## Instructor/TA Info

### Instructor Information
- **Name:** Rebecca Winters  
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  **Email:** rebecca_winters@byu.edu

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  **Office Phone:** 801-422-1593  
  **Email:** ellie_young@byu.edu

### Course Information

#### Description

<table>
<thead>
<tr>
<th>NASP Domain</th>
<th>Course Objectives</th>
<th>Learning Activities</th>
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| Domain 1: Data-Based Decision Making and Accountability | When presented with an individual referral question for a student with social-emotional, and behavioral concerns, students will use the problem solving model to identify the problem, analyze why the problem is occurring, develop interventions, and then evaluate intervention outcomes. Students will appropriately apply the criteria for identifying children with Educational Disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) found in IDEA. | • Psycho-educational Report Reading Summary  
• Counseling Case Study Project  
• Psychological Assessment with Report |
| Domain 4: Mental and Behavioral Health Services and Interventions | Students will demonstrate competencies in integrating assessment information that leads to effective, evidenced-based interventions. These interventions will incorporate both environmental and individual interventions. Students will demonstrate through role-plays their counseling skills. Students will respond to feedback about their counseling skills to demonstrate growth and insight about their role as counselors. | • Reading Activities  
• Counseling Case Study Project  
• Performance Exam  
• Exams 2, 3, and 4 |
| Domain 6: Services to Promote Safe and Supportive Schools | Students will demonstrate competency in designing, providing, and evaluating services for students in a multi-tiered system of support (MTSS) that address social-emotional and behavioral needs. Students will describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence social, emotional, and behavioral concerns in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with mental health disorders or social/emotional behavioral concerns. | • Counseling Case Study Project  
• Exam 1 |

### Materials

- BYU Learning Suite Syllabus [https://learningsuite.byu.edu/view/7zXzUISKcQyV.html#instructorInfo...](https://learningsuite.byu.edu/view/7zXzUISKcQyV.html#instructorInfo...)

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**Grading Scale**

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<tr>
<td>A</td>
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Grading Policy

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. No late written assignments will be accepted unless you have discussed the issue with the professor before the due date (discussion implies a two-way conversation).

Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 7th edition.

Submit your assignments electronically on Learning Suite, unless the professor directs you otherwise. All reports must be submitted electronically. Please be aware of confidentiality issues and maintain the confidentiality of students and families with whom you are working and change the names of students in reports or other written work.

Please refer to persons with disabilities by naming the person before the disability, e.g. “the person with depression” rather than “the depressed person” or “the ADHD child.” If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

When you are finished reading the syllabus, send Ellie and Rebecca an email with the name of your favorite candy bar in the subject line, if you are the first student to send an email, they will buy you that candy bar.

Learning Outcomes

Preventive and early intervention services
1. Students will demonstrate competency in providing preventive and early intervention services for youth with emotional and behavioral concerns.

Universal screening process
2. Students will demonstrate understanding of the importance, efficiency of implementing a universal screening process for youth with emotional and behavioral risk factors or concerns. Students will use screening data to develop appropriate prevention or intervention strategies. Students will monitor the effectiveness of intervention strategies by collecting data and making modifications as needed.

Hypotheses related to referral question
3. When presented with a referral question, students will develop hypotheses related to the referral question. Students will develop means of testing the hypotheses through data collection in order to answer the referral question. Students will summarize their work through writing high quality reports that effectively communicate to parents, teachers, and youth.

Integrating assessment information
4. Students will demonstrate competencies in integrating assessment information that leads to effective, evidenced based interventions. These interventions will incorporate both environmental and individual interventions. Students will develop and implement means of monitoring the progress of interventions.

Identifying children with educational disabilities
5. Students will appropriately apply the criteria for identifying children with educational disabilities (specifically, Behavior or Emotional Disorders and Other Health Impaired) specified in IDEA.

Diversity issues
6. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence social, emotional, and behavioral concerns in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude and behaviors towards persons and families with mental health disorders or social/emotional behavioral concerns.

Participation Policy

Students are expected to attend class each week and be prepared to discuss the readings. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Students who miss more than one class period may have their grade lowered one full letter grade, which will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn when class begins.

Although Zoom attendance is an option, students are expected to be present in class on campus unless there are extreme and unusual circumstances (such as illness, childcare difficulties, emergency transportation issues). If you are not a rural student, you must ask permission from the instructor(s) before class begins in order to participate remotely. Please put forth your best effort to be in class each day and actively contributing to the learning experience.

Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers.

Responding to cell phones and using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade.

Professionalism also includes resolving differences with a professional, proactive style that focuses on taking responsibility for learning, listening with understanding of different points of view, and accepting outcomes that may not be preferred.
Attendance Policy

Students are expected to attend class each week and be prepared to discuss the readings. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Students who miss more than one class period may have their grade lowered one full letter grade, which will be determined by the professor on a case-by-case basis. Students are expected to be in class, ready to learn when class begins.

Although Zoom attendance is an option, students are expected to be present in class on campus unless there are extreme and unusual circumstances (such as illness, childcare difficulties, emergency transportation issues). If you are not a rural student, you must ask permission from the instructor(s) before class begins in order to participate remotely. Please put forth your best effort to be in class each day and actively contributing to the learning experience.

Classroom Procedures

Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Responding to cell phones and using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade. Professionalism also includes resolving differences with a professional, proactive style that focuses on taking responsibility for learning, listening with understanding of different points of view, and accepting outcomes that may not be preferred.

Teaching Philosophy

Students and the instructor will be expected to abide by BYU’s Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. I intend to work from home several days each week and may not be available for student consultation beyond office hours or at previously scheduled appointments.

I welcome your constructive feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me. If aspects of the course are not making sense to you or are not meeting your needs please visit with me to problem solve rather than admire the problem behind the scene. This is a professional skill that should be demonstrated frequently as a graduate student.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be respected. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or point values.

Assignments

Assignment Descriptions

Reflection Paper 1

Due: Monday, Sep 11 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?
The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Student Information

- Sep 13: Due: Wednesday, Sep 13 at 5:00 pm

This form helps the instructor to understand student learning needs and expectations.

Class Recording Release Form

- Sep 15: Due: Friday, Sep 15 at 5:00 pm

Form used for collecting a FERPA release from students for sharing the recording of their class to students in other sections of the course.

Reflection Paper 2

- Sep 18: Due: Monday, Sep 18 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?
Reflection Paper 3

| Sep 25 | Due: Monday, Sep 25 at 9:59 am |

Reading Activities
At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Exam 1-Population-based mental health services

| Oct 02 | Due: Monday, Oct 02 at 8:00 am |

Reflection Paper 4

| Oct 02 | Due: Monday, Oct 02 at 9:59 am |

Reading Activities
At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions
1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

**Report Reading and Interview Summary**

Ask your practicum supervisor to review one of his or her de-identified psycho-educational reports or summaries that focus on a student with a behavioral or emotional concern. Then, take 20-30 minutes to talk with your supervisor about how this type of psychoeducational evaluation is completed in their district. Pertinent interview questions may include the following:

1. What does your process typically look like for evaluating students with emotional/behavioral concerns?
2. What components do you find most helpful when completing such evaluations? Do you have any "go-to" assessment measures?
3. What guidelines do you have from your district with regards to psychoeducational report-writing? How would you describe a standard report for a student with emotional/behavioral concerns?

After reading the report and completing your interview, please write a 2-page reflection paper summarizing the strengths of the reports, and what you learned both components of this assignment.

When writing about the report that you read, be sure to identify the following:

a) how the referral question guided the assessment process
b) how were the results integrated together?
c) how the assessment process determined the interventions and outcomes.

This is not an attempt to criticize or critique your supervisor, so please be sensitive to their potential feelings of being graded by you. This is an opportunity to learn how to write reports by reading reports.

**Reflection Paper 5**

**Reading Activities**

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?
The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Psych Report--Part 1

Due: Monday, Oct 09 at 11:59 pm

Use the CPSE report rubric (available in Content) to guide your writing. Be sure you include every assessment that is required.

Psychological Assessment with Report

You will complete a full-battery assessment for a student with behavioral/social-emotional concerns and write a traditional report. The report will document your skills in refining referral questions, developing hypotheses, designing multifaceted assessments to answer referral questions, and finally interpreting the assessment results to answer the referral questions and to develop empirically-based interventions. You will turn in the report in two parts. Part 1 will include the child identifying information, reason for referral, assessment procedures, and review of records. Part 2 will include interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary.

Your report must include at least two interventions with an empirical basis. You must include enough detailed information that another person could implement the intervention. For example, rather than stating the student should learn social skills, you will identify specific social skills, prepare a lesson outline and stipulate how outcomes will be measured. You must include most, if not all, of the following elements in your assessment and report:

1. Archival records review that includes attendance history, number of schools attended, and other important educational components
2. Standardized checklists completed by both parents and teachers
3. Two to three structured student/classroom observations
4. Student, parent, teacher interviews completed in person
5. Academic/Cognitive Assessment including a curriculum-based evaluation
6. Social Skills Assessment (e.g., SSRS)
7. Functional Behavior Assessment
8. Evaluation and documentation of strengths of student and family
9. Interventions (at least two evidence-based interventions that are developed collaboratively with the teacher or parent). The interventions must include both self-monitoring (if the student is old enough), direct instruction of a replacement skill, and a plan for determining the effectiveness of the intervention with data. One of the interventions must address an environmental factor that influences or maintains ineffective behavior.

Consultation about case studies and psych report with instructor

Due: Wednesday, Oct 11 at 11:59 pm

Meet with Ellie or Rebecca to review plans for case study and psych report

Reflection Paper 6

Due: Monday, Oct 16 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types...
You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Counseling Case Study-Problem Identification

Oct 16 Due: Monday, Oct 16 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern.

The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes that aligns with the referral concern. The project will also include outcome data.

You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):
- Case Study Template.Ellie.2022.docx
- Case Study Rubric for Students.docx

Exam 2-ADHD

Oct 18 Due: Wednesday, Oct 18 at 11:59 pm

Reflection Paper 7
Reading Activities
At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

• A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
• Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
• About 5-7 quiz questions with answers.
• A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Counseling notes.

Provide your counseling notes from your practicum site. The notes will be graded based on how thoroughly you documented the following:

Date
Students attending
Topics discussed
Notes on the effectiveness of the time
Follow up (include needed communication with parents/teachers/administrators)
Notes on how to prepare for the next session with this group or individual

You can also review how to write notes by reviewing the SOAP notes document in CONTENT in LS.

Reflection Paper 8

Reading Activities
At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

• A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles
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- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Counseling Case Study--Problem Analysis

Nov 01

Due: Wednesday, Nov 01 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern. The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes that aligns with the referral concern. The project will also include outcome data. You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):

Case Study Template.Ellie.2022.docx Download (plugins/Upload/fileDownload.php?fileId=cd76759a-ubWx-2Q9i-Pozq-3F2a1d7ea6d4&pubhash=R7oYtIAcAlBYdxpsrkHdLF3djkt2cTBIMYRdfQ0pxxMnXJUko9vkJp5Fnu38r6xua6OTQMNb8hPRM1ZqOsFQ==)

Case Study Rubric for Students.docx Download (plugins/Upload/fileDownload.php?fileId=e9b8d646-el9i-pS0G-0fbw-QXec5c64d664&pubhash=oNZEKZuPdnMAaRUJQat9VbbhndP4rTaRIHo3sIQLgwPcfcRIWFQtoildodZWfEY_rAsKu9V_CaJILRdD1bg==)

Reflection Paper 9

Nov 06

Due: Monday, Nov 06 at 9:59 am

Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m. each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how
• Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

• About 5-7 quiz questions with answers.

• A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Exam 3-Anxiety

Nov 13
Due: Monday, Nov 13 at 11:59 pm
Reflection Paper 11

Nov 20  Due: Monday, Nov 20 at 9:59 am

Reading Activities
At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

• A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
• Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
• About 5-7 quiz questions with answers.
• A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Exam 4-Depression

Nov 22  Due: Wednesday, Nov 22 at 2:00 pm

Reflection Paper 12

Nov 27  Due: Monday, Nov 27 at 9:59 am

Reading Activities
At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

• A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
• Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
• About 5-7 quiz questions with answers.
• A reflection paper that answers these questions
1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

**Reflected Paper 13**

Dec
04    Due: Monday, Dec 04 at 9:59 am

Reading Activities
At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

**Counseling Case Study—Intervention**

Dec
06    Due: Wednesday, Dec 06 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern.

The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes that aligns with the referral concern. The project will also include
You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):

- Case Study Template.Ellie.2022.docx
- Case Study Rubric for Students.docx

Reflection Paper 14

<table>
<thead>
<tr>
<th>Date</th>
<th>Due: Monday, Dec 11 at 9:59 pm</th>
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Reading Activities

At the beginning of most class periods, we will spend approximately 10 minutes reviewing the reading through a variety of activities. Upload your paper to Learning Suite by 8:30 a.m each Monday morning. Thoughtfully prepare one of the following types of documents (approximately 2 pages or at least 5 power point slides) that shows your thorough and deep understanding of the readings.

You must also include at least two lingering questions each week.

- A detailed handout for parents or teachers that summarizes and applies the big ideas or guiding principles.
- Approximately 5 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
- About 5-7 quiz questions with answers.
- A reflection paper that answers these questions

1. What were the 2-3 big ideas in the reading?
2. Why are they important?
3. How can I use them in my work?
4. What questions do I still have?

The third page of your reflection paper should focus on the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Counseling notes.2

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<th>Date</th>
<th>Due: Monday, Dec 11 at 11:59 pm</th>
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Provide your counseling notes from your practicum site. The notes will be graded based on how thoroughly you documented the following:

- Date
- Students attending

Test diagnosis
Topics discussed

Notes on the effectiveness of the time

Follow up (include needed communication with parents/teachers/administrators)

Notes on how to prepare for the next session with this group or individual

You can also review how to write notes by reviewing the SOAP notes document in CONTENT in LS.

Psych Report--Part 2

Dec 13  Due: Wednesday, Dec 13 at 11:59 pm

Use the CPSE report rubric (available in Content) to guide your writing. Be sure you include every assessment that is required.

Psychological Assessment with Report

You will complete a full-battery assessment for a student with behavioral/social-emotional concerns and write a traditional report.

The report will document your skills in refining referral questions, developing hypotheses, designing multifaceted assessments to answer referral questions, and finally interpreting the assessment results to answer the referral questions and to develop empirically-based interventions. You will turn in the report in two parts.

Part 1 will include the child identifying information, reason for referral, assessment procedures, and review of records.

Part 2 will include interview summaries, observations, test results, summary, recommendations/interventions, signatures, and data summary.

Your report must include at least two interventions with an empirical basis. You must include enough detailed information that another person could implement the intervention. For example, rather than stating the student should learn social skills, you will identify specific social skills, prepare a lesson outline and stipulate how outcomes will be measured. You must include most, if not all, of the following elements in your assessment and report:

1. Archival records review that includes attendance history, number of schools attended, and other important educational components
2. Standardized checklists completed by both parents and teachers
3. Two to three structured student/classroom observations
4. Student, parent, teacher interviews completed in person
5. Academic/Cognitive Assessment including a curriculum-based evaluation
6. Social Skills Assessment (e.g., SSRS)
7. Functional Behavior Assessment
8. Evaluation and documentation of strengths of student and family
9. Interventions (at least two evidence-based interventions that are developed collaboratively with the teacher or parent). The interventions must include both self-monitoring (if the student is old enough), direct instruction of a replacement skill, and a plan for determining the effectiveness of the intervention with data. One of the interventions must address an environmental factor that influences or maintains ineffective behavior.

Professionalism

Dec 13  Due: Wednesday, Dec 13 at 11:59 pm

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade. This will be determined by the professor on a case-by-case basis.

Students are expected to be in class, ready to learn at 9:00 or 8:00 a.m. depending on the day.

Students’ participation and attendance will also be reflected in their professionalism points. Professionalism points will be awarded to those students who constructively solve problems and communicate effectively with the professor and peers. Notifying the instructor in a timely manner when you are unable to attend class is also part of the professionalism grade. Responding to cell phones or using a laptop for non-class purposes during class times are a few of the examples of behavior that may result in a lower professionalism grade.

Counseling Case Study--Evaluation

Dec 13  Due: Wednesday, Dec 13 at 11:59 pm

Students will complete a school-based project in their practicum site that will demonstrate that they can use the problem solving model to address a social, emotional, or behavioral learning concern.

The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a
The project must include a group or individual counseling intervention. This project must include initial, baseline data collection, a targeted, evidence-based invention with measurable outcomes that aligns with the referral concern. The project will also include outcome data.

You must document collaboration with appropriate school personnel and parents/guardians. Students will use the case study rubric and template to summarize and report the results of this project; the project will be evaluated based on the case study rubric available in Content in Learning Suite.

The counseling process should last approximately 8 weeks. You will turn in the case study in four separate sections.

Before you begin this project, seek instructor approval by scheduling a time to meet individually with the instructor to discuss your intervention.

Use the following to complete the case study (available in Content):
- Case Study Template.Ellie.2022.docx
- Case Study Rubric for Students.docx

What I Learned in this Class

Write a meaningful two page paper that summarizes what you learned in this class. Consider focusing on guiding principles, key ideas, surprises, and what you still want to learn in this content area.

Course/Instructor Ratings

We value your feedback about course and instructional activities. Your constructive comments are especially helpful.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at [https://titleix.byu.edu/report](https://titleix.byu.edu/report) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor.
Because we feel the depth of God’s love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges* (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of
every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

<table>
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<tr>
<th>Date</th>
<th>Weekly Topic and Guiding Quest</th>
<th>Weekly Readings</th>
<th>Assignments/tests Due</th>
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<td>Week 1</td>
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<td>Th Aug 24 Thursday</td>
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<td>Week 3</td>
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<td>T Sep 05 Tuesday</td>
<td>Start of Classes</td>
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<td>W Sep 06 Wednesday</td>
<td>Guiding Questions: (Ellie)</td>
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<td></td>
<td>What is the medical model of assessment and intervention?</td>
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<td>What do the Utah State SPED Rules tell us about evaluations for students suspected of Emotional-Behavioral Disability?</td>
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<td>Class Recording Release Form Opens</td>
<td>Student Information Opens</td>
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<td>Week 4</td>
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<tr>
<td>M Sep 11</td>
<td>MTSS &amp; Emotional/Behavioral Supports (Ellie)</td>
<td>Guiding Questions:</td>
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<td>Guiding Questions:</td>
<td>What is implementation science and how can understanding implementation science help me as a school psychologist?</td>
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<td>What does the research literature tell us about the connection between social-emotional-behavioral supports and academic outcomes?</td>
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<td>How can school psychologists engage other educators when effectively implementing social-emotional-behavioral supports and strategies?</td>
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<td>How are the outcomes of school-wide and Tier 2 strategies measured?</td>
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<td>W Sep 13</td>
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<td>Reflection Paper 1</td>
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<td>Student Information Closes</td>
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<td>Class Recording Release Form Closes</td>
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<td>Week 5</td>
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<td>Reflection Paper 1</td>
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Implementation Science
- Overview Overview Document
- Implementation Science Video (~ 6 minutes)
- Increasing Implementation science literacy to address the research-to-practice gap in school psychology. (Available in library resources.)
- The best mental health programs start with all students.pdf Download

Reflection Paper 1
<table>
<thead>
<tr>
<th>M Sep 18 Monday</th>
<th>MTSS &amp; Emotional/Behavioral Supports (Ellie)</th>
<th>Getting More from Social Skills (Available in Learning Suite Content Tab. Authors: Sabey and Ross)</th>
<th>Reflection Paper 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions:</td>
<td>What are the guiding principles for developing and implementing universal emotional and behavioral supports?</td>
<td>Suldo et al. (2014). The Impact of School Mental Health on Student and School-Level Academic Outcomes: Current Status of the Research and Future Directions (Available in library resources)</td>
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<td>Optional Reading: BEST PRACTICES IN UNIVERSAL SOCIAL, EMOTIONAL, AND BEHAVIORAL SCREENING: AN IMPLEMENTATION GUIDE</td>
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<tr>
<th>W Sep 20 Wednesday</th>
<th>Exam 1-Population-based mental health services Opens</th>
<th>Reflection Paper 3</th>
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<tr>
<td>Week 6</td>
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<tr>
<td>M Sep 25 Monday</td>
<td>Introduction to Emotional/Behavioral Assessment (Rebecca)</td>
<td>Assessment of Disorders Textbook:</td>
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<tr>
<td>Guiding Questions:</td>
<td>What are the regulations governing emotional/behavioral evaluations in the state of Utah? What components must be included?</td>
<td>Chapter 1--Intro to Evidence-Based Assessment</td>
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<td></td>
<td>What are guiding principles for completing high quality evaluations that integrate social-emotional-behavioral measures?</td>
<td>Chapter 5--ADHD (p. 93-131)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Guiding Questions</td>
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<td><strong>Week 7</strong></td>
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<td><strong>W Sep 27 Wednesday</strong></td>
<td>ADHD Assessment Strategies (Rebecca)</td>
<td>Guiding Questions: What are some evidence-based tools that can be used to assess ADHD?</td>
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<td><strong>W Oct 04 Wednesday</strong></td>
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<td><strong>Week 8</strong></td>
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<td><strong>M Oct 02 Monday</strong></td>
<td>ADHD Intervention Strategies (Rebecca)</td>
<td>Guiding Questions: How do challenges with executive functioning impact classroom performance?</td>
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<td><strong>W Oct 04 Wednesday</strong></td>
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<td><strong>W Oct 11 Wednesday</strong></td>
<td>Solution Focused Counseling (Ellie)</td>
<td>Guiding Questions: How can I use the foundational skills in Solution Focused Counseling in practicum as a counselor and consultant?</td>
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<td><strong>Week 9</strong></td>
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<td>Date</td>
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<td>Guiding Questions:</td>
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<td>How can I use the foundational skills in Solution Focused Counseling in</td>
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<td>practicum as a counselor and consultant?</td>
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<tr>
<td>M Oct 23</td>
<td>Anxiety Assessment (Rebecca)</td>
<td>Assessment of Disorders Textbook:</td>
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<td></td>
<td>Guiding Questions:</td>
<td>Chapter 10 (Anxiety Disorders pp. 269-326)</td>
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<td>What are the theoretical foundations of anxiety disorders?</td>
<td>Chapter 11 (Pediatric Obsessive-Compulsive Disorder (p. 307-326)</td>
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<td>Tourette Syndrome and Managing Tics in the Classroom (2016) - published</td>
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<td>by NHS. Located under Content in LS</td>
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<tr>
<td>W Oct 25</td>
<td>Anxiety Assessment (Pediatric OCD &amp; Tic Disorders; Rebecca)</td>
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<td>Guiding Questions:</td>
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<td>What are best practices for assessing a student when we suspect OCD?</td>
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<td>What is Tourette Syndrome? What are tic disorders? How do we support</td>
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<td>children who present with tics in school settings?</td>
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<tr>
<td>M Oct 30 Monday</td>
<td>Anxiety Intervention (Rebecca)</td>
<td>Dawson &amp; Guare: Chapter 6--Read at least 5 Specific Teaching Routines to Promote Executive Skill Development (p. 75-108) Note skill #16 directly addresses anxiety. Choose lessons that relate to the students you are currently working with. Dawson &amp; Guare: Chapter 12 Optional: What to do When Your Brain Gets Stuck (available for check out through the testing vault or from Ellie) School-Based Anxiety Treatments for Children and Adolescents (2012) - Herzig-Anderson et. al Located under Content on LS <a href="https://www.kqed.org/mindshift/43049/20-tips-to-help-de-escalate-interactions-with-anxious-or-defiant-students">https://www.kqed.org/mindshift/43049/20-tips-to-help-de-escalate-interactions-with-anxious-or-defiant-students</a></td>
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<tr>
<td>W Nov 01 Wednesday</td>
<td>Counseling Case Study--Problem Analysis</td>
<td>Home</td>
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<td>Week 12</td>
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<td>M Nov 06 Monday</td>
<td>Depression Assessment (Ellie)</td>
<td>Assessment Disorders Textbook: Chapter 7--Depression (p. 159-191) Chapter 8--Bipolar Spectrum Disorders (p. 192-244) Reading: MDD Screeners in school.</td>
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<td>W Nov 08 Wednesday</td>
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**Week 13**

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<thead>
<tr>
<th>M Nov 13 Monday</th>
<th>Depression and Bipolar Interventions (Ellie)</th>
<th>Temper Dysregulation Disorder</th>
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<tbody>
<tr>
<td><strong>Guiding Questions</strong></td>
<td>What are the guiding principles for addressing depression or bipolar disorders in schools?</td>
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<td>What is the role of school psychologists when students are identified with bipolar disorder?</td>
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<td>What instructional strategies can be effective when working with students with bipolar or temper dysregulation disorders?</td>
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<tr>
<td>W Nov 15 Wednesday</td>
<td></td>
<td>Exam 3-Anxiety Closes Reflection Paper 10</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td></td>
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<tr>
<td>M Nov 20 Monday</td>
<td>Case Consultations (Rebecca - - Ellie available by appointment)</td>
<td>Reflection Paper 11</td>
</tr>
<tr>
<td>T Nov 21 Tuesday</td>
<td>Friday Instruction</td>
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<tr>
<td>W Nov 22 Wednesday</td>
<td>No Classes</td>
<td>Exam 4-Depression Closes</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
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<tr>
<td>M Nov 27 Monday</td>
<td>Disruptive Behavior Disorders Assessment and Intervention (Rebecca)</td>
<td>Assessment of Disorders Textbook:</td>
</tr>
<tr>
<td></td>
<td><strong>Guiding Questions</strong></td>
<td>Chapter 6--Conduct Disorders (p. 93-131)</td>
</tr>
<tr>
<td></td>
<td>What is conduct disorder? What is oppositional defiant disorder?</td>
<td>The Relevance of Callous-Unemotional Traits to Working with Youth with Conduct Problems (Available in library resources)</td>
</tr>
<tr>
<td></td>
<td>How do school school psychologists assess and intervene when conduct disorder or ODD are suspected?</td>
<td>Kyranides et al 2018 - Preventing Conduct Disorder and Callous Unemotional Traits: Preliminary Results of a School-Based Training Program (Found under Content on Learning Suite)</td>
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<tr>
<td>W Nov 29 Wednesday</td>
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<tr>
<td>M Dec 04 Monday</td>
<td>Psychosis Assessment and Intervention (Rebecca)</td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td>What do pediatric psychotic symptoms look like? How do we distinguish them from other disorders or characteristics of childhood?</td>
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<td>What are best practices for managing childhood psychosis, particularly in schools and communities?</td>
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<td></td>
<td>How do we determine when a higher level of care is needed, and what options are available? How should we go about exploring those options?</td>
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<thead>
<tr>
<th>W Dec 06 Wednesday</th>
<th>Case Consultations</th>
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<tbody>
<tr>
<td><strong>Counseling Case Study--Intervention</strong></td>
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<thead>
<tr>
<th>M Dec 11 Monday</th>
<th>Sexualized Behavior (Ellie) &amp; Elimination Disorders (Rebecca)</th>
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<tbody>
<tr>
<td><strong>Guiding Questions</strong></td>
<td>What does sexual behavior development typically look like across childhood and adolescence? How can school psychologists assist when sexualized behaviors become a concern requiring assessment or intervention?</td>
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<td></td>
<td>What strategies are appropriate for addressing childhood elimination disorders at home and at school?</td>
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<thead>
<tr>
<th>W Dec 13 Wednesday</th>
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<tbody>
<tr>
<td><strong>Counseling Case Study--Evaluation Professionalism Psych Report--Part 2</strong></td>
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<tr>
<th>Th Dec 14 Thursday</th>
<th>Last Day of Class</th>
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<tbody>
<tr>
<td>Final Exam: 341 MCKB 11:00am - 2:00pm</td>
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<tr>
<td><strong>What I Learned in this Class</strong></td>
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<tr>
<th>Reflection Paper 13</th>
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<tr>
<th>Reflection Paper 14</th>
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<tr>
<th>Assessment of Disorders Textbook: Chapter 20 - Early-Onset Schizophrenia</th>
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<tbody>
<tr>
<td>Diagnostic Challenges in Children and Adolescents with Psychotic Disorders (Reimherr &amp; McClellan, 2004). Article located under Content on Learning Suite.</td>
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</table>

| Pedictric Elimination Disorders - Ortiz & Stratis, Chapter 11, pgs. 199-216 (2015) - Published under Content on Learning Suite |

<p>| BYU Learning Suite Syllabus | <a href="https://learningsuite.byu.edu/view/7zXzUISKcQyV.html#instructorInfo">https://learningsuite.byu.edu/view/7zXzUISKcQyV.html#instructorInfo</a>... | 26 of 27 11/7/2023, 3:04 PM |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Course/Instructor Ratings</th>
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<tbody>
<tr>
<td>F Dec 15</td>
<td>Exam Preparation Day</td>
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<tr>
<td>M Dec 18</td>
<td>Final Exam Day</td>
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<tr>
<td>T Dec 19</td>
<td>Final Exam Day</td>
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<tr>
<td>W Dec 20</td>
<td>Final Exam Day</td>
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Week 18