

Lewis and Clark College-Fall Semester 2011
CPSY 573
INTRODUCTION to SCHOOL BASED CONSULTATION



Instructor: Cynthia Velasquez Bogert - School Psychologist

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Meeting Place and Time: Rogers Hall 105 /Monday 5:30- 8:45 p.m.

Texts:

Crothers, Laura M., Hughes, Tammy L. , & Morine, Karen A. (2008) *Theory and Cases in School-Based Consultation-* Routledge. New York, New York

Thomas, Alex & Grimes, Jeff (2008) *Best Practices in School Psychology V NASP Publications.* Bethesda, Maryland

Sattler, Jerome M. & Hoge, Robert D. (2006) *Assessment of Children- Behavioral, Social, and Clinical Foundations-5th edition*
Jerome M. Sattler, Publisher, Inc. San Diego, California

Catalogue Description:

Theory and practice of consultation is fundamental to the delivery of mental health services in schools. The course will include models of behavioral and instructional consultation in schools and with families. In school observations facilitate student's understanding of consultation in schools. Emphasis will be on identifying ways to work collaboratively in teams, assess and intervene in problematic behavioral and instructional situations. Issues of cultural/ linguistic and socioeconomic diversity will also be interwoven throughout the course.

Course Objectives:

The purpose of this course is to explore, understand, and learn the methods of consultation, which enable the individual to become conduits of information and resource within the school community. Models of consultation will be examined and applied to everyday situations. According to the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology are based on domains that must be addressed in the course context and structure as follows:

- 1.) Develop** individualistic consultation skills in relation to presented models and community needs (Domain 2.2 Consultation and Collaboration).
- 2.) Gain** an understanding of the impact of culture and language (Domain 2.5 Student Diversity in Development and Learning).
- 3.) Learn** professionalism, communication and interpersonal skills that are relevant in the development of a strong consultation foundation and the strengthening of school community relationships with a heavy emphasis on collaboration, intervention and crisis planning. (Domain 2.7 Prevention, Crisis Intervention, and Mental Health and Domain 2.8 Home/ School/ Community Collaboration).
- 4.) Understand** how to collect behavioral data from different sources and the development of a behavioral assessment and behavior intervention plan (Domain 2.1 Data-Based Decision-Making and Accountability).

Course Expectations:

Students are expected to submit assignments on due dates, unless there is an emergency or illness. Any absence needs to be reported prior to class time and make up work may be assigned and will be dependent on lecture in the classroom. If you are absent, please identify a colleague in the class who will take notes and share information with you. If you are in need of any modification or accommodation due to individual learning needs, please find time to speak with me.

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Participation in class activities and discussion within the course is paramount.

Late assignments will not be accepted, unless there is a major illness or family emergency.

Evaluation:

There will be (1) evaluation in the class that will incorporate information you have learned via lecture and from readings. The tests are formulated into two separate areas of problem solving and short form responses.

Assignments:

There will be a total of (4) assignments in class that will interweave into each other and will be based on students at your school site who has been identified with academic and/ or behavioral concerns by the school based team. The last assignment will be a culmination of observations, behavioral data and/ or interventions.

Overview of Course Assignments & Course Grading

	Assignments	Due	Point Value
1	Observation of School Team		10
2	Consultation with Teachers		25
3	Intervention Presentation		15
4	Student Observation /Behavior Analysis		25
	Participation		10
	Evaluation		15

TOTAL 100

Grade Calculation: 97-100% =A

93-96% =A-

89-92% =B

85-88% =B-

81-84% =C

Note: This schedule is provided as a guide and may be subject to change.

Proposed Schedule of Classes

Week	Date	Topic	Assignment
1	9/12	Activity/ Syllabus Discussion/What is Consultation?	
2	9/19	Intro to Consultation/ Activity	Crothers p.1-19
3	9/26	Mental Health Consultation/ Bullying/SST	Crothers Chp.2
4	10/3	Interviewing Part.1/ Activity	Sattler Chp. 5
5	10/10	Interviewing Part. 2 Issues in Communication-Resistance/ Problem Solving/ Activity	Sattler Chp. 6 Assignment (1) Due
6	10/17	Instructional Consultation/ School Counselor Nite !	Crothers Chp. 177
7	10/24	ELL & Instructional Consultation/ Academic Interventions Presentations	Lopez (2006) Assignment (3) Due
8	10/31	Come in Costume! (Optional) Behavior Consultation/ PBS/ Manifestation Determination	Crothers Chp.3
9	11/7	FBA/ Observation/ Vern Jones!	Sattler Chp. 13
10	11/14	Behavior Analysis	Article TBA
11	11/21	Crisis Intervention	Best Practice Vol.3 Chp.47 Assignment (2) Due
12	11/28	Crisis Intervention/ School Counselor Nite!	CLD Crisis Response Article
13	12/5	Poverty & Issues related/ Documentary “ Waging a Living”	Article TBA/ Assignment (4)Due
14	12/12	Evaluation/ Poverty Continued	Article TBA

Assignments

Assignment 1. Observation of a School Team/ Student Study Team

Purpose: To understand the student referral process and how professionals collaborate in order to identify interventions for individual students.

Requirements: You will be required to observe an entire Student Study Team process from beginning to end and provide a summary of the process and respond to the following questions:

- During the SST did the team work collaboratively to think of interventions for students?
- How did the SST track interventions for students?
- What type of academic/ behavioral models does the SST use?
- What were the dynamics within the group? Was there one leader/ shared leadership or defined roles?
- How was this experience helpful in your understanding or knowledge base as a consultant?

Please Note: In some cases, your school may not have an active SST or the team has not met. Please speak with me as soon as possible in order to determine an alternate observation of a team process.

Assignment 2. Consultation Sessions with a Teacher

Purpose: Consultation sessions enable the consultant with an opportunity to engage the classroom teacher in a manner that will enhance the delivery of interventions and direct assistance to the classroom. The focus of the consultation sessions will be on process and communication skills. It will be an opportunity for you to apply what you have learned in class. The initial consultation session will be an introductory session in which you will interview the classroom teacher about the student of concern and understand the hierachial needs of and how to analyze the problem. The first consultation session can be incorporated into initial interview. The length of the consultation is determined by the specific needs of the student and teacher.

Requirements:

- Permission and collaboration with site supervisor in order to have initial contact with classroom teacher. The consultation sessions may be completed with your site supervisor or independently, depending on the requirements of the school site.

• Three consultation sessions are required and may vary in length
Session (1) Focus should be on getting to know the classroom teacher, instructional style and overall student concerns.

Session (2) Can focus on working on communication/ listening and receiving more details in regards to issues pertaining to the student and teacher concerns and consider some ideas.

Session (3) Should focus on communication skills and possible interventions

- You will be required to submit a summary of each consultation session and with an analysis of your communication skills during the sessions.

Assignment 3. Intervention Presentation

Purpose: Interventions are key components in behavioral or academic consultation. The purpose of this assignment is for you to become comfortable presenting intervention ideas to a group and to learn ideas from peers in class.

Requirements:

- A brief (10 minute max) presentation of an intervention idea you have learned at your school site or from previous experiences. Please bring a summary of your intervention.
- The intervention can be either academic or behavioral or can target a specific population
- Please bring materials to share with peers if needed or resources that may be helpful for further information and learning
- You can ideas from your site supervisor, classroom teacher, resource specialist, speech/ language pathologist, school counselor, or school psychologist.
- The structure of the presentation should be as follows:
 - 1.) Introduction of Intervention
 - 2.) Your Interest in the Intervention/ How has it helped you
 - 3.) Present Intervention
 - 4.) Q&A with peers/ Pass out resources

Assignment 4. Student Observation & Analysis

Purpose: The purpose of this assignment is to complete an observation of a student with a behavioral concern and complete an analysis of the behavior considering any information provided by the site supervisor and/ or classroom teacher.

Requirements:

- The student observation can be completed in conjunction with your supervisor as part of a special education evaluation process of a student. This seems to work better considering that the school team has received parent permission to complete the observation of the student as well as a file review in collaboration with your supervisor.
- You will be required to complete a minimum of (2) observations of a student in two different settings i.e. classroom or playground or cafeteria or gym
- The length of the observation can vary, but must provide you with information in order to address behavioral concerns and create an analysis
- Observations should provide you with an opportunity to analyze behavior and develop a tentative plan.
- In some cases, you may have an opportunity to complete a teacher or parent interview depending on your site supervisor.
- Process will be discussed in class

“La lucha te forma”

(The struggle forms you.) - Unknown