

Previous Comments by Workshop Participants

“... very articulate, relaxed speaker...very knowledgeable about material... enthusiastic about the material...excellent presentation.”

“Excellent presentation...very informative and interesting.”

“Practice in scoring and interpretation was good. I feel I can appropriately administer, score, and interpret the ASCA.”

“Clinical cases presented by Dr. Canivez were very helpful in demonstrating the use of the ASCA and how it relates to other assessment instruments. Well done!”

“School psychologists will find this workshop and the ASCA useful additions for their practice. I highly recommend them.”

“The ASCA looks like an excellent and very useful instrument in assessing psychopathology. I wish I took this workshop and started using the ASCA years ago!”

Continuing Education

Dr. Canivez is Professor of Psychology, Arizona Licensed Psychologist (inactive status) and Nationally Certified School Psychologist. He is also a Certified School Psychologist in Illinois. This workshop may qualify as continuing education for licensed psychologists as well as state and nationally certified school psychologists. Check with your professional association to see if this workshop qualifies for you.

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Objective Assessment of Youth Psychopathology: Adjustment Scales for Children and Adolescents

**A Continuing Professional
Development Workshop for School
and Clinical Psychologists**

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Objective Assessment of Youth Psychopathology: Adjustment Scales for Children and Adolescents

The Instrument

The Adjustment Scales for Children and Adolescents (ASCA; McDermott, Marston, & Stott, 1993) is a nationally normed, objective behavior rating instrument that is completed by the youth's teacher. The ASCA consists of 156 behavioral descriptions of which 97 are scored and each assigned to only one of six core syndromes (Attention-Deficit Hyperactive, Solitary-Aggressive [Provocative], Solitary-Aggressive [Impulsive], Oppositional Defiant, Diffident, & Avoidant) or two supplementary syndromes (Delinquent & Lethargic [Hypoactive]). The six core syndromes are universal and reliable across all youths aged 5 through 17, for both males and females, and for different racial/ethnic groups; allowing for a parsimonious description of youth psychopathology (McDermott, 1994). The two supplementary syndromes are not universal across age and gender but are sufficiently reliable and valid for specific subgroups within these groups. Two overall adjustment scales (Overactivity and Underactivity) are also obtained and relate to the externalizing/conduct problem and internalizing/withdrawal dimensions commonly found in the youth psychopathology literature.

The Workshop

Participants in this half-day or full-day workshop will (a) learn the historical background, development, psychometrics, and uses of the ASCA; (b) acquire skills in administration and scoring of the ASCA; (c) develop skills in interpreting the results of the ASCA through Cut-Score, Syndromic Profile Interpretation, and Discriminant Classification; and (d) learn to integrate interpretive information with other objective assessment data. Participants will also be presented an automated scoring template which calculates Generalized Distance Scores for Syndromic Profile Interpretation and linear Discriminant Classification indexes as well as examine clinical cases where the ASCA has been utilized.

Workshop Outline

Background

- Need for Objective Behavior Ratings
- Value of Teacher Report of Behavior
- Need for Nationally Representative Norms

Development of the ASCA

- Precursors
- Standardization
- Co-Norming

Reliability

- Interrater Agreement
- Internal Consistency
- Test-retest
- Independent Studies

Validity

- Construct
- Convergent & Divergent
- Discriminant
- Independent Studies

Administration

Scoring

- Self-Scoring Forms
- Core Syndrome Raw Score Totals
 - Delinquent Scale
 - Lethargic Scale

Overactivity Total

Underactivity Total

Transferring Raw Scores to Profile Page

Obtaining Normalized *T* scores

Obtaining Percentiles

Constructing the Profile

Interpretation

- Cut Score Method
- Syndromic Profile Method
- Discriminant Method

Case Studies

Workshop Presenter

Gary L. Canivez, Ph.D., is Professor of Psychology at Eastern Illinois University and principally involved in the Specialist in School Psychology program. Before coming to EIU Dr. Canivez was a school psychologist for 8 years in the Phoenix metropolitan area (Deer Valley Unified School District and Tempe Elementary School District), was on the adjunct faculty of Arizona State University and Northern Arizona University, and was president of the Arizona Association of School Psychologists. He currently serves on the editorial boards of *Psychological Assessment*, *School Psychology Quarterly*, and the *Journal of Psychoeducational Assessment*, and has been a reviewer for professional journals such as *School Psychology Review*, *Psychology in the Schools*, *Applied Neuropsychology*, and *Behavior Research Methods*. The author of over 50 research and professional publications and 100 professional presentations and continuing professional development workshops, Dr. Canivez specializes in psychological assessment and measurement pertaining to intelligence, achievement, personality, and psychopathology; and his research has been supported by the National Institutes of Health/National Institute of Mental Health.

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