

**UNIVERSITY OF GUELPH**  
**Department of Family Relations and Applied Nutrition**  
**FRAN\*6410 Developmental Assessment and Intervention with Children and**  
**Adolescents**

**COURSE OUTLINE**  
**Winter 2012**

Class Meetings: Wed. 11:30 – 2:20  
Instructor: Dr. Susan Lollis  
Office: FACS 227C  
Phone: 824-4120, Ex. 53003  
E-mail: [slollis@uoguelph.ca](mailto:slollis@uoguelph.ca)  
Office Hours: By appointment – please use email

**Objectives:**

In this course we will discuss issues of childhood and adolescence and how these issues relate to assessment and intervention. Theoretical models and classification systems presently available for describing childhood issues will be critically evaluated. Ethical issues particular to working with children will be addressed. A select list of psychological issues will be studied in depth. Making referrals, various methods of assessment (Child Interview, Parent Interview, Family Interview, Structured Assessment, Observation, Community Contact) and Intervention (School Programming, Community Contact, Individual Child Therapy, Child and the Family Therapy) will be surveyed with the goal of understanding the range of available community resources, assessment techniques and intervention strategies. Lastly, issues related to the planning and integration of multiple services to children may be discussed.

There are 4 main objectives in this course:

1. To introduce class members to the theory and practice of assessment, including issues in measurement, formal and informal techniques, and methods of assessment with respect to individuals, families, and environments in which children are often found.
2. To provide class members with a critical understanding of the role assessment can play in helping children, by heightening awareness of what type of information assessments can provide, thus learning if, when, and how to refer a child or the child's family for assessment.
3. To help class members make meaningful contributions to the assessment and intervention process of children within families, schools, and social service agencies.
4. To help class members become educated consumers of assessment information so that the interpretation of reports as well as the development

and implementation of recommendations may be a well informed process.

**Format of the Course:**

This is a seminar course which meets Wednesdays 11:30 – 2:20 in MACS 331. The first half of each class we will take a “scientist” approach to the topic for the week through the use of readings, presentations, films, and discussion. Weekly readings should be completed before seminar on Wednesdays since the readings will help in the understanding and exploration of each week’s topic. Presentations will be made by me (first 3 weeks and other selected weeks) as well as class members (1 per class member). The second half of each class will be the “lab” section of this course. In the lab, we will take a ‘practitioner’ approach to the topic of assessment through the exploration of professional publications, tests materials, and experiential lab activities. This half will be taught by me, unless there are members of the class who are particularly familiar with some of the tests that we will consider.

**Texts:**

**Required Books:**

Mash, E.J. & Terdal, L.G. (2007). *Assessment of childhood disorders (4<sup>th</sup> ed.)*. New York: Guilford Press.

Wolfe, D.A. & Mash, E.J. *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford Press.

**The following texts might be useful to you. I own copies of each. You can borrow them from me.**

DSM-IV (I have enough copies for each member of the class for the first week.)

Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior*. New York: Springer. The directions for accessing this book are found on the last page of this outline.

Malchiodi, C.A. (1998). *Understanding children’s drawings*. New York: Guilford Press.

Rogers, A. G. (1995). *A shining affliction*. New York: Penguin.

Sattler, J. M. (2002). *Assessment of children: Behavioral and clinical applications*. San Diego: Jerome M. Sattler Publisher.

Wodrich, D. L. (1997). *Children’s Psychological Testing: A Guide for Nonpsychologists (3<sup>rd</sup> ed.)*. Toronto: Paul H. Brookes Publishing Co. ( ... out of press, but I have some copies.)

## **Course Requirements:**

### **1. Individual Contribution to Class**

Please plan to attend all classes and to participate in class discussions and activities. The theoretical models and topics that will be studied are from various, and at times, clashing paradigms. Although the editors of the texts that I've chosen have tried to make each chapter in their books uniform, the readings are written in varying styles, some authoritative, some authoritarian and often offensive, some amusing, some silencing, some empowering. Class members usually have varied backgrounds (very little child/adolescent/family development background to extensive child/adolescent/family development background), who will be choosing varied levels of application of assessment techniques for their chosen careers (clinical application, applied but not clinical, research application), resulting in diverse needs for the actual application of knowledge. It is likely that the experience of this course will be emotionally challenging for each member of the class some time during the semester and possibly multiple times throughout the semester. Differences in perspective are sought in the hope that the diverse perspectives can be explored and valued within an atmosphere of respect. The above is to emphasize that your contribution to each class is important to add to the diversity of perspectives represented in our discussions.

### **2. Class Presentations**

Each student will be involved in one presentation during the semester. The task for the presentation is to synthesize the readings of a particular area of childhood/adolescent/family assessment and present the synthesis for the class to consider. You will need to do extra reading, beyond the week's assignment, to accomplish your presentation. During the presentation you may combine any and all of the following: lecture, role playing, experiential activities followed by discussion, film presentation with discussion of relevant issues. You also will need to provide your power point presentation (including any references that were particularly useful in preparing your presentation) via email to class members prior to your presentation. The presentations will be scheduled during the first class of the semester. The criteria for evaluation are as follows:

- **Content:** interpretation of the material, appropriate scope and focus, presentation of key ideas
- **Critical Perspective:** ability to integrate and/or contrast readings; discuss limitations; alternative views; biases
- **Delivery and Organization:** agenda, objectives, timing, technical aspects of presentation (overheads, handouts, etc.)
- **Personal Style:** comfort, leadership, sensitivity to group process

### **3. Developmental History and Social-Emotional Assessment of a Child**

For this assignment you will be conducting interviews in order to take a thorough developmental and family history of a child/adolescent and you will also be using several standardized measures to assess the child's/adolescent's social and emotional life. You will be interviewing the child/adolescent and the child's/adolescent's parents(s). The child/adolescent should be between 4 and 16 years of age. The child/adolescent need not be experiencing any difficulties, in fact it may be preferable since this may be your first time for administering many of the measures. Please consider who you might interview. Since this is practice for you and because you are not yet familiar with interpreting various measures, the child/adolescent and parents you interview will not be given a copy of the assessment, not any information on the assessment after it is completed. In a sense the family and the child/adolescent are "volunteering" to help you learn. However, if your assessment seems to have resulted in information that would be crucial for the parents and child/adolescent to know, I will personally give feedback on the assessment to the child's/adolescent's parents. You should not be interviewing someone you know very well. In the past, each class member was able to locate one family that would volunteer for the assignment and then the members exchanged families so that the child/adolescent and parents were relatively unknown. The assignment will include creating a set of interview questions for the developmental and family history, conducting the interview, then deciding from the interview which measures to administer. The information you obtain from the interview and the measures you administer will be written in a report which will include an a summary of the information you've obtained, conclusions, and recommendations

The criteria for marking is as follows:

- **Quality of Interview:** Quality of questions, how well the major areas of development are covered, thoroughness of questions.
- **Quality of Administration and Scoring of Measures:** Accuracy administration and scoring of the measures.
- **Content of Written Report:** Accuracy and thoroughness of the information summarized in your report. Conclusions and recommendations that are consistent with the report.
- **Format, Grammar, and Style:** Presentation is very important. This assignment allows you to practice writing a professional report. It is not uncommon for reports of this nature to be read by a diverse collection of professionals, as well as the child's parent(s).

**This assignment is due one week after the last day of classes or before that date.**

**Evaluation:**

Class Presentation	30%
Developmental History and Assessment	50%
Individual Contribution to Discussion	20%

## CLASS SCHEDULE – FALL 2012

### Jan. 11 **Discussion: Introduction of Course & Discussion of Classification**

Significance of this course  
Overview of the semester  
Introduction of class members including interest and backgrounds  
Creation of an atmosphere of respect  
What do we mean by “Assessment?”  
Classification Categories

#### **Readings**

- \*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 1 – Mash, E.J. & Hunsley, J. “Assessment of child and family disturbance: A Developmental-Systems Approach.”)
- \*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 1 - Wolfe, D.A. & Mash, E.J. “Behavioral and emotional problems in adolescents.”)
- \*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 2 - Holmbeck, G.N., Friedman, D., Abad, M., & Jandasek, B. “Development and Psychopathology in Adolescence.”)

#### **Lab: Classification Systems for Infancy, Childhood, and Adolescence**

**(I will supply the DSM-IV and the ICD-10 for this lab.)**

Review of various classification systems - DSM IV & ICD-10

DSM-IV, pages 1 - 121 - “Use of the Manual”, “DSM-IV Classification”, “Multiaxial Assessment”, & “Disorders Usually Diagnosed in Infancy, Childhood, or Adolescence”

ICD-10, pages 140 - 172 “Mental Retardation”, “Disorders of Psychological Development”, “Disorders of Childhood and Adolescence” & pages 176 - 187, “Culture Specific Disorders”

Smoller, J.W. (1985). The etiology and treatment of childhood. *Journal of Polymorphous Perversity*, 2(2), 3-7.

Jan. 18

**Discussion: Involving Yourself in Children's Lives**

Standards of Professional Conduct

Informed Consent

Confidentiality

Interviewing parents and children/adolescents

**Readings**

- \*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior* (Chapter 5: "Planning the Evaluation and Rapport Building", pp. 81 – 97). New York: Springer.
- \*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior* (Chapter 13: "History Taking", pp. 299 - 314). New York: Springer.
- \**Canadian Code of Ethics for Psychologists*, Canadian Psychological Association, 2000. (pdf ... will be sent to you via email, please look over)
- \*Evans, D. R. (2004). Informed consent. In D.R. Evans (Ed.), *The law, standards of practice, and ethics in the practice* (2<sup>nd</sup> ed.). Toronto: Emond Montgomery Publications Ltd. (Read what pertains to working with children and adolescents)
- \*Josefowitz, N. (2004). Confidentiality. In D.R. Evans (Ed.), *The law, standards of practice, and ethics in the practice*. Toronto: Emond Montgomery Publications Ltd. (... as it pertains to working with children and adolescents).

**Other Reading:**

"Consent to Treatment: Capacity, Children, Custody" pp. 1 - 3 of *The Bulletin*, College of Psychologists of Ontario.

Sattler, J. (2002). *Assessment of children: Behavioral and clinical applications*. San Diego: Jerome M.Sattler Pub. Inc.  
Chapter 1, "Assessment of behavior by interview methods: General considerations"  
Chapter 2, "Interviewing children, parents, teachers, and families".

Barbour, K.A., & Davidson, G.C. (2004). Clinical interviewing. In S.N.

Haynes & E. M. Heiby (Eds.), *A comprehensive handbook of Psychological assessment: Vol. 3, Behavioral Assessment*. Hoboken, New Jersey: John Wiley & Sons.

**Lab: Interviewing each other for developmental histories**

Planning the initial meeting with family/child/adolescent  
Discussion of Child Assent/Adolescent Consent/Parent Consent  
Discussion of Confidentiality  
Interviewing  
Discussion of the Assessment Assignment

**Jan. 25 Discussion: Standards of Testing in Canada**

**Reading:**

**(I will supply the APA reading ... We've ordered several copies for use in the assessment courses and you can borrow one for a week.)**

\*American Psychological Association. (1999). *Standards for Educational and Psychological Testing*. Washington, D.C., APA.

\*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior* (Chapter 2: "Measurement Issues", pp 21-45). New York: Springer.

\*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior* (Chapter 4: "Standards and Fairness", pp. 67 - 79). New York: Springer.

**Other Readings**

Wodrich, D.L. (1997). *Children's Psychological Testing*. Toronto: Paul H. Brookes Pub. Co. (Chapter 1, "Principles of Psychological Testing")

**Lab: Taking a Look Inside the Cover: Critical Analysis of Some of Measures**

Family Assessment Measure – III  
Batelle Developmental Inventory, 2<sup>nd</sup> Edition  
Child Behavior Checklist  
Children's Depression Inventory  
Trauma Symptom Checklist  
&  
Scenarios - using the Standards of Testing



Selections from *Standards for educational and psychological testing* (1985). Washington, D.C.: American Psychological Association.

Feb. 1

**Discussion: Assessment of Family, Parenting, and Home**

General Family Functioning  
Assessing the Family System  
Parenting Stress

**Readings**

\*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior* (Chapter 12: "Assessing Family Context", pp. 271 - 297).

\*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior*. (Chapter 8: "Behavioral Observations", pp. 189 - 209).

\*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior*. *Clinical assessment of child and adolescent personality and behavior* (Chapter 7: "Parent and Teacher Rating Scales, pp. 141 -188 ... particular attention to Parent Rating Scales). New York: Springer.

**Other Readings:**

Foster, S. L & Robin, A. L. (1997). Family conflict and communication in adolescence. In E. Mash and L.G. Terdal (Eds.), *Assessment of childhood disorders*. New York: Guilford.

**Lab: Assessing Families**

Family Assessment Measure – III  
Family Environment Scale  
Conflict Tactics Scale  
Parenting Stress Index (3<sup>rd</sup> ed.)  
Home Observation for Measurement of the Environment

**Discussion of Interview Child/Adolescent & Parents**

Be prepared to begin discussing your interviews in class from this week onward.

Feb. 8

**Discussion: Assessment of Maltreatment and Neglect**

**Readings**

- \*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 14 – Crooks, C.V. & Wolfe, D.A. “Child abuse and neglect”)
- \*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 15 – Wolfe, V.V. “Child sexual abuse”)
- \*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 19 – Jouriles, E.N., Wolfe, D.A., Garrido, E., & McCarthy, A. “Relationship violence”)
- Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 20 – Wolfe, D.A., Rawana, J.S. & Chiodo, D. “Abuse and Trauma”)

**Further Readings:**

- Goodman, G., & Clarke-Stewart, A. (1991). Suggestibility in children’s testimony: Implications for sexual abuse investigations. In J. Doris (Ed.), *The suggestibility of children’s recollections*. Washington, D.C.: American Psychological Association.
- Brainerd, C. & Ornstein, P.A. (1991). Children’s memory for witnessed events: The developmental backdrop (including two commentaries). In J. Doris (Ed.), *The Suggestibility of Children’s Recollections*. Washington, D.C.: American Psychological Association.

**Lab: Assessing for Maltreatment**

Conflict Tactics Scale

Trauma Symptom Checklist

Video: Interviewing for Child Sexual Abuse

**Feb. 15**      **Discussion: Assessment of Infants and Preschoolers ... observing and mini-experiments**

**Readings**

Wodrich, D.L. (1997). *Children's Psychological Testing*. Toronto: Paul H. Brookes Pub. Co.  
\*Chapter 3, "Infant Scales"  
\*Chapter 4, "Preschool Tests" (pp. 80-84)

**Lab: How do you assess someone who can't be interviewed?**

Brazelton Neonatal Behavioral Assessment  
Bayley Scales of Infant Development  
Batelle Developmental Inventory, 2<sup>nd</sup> edition  
DISC Screen  
Brigance Diagnostic Inventory of Early Development  
Ages & Stages Questionnaire  
Nipissing District Developmental Screen  
Denver Developmental Screening Test - 2

Feb. 29

**Discussion: Externalizing/Behavior Disorders**

**Readings**

\*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 2 – Smith, B.H., Barkley, R.A. & Shapiro, C.J. “Attention-Deficit/Hyperactivity Disorder”)

\*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 3 - McMahon, R.J. & Frick, P.J. “Conduct and oppositional disorders”)

Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 4 – Barkley, R.A. “Attention-Deficit/Hyperactivity Disorder”)

Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 5 – McMahon & Kotler, J. “Conduct Problems”)

**Lab**

ADHD Rating Scale  
Child Behavior Checklist (Self, Parent & Teacher forms)  
Connors

**Mar. 7      Discussion: Substance Abuse**

**Readings**

\*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 4 – Winters, K.C., Fahnhorst, T., & Botzet, A. “Adolescent Substance Use and Abuse”)

\*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 6 – Brown, S.A. & Abrantes, A.M. “Substance Use Disorders”)

**Lab**

I'm working on this ...

**Mar. 14      Discussion: Internalizing/Mood Disorders**

**Readings**

Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 5 – Rudolph, K.D. & Lambert, S.F. “Child and adolescent depression”)

Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 7 – Goldston, D.B. & Compton, J.S. “Adolescent suicidal and nonsuicidal self-harm behaviors”)

Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 8 – Southam-Gerow, M.A. & Chorpita, B.F. “Anxiety in children and adolescents”)

\*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 8 – Rudolph, K.D., Hammen, C., & Daley, S.E. “Mood Disorders”)

\*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 9 – Goldston, D.B., Daniel, S.S., & Arnold, E.M. “Suicidal and Nonsuicidal Self-Harm behaviors”)

\*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 7 – Kendall, P.C., Hedtke, K.A., & Aschenbrand, S.G. “Anxiety Disorders”)

**Other Readings:**

Ingersoll, B.D., & Goldstein, S. (1995). *Lonely, sad, and angry: A parent’s guide to depression in childhood and adolescents*. Chapter 3, “Is my child depressed?”

**Lab: Assessing Internalizing/Mood Disorders**

Child Behavior Checklist (Self, Parent & Teacher forms)  
Child Depression Inventory  
Reynolds Adolescent Depression Scale

Mar. 21

**Discussion: Gender Identity and Sexual Disorders**

**Readings**

\*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. ( Chapter 16 – Zuker, K.J. “Gender Identity Disorder”)

Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. ( Chapter 17 – Kotchick, B.A., Armistead, L., & Forehand, R.L. “Sexual Risk Behavior”)

\*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. ( Chapter 18 – Barbaree, H.E. & Langton, C.M. “Deviant Sexual Behavior”)

**Lab: Still working on this ...**

Gender Identity/Gender Dysphoria Questionnaire

**Mar. 28      Discussion: Developmental Disorders - Autism**

**Readings**

\*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 10 – Ozonoff, S., Goodlin-Jones, B.L., & Solomon, M. “Autism Spectrum Disorders”)

\*Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 12 – Spector, S.G. & Volkmar, F.R. “Autism Spectrum Disorders”)

**Lab:**

CARS  
CHAT  
ADOS  
Adaptive Behavior Scales



**Apr. 4      Discussion: Personality, Projective Techniques, and Report Writing (whew!)**

**Readings**

\*Mash, E.J. & Barkley, R.A. (2007). *Assessment of childhood disorders*. New York: Guilford. (Chapter 17 – Shiner, R.L. “Personality Disorders”)

Wolfe, D.A. & Mash, E.J. (2006). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford. (Chapter 13 – Johnson, J.G., Bromley, E., Bornstein, R.F., & Sneed, J.R. “Personality Disorders”)

\*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior* (Chapter 15: “Integrating and Interpreting Assessment Material”, pp. 339 - 356). New York: Springer.

\*Frick, P.J., Barry, C.T. & Kamphaus, R.W. (2010 e-book from library). *Clinical assessment of child and adolescent personality and behavior* (Chapter 16: “Writing Reports”, pp. 357 - 376). New York: Springer.

Kamon, J., Tolan, P.H., & Gorman-Smith, D. (2006). Interventions for adolescent psychopathology: Linking treatment with prevention. In D.A. Wolfe & E. J. Mash (Eds.), *Behavioral and emotional disorders in Adolescents: Nature, assessment, and treatment*. New York: Guilford.

**Other References specifically related to children’s play and drawings!!!**

Assessing Children’s Drawings

Draw-a-person

House-Tree-Person

Kinetic Family Drawings

... a brief look at the following books because they provide examples of structured systems for assessing children’s drawings.

Koppitz, E. M. (1968). *Psychological Evaluation of Children’s Human Figure Drawings*. The Psychological Corporation.

Leo, J. H. (1973). *Children’s Drawings as Diagnostic Aids*. New York: Brunner Mazel Publishers.

Fury, G., Carlson, E. A., & Sroufe, L. A. (1997). Children's representations of attachment relationships in family drawings. *Child Development*, 68, 1154-1164.

Videos: Nancy Boyd Webb - "Techniques of Play Therapy", & Eliana Gil - "Play Therapy for Severe Psychological Trauma"

### **Additional Readings!!!:**

Fagot, B.I., & Kavanagh, K. (1991). Play as a diagnostic tool with physically abusive parents and their children. In C.E. Schaefer, K. Gitlin, & A. Sandgrund (Eds.), *Play diagnosis and assessment*. Toronto: John Wiley & Sons.

Gil, E. (1991). *The healing power of play: Working with abused children*. New York: Guilford Press.

Linder, T. W. (1990). *Transdisciplinary Play-Based Assessment*. Toronto: Paul H. Brookes Pub. Co.

Nader, K., & Pynoos, R.S. (1991). Play and drawing techniques as tools for interviewing traumatized children. In C.E. Schaefer, K. Gitlin, & A. Sandgrund (Eds.), *Play diagnosis and assessment*. Toronto: John Wiley & Sons.

Malchiodi, C. A. (1998). *Understanding Children's Drawings*. New York: Guilford.

Rogers, A.G. (1995). *A shining affliction*. Toronto: Penguin Books.

Webb, N.B. (1999). Play therapy intervention with children. In N.B. Webb (Ed.), *Play therapy with children in crisis*. Guilford: New York.

Webb, N.B. (1999). The child witness of parental violence. In N.B. Webb (Ed.), *Play therapy with children in crisis*. Guilford: New York.

Wesby, C.E. (1991). A scale for assessing children's pretend play. In C.E. Schaefer, K. Gitlin, & A. Sandgrund (Eds.), *Play diagnosis and assessment*. Toronto: John Wiley & Sons.

### **Lab**

Structured Clinical Interviews

Personality Inventory for Children

Projective techniques including Roberts Apperception Test for Children

Discussion of reports to be written

Wrapping up the semester by talking about intervention

## **VIDEO SUGGESTIONS FOR USE IN PRESENTATIONS**

AMERICAN BEAUTY  
ANGEL AT MY TABLE  
BASKETBALL DIARIES  
BASTARD OUT OF CAROLINA  
COLOR PURPLE  
EMPIRE OF THE SUN  
GIRL INTERRUPTED  
HEAVENLY CREATURES  
I AM SAM  
ICE STORM  
JUNO  
KOLYA  
LIFE AS A HOUSE  
MA VIE EN ROSE  
MEAN GIRLS  
MY LEFT FOOT  
MY LIFE AS A DOG  
NELL  
ORDINARY PEOPLE  
SHINE  
SQUID AND THE WHALE  
TEMPLE GRANDIN  
THE GREAT SANTINI  
THE SILENT ROOM  
THIRTEEN  
VIRGIN SUICIDES  
YOU CAN COUNT ON ME  
WHEN A MAN LOVES A WOMAN

**Directions for accessing e-book - Frick, P.J., Barry, C.T., & Kamphaus, R.W. (2010). *Clinical Assessment of Child and Adolescent Personality and Behavior*. New York: Springer.**

On U of G home page – click ‘Library’ on the search window

(Please note: If you are accessing the library from off campus, you’ll need to log in using the ‘Off-campus log in’ at this point)

On ‘University of Guelph Library’ page - Click on title ‘Find Resources >>

On ‘Find Resources’ home page - scroll down and click on ‘Electronic Books’

On ‘E-Books’ home page – Scroll down, Science heading, find ‘Springer’ – click on ‘Springer’

On ‘Springer’ home page – Click on ‘Books’

On ‘Books’ home page on left in the ‘search within books’ box – type in “Clinical Assessment of Child and Adolescent Personality and Behavior” in quotations ... don’t forget the quotations!

The 2010 e-edition of *Clinical Assessment of Child and Adolescent Personality and Behavior* is the first book on the list – Click on the title

On the left-hand side of the page you can select the Chapter that you would like to read

You can also choose to download the pdf of the chapter by selecting the chapter and then clicking on the ‘download pdf’ icon

I would strongly suggest that you download the pdfs and save them on your computer in a file labeled by the name of the e-book. Label each pdf by the chapter number and the title of the chapter. (i.e., Chapter 1 – Historical Trends). Do this early in the semester.

I wish you all GOOD LUCK in following the directions.