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School-Based Psychological Interventions
Fall 2022 Syllabus

18:826:602 01 (Section 1) Wednesday 9:00-11:45 a.m. (GSAPP A317)

18:826:602 02 (Section 2) Wednesday 1:45-4:30 p.m. (Psychology 301)

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This course is designed to introduce doctoral students to the research, theory, and practice of implementing evidence-based practices in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory, case conceptualization, and research related to behavioral and cognitive behavioral interventions and will expose students to direct and indirect, evidence-based techniques and principles of change to address internalizing and externalizing behaviors in school-aged children. The course is also designed to expose students to specific issues related to delivering tiered interventions in schools, including fidelity, adaptation, cultural competence, and the integration of the best available research with clinical expertise in the context of student characteristics, culture, and preferences.

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Competencies Addressed in the Course

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Profession-Wide Competencies (PWC)

1.3: Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.
2.3: Conducts self in an ethical manner across professional activities.
3.1: Displays an awareness of how personal bias and cultural history, and attitudes affect understanding and interactions with people different from themselves.
3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.
3.3: Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.
4.1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness
5.1: Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.
6.1: Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.
6.2: Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.
current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.
6.5: Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.
7.1: Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
7.3: Applies relevant literature and empirically-based principles to clinical decision making.

7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.

7.5: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning.

10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

Discipline-Specific Knowledge (DSK)

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including affective, social, and developmental aspects of behavior.

Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of quantitative research designs, meta-analysis, and quasi-experimentation.

Learning Objectives

Students will Demonstrate:

1. Knowledge of theory and mechanisms of cognitive behavioral and behavioral interventions delivered in schools to improve the emotional, behavioral, and social functioning of children and youth.
2. Knowledge and skill in conceptualizing cases from an indirect and direct service delivery model based on referral issues(s), theory, and evidence along with factors such as context, culture, and diversity.
3. Skills in delivering evidence-based interventions with children/adolescents struggling with a range of referral issues and key adults (parents/teachers).
4. Knowledge of and skills in identifying, selecting, and evaluating intervention effectiveness, monitoring fidelity, adapting interventions to fit the needs and preferences of diverse clients.
5. Knowledge of how all forms of diversity (i.e., race/ethnicity, culture, sexuality, religion, social class, stigma related to mental health, disability status, language) impact client, functioning, referral problems, case conceptualization, and intervention effectiveness.

Required Text

Weisz, J. R., & Bearman, S. K. (2020). *Principle-guided psychotherapy for children and adolescents: The FIRST program for behavioral and emotional problems*. Guilford Publications

Recommended Text (Three Copies Available in Testing Library)

Chorpita, B. F., & Weisz, J. R. (2009). MATCH-ADTC: Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems. Satellite Beach, FL: PracticeWise.

Selected articles and chapters listed by week are uploaded in Canvas.

Reading(s) = Blue font discussed in class. Please come prepared having read the article or chapter.

Reading(s) = Black font integrated into the class and relevant to assignments.

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Course Assignments, Activities, and Requirements

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1. Practicum Case

A primary learning objective for the course is applying the concepts and skills to address an **emotional, social, and/or behavioral problem.** Client(s) are typically found in your practicum site and you will receive regular supervision through your practicum supervisors and the course instructor. You should work actively and collaboratively with your practicum supervisor to identify an appropriate client and you should share the syllabus with your supervisor to ensure he/she is aware of the requirements of the assignment. I encourage you to share evidence-based resources guiding your work with your supervisor.

2. Class Attendance and Participation: 20 Points

Active participation is defined as coming to class on time and prepared (with readings completed), staying in the moment, and being prepared and engaging in experiential activities and role plays. I run an unplugged classroom, which means you should come to class with something to write with (pen/pencil), a notebook, and our syllabus (which I will hand out on the first day). No laptops are permitted and phones should be stored away.

Because our doctoral program does not offer online or hybrid courses, you are expected to attend class in person. If you are not physically in the class, you will be considered absent. Please notify me before class if you are unable to attend class.

Your participation grade will be calculated by a formula such as: 10 points attendance, 10 points verbal contributions during class. I reserve the right to include other factors, including professionalism, arriving late/leaving early, and classroom behavior in the course participation grade [PWC 2.3, 4.1].

3. Behavioral Rehearsals and Reflections: 20 POINTS (10 per reflection) #1 Due 10/12/22 and #2 Due 11/16/22

Each student will complete two videorecorded sessions and brief (one page) reflection papers. The first video recording should be with a colleague/peer/family member and the second recording you will be paired with a student in the Advanced Supervision course.

These recordings may be used in class for teaching/supervision.

See Rubrics uploaded in Canvas for assignment requirements [PWC 3.4, 3.5, 4.1, 4.2, 4.3, 5.3, 6.5, 7.1, 7.2, 7.3, 7.4, 10.3; DSK = affective, social, and developmental aspects of behavior].

4. Case Formulation Paper: 20 POINTS, Due 10/19/22

The ability to form an accurate and comprehensive case conceptualization is critical to evidence-based practice. For this assignment, you are asked to write up a case conceptualization and intervention plan. This paper should be formatted like a paper rather than a report or evaluation.

See Rubric uploaded in Canvas for assignment requirements [PWC 3.1, 3.2, 3.3, 4.1, 4.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.5, 10.3; DSK = affective, biological, cognitive, social, or developmental aspects of behavior].

5. Theoretical Orientation Essay: 15 Points, Due 11/9/22

A primary learning objective of this course is developing student's skills in using theory to guide the delivery of evidence-based practices. Students will write a brief essay describing their theoretical orientation and how theory influences their approach to case conceptualization and intervention.

See Rubric uploaded in Canvas for assignment requirements [PWC 3.2, 3.3, 4.3, 6.2, 6.4, 6.5, 7.2, 7.3; DSK = affective, social, and developmental aspects of behavior].

6. Treatment Summary Report: 25 points; Due 12/7/22 or 12/14/22

Please conduct five intervention sessions and assess your client(s) using at least two assessment methods before you begin your intervention and at the end of your intervention.

See Rubric uploaded in Canvas for assignment requirements [PWC 1.3, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 6.1, 6.2, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 10.1, 10.3; DSK = affective, social, and developmental aspects of behavior; strengths, limitations, interpretation, and technical aspects of quantitative research designs, meta-analysis, and quasi-experimentation].

Classroom Culture

Respect for Diversity and Commitment to Intersectionality: I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. As your instructor I am committed to minimizing systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us.

It is also my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class is viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated and I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community.

COVID-19 Protocols at Rutgers: Face coverings **are required** in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory. https://coronavirus.rutgers.edu/covid-19-protocols-updated-june-2022/

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations to share with me. To begin, please complete the Registration form on the ODS web site https://ods.rutgers.edu/students/registration-form.

Names and Pronouns: Class rosters are provided with student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Person-First Language: Please refer to the APA Publication Manual (7th Edition, Section 5.4) for guidelines related to using person first or identify first language when writing and speaking about individuals with disabilities and/or special needs (https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/disability)

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/. All suspected infractions of academic integrity will be referred to the GSAPP Deans Office who will consult with the Rutgers Office of Student Conduct regarding disciplinary action.

Grading Policies: APA Style (7th Edition;) is required for all written assignments.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
Please be particularly attentive to APA style guidelines related to point of view, word choice, bias, citations, quotations, and editorializing.

Written assignments are due at the beginning of class. Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. To maximize fairness and objectivity when grading, please use your RU ID when you submit all assignments, I will match names with the ID after grading.

The quality of student writing (see rubrics) will be considered in the grade. Please write in a formal (rather than conversational) manner. Review all written assignments to correct/address grammatical errors. In the case of documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:
A = 90 – 100
B+ = 85 – 89
B = 80 – 84
C = 70 – 79
F = 0 – 59

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Resources for Learning and Life at Rutgers

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The faculty and staff at Rutgers are committed to your success. Resources that can help you succeed and connect with the Rutgers community can be found at:

Resources for Student Success: success.rutgers.edu
CAPS: http://health.rutgers.edu/medical-counseling-services/counseling/
Food Pantry: http://ruoffcampus.rutgers.edu/food/
Learning Center: https://rlc.rutgers.edu/node/83

Class Schedule			
Week	Date	Topic	Assignments Due Dates
1	9/7/22	**Introduction and Course Overview:** Introduction to the course and the need for effective services in schools. Readings: Shernoff, E.S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in evidence-based interventions: What are school psychology programs teaching? *Journal of School Psychology, 41,* 467-483. Weiner, Y., Shernoff, E.S., & Kettler, R.J. (2021). A survey of newly enrolled school psychology trainees: Estimates of key role and function. *Psychology in the Schools, 1,* 1-16. American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist, 57,* 1060-1073.	

2	9/14/22	**Evidence-Based Practice and Process:** History of evidence-based practice movement, cultural humility and intersectionality, the development of clinical expertise. Readings: Wampold, B. et al., (2019). Clinical expertise: A critical issue in the age of evidence-based practice. In S. Dimidjian (Ed.) *Evidence-based practice in action: Bridging clinical science and intervention* (pp. 152-166). Guilford. Sue, S. (1998). In search of cultural competence in psychotherapy and counseling. *American Psychologist, 53,* 440- 448. Hays, P. A. (2009). Integrating evidence-based practice, cognitive–behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice, 40,* 354-360 Lilienfeld, S. O., Ritschel, L. A., Lynn, S. J., & Latzman, R. D. (2019). The insufficiently appreciated raison d'tre of evidence-based practice. In S. Dimidjian (Ed.) *Evidence-based practice in action: Bridging clinical science and intervention* (pp. 43-63). Guilford Press.	Watch What Is CBT video before class (uploaded on canvas) and note strengths and the ways in which CBT is insufficient in explaining how or why mental health problems develop or are maintained.
3	9/21/22	**Transitioning from Protocols to Principles to Support Children and Youth.** Identifying the best available evidence in EBP. Theory and mechanisms of children and youth disorders. Principles of change. Readings: Weisz, J. R., & Bearman, S. K. (2020). Chapter 1 (All About FIRST) and Chapter 2 (Using FIRST) Kendall (2012) Chapter 1: Therapy with Children and Adolescents. In *Child and adolescent therapy: Cognitive-behavioral procedures* (pp. 3-24). Guilford. Shernoff, E.S., Bearman, S.K., & Kratochwill, T.R. (2017). Training the next generation of school psychologists to deliver evidence-based mental health practices: Current challenges and future directions. *School Psychology Review, 46,* 219-232. Weisz, J. R., Kuppens, S., Ng, M. Y., Eckshtain, D., Ugueto, A. M., Vaughn-Coaxum, R., . . . Fordwood, S. R. (2017). What five decades of research tells us about the effects of youth psychological therapy: A multilevel meta-analysis and implications for science and practice. *American Psychologist, 72,* 79-117.	
4	9/28/22	**Getting Started with Cases (Part 1):** Assessment for intervention and assessment feedback, culturally competent intakes, initial case conceptualization and determining treatment focus. Readings: Weisz, J. R., & Bearman, S. K. (2020). Chapter 3 (Beginning Treatment) & 4 (Clinician Guides) Schwitzer, A. M., & Rubin, L. C. (2012). *Diagnosis and treatment planning skills for mental health professionals: A popular culture casebook approach (pp. 27-40).* Sage Publications. Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. Professional Psychology: *Research and Practice, 38,* 356-362. In-Class Practice: Practice case conceptualization from intake video and begin applying to your case.	Watch intake session video before class and experiment with completing the simple problem formulation worksheet while viewing.

5	10/5/22	**Getting Started with Cases (Part 2):** Goal setting and measurement-based care, structure of sessions. Rapport Building. Supervision? Readings: Okamoto, A., Dattilio, F. M., Dobson, K. S., & Kazantzis, N. (2019). The therapeutic relationship in cognitive–behavioral therapy: Essential features and common challenges. *Practice Innovations, 4*(2), 112-123. Friedberg, R. D., & McClure, J. M. (2015). Session structure. In *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts* (pp. 56-80). Guilford. Chorpita, B. F., & Daleiden, E. L. (2009). Mapping evidence-based treatments for children and adolescents: application of the distillation and matching model to 615 treatments from 322 randomized trials. *Journal of consulting and clinical psychology, 77*(3), 566-579. In-Class Practice Practice building rapport session with your case	Watch the CBT session video before class - Note the strategies the therapist used to keep the client focused and adhere to session structure. Were there missed opportunities for collaboration and developing rapport?
6	10/12/22	**Early Stages of Working with Youth and Caregivers:** Psychoeducation for anxiety, depression, and disruptive behaviors. Supervision? Readings: Weisz, J. R., & Bearman, S. K. (2020). Chapter 5 (Handouts for Caregivers) Huff, C. (2021). How to discuss race with black teens and their families. *Monitor on Psychology, 52 (1)*, 33-38. https://www.apa.org/monitor/2021/01/ce-discuss-race In-Class Practice Practice psychoeducation session with your case (select one): Anxiety: MATCH -Learning About Anxiety – Child Weisz & Bearman, Chapter 4 (pp. 45-49) Trails to Wellness Psychoed Anxiety Materials Depression: MATCH – Learning About Depression -Child Weisz & Bearman, Chapter 4 (pp. 49-51) Trails to Wellness Psychoed Depression Materials Disruptive Behavior: MATCH – Learning About Behavior Weisz & Bearman, Chapter 4 (pp.51-53) Parents and Preschoolers Growing Together: Session 1 Understanding your young child Learning About Behavior (Psychoeducation) pp. 106-112.	Behavioral Rehearsal #1 Due Watch Psychoeducation video before class - identify how psychoed in CBT is similar and different based on the referral problem Select and review one psychoeducation session appropriate for your case

7	10/19/22	**Feeling Calm and Learning to Relax:** Identifying the somatic cues of anxiety, depression and anger and learning how to self-calm. Supervision.
		
		Readings:
		Weisz, J. R., & Bearman, S. K. (2020). Chapter 6 (Feeling Calm)
		
		Merrell, K. W. (2001). *Helping students overcome depression and anxiety: A practical guide.* Relaxation training. (pp. 142-145). Guilford.
		
		In-Class Practice:
		You will use your session script to role play teaching a client relaxation using one option below:
		
		   1. FIRST: Focus on pages 75-76 as a guide along with pages 85, 86, 200-201 as needed. Plan to introduce one strategy (deep breathing, guided imagery, progressive muscle relaxation, or quick cooling).
		
		   2. Larson & Lochman Helping Schoolchildren Cope With Anger: Session 7 What Does Anger Feel Like?
		
		   3. MATCH: Learning to Relax (Progressive muscle relaxation and Guided Imagery) pp. 66-69
		
		   4. MATCH: Quick Calming (Combines Guided imagery with Diaphragmatic breathing) pp. 70-75
			Case Formulation Paper Due
			
			Create a session script for teaching a student relaxation and calming strategies and bring it to class for role play practice.

8	10/26/22	**Trying the Opposite (Part 1 Anxiety):** Understanding the theory and steps to using exposures to treat anxiety. Supervision. Readings: Weisz, J. R., & Bearman, S. K. (2020). Chapter 10 (Trying the Opposite, pp. 157-171) Kendall, P.C., Robin, J.A., Hedtke, K.A., Suveg, C., Flannery-Schroeder, E., & Gosch, E. (2005). Considering CBT with anxious youth? Think exposures. *Cognitive and Behavioral Practice, 12,* 136-150. Chavira, D. A., Bustos, C., Garcia, M., Reinosa Segovia, F., Baig, A., Ng, B., & Camacho, A. (2018). Telephone-assisted, parent-mediated CBT for rural Latino youth with anxiety: A feasibility trial. *Cultural Diversity and Ethnic Minority Psychology, 24,* 429–441. In-Class Practice Applied to Anxiety: Case example	Mid-semester evaluation
9	11/2/22	**Trying the Opposite (Part 2 Depression and Disruptive Behaviors):** School refusal (case conceptualization and intervention). Behavioral activation for depression and disruptive behaviors. Readings: Weisz, J. R., & Bearman, S. K. (2020). Chapter 10 (Trying the Opposite, pp. 171-181) Merrell, K. W. (2001). Behavior change for depression. In *Helping students overcome depression and anxiety: A practical guide.* (pp. 117-124). Guilford. Kearney, C.A., & Albano, A.M. (2004). The functional profiles of school refusal behavior: Diagnostic aspects. *Behavior Modification, 28,* 147-161. Chu, B. C., Skriner, L. C., & Staples, A. M. (2014). Behavioral avoidance across child and adolescent Psychopathology. In J. Ehrenreich-May & B.C. Chu (Eds.). *Transdiagnostic treatments for children and adolescents: Principles and practice* (pp. 84-110). Guilford. In-Class Practice Applied to Depression: Case example	Watch Behavioral Activation Video before class – note examples when the therapist focuses on helping the client act according to a plan or goal rather than a feeling or when the client links behavior with feelings. Mid-semester feedback
10	11/9/22	**Risk assessment and Responding to Suicide in Schools**. Conducting risk assessments for children and youth with depression and school response to suicides. Readings: American Foundation for Suicide Prevention, & Suicide Prevention Resource Center. (2018). *After a suicide: A toolkit for schools* (2nd Ed.). Education Development Center. Clay, R.A. (2022). How to assess and intervene with patients at risk for suicide. *Monitor on Psychology, 53(4)* 41-45. https://www.apa.org/monitor/2022/06/continuing-education-intervene-suicide Turner, C. (2018). *How to talk to kids about terrible things.* NPR Ed. Marraccini, M. E., Resnikoff, A. W., Brick, L. A., Brier, Z. M., & Nugent, N. R. (2021). Adolescent perceptions of school before and after psychiatric hospitalization: Predicting suicidal ideation. *School Psychology, 37,* 2, 119-132	Theoretical Orientation Paper Due
11	11/16/22	**Balanced Thoughts and Problem-Solving:** Developing healthy and balanced thoughts through cognitive restructuring and cognitive coping. Problem solving across referrals. Weisz, J. R., & Bearman, S. K. (2020). Chapter 8 (Repairing Thoughts) and Chapter 9 (Solving Problems) Joyce-Beaulieu, D., & Sulkowski, M. L. (2015). Cognitive behavior therapy for externalizing problems. In *Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit (pp.93-98).* Springer. Merrell, K. W. (2001). Changing thoughts and beliefs. In *Helping students overcome depression and anxiety: A practical guide.* (pp. 82-101). Guilford. In-Class Practice Applying repairing thoughts/balancing thoughts and problem-solving with the Case of David Problem-Solving Activity	Behavioral Rehearsal #2 Due
12	11/23/22 Thanksgiving	**Increasing Motivation (Part 1):** Engaging and working with teachers. Behavioral approaches for ADHD including self-monitoring and effective reward systems. Readings: Shernoff, E.S., Lekwa, A.L., Reddy, L., & Davis, W. (2020). Teachers' use and beliefs about praise: A mixed-method study. *School Psychology Review, 49(3),* 256-274.	

		Humphreys, K.L., Marx, B.P., & Lexington, J.M. (2009). Self-monitoring as a treatment vehicle. In W.T. O'Donohue & J.E Fisher (Eds.) General principles and empirically supported techniques of cognitive behavior therapy (pp. 576-583). Wiley & Sons. In-Class Practice Designing an effective reward system using MATCH - Rewards OR Weisz & Bearman Handout 15 (pp. 115-117)	
13	11/30/22	**Increasing Motivation (Part 2):** Caregiver engagement strategies and parent-based interventions. Positive Opposites/Trying the Opposite. Ending Treatment Readings: Weisz, J. R., & Bearman, S. K. (2020). Chapter 7 (Increasing Motivation) and Chapter 11 (Continuing/Boosting/Ending Treatment) Vidair, H. B., Feyijinmi, G. O., & Feindler, E. L. (2017). Termination in cognitive–behavioral therapy with children, adolescents, and parents. *Psychotherapy, 54,* 15-21. Abrams, Z. (2021). Instagram's effects on mental health. *Monitor on Psychology, 53*(2), 30-33. https://www.apa.org/monitor/2022/03/feature-minimize-instagram-effects Pina, A. A., Polo, A. J., & Huey, S. J. (2019). Evidence-based psychosocial interventions for ethnic minority youth: The 10-year update. *Journal of Clinical Child & Adolescent Psychology, 48*(2), 179-202.	
14	12/7/22	**Culturally Responsive Classrooms:** Building strong home school-partnerships, positive discipline approaches, enhancing student behavior by promoting an equity lens in student discipline. Readings: Okonofua, J. A., Walton, G. M., & Eberhardt, J. L. (2016). A vicious cycle: A social–psychological account of extreme racial disparities in school discipline. *Perspectives on Psychological Science, 11,* 381-398. Dray, B. J., & Wisneski, D. B. (2011). Mindful reflection as a process for developing culturally responsive practices. *Teaching Exceptional Children, 44*(1), 28-36. Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2019). *PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.	Treatment Summary Report Can Be Turned In
15	12/14/22	**Next Steps and New Frontiers.** Brief Interventions. Self-Care. Huddle Up/Wrap Up. Readings: Khazan, O. (2019, August 21). The quick therapy that actually works. *The Atlantic.* Moore, E. C., Jeglum, S., Young, K., & Campbell, S. M. (2019). Self-care in supervision: How do we teach others to care for themselves? *Communique, 47*(8), 1-30. Trails to Wellness Resources: Self Care: https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/self-care Mindfulness: https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/mindfulness	Treatment Summary Report Due SIRS (Bring Laptops)

Additional Resources/Readings

American Psychological Association (2017). Multicultural guidelines: An ecological approach to context, identity, and intersectionality. Retrieved from: http://www.apa.org/about/policy/multicultural-guidelines.pdf

Arditte, K. A., & Joormann, J. (2014). Cognitive biases in child psychopathology. *Transdiagnostic treatments for children and adolescents: Principles and practice,* 59-83. https://psycnet.apa.org/record/2013-43797-004

Bennett-Levy, J. & Haarhoff, B. (2019). Why therapists need to take a good look at themselves. In S. Dimidjian (Ed.) *Evidence-based practice in action: Bridging clinical science and intervention* (pp. 380-394). Guilford Press.

Bearman, S. K., & Weisz, J. R. (2015). Comprehensive treatments for youth comorbidity–evidence-guided approaches to a complicated problem. *Child and Adolescent Mental Health, 20,* 131-141. https://doi.org/10.1111/camh.12092

Debski, J., Spadafore, C. D., Jacob, S., Poole, D. A., & Hixson, M. D. (2007). Suicide intervention: Training, roles, and knowledge of school psychologists. *Psychology in the Schools, 44,* 157-170. https://doi.org/10.1002/pits.20213

Friedberg, R. D., & McClure, J. M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts.* Chapter 3 - Collaborative Empiricism and Guided Discovery.

Friedberg, R. D., & Gorman, A. A. (2007). Integrating psychotherapeutic processes with cognitive behavioral procedures. *Journal of Contemporary Psychotherapy, 37*(3), 185-193. https://link.springer.com/article/10.1007/s10879-007-9053-1

Friedberg, R. D., & McClure, J. M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts.* Chapter 7 – Therapeutic Socratic Dialogues.

Gregory, A., Osher, D., Bear, G. G., Jagers, R. J., & Sprague, J. R. (2020). Good intentions are not enough: Centering equity in school discipline reform. *School Psychology Review*, 1-16. https://www.tandfonline.com/doi/full/10.1080/2372966X.2020.1861911

Harvey, A. G. (2013). Transdiagnostic mechanisms and treatments for youth with psychiatric disorders: An opportunity to catapult progress. In J. Ehrenreich-May & B. Chu (Eds.) *Transdiagnostic treatments for children and adolescents: Principles and Practice* (pp. 15-34). Guilford Press

Hawks, J. L., Kennedy, S. M., Holzman, J. B., & Ehrenreich–May, J. (2020). Development and application of an innovative transdiagnostic treatment approach for pediatric irritability. *Behavior therapy, 51*(2), 334-349. https://doi.org/10.1016/j.beth.2019.07.004

Ho, J., Yeh, M., McCabe, K., & Lau, A. (2012). Perceptions of the acceptability of parent training among Chinese immigrant parents: Contributions of cultural factors and clinical need. *Behavior Therapy, 43,* 436-449. https://doi.org/10.1016/j.beth.2011.10.004

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