

CPSE 606
Psycho-Educational Foundations
Winter Semester 2023
Tuesday, 12:00-2:50 pm

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Office Hours: Tuesdays 3-5pm or by appointment

COURSE DESCRIPTION

This course provides an overview of topics related to the expanding field of school psychology, including the historical development and merging of education and psychology. In particular, this course investigates past and current issues in the field of education, mental health services in schools, professional standards of school psychology, advances in the roles and expectations of school psychologists, special education policies and issues, helpful resources for practice, and diversity of professional opportunities. Additionally, this course investigates how the profession of school psychology interfaces with organizations and systems, including the individual, family, school system, and community. Students will be challenged to think about practical applications of special education services in schools related to the assessment of student needs, understanding and writing IEP goals, and identifying research-based interventions to support student success. During this course, students will consider their own development and goals as budding professionals. They will work toward these goals while spending time in the schools observing experienced school psychologists in their day-to-day roles.

ABOUT THE INSTRUCTOR

I am a licensed school psychologist who has worked in public and private schools, community mental health centers, child advocacy centers, and medical centers. I love each of these settings and the unique ways that they help children be successful. My personal philosophy as a school psychologist is very growth-oriented and focused on recognizing each student's skills and potential. I strive to apply the same outlook as an instructor, knowing that each of you bring a valuable background and skillset to the table. All of you have the ability to be successful in this course, and I am here to help with any difficulties that arise along the way. I also believe that there is much to learn from your peers and the professionals you will meet this year. Therefore, I expect you to take advantage of discussions and other opportunities to soak up knowledge this semester. Perfection is NOT expected in this course; rather, you are expected to put forth your best effort and demonstrate your ability to become a lifelong learner. I am excited to work with each one of you!

REQUIRED READING & TEXTBOOKS:

Spring, J. (2022). *American education* (Sociocultural, Political, and Historical Studies in Education; 20th ed.). Routledge. ISBN-13: 978-0-367-55386-9

Twachtman-Cullen, D. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-0470562345

SUPPLEMENTAL READINGS:

Thomas, A., & Grimes, J. (2014). *Best practices VI*. Bethesda, MD: National Association of School Psychologists. (Selected chapters)

UT State Board of Education Special Education Rules (previously called the BLACK BOOK)—This 227-page booklet is available online. Pages 51-81 contain the 13 disability categories.

<https://www.schools.utah.gov/file/9489d09b-5ede-462b-a135-4ee55918b431>

Positive Behavioral Supports and Least Restrictive Behavioral Interventions (LRBI) (65-page booklet)
http://iseesam.com/content/teachall/text/rules/lrbimanual_02.pdf

Examples of materials that could be used as part of LRBI (30-page booklet) On page 29 there is a list of additional resources and websites related to positive behavior supports, FBA, BIPs, and working with students with behavioral and emotional challenges

http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/lrbiresource_02.pdf

The Professional Standards of the National Association of School Psychologists (2020) –Click “2020 Standards.”

<https://www.nasponline.org/standards-and-certification/professional-ethics>

Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, NJ: Wiley. ISBN-13: 978-1119157069

Feuer, M. J., Berman, A. I., & Atkinson, R. C. (Eds.). (2015). *Past as prologue: The National Academy of Education at 50. Members reflect*. Washington, DC: National Academy of Education. Retrieved from <http://www.colorado.edu/education/sites/default/files/attached-files/PastAsPrologue%20-%20Shepard.pdf>

Office of Special Education Programs (OSEP)

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Utah State Office of Education <http://www.schools.utah.gov/main/>

Utah State Office of Education Special Education Services

<https://www.schools.utah.gov/specialeducation>

Utah Special Education Forms

<https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations>

UNIVERSITY POLICIES AND RESOURCES

Treating all Individuals with Respect

Please review BYU’s Honor Code on this website: <https://policy.byu.edu/view/index.php?p=26>

All BYU students are expected to treat their peers, professors, school personnel, parents, and children/youth with respect, even when opinions may differ. Information in classes should be discussed with language and attitude that demonstrate respect for all individuals involved.

BYU Statement of Belonging:

We are united by our common primary identity as children of God (Acts 17:29; Psalms 82:16) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement).

We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement)
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12-27).
- Our interactions create and support an environment of belonging (Ephesians 2:19); and the full realization of each student’s divine potential is our central focus.

Responding to and Reporting Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sexual discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, you have several options to report or voice your concerns. You can talk with your professor, contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu], or contact BYU's Honor Code Office at 801-422-2847. Refer to the following website for additional information: <https://policy.byu.edu/view/index.php?p=155> Additional options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; tiffany_turley@byu.edu. Another option is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Her office is in 1500 WSC.

Understanding Services Available for Students with Disabilities:

Brigham Young University and I are committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact me at the beginning of the semester to ensure adequate prevention and intervention efforts to provide a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against based on disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached by phone at 801-422-6878 or 801-422-5895.

LEARNING OBJECTIVES

Please refer to the chart (below) which lists course objectives, learning activities associated with those objectives, and method of assessing students' skills. Although a variety of topics are covered in this course, the major focus is on two NASP domains: Domain V (School-Wide Practices to Promote Learning) and Domain X (Legal, Ethical, and Professional Practice).

NASP Domain	Learning Objective	Learning Activity or Assigned Reading	Assessment of Knowledge and Skills
DOMAIN X Legal, Ethical, and Professional Practice	(1) HISTORY: Students will demonstrate knowledge of history regarding important events and key individuals who were critical in developing the American educational system and the profession of Psychology, specifically School Psychology.	Assigned readings and in-class activities and discussion; activity that problem solves with the steps provided in resolving an ethical dilemma	Midterm and final exam-earning a minimum overall score of 83%; and organized materials in Dropbox folder

	(2) EDUCATIONAL LAW AND ETHICAL STANDARDS: Students will identify the major special education laws and ethical codes guiding the practice of School Psychology. Students will identify and understand the common ethical and legal dilemmas in school settings.	In-class review of state and federal education law; review of NASP ethical guidelines; assigned readings; discussing ethical and legal scenarios; in class activities and discussion; in-class review of special education readings; and review of current issues in education	Midterm and final exam-earning a minimum overall score of 83%; and organized materials in Dropbox folder
	(3) TERMINOLOGY: Students will identify and understand the meaning of special education terms commonly used in school settings.	Readings, class discussion, acronym game	Midterm and final; and students will include a list of special education and school psychology terminology and acronyms in their Dropbox folder
DOMAIN V School-Wide Practices to Promote Learning	(1) EDUCATIONAL DISABILITIES: Students will demonstrate knowledge of 13 areas of disabilities described in federal and state guidelines; identify assessment tools commonly used in identifying these disabilities; and describe associated educational needs.	Assigned readings and in-class activities; review and discuss Utah Special Education Rule Book and Federal regulations regarding students with special education needs; class discussions regarding practical aspects of identifying and serving students with disabilities	Midterm and final exam-earning a minimum overall score of 83%; and organized materials in Dropbox folder
	(2) RESOURCES FOR TEACHERS AND PARENTS-HANDOUTS: Students will identify and assess a list of research-based internet resources (websites and handouts) which address a variety of academic and social-emotional challenges.	Gathering and sharing handouts in class (hot topics; discussion of class handouts and Internet resources for parents and teachers). Topics will include behavioral interventions, academic interventions, strategies for improving social skills, etc.	Students will include the following elements in the Dropbox folder: Internet links (and brief description of resources) and organized handouts for parents and teachers on specific topics
	(3) DIVERSITY: Students will describe the diversity represented in	Review info on NCES website and UT Fingertip facts (ethnicity,	Midterm and final exam-earning a minimum overall score of 83%;

	today’s schools, including students and families served and the professionals serving children (ethnic, linguistic, religious, special education needs and numbers of students and staff). Students will explain the implications of how diversity impacts communication and service delivery.	disabilities, poverty); Assigned readings and in-class discussion regarding the sensitivity and skills needed to effectively communicate and collaborate with individuals from diverse backgrounds; Identify and discuss barriers to seeking services (educational and mental health-related)	and organized materials in Dropbox folder
	(4) PERSONAL IEP: Students will identify specific ways to expand their understanding of schools, the education system and organization, special education services, educational practices, and mental health services in schools	Students will develop a personal “IEP” to identify areas of weakness in their initial knowledge base of school organization, special education services, responsibilities and roles of staff and administration, and school policy. Students will identify experiences that they will participate in to address these areas.	Objectives and associated activities (addressed in the personal IEP) will be described and included in the Dropbox folder

COURSE REQUIREMENTS

Assigned Readings and Reflection Papers (10 points each)

Students are required to read weekly assigned readings and explore related topics on the internet (state and national education websites) --aligned with course topics/objectives. After completing the reading for each week, students will submit a paper that includes the following elements:

1. Two discussion questions based on the reading materials, which may be included in class lecture as determined by the instructor
2. A summary and reflection on any activities completed for your Personal IEP over the past week.
3. Any lingering questions related to your Personal IEP experiences.

Papers are due each Monday by midnight. They should not be more than 1-2 pages in length (and will be much shorter if you did not engage in any shadowing activities).

Electronic Folder (10 points)

Each student will collect and organize class assignments. In an individual electronic folder, students will include personal class notes summarizing key information, handouts, and resources reviewed in lectures and presentations. These notes are for individual use and are acceptable in bullet point format. There is no expectation for the length of your notes, but they should reflect your attendance and participation in class. Please contact me and your classmates for materials if you miss a class period. The finalized student folder is due on the date/time of the final exam.

Personal IEP (10 points) and 20 Hours of Experiential Learning (30 points)

Students will list experiences that align with their personal goals for the class (the student's personal IEP). Experiences will include a variety of pre-planned activities, including observing school psychologists and other professionals in public school/educational settings. Students will select, carry out, and then briefly describe their school-based experiences. At least 15 of these hours should take place in the schools, and the remaining 5 hours may be completed indirectly by researching or reviewing materials. Students are expected to log their activities and write a brief summary of what they learned each week. Please include your summaries and log at the end of the semester in your electronic folder.

Class Presentation (20 points)

Each student will be responsible for learning about and presenting one of the ten NASP Domains of Practice. Your presentation should include a summary of what the domain includes, why it is essential for school psychologists, relevant articles and guidelines, and resources pertaining to the topic. Please also include at least one discussion question for the class. This presentation is designed to help prepare you for practicum and beyond by better understanding the core aspects of being a school psychologist. Your presentation should be 20-30 minutes in length, including time for your discussion question. Please provide an electronic handout summarizing key information and resources, which can be added to students' electronic folder.

Book Chapter Discussion (5 points)

Students will select a chapter from the textbook, *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. Please read your chapter and provide a brief summary of the important content, ideally no more than 10 minutes long. Other students will then have the opportunity to practice and ask questions, depending on what is relevant for your chapter.

Midterm and Final Exam (30 points each)

Students are required to complete a midterm examination that will cover topics addressed in class and in the readings. It will consist of short response questions, as well as two more lengthy essay questions to demonstrate your knowledge of key content and principles. This exam will be open-book and open-note. You will have two hours in class to complete the exam.

The final exam will be designed to help students show their understanding of the course material and how it applies to their future as a school psychologist. There are three pieces to the final exam:

- 1) *Creation of a vision board*. A vision board is a collage of words and images that represent your goals. For this project, I would like you to reflect on your time in the class, what you have learned, and how it has shaped the school psychologist you want to become. The vision board you create should reflect your professional ideals, goals, and inspirations. It can serve as a guide while you move forward into independent practice, and as a reminder of what is most important to you personally.
- 2) *Vision board reflection paper*. Please write a 2-3 page paper describing your vision board and the course content that influenced your ideas. Be sure to discuss the important historical developments, principles, and experiences integrated into the final product.
- 3) *Evaluation of electronic folder*. Your electronic folder will be graded based on whether you included the appropriate materials (see description above).

Professionalism (5 points)

Students will be graded based on their class attendance and quality of preparation for class activities (completing readings and contributing to discussions). Other factors that will be considered include sensitivity while discussing complex issues, respect for individual diversity, openness to instructor and peer feedback, and cooperation and collaboration during learning activities.

Note: Students who miss class three or more times and/or are consistently late (arriving 5-10 minutes after class begins) will receive an unsatisfactory review under professionalism during end of semester student evaluations. Additionally, in-class behavior considered to be unprofessional includes surfing the web, responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors (reading books or articles not related to class discussion, scoring protocols, googling information not related to class discussion, making random comments, or engaging in conversation not related to class topic). If a class is missed, the student is responsible for make-up work and for contacting the instructor to discuss options to address missed class participation.

COURSE GRADING SYSTEM

- 4.0 A 94 - 100 points (94 - 100%)
- 3.7 A- 90 - 93.9 points (90 - 93%)
- 3.4 B+ 87 - 89.9 points (87 - 89%)
- 3.0 B 83 - 86.9 points (83 - 86%)
- 2.7 B- 80 - 82.9 points (80 - 82%)

PERSONAL IEP: SUGGESTED ACTIVITIES

Consider areas of knowledge or experience that you would like to develop before starting your formal practicum. Please create goals to address these, and then choose 5-8 activities to engage in that could help with this endeavor. For activity ideas, see the items below. Your personal IEP and list of selected activities will be due the third week of the semester.

Roles and Functions of School Professionals

- Observe a few hours of a school psychologist's working day. Conduct an interview with him/her regarding his/her roles and functions in regard to special education and identifying educational disabilities.
- Review NASP website information or information about the roles of school psychologists in both regular and special education.
- Interview one of the following professionals regarding his/her professional roles and functions as well as working relationships with school psychologists: Special Education Teacher; Child Guidance Specialist; Speech Pathologist; School Social Worker; School Nurse; Principal/Assistant Principal; and Other School Staff Member

Ethics and Law in Public Schools

- Discuss an ethical dilemma with a school-based professional. Review the 9-step format (used in prac & internship) to assist in evaluating the dilemma.
- Set an appointment with a person responsible for the official paperwork for Special Education and discuss "Why all the paperwork?"
- Discuss IDEA with a school counselor or a school psychologist; teacher or special educator, and/or school administrator.
- Review special education paperwork and assessment requirements on the UT state site or federal government website.

Power in public schools: Who is in control of school policy?

- Attend a school board meeting in a public school system.
- Attend a meeting involving a School-Based Decision-Making team (IEP team)
- Interview the school secretary and school custodian. How do they fit into the puzzle of power and control?
- Review the website for the Utah State Board of Education, their licensing policies, etc.

Accommodations for Students in Public Schools: IDEA

- Summarize the major points of IDEA

- Review teachers' feedback on IDEA—strengths and weaknesses
- Review the US Department of Education's website and list major points of IDEA

What matters most in public schools?

- Interview a high school principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- Interview a middle school Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- Interview an Elementary School Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- Interview a parent with high school aged children. Ask them about their views on what really matters most in public schools.
- Interview a teacher with more than 20 years experience. Ask them about their views on what really matters most in public schools.
- Interview a grandparent with school-aged grandchildren. Ask them about their views on what really matters most in public schools.
- Interview a parent with children identified with special needs. Ask them about their views on what really matters most in public schools.

Diversity: The big picture of schools: Who are the kids we serve?

- Review the website for the National Center for Educational Statistics
- Review the statistics for Utah schools and local districts: How do we compare?
- Review NASP website information on multicultural issues in schools
- Review NASP website information on language issues in schools

REVIEW IEP paperwork (not filled in with info---blank)

- How does a Special Education teacher assist in filing out this paperwork (interview)
- Interview a Special Education teacher and ask about the major points to remember when creating an IEP
- Interview a School Psychologist about their role in and IEP meeting
- What types of goals are set in an IEP? Ask a teacher or a SP

LRE—Least Restrictive Environment

- Visit the US Department of education and review the major information about LRE
- Interview a principal about their views related to LRE
- Interview a Special Ed director or Special Ed teacher about LRE

Procedural Safeguards

- Review procedural safeguard paperwork from a local school
- Discuss this paperwork with a Special Education Director or Special Education Teacher
- Discuss this paperwork with a parent of school age children

Discipline and supervision of students with challenging behaviors

- Visit a self-contained classroom
- Visit an alternative school setting
- Visit a Youth Detention Center (Slate Canyon)
- Interview a bus driver and discuss the challenges of controlling student behavior in settings with limited adult monitoring
- Visit a school during limited adult supervision times: before or after school. Observe adult monitoring of student behavior. In particular, observe students' bullying and harassing behaviors.
- Interview a school board member about difficulties they are facing in their school district

Community Resources

- Interview a community mental health worker
- Interview a case worker from the Department of Child and Family Services (DCFS) about their relationship with schools and reports of child abuse

- Interview a psychologist or social worker from the Children's Justice Center
- Interview a police officer involved with the Dare Program or who serves as a liaison to the public schools
- Visit a Family Resource Center, Community Mental Health Center, or Youth Services Center
- Interview an individual who volunteers in schools (tutoring, big brothers/sisters, etc)
- Interview the State Mental Hospital director of youth services or one of their child/adolescent psychologists. How do they assist students in fitting back into their school system? How do they coordinate communication with schools and mental health services in schools?
- Make a list of community resources and internet resources schools may tap into when assisting children with mental health issues

Alternative School Programs

- Select and review a current article (dated 2015-2021) explaining alternative school settings for students who are expelled from the mainstream school setting
- Visit an alternative school setting
- Interview a teacher involved with an alternative school setting
- Interview a police officer who works with adjudicated youth or a youth detention program
- Review the TOOL BOX for alternatives to traditional discipline and school expulsions
- Interview a case worker or social worker who works for the Utah State Hospital and serves in the Youth Programs
- Interview a school district leader who helps coordinate services with adjudicated youth
- Visit a drug treatment center that provides treatment services for youth

CLASS SCHEDULE WINTER 2023

Date	Topic	Readings	Assignments Due
1/10	Introduction and Syllabus Chapter 1: Pandemic and the Goals of Schooling	None	None
1/17	The Social Goals of Schooling NASP Domain I	Spring Chapter 2	Reflection Paper #1 Personal IEP Draft (please bring to class for discussion)
1/24	Education and Equality of Opportunity NASP Domain II	Spring Chapter 3	Reflection Paper #2 Finalized Personal IEP
1/31	The Economic Goals of Schooling NASP Domain III	Spring Chapter 4	Reflection Paper #3
2/7	NASP CONVENTION		
2/14	Equality of Educational Opportunity NASP Domain IV	Spring Chapter 5	Reflection Paper #4
2/21	MONDAY INSTRUCTION	Read UT State BOE Special Education Rules https://www.schools.utah.gov/file/9489d09b-5ede-462b-a135-4ee55918b431	Complete UT Rules and Regulations Worksheet
2/28	Student Diversity/UT SPED Rules and Regs NASP Domain V	Spring Chapter 6	Reflection Paper #5
3/7	MIDTERM EXAM NASP Domain VI	None – Please review previous readings and notes to prepare for the midterm	Reflection Paper #6
3/14	Meeting Students' Individual Needs Guest Speaker: Tyler Renshaw, PhD	Assigned Chapter: IEP from A to Z	Reflection Paper #7 Group A: Summary of Book Chapter to Share in Class
3/21	Who Controls American Education? NASP Domain VII	Spring Chapter 7 Assigned Chapter: IEP from A to Z	Reflection Paper #8 Group B: Summary of Book Chapter to Share

3/28	State and Federal Control of Education NASP VIII	Spring Chapter 8	Reflection Paper #9
4/4	The Teaching Profession NASP Domain IX	Spring Chapter 9	Reflection Paper #10
4/11	Globalization of Education NASP Domain X	Spring Chapter 10	Reflection Paper #11
4/18	Review, Discussion, and Final Project Presentations		Please bring your final vision board to class (or prepare to share it electronically)
4/25	FINAL EXAM DUE – Please submit the following: <ol style="list-style-type: none"> 1. Electronic folder (sharing a link for me to access works just fine) 2. Vision Board Reflection Paper 3. A photo or copy of your vision board 		

Spiritual Thought and Prayer

DATE	STUDENT
January 17 th	Lauren
January 24 th	Wilson
January 31 st	Savanna
February 14 th	Peyton
February 28 th	Kaiya
March 7 th	Molly
March 14 th	Gail
March 21 st	Merna
March 28 th	Ana
April 4 th	Katie
April 11 th	Angie
April 18 th	Rebecca

NASP Domain Presentations

DATE	TOPIC	STUDENT
January 17th	Domain I: Data-Based Decision-Making	Savanna/Wilson
January 24th	Domain II: Consultation and Collaboration	Lauren
January 31st	Domain III: Academic Interventions and Instructional Supports	Molly
February 14th	Domain IV: Mental and Behavioral Health Services and Interventions	Peyton
February 28th	Domain V: School-Wide Practices to Promote Learning	Kaiya
March 7th	Domain VI: Services to Promote Safe and Supportive Schools	Angie
March 21st	Domain VII: Family, School, and Community Collaboration	Merna
March 28th	Domain VIII: Equitable Practices for Diverse Student Populations	Gail
April 4th	Domain IX: Research and Evidence-Based Practice	Ana
April 11th	Domain X: Legal, Ethical, and Professional Practice	Katie

Book Chapter Presentations: *The IEP from A to Z*

CHAPTER TOPIC	STUDENT
Chapter 1: Past Perspectives and Present Practices	Merna
Chapter 2: The “Gold Standard” for Setting Goals and Measuring Progress	Savanna
Chapter 3: Setups for Successful Performance	Gail
Chapter 4: Methodology: No Longer a Sacred Cow	Lauren
Chapter 5: Scaffolding Student Success	Ana
Chapter 6: The Case for Generalization	Molly
Chapter 7: How to Write Meaningful Goals and Objectives	Angie
Chapter 8: Measuring Student Performance: More than a Simple “Numbers Game”	Wilson
Chapter 9: In the Shadow of No Child Left Behind	Kaiya
Chapter 10: Tools for Assessment and Decision-Making	Peyton
Chapter 11: Comprehension: The Power That Fuels Expression	Rebecca
Chapter 12: The Many Different Faces of Expression	Rebecca
Chapter 13: All Things Social	Rebecca
Chapter 14: Executive Function: The Pinnacle of Cognitive Development	Katie
Chapter 15: Critical Thinking: An Essential Life Skill	Rebecca

**Group A (Highlighted yellow)– Presenting on March 14th
Group B (no color) – Presenting on March 21st**