

## Kristen Friedrich Schaffner

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### EDUCATION

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Ph.D. 2013	Duquesne University – Pittsburgh, PA School Psychology American Psychological Association Accreditation National Association of School Psychologists Approved
Master's of Education 2009	Duquesne University – Pittsburgh, PA Child Psychology
Bachelor's of Arts 2008	Duquesne University Honors College – Pittsburgh, PA Psychology and Spanish

### LICENSURES/CERTIFICATIONS

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Certified Level II (Regional) Trainer by Parent-Child Interaction Therapy International  
Commonwealth of Pennsylvania Psychology License (PS017620)  
Educational Specialist I School Psychologist K-12 Certified (PPID :5327052)  
Nationally Certified School Psychologist (Certification Number: 43391)

### FUNDING

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Funding Source	Principle Investigator/Trainer(s)	Year
Centers for Disease Control & Association of University Centers on Disabilities, <i>ADHD Evidence-Based Parent Behavior Therapy Program Evaluation</i>	Amy Herschell, PhD, Cheryl B. McNeil, PhD, Susannah Poe, PhD	2015-2017
Community Care Behavioral Health PCIT Clinician Training	Amy Herschell, Ph.D., Ashley Tempel Scudder, Ph.D., Kristen Schaffner, Ph.D., Sarah Taber-Thomas, Ph.D.	2014-2015
Western Psychiatric Institute & Clinic, UPMC, Matilda Theiss Therapeutic Preschool, PCIT Clinician Training & Within-Agency Trainer Training	Ashley Tempel, Ph.D. Amy Herschell, Ph.D., Kristen Schaffner, Ph.D.	2013-2014
University of Pittsburgh Office of Child Development Early Childhood Mental Health Consultation Program /Pennsylvania Early Learning Keys to Quality, Teacher-Child Interaction	Kristen Schaffner, PhD	2013-2014

Training for Early Childhood Mental Health Consultants NIMH, RO1 MH095750, <i>A Statewide Trial to Compare Three Training Models for Implementing an EBT</i>	Amy Herschell, Ph.D.	2012-2016
SAMSHA National Child Traumatic Stress Initiative Category III Community Treatment and Services Center	Kimberly Blair, Ph.D.	2012-2016

## CLINICAL EXPERIENCES

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January 2017 – present

### **The Early Childhood Innovations Center, LLC** Psychologist, Trainer

- Responsible for oversight of training and implementation across projects as well as participation in direct training & consultation and collaboration with community partners
- Monitor maintenance of clinical and program evaluation files
- Partner with community partners to establish procedures for program evaluation and consider local requirements for data collection
- Develop public relations and community liaison activities
- Conduct informational meetings for professionals and families
- Conduct direct training and consultation, including development of training materials, in person training, phone consultation, and video session review.
- Participate in monthly coordination and planning with Affiliate Trainers and Local Trainers
- Participate in and regularly lead regional meetings for advanced training topics (for example, cultural awareness, engagement, trauma)
- Provide supervision and consultation to local and affiliate trainers, as well as parent advocates/marketing specialists

March 2016 – Present

### **Independent Education Evaluator**

- Conduct independent education evaluations for various school districts
- Collaborate with families and multidisciplinary teams to determine appropriate supports and services for children

December 2016 – December 2017

### **West Virginia University** Project Coordinator

- Coordinated and provided oversight to implementation of a federally-funded evaluation project
- Provided supervision and promote collaboration among team members
- Contacted participants and coordinate recruitment of community partners
- Provided oversight of general project evaluation methodologies

February 2014 – December 2017

**Western Psychiatric Institute & Clinic  
University of Pittsburgh School of Medicine**

Research Project Clinician

- Collaborated and worked with, Principal Investigator, Project Coordinator, PCIT Team and others at Western Psychiatric Institute & Clinic to master training strategies and methods
- Conducted research-designed training for community-based clinicians across Pennsylvania in Parent-Child Interaction Therapy using agreed upon protocols for three study conditions
- Conducted on-site trainings in clinical settings throughout PA and phone or web-based consultation
- Reviewed clinical trainee sessions through videotapes, live observation, or online/telemedicine system to monitor skill development and providing feedback, consultation, and support
- Participated in supervision and team meetings to refine training methods and maintain high fidelity of training conditions; actively participate in regular therapist consultation sessions for each training condition.
- Maintained accurate and complete records of protocol activities for all participants.
- Monitored and ensured that participant assessments are completed within the appropriate timeframes.
- Monitored treatment fidelity and coding reliability, including organizing and leading the monthly reliability meetings for treatment fidelity ensuring that reliability requirements are being met.
- Collaborated with diverse stakeholder groups (e.g., behavioral health, schools, child welfare, family members) and attend relevant stakeholder meetings.
- Assisted with completion of research and evaluation related tasks.

August 2013 – June 2017

**Laughlin Children's Center**  
Psychologist

- Conducted individual and family therapy with clients, including evidence-based treatment Parent-Child Interaction Therapy
- Administered and interpreted psychological, educational, and behavioral assessments for school-aged children to complete comprehensive psycho-educational assessments
- Consulted with parents, caregivers, and additional support staff

March 2011 – June 2014

**Matilda Theiss Child Development Center  
Western Psychiatric Institute and Clinic, UPMC  
Psych Specialty Counselor**

- Conducted Parent-Child Interaction Therapy with families as well as adaptation with teachers
- Provided supervision to classroom staff, practicum students, and therapists conducting Parent-Child Interaction Therapy
- Assisted with writing, submission process, and implementation of programming awarded by a cooperative agreement through the Substance Abuse and Mental Health Service Administration (SAMHSA) National Child Traumatic Stress Initiative Category III Community Treatment and Services Center
- Assisted in administering and interpreting psychological, educational, and behavioral assessments for preschool aged children
- Assisted with Best Practice and Psychiatric evaluations under the supervision of a licensed psychologist
- Consulted with and provide behavioral support to classroom staff within the therapeutic milieu
- Conducted individual play therapy sessions with referred children ages 3 through 5
- Assisted in conducting program evaluation and quality assurance projects
- Consulted with parents, caregivers, and additional support staff
- Provided educational and professional development training to various community and academic organizations, including University of Pittsburgh Psychiatry Residents

Fall 2010  
Practicum

**South Fayette School District  
Doctoral Practicum**

- Assisted in completing psycho-educational evaluations for students referred for academic and behavior concerns

- Presented interpretations, recommendations, and conclusions about special education placement in evaluation reports

#### **4 Kids Early Learning Center**

##### Doctoral Practicum

- Conducted individual play therapy with children age 3 to 5 for various emotional, social, and behavior challenges
- Consulted with teachers and parents regarding behavior management and intervention strategies
- Designed and implemented individual and classwide behavioral interventions

Spring 2010  
Practicum

#### **South Fayette School District**

##### *Integrated Practicum*

- Assisted in completing psycho-educational evaluations for students referred for academic and behavior concerns
- Presented interpretations, recommendations, and conclusions about special education placement in evaluation reports
- Worked as a collaborative team member on the Instructional Support Team to collect data, recommend intervention strategies, and progress monitor

Fall 2009  
Practicum

#### **South Fayette School District**

##### *Psychotherapy with Children and Adolescents*

- Provided psychotherapy for referred students
- Engaged in two ongoing individual counseling cases and one ongoing counseling group

##### *Consultation and Program Evaluation in Special Education*

- Collected data through interviews, observation, and record review in order to develop an intervention plan for a referred student
- Conducted a consultative meeting with teachers to provide intervention strategies, including intervention implementation and evaluation

Spring 2009  
Field Experience

#### **The Academy Charter School**

##### *Behavioral Interventions*

- Conducted a Functional Behavioral Assessment (FBA) for a referred student
- Developed a behavioral intervention plan and recommendations for teachers based on the results

Fall 2008

#### **Fort Pitt Accelerated Learning Academy**

Field Experience

*Role and Function of a School Psychologist*

- Worked with students and a teacher in a 2<sup>nd</sup> grade Reading Support classroom
- Observed a pre-referral meeting as well as a learning support classroom

Spring 2008  
Undergraduate Practicum

**St. Raphael's Elementary School**

*Spanish Internship*

- Taught Spanish to students in grades kindergarten through eighth, ages 5 to 14
- Executed a variety of age-appropriate lessons which included worksheets, visuals, songs and vocabulary to increase knowledge of the Spanish language and Hispanic culture

Spring 2007  
Undergraduate Practicum

**Arsenal Family and Children's Center**

*Applied Psychology Practicum*

- Executed classroom activities – such as reading, leading music, helping children perform daily tasks
- Performed case study on development of one focus child as well as observations of various preschool children, ages 3-5
- Wrote up findings integrating my experience and academic research

**RELATED EXPERIENCES**

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January 2009 – May 2011

**Lead Preschool Teacher**

*Baldwin Community United Methodist Church  
Preschool*

- Planned and executed developmentally appropriate lesson plans
- Facilitated and encouraged further growth and progression of motor skills, problem solving abilities, as well as social and emotional development
- Developed and implemented behavioral interventions
- Conducted staff in-service trainings
- Collaborated with parents, caregivers, and additional support personnel

March 2010 – May 2011

**Day-to-Day Substitute**

*Early Behavioral Intensive Intervention Classroom*

- Substituted for absent teachers and mental health professionals in classroom.
- Provided services for preschool-age children with autism in the significant range

- Performed duties and responsibilities including curricular activities, behavior interventions, and helping children develop adaptive behavior skills.

Summer 2002 - Summer 2007

**Preschool Camp Counselor**

*Beth-El Nursery School*

- Organized and executed developmentally appropriate activities for a group of preschool aged children
- Reviewed and adhered to the recommendations set forth in Individualized Education Plans while working in conjunction with children's Therapeutic Support Staff
- Promoted children's further growth and development

**TEACHING EXPERIENCE**

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2012 – Present

Adjunct Faculty

- Engage in syllabus construction and course design, including identification of learning objectives
- Teach and develop identified curriculum
- Develop and assess learning outcomes and student performance while maintaining grade records
- Utilize a variety of instructional methods to create an effective learning environment to meet the needs of all students

**Duquesne University**

- Undergraduate courses
  - *Exploring Inclusive Teaching Supports* (School of Education)
  - *Honors Inquiry II* (University Honors College)

**California University of Pennsylvania**

- Graduate course
  - *Advanced Tests and Measurements* (School Psychology)

**PEER REVIEWED ARTICLES**

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1. McCallum, E., Schmitt, A. J., Evans, S. N., **Schaffner, K. F.**, & Long, K. H. (2013). An application of the taped spelling intervention to improve spelling skills. *Journal of Evidence-Based Practices for Schools, 14*, 51-80.
2. McGoey, K. E., Rispoli, K. M., Venesky, L. G., **Schaffner, K. F.**, McGurk, L., & Marshall, S. (2014). A preliminary investigation into teacher perceptions of the barriers to behavior intervention implementation. *Journal of Applied School Psychology, 20*, 375-390.
3. McGoey, K.E., Schreiber, J., Venesky L., Westwood, W., McGuirk L., & **Schaffner, K.** (2014). Factor structure of attention deficit hyperactivity disorder symptoms for children age 3 to 5 years. *Journal of Psychoeducational Assessment, 1-9*. doi: 10.1177/0734282914 554255

4. Herschell, A.D., Kolko, D.J., Mrozowski, S., Iyengar, S., Chaffin, M., Scudder, A. T., Taber-Thomas, S. M., **Schaffner, K. F.**, & Hiegel, S. A. (2015). Protocol for a statewide trial to compare three training models for implementing an evidence-based treatment. *Implementation Science*, *10*. doi: 10.1186/s13012-015-0324-z.
5. **Schaffner, K. F.**, McGoey, K. E., & Venesky, L. (2016). Teacher-Child Interaction Training with an Urban Clinical Preschool Population. *School Psychology Forum: Research in Practice*, *10*, 1-14.
6. Herschell, A.D., Scudder, A. B., **Schaffner, K.F.**, & Slagel, L. A. (2016). Feasibility and effectiveness of parent-child interaction therapy with victims of domestic violence: A pilot study. *Journal of Child and Family Studies*, *26*. doi: doi:10.1007/s10826-016-0546-y.
7. Scudder, A. T., Taber-Thomas, S., Herschell, A. D., **Schaffner, K.**, Pemberton, J., & Hunter, L. A (2017). Mixed-Methods Study of System- Level Sustainability of Evidence-Based Practices in 12 Large-Scale Implementation Initiatives. *Health Research Policy and Systems*. *15*:102 doi: 10.1186/s12961-017-0230-8.
8. Jackson, C. B., Herschell, A. D., Schaffner, K. F., Turiano, N. A., & McNeil, C. B. (2017). Training community-based clinicians in parent-child interaction therapy: The interaction between expert consultation and caseload. *Professional Psychology: Research and Practice*, *48*(6), 481-489.
9. Brabson, L., Herschell, A. D., Snider, M. D., Jackson, C.B., **Schaffner, K. F.**, Scudder, A. T., Kolko, D. J., & Mrozowski, S. J. (2018). *Telephone tag or training replication: Understanding the cascading model during community implementation of parent-child interaction therapy*. Manuscript in preparation.

#### BOOKS & BOOK CHAPTERS

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1. Wallace, N. M., McNeil, C. B., **Schaffner, K. F.**, & Herschell, A. D. (2016). *Intensive Family Coaching: An Early Childhood Wellness Initiative – Therapist Manual*. Unpublished manuscript, West Virginia University.
2. Wallace, N. M., McNeil, C. B., **Schaffner, K. F.**, & Herschell, A. D. (2016). *Intensive Family Coaching: An Early Childhood Wellness Initiative – Caregiver Handbook*. Unpublished manuscript, West Virginia University.
3. Herschell, A. D., **Schaffner, K. F.**, Taber-Thomas, S., & Scudder, A. B. (2018). Getting Parent-Child Interaction Therapy to Scale. In L. N. Niec (Ed.) *Handbook of Parent-Child Interaction Therapy: Innovations and Applications for Research and Practice*. Springer: Cham, Switzerland.

#### SELECTED PRESENTATIONS

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1. McCallum, E., Hoffman, S., **Friedrich, K.**, Long, K. (2011, February). *The taped-spelling intervention: Improving spelling using taped-problems procedures*. Participant information exchange (PIE) session presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
2. McGoey, K. E., Rezzetano, K., DeBor, L., & **Friedrich, K.** (2011, August). *Translating research into evidence-based practices: Reducing the barriers to intervention implementation*. Symposium session presented at the annual meeting of the American Psychological Association, Washington, D.C.
3. McGuirk, L., **Friedrich, K.**, DeBor, L., McGoey, K., & Schreiber, J. (2011, August). *Factor structure of ADHD symptoms for preschoolers with parent ratings*. Poster session presented at the annual meeting of the American Psychological Association, Washington, D.C.



4. **Friedrich, K.,** & McGuirk, L. (2010). Parental mental illness: Impacts on child development and intervention strategies. *School psychology: From science to practice*, 2. Retrieved from: <http://www.mediafire.com/?1k9svn1ms7564>.
5. Blair, K. A., **Schaffner, K. F.,** & Venesky, L. (2012, February). *Exploring service delivery and functioning within a therapeutic preschool*. A poster session presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
6. DeBor Venesky, L., Hagar, A. G., Menzies, R., **Schaffner, K. F.,** McGoey, K., McGuirk, L., Perry, R., Bantum, K., & Serdy, P. (2012, February). *Preventing bullying in preschool: The building foundations for friendship curriculum*. A paper session presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
7. **Schaffner, K. F.,** McGoey, K., Bantum, K. N., & Menzies, R. (2012, February). *Teacher-child interaction therapy: Implications for school psychologist*. A paper session presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
8. **Schaffner, K. F.,** Bantum, K.N, Venesky, L. G., & McGoey, K. E. (2012, August). *Teacher-Child Interaction Therapy: Efficacy with a Clinical Preschool Population*. Poster session at the annual meeting of the American Psychological Association, Orlando, FL.
9. Venesky, L. G., Bantum, K. N., **Schaffner, K. F.,** & McGoey, K. E. (2012, August). *An exploration of the development of empathy in a clinical sample of preschoolers in relation to child and family factors*. Poster session to be presented at the annual meeting of the American Psychological Association, Orlando, FL.
10. Venesky, L. G., **Schaffner, K. F.,** & Blair, K. A. (2012, August). *The relationship between parental involvement, parent-child relationship, and clinical symptoms in a preschool population*. Poster session to be presented at the annual meeting of the American Psychological Association, Orlando, FL.
11. Jandrasits, D., **Schaffner, K. F.,** & Pentz, T. (2012, October). *Child Adult Relationship Enhancement (CARE)*. Breakout session at the 4<sup>th</sup> Annual Pennsylvania Infant Mental Health Conference, Pittsburgh, PA.
12. **Schaffner, K. F.,** Jandrasits, D., Blair, K., & Venesky, L. (2012, October). *Bricks and Mortar: Paving a Smooth Path in Promoting Early Relationships with Children across Systems of Service Delivery*. Breakout session at the 4<sup>th</sup> Annual Pennsylvania Infant Mental Health Conference, Pittsburgh, PA.
13. **Schaffner, K.F.,** Venesky, L. G., Jandrasits, D., & Blair, K. A. (2013, September). *Making the grade: Teacher-child interaction therapy with a clinical preschool population*. An oral presentation at the 2013 Biennial Parent-Child Interaction Therapy Convention, Boston, MA.
14. **Schaffner, K.F.,** Venesky, L.G., Jandrasits, D., & Blair, K.A., (2013, October). *Making up a mind: The impact of traumatic stress on early brain development*. Breakout session at the 5<sup>th</sup> Annual Pennsylvania Infant Mental Health Conference, Philadelphia, PA.
15. Hunter, L., Pemberton, J., **Schaffner, K. F.,** Taber-Thomas, S., Scudder, A., & Bumbarger, B. (2015, September). *A Review of Sustainability and Large-Scale Implementation of Evidence-Based Treatments*. Symposium at the 2015 PCIT International Convention, Pittsburgh, PA.
16. **Schaffner, K. F.,** Bard, E., Scudder, A., Taber-Thomas, S., Wagner, S., & Wilsie, C. (2015, September). *Bullseye! Targeting CDI Coaching Goals*. Mini-skills workshop at the 2015 PCIT International Convention, Pittsburgh, PA.
17. **Schaffner, K. F.,** Campbell, S., Dickman, C., Erbelinger, S., North Cook, A., Swartz, C., & Serico, J. (2015, September). *PCIT & Trauma in Real-World Settings*. Think tank at the 2015 PCIT International Convention, Pittsburgh, PA.

18. Jackson, C., Herschell, A.D., **Schaffner, K.**, Turiano, N.A., & McNeil, C.B. (2017, September). Expert consultation and caseload: Training mechanisms to facilitate clinician skill and implementation. Poster to be presented at the 4th Biennial Society for Implementation Research Collaboration Conference, Seattle, WA.
19. **Schaffner, K. F.**, Jackson, C., Herschell, A.D., Turiano, N. A., & McNeil, C. B. (2017, September). Training community-based clinicians in PCIT: The interaction between expert consultation and caseload. Presentation at the PCIT International Convention, Traverse City, MI.
20. Scudder, A., Herschell, A. D., **Schaffner, K. F.**, Taber-Thomas, S. (2017, September). Ready or not, here we come: Supporting the integration of PCIT into community practice. Symposium presented at the PCIT International Convention, Traverse City, MI.
21. Taber-Thomas, S., Herschell, A. D., Scudder, A., & **Schaffner, K. F.** (2017, September). Facilitators of early implementation of PCIT within 50 community agencies: Examination of system and organizational factors. Presentation at the PCIT International Convention, Traverse City, MI.
22. Jackson, C.B., Herschell, A.D., **Schaffner, K.F.**, Kolko, D.J., Mrozowski, S., Iyengar, S., Turiano, N.A., McNeil, C.B. (2018, May). Facilitating clinician skill in parent-child interaction therapy through consultation and caseload. Poster to be presented at the 20<sup>th</sup> Children's Interagency Conference, State College, PA.
23. Herschell, A. D., & **Schaffner, K. F.**, Scudder, A. B., Mrozowski, S. & others (2018, May). PCIT Across Pennsylvania. 90-minute presentation to be presented at the 20<sup>th</sup> Children's Interagency Conference, State College, PA.
24. Herschell, A. D., Kolko, D. J., Scudder, A. B., Taber-Thomas, S., **Schaffner, K. F.**, Hiegel, S. A., Hart, J. A., Mrozowski, S. J., Iyengar, S., & Chaffin, M. (2018, June). PCIT Across PA: Family Outcomes from a randomized trial of implementation methods. Paper to be presented at the 2018 PCIT World Congress. Schwinfurt, Germany.
25. Herschell, A. D., Shaffer, S., McNeil, C. B., Hutchinson, S., **Schaffner, K. F.**, Maise, A., Wallace, N. M., & Johnson, V. (2018, June). Initial findings from the Early Childhood Wellness Initiative: Implementing Intensive Family Coaching. Paper to be presented at the 2018 PCIT World Congress. Schwinfurt, Germany.

#### INVITED PRESENTATIONS AND WORKSHOPS

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1. Schmitt, A. J., Mautino, R., **Friedrich, K.** (2011, March). *A teacher's guide to early literacy assessment and evidence-based intervention*. Break-out session presented at Creating Success through Literacy Spring Symposium, Pittsburgh, PA.
2. **Schaffner, K. F.** (2012-2013, Fall/Spring Semester). *Parent-Child Interaction Therapy: Theoretical Foundations and Clinical Applications*. Presentation to Department of Psychiatry Medical Child Fellows, University of Pittsburgh, Pittsburgh, PA.
3. Blair, K. A., & **Schaffner, K. F.** (2013, April). *Providing Support through the Pain: Relationship-Based Approaches for Treating Early Childhood Trauma*. Clinical Grand Rounds Presentation at the Western Psychiatric Institute and Clinic of UPMC, Pittsburgh, PA.
4. **Schaffner, K. F.** (2013, December). *Parent-Child Interaction Therapy: PCIT & the Child Welfare System*. Presentation at the Children Youth and Families Office, Pittsburgh, PA.
5. **Schaffner, K. F.**, & Venesky, L. (2013, December). *Reactive Attachment Disorder and Disinhibited Social Engagement Disorder*. Presentation to Department of Psychiatry Child Fellows, University of Pittsburgh, Pittsburgh, PA.

6. **Schaffner, K. F.** (2014, March). *Parent-Child Interaction Therapy and Teacher-Child Interaction Training*. Presenter for Clinical Management and Treatment of Selected Childhood/Adolescent Disorders through the Office of Education and Regional Programming of Western Psychiatric Institute and Clinic of UPMC, Pittsburgh, PA.
7. **Schaffner, K. F.** (2014, March). *Teacher-Child Interaction Training as an Early Childhood Mental Health Consultation Tool*. Presentation at the Southwest Regional Key Leadership Council Meeting, Pittsburgh, PA.
8. Herschell, A., Hiegel, S., & **Schaffner, K. F.** (2016, April). *Parent-Child Interaction Therapy (PCIT) Across PA: Building Clinical Capacity, Infrastructure, & Sustainability*. Presentation at Community Care Recovery Conference: Utilizing Partnerships to Support Recovery and Wellness, Pittsburgh, PA.
9. **Schaffner, K. F.** & Scudder, A. (2016, April). *Early Childhood Behavioral Difficulties Presenting in Pediatric Care Settings: An Introduction to Available Evidence-Based Services*. Workshop for National Association of Pediatric Nurse Practitioners, Pittsburgh, PA.
10. **Schaffner, K. F.**, Scudder, A. T., Hiegel, S. A., & Herschell, A. D. (2017, April). *To Parent-Child Interaction Therapy and Beyond! Technology and Innovation to Support Young Children and Families*. Presentation at Community Care Recovery Conference: Utilizing Partnerships to Support Recovery and Wellness, Pittsburgh, PA.
11. **Schaffner, K. F.** (2019, February). *Caring for Self, Caring for Others*. Presentation for Washington Health System Family Medicine Residency Program.

#### EDITORIAL EXPERIENCE

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*Administration and Policy in Mental Health and Mental Health Services Research*

Co-reviewed with Amy D. Herschell, PhD

#### HONORS & AWARDS

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2<sup>nd</sup> Place in Quality Award at the 2013 UPMC Presbyterian Shadyside Quality & Safety Fair for "Teacher-Child Interaction Therapy: Improving Clinical Interactions & Child Behavior at the Matilda Theiss Therapeutic Preschool Program"

#### REFERENCES

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Available upon request.