Instructor

Ellie Young, Ph.D., NCSP
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Fax: 422-0198
ellie_young@byu.edu
Office Hours: Thursdays 1:00 to 2:30 p.m., immediately before/after class by appointment only or other days by appointment.

Course Objectives

1. Students will demonstrate competency in providing preventive and early intervention services for youth with emotional and behavioral concerns.

2. Students will demonstrate understanding of the importance, efficiency of implementing a universal screening process for youth with emotional and behavioral risk factors or concerns. Students will use screening data to develop appropriate prevention or intervention strategies. Students will monitor the effectiveness of intervention strategies by collecting data and making modifications as needed.

3. When presented with a referral question, students will develop hypotheses related to the referral question. Students will develop means of testing the hypotheses through data collection in order to answer the referral question. Students will summarize their work through writing high quality reports that effectively communicate to parents, teachers, and youth.

4. Students will demonstrate competencies in integrating assessment information that leads to effective, evidenced-based interventions. These interventions will incorporate both environmental and individual interventions. Students will develop and implement means of monitoring the progress of interventions.

5. Students will appropriately apply the criteria for identifying children with Educational Disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) found in IDEA.

6. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence social, emotional, and behavioral concerns in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with mental health disorders or social/emotional behavioral concerns.

Required Textbooks

**Suggested Textbooks**


**Evaluation of student learning**

**Participation, Attendance, and Professionalism**

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade. This will be determined by the professor on a case by case basis. Students are expected to be in class, ready to learn at 12:05.

Students’ participation and attendance will also be reflected in their professionalism points. Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Responding to cell phones, surfing the web, or using a laptop for non-class purposes during class time are a few of the examples of behavior that may result in a lower professionalism grade.

Until further notice, no lap tops will be allowed during class time.

**Biofeedback Experience**

Students must attend one session at the biofeedback lab on campus and write a two page report summarizing what they learned from the experience. Please include your reflections about how this will help you as a school psychologist. Due March 16.

**Course Evaluations**

Five points will be awarded for completing course evaluations. When you complete the evaluations, please release your name so that your points can be recorded.

**Reflection Papers**

For each class period students will write a 3 page reflection papers (double spaced). A paper copy should be turned in at the beginning of class. Approximately two pages of the reflection paper should focus on the reading content and questions. Possible questions include the following:

1. What are the 2-3 most important ideas or concepts in the readings?
2. How will these ideas help me to effectively serve students? Or How will I use this information this semester?
3. What concepts were most surprising to you? Why?
4. How does this information relate to other topics you are studying or have studied?
5. What questions do you have about this topic?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reflection papers will be graded as pass/fail. Students are required to turn in a reflection paper each week.

Report Reading Activity
Ask your supervisor if you can review 2 of his or her psychoeducational reports that focus on a student with a behavioral or emotional concern. Read the reports and write a 2 page reflection paper summarizing the strength of the reports, and what you learned from reading the reports. Try to determine a) who the intended audience is (i.e., parents, teachers, psychologists, etc.) b) how the referral question guided the assessment process, and c) how the assessment process determined the interventions and outcomes. This is not an attempt to criticize or critique your supervisor, so please be sensitive to their potential feelings of being graded by you. This is an opportunity to learn how to write reports by reading reports.

Exams
Students will complete three exams throughout the semester. The exams will require students to apply and integrate the theories, models, and principles in the readings and class discussions. The exams will probably be take home assignments that will consist of case studies, essay or short answer questions. If a student earns below 80% on any exam, they will be required to complete additional learning activities that will be developed in collaboration with the student and the professor.

Early Intervention or Prevention Project
Students will complete a school-based project in their practicum site that address social, emotional, or behavioral learning. The project must include a group/environmental intervention that focuses on early intervention or prevention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes. The project will also include outcome data. You must document collaboration with the school administrator or respective school leader. Students will use the NCSP case study structure to summarize and report the results of this project. The NCSP case study structure is available in the BYU School Psychology Handbook. The project will be evaluated based on the rubric inherent in the NCSP case study structure. Data should be collected for a minimum of 8 weeks.

Before you begin this project, seek instructor approval by creating a project plan in writing. Your project plan should be submitted one week before you begin implementing the project. Your project plan should include four headings: (a) Collaboratively defined concerns; (b) Initial data that provides evidence of the concern and future data collection strategies; (c) Proposed evidence-based interventions; and (d) Rationale for developmental appropriateness and culturally responsiveness.
Psychological Assessment with Report
You will complete a “full-battery” assessment process for a student with behavioral/social-emotional concerns. You will be required to write one report (50 points). The report will document your skills in refining referral questions, developing hypotheses, designing multifaceted assessments to answer referral questions, and finally interpreting the assessment results to develop empirically-based interventions. Your report must include evidence of applying the consultation and collaboration skills you have mastered. The report will be graded using the evaluation forms available in the program handbook (see p. 61 of handbook).

Before you begin the assessment, you must submit to Dr. Young an assessment plan, which articulates a specific referral question and how you plan to assess the student so that you can answer the referral question. An assessment plan should include the referral question, instruments and strategies you will include in the assessment and a short rationale for why you are including each instrument or strategy, i.e. how will each instrument contribute to answering your referral question. The assessment plan must also include hypothesis about the student’s behaviors. The evaluation must provide a reasonable means of answering these hypotheses.

You will be required to write a professional quality report suitable for giving to parents and other professionals. Your report must include interventions with an empirical basis. Even though there are specific due dates listed above, please assume that you will rewrite the report until it meets the standards of a professional quality report. You must include the following elements in your assessment and assessment report:

1. Archival records review
   a. Report attendance history, number of schools attended, and other important educational components
2. Standardized checklists completed by both parents and teachers (e.g., BASC-2 or ASEBA are required; you may not use the BURKS Behavior Rating Scales)
3. Two to three structured student/classroom observations
4. Student, parent, teacher interviews
5. Academic/Cognitive Assessment including a curriculum-based evaluation
6. Social Skills Assessment (e.g., SSRS)
7. Functional Behavior Assessment
8. Evaluation and documentation of strengths of student and family
9. Interventions (at least two evidence-based interventions that are developed collaboratively with the teacher or parent); the interventions must include both self-monitoring (if the student is old enough), direct instruction of a replacement skill, and a plan for determining the effectiveness of the intervention with data. One of the interventions must address an environmental factor that influences or maintains ineffective behavior.
Grades:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Point Value</th>
<th>Total</th>
<th>Grade</th>
<th>% of Points Earned</th>
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<tbody>
<tr>
<td>Reflection Papers</td>
<td>14</td>
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<td>140</td>
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<td>Exams</td>
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<td>50</td>
<td>B-</td>
<td>80-82</td>
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<td>Prevention Project with Data</td>
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<td>50</td>
<td>50</td>
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<tr>
<td>Student Information</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>C</td>
<td>79 and below</td>
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<td>Sheet–last page of this syllabus</td>
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<td>Biofeedback Reflection</td>
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<td>Professionalism</td>
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<td>10</td>
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<td>73-70</td>
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<td>Course/Instructor Evaluations</td>
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<td>Total</td>
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Course policies and procedures:

Due dates will be strictly enforced. Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. No late written assignments will be accepted. Assignments will be due during the first 10 minutes of class on the dates listed on the schedule.

Assignments must be typewritten and double-spaced with 10- or 12-point font with one inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 6th edition.

You may submit some of your assignments electronically, which is the professor’s preference. All reports must be submitted electronically, but reflection papers must be submitted in hard copy. Please be aware of confidentiality issues and maintain the confidentiality of students and families with whom you are working and change the names of students in reports or other written work.

Please refer to persons with disabilities by naming the person before the disability, e. g. “the person with depression” rather than “the depressed person” or “the ADHD child.” If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Please provide me with a working email address. There may be times when changes to assignments or readings will be necessary. Most likely, I will notify students of these changes via email. You will be responsible for periodically checking your email and responding to any course changes. It is the students’ responsibility to have a working email and check it in a timely manner.
Students and the instructor will be expected to abide by BYU’s Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. Please plan to meet with me during office hours or make an appointment so that I can best meet your needs. I intend to work from home several days each week and may not be available for student consultation beyond office hours or at previously scheduled appointments.

I welcome your feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me.

Learning should be fun, challenging, joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be respected. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or point values.

Departmental Student Evaluations:

At the end of each semester, CPSE department faculty reviews the progress of each CPSE student in the following areas: knowledge, skills, and disposition. Your efforts, performance, and attitudes in this course will directly influence your departmental evaluation. For example, if your writing does not demonstrate graduate-level writing skills or you have consistently weak performance on quizzes or other assignments, you may be given a marginal or unsatisfactory rating in the knowledge area. If you are not responsive to feedback about your skills or do not demonstrate improvement in a skill area, this will be reflected in your skills evaluations. Lastly, if your assignments are submitted past the deadline, you come to class late, do not participate in class discussions, or do not demonstrate commitment to the course and program, your disposition evaluation will be negatively effected. Please understand that if you are given a less than satisfactory rating that resources will be identified to help you address the concerns.

In addition, students in the school counseling psychology program or the counseling psychology program who earn less than 70% of the points available for the course will be required to repeat and pass the course.

Preventing Sexual Harassment:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.
**Students With Disabilities:**  
Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policies and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Mash &amp; Barkley</th>
<th>Other or Reserve</th>
<th>Assignments Due</th>
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<tr>
<td>Jan 5</td>
<td>Roles and responsibilities of school psychologists in an RTI model</td>
<td>Chapter 1</td>
<td>Provided in class: Importance of Interventions Roles and responsibilities of schools psychs in an RTI model</td>
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<tr>
<td></td>
<td>Introduction to course</td>
<td>p. 3-74</td>
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<td></td>
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<td>(Read for general themes)</td>
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<tr>
<td>Jan 12</td>
<td>Prevention, Screening and Early Intervention</td>
<td>Chapter 2</td>
<td>Readings 1, 2, 3, 4, and 5</td>
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<td>Jan 19</td>
<td>ADHD and Inattentive Behaviors</td>
<td>Chapter 2</td>
<td>Plan for Intervention Project</td>
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<td></td>
<td>BASC-2 Behavior Rating Scales</td>
<td>p. 75-143</td>
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<td>Jan 26</td>
<td>ADHD and Inattentive Interventions</td>
<td>Reading 6</td>
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<td>Best Practices V</td>
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<td></td>
<td>Chapters 86 and 89</td>
<td>(will be available on BlackBoard)</td>
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<td>Feb 2</td>
<td>Conduct and Opposition/Defiant Disorders</td>
<td>Chapter 3</td>
<td>Referral Questions, Hypotheses, and Assessment Plans</td>
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<tr>
<td></td>
<td></td>
<td>p. 144-189</td>
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<td>Feb 9</td>
<td>Interventions for Externalizing Disorders</td>
<td>Readings 7 and other TBA</td>
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<td>Exam 1</td>
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<td>Feb 16-A Monday Instruction Day</td>
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<td>Chapter 6</td>
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<td></td>
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<td>p. 279-329</td>
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<tr>
<td>Feb 23</td>
<td>Childhood Anxiety Disorders</td>
<td>Chapter 7</td>
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<tr>
<td></td>
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<td>p. 330-371</td>
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<td>March 2</td>
<td>NASP—NO CLASS</td>
<td>Chapter 7</td>
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<td>March 9</td>
<td>Childhood PTSD</td>
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<td>March 16</td>
<td>Interventions for Anxiety Disorders</td>
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<td>Best Practices V, Chapter 92 and other TBA</td>
<td>Exam 2 Biofeedback Reflection</td>
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<td>March 23</td>
<td>Childhood Mood Disorders</td>
<td>Chapter 5</td>
<td>Practical Handbook of School Psychology, Chapter 26</td>
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<tr>
<td>March 30</td>
<td>Interventions for Mood Disorders</td>
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<td>Readings 8 and 9</td>
<td>Exam 3</td>
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<td>April 6</td>
<td>Interventions for Mood Disorders</td>
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<td>Readings 8 and 9</td>
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<td>April 13</td>
<td>Social Withdrawal in Children</td>
<td>Chapter 8</td>
<td>Written Report and Intervention Projects</td>
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<tr>
<td>April 21 2:00 - 5:00</td>
<td>Autistic Spectrum Disorders</td>
<td>Chapter 9</td>
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Readings for CPSE 602, Winter 2010


Student Information Sheet
CPSE 602
Winter 2010

Name:
Degree Program:
Phone number:
Address:
Email:

What do you expect to learn in this course?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

How do you learn best (e.g. videos, class discussion, group projects, reading, etc.)?

What types of activities best help you demonstrate your learning (e.g. group projects, multiple choice tests, essays, teacher interviews)?

What concerns do you have about this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working? Family demands? Experiencing significant life changes? Other?)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

____________________________
Name