School of Education Conceptual Framework

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by:
1. preparing individuals to be leaders and practitioners in education and related human service fields,
2. expanding and deepening understanding of education as a fundamental human endeavor, and
3. helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Preparing Individuals to be Leaders and Practitioners

The Behavior Problems and Personality Assessment course is one of a series of core courses in the school psychology curriculum designed to train students to become competent practitioners and leaders in the mental health profession in school and non-school settings.

Addressing the Three Themes of the Conceptual Framework

The components that frame our mission for our initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build our conceptual framework.

In the Behavioral Problems and Personality Assessment course, students acquire knowledge about behavioral and personality assessment based on research and theory in the field. They also learn best practices in the administration, scoring, interpretation, and write-up of psychological evaluations and in conducting clinical interviews and classroom observations.

Technology

Students will learn how to use or become more familiar with technology in the Behavior Problems and Personality Assessment course in the following ways: (1) students will learn how to computer score different behavioral and personality measures (e.g., BASC-3) and (2) students will demonstrate and review clinical interviewing skills using audio and video technology (e.g., camcorders and DVDs). Students will also use Blackboard for this class.
Diversity

Students will learn about or become more familiar with diversity (e.g., race/ethnicity, disability, gender, sexual orientation) issues in relation to behavioral, social, and emotional assessment. Students will learn about how the cultural context influences the behavior of children and adolescents, the assessment process, and the selection of assessment instruments. Cultural applications of different assessment methods will be discussed. Normative data based on demographic variables for the different measures will also be discussed.

Course Purpose

The purpose of this course is to provide the student with the historical background, theory, and research in behavioral and personality assessment of children and adolescents. Students will gain experience in the administration, scoring, and interpretation of behavioral and personality measures and in psychological report writing. Students also will gain experience in conducting clinical interviews and classroom observations.

Course Objectives

1. Students will become familiar with the major theories (i.e., conceptual models) associated with behavioral and personality disorders.

2. Students will become familiar with the different assessment models associated with behavioral and personality assessment, current assessment techniques associated with these models, and the strengths and weaknesses of these various assessment techniques.

3. Students will become more familiar with the different biological and contextual factors (e.g., family, school, peer, cultural, and societal factors) that influence a child or adolescent’s behavior.

4. Students will become more familiar with the different classification systems (e.g., DSM-5, IDEIA, and KSDE).

5. Students will learn how to conduct a clinical interview.

6. Students will understand the importance of obtaining information on a child or adolescent’s developmental history and be able to incorporate this information in psychological reports.

7. Students will gain experience or additional experience in conducting behavioral observations in school settings.

8. Students will become familiar with the psychometric characteristics of different behavioral and personality measures.

9. Students will be able to administer, score, and interpret a variety of behavioral rating scales, self reports, and objective personality measures.

10. Students will understand that various approaches can be used to assess common problematic behaviors and that they will be able to select a variety of assessment techniques to assess problematic behaviors consistent with best practices.

11. Students will learn to make appropriate recommendations based on test results.

13. Students will begin to learn how to write psychological reports.

14. Students will learn how to computer score various behavioral and personality measures (e.g., the BASC-3).
Textbook

Required


Materials

1-2 DVDs
1 Bookstore Voucher

Other Requirements

Test Manuals

Test manuals are available in the Center for Psychoeducational Services (CPS). Because the CPS has a limited number of test manuals, the manuals may not be checked out. To score a test protocol, the student may contact the CPS student assistant, obtain a test manual from the file cabinet in the CPS test storage room and score the test protocol in the CPS student workroom. Please make sure to return the manual to its proper file folder in the file cabinet in the CPS test storage room when through. Please be aware that the test manuals may be used only when the CPS is open. The CPS hours are posted outside the main door of the CPS wing.

Course Requirements

Modules

Each student will be required to complete 9 modules. Each module will consist of one or more behavioral and/or personality measures. For each behavioral or personality measure, the instructor will provide information on the examinee and item responses. Based on this information, each student will score each measure on his/her own and interpret the test results. Scored measures and interpretation of each measure will be submitted to the instructor for a grade. Each module is worth 6 points (3 points for accurate scoring of the protocols, the number of points earned for accurate scoring of the protocols for each module will be based on an average, dependent on the number of measures in the module and an additional 3 points for the interpretation of the module’s measure or measures, again the number of points earned for the interpretation of the module’s measure or measures will be based on an average if more than one measure is included in the module) for a total of 54 points. Each module must be handed in at the beginning of the class on the day that it is due.

Clinical Interview

Each student will conduct a 45-minute semi-structured interview with a peer, who will pose as a parent of a child who is exhibiting behavioral, emotional, social, and/or academic difficulties. The interview will be recorded on a DVD. The instructor will provide the pair of students with basic background information in order to conduct the interview. Once completed, each student will be required to review and critique his/her interview. The student's interview recorded on the DVD, interview form, and critique (i.e., a self-evaluation form) will be turned into the instructor for a grade. The interview activity (i.e., the interview, completed interview protocol, interview on the DVD, and completed self-evaluation form) is worth a total of 30 points. The clinical interview must be completed with the supporting documents (i.e., completed interview protocol, interview on the DVD, and completed self-evaluation form) and must be submitted to the instructor by 4/27/16. Please be aware that students will be required to participate in a number of training exercises in- and outside of class in preparing for and conducting the clinical interview to be submitted to the instructor for a grade.
**Behavioral Observations**

Each student will conduct four 10- to 15-minute classroom observations in a regular education classroom. Each student will complete the classroom observations in one or two sessions. The number of children and/or adolescents observed may range from one to four (e.g., the same individual is observed each time; the same individual is observed twice; the same individual is observed three times; or a different individual is observed each time). Each student will use paper-and-pencil forms to conduct his/her classroom observations. The student is then required to write two 1-to 2-page summaries of his/her observation findings on the student(s) observed. For example, if the student observed the same individual each time, the student will write two summaries on the same individual. On the other hand, if the student observed four different individuals, the student will select two individuals and write a summary of his/her observation findings on the two individuals selected. When conducting or writing up the observation findings, please do not include identifying information (e.g., full names) on the observation forms or in the observation summaries. Please use a fictitious name to protect the confidentiality of the individual(s). The summaries, behavioral observation forms, and narrative information will be submitted to the instructor for a grade. The behavioral observation activities (i.e., the four classroom observations, observation forms, narrative information, and summaries) are worth a total of 20 points and are due on or before 4/6/16.

**Psychological Report**

Two psychological reports will be required for the course. Academic and intelligence measures may be included as previous testing, but they will not be part of the current psychological evaluation. Administration, scoring, and interpretation of academic and intelligence measures will be covered in EPSY 835 and EPSY 805, respectively, not EPSY 860. For the first psychological evaluation, the student will learn how to write a psychological report in steps. For each step, the student will be required to write up a section of the psychological report and submit it to the instructor to receive feedback and a grade. The instructor will provide the class with the necessary information to write the sections of the report. The first step will consist of a write up on the demographic information on the examinee, the referral concern, and background information. The second step will involve a write up on classroom and test observations, previous testing, and a listing of assessment techniques used. The third step will consist of scoring test protocols accurately and a write up on the interpretation of those scored protocols. The fourth step will involve writing a summary and providing diagnostic impressions and recommendations based on the test results. The first step will be worth 20 points, the second step will be worth 15 points, the third step will be worth 30 points, and the fourth step will be worth 20 points for a total of 85 points (see course outline for due dates for each section of the first report).

For the second evaluation, the instructor will provide the students with the referral concern, background information, and item responses on test protocols. Scored protocols and the psychological report will be submitted to the instructor for a grade. The instructor will provide feedback to each student on the accuracy of scored protocols, interpretation of test results, and content and writing style of the psychological report (see example of checklist for a psychological report). The second psychological report including the scoring of test protocols, interpretation of test results, and write-up will be worth 100 points. The second psychological report will be due on 5/4/16.

**Class Participation**

Readings are to be completed before class on the topic(s) to be discussed. Students are expected to come to class prepared to discuss the readings and to participate in training and group activities.

**KSDE**

"This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated on the course syllabus. Students successfully completing this course will be prepared to meet the competencies associated with the licensure/certification standards addressed in this course."
KSDE Licensure Endorsement  
(School Psychologist Standards)

**Standard #1** – “The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.”

**Standard #4** – “The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of interventions.”

**Standard #5** – “The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.”

**Standard #7** – “The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.”

**Standard #8** – “The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.”

**Standard #11** – “The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.”

**National Association of School Psychologists (NASP) Standards**

**Standard II [Data Based Decision Making and Accountability]** – The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

**Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills]** – The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

**Standard V (Element 5.2) [Preventive and Responsive Services]** – The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

**Standard VI [Family-School Collaboration Services]** – The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.
Standard VII [Diversity] – The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

“The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY).”

Information about the AAAC services can be found at http://disability.ku.edu. Please contact me privately to discuss your needs in this course.

Professional and Ethical Behavior

“As a student in this course, you will be expected to complete projects/or assignments that will require you to interact with and/or collect data from other people – from students in schools or agencies, from teachers or administrators, or perhaps from your colleagues in this class. Whenever we gather data from the lives and experiences of other human beings, we must be especially sensitive to the professional and ethical implications of what we are pursuing. Keep in mind that the information you do collect – whether it is collected orally, in writing, through observation, or through existing records or artifacts – is research data. We must adhere to the highest level of professionalism and make every effort to handle data in an ethical manner. Any specific additional details will be provided in class.”

Academic Misconduct

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate Rules and Regulations 2.61). If a student has questions regarding academic misconduct, the student should review KU’s University Senate Rules and Regulations 2.61, 2.64, and 2.65.

Grading Policy

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<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td>Modules</td>
<td>54</td>
<td>18.69%</td>
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<tr>
<td>Clinical Interview</td>
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<tr>
<td>Behavioral Observations</td>
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<tr>
<td>First Psychological Report (4 sections)</td>
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<tr>
<td>Second Psychological Report</td>
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### Grades

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<td>260 - 271</td>
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### Late Work

All assignments should be handed in on time. One point will be deducted each day for a late assignment up to two days. The points will be deducted **before** the assignment is graded. After two days, the late assignment will **not** be accepted and the student will **not** receive any credit for the assignment. Exceptions to the late work policy would be an illness, injury, or emergency situation. Please contact the instructor about these exceptions.