

**PSYCHOLOGY OF EXCEPTIONAL CHILDREN**  
**PSYC 8590**  
**Spring 2020**  
**Monday/Wednesday 2:30-3:45**  
**ASH 347Y**

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**TEXTS**

Johnson, K. N., Kaase, K. J., & Griffin, J. R. (2014). *Academic & behavioral interventions: Evidence-based interventions for all students*. Brandon, MS: The Institute for Evidence-based Reform.

Mash, E. J., & Barkley, R. A. (Eds.) (2014). *Child psychopathology* (3<sup>rd</sup> ed.). New York: The Guilford Press.

Other readings as assigned: Available in Best Practices in School Psychology series.

**COURSE DESCRIPTION**

Psychology of Exceptional Children is designed for graduate students in school psychology and related fields. Students must be enrolled in a graduate program in order to take the course. They also must be able to accommodate the service learning hours (described later) in their schedule. The class size is limited to 15 students.

This course is designed to reflect the scientist-practitioner model of training and practice in school psychology. To accomplish this goal, students learn specific content relevant to the study of exceptional children and participate in a service learning activity in the community. These two course components are interrelated and students are responsible for finding this relationship.

The content of this course focuses on children who are identified as “exceptional” in terms of behavioral, cognitive, and learning differences. Exceptionality in this sense includes students who are in need of preventative and/or intervention-based services. Topics are addressed from a response to intervention approach in working with exceptional individuals. Services for students with exceptional needs are best delivered through a problem-solving model and this process is explicitly taught. Educational and family aspects are considered in terms of identification, diagnosis, and intervention. The applied aspect of the course requires

students to learn about the educational environment by spending time in an elementary classroom, consulting with school staff and addressing the educational needs of students.

### **TEACHING METHODOLOGY AND STUDENT ROLE IN COURSE**

A variety of teaching methodologies are used in this course including lectures, discussion, and service learning. The primary method used is flipped classroom where discussion is emphasized. To receive the maximum benefit of the class, students should prepare by carefully reading the assigned materials, writing reflections, downloading power point presentations from the course Canvas site, and developing ideas and questions about the content. Thus, students should come to class prepared for discussions. The service learning approach is utilized so that students can apply course content to the school environment. Class time will be spent in lecture and discussion with the discussion allowing students an opportunity to relate the reading material to the service-learning experiences as well as other relevant activities. Students also write papers and make presentations to the class. At all times, students are expected to do their best work and must take personal responsibility for their learning. If any student should need individual assistance, they can contact the course instructor who is available for individual meetings.

### **UNO SCHOOL PSYCHOLOGY PROGRAM TRAINING OBJECTIVES:**

Based on the UNO School Psychology Program's philosophy, students are trained according to the following objectives throughout their coursework. The specific action steps that correspond to each objective and that directly relate to the teaching, content, and goals of this course are indicated in parentheses.

1. Students will acquire the knowledge and skills represented in the scientist-practitioner model of school psychology (1.1, 1.2).
2. Students will acquire the knowledge and skills to become data based problem-solvers for individual, group, and system level issues (2.1, 2.2, 2.3, 2.4, 2.5, 2.6 2.7).
3. Students will practice in a respectful and sensitive manner when addressing the needs of individuals from diverse backgrounds (3.1, 3.2).
4. Students will become reflective practitioners and productive contributors to the profession (4.1, 4.6, 4.7).

**COURSE OBJECTIVES:** (the primary training objective/action of emphasis is listed after each objective)

<b>Objective</b>	<b>Training Objective</b>	<b>Assessment</b>
Students will learn about the characteristics of individuals with exceptionalities (including academic, behavioral and mental health concerns)	8, 1	JCR - rubric Class Discussion - rubric

and will learn the assessment and diagnosis process for defining exceptionalities in children and youth.		
Students will review related research in the area of exceptionalities	8	Resource Packet JCR - rubric
Students will learn about interventions used with the various areas of exceptionalities, including behavioral, social-emotional, and academic interventions	3, 4, 5	Service Learning Project - IPW
Students will understand the interrelationship between the family and the exceptional child	7	Class Discussion - rubric
Students will learn the impact of society and legislation on exceptional children	10	Class Discussion - rubric
Students will learn more details about the Response to Intervention model, specifically gaining knowledge and skills in using the problem-solving model, and they will apply it to their service learning project	1	Service Learning Project – IPW Class Discussion – rubric JCR - rubric
Students will relate their service learning activities to course content and vice versa	All	Service Learning Reflection Service Learning Project – IPW
Students will provide elementary school children with educational services that they would not otherwise receive	3, 4	Service Learning Project – IPW
Students will develop entry level consultation and collaboration skills with one or more teachers and other staff in a local elementary school	2	Service Learning Project – IPW Service Learning Reflection
Students will understand how curriculum and instruction impacts the learning process of exceptional children	4	Service Learning Project – IPW Service Learning Reflection
Students will understand how diversity (i.e., socioeconomic status, gender, ethnicity, and sexual orientation) impacts the needs of exceptional children	8	Service Learning Reflection
Students will use the internet to explore websites about exceptional children and interventions	9	Resource Packet
Students will reflect on course content and service learning activities in class	10	Service Learning Reflection Class Discussion - rubric

discussion, and the service learning paper		
Students will demonstrate high levels of professionalism in the classroom and in their service learning placement.	11	Teacher Evaluation, Observation

## SERVICE LEARNING

The service learning site is Holy Name Elementary School in Omaha. Because the Holy Name children attend a private parochial school, they do not receive direct special education services; however, some would meet the criteria for exceptionalities such as Specific Learning Disability and ADHD. UNO's School Psychology program and Holy Name have a long history of working together for the betterment of the students' education. This relationship began as a volunteer experience for UNO School Psychology graduate students and was later developed into a service learning activity.

**Ethical Conduct:** Students are expected to know the NASP guidelines and conduct themselves in accordance with professional ethical standards. Students are also reminded that they represent the UNO School Psychology Program when engaged in service learning activities. As such, students should always present themselves in a professional and appropriate manner. This includes dressing, speaking, and writing professionally at all times. Students should ensure that if they maintain any personal website accounts (e.g., Facebook, Twitter), their content would be acceptable to teachers, administrators, staff and parents. Recognizing that almost nothing is entirely private on the internet, students should refrain from posting anything that may present themselves or the program in a negative manner.

**Resources:** Resources are available in the School Psychology Lab and Dr. Kelly-Vance's office. Please use the sign-out sheet and keep materials for no more than 2 hours. Materials may not be taken out of the psychology department because of frequent use of these items by all school psychology students. Service learning students may not use the tests from the School Psychology Lab unless given special permission from the instructor.

**Confidentiality:** Students will be discussing sensitive material at the site and in class. The rules of confidentiality apply to the content discussed in these meetings. Confidentiality should also be maintained in logs and assignments. ***That is, all identifying information (applied to students, teachers, staff and other personnel) should be removed from logs, case reports, and any other written work.*** The university supervisor should be notified immediately if any confidentiality issues should arise.

**Security:** Please do not keep files with students' names and confidential information in your vehicle, open office spaces, public areas, teachers' lounges, or any other site where the security may be threatened.

**Student Attire:** When on site or attending school functions, students should dress professionally and according to the rules and guidelines of Holy Name School. In most

situations, business casual will be acceptable.

## **CLASSROOM EXPECTATIONS AND ETIQUETTE**

Students will prepare for class sessions by reading the assigned material and developing questions and comments about the content. Participation in class discussion and activities is expected and critical to the learning process.

Side conversation, cell phones, Facebook, and other distractions will not be accepted. It will be important to listen and learn from the contributions of others in the class. Therefore students must be respectful of the perspectives of others. Some students choose to share personal stories regarding their own experiences or experiences of people they know. This information has the potential to be highly sensitive. Confidential information shared in class may not be discussed outside of class.

## **REQUIREMENTS**

Grading rubrics for JCRs, Problem-Solving Approach, class participation, report writing and presentations can be found on Canvas and in the School Psychology Program Handbook.

### **1) Journals of Critical Reflection (JCR) (25%)**

For each topic students will write a 3 page (double space) JCR related to the reading and submit a hard copy. The JCR should focus on reactions to the material and pose discussion questions. Students must write about and react to all the assigned reading. Papers will be graded on insight, reflection, synthesis of ideas, and ability to integrate the readings and service learning experiences. Students should NOT summarize the readings in these papers. The papers will be utilized to facilitate discussion during class and will be turned in at the end of each class.

### **2) Class Participation (15%)**

All students are expected to participate in class discussion by asking questions, contributing ideas, and generating thoughtful discourse. Students' participation will be graded at the end of each class. Criteria include the quality and quantity of participation, scholarly and insightful nature of comments, and respect for classmates' contributions.

### **3) Resource Paper (20%)**

The purpose of this requirement is for each student to learn about one area of exceptionality in depth and to share their knowledge with the class. In addition to course readings, power points, lectures and discussion, students will have a thorough review of additional topics. Topics will be selected from IDEA and DSM5 categories that are not covered in class (see below).

Each student will submit a hard copy of the paper to the instructor and electronic copies will be uploaded on Canvas so each student has access to all the papers.

Use original sources in your literature review. Please write approximately 10 pages, excluding organizations/websites and references, using Times 12-point font and 1 inch margins.

Focus your paper on Preschool through 12<sup>th</sup> grade. Include information about how schools address the exceptionality. The resource paper will include the following components.

**Background, characteristics and definitions:** History of the topic, causes, how it is defined, and its characteristics

**Populations affected and Diagnosis.** Who does the diagnosis and when is it typically diagnosed. Include information about ethnicity, gender, age. Also discuss comorbidity.

**Assessment Tools:** Provide information about how to assess this area of exceptionality. Some areas may not have a specific test so you will need to report about what tools should be or could be used.

**Intervention Strategies and Specific Tools:** Review the research on evidence for effective programming and interventions.

**Organizations and Websites:** Provide a list of relevant organizations and a brief description of the organization. Also provide 3-5 websites (with a brief definition) that can help teachers and parents learn more about the area of exceptionality.

**Topics:**

Deafness  
 Speech Language Impairment  
 Traumatic Brain Injury  
 Visual impairment, including blindness  
 Schizophrenia  
 Adolescent Substance Use Disorder  
 Childhood Posttraumatic Stress Disorder  
 Reactive Attachment Disorder  
 Tic Disorder/Tourette Syndrome  
 Elimination Disorders  
 Obsessive Compulsive Disorder  
 Cutting/Self-Harm

**4) Service Learning Experience/Intervention (40% total)**

- *Intervention Planning Worksheet 10%*
- *Problem-Solving Approach Treatment Paper 10%*
- *Reflection 10%*
- *Presentation 5%*
- *Logs 5%*

Students spend approximately 3-4 hours per week (a minimum of 40 hours is required) at Holy Name School gaining in depth knowledge of classrooms, curriculum, instructional procedures and interventions for students who may have learning and/or behavioral

problems. Students will be assigned one or more students who has/have been referred by their teacher and they will work with the child(ren), consult with the child(ren)'s teacher and parent(s), and assist the student(s) in classroom activities. Further, students will learn about the curriculum and analyze the instructional climate in the classroom as they relate to the child(ren)'s needs.

More specifically, the process is generally as described below:

- 1) Holy Name teachers select the students in their classrooms who need assistance.
- 2) The principal then obtains parent/guardian permission for all students who participate in this program.
- 3) We spend one class session at the school with the principal who orients the group to the school's mission and unique characteristics. On that day (or before), UNO students are assigned their Holy Name student(s) and learn about the child(ren)'s background, the reason that the child(ren) was/were referred to the program, and which teacher should be contacted.
- 4) After the meeting at Holy Name, UNO students contact the Holy Name teacher to set up a meeting and/or first classroom visit. Contact the teacher within 24 hours of the class visit to Holy Name and keep in mind that you may need to follow up with them.
- 5) Each UNO student then meets with the teacher of the student to whom he or she is assigned. The Holy Name teacher provides information about the needs of their student and how the UNO student can best work with the child.
- 6) From this collaborative effort, the UNO student develops an individualized, systematic intervention plan following the Problem-Solving Approach presented in class.
- 7) As an ongoing part of the process, UNO students regularly spend time in the child's classroom and consult with the child's teacher and, in turn, provide suggestions for assisting the child in the classroom setting.
- 8) UNO students should contact the child's parent(s) or guardian and introduce themselves and describe, in general, what they will be doing with the child. Regular contacts with parent/guardian are encouraged and should be documented in the logs.

### **Formative Process** (during the semester)

*Reflective Logs:* Activities and reactions will be documented through Reflective Logs submitted weekly via email. Students describe all their Holy Name events and provide a brief discussion of these activities.

Logs should include the following information:

Name

Date and time of activity

Brief description of activity and a reflection of what occurred.

Weekly hours and cumulative hours

Logs are due Thursday at 5pm unless the student is putting in hours on Friday. If so, contact the instructor and submit the log by 3pm on Friday.

*Individual Meetings:* Students are required to meet with the course instructor a minimum of once during the semester to discuss their service learning cases. More

meetings are likely and both the course instructor and the School Psychology Lab TA are available to meet with class members throughout the semester to discuss the Holy Name activities and to discuss the individual needs of their Holy Name student. Students are responsible for initiating contact with the professor and TA when individual assistance is warranted.

*On Site Observation:* The class TA will observe each student once during the semester. Observations preferably occur at the early stages of intervention implementation. The TA will provide written feedback to the student and the course instructor.

### **Summative Process** (end of semester)

*Intervention Planning Worksheet:* Students develop an intervention utilizing the step-by-step procedures from the problem-solving approach presented in class. Students should use the Intervention Planning Worksheet (IPW) to guide the process.

*Problem-Solving Approach Treatment Paper:* Students will submit a final 3-4 page single-spaced report on the case and the outcomes. The reports also include charts, graphs and references that informed the intervention but these items will not be figured into the page limit.

***A copy of the report must be submitted to the principal at Holy Name prior to the end of the UNO semester. Please have the principal sign a form stating that she received the report.***

*Evaluations:* At the end of the semester, students will be evaluated by the Holy Name teacher. Students are responsible for soliciting the evaluations and having them sent to the instructor. Psychology department envelopes can be used.

*Reflection:* Students write a thorough reflection of the service learning activity using Times 12-point font and 1 inch margins.

These reflections should include the following information:

- a. successes and challenges/barriers in the use of the problem-solving process (1-2 pages)
- b. curriculum/instructional/environmental impact on the case (1 page)
- c. what student would do differently in future (1/2 - 1 page)
- d. how the course content (i.e., readings and lecture material) related to the case, or didn't apply to your case (5 pages)

*Presentation:* Each student will present their problem-solving approach case in class. This will be a formal 15-minute presentation using power point. These presentations are scheduled for the end of the semester so that students can present their students' progress/outcome. Professional attire is highly recommended.



**\*If you suspect abuse or neglect, please notify the the course instructor immediately. You will be supported and guided through the process. Additional procedures will be discussed in class. Our main goal is to keep children safe.**

## **COURSE POLICIES**

**Late Papers:** Late papers are highly discouraged and will automatically lower the final grade by 5 percentage points for each day that the paper is late. Papers are due at the beginning of class and cannot be turned in later in class or later in the day for full credit.

**Plagiarism:** Plagiarism is a very serious issue. 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/>. Discovery of plagiarism will result in a failing grade, and will be reported to your advisor, area and GPC.

**Incompletes:** Incompletes will be given only under extreme circumstances.

**Attendance:** Excessive absenteeism (more than 2) and tardiness (more than 4) will result in a penalty in the overall grade lowered by a half grade for each infraction. There will be no approved drops after the official date (see University Catalog).

**Electronic Devices:** Students may bring electronic devices to class as long as they are not used unless permission is given. Phones may only be in view if the student has asked and was granted permission to keep it available.

### **Grading Scale:**

<u>Grade</u>	<u>Percentage</u>
A+	99-100%
A	93-98%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72
D	60-69%

## SCHEDULE of LEARNING ACTIVITIES

*The schedule may be modified to better meet the needs of the students. Please allow for flexibility in your preparation.*

Jan. 13      **Course Introduction**

Syllabus Discussion  
Service Learning Introduction  
Introduction to Exceptionalities

Jan. 15      **Service Learning Orientation**

**Activities:**

Holy Name School Visit – bring your calendar/schedule

**Reading:**

*BP DBCDM ch. 7: Best Practices in Universal Screening (Albers & Kettler)*

*BP DBCDM ch. 20: Best Practices in Can't Do/Won't Do Assessment (VanDerHeyden)*

**Assignment:**

Review Holy Name information before class (Holy Name school's website)

Contact teacher after class and schedule a visit.

Jan. 20      No class – Martin Luther King Day

Jan. 22      **Response to Intervention and Data-Based Decision-Making**

**Activities:**

Power Points  
Introduction to Exceptionalities  
RtI/MTSS  
Data-Based Decision-Making  
Lecture and Discussion  
Q/A

**Readings:**

*BP StLS ch. 4: Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement (Shapiro & Guard)*

*BP DBCDM ch. 5: Best Practices in Problem Analysis (Christ & Aranas)*

*BP DBCDM ch. 2: Problem Solving Foundations for School Psychological Services (Pluymert)*

**Assignment:**

Review Power Points and develop questions to ask in class.

Jan. 27      **Problem-Solving Approach**

**Activities:**

Power Point - Data-Based Decision-Making  
Lecture  
Q/A

**Reading:**

*BP F ch. 26: Best Practices in the Analysis of Progress Monitoring Data and Decision Making (Hixson, Christ, & Bruni)*

*BP F ch. 28: Best Practices in Evaluating the Effectiveness of Interventions Using Single-Case Methods (Brown-Chidsey, Steege, & Bickford)*

**Assignment:**

Resource packet topic selection/approval

Contact teacher by class time and set up appointment.

If possible, observe in the classroom prior to class.

Jan. 29

**Problem-Solving Approach****Activities:**

Focus on Interventions

Power Point - Data-Based Decision-Making

Lecture

Q/A

**Reading:**

*BP StLS ch. 2: Best Practices in Increasing Academic Engaged Time (Gettinger & Miller).*

*BP StLS ch 5: Best Practices in Promoting Study Skills (Coddling, Harvey, & Little)*

*BP StLS ch 6: Best Practices in Homework Management (Theodore, Bray, & Kehle)*

*BP StLS ch 7: Best Practices on Interventions for Students with Reading Problems (Joseph)*

*BP StLS ch 8: Best Practices in Oral Reading Fluency Interventions (Daly, O'Connor, & Young)*

*BP StLS ch 9: Best Practices in Delivering Intensive Academic Interventions with a Skill-by-Treatment Interaction (Burns, VanDerHeyden, & Zaslofsky)*

**Assignment:**

JCR #1 – 1/22, 1/27 & 1/29

Feb 3

**Service Learning Discussion****Activity:**

Problem Definition/Problem Analysis discussion

**Assignment:**

All problem definition/analysis steps of IPW due. Bring to class, take notes/modify as needed during class.

Feb 5

**Service Learning Discussion****Activity:**

Intervention Discussion

**Assignment:**

Research intervention ideas and bring to class. More information

will be given at the end of Feb 3rd class.

\*Begin Interventions week of February 10th

- Feb. 10     **Academic Needs**  
**Activities:**  
             Power Point – Learning Disabilities  
             Class lecture and discussion  
**Reading:**  
             *M & B ch. 14*  
             *BP DBCDM ch. 22: Best Practices in Identification of Learning Disabilities (Lichtenstein)*  
**Assignment:**  
             Review Power Point on Learning Disabilities
- Feb. 12     **Academic Needs**  
**Activities:**  
             Power Point – Learning Disabilities  
             Class lecture and discussion  
**Assignment:**  
             Reflective Log due including documentation that you have begun implementing the intervention by this date.  
             JCR #2: 2/10 and 2/12  
             Review Power Point
- Feb. 17/19   **No Class - NASP**  
 If you have questions during this week, feel free to email/text/call and I will respond when I can.  
 If you are attending NASP, let your teacher and student know.
- Feb. 24     **Intellectual Disabilities**  
**Activities:**  
             Power Point – Intellectual Disabilities  
             Class lecture and discussion  
**Reading:**  
             *M & B ch. 13*  
             *BP SLS ch. 8: Best Practices in Supporting the Education of Students With Severe and Low-Incidence Disabilities (Crepeau-Hobson)*  
**Assignment:**  
             JCR #3: 2/24  
             Review Power Point
- Feb. 26     **Behavior Disorders/Emotional Disorders**  
**Activities:**  
             Power Point – BD

Class lecture and discussion

**Reading:**

*BP SLS ch. 24: Best Practices in Medication Treatment for Children with Emotional and Behavioral Disorders: A Primer for School Psychologists (Hale, Semrud-Clikeman, & Kubas)*

*BP DBCDM ch. 24: Best Practices in Multimethod Assessment of Emotional and Behavioral Disorders (McCaunaughy & Ritter)*

*BP SLS ch. 22: Best Practices in Using the DSM-5 and ICD-10 by School Psychologists (Swearer, Radliff, & Lembeck)*

**Assignment:**

Review Power Point

Mar. 2

**Autism Spectrum**

**Activities:**

Power Point – Autism

Class lecture and discussion

**Reading:**

*M & B ch. 11*

*BP DBCDM ch. 26: Best Practices in Early Identification and Services for Children With Autistic Spectrum Disorders (Schwartz & Davis)*

**Assignment:**

Review Power Point

Mar. 4

**Autism Spectrum**

**Activities:**

Class Discussion

**Reading:**

*BP DBCDM ch. 27: Best Practices in Assessment and Intervention of Children with High-Functioning Autism Spectrum Disorders (Clark, Radley, & Phosal)*

**Assignment:**

JCR #4: 3/2 and 3/4

Mar. 9

**Resources Paper Discussion**

**Activities:**

Each student will give a 5 minute overview of his/her resource paper.

**Assignment:**

Resource Paper due

Post resource paper on Canvas

Mar. 11

**Oppositional Defiant Disorder/Conduct Disorder**

**Activities:**

Class discussion

**Reading:**

*M & B ch. 3*

*Section 504 handout*

**Assignment:**

JCR #5: 3/11

Mar. 16

**Attention/Hyperactivity Needs****Activities:**

Power Point – ADHD  
Class lecture and discussion

**Reading:***M & B ch. 2*

*BP DBCDM ch. 25: Best Practices in the Assessment of Youth with  
Attention Deficit Hyperactivity Disorder with a Multitiered Services  
Framework (Power & Mautone)*

**Assignment:**

Review Power Point

Mar. 18

**Attention/Hyperactivity Needs****Activities:**

Class Discussion  
Finish Power Point

**Reading:**

*BP StLS ch. 23: Best Practices in Classroom Interventions for Attention  
Problems (DuPaul, Stoner & O'Reilly)*

*BP SLS ch. 36: Best Practices in Linking Families and Schools to  
Educate Children with Attention Problems (Mautone, Carson, &  
Power)*

**Assignment:**

JCR #6: 3/16 and 18

Mar. 23/25

**Spring Break!** – You may make up service learning hours this week. If you do not plan to go to Holy Name, please notify your student and his/her teacher.

Mar. 30

**Eating Disorders****Activities:**

Power Point – Eating Disorders  
Class Lecture and Discussion

**Reading:***M & B ch. 17***Assignment:**

JCR #7: 3/30

Apr. 1

**LGBTQI2S****Activities:**

Class Discussion

**Reading:**

*BP F ch. 15: Best Practices in Supporting Students who are Lesbian,  
Gay, Bisexual, Transgender, and Questioning (Fisher)*

*BP F ch. 16: Best Practices in Working with LGBT Parents and their Families (Herbstrith)*

**Assignment:**

Prepare for discussion

Apr. 6

**Bullying**

**Activities:**

Class Discussion

**Reading:**

*BP SLS ch. 17: Best Practices in Bullying Prevention (Felix, Green, & Sharkey)*

**Assignment :**

JCR #8: 4/1 and 4/6

Apr. 8

**English Language Learners**

**Activities:**

Power Point – ELL

Class Lecture and Discussion

**Reading:**

*BP F ch. 6: Best Practices in Assessment of English Language Learners*

*BP F ch. 7: Best Practices in Assessing and Improving English*

*Language Learners' Literacy Performance (Vanderwood & Socie)*

*BP F ch. 8: Best Practices in School-Based Services for Immigrant Children and Families*

**Assignment:**

JCR #9: 4/8

Apr. 13

**PSA Report Writing**

**Activities:**

Power Point – Report Writing

Lecture

Q/A about reports

**Assignment:**

Review Power Point

Bring questions

Presentation preparation

Apr. 15

**Anxiety and Depression**

**Activities:**

Class Discussion

**Reading:**

*BP StLS ch. 24: Best Practices in School-Based Interventions for Anxiety and Depression (Huberty)*

*BP StLS ch. 25: Best Practices in Intervention for Anxiety-Based School Refusal (Suldo & Ogg)*

**Assignment:**

