

## Course Syllabus

SPSY 573 School-Based Consultation (3 semester hours)

Wednesdays 5:30 – 8:45 pm

September 3 – December 10, 2014

Fall 2014

**Instructor:** Angela Whalen, PhD

**Email:** [awhalen@lclark.edu](mailto:awhalen@lclark.edu)

**Office/Phone:** n/a

**Office Hours:** By Appointment

**Catalogue Description:** Theory and practice of consultation is fundamental to the delivery of mental health services in schools. The course will cover models of behavioral and instructional consultation in schools and with families. In school observations facilitate student's understanding of consultation in schools. Emphasis is 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 be addressed Prerequisite: SPSY 503.

**Course Content:** The course will focus on four key areas of knowledge/skill development: (1) Developing a general understanding of the consultation process. This will help you engage the consultee in implementing meaningful and successful interventions. (2) Developing a knowledge base of key classroom and school factors that influence student behavior and learning. This will assist you in defining the problem to be solved/goal of specific consultations. (3) Understanding consultation viewed from the perspective of a variety of educators (e.g., school administrators, general and special educators, school counselors). This will help you more effectively serve on a team or in collaboration with professionals from a variety of fields. (4) Specific interventions related to key classroom and school factors that influence student behavior and learning. This will add to your repertoire of intervention strategies that will serve as a necessary foundation for successful outcomes.

**Course Objectives:** The purpose of this course is to explore, understand, and learn the methods of consultation, which will assist you in working with other professionals to improve the learning environment to better meet individual students' and groups of students' academic and personal needs within the school environment. 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 within an approved program. The domains in which you will develop knowledge, skills, and dispositions in this course are as follows:

### 2.1 Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

### 2.2 Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem

solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

### **2.3 Interventions and Instructional Support to Develop Academic Skills**

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

### **2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

### **2.5 School-Wide Practices to Promote Learning**

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

### **2.6 Preventive and Responsive Services**

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

### **2.8 Diversity in Development and Learning**

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

### **2.10 Legal, Ethical, and Professional Practice**

- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

### **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.

### **Documented Disability**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **Required Textbook and Readings:**

1. Erchul, W.P. & Martens, B.K. (2010). *School Consultation: Conceptual and Empirical Bases of Practice, 3<sup>rd</sup> Edition*. New York, NY: Springer.
2. Thomas, A. & Grimes, J. (2008). *Best Practices in School Psychology – V*. Bethesda, MD: National Association of School Psychologists.
3. Additional required readings will be provided by the instructor.

### **Course Requirements:**

**Attendance/Participation:** Class attendance and active participation are necessary to maximize learning. Students are responsible for notifying the instructor in advance of an absence, and for obtaining any materials or assignments distributed during class. Although points will not be given for attendance, your attendance and class participation will be considered when determining final grades.

### **Assignments:**

**Discussion questions:** 72 points total. After completing the weekly readings, develop and submit two discussion questions based on the content of the week's readings. The questions should reflect a thorough reading of the articles and chapters, and should be designed to generate a lively class discussion (rather than a yes/no or surface-level answer). Questions that require critical thinking, linking research to practice, and reflections on personal experience are examples of the types of questions that facilitate meaningful discussion. You must ask questions from more than one article and/or chapter, and you are encouraged to ask questions that integrate content across course readings and with experiences at your field sites. You can earn up to 3 points per question (6 points/week), if they are **emailed to me** and received no later than Tuesday at 12:00 PM. Unless other arrangements are made, questions received after this time will receive zero points.

**Intervention Presentation:** 100 points. In a small group, you will research and present information to the class about an evidence-based academic, behavioral, or social-emotional intervention designed for school-

based implementation. The presentation should include an overview of the intervention, summary of the evidence of intervention effectiveness, implementation issues/considerations, a practitioner handout/brief, and links to web-based resources. In addition to the group presentation, you will write a brief analysis of implementation considerations if you were to implement this intervention at your field site. Additional details and an assignment grading rubric will be provided in class.

### Applied Activities

- *Entry Strategy Plan: 40 Points Total.* Part I (20 points): Develop an “entry strategy” plan to establish pre-consultation relationships in a school building. Part II (20 points): Implement one strategy/activity from your plan. Reflect on this experience and submit a 1-2 page reflection paper that addresses:
  - What strategy/activity did you implement?
  - Why did you choose to implement this particular strategy/activity?
  - What were the effects of implementing this strategy/activity (on you, your consultation relationships, your power bases in the school, etc.)?
  - What worked well and/or did not work well?
  - If you were to continue implementing your entry strategy plan at this building, what would you do next and why?
  
- *Mock Teacher Interview: 60 Points.* Using a behavioral consultation framework, conduct a mock teacher interview and write a summary of the results. The interviews should be role played with a peer (who will play the role of teacher) and digitally video recorded. You must submit your digital recording on a USB drive (in class) or via dropbox. A video recording of the interview is necessary to evaluate the assignment. Along with your video, you will turn in a self-evaluation of this activity using a template provided by the instructor.
  
- *Direct Observation Systems: 60 Points Total.* Develop two direct observation systems, including data collection sheets and instructions, for collecting data on student behavior. Each observation system must examine at least two dimensions of behavior. Provide an operational definition for the target behavior as well as an articulated rationale for why the chosen observation systems are appropriate for capturing the target behavior(s). Also describe the anticipated advantages and disadvantages to using each direct observation system as designed.
  
- *Inter-observer Agreement: 40 Points.* Using a behavioral consultation framework and one of the direct observation systems you created above, conduct one direct observation of an individual’s behavior for a minimum of 20-minutes. Prior to conducting the observation, train a colleague (e.g., field supervisor, peer in this class) to use your observation system (i.e., operational definition, instructions for data collection and summary). Summarize the results of the observation, including a calculation of the obtained inter-observer agreement. Include a reflection on whether you obtained the desired inter-observer agreement, and what factors may have impacted your outcome. Is there a need to make any changes to the observation system or training procedures to obtain adequate inter-observer agreement?

### Grading:

All work is expected to be completed and turned in no later than the assigned due date. Points may be deducted for late work (-10% per calendar day late), unless negotiated with the instructor in advance of the due date. As instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. I will be reasonable in these matters in the event of illness or significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis & Clark policy.

Points will be assigned as follows:

Discussion Questions	72 points
Intervention Presentation	100 points
<u>Applied Activities</u>	<u>200 points</u>
<b>TOTAL POINTS:</b>	<b>372 points</b>

**Grading Scale:**

Final grades will be based on the percentage of possible points earned throughout the term, along with consideration of attendance and class participation. Incompletes will be given only under special circumstances.

98% and above = A+	78 – 79.9% = C+
93 – 97.9% = A	73 – 77.9% = C
90 – 92.9% = A-	70 – 72.9% = C-
88 – 89.9% = B+	68 – 69.9% = D+
83 – 87.9% = B	63 – 67.9% = D
80 – 82.9% = B-	60 – 62.9% = D-
	59.9% and below = F

**Instructor Availability**

Students are welcome and encouraged to discuss any course-related issue with the instructor. As an adjunct instructor, I do not have a campus office or phone. The best way to reach me is to send me an email at [awhalen@lclark.edu](mailto:awhalen@lclark.edu). Quick questions and setting up an appointment to meet can be easily addressed via email. However, more complex questions and other issues of greater significance (e.g., concerns about your performance or grades) are difficult to address via email, so please set up a time to talk by phone or meet in person. If an ethical or legal issue arises while working on assignments, you should contact me immediately for consultation, but do not include confidential or identifying information in an email.

### Course Schedule

\*This schedule is subject to change at the instructor's discretion. Supplemental readings may be added, and provided by the instructor.\*

Date	Topics	Readings *Erchul & Martens (2010) is the course textbook *BP-V is Best Practices-V (2008)	Assignments Due
Week 1 9/3	<ul style="list-style-type: none"> <li>Course overview and introduction</li> </ul>		
Week 2 9/10	<ul style="list-style-type: none"> <li>Introduction to Consultation</li> <li>History of consultation</li> </ul>	Erchul & Martens (2010) Ch 1; NASP (2010)	Discussion Questions
Week 3 9/17	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Response to Intervention and Multi-Tiered Systems of Support</li> <li><i>Assignment: Intervention presentations</i></li> </ul>	Erchul & Martens (2010) Ch 2; BP-V: Tilly (2008)	Discussion Questions
Week 4 9/24	<ul style="list-style-type: none"> <li>Promoting Change in Schools</li> <li>Schools as a Setting for Consultation</li> </ul>	Erchul & Martens (2010) Ch 3-4	Discussion Questions
Week 5 10/1	<ul style="list-style-type: none"> <li>Consultation Models</li> <li>Entry Strategies</li> <li><i>Assignment: Entry Strategy Plan</i></li> </ul>	Erchul & Martens (2010) Ch 5; BP-V: Watson & Sterling-Turner (2008)	Discussion Questions
Week 6 10/8	<ul style="list-style-type: none"> <li>Interviewing and interpersonal skills for consultation</li> <li><i>Assignment: Mock Teacher Interview</i></li> </ul>	Erchul & Martens (2010) Ch 6; BP-V: McGivern, Ray-Subramanian & Auster (2008); Ingraham (2008)	Discussion Questions
Week 7 10/15	<ul style="list-style-type: none"> <li>Interviewing and interpersonal skills for consultation (continued)</li> <li>Interviewing Practice</li> </ul>	Erchul & Martens (2010) Ch 11; Nuijens & Lopez (2004)	Discussion Questions; Entry Strategy Plan (Part 1)
Week 8 10/22	<ul style="list-style-type: none"> <li>Assessment in School Consultation</li> <li>Direct observations</li> <li><i>Assignment: Direct Observation Systems</i></li> </ul>	Erchul & Martens (2010) Ch 7; BP-V: Hintze, Volpe & Shapiro (2008)	Discussion Questions
Week 9 10/29	<ul style="list-style-type: none"> <li>Assessment in School Consultation (continued)</li> <li>Graphing and</li> </ul>	Erchul & Martens (2010) Ch 8; Cooper, Heron & Heward Ch 6 (2007)	Discussion Questions; Direct Observation Systems

	reporting data <ul style="list-style-type: none"> <li>Selecting Effective School-Based Interventions</li> </ul>		
Week 10 11/5	<ul style="list-style-type: none"> <li>Selecting Effective School-Based Interventions (continued)</li> <li>Treatment Integrity and Fidelity of Implementation</li> </ul>	BP-V: McKeivitt & Braaksma (2008); BP-V: Roach. & Elliott (2008); Li & Vazquez-Nuttall (2009)	Discussion Questions; Mock Teacher Interviews
Week 11 11/12	<ul style="list-style-type: none"> <li>Teachers as Consultees</li> <li>Students as Clients</li> <li>School Teams</li> </ul>	Erchul & Martens (2010) Ch 9-10; BP-V: Burns, Wiley & Viglietta (2008).	Discussion Questions
Week 12 11/19	<ul style="list-style-type: none"> <li>Intervention Presentations</li> </ul>		Intervention Presentations; Inter-observer Agreement
Week 13 11/26	No Class: Thanksgiving Break		
Week 14 12/3	<ul style="list-style-type: none"> <li>Ecological consultation</li> <li>Family-centered consultation</li> <li>Legal &amp; Ethical Issues</li> </ul>	BP-V: Sheridan, Taylor & Woods (2008); BP-V: Miller & Kraft (2008); Sheridan et al. (2012); Heron, Martz, & Margolis (1996)	Discussion Questions; Entry Strategy Plan (Part II)
Week 15 12/10	<ul style="list-style-type: none"> <li>Preventing and responding to consultation roadblocks</li> </ul> Course wrap-up	Erchul & Martens (2010) Ch 12; Sugai & Tindal (1993)	Discussion Questions

### Best Practices-V Chapters

- Burns, M.K., Wiley, H.I. & Viglietta, E. (2008). Best practices in implementing effective problem-solving teams. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 1633-1644). Bethesda, MD: National Association of School Psychologists.
- Hintze, J.M., Volpe, R.J., & Shapiro, E.S. (2008) Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 319-335). Bethesda, MD: National Association of School Psychologists.
- McGivern, J.W., Ray-Subramanian, C.E., & Auster, E.R. (2008). Best practices in establishing effective helping relationships. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 1613-1631). Bethesda, MD: National Association of School Psychologists.
- McKevitt, B.C. & Braaksma, A.D. (2008). Best practices in developing a positive behavior support system at the school level. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 735-748). Bethesda, MD: National Association of School Psychologists.
- Miller, D.D., & Kraft, N.P. (2008). Best practices in communicating with and involving parents. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 937-952). Bethesda, MD: National Association of School Psychologists.
- Roach, A.T. & Elliott, S.N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 195-208). Bethesda, MD: National Association of School Psychologists.
- Sheridan, S.M., Taylor, A.M, & Woods, K.E. (2008). Best practices for working with families: Instilling a family-centered approach. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 995-1008). Bethesda, MD: National Association of School Psychologists.
- Tilly, W.D. (2008). The evolution of school psychology to a science-based practice: Problem solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 17-36). Bethesda, MD: National Association of School Psychologists.
- Watson, T.S. & Sterling-Turner, H. (2008). Best practices in direct behavioral consultation. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 1661-1672). Bethesda, MD: National Association of School Psychologists.

### Supplemental Reading List

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis, 2<sup>nd</sup> Edition*, Chapter 6: Constructing and interpreting graphic displays of behavioral data, (pp. 126-157). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Heron, T.E., Martz, S.A., & Margolis, H. (1996) Ethical and legal issues in consultation. *Remedial and Special Education, 17*(6), 377-385.
- Ingraham, C.L. (2008). Studying multicultural aspects of consultation. In W.P. Erchul & S.M. Sheridan (Eds.), *Handbook of research in school consultation* (pp. 269-292). New York, NY: Lawrence Erlbaum.
- Li, C., & Vazquez-Nuttall, E. (2009). School Consultants as agents of social justice for multicultural children and families. *Journal of Educational and Psychological Consultation, 19*, 26-44.
- National Association of School Psychologists (2010). Principles for professional ethics. Bethesda, MD: Author.
- Nuijens, K., & Lopez, E. (2004). Culturally competent consultation in schools: Information for school psychologists and school personnel. Bethesda, MD: National Association of School Psychologists.
- Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon. K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent–teacher relationship. *School Psychology Review, 41*, 23–46.
- Sugai & Tindal (1993). Working with others (Chapter 11). *Effective school consultation: An interactive approach* (pp. 385-431). Brooks/Cole.