

**Lewis and Clark College-Graduate School of Education and Counseling**



**Instructor: Cynthia Velasquez Bogert**

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**Meeting Place & Time: John R. Howard Room #242**

**January 14<sup>th</sup> - March 18<sup>th</sup>**

**Wednesday 5:30-9:00 pm**

**Texts:**

- *Rosenfield, Sylvia (2012) Becoming a School Consultant-Lessons Learned*  
*Routledge New York, New York*
- *Sattler, Jerome (2014) Foundations of Behavioral, Social and Clinical Assessment of Children- 6<sup>th</sup> edition*  
*Jerome M, Publisher Inc. San Diego, California*

*La lucha te forma.- The struggle forms you.*

The Huichols are an indigenous Mexican tribe located in the state of Nayarit. They use the symbol of the Nierika as a means to communicate with their ancestors and to connect them to their traditional beliefs. The Nierika means “to see” and is made from sticks woven with yarn or on a square wood tablet with colorful yarn. The artwork is used to portray shamanic traditions and visions.

As school consultants we are frequently asked to use our abilities in order to understand problems or assist teams. In order to assist teams and collaborate with others we must understand and respect different perspectives. We must be able “to see”, but it is the road and in the steps you take to develop your skills that will challenge you, but that will make you great.

**Course Description:** Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory. Credits: 2 semester hours.

**574 Advanced Consultation and Program Evaluation**

**Course Objectives:** The purpose of this course is to further explore, understand, and learn the methods of consultation, including a more systems- based approach to school-based practice. Different types of consultation will be addressed, including mental health consultation, advocacy consultation, process consultation, organizational development, and others. Models of consultation will be examined and applied to everyday school-based 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:

- **(NASP Domain 2.2 Consultation and Collaboration and 2.9 Research and Program Evaluation)** Further develop individualistic consultation skills in relation to presented models and community needs
- **(NASP Domains 2.7 Prevention, Crisis Intervention, and Mental Health and Domain and 2.8 Home/ School/ Community Collaboration).** Continue to 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
- **(NASP Domain 2.1 Data-Based Decision-Making and Accountability).** Understand how to collect instructional data from different sources and the development of an instructional assessment and intervention plan
- **(NASP 2.9)** Understand the processes and considerations underlying provision of in-service training.

- **(NASP 2.7)**  
Develop plans for intervening at the organizational level in schools. An example may be the development of a positive behavior support system for buildings or the initiation of student assistance teams.
- **(NASP 2.9)**  
Understand program evaluation as a basis for consultation and the ethical issues surrounding consultation.

### **SPSY 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.

**Students with Special Needs:** The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact the Student Services Office at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

**Course Requirements:** 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 the class. Although points will not be given for attendance, your attendance and class participation will be considered when determining final grades.

#### **Assignments:**

<b>Assignment 1. Weekly Reflective Journaling</b>
<b>Purpose:</b> The reflective journal is a one way to synthesize course readings and materials. The purpose of the reflective journaling is to encourage the student to go beyond the readings.
<b>Requirements:</b> The following may be presented in the reflective journal in form of a composition/ notebook: <ul style="list-style-type: none"><li>• Posing a question and inferences to broader concepts</li><li>• Tying together different readings and the impact of their practices</li><li>• Thoughts about issues or topics occurring at your school site</li></ul>

## **Assignment 2. Consultation Sessions with a Teacher or Staff Member**

**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. You will be required to submit a summary of each consultation session. You are welcome to member with the consultee beyond the four sessions. **You will also be required to video record session # 3 with the consultee.** You can upload the video into a cloud source i.e. Dropbox and email it to [cynthia@lclark.edu](mailto:cynthia@lclark.edu)
- Please may sure you maintain the confidentiality of the student and school. Refrain from using specific identifying information.

- Four consultation sessions are required and may vary in length  
Session (1) Focus should be on getting to know the classroom teacher or staff, 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/staff concerns and consider some ideas.

Session (3) Should focus on communication skills and possible interventions and with an analysis of your communication skills during the sessions.

Session (4) Conclusion of consultation sessions and can focus on providing closure to the consultation interaction

### **Final Summary to be Submitted:**

The final paper in regards to your consultation experience with the teacher or staff member should focus on a cumulative summary of the above sessions and your insights and dissection of your skills as a consultant. In addition, the summary should also include your insights of the process in regards to positive experiences and challenges.

<p><b>Assignment 3. Observation of a School Team/ Student Study Team</b></p> <p><b>Purpose:</b> To understand the student referral process and how professionals collaborate in order to identify interventions for individual students.</p> <p><b>Requirements:</b> 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:</p> <ul style="list-style-type: none"> <li>• During the SST did the team work collaboratively to think of interventions for students?</li> <li>• How did the SST track interventions for students?</li> <li>• What type of academic/ behavioral models does the SST use?</li> <li>• What were the dynamics within the group? Was there one leader/ shared leadership or defined roles?</li> <li>• How was this experience helpful in your understanding or knowledge base as a consultant?</li> </ul> <p><i>Please Note: In some cases, your school may not have an active SST. Please speak with me as soon as possible in order to determine an alternate observation of a team process.</i></p>
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**Grading:**

All work is expected to be completed and turned in on time and on the date due. Points may be deducted for late work (-10% per calendar day), unless discussed with the instructor in advance of the due date. As an instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. Considerations will be made in the event of illnesses or significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis & Clark policy.

	<b>Overview of Course Assignments &amp; Course Grading</b>	<b>Due</b>	<b>Point Value</b>
1	Observation of a Student Study Team	2/11	20
2	Direct Consultation with Teacher/ Staff & Video	3/11	55
3	Weekly Journal	1/21-3/18 (9 entries) 3 points each	25
	Total		100

**Grading Scale:** Final grades will be based on percentage of possible points earned throughout the term, along with consideration of attendance and class participation. Incompletes will be given 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:** The best way to reach me is to send me an email at [cbogert@rsd7.net](mailto:cbogert@rsd7.net) and/ or [cynthia@lclark.edu](mailto:cynthia@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.

### Proposed Schedule of Class

Class	Date	Topic	Assignment
1	1/14	Review Theories “Unlocking the Truth” vimeo Do What You Do Best	
2	1/21	Theory/ Practice / Journal	Article Provided
3	1/28	Communication/ Consultee Resistance/ Journal	Chp. 3 BASC & Article
4	2/4	Mental Health Consultation/ Journal	Chp.4 BASC
5	2/11	Instructional Consultation/ Data Collection Ziggurat Model/ Journal	Chp.7 BASC <b>Assignment (1) Due</b>
6	2/18	Working with Teams/ <b>Chris Elkorek-School Counselor</b> / Journal	Article Provided
7	2/25	Behavioral Consultation/ Case Studies/ Functional Behavior Assessments/ Behavior Intervention Plans/ Interventions/ Journal	Chp. 10 BASC
8	3/4	Instructional Consultation with ELL/ CLD students/ Journal	Articles to be provided
9	3/11	Consultation w/ School Counselors/ Journal	<b>Assignment (2) Due</b>
10	3/18	Poverty “ American Winter” (film) “As I am”- vimeo	Articles to be provided

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