

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	School-Based Consultation
Course Number	573-01
Term	Fall 2008
Department	Counseling Psychology
Faculty Name	Cynthia Velasquez Bogert

Catalogue Description:

Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Addresses issues of cultural, linguistic, and socioeconomic differences.

Credit: 3 semester hours

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis and Clark College, Fall Semester 2008

CPSY 573
INTRODUCTION to SCHOOL BASED CONSULTATION



Instructor: Cynthia Velasquez Bogert - School Psychologist

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Cynthia_Bogert@reynolds.k12.or.us

Meeting Place and Time: Monday 5:30- 8:30 Rogers Hall Room # 218

Text: Kampwirth, Thomas J. (2006) *Collaborative Consultation in the Schools*,
Pearson-Merrill Prentice Hall, Columbus, Ohio

Supplemental Text: 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. Course will include models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying

ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Issues of cultural, linguistic and socioeconomic differences 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. Emphasis will be on issues of culture, linguistic diversity and socio-economic differences. 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 an 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 functional 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. Participation in class activities and discussion within the course is paramount. If you are in need of any modification or accommodation due to individual learning needs, please find time to speak with me.

Evaluation:

Quizzes will be administered every other week and will be based on information presented in the text or in class discussion. The quizzes will be in a question format and their purpose is to examine your comprehension of the topic and analytic skills. Quizzes will be open note/textbook.

Assignments:

There will be a total of six assignments in class that will interweave into each other and will be based on a specific student 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 file review, interviews, observations, behavioral data and interventions.

	Overview of Course Assignments & Course Grading	Due	Point Value
1	Interview with site School Psychologist, Administrator, Speech Pathologist or Learning Specialist.	9/22	5
2	Observation of a School Team	10/6	5
3	Interview with Teacher and Student File Review	10/20	10

4	Interview with Parent/ Guardian	11/3	10
5	Student Observations (3 total/ 4 points each)	11/17	15
6	Functional Assessment of Behavior with Proposed Interventions	12/1	35
	Quizzes (5 total/ 4 points each)		20
	TOTAL		100

Grade Calculation: 95-100% =A
90-94% =A-
85-89% =B
80-84% =B-
85-89% =C

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

Proposed Schedule of Classes

(Reading chapters refer to the Kampwirth or Sattler book unless otherwise noted.)

	Date	Topic	Assignment
1	9/8	Intro to course/Assignments/ Consultation Role (Super Hero)	For 9/15 read Chapter 1 & NY Times article
2	9/15	Exploration of Poverty/ Poverty Quiz/Film “Waging a Living”/ NCLB/ /CLD students/Quiz	For 9/22 read Chapter 2
3	9/22	Discussion of Behavioral Models in Consultation/ Understanding Behavior & Factors/ Dyad Work	For 9/29 read Chapter 3 p.90-116 Assignment #1 DUE
4	9/29	Communication in Consultation/ Interpersonal Skills/Types of Power in the Consultative Role/ Quiz	For 10/6 read Chapter 3 p.116-136 & Chapter 4
5	10/6	Guest Speakers: SMYRC/ “Working with Questioning Youth”/ Resistance in Consultation/Ethics Dyads	For 10/13 read Chapter 5 Assignment #2 DUE
6	10/13	Cultural/ Linguistically Diverse Students/ Family/ Solutions Oriented Consultation/ Intervention Triads/Quiz	For 10/20 -Article TBA-Bring Sattler text to class
7	10/20	Threat Assessment/ Suicide Potential/ Dyads	For 10/27 read Chapter 6 Assignment #3 DUE
8	10/27	Consulting about ED/BD Students/Co-Morbidity/Small Group& Dyads/Quiz Tentative Speaker-Vern Jones	For 11/3 FBA article TBA& Review Sattler Chp.13
9	11/3	FBA/Classroom Management Tentative Speaker-Vern Jones	For 11/10 read Chapter 7 Assignment #4 DUE
10	11/10	Film “Raising Cain” Consulting about Academic/ Learning Challenges/ Dyads/ Quiz/ /Discussion	For 11/17 Article TBA
11	11/17	Crisis Planning/ Delivery of Difficult News/ Small Group	For 11/24 Review Sattler Chp.22 Assignment #5 DUE
12	11/24	Guest Speaker Dr.Darryn Sikora-OHSU Autism	For 12/1- Final

		Spectrum Disorder/ Small Group.	Assignment DUE & No reading
13	12/1	Brief Presentations of FBA in class/Sharing interventions-Small Group	For 12/8 read Chp.9 Assignment #6 DUE
14	12/8	Chapter Discussion/ Trouble Shooting Superhero/Potluck, Fun Quiz & Film “ I am a Promise” 90 min	

Assignment 1: An Interview with the site School Psychologist, Administrator, Speech Pathologist or Special Education Instructor

Purpose:

To develop contacts and professional relationships within your assigned school and to understand individual perceptions of collaboration

Requirement:

You will be required to interview the site school psychologist, administrator, speech pathologist or special education teacher. Please ask the interviewee the following questions:

- 1.) Based on your experiences within schools, what has been the best collaborative/ consultative experience you have had?
- 2.) What qualities are important in a good consultant based on your experience? What has not been helpful?
- 3.) How do you collaborate with other professionals within your school community? What challenges have you encountered?

Assignment 2: Observation of a Student Study Team

Purpose:

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

Requirement:

You will be required to observe an entire Student Study Team process from beginning to end and respond to questions provided. During this process, a student will be identified for the project. In addition, you will be required get copies of referral forms from your school site with permission from your site supervisor.

- 1.) During the SST did the team work collaboratively to think of interventions for students?
- 2.) How did the SST track interventions for students?
- 3.) What was the dynamic within the group? Was there one leader/ shared leadership or defined roles?
- 4.) What types of interventions were suggested?
- 5.) How was this experience helpful in your understanding or knowledge base as a consultant?

Note: Please consider issues of confidentiality while observing team meetings.

Assignment 3: Interview with Teacher and Student File Review

Purpose:

To interview a regular or special education teacher about a specific student who may be dealing with a behavioral challenge and review the student’s file.

Requirement:

Please ask your supervisor to identify a teacher/ student who may need consultation. **Please make sure parent/guardian permission has been provided to discuss the student and to review files.**

The following questions are guidelines, please refer to *Sattler & Hoge-Assessment of Children-Behavioral, Social, and Clinical Foundations-5th edition* for further guidance.

- 1.) How long have you known the student?

- 2.) What background information do you have about the student? Strengths and weaknesses? What is the student's learning style or modality?
- 3.) What are the primary concerns? Does the behavior stem from academic and/ or behavioral concerns?
- 4.) When and where does the behavior occur? How many times per day? What is the impact of the behavior? What happens before the behavior is exhibited?
- 5.) What interventions have been attempted? How long were the interventions implemented? What worked? What hasn't worked?
- 6.) How does student work with peers?
- 7.) What type of outcome do you envision for this student?

* Please ask the teacher for best times to observe the student, including recess and/ or free structured times i.e. P.E or lunch time/ cafeteria.

Student File Review:

When you review the student's file, you will be looking for the following information:

- Student's primary language
- ELL (English Language Learner) testing/ information
- Cultural background
- School attendance/ previous schools
- Illnesses
- Vision/ hearing test results
- Progress/ report cards and previous teacher comments
- Behavior reports i.e. suspensions/ incidents
- If the student is a special education student, please include their current identified disability.

After you have reviewed the file, you will type up a complete summary of the information. Please make sure the summary "flows" and is solely not a means of providing information. Examples will be provided in class.

Assignment 4: Interview with Parent/ Guardian

Purpose:

The purpose of this assignment is to gather background/ home information about the identified student.

Requirement:

This interview will be required to be completed in-person based on what is most convenient for the parent/ guardian. The site supervisor and student should contact the parent/ guardian in order to get permission for the interview and to set up times. Please note that an interpreter may be needed in specific cases. Please refer to Sattler for additional questions.

The following sample questions for the parent/ guardian interview:

- 1.) Where was ____ born?
- 2.) What is the primary language in the household?
- 3.) How many other children in the household? How many adults in the household?
- 4.) Is there health information about _____, which is important for the school to know? How was the pregnancy? Delivery? Has there been any stressful family experiences?
- 5.) Have you had an opportunity/ chance to meet with the classroom teacher? What has been mentioned to you in reference to _____'s behavior ?
- 6.) What are your concerns if any about _____ 's behavior ?
- 7.) At home what do you see as strengths or weaknesses?
- 8.) Does _____ get along with siblings and adults in the household?
- 9.) What has worked at home in reference to behavior? What has not worked?
- 10.) What type of outcome would you like to see at home and school?

Assignment 5: Three Observations of an Individual Student Within a School Setting

Purpose:

The purpose this assignment is to observe the identified student across different school settings i.e. two classroom and/or one recess/ cafeteria time.

Requirement:

You will be observing the identified student during three observation sessions of 45 minutes each. Two of the hours will be in the classroom with one hour during an unstructured time. The observations may be broken down into half- hour segments, if the ultimate goal is to collect specific data on frequency of behavior. The observations should occur on different days.

The following information should be included in the observation:

- Name of Student/ Date of Birth/Description
- Grade/ Date of Observation/ Time
- Teacher
- No. of students in classroom
- Description of referring behaviors
- Description of setting and instructional period i.e. math or language arts etc.
- Description of pedagogical methods or how instruction is being delivered
- Where is the student situated in the room?
- How is the student interacting with the instructional materials?
- How does the student interact with peers/ teacher?

Develop a hypothesis of the student's behavior and include this in the summary of your observations.

- Why is the behavior occurring? When does the behavior occur?
- What do you think is the antecedent? Which proximal or distal antecedents were noted?
- How do adults and peers respond to the behavior?
- What is the hierarchy of the behaviors i.e. which occurs the most to the least?
- What physical/ social/ emotional factors contributed to the behavior?
- How is the behavior being supported in the classroom environment? Ecological concerns i.e. instructional methods that do not support student learning style and/ or classroom environment i.e. student is isolated or set up of desks?
- What did you learn about the student's behavior?

If recording frequency of a specific behavior, if possible please refer to number of occurrences within a specific amount of time.

Reminder: The ultimate goal of the observation is to provide objective and non-bias information about behaviors.

Assignment 6:

Functional Behavioral Assessment/ Intervention Plan

Purpose:

The purpose of the Functional Behavioral Assessment is to incorporate the interviews, file review, and observations into one complete assessment. The FBA will provide the team i.e. teacher, parent, supervisor and yourself with a chance to discuss the referring behaviors, information and discuss a possible Behavior Intervention Plan, which incorporates recommendations for interventions. The goal is to use the FBA in your portfolio when you apply for your third year internship or job and to make you feel comfortable with the collection of information.

Requirements:

Samples of Functional Behavioral Assessments will be provided in order assist in the synthesis of information you have collected. Layout will be discussed in class and individual students may submit a draft. In class, a presentation of the FBA will be modeled and students will have a chance to present their FBA briefly in class. You will be asked to present your information to the student's classroom teacher and provide ideas for interventions. You will report on you interaction with the teacher in class.

“La lucha te forma.”
(The struggle forms you.) -Unknown