

Lewis and Clark College-Graduate School of Education and Counseling

SPSY 574/ 590 (Advanced Lab) Spring 2016



Instructor: Cynthia Velasquez

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Meeting Place & Time: John R. Howard Room #244

January 12th- March 15th

March 29th- April 26th (Advanced Lab)

Tuesday 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- 6th 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: 3 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 Support 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:

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/ Student Intervention Team process from beginning to end and provide a summary of the process and respond to the following questions: <ul style="list-style-type: none">• 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? <p><i>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.</i></p>

Assignment 2. Consultation Session 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 hierarchy needs of and how to analyze the problem. The 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: <ul style="list-style-type: none">• 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 meet with the consultee beyond the initial session. You will also be required to video record. You can upload the video into a cloud source i.e. Dropbox and email it to cynthia@lclark.edu

- Please may sure you maintain the confidentiality of the student and school. Refrain from using specific identifying information.
- The consultation session is required to have the following features and may vary in length
 - (1) Focus should be on getting to know the classroom teacher or staff, instructional style and overall student concerns.
 - (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.
 - (3) Should focus on communication skills and possible interventions and with an analysis of your communication skills during the sessions.
 - (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.

Assignment 3. 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.
- (2) videos: You will also need to video your initial and final session with the teacher in which you are gathering information and then providing feedback.
- 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 and you will be provided templates and models.

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.

	Overview of Course Assignments & Course Grading	Due	Point Value
1	Observation of a Student Study Team		20
2	Direct Consultation with Teacher/ Staff & Video		30
3	Student Observation/ Analysis Paper/ Video Sessions		50
	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 cvelasquez@pps.net and/ or 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	1/12	Syllabus Review Theories/ Models -Banana Phone -Activity- Small group "Unlocking the Truth" vimeo Do What, You Do Best	
2	1/19	Specific Consultation Sessions -Model of Ideal -Cultural Lens & Ethnographic Info & Family Systems -Comix -Caregiver/ School Staff - Resistance in Consultation -Group Activity	Article: "Countering Teacher Resistance in Behavioral Consultation" Tonya Butler et.al
3	1/26	Working with Teams -Cultural Lens Form -Student Intervention Teams -Model in Large Group -Mock SIT	Article: "Best Practice in Instructional Consultation" Sylvia Rosenfield
4	2/2	Poverty -Consultation -Working with Families & Schools -McKinney Veto Film- "American Winter" (90 Minutes)	Article: "How School Taught me I was Poor"
5	2/9	Teacher & Staff Consultation -Behavior & Academic Consultation Sessions -Model -CLD students & special education referral	Chp.4 -Becoming A School Consultant Lessons Learned -Sylvia Rosenfield Assignment (1) Due
6	2/16	FBA- Introduction to Functional Behavior Assessment -Consultation, FBAs, & the Role of the School Psychologist -Cultural Lens -Behavior Consultation Model -Identifying Behaviors (ABC)	Article Provided
7	2/23	FBA- Data Collection -What type of data to collect -Background information/ Functional Assessment Checklist -Group Activity- Partial Interval Observation	
8	3/1	FBA-Critical Features & Analysis -Behavior Pathways	Articles to be provided

9	3/8	FBA- Behavior Support Plans (BSPs) -Components of a BSP -Implementation	Assignment (2) Due
10	3/15	FBA/ BSP- Leading a Team Modeling of an FBA/ BSP (Pathways) meeting	Articles to be provided
		SPRING BREAK	
		SPSY 590	
11	3/29	Discussion of course (PSU Modules) Module #1 -Bring school site information in regards to student in order to discuss behavior	
12	4/5	Module #2 Functional Assessment Checklist/ Staff or Teacher Interview -Bring information from teacher interview & checklist	
13	4/12	Module #3 Observation Checklist	<i>DUE: Initial teacher interview Video</i>
14	4/19	Module #4 Behavior Pathways -Bring all behavioral information regarding student and be ready to discuss in small group and develop pathways and to discuss possible behavioral supports.	
15	4/26	Presentation of Student in Class & Discussion of Behavioral Supports	<i>DUE: FINAL BEHAVIOR ANALYSIS & VIDEO</i>

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