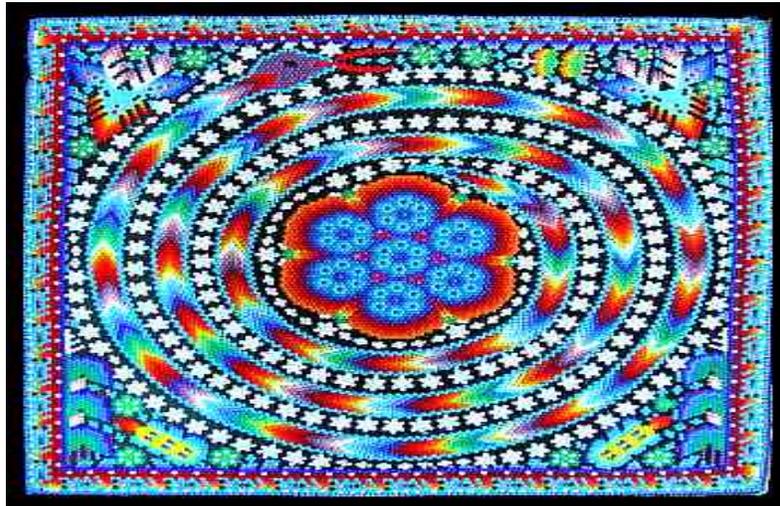


Lewis and Clark College, Fall Semester 2007

CPSY 573

SCHOOL BASED CONSULTATION



Instructor: Cynthia Velasquez Bogert M.S.
School Psychologist

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Meeting Place and Time: Rogers Hall 108
Monday 5:30- 8:45

General Class Information

Texts and Reading:

- 1.) Kampwirth, Thomas J. (2006) *Collaborative Consultation in the Schools*, Pearson-Merrill Prentice Hall, Columbus, Ohio
- 2.) Additional readings will be provided

The nierika design, which is on the front of this syllabus is of great significance to the indigenous Huichol people who live in the Sierra Madre Mountains of Central Mexico. The nierika is used in devotion and meditation. It is used as a reminder of the circular existence of life and as a way to connect the world of the living and to ancestors long gone. The nierika is usually crafted of yarn, bees wax or pine resin and wood and animal symbols are incorporated in order to invoke their spirits. The nierika's relevance to this course is used to signify the collaborative relationship between individuals, schools and communities. Interconnections; between your role as a school psychologist and the process of creating empathy, understanding and wisdom.

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, socioeconomic differences.

Prerequisite: CPSY 512. Credit 3 semester hours.

Course Purpose

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 socioeconomic differences. Course objectives are as follows:

- 1.) **Develop** individualistic consultation skills in relation to presented models and community needs
- 2.) **Gain** an understanding of the impact of culture and language
- 3.) **Learn** professionalism, communication and interpersonal skills that are relevant in the development of strong consultation foundation and the strengthening of school community relationships with an a heavy emphasis on collaboration
- 4.) **Understand** how to collect behavioral data from different sources and the development of a functional behavioral assessment and behavior intervention plan.

Course Expectations:

Due to the nature of the course and purpose in the development of professionalism and collaboration, the following expectations are presented:

1.) Communication: The student is expected to communicate questions, comments or concerns in reference to course materials or information directly to the instructor. If the student's concerns are not adequately addressed, department policy dictates that the student's advisor should next be consulted.

2.) Respectful Demeanor: Students are expected to exhibit active listening skills during lecture, class presentations, and while peers are speaking. Students are expected to refrain from "side discussions" unless related to the topic presented. Students can also count on the instructor exhibiting a respectful demeanor in all interactions with students.

3.) Class Attendance and Participation: Participation in class activities and discussion within the course are paramount therefore regular and timely attendance is expected. The student will be required to contact me prior to the class in regards to their absence. The student should contact me within at least 8 to 24 hours of their absence. If a student is absent from one class period during the course term she/ he will be required to complete an additional/ make-up assignment in the form of a 2-3 page paper discussion of the missed chapter for the week. The paper must include questions, comments and further recommendations in reference to the topic.

4.) Reading Assigned Materials/Submission of Course Work: Students are expected to complete all assigned readings. Assignments are expected to be submitted on the due date. Late assignments will receive a deduction of (1) point per calendar day. If there is a valid reason for the late assignment i.e. illnesses or family emergency, the student is responsible for informing the instructor.

Evaluation

Written work will be evaluated on the basis of clarity, organization, flow and incorporation of information discussed in class. There are 100 total points for participation/course assignments and are assigned as follows:

- Participation/Questions 10 points
- School Interview 5 points
- SST Observation 5 points
- Teacher Interview 20 points
- School File Review
- Parent Interview 10 points
- (3) Observations 20 points
- FBA/ BIP 30 points
- & Comments

Papers receiving a grade of less than a B will be returned for revision.

Structure of Class Time:

- 1.) Check- In
- 2.) Discussion of Assigned Readings
- 3.) Break 15 minutes
- 4.) Activity
- 5.) Discussion of Next Week Readings or Assignments

Class Assignments

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. In addition, you will be required to 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?

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 should be asked at the teacher interview:

- 1.) How long have you known the student?
- 2.) What background information do you have about the student? Strengths and weaknesses?
- 3.) What are the primary concerns? Describe the behavior?
- 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 change the names of the teacher, student, school.

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.

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 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?
- 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 and how the student interacts within the classroom.

Assignment 6:

Functional Behavioral Assessment/ Behavior 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 are included in your reader 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 FBAs within a small peer group. The following is an example of how an FBA is presented:

- Brief introduction/ greeting/ thank team for gathering
- Discuss referring behavior
- Discuss important parts of background information
- Summary of teacher and parent information
- Discussion of observations
- Present possible interventions
- Conclusion

The final requirement for the FBA will involve the student setting up a meeting with the teacher, parent and supervisor in order to present results. Teacher parent and supervisor will also be asked to complete an evaluation and comments will be mailed or post stamped to the instructor no later than December 20th. Final grade will not be given until comments have been received.

Course Schedule:

WEEK 1:

September 10: Introduction to course, review of the syllabus, class expectations and discussion of specific assignments. Explore the questions:

- What is collaborative consultation? How does look like in a school setting?
- What do you expect your role to be in your current placement?
- What experiences or skills do you bring to a collaborative relationship?

In Class Activity- Expectations of Course

Please respond to the following questions in a written form:

- What are your expectations for CPSY 573?
- Which topics are of interest to you and would like to explore further?
- What skills and strengths do you bring to this course?

Poverty Discussion Commences:

Film: Waging a Living

Assigned Reading: For September 17th, please read Chapter 1 (Kampwirth)

Challenge: Smile and greet everyone in the hallway and front office of your assigned school. If you are familiar with the school, greet staff members who you usually don't interact with.

You will report your findings to class on Sept 17th.

WEEK 2

September 17: Discussion of Chapter 1(Kampwirth) & Exploration of Poverty, Culturally & Linguistic Diversity (CLD)

Discussion of central purposes of consultation and how it applies to

No Child Left Behind & IDEA (P.L.108-446) (2004)

Issues of Poverty & (CLD)

Check-In: How was it to smile?

Orientation of consultation and how it is practiced in schools

Explore these questions:

- How would you define collaboration and consultation?
- What is the significance of consultation and the role of the school psychologist?

In Class Activity: Poverty Quiz

Assigned Reading: Chapter 2 (Kampwirth)

Challenge: Learn the names of the front office staff

WEEK 3: Assignment (1) DUE – School Staff Interview

September 24:

Discussion of Chapter 2 (Kampwirth)

Presentation of behavioral models

Specifics of Consultation

Similarities and differences between individual and team based consultation

Ideas about consulting with parent and families

Development and implementation of staff development activities

Consultation with parents

Introduction to the Student Study Team

Explore these questions:

- What are all the antecedent reasons you can think of for classroom misbehavior? What prompts misbehavior? Are the antecedents proximal or distal?
- What do you think are reasons for academic learning problems? Which may seem to be biological or environmental?
- What are the “Four Lacks” of Consultees (Caplan & Caplan)(1993)?
- Can consultants exhibit the “Four Lacks”?

In Class Activities:

- Activity 2.4 & 2.5 p.42

Assigned Reading: Please read Chapter 3 pp. 90-116 (Kampwirth) for October 1st

WEEK 4:

October 1:

Discussion of Chapter 3 pp. 90-116 (Kampwirth) Part.1

Elements of effective Communication

Interpersonal Characteristics & Skills

Difficulties/ Challenges in Communication

Types of Power in Consultative Relationships

Explore these questions:

- As a consultant which area do you think is the most important?
- Which area would you like to expand or improve?
- How do you deal with a challenge in communication?
- Is there beauty in the break down?

In Class Activity:

- Tough phone calls (Hot Potato)
- Assertiveness
- Dyads

Assigned Reading: Chapter 3 (Kampwirth) pp.116-136

Reader Article: Culturally Competent Assessment & Consultation (Klotz & Canter) (2006)

WEEK 5:

October 8:

Discussion of Chapter 3 pp 116-136 (Kampwirth) Part.2 & Culturally Competent Assessment & Consultation

Assignment (2) DUE –SST Observation

Communication & Culture

Resistance...eek!

Types & Causes of Resistance

Dealing with Resistance

Creativity & Consultation

Explore these questions:

- Which type of resistance would be difficult for you to deal with?
- How would you deal with cultural differences between you and the consultee?
- Obstacles of poverty and challenges in communication?

In Class Activity:

- Resistance-Dyads

Assigned Reading: Chapter 4&5 (Kampwirth)

WEEK 6:

October 15:

Discussion of Chapter 4& 5 (Kampwirth)

Solutions Oriented Consultation

Thinking About the Referral Process

Initial Teacher Contact

Ecological Observations

Interventions

Issues in Implementation of Interventions

Planning & Modifications of Interventions

In Class Activity:

- Clarifying a Problem
- Intervention Brain Storming

Assigned Reading:

NICHY RTI Article

Response to Intervention & Positive Behavior Support (PBS) (Sprague)

WEEK 7: Assignment (3) DUE- Teacher/ School File Review

October 22:

Speaker: Rick Fraise- Principal Alder Elementary (Reynolds School District)

Topic: Response to Intervention & Positive Behavior Support (RTI & PBS)

Discussion of NICHY RTI Article & Sprague Article

What is RTI? PBS?

Impact of RTI on role of school psychologist

Process of RTI

In Class Activity: Case Examination in small group

Mid-Term Evaluation

Assigned Reading: Chapter (6) (Kampwirth) pp.194-226

WEEK 8:

October 29:

Review of ED criteria

Reasons for Behavioral Problems

Systems for Categorization of Emotional/ Behavioral Disturbances

Introduction to FBA

Thinking about Interventions

Explore these questions:

- How would you categorize primary referral behaviors exhibited in a classroom?
- What is social maladjustment?
- How would you consult with a parent or teacher when discussing behavior?

Classroom Activity:

Teacher/ Parent Consultations Dyads

Assigned Reading: chapter (6) (Kampwirth) pp. 227-240 & FBA reading TBA

WEEK 9: Assignment (4) DUE- Parent Interview

November 5:

Discussion of Classroom Management

FBA reading

IDEA/ Manifestation Determination/ Discipline

In Class Activity:

Dyads- Specific Interventions for the Classroom

Assigned Readings: Chapter 7 (Kampwirth)

WEEK 10:

November 12:

Variables of School Learning

Discussion of CLD and Academic Achievement

RTI & Interventions

Explore these Questions:

- What is your role as a consultant in understanding problems in learning and in the development of appropriate interventions?
- How would you approach an academic referral for a student who is an English Language Learner? What types of interventions would you consider?

In Class Activity:

Small group discussion of individual student at school site who will be target for FBA. Within the small group, please discuss concerns and help peers think of interventions.

Assigned Reading: FBA readings

WEEK 11

November 19:

Difference between a Functional Behavioral Assessment & Functional FBA structure

Analysis of Behavior

Essential components of FBA

Compilation & Synthesis of Information

In Class Activity:

Discussion of possible hypothesis for behaviors in small group

Assigned Reading: Chapter 9 & FBA readings

WEEK 12: Assignment (5) DUE- Observations

November 26:

Chapter 9

Discussion of cases in Chapter 9

Discussion of Behavior Intervention Plan (BIP)

Purpose & Application

Structure of BIP

Explore these Questions:

- In your opinion, what is the relevance of an FBA based on information presented and class assigned readings?
- Do you think it would be more difficult to complete an FBA on a higher functioning or lower functioning student i.e. behavior classroom student vs. life skills student? Why?
- What would impact the interventions at home and in the classroom? How would you remediate these factors?

In Class Activity:

Model of FBA presentation/ Small group FBA /Individual Check-in on progress of FBA

Assigned Readings: NASP Article- Collaboration with Physician/ Agencies
& NASP Culturally Competent Crisis Response

WEEK 13

December 3:

Speaker: Dr. Ruth Gonzalez

Topic: Crisis, Risk Screening & Assessment

In Class Activity: Discussion

Assigned Reading: TBA

WEEK 14: Assignment (6) DUE- FBA/BIP

December 10:

Discussion of Collaboration with Physicians & Community Agencies

Medical Statements/ Release of Information Review

Review of an IEP

Tough Situations: Homeless Students/ Behavior Classroom Students who Transfer/

Parent issues

In Class Activity:

Black Board Jungle/ Class Consultation

Consultation Jeopardy

5.) 10/9	Chapter 4.	Role Play	Assignment. 3 DUE
6.) 10/16	Chapter 5. p.154-168	Processing/ Finding Solutions	
7.) 10/23	Chapter 5. Continued p.169-187	Small group	Assignment. 4 DUE

8.) 10/30	Chapter 6. p.194-227 Additional reading	Behavioral/ Emotional & FBA Intro	Assignment. 5 Assignment 6. (1 st observation) DUE
9.) 11/6	Chapter 6. p.227-239	Data Collection/FBA Samples	Assignment 6. (2 nd observation) DUE
10.) 11/13	Chapter 7. p. 248-261	Discussion of Academic/Cultural/ Linguistic/ Poverty	Assignment 7. DUE
11.) 11/20	Chapter 7. p. 262-271	Continued Discussion/ FBA	Working on FBA
12.) 11/27	Chapter 9. p.306-322	Consultation & Assessment	FBA DUE & Presentations 1 st group
13.) 12/4	Chapter 9. p.323-339 FAS reading TBA	Consultation & Assessment Cont'd	FBA Presentations 2 nd group
14.) 12/11	FAS reading	Mock SSTs/ Consultation	FBA Presentations 3 rd group
