



Chaminade
University
OF HONOLULU

School of Education and Behavioral Sciences
AT CHAMINADE UNIVERSITY OF HONOLULU

3140 Wai‘alae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY 713

Course Title: Behavioral Assessment and Intervention

Department Name: School Psychology Program

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2023

Class Meeting Days: Monday

Class Meeting Hours: 5:30pm – 7:30pm local time

Class Location: Zoom

Instructor Name: James Oyler, Ph.D

Email: james.oyler@chaminade.edu

Phone: (520) 440-2904 AZ time

Office Hours: by appointment

Required Texts:

Chafouleas, S. M., Johnson, A. H., Riley-Tillman, T. C., & Iovino, E. A. (2021). *School-based behavioral assessment: Informing prevention and intervention (2nd ed.)*. The Guilford Press.

Wodrich, D. L. *Social-Emotional Assessment in Schools*. University of Arizona.

<https://opentextbooks.library.arizona.edu/wodrichseas/>

Resources:

<https://www.nasponline.org/about-school-psychology/who-are-school-psychologists>

<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

Catalog Course Description

This course provides training in assessment and intervention approaches for addressing students' social-emotional, behavioral, and mental health needs. Methods of social-emotional assessment, rating scales, and behavioral analysis will be covered. The development of evidence-based individual and group interventions to enhance mental health and behavior will be emphasized.

School Psychology students will:

1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.
3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

Program Linking Statement

This course develops and assesses the skills and competencies for the School Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research, 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology, and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences

Articulation of Characteristics and Values

SP 713 Behavioral Assessment and Intervention is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Educational Psychology, which seeks to identify and

understand why we do what we do and think what we think within the context of diversity. This value guides this course through its focus on the development of:

1. Flexible thinking
2. Being respectful of differences
3. Critical thinking
4. Open-mindedness

Course Learning Outcomes

School Psychology students will:

1. Describe ethical and legal practices in the process of behavioral assessment, observation, and interpretation.
2. Describe how behavioral data collection and assessments are used to identify behavioral difficulties and inform intervention strategies.
3. Demonstrate the ability to consult with teachers and parents regarding student behaviors, development and intervention strategies.
4. Write assessment results into a professional report, including visual presentation of data, clarification of behavioral terminology, and descriptions of recommended interventions.
5. Use assessment results to create a parent resource handout to include recommended home intervention strategies.

Course Approach

Although the majority of the course is completed on-line, we will also be utilizing a weekly lab; thus, we will be incorporating class discussions via an online format in Canvas and Zoom. Students must complete the readings prior to posting discussion material to assure informed and productive interchanges. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, culture, class, gender, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Requirements:

Attendance and Participation.

Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Discussions

Initial discussion posts must be a minimum of 250 original words, not including restated questions and references. Initial discussions must be posted on Thursday night by 11:59pm HST.

Response Guidelines

For each discussion question, respond to at least one other student by Sunday night 11:59pm HST. In your response, elaborate on a particular point made by the student. There is no minimum word count for your response, but it should be substantive, furthering the discussion by providing insightful analysis.

Each discussion is worth 20 points:

5 points for a minimum of 250 words

5 points for citation(s) and reference(s). You must include at least one for initial posts.

5 points for responding to other students

5 points for posting on time (initial discussions by Thursday nights by 11:59pm HST, replies to other students by Sunday nights)

Attendance

Students are expected to **regularly** attend all courses for which they are registered. Students shall notify their instructor (**via email**) when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than two days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Students who stop attending a course without official withdrawal may receive a failing grade.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practicum, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

Disability Access

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu or (808) 739-8305, each semester if changes or notifications are needed.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students

attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton.

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist value of educating for adaptation and change. Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. Cross cultural psychology looks at the impacts of culture on human behavior and helps us to understand how people are able to adapt and change as cultures change and the world becomes more of a global community.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Tentative Course Schedule (subject to change)

	SP 713 Behavioral Assessment and Intervention	Reading(s)	
		Chafoule as et al	Wodrich
<u>Week 1</u> 9/30/24	Welcome, Introductions, and Course Syllabus Review: Introduction to Behavioral Assessment and Intervention and Issues Germane to School Based Assessments. <ul style="list-style-type: none"> • Purpose of behavior assessment in the schools • Data driven decision making • Referral questions • NASP Blueprint for Training and Practice: Foundational Competencies (pp. 15-17) • NASP 2020 Professional Standards and Ethics • Family Educational Rights Protection Act (FERPA) 	Ch. 1 Ch. 2 optional	Ch. 3
<u>Week 2</u> 10/7/24	Sources of Data Collection <ul style="list-style-type: none"> • Teacher reports/ Teacher interviews • Cumulative file reviews • State and district test results/Curriculum based assessment results • Health and developmental history forms/parent interviews • Student observations • Outside reports • Cultural and linguistic considerations 	Ch. 3	Ch. 4, 8
<u>Week 3</u>	Introduction to Behavior Rating Scales <ul style="list-style-type: none"> • Psychometric issues and different scores used • Broadband measures: BASC-3 and the Conners 3 • Narrowband measures: BDI-2, CDI-2, RADS-2, RCDS-2, RCMAS-2, MASC-2, SSIS-RS, BRIEF-2. 	Ch. 6	Ch. 5, 6

10/14	In Chafouleas Ch.6, read pages 100-111. In Wodrich Ch. 5, stop at the ASEBA section		
<u>Week</u> <u>4</u> 10/21	BASC Administration/Scoring Reading: BASC-3 Manual		
<u>Week</u> <u>5</u> 10/28	Conners Administration/Scoring Readings: Conners 4 Manual		
<u>Week</u> <u>6</u> 10/4	Report Writing, Interventions and Recommendations		Ch. 11
<u>Week</u> <u>7</u> 10/11	ADHD/OHI Evaluations, Report Writing, Interventions and Recommendations. <ul style="list-style-type: none"> • ADHD as a Neurodevelopmental Disorder • Comorbidities • Practice Considerations • Assessment Techniques 		Ch. 12
<u>Week</u> <u>8</u> 10/18	Emotional Disability (ED) Evaluations and Interventions <ul style="list-style-type: none"> • ED Definition and IDEA eligibility criteria • Cultural, Linguistic, and Gender considerations • “Social Maladjustment” Issue • Section 504 • Assessment Techniques 		Ch. 10

<p><u>Week</u> 9 10/25</p>	<p>Autism Evaluations and Interventions</p> <ul style="list-style-type: none"> • Definition and Eligibility Criteria: DSM vs IDEA • Underlying Neurodevelopmental Issues • Assessment Techniques • Interventions 		<p>Ch. 11</p>
<p><u>Week</u> 10 11/2 Course ends Mon. 12/9</p>	<p>Projective Instruments</p> <ul style="list-style-type: none"> • Story Telling Techniques • Sentence Completion/Open End Techniques • Projective Drawings 		<p>Ch. 16</p>

Assignments:

Week 5: BASC-3 Administration and Scoring

Week 6: Conners-4 Administration and scoring

Week 8: Two BASC-3 administrations and scoring for the case study

Week 10: Case study Report