

School-Based Psychological Interventions

18:826:602

Spring 2016 Syllabus

Elisa S. Shernoff, Ph. D.

elisa.shernoff@rutgers.edu

Kenneth Schneider, Ph.D.

<http://schneid@rci.rutgers.edu>

Course Description

This course will provide an overview of evidence-based interventions that can be used in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory and research related to behavioral and cognitive behavioral interventions and will examine common practice elements of these interventions. Students will be introduced to several manualized interventions used in practice. Implementation issues specific to school settings will be examined.

Course Objectives

Students will demonstrate knowledge of:

- a) The theory, research, and practice of major approaches to improving the emotional, behavioral, and social functioning of children and adolescents;
- b) Issues related to identification and selection of evidence-based interventions;
- c) The nature of common practice elements of behavioral and cognitive-behavioral interventions for children and adolescents;
- d) Manualized interventions for children and adolescents addressing anxiety, anger/aggression, and depression;
- e) Issues related to intervention fidelity;
- f) Issues related to adapting evidence-based interventions for diverse clients in diverse settings.

Students will demonstrate skill in:

- a) Selecting an intervention appropriate for a specified child or adolescent client and problem;
- b) Implementing the intervention with fidelity;
- c) Evaluating the effectiveness of the intervention.

Texts

Kendall, P. C. (Ed.) (2012). *Child and adolescent therapy: Cognitive-behavioral procedures*. New York: Guilford Press.

Chorpita, B. F., & Weisz, J. R. (2009). *MATCH-ADTC: Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems*. Satellite Beach, FL: PracticeWise.

Intervention Manuals

- Lochman, J. E., Wells, K. C. & Lenhart, L. A. (2008). *Coping power child group program: Facilitator guide*. New York: Oxford University Press.
- Kendall, P. C., Crawley, S. A., Benjamin, C. L., & Mauro, C. F. (2013). *Brief coping cat: Therapist manual for the 8-session workbook*. Ardmore, PA: Workbook Publishing.
- Rohde, P., Lewinsohn, P. M., Clarke, G. N., Hops, H., & Seeley, J. R. (2005). The adolescent coping with depression course: A Cognitive-Behavioral approach to the treatment of adolescent depression. <http://www.kpchr.org/research/public/acwd/acwd.html>

Selected articles and chapters have also been uploaded onto Sakai. Adjustments may be made to the course schedule and readings if needed. Changes will be announced in class.

Class Schedule			
Week	Date	Topic	Assignments Due Dates
1 ES: A223 KS: A341	1/25/16	<p>Introduction and course overview; The need for evidence-based interventions in schools.</p> <p><u>Readings:</u> Kratochwill, T.R. & Shernoff, E.S. (2004). Evidence-based practice: Promoting evidence-based interventions in school psychology. <i>School Psychology Quarterly</i>, 18, 1-21. Kratochwill, T.R. (2008). A report card on evidence-based practices in the schools: The good, the bad, the ugly. <i>Communique</i>, 36, 4. Hicks, T. B., Shahidullah, J. D., Carlson, J. S., & Palejwala, M. H. (2014). Nationally certified school psychologists' use and reported barriers to using evidence-based interventions in schools: The influence of graduate program training and education. <i>School Psychology Quarterly</i>, 29, 469-487. Shernoff, E.S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in evidence-based interventions: What are school psychology programs teaching? <i>Journal of School Psychology</i>, 41, 467-483.</p>	
2 ES: A223 KS: A341	2/1/16	<p>Evidence-based interventions; Criteria for designation; Selection of EBIs; Treatment utility of assessment.</p> <p><u>Readings:</u> Kendall Chapter 17 Weisz, J. R., Doss, A. J., & Hawley, K. M. (2005). Youth Psychotherapy outcome research: A review and critique of the Evidence base. <i>Annual Review of Psychology</i>, 56, 337-363. Shernoff, E.S., Hill, C., Danis, B.D., Leventhal, B.L. & Wakschlag, L.S. (2014). Integrative Consensus: A systematic approach to Integrating comprehensive assessment data for young children with behavior problems. <i>Infants & Young Children</i>, 27, 92-110. Braden, J. P., & Kratochwill, T. R. (1997). Treatment utility of assessment: Myths and realities. <i>School Psychology Review</i>, 46, 475-486. https://login.proxy.libraries.rutgers.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9710276297&site=eds-live</p>	Students select role-play

<p>3</p> <p>ES: A139 RUCCS Conf. Rm. *End 11:45</p>	<p>2/8/16</p>	<p>Common elements approach; Theoretical underpinnings of common elements –behavioral theories, psychoeducation, social learning theory, self-efficacy theory, cognitive-behavioral theory. Case conceptualization <u>Readings:</u> Kendall Chapter 1, 12 Bearman, S. K., & Weisz, J. R. (2015). Review: Comprehensive treatments for youth comorbidity—evidence-guided approaches to a complicated problem. <i>Child and Adolescent Mental Health</i>. Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. <i>Cognitive and Behavioral Practice, 22</i>, 36-48.</p>	
<p>4</p> <p>ES: A302</p>	<p>2/15/16</p>	<p>Antecedent/stimulus control common elements: attending, ignoring, praise, commands/effective instructions, antecedent management <u>Readings:</u> Moore, J. & Patterson, G.R. (2009). Parent Training. In W.T. O’Donohue & J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. NJ: Wiley & Sons. Zisser, A., & Eyberg, S. M. (2010). Parent-child interaction therapy and the treatment of disruptive behavior disorders. In J.R. Weisz & A.E. Kazdin (Eds.) <i>Evidence-based psychotherapies for children and adolescents</i> (pp. 179-193). New York: Guilford Press. Pemberton, J. R., Borrego Jr, J., & Sherman, S. (2013). Differential attention as a mechanism of change in parent–child interaction therapy: Support from time-series analysis. <i>Journal of Psychopathology and Behavioral Assessment, 35</i>, 35-44.</p>	
<p>5</p> <p>ES: A223 KS: A341</p>	<p>2/22/16</p>	<p>Individual supervision meetings and planning for intervention presentations (Week 10 and Week 14) <u>Readings:</u> Kuyken, W., Padesky, C. A., & Dudley, R. (2008). The science and practice of case conceptualization. <i>Behavioural and Cognitive Psychotherapy, 36</i>, 757-768. Persons, J. B., Beckner, V. L., & Tompkins, M. A. (2013). Testing case formulation hypotheses in psychotherapy: Two case examples. <i>Cognitive and Behavioral Practice, 20</i>, 399-409.</p>	<p>Outline of presentation and resources/citations submitted by the end of the class period.</p> <p>Draft of assessment case summary uploaded onto http://www.turnitin.com/</p>

<p>6 ES: A341</p>	<p>2/29/16</p>	<p>Consequence control common elements: reinforcement, negative reinforcement, extinction, punishment, token systems, response cost, time out, group contingencies, contracts. Generalization and maintenance: successive approximations/shaping, fading. <u>Readings:</u> Farmer, E. M., Compton, S. N., Burns, J. B., & Robertson, E. (2002). Review of the evidence base for treatment of childhood psychopathology: Externalizing disorders. <i>Journal of Consulting and Clinical Psychology, 70</i>, 1267-1302. Kazdin, A.E. (2005). <i>Parent management training</i> (pp. 35-64). New York: Oxford University Press. Wacker et al., (2009). Punishment. In W.T. O’Donohue & J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. NJ: Wiley & Sons. Ferguson, K.E. & Christiansen, K. (2009). Punishment. In W.T. O’Donohue & J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. NJ: Wiley & Sons.</p>	<p>Mid-semester evaluation (in class) Assessment Case Summary Report due</p>
<p>7 KS: A302</p>	<p>3/7/16</p>	<p>Skill building common elements: Modeling, relaxation, exposure, self-management. <u>Readings:</u> Kendall Chapter 5 Koeppen, A. (1974, October). Relaxation training for children. <i>Elementary School Guidance and Counseling, 14-21</i>. Ollendick, T. H. & King, N. J. (1998). Empirically supported treatments for children with phobic and anxiety disorders: Current status. <i>Journal of Clinical Child Psychology, 27</i>, 156-167 Briesch, A. M., & Chafouleas, S. M. (2009). Review and analysis of literature on self-management interventions to promote appropriate classroom behaviors (1988-2008). <i>School Psychology Quarterly, 24</i>, 106-118.</p>	
<p>SPRING BREAK 3/12 THROUGH 3/20/16</p>			
<p>8 KS: A139 RUCCS Conf. Rm. *End 11:45</p>	<p>3/21/16</p>	<p>Skill building common elements: Social skills training; assertiveness training; social problem solving <u>Readings:</u> Shure, S. & Spivack, G. (1982). Interpersonal problem-solving in young children: A cognitive approach to prevention. <i>American Journal of Community Psychology, 10</i>, 341-356. Pfiffner, L. & McBurnett, K. (1997). Social skills training with parent generalization: Treatment effects for children with attention deficit hyperactivity disorder. <i>Journal of Consulting and Clinical Psychology, 65</i>, 749-757. Pentz, M. (1980). Assertion training and trainer effects on unassertive and aggressive adolescents. <i>Journal of Counseling Psychology, 27</i>, 76-83. Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children’s social and emotional competence: A randomized trial of the preschool “PATHS” curriculum. <i>The Journal of Primary Prevention, 28</i>, 67-91.</p>	

<p>9</p> <p>KS: A302</p>	<p>3/28/16</p>	<p>Skill building common elements: Cognitive restructuring; attribution retraining; rational-emotive behavior therapy</p> <p><u>Readings:</u> Kendall Chapter 6, 7 Meichenbaum, D. H., & Goodman, J. (1971). Training impulsive children to talk to themselves. A means of developing self-control. <i>Journal of Abnormal Psychology</i>, 77, 115-126. Orobio de Castro, B., Veerman, J. W., Koops, W., Bosch, J. D., & Monshouwer, H. J. (2002). Hostile attribution of intent and aggressive behavior: A meta-analysis. <i>Child Development</i>, 73, 916-934. Gonzalez, J., Nelson, J.R., Gutkin, T. B., Saunders, A., Galloway, A., & Shwery, C.S. (2004). Rational emotive therapy with children and adolescents: A meta-analysis. <i>Journal of Emotional and Behavioral Disorders</i>, 12, 222-235.</p>	
<p>10</p> <p>ES: A223 KS: A341</p>	<p>4/4/16</p>	<p>Student presentations of an Evidence-based Intervention</p> <p><u>Readings:</u> Powell, N. P., Boxmeyer, C. L., Baden, R., Stromeyer, S., Minney, J. A., Mushtaq, A., & Lochman, J. E. (2011). Assessing and treating aggression and conduct problems in schools: Implications from the coping power program. <i>Psychology in the Schools</i>, 48, 233-242. Mychailyszyn, M.P. Beidas, R. S., Benjamin, C. L., Edmunds, J. M., Podell, J. L., Cohen, J. S. & Kendall, P. C. (2011). Assessing and treating child anxiety in schools. <i>Psychology in the Schools</i>, 48, 223-232.</p>	<p>Student presentations of an EBP not covered in class</p>
<p>11</p> <p>ES: A223 KS: A341</p>	<p>4/11/16</p>	<p>Coping Cat – Overview; student-led session role-play and feedback</p> <p><u>Readings:</u> Kendall et al. (Brief Coping Cat) Silverman, W. K., Pina, A. A., & Viswesvaran, C. (2008). Evidence based psychosocial treatments for phobic and anxiety disorders in children and adolescents. <i>Journal of Clinical Child & Adolescent Psychology</i>, 37, 105-130.</p>	<p>Student role-plays</p>
<p>12</p> <p>ES: A223 KS: A341</p>	<p>4/18/16</p>	<p>Coping Power – Overview; student-led session role play and feedback</p> <p><u>Readings:</u> Kendall Chapter 2, 4</p>	<p>Student role-plays Draft of final case report uploaded to Turn It In http://www.turnitin.com/</p>
<p>13</p> <p>ES: A223 KS: A341</p>	<p>4/25/16</p>	<p>Adolescent Coping with Depression (CWD-A) – Overview; Student-led session role play and feedback</p> <p><u>Readings:</u> Rohde, P., Lewinsohn, P. M., Clarke, G. N., Hops, H., & Seeley (CWD- A). http://www.kpchr.org/research/public/acwd/acwd.html David-Ferdon, C., & Kaslow, N. J. (2008). Evidence-based psychosocial treatments for child and adolescent depression. <i>Journal of Clinical Child & Adolescent Psychology</i>, 37, 62-104.</p>	<p>Draft of final case report uploaded to Turn It In http://www.turnitin.com/</p>

<p>14</p> <p>ES: A223 KS: A341</p>	<p>5/2/16</p>	<p>Intervention adaptation for diverse clients; cultural competence in the delivery of interventions. Student presentations of an Evidence-based Intervention</p> <p><u>Readings:</u> Lau, A. (2006). Making the case for selective and directed cultural adaptations of evidence-based treatments: Examples from parent training. <i>Clinical Psychology: Science & Practice, 13</i>, 295-310. McKay, M. M., Hibbert, R., Hoagwood, K., Rodriguez, J., Murray, L., Legerski, J., & Fernandez, D. (2004). Integrating evidence-based engagement interventions into "real world" child mental health settings. <i>Brief Treatment and Crisis Intervention, 4</i>, 177-186. Huey, S. J., & Polo, A. J. (2008). Evidence-based psychosocial treatments for ethnic minority youth. <i>Journal of Clinical Child and Adolescent Psychology, 37</i>, 262-301.</p>	<p>Student presentations of an EBP not covered in class</p> <p>Student Instructional Rating Survey (SIRS) completed in class (bring laptops)</p>
<p>15</p> <p>A302</p>	<p>5/9/16</p>	<p>Crisis intervention in schools – Evidence-informed models. Guest speakers</p> <p><u>Readings:</u> Kendall Chapter 10 Weisz, J.R., & Gray, J. S. (2008). Evidence-based psychotherapy for children and adolescents: Data from the present and a model for the future. <i>Child and Adolescent Mental Health, 13</i>, 54-65. Kazdin, A. E. (2011). Evidence-based treatment research: Advances, limitations, and next steps. <i>American Psychologist, 66</i>, 685-698.</p>	<p>Written final case study due</p>

Course Requirements

The major requirement for this course is carrying out an evidence-based intervention with an individual student or group of students to address an emotional, social, and/or behavioral problem. Your client(s) will usually be found in your practicum site, and you will receive regular supervision through your practicum supervisors, as well as through the course instructor. You should work actively and collaboratively with your practicum site supervisor to identify an appropriate client. For the purposes of this course, you need to conduct six or more intervention sessions. You will also need to assess your client(s) using at least two assessment methods before you begin your intervention and after you end your intervention. Your intervention sessions should be summarized each week using the Intervention Session Summary Form (uploaded onto Sakai). The information from these summaries will be used to prepare your written case study.

1. Class Attendance and Participation (20 points total). Students are expected to attend all classes and to arrive on time. Students are also expected to participate actively in all class sessions, including active participation in provision of group feedback and participation in role-plays (see detailed policy below).

2. Intervention Presentations (20 points total; 4/4/16 or 5/2/16). Students will individually research and present an evidence-based intervention that could be implemented in a school. Select an evidence-based intervention for a problem area that is not being covered in the course (e.g., autism, social skills problems, trauma, enuresis, school refusal, selective mutism, etc.). Your presentation topic must be approved by the instructor and should: (1) provide an overview of the key components of the intervention including modeling and demonstrating those key components, (2) summarize available outcome research, (3) describe how it may be applied in the contexts where you will work, (4) identify facilitators and challenges presented by the model,

and 5) identify outcome and fidelity assessments that have been used or would be recommended. Follow the rubric closely to prepare your presentation. Your PowerPoint slides will be turned in and graded together with your presentation (approximately 45 minutes each).

3. Assessment Case Summary (20 points; 2/29/16). Follow the rubric to prepare your assessment case summary. Include the following sections:

1. Reason for referral or request for intervention and behaviors of concern
2. Background information – demographic information and description of presenting problem and previous interventions
3. Assessment results – use two different assessment methods (e.g., observations, interviews, self-report, teacher/parent ratings); describe assessment results and summarize client problem.
4. Describe goals for the client(s) in clear, objective, measurable terms along with making a clear link between the assessment data and the proposed intervention.
5. Describe the proposed intervention, including rationale, thorough review of literature related to the client problem, and theoretical support for intervention components.

4. Final Case Summary (25 points; 5/9/16). Incorporate feedback from the Assessment Case Summary to produce a Final Case Summary. This includes revised sections from the Assessment Case Summary (above), in addition to the new sections below. Follow the rubric to prepare the final case summary and submit the graded Assessment Case Summary report.

1. Reason for referral or request for intervention and behaviors of concern described. Assessment feedback fully integrated into relevant sections.
2. Describe the intervention implemented (either a manualized intervention or the common practice elements), including key components theoretical and empirical support, and how you measured fidelity.
3. Evaluate the intervention outcomes by re-administering the two assessment methods you used in your pre-intervention assessment. Present the results of your post assessment using graphed data where appropriate. Compare the post-intervention results to the pre-intervention results.
4. Reflect on the case, including facilitators and barriers you encountered, areas for future research, what you would do differently in the future with a similar case/referral problem, and how diversity impacted the work.

5. Role-play of group leader for manualized intervention session (15 points; 4/11/16, 4/18/16 or 4/25/16). Students will sequentially take the role of group leader for a session of a manualized intervention (i.e., Coping Cat, Coping Power, or Adolescent Coping with Depression), while the rest of the class assumes the role of group member (see attached rubric).

General Course Policies and Procedures

Grading Policies: Please use APA Style (6th Edition) for all written assignments.
<http://owl.english.purdue.edu/owl/section/2/10/>

Written assignments are due at the beginning of class. Any assignment that is not submitted at the beginning of class on its due date will be considered 1 day late, and 1 day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. The quality of student writing, adherence to page requirements, and conformity with APA style guidelines will be considered in the grade. Please write in a formal (rather than conversational) manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Review all written assignments to correct/address grammatical errors. In the case of a documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

A = 90 - 100
 B+ = 85 – 89
 B = 80 – 84
 C = 70 – 79
 F = 0 - 59

Attendance/Participation: Students should make every effort to attend each class. Attending all classes will increase the likelihood of a strong participation grade, as well as provide opportunities for learning. Attending class includes arriving on time and remaining for the duration of the class period. Students are expected to actively participate in classroom discussions and activities, including role-plays and experiential activities. Active participation is defined as coming to class prepared (with readings completed), asking thought-provoking questions, attentive listening, and providing constructive feedback to colleagues. Your participation grade will be calculated by a formula such as: 10 points attendance, 10 points verbal contributions during class. However, I reserve the right to include other factors, including professionalism, arriving late/leaving early, and classroom behavior in the course participation grade. Please notify the professor before class if you are unable to attend a class. It is your responsibility to get any missed notes and handouts from your peers. Please turn off cell phones and do not use the Internet unless it is required for class activities.

Accommodation Procedures for Persons With Disabilities: To help fully include persons with disabilities in this course, please notify the professor if special accommodations in instruction or assessment are needed. To request academic accommodations, students must first submit documentation to the Office of Disability Services for Students.

Academic Honesty: Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic honesty. Written assignments for this class must represent original, independent work of each student. Any reference utilized must be cited, whether the student is quoting, or paraphrasing/summarizing the ideas from the source. When asserting a fact, it must be supported with a citation that provides the foundation for this statement. Submission of work previously or simultaneously submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may result in failure of an assignment, failure of the entire course, one grade deduction in the course, and/or disciplinary action up to and including dismissal from the program.

Supplemental Readings

- Barlow, D. H., Allen, L. B., & Choate, M. L. (2004). Toward a unified treatment for emotional disorders. *Behavior Therapy, 35*, 205-230
- Braden, J. P., & Shernoff, E. S. (2008). Why the need for evidence-based interventions? In R. J. Morris & N. Mather (Eds.), *Evidence-based interventions for students with learning and behavioral challenges* (pp. 9-30). Mahwah, NJ: Lawrence Erlbaum Associates.
- Beutler, L.E. (1998). Identifying empirically supported treatments: What if we didn't? *Journal of Consulting and Clinical Psychology, 66*, 113-120.
- Brown, S., & Rahn-Blakeslee, A. (2009). Training school-based practitioners to collect intervention integrity data. *School Mental Health, 1*, 143-153.
- Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science, 2*, 1-9.
- Chorpita, B. F., & Daleiden, E. L. (2009). Mapping evidence-based treatments for children and adolescents: Application of the distillation and matching model to 615 treatments from 322 randomized trials. *Journal of Consulting and Clinical Psychology, 77*(3), 566-579.
- Chorpita, B.F., Daleiden, E.L., & Weisz, J.R. (2005). Identifying and selecting the common elements of evidence based interventions: A distillation and matching model. *Mental Health Services Research, 7*, 5-20.
- Dienes, K.A., Torres-Harding, S., Reinecke, M.A., Freeman, A. & Sauer, A. (2011). Cognitive therapy. In S.B. Messer & A.S. Gurman (Eds.) *Essential psychotherapies: Theory and practice* (pp. 143-183). Guilford Press.
- Duckworth, M. (2009). Cultural awareness and culturally competent practice. In W.T. O'Donohue & J.E. Fisher (2009). *General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy* (pp. 63-76). NJ: Wiley & Sons.
- DuPaul, G. J. (2009). Assessing integrity of intervention implementation: Critical factors and future directions. *School Mental Health, 1*, 154-157.
- DuPaul, G. J., Eckert, T. L., & Vilaro, B. (2012). The effects of school-based interventions for attention deficit hyperactivity disorder: A meta-analysis 1996-2010. *School Psychology Review, 41*, 387-412.
- Evans, S. W., Owens, J., & Bunford, N. (2014). Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder. *Journal of Clinical Child and Adolescent Psychology, 43*, 527-551
- Forman, S.G. (1993). *Coping skills interventions for children and adolescents*. San Francisco, CA: Jossey-Bass.
- Forman, S.G. & Burke, C.R. (2008). Best practices in selecting and implementing evidence-based school interventions. In A. Thomas and J. Grimes (Eds.) *Best Practices in School Psychology V* (pp. 799-812). Bethesda MD: National Association of School Psychologists.
- Freeman, J., Garcia, A., Frank, H., Benito, K., Conelea, C., Walther, M., & Edmunds, J. (2014). Evidence base update for psychosocial treatments for pediatric obsessive-compulsive disorder. *Journal Of Clinical Child And Adolescent Psychology, 43*, 7-26.
<http://dx.doi.org/10.1080/15374416.2013.804386>
- Fristad, M. A., & MacPherson, H. A. (2014). Evidence-based psychosocial treatments for child and adolescent bipolar spectrum disorders. *Journal Of Clinical Child And Adolescent Psychology, 43*(3), 339-355. <http://dx.doi.org/10.1080/15374416.2013.822309>
- Gresham, F.M. (2004). Current status and future directions of school-based behavioral interventions. *School Psychology Review, 33*, 326-343.

- Hughes, J. N. (2000). The essential role of theory in the science of treating children: Beyond empirically supported treatments. *Journal of School Psychology, 38*, 301-330.
- Jensen, P. S., Weersing, R., Hoagwood, K. E., & Goldman, E. (2005). What is the evidence for evidence-based treatments? A hard look at our soft underbelly. *Mental Health Services Research, 7*, 53-74.
- Messer, S. B., & Gurman, A. S. (Eds.). (2011). *Essential psychotherapies: Theory and practice*. NY: Guilford Press.
- Miranda, J., Bernal, G., Lau, A., Kohn, L., Hwang, W., & LaFromboise, T. (2005). State of the science on psychosocial interventions for ethnic minorities. *Annual Review of Clinical Psychology, 1*, 113-142
- Norcross, J. C., Koocher, G. P., & Garofalo, A. (2006). Discredited psychological treatments and tests: A Delphi poll. *Professional Psychology: Research and Practice, 37*, 515.
- Ringeisen, H., Henderson, K. & Hoagwood, K. (2003). Context matters: Schools and the "research to practice gap" in children's mental health. *School Psychology Review, 32*, 153-168.
- Schoenwald, S.K., & Hoagwood, K. (2001). Effectiveness, transportability, and dissemination of interventions: What matters when? *Psychiatric Services, 52*, 1190-1197.
- Sanetti, L. M., Fallon, L. M., & Collier-Meeka, M. A. (2011). Treatment integrity assessment and intervention by school-based personnel: Practical applications based on a Preliminary Study. *School Psychology Forum, 5*, 87-102.
- Shumway, M., & Sentell, T. (2004). An examination of leading mental health journals for evidence to inform evidence-based practice. *Psychiatric Services, 55*, 649-653.
- Webster-Stratton, C., & Taylor, T. (2001). Nipping early risk factors in the bud: Preventing substance abuse, delinquency, and violence in adolescence through interventions targeted at young children (0–8 years). *Prevention Science, 2*, 165-192.
- Weisz, J., McCarty, C.A. & Valeri, S.M. (2006). Effects of psychotherapy for depression in children and adolescents: A meta-analysis. *Psychological Bulletin, 132*, 132-149.
- Young, J. F. (2008). Preventive interventions for depression: What we can do to advance the field. *Clinical Psychology: Science and Practice, 15*, 331-335

Essential Websites

<http://effectivechildtherapy.org/>

<http://www.apa.org/>

<http://www.abct.org/Home/?CFID=11544881&CFTOKEN=64668629>

<http://therapyadvisor.com/default.aspx>

<http://ies.ed.gov/ncee/wwc/>

<http://www.nrepp.samhsa.gov/>

<http://smhp.psych.ucla.edu>

<http://www.div12.org/psychological-treatments/>

<http://www.blueprintsprograms.com/>

<http://www.cochrane.org/>

<http://www.campbellcollaboration.org/>

<http://nirn.fpg.unc.edu/>

<http://www.cebc4cw.org/>