Psychology 8550
PSYCHOTHERAPEUTIC INTERVENTIONS
UNO, Spring 2022

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Time & Location: Tuesdays & Thursdays, 2:30-3:45; Allwine Hall 314.

Required Course Readings:

- Schroeder, C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician's guide* (3rd ed.). New York: The Guilford Press.

- Walker, H. M. & Gresham F. M. (Eds.) (2014). *Handbook of evidence-based practices for emotional and behavioral disorders.* New York: The Guilford Press.

- Additional readings will be assigned throughout the semester and will be available via Canvas.

Course Description:
PSYC 8550 is a course for graduate students in school psychology and related fields designed to augment and further learning from PSYC 8590 – Psychology of Exceptional Children, and PSYC 8576 – Behavior Analysis & Intervention. The content of the course is focused on further developing skills in behavioral assessment, intervention, and systems support to address common childhood problems and mental health concerns. This course provides graduate students knowledge in the application of evidence-based behavioral and therapeutic interventions that can be utilized with children and adolescents in school, home, and family settings. A background and framework for specific psychopathologies and problems will be provided and discussed. Various therapeutic approaches and techniques will be presented along with supporting research.

Course Goals:
For students to gain an understanding of a variety of child psychopathologies, their diagnosis, etiology, assessment, and treatment. Students should be able to critically review various assessment and intervention techniques, and be familiar with best practices in school-based identification and treatment.

UNO School Psychology Program Training Objectives and Student Learning Outcomes:
The UNO School Psychology Program adheres to the 10 domains of training and practice set forth by the National Association of School Psychologists (NASP, 2020). Below, this course's student learning outcomes are listed by the training objectives to which they match.

Objective 1. Data based Decision Making
- Students will demonstrate knowledge of assessment techniques for a variety of disorders and childhood problems, used for both diagnostic and therapeutic purposes.

Objective 2. Consultation and Collaboration
- Students will read and discuss various models of service-delivery in school systems.
- Students will understand and be able to apply collaborative, systems-based approaches for identifying and supporting mental health in the schools.

Objective 3: Academic Interventions and Instructional Supports
- Students will demonstrate knowledge of evidence-based interventions and strategies to impact the academic, social-emotional, and behavioral concerns of students meeting criteria for various emotional and behavioral disorders.

Objective 4: Mental and Behavioral Health Services and Interventions
- Students will demonstrate knowledge of evidence-based interventions and strategies to impact the academic, social-emotional, and behavioral concerns of students meeting criteria for various emotional and behavioral disorders.

Objective 5: School-Wide Practices to Promote Learning
- Students will read and discuss various models of service-delivery in school systems.
- Students will demonstrate an understanding of how mental health impacts academic performance.

Objective 6: Services to Promote Safe and Supportive Schools
- Students will demonstrate knowledge of assessment techniques for a variety of disorders and childhood problems, used for both diagnostic and therapeutic purposes.
- Students will demonstrate knowledge of various child psychopathologies, etiology, and treatment, as well as the impact of both biological and social influences.

Objective 7: Family, School, and Community Collaboration
- Students will understand the importance of home/school/community collaboration, and demonstrate knowledge of strategies to include and involve students' families in their education.

Objective 8: Equitable Practices for Diverse Student Populations
- Students will read and discuss information about the importance of cultural considerations when selecting interventions, including evidence-based interventions for students from diverse backgrounds.

Objective 9: Research and Evidence-Based Practice
- Students will read and understand current literature and research regarding assessment and treatment of various child psychopathologies.
- Students will demonstrate skill in reviewing and interpreting the research base behind various behavioral and therapeutic approaches and will utilize these skills when evaluating student outcomes.

Objective 10: Legal, Ethical, and Professional Practice
- Students will engage in self-reflection as a method for understanding the assessment and treatment of students with various psychopathologies.

BACB Information

This course is part of the UNO/MMI Verified Course Sequence (VCS) approved by the Behavior Analyst Certification Board (BACB). Students completing all courses in the VCS are eligible to sit for the examination for Board Certification in Behavior Analysis (BCBA).

This course is designed to specifically meet the objectives of the BCBA Task List (5th edition) in the areas of "Behavior Assessment", "Behavior-Change Procedures", "Selecting and Implementing Interventions," and "Personnel Supervision and Management," and includes 45 hours of instruction in the following areas:

Behavior Assessment   (10 hours)
F-01   Review records and available data (e.g., educational, medical, historical) at the outset of the case.
F-02   Determine the need for behavior-analytic services.
F-03   Identify and prioritize socially significant behavior-change goals.
F-04   Conduct assessments of relevant skill strengths and deficits.
F-05   Conduct preference assessments.
F-06   Describe the common functions of problem behavior.
F-07   Conduct a descriptive assessment of problem behavior.
F-08   Conduct a functional analysis of problem behavior.
F-09   Interpret functional assessment data.

Behavior-Change Procedures, and Selecting & Implementing Interventions   (25 hours)
G-01   Use positive and negative reinforcement procedures to strengthen behavior.
G-02   Use interventions based on motivating operations and discriminative stimuli.
G-03   Establish and use conditioned reinforcers.
G-04   Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
G-05   Use modeling and imitation training.
G-06   Use instructions and rules.
G-07   Use shaping.
G-08   Use chaining.
G-09   Use discrete-trial, free-operant, and naturalistic teaching arrangements.
G-10   Teach simple and conditional discriminations.
G-11   Use Skinner's analysis to teach verbal behavior.

G-12   Use equivalence-based instruction.
G-13   Use the high-probability instructional sequence.
G-14   Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).
G-15   Use extinction.
G-16   Use positive and negative punishment (e.g., time-out, response cost, overcorrection).
G-17   Use token economies.
G-18   Use group contingencies.
G-19   Use contingency contracting.
G-20   Use self-management strategies.
G-21   Use procedures to promote stimulus and response generalization.
G-22   Use procedures to promote maintenance.

H-01   State intervention goals in observable and measurable terms.
H-02   Identify potential interventions based on assessment results and the best available scientific evidence.
H-03   Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
H-04   When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
H-05   Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.
H-06   Monitor client progress and treatment integrity.
H-07   Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
H-08   Make data-based decisions about the need for ongoing services.
H-09   Collaborate with others who support and/or provide services to clients.

Personnel Supervision and Management   (10 hours)
I-01   State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
I-02   Establish clear performance expectations for the supervisor and supervisee.
I-03   Select supervision goals based on an assessment of the supervisee's skills.
I-04   Train personnel to competently perform assessment and intervention procedures.
I-05   Use performance monitoring, feedback, and reinforcement systems.
I-06   Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
I-07   Use function-based strategies to improve personnel performance.
I-08   Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Class Format:
Class time will primarily consist of lecture and discussions. Students are responsible for all reading assignments. Please come prepared to take good notes and read the assigned chapters and articles **before** coming to class!

Course Policies:
- The general expectation is that students will be able to attend all class meetings and complete all assignments **on time**. Make-up assignments will not be allowed unless there is a legitimate, reasonable excuse that is communicated directly to the instructor PRIOR to the absence. **Unexcused late assignments will result in a deduction of 10% of earned**

points per day the assignment is late up to a maximum of 50% of points deducted (remember…emailing assignments as an attachment or submitting via Canvas is a viable option for handing in assignments on time).

- I want to be accessible to students! My office door is usually open and I check email regularly throughout the week. However, I have a family (and young kids), so there are times I need to unplug. During weekdays, you can expect your emails will be answered within 24 hours. Over the weekend, however, I may not answer your email until Monday.

- Please DO NOT ask me for my personal notes if you miss class. If you must miss class, it is your responsibility to obtain notes from a peer. If you have questions about those notes, once obtained, feel free to ask questions in person or via email. *Please notify me if you need to miss class.*

- Please discontinue the use of cell phones and other portable electronic devices as soon as class begins. Phones should be turned off or on silent mode so as not to disturb the learning of others. In unusual circumstances when you need to have your phone available, please notify me prior to class. In addition to turning off cell phones, **please refrain from checking email, text messages, or social networking sites** during class time. Not only is it very distracting to the instructor and to the other students who are participating actively in the class, but it interferes with your learning and participation.

- General class information, announcements, and most readings will be posted online on Canvas. Any Powerpoints, assignment guidelines, and grades also will be posted on Canvas. You should check email and Canvas for announcements regularly.

- There is an expectation of professionalism for this course and all your other UNO courses. This means you should arrive to class on time, stay for the entire length of class, dress professionally for service learning activities, and communicate verbally and in writing (including email) using professional language and style. Sloppy work reflects poorly on you and our program.

- Participation in class activities and discussions is encouraged and expected. **Ask questions!** In the event you disagree with ideas presented by others, please refrain from any negative comments, but please **do** feel comfortable offering your ideas. Class members not respecting others' right to learning will be asked to leave the classroom and need to speak to the instructor before returning. You may note there is no participation grade for this course. As a graduate level class, participation is expected from all students. Please come prepared to class having read and reacted to the readings so you may fully participate in the conversation. Participating in class is practicing a vital skill for school psychologists who are expected to talk in groups, ask and answer questions, and stand up for themselves and their opinions.

- Academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with the University's Academic Integrity Policy (see the UNO Student Affairs website). In accordance with this policy, consequences for engaging in behavior that goes against academic integrity will be handled on a case-by-case basis at the discretion of the instructor. Penalties may range from zero credit on the assignment, to reduced or failing

course grade, to expulsion from the program. ANY instances of plagiarism or other misconduct may be reported to the Program Director, Department Chair, Dean, Assistant Vice Chancellor for Student Affairs, and the registrar. Furthermore, a record of the event will be placed in the student's graduate file. Depending on the situation, there may be consequences imposed by your degree program in addition to those imposed at the course level. Students who do not agree with the penalty decided by the instructor may follow a sequence of appeals. If you are unsure of whether or not you are committing plagiarism, or want to refresh yourself, please check the tutorial at http://www.indiana.edu/~istd/. **Students should be aware that ALL assignments are subject to a check for plagiarism using the internet and/or plagiarism detection software.**

- As with other courses in the school psychology program, there is a strict policy prohibiting sharing course materials with students in other cohorts! Do not ask third-years students for their materials, and do not share your materials with first-years students!

- I want to facilitate the learning of all students in the class. Accommodations are provided for students who are registered with Accessibility Services and make their requests sufficiently in advance. For more information, contact Accessibility Services (MSBC 111, Phone: 554-2872, TTY: 554-3799) or go to the website: https://www.unomaha.edu/student-life/inclusion/disability-services/index.php. Use of accommodations in the classroom or in testing situations will remain confidential. Please contact the instructor with any special requests or accommodations. In addition, if at any time there are specific issues or concerns related to your performance in class, please address these with the instructor as soon as possible.

- The course policies can be summed up by the following expectations:
    - Be Responsible
    - Be Professional
    - Be Academic
  If you abide by these expectations, you will be successful in this class.

Evaluation Procedures:
This course will employ multiple opportunities for students to demonstrate their knowledge. Assignments and corresponding percentage of final course grade are provided below.

- **Examinations (40% of final grade)**
  Two class sessions will be devoted to examinations. These will primarily consist of case activity-type essay questions, and are designed to help integrate course content into "real life" cases that you may encounter as practitioners. The first exam will cover all readings and lectures presented prior to the date of the exam. It will be worth 40 percent of the examination portion of the final grade. The final exam will be comprehensive and will be worth 60 percent of the examination portion of the final grade.

- **Journal Article Presentation (10% of final grade)**
  On designated class days, students should bring to class a research article that meets the following criteria:

- Subjects/participants should match the population being discussed in class. AND/OR
- Article should address the assessment and/or treatment of the particular disorder or symptomology being discussed.

Students should be prepared to share a summary of the journal article and discuss the findings with the class, including:
- Authors and journal name.
- Relevance to current discussion.
- Research methodology.
- Results.
- Implications for school-based assessment/treatment.

Students will be chosen at random to present their research article. Not every student will be asked to present their article on any given class day; however, students should be prepared in the event that they are called upon.

- **Lecture / Class Presentation (20% of final grade)**
Each student will be responsible for presenting one lecture/presentation to the class. The presentation will be on the topic of a therapeutic approach or treatment for a particular set of symptoms or behaviors. Topics will be assigned to students in advance. Each presentation should include the following:
- Description of the treatment or approach
- Problems or concerns to which the treatment could be applied
- A summary of the evidence in support of the treatment
- A summary of best practices of the application in our field

Students will be responsible for presenting current information and research, as well as resources to aid in the application of the treatment. Students should specify and distribute reading assignments for their topic at least one week in advance.

- **Service Learning Project (30% of final grade)**
school psychologists will provide the curriculum and supervision for small-group sessions.

Once the area of need is determined, students enrolled in PSYC 8550 will be expected to develop a feasible way to evaluate the effectiveness of their sessions. The nature and scope of the data will largely depend on the area being addressed, but the evaluation must include data. In partnership with Millard Public Schools, students in this class will be provided with a service learning opportunity to support the mental and behavioral health of students in a local school district. Students will work in pairs to provide small-group sessions to students at Millard North High School (144th & Pacific), Millard North Middle School (144th & Center) and Keiwit Middle School (156th & Pacific).

The purpose of this experience will be: (1) to observe how systemic school-wide data can be used to determine need and inform practice in the area of mental and behavioral health; (2) to get practical experience and feedback in leading small-group student sessions; and (3) to develop and implement practical means of evaluating the impact of this process.

The MPS school psychologists serving these schools will use universal screening and referral information to select students at their respective schools who would benefit from this experience. Areas for student support may include organization skills, anger management, and coping with symptoms of anxiety/depression. Students enrolled in PSYC 8550 will attend data meetings at the partner schools in which school data will be used to determine areas of need and prospective students who would benefit. The MPS

The expectation for this project is that students will spend approximately 1-2 hours per week in on-site meetings with the school psychologists and sessions with students. The project will primarily take place February 21st – April 1st.

Near the end of the semester, students will present a summary of their project to the class. This should include the following information: (1) how data informed the area of need, (2) the curriculum used, (3) the process of evaluation, (4) data to support the effectiveness of the project, and (5) a discussion of lessons learned in this project. Presentations should **not** include any information that could be used to identify MPS students or teachers, nor should this information be included in any conversations with the instructor or students.

Grades for the project will be based on final presentations, supervisor ratings, a log of hours, and partner ratings.

Because of the sensitive and confidential nature of working in a school setting with children from the community, all students enrolled in this course must (1) pass a background check and (2) sign a confidentiality agreement. Students must adhere to school procedures for visitors and may not, under any circumstances, engage in physical contact with a school-age student.

Grading Scale:

A+	99-100%	C+	77-79%
A	93-98%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D	60-69%
B	83-86%	F	Below 60%
B-	80-82%		

The COVID-19 pandemic has brought many challenges to your learning, but also presents new opportunities. You are developing skills and resiliency that will serve you well now and in the future. During the new semester, the school psychology faculty encourage you to practice continued flexibility and patience, to find new ways to stay motivated, and to demonstrate professionalism in the face of difficult circumstances. Professionalism means completing assignments by their due dates, communicating with faculty when problems arise, arriving to class (remote or in person) on time, participating in discussions, and putting forth your best effort in your work. Through all of this, your faculty are here to support you.

Tentative Course Schedule and Readings

DATE	TOPIC	Reading Assignment
January 25th	Introduction and Course Requirements Looking for Evidence	Course Syllabus Gresham, F.M & Walker, H.M. (2014). Evaluating the evidence base for emotional and behavioral disorder interventions in schools. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 9-14). New York: Guilford Press. *Council for Exceptional Children. (2014). *Standards for evidence-based practices in special education.* *Maynard, B.R., Farina, A., Dell, N.A., & Kelly, M.S. (2019). Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews, 15*, 1-18.
January 27th	Conceptualization of assessment and treatment of childhood emotional & behavioral problems	Mattison, R.E. (2014). The interface between child psychiatry and special education in the treatment of students with emotional/behavioral disorders in school settings. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 104-126). New York: Guilford Press. Schroeder, C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician's guide* (3rd ed.). New York: The Guilford Press. (CHAPTER 2)
February 1st	Mental health in school settings	*Kimonis, E.R., Ogg, J., & Fefer, S. (2014). The relevance of callous-unemotional traits to working with youth with conduct problems. *Communique, 42*(5) *Martens, B.K. & Ardoin, S.P. (2010). Assessing disruptive behavior within a problem-solving model. In G. Gimpel Peacock, R.A. Ervin, E.J. Daly III, & K.W. Merrell (Eds.), *Practical handbook of school psychology* (pp. 157-174). New York: Guilford Press. *Miller, D.M. (2010). Assessing internalizing problems and well-being. In G. Gimpel Peacock, R.A. Ervin, E.J. Daly III, & K.W. Merrell (Eds.), *Practical handbook of school psychology* (pp. 175-191). New York: Guilford Press.
February 3rd	Developmental and etiological factors in child psychopathology	Schroeder, C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician's guide* (3rd ed.). New York: The Guilford Press. (CHAPTER 1)
February 8th	Parent-child interaction & conflict Family supports for childhood mental health	*Shriver, M.D. & Allen, K.D. (2010). Parent training: Working with families to develop and implement interventions. In G. Gimpel Peacock, R.A. Ervin, E.J. Daly III, & K.W. Merrell (Eds.), *Practical handbook of school psychology* (pp. 408-421). New York: Guilford Press. *Hawes, D.J. & Dadds, M.R. (2013). Parent and family assessment strategies. In B.D. McLeod, A. Jensen-Doss, & T.H. Ollendick (Eds.), *Diagnostic and behavioral assessment in children and adolescents* (pp. 316-347). New York: Guilford Press. *Patterson, G. R. (2002). Etiology and treatment of child and adolescent antisocial behavior. *The Behavior Analyst Today, 3*(2), 133-144.
February 10th	Screening and assessment of mental health in school settings	Lane, K.L., Oakes, W., Menzies, H.M., & Germer, K.A. (2014). Screening and identification approaches for detecting

		students at risk. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 129-151). New York: Guilford Press.
		Marquez, B., Yeaton, P., & Vincent, C. (2014). Behavioral universal screening and progress monitoring with web-based technology. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 192-210). New York: Guilford Press.
February 15-17th	**NO CLASS – NASP**	
February 22nd	School-based, systems-level mental health supports	Seely, J.R., Severson, H., & Fixsen, A.M. (2014). Empirically based targeted prevention approaches for addressing externalizing and internalizing behavior disorders within school contexts. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 307-323). New York: Guilford Press. Evans, S.W., Rybak, T., Strickland, H., & Owens, J.S. (2014). The role of school mental health models in preventing and addressing children's emotional and behavioral problems. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 394-409). New York: Guilford Press. *Eber, L., Hyde, K. & Suter, J.C. (2011). Integrating wraparound into a schoolwide system of positive behavior supports. *Journal of Child & Family Studies, 20,* 782-790. *Graves, S.L., Phillips, S., Jones, M., & Johnson, K. (2021). A systematic review of the What Works Clearinghouse's behavioral intervention evidence: Does it relate to Black children. *Psychology in the Schools.* doi.org/10.1002/pits.22485 *Painter, K. (2012). Outcomes for youth with severe emotional disturbance: A repeated measures longitudinal study of a wraparound approach of service delivery in systems of care. *Child Youth Care Forum, 41,* 407-425.
February 24th	Ethics and legal issues in school-based treatments	Yell, M.L., Gatti, S.N., & Allday, R.A. (2014). Legislation, regulation, litigation, and the delivery of support services to students with emotional and behavioral disorders in school settings. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 71-85). New York: Guilford Press. Skiba, R.J., Middelberg, L.V., & McClain, M.B. (2014). Multicultural issues for schools and students with emotional and behavioral disorders: Disproportionality in discipline and special education. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 54-70). New York: Guilford Press.
March 1st	Supporting academic engagement & performance **	Nelson, J.R., Benner, G.J., & Bohaty, J. (2014). Addressing the academic problems and challenges of students with emotional and behavioral disorders. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 363-377). New York: Guilford Press.

		*Morrone, A.S. & Pintrich, P.R. (2006). Achievement motivation. In G. Bear & K.M. Mink (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 431-442). Bethesda, MD: NASP. *Gettinger, M. & Ball, C. (2006). Study skills. In G. Bear & K.M. Mink (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 459-472). Bethesda, MD: NASP.
March 3rd	Bullying **	Leff, S.S., Waanders, C., Waasdorp, T.E., & Paskewich, B.S. (2014). Bullying and aggression in school settings. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 277-291). New York: Guilford Press.
March 8th	School refusal **	*Evans, L.D. (2000). Functional school refusal subtypes: Anxiety, avoidance, and malingering. *Psychology in the Schools, 37*(2), 183-191. *Kearney, C.A., Lemos, A., & Silverman, J. (2004). The functional assessment of school refusal behavior. *The Behavior Analyst Today, 5*(3), 275-283.
March 10th	Psychopharmacological Interventions	Konopasek, D.E. & Forness, S.R. (2014). Issues and criteria for the effective use of psychopharmacological interventions in schooling. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of evidence-based practices for emotional and behavioral disorders* (pp. 457-472). New York: Guilford Press. * DuPaul, G.J., Weyandt, L., & Booster, G.D. (2010). Psychopharmacological interventions. In G. Gimpel Peacock, R.A. Ervin, E.J. Daly III, & K.W. Merrell (Eds.), *Practical handbook of school psychology* (pp. 475-495). New York: Guilford Press.
March 15 - 17th	**NO CLASS – Spring Break**	
March 22nd	Childhood & Adolescent Depression **	Schroeder, C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician's guide* (3rd ed.). New York: The Guilford Press. (CHAPTER 8)
March 24th	Childhood Fear & Anxiety **	Schroeder, C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician's guide* (3rd ed.). New York: The Guilford Press. (CHAPTER 7)
March 29th	Grief & Trauma / PTSD **	Schroeder, C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician's guide* (3rd ed.). New York: The Guilford Press. (CHAPTERS 14 & 15)
March 31st	**Exam 1 due** Elimination Disorders **	Schroeder, C. S., & Smith-Boydston, J. M. (2017). *Assessment and treatment of childhood problems: A clinician's guide* (3rd ed.). New York: The Guilford Press. (CHAPTER 4)
April 5th	Discussion	
April 7th	*Student presentation*: Parent Training	TBD
April 12th	*Student presentation*: Behavioral Activation	TBD
April 14th	*Student presentation*: Mindfulness-Based Interventions	TBD
April 19th	*Student presentation*: Biofeedback	TBD

April 21st	*Student presentation:* Habit reversal training	TBD
April 26th	*Student presentation:* Dialectical Behavior Therapy (DBT)	TBD
April 28th	*Student presentation:* Acceptance & Commitment Therapy (ACT)	TBD
May 3rd	*Student presentation:* Rational Emotive Behavior Therapy (REBT)	TBD
May 5th	Service Learning Project presentations	
May 10th	**Exam 2 due** Service Learning Project presentations	

* Indicates that the article/chapter is available on Canvas.
** Indicates that students should bring to class a journal article related to the topic and be prepared to discuss.