



School of Education & Behavioral Sciences
Education Specialist in School Psychology

SP 712 Social-Emotional Assessment & Intervention

Class Location: Online (<https://chaminade.instructure.com/>)

Course Modality: Both Asynchronous and Synchronous

Class Meeting Schedule: Tuesdays (Sec 90) & Thursdays (Sec 91), 5:30-9:30pm HST

Credits: 3 Sections: 90 & 91 Term: Winter 2025

Instructor Information

Instructor: Shauna Gega, PsyD, NCSP

Email: shauna.gega@chaminade.edu

Phone: N/A

Virtual Office: Contact me for a Google Meet link

Virtual Office Hours: By appointment

Google Meet Links

Tuesdays (Sec 90):

SP 712 (Section 90) - Synchronous Session

5:30-9:30PM HST

Video call link: <https://meet.google.com/xfm-yokf-ofr>

Or dial: (US) +1 574-404-7681 PIN: 728 579 303#

Thursdays (Sec 91):

SP 712 (Section 91) - Synchronous Session

5:30-9:30PM HST

Video call link: <https://meet.google.com/xkn-txeu-wig>

Or dial: (US) +1 218-288-2446 PIN: 756 389 574#

Communication

Please contact me by email with any questions or concerns. I will typically respond within 24 hours; however, weekends and holidays may take longer.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: (808) 739-4652

If you have questions regarding the Education Specialist in School Psychology, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course provides training in assessment and intervention approaches for addressing students' social-emotional, behavioral, and mental health needs. Methods of social-emotional assessment, rating scales, behavioral analysis, and response to intervention will be covered. The development of evidence-based individual and group interventions to enhance mental health and behavior will be emphasized.

Note: It is imperative that students keep all syllabi from all courses taken while in the EdS program to facilitate the application process for licensing, certification, doctorate school application, etc.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this accelerated course, students will spend an average of 13.5 hours per week engaged in this course. This includes 30-40 hours of live synchronous sessions (3-4 hours per week), 10 hours writing and responding to discussion posts, 15 hours researching and writing reflection papers, 20 hours working on individual case study projects, 20 hours working on the team project and presentation, 5 hours studying for your final exam, 2 hours to complete your final exam, and approximately 35+ hours of additional class engagement (e.g., assigned readings and videos).

Required Materials

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullota, T. P. (Eds.). (2015). *Handbook of social and emotional learning: Research and practice*. The Guilford Press.

Gresham, F. M. (2018). *Effective interventions for social-emotional learning*. The Guilford Press.

Recommended Materials/Resources

Brock, S. E. & Jimerson, S. R. (2012). *Best practices in school crisis and prevention* (2nd ed.). National Association of School Psychologists.

Durlak, J. A., Domitrovich, C. E., Mahoney, J. L. (Eds.). (2024). *Handbook of social and emotional learning* (2nd ed.). The Guilford Press.

Perry, B. D. & Szalavitz, M. (2017). *The boy who was raised as a dog and other stories from a*

child psychiatrist's notebook. Basic Books.

Plotts, C. A. & Lasser, J. (2020). *School psychologist as counselor: A practitioner's guide* (2nd ed.). NASP Publications.

Sklare, G. B. (2004). *Brief counseling that works: A solution-focused approach for school counselors and administrators*. Corwin Press.

Collaborative for Academic, Social, & Emotional Learning: <https://casel.org/>

US Department of Education What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Education Specialist in School Psychology, students will be able to:

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)
3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

Course Learning Outcomes (CLOs)

Upon completion of SP 712, School Psychology students will be able to:

1. Administer social-emotional and behavioral assessment instruments and utilize data to identify student needs. (NASP 4)
2. Use assessment results to select, develop, and implement evidence-based interventions supporting students' mental health and behavior. (NASP 4)

3. Incorporate prevention approaches and tiered systems of school-wide social-emotional learning (SEL) and positive behavior support. (NASP 4 & 5)
4. Develop skills in individual and group counseling, social skills instruction, and crisis intervention. (NASP 4 & 6)
5. Collaborate with families, teachers, and school staff to promote a positive school climate and coordinate social-emotional learning supports. (NASP 4 & 6)

National Association of School Psychologists (NASP)

The NASP Domains of Practice help inform the range of knowledge and skills that school psychologists can provide. The NASP Practice Model outlines how services are integrated to best meet the needs of students, families, and the school community.

<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Relationship of Course with Marianist Educational Values

All five of the Marianist Educational Values are represented to varying degrees in this required course, but two of them, including “Educate for adaptation to change” as well as “Provide an excellent education” are particularly relevant. In these days of assessment of learning outcomes there is little room for subjective evaluation of excellence or change. Our accreditation bodies and education shareholders demand measurable evidence of these outcomes. Whether we intend to show increased self-efficacy from nursing education, increased achievement in mathematics, or enhanced strength from weight training, all involve the basic principles of measurement and techniques for evaluating change. This course teaches the basic principles of classical measurement theory, as well as the methods of evaluating psychometric scales by demonstrating reliability and validity. Without measurement, we cannot speak definitively about excellence or change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLOs	1	1, 2, 5	1, 2	2, 5	3
Marianist Values	2	2, 5	2, 5	2, 5	2
Native Hawaiian Values	2	2, 5	2, 5	2, 5	2

Course Approach

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Google Meet. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.

- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio. Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Prerequisites

Students need to be familiar with the Canvas Learning Management System to be successful in this course. Students are encouraged to review the [Canvas Student Guides](#) to ensure they are comfortable with the technology tools used in this course. For Canvas support during business hours, students can contact Chaminade Client Services by email at cstechsupport@chaminade.edu or by phone at (808) 735-4855. Students can also access 24/7 technical support directly from Canvas through [live chat with Canvas Support for students](#) or by calling the Canvas Support Hotline for students at (833) 209-6111.

Course Activities

Discussions (5 points each, 15 points total)

Students will engage in an online forum to critically discuss topics that apply to social-emotional learning in the schools. There will be three discussion posts total. In addition to creating an initial post based on the discussion topic, students will also respond to two of their peers' posts. Initial discussion posts should be posted by Thursday 11:59PM HST and responses to peers must be completed by the Sunday 11:59PM HST.

Reflections (15 points each, 30 points total)

Through these reflection assignments, students will critically engage with course concepts and connect them to their own experiences and future practice. Reflection papers will be a minimum of three pages in length, double spaced, 12pt Times New Roman or Arial font. During **Week 2**, students will complete a CASEL Personal Assessment and Reflection to identify and gain insight on strengths and areas of improvement in the five Social Emotional Learning competency areas. In **Week 9**, students will write a reflection paper on the importance of collaborating with families to promote SEL success in the school setting.

Individual Case Study Projects (25 points each, 50 points total)

- 1) Demonstration of appropriate use of behavior/social-emotional standardized assessments - **BRIEF 2 Case Study**
 - a) Students will administer the BRIEF 2 ratings scales for a child or adolescent who demonstrates executive functioning difficulties (real or hypothetical)
 - b) After administering the BRIEF 2, score, and interpret the results
 - c) Case study report must include the following:
 - i) Presenting concern/referral question
 - ii) Background information (strengths, educational history, health/medical/developmental information, interventions and accommodations implemented, etc)
 - iii) Interpretation of results, including a table of score
 - iv) Significant findings/instructional implications
 - v) Proper writing mechanics of report writing
- 2) Demonstration of appropriate use of behavior/social-emotional standardized assessments - **MASC 2 Case Study**
 - a) Students will administer the and MASC 2 rating scales for a child or adolescent who demonstrates anxious behaviors (real or hypothetical)
 - b) After administering the MASC 2, score, and interpret the results
 - c) Case study report must include the following:

- i) Presenting concern/referral question
- ii) Background information (strengths, educational history, health/medical/developmental information, interventions and accommodations implemented, etc)
- iii) Interpretation of results, including a table of score
- iv) Significant findings/instructional implications
- v) Proper writing mechanics of report writing

Team Project & Presentation (40 points + 10 points for Peer Evaluation)

Students will work in teams of 3-4 people and create a school district.

Scenario: *You are a team of school psychologists who are responsible for the research and implementation of evidence-based Tier 1, 2, and 3 SEL programs/interventions for your school district.*

- Teams will choose schoolwide expectations to guide target SEL skills, designate school staff roles for the MTSS team, research and choose programs and/or interventions to be implemented at all three tiers of MTSS from grades PreK through 12, and provide information on the referral process for referring students who are struggling with social-emotional health to the evaluation team.
- Teams will present their plan to the class and provide the instructor and classmates with a handout with the program and intervention information.
- Teams are also responsible for submitting one written report of their plan to the instructor and completing the Peer Work Group Evaluation Form to evaluate their team members.

Final Project & Presentation (45 points)

SEL Case Study & Presentation: This final case study will consist of the BRIEF 2 and MASC 2 case studies completed earlier in the course. In addition to the information students provided in each case study (presenting concern/referral question, background information, interpretation of results and tables of scores, and significant findings), the final case study report must also include the following:

- Observations of the child (should be in different settings/classes, preferably in a class that student struggles in and in another that the student does well in)
- Interviews with parents, teachers, and student
- Summary
- Recommendations for interventions, strategies, accommodations, next steps, etc. (provided at the end of the report after the summary)
- Proper writing mechanics of report writing

- Students will present their case studies to the class as though they are a school psychologist reviewing the evaluation results with the parents and staff of the student.

Final Exam (30 points)

During **Week 10**, students will take a comprehensive final exam that covers all of the course materials. It will consist of multiple choice, multiple answers, matching, true/false, and short answer questions which covers material from the textbook readings as well as the live lecture discussions. Students will be able to utilize class materials (textbooks and notes) during the exam. Students will have 2 hours to complete the final exam.

Alignment of Assessment and Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Discussions				X	X
Reflections				X	X
BRIEF 2 Case Study	X	X		X	X
MASC2 Case Study	X	X			X
Final SEL Case Study	X	X		X	X
Team Project		X	X	X	X

Course Policies

Student Interaction Expectations

Students are expected to conduct themselves in a manner appropriate to professional standards in counseling, i.e., treat each other with respect and courtesy. Group assignments should be delegated to respective group members so that equivalent effort is a likely outcome. Group conveners will be responsible for ensuring that standard is met.

Attendance (100 points)

Students are expected to regularly attend all courses for which they are registered and will be graded on their attendance. Students should notify their instructor via email when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Students are expected to actively participate in course room discussions. Students should notify their instructor when illness or circumstances prevent them from actively participating in class for periods longer than one week.

Unexcused absences equivalent to more than two days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

The course syllabus indicates the number of credit hours for which the course is offered, along with a breakdown of how those credit hours will be allocated throughout the semester or term. Information includes the number of hours of direct faculty instruction, the number of hours of outside preparation expected of students, and any additional expectations for student engagement, such as online discussions or group projects necessary to earn the credit hours. The actual number of hours an individual student will take to complete the work will vary based on a variety of factors, including academic preparedness and prior knowledge.

This is a three-credit hour accelerated course requiring 135 clock hours of student engagement over a 10-week period, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend an average of 13.5 hours per week engaged in this course. This includes 30-40 hours of live synchronous sessions (3-4 hours per week), 5 hours writing discussion posts, 3 hours responding to peers' discussion posts, 15 hours researching and writing reflection papers, 20 hours working on individual case study projects, 20 hours working on the team project and presentation, 5 hours studying for your final exam, 2 hours to complete your final exam, and approximately 35+ hours of additional class engagement (e.g., assigned readings and videos).

Faculty-Student Grading/Feedback Expectations

Assuming on-time submission of assignments, the instructor will make every reasonable effort to return graded assignments within one week of submission. Communications via email will be generally responded to on the same day but no later than 2 days after receipt.

Grading Policy/Late Work

It is assumed that students will allocate their time so that all assignments and quizzes will be submitted by the deadline. Make-up quizzes will only be considered if extraordinary circumstances occur that might reasonably prevent a student from meeting the 48-hr window of time available for quiz completion (Fri-Sat each week). Assignments should be submitted by the respective deadlines with the understanding that one point (1 pt) will be deducted for each day that the assignment is late.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

Grading Scale (Based on 320 Points)

Final grades are submitted to [Self-Service](#):

- A = 90% and above (288-320 points)
- B = 80-89% (256-287 points)
- C = 70-79% (224-255 points)
- D = 60-69% (192-223 points)
- F = 59% and below (Below 192 points)

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:
<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Technical Assistance

Chaminade Client Services (during business hours)

Email: cstechsupport@chaminade.edu

Phone: (808) 735-4855

Canvas Support (24/7 support)

[Live chat with Canvas Support for Students](#)

Phone: (833) 209-6111

Support for Distance Education Students

[Chaminade University of Honolulu Resources for Distance Education Students](#)

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Tentative Course Schedule (Subject to Change)

Date	Class Activity	Readings Due	Assignments Due
Week 1: 1/6-1/10	Introduction to Social-Emotional Assessment	Durlak et al. (Ch. 1-3, 5-7)	Discussion: Student Introduction
Week 2: 1/13-1/17	Social-Emotional & Behavioral Assessment Instruments	Durlak et al. (Ch. 19 & 23) BRIEF 2 Fast Guide & Professional Manual	Reflection: CASEL Personal Assessment
Week 3: 1/21-1/24	Data Utilization for Identifying Student Needs	MASC 2 Administration Manual	Discussion: Backlash Against SEL
Week 4: 1/27-1/31	Tier 1 - Prevention Approaches in School Settings	Durlak et al. (Ch. 4, 9-12) Gresham (Ch. 4)	
Week 5: 2/3-2/7	Tier 2 - Targeted SEL Strategies	Gresham (Ch. 5)	Case Study: BRIEF 2
Week 6: 2/10-2/14	Tier 3 - Intensive SEL Strategies	Gresham (Ch. 6)	Case Study: MASC 2
Week 7: 2/18-2/21	Team Presentations		Team Projects & Presentations with Peer Work Group Evaluation Form
Week 8: 2/24-2/28	Crisis Intervention Strategies		Discussion: Student Suicide & School Liability
Week 9: 3/3-3/7	Collaborating with School Communities	Durlak et al. (Ch 16) CASEL, EPC, & NSCC resource pages (in Canvas Modules)	Reflection: Collaboration with Families to Promote SEL Success
Week 10: 3/10-3/14	Course Review		SEL Case Study & Presentations Final Exam