RUTGERS

School-Based Psychological Interventions
Fall 2025 Syllabus

Course Number: 18:826:602 01 (Section 1)
Location: ARC 328
Time: Tuesdays 2:00 – 4:45 p.m.
Instructor: Elisa Shernoff, Ph.D. (she/her/hers)
Office: A349
Office Hours: Mondays; 12:45-1:45; Schedule via Calendy or By Appointment
E-mail: elisa.shernoff@rutgers.edu

Personal Zoom Room:
https://rutgers.zoom.us/j/5620834248?pwd=aEhkM09uOFlmSzJwbGZodXFJY3VvZz09
Meeting ID: 562 083 4248
Password: 691240

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.

Competencies Addressed in the Course

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 Texts/Resources

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

2. 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 (several copies are also available from the testing library and the course instructor)

3. Trails to Wellness: https://trailstowellness.org/

Course Assignments, Activities, and Requirements

1. Practicum Case

A primary learning objective is applying concepts and skills taught 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. **Please share the syllabus with your supervisor and discuss the required assignment during Week 1 of the semester and have a case identified by Week 3.**

2. Class Attendance and Participation: 90 Points

It is expected that each student attends every scheduled class (in person). If you are not physically in the class, you will be considered absent. **If you are unable to attend a class due to illness or will be late, please email me prior to class.** Students are excused from class when observing religious holidays, in accordance with Rutgers University policy. An excused absence can also occur if the student is ill, and/or the student has been told to quarantine, and/or are experiencing symptoms of any transmittable disease. Students will be responsible for all material covered during their absence.

Please arrive to class at least 2 minutes before class begins so that we may begin promptly. Excessive tardiness (both frequency and duration) and absences will warrant point deductions from total participation grade for each instance after the first.

I run an unplugged classroom. That means unless you have an accommodation for use of a laptop, please come to class with something to write, a notebook, and our syllabus (which I will hand out on the first day). **No laptops are permitted, and phones should be stored away.**

During class you will have the opportunity to engage in discussions in a large group and small group setting. Course participation and centering student voices is something I value highly. Your participation grade will be calculated by a formula such as: 45 points attendance, 45 points verbal contributions during class. I will include other factors, including professionalism, arriving late/leaving early, patterns of absences, and classroom behavior in the course participation grade [PWC 2.3, 4.1].

3. Behavioral Rehearsal and Reflection #1: 50 POINTS – Due Week 6 or Week 7

You will pair up with a colleague/friend who will play the role of a child with depression. This rehearsal should be 5 to 7 minutes. The goal of the first rehearsal is to practice the opening part of a CBT session (agenda setting, obtaining mood ratings, and homework review) and to demonstrate you understand the CBT session structure (see Friedberg & McClure, 2015). These recordings may be used in class for teaching and/or 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. Initial Case Summary: 100 POINTS, Due Week 7 - 9

The ability to conduct an assessment, formulate an initial case conceptualization, and link that information to an initial intervention plan is a critical skill for school psychology trainees to develop. This paper should be written with the parent as the audience.

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: 50 Points, Due Week 10

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. Behavioral Rehearsal and Reflection #2: 50 POINTS, Due Week 11

You will be paired with an advanced trainee who will play the role of a child or youth. This rehearsal should be 12-14 minutes and you will practice the middle and end of a CBT session (introduce psychoeducation for depression or anxiety, assign homework, and check out; see Friedberg & McClure, 2015). These recordings may be used in class for teaching and/or 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].

7. Final Treatment Summary: 125 points; Draft Due Week 14 (Bring To Class) and Final is Due Week 15

The treatment summary report incorporates feedback from the initial case summary report and summarizes your work with the client. The audience for the final treatment summary is a new clinician who you are transferring the case to.

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].

8. Homework Assignments: 35 points

Week	Homework Assignment	Points
Week 4: Intake Video	Watch the intake session video (uploaded on Canvas) and complete the simple problem formulation worksheet (uploaded on Canvas). Email completed worksheet before class begins.	8
Week 5: CBT Session Video	Watch the CBT session video (uploaded on canvas) and compose a brief response (3-5 sentences, ≈ 50 -70 words) noting the strategies the therapist used to keep the client focused and adhere to the CBT session structure. Describe any missed opportunities for collaboration and developing rapport with the client. Email completed brief response before class begins.	5
Week 5: In class activity	Integration activity shared with instructor during class.	5
Week 6: Psychoeducation Video	Watch the Psychoeducation video (uploaded on canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) noting how psychoeducation in CBT is similar and different across disorders (i.e., anxiety, depression, disruptive behavior). Email completed brief response before class begins.	5.5
Week 9: Behavioral Activation Video	Watch the Behavioral Activation Video (uploaded on canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) noting examples when the therapist focuses on helping the client act according to a plan or goal rather than a feeling. Email completed brief response before class begins.	4.5
Week 13: Reward System	Watch video uploaded on Canvas. Design a high-quality reward system using the principles described in the lecture and MATCH-ADCT and email the reward system it to Elisa no later than Wednesday 11/25/25 at 4:30 pm.	7

Course Policies and Culture

Grading and Late Assignment Policies:

- I expect you to meet the deadlines outlined in the syllabus as it is an issue of equity. Assignments are due at the beginning of class and should be emailed to the instructor before 9:00 am on the due date.
- 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.
- Should extenuating circumstances arise and you need an extension, please make that request by emailing me at least 4 business days before the assignment is due. Otherwise, the assignment will be considered late and the late policy applies.
- APA Style (7th Edition;) is required for all written assignments. Please pay particular attention to bias-free language in your written assignments (https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines)
- To maximize fairness and objectivity when grading, please do not include your name on your written assignments. Instead, a use the six digit ID posted on Canvas and I will match names with the ID after grading.

Course Grading Follows Criteria Established by Rutgers University:
A = 450 – 500
B+ = 425 – 449
B = 400 – 424
C = 350 – 399
F = 0 – 349

Respect for Diversity and Commitment to Intersectionality: 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, tokenism, antisemitism, islamophobia, and heterosexism in efforts to create a safe learning environment for all of us.

It is my intent that students from all backgrounds and perspectives are well-served in the course, that students' learning needs are addressed, and that the diversity 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 building community.

Religious Observances: It is University policy to excuse, without penalty, students who are absent from class because of religious observance and to allow the make-up of work missed because of such absence. Required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Please provide the instructor with timely notification about necessary absences for religious observances and please make up the work according to an agreed-upon schedule with the instructor.

Statement on Disabilities: Rutgers University welcomes students with disabilities into all 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 ods.rutgers.edu/students/getting-registered.

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.

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.

Use of AI Tools: Developing your writing, analytical, and critical thinking skills related to intervention delivery in schools is a crucial part of the learning objectives of this course. Thus, all writing assignments should be prepared by the student. Use of AI tools is prohibited for any case related material as this is a violation of confidentiality and privacy (initial case summary paper, final intervention summary, case material presented in theoretical orientation paper). Use of AI in this course is only permitted for creating session material (de-identified) and revising purposes (i.e., only after content is generated and when it is used as a tool to improve student writing). Examples include identifying and altering style/tone, spelling, punctuation, or grammar. Transparency is crucial, and thus students are required to explicitly cite AI tools used in their work using APA guidelines. Unauthorized use of GenAI outside these parameters will be considered a breach of academic integrity.

Resources for Learning and Life at Rutgers

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	9/2/25	**Introduction and Course Overview:** Introduction to the course and the need for effective services in schools. Readings: **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.** **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.**	
2	9/9/24	**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.** **Foronda, C., Baptiste, D. L., Reinholdt, M. M., & Ousman, K. (2016). Cultural humility: A concept analysis. *Journal of Transcultural Nursing, 27*(3), 210-217.** **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*, 354-356** Melchert, T. P., Halfond, R. W., Hamdi, N. R., Bufka, L. F., Hollon, S. D., & Cuttler, M. J. (2024). Evidence-based practice in psychology: Context, guidelines, and action. *American Psychologist*, *79*(6), 824-837.	
3	9/16/25	**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: **Harmon, S. B., Hayward, K. J., & Johnson, K. L. (2024). Transdiagnostic Psychotherapy: A Primer. *Communique*, *53*(3), 12-16.** **Weisz, J. R., & Bearman, S. K. (2020). Chapter 1 (All About FIRST)** **Kendall, P. C. (Ed.). (2012). Chapter 1: Cognitive-behavioral Procedures. In *Child and adolescent therapy: Cognitive-behavioral procedures* (pp. 3-24). Guilford.** 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	9/23/25	**Getting Started with Cases (Part 1):** Assessment for intervention and assessment feedback, intakes and initial case conceptualization with an emphasis on diversity and context, goal setting. Readings: **Weisz, J. R., & Bearman, S. K. (2020). Chapter 3 (Beginning Treatment)** **Merrell, K. W. (2001). Guidelines for Assessment and Intervention Planning. In *Helping students overcome depression and anxiety: A practical guide* (pp. 40-63). Guilford.** **Aggarwal, N. K., & Lewis-Fernández, R. (2020). An introduction to the cultural formulation interview. *Focus*, *18*(1), 77-82.** Sanchez, A. L., Comer, J. S., & LaRoche, M. (2022). Enhancing the responsiveness of family-based CBT through culturally informed case conceptualization and treatment planning. *Cognitive and Behavioral Practice*, *29*(4), 750-770. Weeks, M. R., & Sullivan, A. L. (2019). Discrimination matters: Relations of perceived discrimination to student mental health. *School Mental Health*, *11*(3), 425-437.	Watch the intake session video (uploaded on Canvas) and complete the simple problem formulation worksheet (uploaded on Canvas). Email the completed worksheet to the instructor before 2:00 pm.
5	9/30/25	**Getting Started with Cases (Part 2):** CBT and Session Structure. Introduction to MATCH, FIRST, TTW. Progress Monitoring. Supervision. Use of AI in developing treatment / session material. Readings: **Creed, T. A., Reisweber, J., & Beck, A. T. (2011). Session Structure. In *Cognitive therapy for adolescents in school settings.* (pp 131-142). Guilford Press.** **Joyce-Beaulieu, D., & Sulkowski, M. L. (2020). Progress Monitoring. In *Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit* (pp 14-30). Springer.** **Friedberg, R. D., & McClure, J. M. (2015). Session structure. In *Clinical practice of cognitive therapy with children and adolescents* (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.	Watch the CBT session video (uploaded on canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) noting the strategies the therapist used to keep the client focused and adhere to the CBT session structure. Describe missed opportunities for collaboration and developing rapport with the client. Email the response to the instructor before 2:00 pm. In Class Integration Activity (graded)
6	10/7/25	**Early Stages of Working with Youth and Caregivers:** Psychoeducation for challenging behavior, anxiety, and depression. Supervision Readings: **Creed, T. A., Reisweber, J., & Beck, A. T. (2011). Cognitive Techniques. In *Cognitive therapy for adolescents in school settings* (pp 57-69). Guilford Press.** **Weisz, J. R., & Bearman, S. K. (2020). Chapter 4 and Chapter 5 (Clinician and Caregiver Guides)**	Behavioral Rehearsal #1 Due Watch the Psychoeducation video (uploaded on canvas). Compose a brief response (3-5 sentences, ≈ 50 -70 words) noting how psychoeducation in CBT is similar and different across disorders (i.e., anxiety, depression, disruptive behavior). Email the response to the instructor before 2:00 pm.
7	10/14/25	**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). Relaxation Training. In *Helping students overcome depression and anxiety: A practical guide* (pp. 142-145). Guilford.**	Initial Case Summary Paper Due Behavioral Rehearsal #1 Due
8	10/21/25	**Trying the Opposite (Anxiety):** Case conceptualization and intervention with school attendance problems. Exposures. Readings: **Kearney, C.A., & Albano, A.M. (2004). The functional profiles of school refusal behavior: Diagnostic aspects. *Behavior Modification, 28,* 147-161.** **Weisz, J. R., & Bearman, S. K. (2020). Chapter 10 (Trying the Opposite, pp. 157-171)** **Joyce-Beaulieu, D., & Sulkowski, M. L. (2020). Exposure and Response Prevention. In *Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit* (pp 73-84). Springer.**	Initial Case Summary Paper Due Mid-semester evaluation

9	10/28/25	**Trying the Opposite (Depression and Challenging Behaviors):** Behavioral activation for depression. Trying the opposite for challenging 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* (pp. 117-124). Guilford.** 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.	Initial Case Summary Paper Due Watch the Behavioral Activation Video (canvas) and note examples when the therapist focuses on helping the client act according to a plan or goal rather than a feeling. Email the response to the instructor before 2:00 pm. Mid-semester feedback
10	11/4/25	**Tier 2 Interventions in Schools (Part 1):** Structuring and facilitating groups, responding to challenging behaviors in groups, and tracking progress using data. Social skills training in groups. Readings: **Keperling, J. P., Reinke, W. M., Marchese, D., & Ialongo, N. (2017). Managing behaviors in child groups. *Group interventions in schools: A guide for practitioners* (pp. 59-78). Guilford.** **Keperling, J. P., Reinke, W. M., Marchese, D., & Ialongo, N. (2017). Data-based decision making. *Group interventions in schools: A guide for practitioners* (pp. 133-154). Guilford.** **Laugeson, E. A., & Park, M. N. (2014). Using a CBT approach to teach social skills to adolescents with autism spectrum disorder and other social challenges: The PEERS® method. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, *32*(1), 84-97.** Pella, J. E., Ginsburg, G. S., Casline, E., Pikulski, P. J., & Drake, K. L. (2018). Children's perceptions of barriers to session attendance in school-based treatment for anxiety. *School Mental Health*, *10*(4), 417-427. Sullivan, A. L., Weeks, M., Miller, F. G., Nguyen, T., Kulkarni, T., Williams, S., & Kim, J. (2024). No "Top of the triangle kids:" Toward conceptual clarity of students, behavior, and tiers in MTSS to advance social justice. *Journal of School Psychology*, *106*, 101325. Mason, B. K., Leaf, J. B., & Gerhardt, P. F. (2024). A research review of the Zones of Regulation program. *The Journal of Special Education*, *57*(4), 219-229.	Theoretical Orientation Paper Due
11	11/11/25	**Tier 2 Interventions in Schools (Part 2):** Developing healthy and balanced thoughts through cognitive coping and restructuring. Problem solving across referrals. Readings: **Weisz, J. R., & Bearman, S. K. (2020). Chapter 8 (Repairing Thoughts) and Chapter 9 (Solving Problems)** **Joyce-Beaulieu, D., & Sulkowski, M. L. (2015). Cognitive Restructuring. In *Cognitive behavioral therapy in K-12 school settings: A practitioner's workbook*. (pp.84-99). Springer.** **Merrell, K. W. (2001). Changing Thoughts and Beliefs. In *Helping Students Overcome Depression And Anxiety: A Practical Guide* (pp. 82-101). Guilford.**	Behavioral Rehearsal #2 Due

12	11/18/25	**Tier 1 Interventions**: Culturally responsive classrooms and helping educators develop an equity lens. Good Behavior Game and Tootles Readings: **Dray, B. J., & Wisneski, D. B. (2011). Mindful reflection as a process for developing culturally responsive practices. *Teaching Exceptional Children, 44*(1), 28-36.** **Gregory, A., Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A framework for intervention. *Review of Research in Education*, *41*(1), 253-278.** Wright, S., Skinner, C. H., Crewdson, M., Moore, T., McCurdy, M., Coleman, M. B., & Rocconi, L. M. (2022). Using a Tootling intervention to sequentially enhance and maintain at-risk elementary students' performance of multiple social skills. *School Psychology*, *37*(3), 248. Wahl, E., Hawkins, R. O., Haydon, T., Marsicano, R., & Morrison, J. Q. (2016). Comparing versions of the good behavior game: Can a positive spin enhance effectiveness? *Behavior Modification*, *40*(4), 493-517. Rivas-Drake, D., Channey, J., McGovern, G., & Pinetta, B. J. (2024). Preliminary Development of the Racial Equity-Oriented Social-Emotional Learning Practices Measure. *AERA Open*, *10*,	
13	11/25/25 Thanksgiving	**Planned Termination and Effective Reward Systems.** Ending Treatment**.** Behavioral approaches for ADHD including self-monitoring and effective reward systems. Readings: **Weisz, J. R., & Bearman, S. K. (2020). 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.** Conway, F., Lyon, S., Silber, M., & Donath, S. (2019). Cultivating Compassion ADHD Project: A mentalization informed psychodynamic psychotherapy approach. *Journal of Infant, Child, and Adolescent Psychotherapy*, *18*(3), 212-222. Fabiano, G. A., Lupas, K., Merrill, B. M., Schatz, N. K., Piscitello, J., Robertson, E. L., & Pelham Jr, W. E. (2024). Reconceptualizing the approach to supporting students with attention-deficit/hyperactivity disorder in school settings. *Journal of School Psychology*, *104*, 101309.	Watch video uploaded on Canvas. Apply the principles in the lecture to create a high-quality reward system. Email the reward system it to Elisa no later than Tuesday 11/25/25 at 4:30 pm. Using any AI for this assignment is prohibited.
14	12/2/25	**Engaging Parents in Treatment:** Caregiver engagement strategies and home school partnerships. Writing Recommendations in a Report. Readings: **McWayne, C. M., Melzi, G., & Mistry, J. (2022). A home-to-school approach for promoting culturally inclusive family–school partnership research and practice. *Educational Psychologist*, *57*(4), 238-251.** **Hendricker, E., Bender, S. L., & Ouye, J. (2023). Engaging and collaborating with families across multitiered systems of support: Current school psychologists' practices. *Psychology in the Schools*, *60*(8), 2863-2900.**	Have a digital rough draft of Final Treatment Summary prepared for an In Class Activity
15	12/9/25	**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.	Final Case Summary Due SIRS (Bring Laptops)

Additional Resources/Readings

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