 - e. Model with specific measure (SIQ)
 - f. Practice exercises with handouts for the BASC and CBCL

4. October 21 - Anastasi - Chapter 6 & Campbell & Fiske Article
 - a. **PAPER #1 DUE**
 - b. Short student presentation of tests reviewed and their usefulness
 - c. Validity
 - d. **ASSIGNMENT #2:** Actual case with the BASC, CBCL, or APS – need to administer, score and interpret results.

5. October 28 - Sattler – Chapters 11, 12, 13, & 14
 - a. Special needs and low incidence assessment
 - b. Hand in BASC and CBCL practice sheets due.
 - c. Questions for cases regarding BASC, APS & CBCL

6. November 4 - Merrell - Chapter 7 & Anastasi Chapter 17
 - a. **PAPER #2 DUE**
 - b. Test scores and interpretation (factor scores)
 - c. Test selection and classification
 - d. **ASSIGNMENT #3:** 2-3 page paper on psychometric characteristics and writing up of reports in the social emotional area

7. November 11 Holiday – Veteran’s Day

8. November 18 - Merrell - Chapters 8 & 9
 - a. **Paper #3 DUE**
 - b. Example of interpretation on a social-emotional measure
 - c. Internalizing and externalizing disorders
 - d. **ASSIGNMENT: REPORT CARDS** - Student presentations - should last 20 to 30 minutes – include multicultural issues – need to evaluate major components. Need to bring the report card to class to share

9. November 25 - Merrell - Chapters 10, 11, 12 & 14
 - a. Report writing for social emotional assessment
 - b. Assessment and cultural diversity
 - c. Social skills and Personality assessment
 - d. Difficulty with personality assessment

10. December 2 - Selected topic articles

- a. **REPORT CARDS DUE**
- b. Student Presentations to class

11. December 9

- a. Student presentations to class
- b. Cover tests not presented by students

Supplementary Readings

Anastasi, A. (1986). Psychological Testing, New York, New York. Macmillan Publishing Company.

Aponte, J. f., & Crouch, R. T. (1995). The changing ethnic profile of the United States. In J. F. Aponte, R. Y. Rivers, & J. Wohl (Eds.), Psychological interventions and cultural diversity (pp. 1-18). Boston: Allyn & Bacon.

Campbell, D. T. & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix, Psychological Bulletin, *59*, 81-105.

Crocker, L. & Algina, L. (1986). Introduction to classical and modern test theory. New York: Holt, Rinehart and Winston.

Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. Psychological Bulletin, *52*, 281-302.

Friedenberg, L. (1995). Psychological Testing: Design, analysis, and use, Boston, MA. Allyn and Bacon

Michell, J. (1986). Measurement scales and statistics: A clash of paradigms. Psychological Bulletin, *100*, 398-407.

Nunnally, J. C. & Bernstein, I. H. (1994). Psychometric Theory, New York, New York. McGraw-Hill, Inc.

Primavera, L. H., & Gorman, B. S. (1992). Factor analysis: What it is, how it's done, and what to do with it. In Cohen, R. J., Swerdlik, M. E., Smith, D. K. Psychological Testing and Assessment, Mountain View, CA. Mayfield Publishing Company.

Rogers, T. B. (1995). The Psychological Testing Enterprise, Pacific Grove, CA. Brooks/Cole Publishing Company.

Sattler, J. M (1998). Clinical and Forensic Interviewing of Children and Families: Guidelines for the Mental Health, Education, Pediatric and Child Maltreatment Fields. Jerome M. Sattler Publisher, Inc.