



**COUGARS**

Syllabus for PSYC 543a

## **Behavioral and Emotional Assessment of Children and Adolescents**

Department of Psychology

Spring 2025

### **About the Instructor & Class Location**

<b>Professor:</b> Sarah Conoyer, Ph.D.	<b>Class</b>	Alumni Hall 0333
<b>Office:</b> Alumni Hall, Room 0121	<b>Location:</b>	
<b>Phone:</b> 650 – 3569	<b>Class Time:</b>	Thursdays, 12:00 – 2:50pm
<b>Email:</b> <a href="mailto:sconoye@siue.edu">sconoye@siue.edu</a>	<b>Office Hours:</b>	Thurs 10:00 – 11:00 and by appt

### **Course Description**

Behavioral and Emotional Assessment of Children and Adolescents is a 3 credit hour course designed to provide the student with skills and competencies in the measurement, evaluation, and diagnosis of emotional and behavioral problems for children and adolescents to aid in the identification of the exceptional child. A variety of measures will be examined, including rating scales, behavioral observations, functional behavioral assessment, and diagnostic interviews. The course will include discussion of reliability and validity, administration of techniques, integration and interpretation of data, and report writing. An emphasis will also be placed on the link between continuing assessment and intervention related to the identification and instruction of the exceptional child. **This course is not intended to be primarily lecture in nature; rather it is seminar-style course where student involvement is expected.**

### **Required Texts**

Chafouleas, S. M., Johnson, A. H., Riley-Tillman, T. C., & Iovino, E. A. (2021). *School-based Behavioral Assessment (Second edition)*. New York, NY: The Guilford Press.

McConaughy, S. H., & Whitcomb, S. A. (2022). *Clinical Interviews for Children and Adolescents: Assessment to Intervention* (3rd ed.). Guilford Publications.

Steege, M. W., Pratt, J. L., Wickerd, G. Guare, R. & Watson, T. S. (2019). *Conducting School-based Functional Behavioral Assessments (Third edition)*. New York, NY: The Guilford Press.

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

Additional readings & modules available on Blackboard (Bb)

**Course Objectives** By the completion of the course students will gain:

- understanding of the purposes, characteristics, strengths and limitations of formal and informal models and methods of assessment for the purposes of data collection.
- familiarity with evaluating psychometric properties when selecting assessment methods and applying psychometric theory to the evaluation of assessment materials and techniques.
- understanding of the importance of collecting data across environments and incorporating information about students, families, cultures, and communities in assessments, interventions, and evaluation of progress.

- understanding of the application of nondiscriminatory evaluation procedures specific to the importance of cultural, linguistic, and other experiential factors when interpreting and using data.
- knowledge of effective, data-based decision making, and problem solving skills regarding the use of assessment data to address students' needs, plan interventions, and identify factors that influence learning and behavior in the classroom.
- skills related to the use of technology in data-based decisions making to administer, score, and interpret psychological assessment techniques.
- skills related to preparing clearly written reports that address referral questions, accurately report data, provide guidance for interventions, and articulate assessment findings in a manner that is understandable for the reader.

**NASP Domains Addressed:**

1: Data-Based Decision Making & Accountability	7: Family-School Collaboration Services
2: Consultation & Collaboration	8: Diversity in Development & Learning
4: Interventions and Mental Health Services to Develop Social and Life Skills	10: Legal, Ethical, and Professional Practice

**Assignments and Final Grades**

Assignments	Total Points	Percentage of Grade
Mock Peer Behavioral Evaluation	200	30%
Data Sharing Simulation	100	40%
FBA Case Study	150	20%
Practicum Based Behavioral Evaluation Report	50	10%
<b>Total</b>	<b>500</b>	<b>100%</b>
Course Averages A = 92.5% or above = 462.5 points or above B = 84% to 92.4% = 420 points to 462.4 points C = 77.5% to 83.9% = 387.5 points to 419.9 points D = 387.4 points and below		

**Mock Peer Behavioral Evaluation.** This assignment focuses on developing advanced interviewing, assessment, and report-writing skills. Students will work in pairs to alternate roles as psychologist and adolescent, using AI to enhance the realism of the mock evaluation. Each evaluation includes administering a semi-structured interview, completing behavioral rating scales (BASC-3 and narrowband measures), and synthesizing results into a comprehensive behavioral evaluation report. Deliverables include two case conceptualization worksheets and a final evaluation report. *You will use materials provided on Bb and interview each other outside of class\*.*

Key Dates:	Point Breakdown (200 Points):
Jan 16: Case Assigned	
Feb 7: Case Concept Worksheet #1 Due	• 25 points
Feb 21: Mock Interview Video Due	• 50 points
Feb 28: Case Concept Worksheet #2 Due	• 25 points
Mar 21: Final Report Due	• 100 points

\*See detailed instructions, proper AI usage guidelines, and assignment steps on Bb.

### **Behavioral Case Data Sharing Simulation.**

Students will simulate a school evaluation or clinic feedback meeting, presenting information from the Mock Peer Evaluation in a parent/teacher-friendly manner. Each student will take on the roles of a parent/teacher and a school or clinical child psychologist.

<b>Key Roles &amp; Responsibilities</b>	
<u>As the psychologist, you will:</u>	<u>As a parent/teacher, you will:</u>
<ul style="list-style-type: none"><li>• Present results from your Mock Peer Evaluation.</li><li>• Provide at least 2 IEP/therapeutic goals and 1 recommended intervention for the team.</li><li>• Engage parents/teachers, explain findings, and address their questions in a 10 – 15 min meeting.</li></ul>	<ul style="list-style-type: none"><li>• Ask relevant questions</li><li>• Contribute necessary information.</li><li>• Practice Active Listening</li></ul>
<b>Point Breakdown (100 pts):</b>	
<ul style="list-style-type: none"><li>• 95 points, based on clarity, engagement, and responsiveness.</li></ul>	<ul style="list-style-type: none"><li>• 5 points, based on participation.</li></ul>

A rubric will be provided on Bb for both roles.

### **Functional Behavioral Assessment Case Study.**

This assignment develops skills in functional behavioral assessment, data analysis, and report writing. Students will analyze simulation data and synthesize findings into a comprehensive FBA report. Specific activities include:

- Students will be given a general description of the referral concern, and will develop an operational definition, including examples and non-examples, from that initial concern.
- Students will conduct a mock BAPS-I interview with the instructor, following which, they will receive feedback regarding interview techniques.
- The instructor will provide students with ABC data, using some of the forms used in Ch. 8 of the Steege et al. (2019) text.
- Students will complete the BAPS assessment results form based on the information gathered from the BAPS-I and ABC data, identify their hypotheses about function, and identify areas in need of additional information.
- Students will write a complete FBA report synthesizing the information obtained from each stage of the FBA, clearly identifying the function(s) of the target behavior and outlining evidence-based interventions that are functionally related to the target behavior.

<b>Key Dates:</b>	<b>Point Breakdown (150 Points):</b>
Mar 27: Receive FBA case referral concern	
Apr 3: Turn in operational definition on Bb	<ul style="list-style-type: none"><li>• 10 points</li></ul>
Apr 17: Conduct mock BAPS-I with Dr. Conoyer (receive ABC data)	<ul style="list-style-type: none"><li>• 20 points</li></ul>
Apr 24: Turn in BAPS Assessment Results	<ul style="list-style-type: none"><li>• 20 points</li></ul>
May 1: Turn in Final FBA Case Report	<ul style="list-style-type: none"><li>• 100 points</li></ul>

Grading is based on the thoroughness of analysis, accuracy of data interpretation, clarity of the report, and rigor of intervention recommendations. All templates, tools, and a final report rubric will be provided on Bb.

**\*\*Practicum Based Behavioral Evaluation.** For this assignment, each student will conduct a behavioral evaluation of a child or adolescent at your practicum site (different from the child/adolescent used for the PSYC 537a Counseling course). The evaluation should include data collected from parents and teachers, as applicable, and involve the following methods:

1. **Interviews:** Conduct with the parent, teacher, and/or child/adolescent.
2. **Behavior Rating Scales/Questionnaires:** Use tools like the Conners' Comprehensive Behavior Rating Scale or the Behavioral Assessment System for Children (3rd Edition) for parents and teachers.
3. **Behavior Observations:** Observe the child in a school setting using formal observation methods and tools.
4. **Report Writing:** Write your evaluation components alongside your practicum supervisor to complete their comprehensive report. If permitted by your practicum site, submit a redacted report with your elements highlighted or use the template provided on Bb to share your work. We will discuss these options further in class.

\*\*These are site dependent, please keep continual communication with the instructor to ensure you are meeting the assignment requirements. I make every effort to ensure you get a positive experience.

### **Course Policies**

**Communication.** All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

**Class attendance.** Perfect class attendance to in person and online meetings is expected, **but no student should attend in-person class meetings if they are not feeling well.** Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. Repeated absences may result in letter grade deductions. All assignments must be completed to receive a grade in this course.

**Academic Engagement.** Being engaged in this course includes checking Blackboard regularly, communicating with the instructor about any delays in completing course assignments, being prepared to discuss class readings, and actively participating in course discussions. High quality participation includes allowing ample opportunity for one's peers to participate in all classroom discussions, as well as contributing one's own thoughts and ideas both independently and when called upon to do so.

**Assignments.** All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

**Late assignments.** The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester.

**APA Format in Written Work.** Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the *7th edition* of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.\*\*\***

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below. Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siue.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

**AI Usage in the Course.** This course will incorporate ChatGPT and School Psych AI as a supplement, not a replacement. These AI language models will help you complete your mock peer evaluation assignment. As with any tool that we use in practice we need to consider the following:

- ***Know The Limits.*** It is important to note that language models are very limited and are not without flaws. They may lack the ability to truly understand the complexity of human language. ChatGPT and School Psych AI rely heavily on specific prompts: I encourage you to ask specific questions, provide context, and evaluate the quality of the answers provided by AI. Remember, the answers are not always correct, and the AI doesn't always accurately recall the initial prompt.
- ***Rely More on Course Materials.*** Students should still be reading textbooks, attending lectures, and participating in discussions with their peers and instructors. We will have a class time dedicated to practicing how this tool works in the classroom and how to use it appropriately with our ethical guidelines in mind. In addition, we will hold periodic classroom discussions where we will set aside all laptops and electronics, allowing for thoughtful and productive discourse on the subject at hand.
- ***Think Critically & Ethically.*** While AI models can provide helpful insights, I want you to think critically about the information you receive. Remember, the sources that AI currently provides you may not always be accurate, so we need you to cross-check information that is provided. Finally, ensure that you are also using appropriate privacy controls and that you fully understand the data sharing agreements for any electronic tool.

This statement was modified from Austin, T (2024). *Example Syllabus Statement*. In UCLA Center for Advancement of Teaching – Guidance for the Use of Generative AI. Google Docs. Retrieved from [https://docs.google.com/document/d/1luwax\\_ps5tqRGL4XWyr\\_Y\\_ab8h7Y7k6bsp4v1-plRc/edit?tab=t.0](https://docs.google.com/document/d/1luwax_ps5tqRGL4XWyr_Y_ab8h7Y7k6bsp4v1-plRc/edit?tab=t.0)

## **Department Policies**

### **The Psychology Department's Policy on Withdrawals and Incompletes**

All withdrawals must be completed by the end of the 13<sup>th</sup> week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An "I" must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an "I",

the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

**The Psychology Department's Writing Policy.** As a student in this course, you will be expected to display college-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well).
- verb tense consistency.
- clear and unambiguous sentences and ideas.
- writing that is free of typos, spelling errors, and major grammatical errors.
- properly formatted citations and references, per the 7th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

**The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.**

**The Psychology Department's Policy on Plagiarism.** Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>. **In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class unless you are told otherwise.**

### **Academic integrity/plagiarism**

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

### **University guidance on artificial intelligence (AI)**

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

### **University Policies and Information**

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

### **Subject to change notice**

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

### Tentative Course Schedule

Date	Topic	Required Reading	Assignments/Activities
1/16	Theoretical & Ethical Considerations in SEB Assessment	<ul style="list-style-type: none"> <li>Whitcomb Ch 1</li> <li>Chafouleas et al. Ch. 1, 2, &amp; 8</li> </ul>	Mock Peer Case Assigned
1/23	Defining & Observing Behavior	<ul style="list-style-type: none"> <li>FBA Module 2: <b>Defining Target Behavior</b></li> <li>Chafouleas et al. Ch. 4</li> <li>Steege et al. Ch. 8</li> </ul>	Complete BASC Profile using AI Based on Case Info
1/30	Behavioral and Emotional Rating Scales – Scoring, Interpretation, and Preparing for Interviews	<ul style="list-style-type: none"> <li>Chafouleas et al. Ch. 6</li> <li>Whitcomb Ch 8 &amp; 9</li> <li>Best Practices (Green) – Chap 14</li> </ul>	Bring Completed BASC Protocols & Device
2/6	Review Clinical Interviews	<ul style="list-style-type: none"> <li>McConaughy &amp; Whitcomb Ch 1-6</li> </ul>	<b>Case Concept Wk 1 Due</b>
2/13	Eligibility and Diagnosis	<ul style="list-style-type: none"> <li>Whitcomb Ch. 3</li> <li>Rosenblatt (1997)</li> <li>Best Practices (Green) – Chap 19</li> </ul>	Bring AI Case Profiles to Class
2/20	<b>Online Class</b>	<b>Complete clinical interviews &amp; narrowband measures by 2/21</b>	
2/27	How to Read and Write Goals for IEP or Treatment Plans	<ul style="list-style-type: none"> <li>Goran et al. 2020</li> <li>Williams (2022)</li> <li>IRIS Module: <b>Developing High-Quality IEPs</b></li> <li>Web Article: <b>Mental Health Treatment Plans: Templates, Goals &amp; Objectives</b></li> </ul>	<b>Case Concept Wk 2 Due</b>
3/6	Report Writing: Interpretation & Recommendations	<ul style="list-style-type: none"> <li>Best Practices (Green) – Chap 13</li> <li>Video: <a href="#">SPP 91: Writing Assessment Reports People Will Read, Understand, and Remember</a></li> <li>Video: <a href="#">SPP 170: AI for School Psychologists</a></li> <li>Video: <a href="#">Prompting in School Psych AI</a></li> </ul>	Mock Case Supervision Sessions in Class
3/13	<b>No Class - Spring Break</b>		
3/20	Data Sharing (scheduled via zoom)		<b>Mock Peer Evaluation Report via BB on 3/21</b>
3/27	What is behavioral function & functional behavior assessment?	<ul style="list-style-type: none"> <li>Steege et al. Ch. 1- 4</li> <li>Best Practices (Green) – Chap 9</li> </ul>	<i>Receive FBA case referral concern</i>
4/3	FBA: Interviews and other indirect methods pt. 1	<ul style="list-style-type: none"> <li>Chafouleas et al. Ch. 3</li> <li>Steege et al. Ch. 6, 7, 8</li> </ul>	<b>Turn in operational definition on BB by 11:59 pm</b>
4/10	<b>Online Class - FBA:</b> Interviews and other indirect methods pt. 2	<ul style="list-style-type: none"> <li>FBA Module 3: <b>Record Reviews</b></li> <li>FBA Module 4: <b>Interviews and Behavior Rating Scales</b></li> <li>McConaughy &amp; Whitcomb Ch 7 (p.184 – 187)</li> </ul>	
4/17	Conduct Mock BAPS-I with Dr. Conoyer (individually scheduled)		<i>Receive ABC data for following the interview</i>
4/24	FBA Reports	<ul style="list-style-type: none"> <li>Steege et al. Ch. 9 &amp; 13</li> <li>Chafouleas et al. Ch. 7</li> </ul>	<b>Turn in BAPS Assessment Results</b>
5/1	Socially just assessment in a multicultural society	<ul style="list-style-type: none"> <li>Whitcomb Ch. 2</li> <li>Hanchon &amp; Allen (2017)</li> <li>Video Part 1 &amp; 2 : <a href="#">Culturally Responsive Problem Solving</a></li> </ul>	<b>Turn in FBA Case</b>
5/8	<b>Turn in Practicum Behavioral Evaluation Report</b>		