

Lewis and Clark College-Fall Semester 2016
SPSY 573
INTRODUCTION to SCHOOL BASED CONSULTATION



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Meeting Place and Time: Rogers Hall 202 Wednesday 5:30- 8:45
p.m.

9/7/2016-12/7/2016

Texts:

1. Kampwirth, T.J. & Powers, K.M. (2016). Collaborative
Consultation in Schools,
5th edition. Pearson

2. Sattler, Jerome M (2014) Foundations of Behavioral, Social,
and Clinical Assessment, 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. The course will include models of behavioral and instructional consultation in schools and with families. Assignments will support and facilitate student's understanding of consultation in schools. Emphasis will be on identifying ways to work collaboratively in teams, assess and intervene in problematic behavioral and instructional situations. Issues of cultural, linguistic and diversity 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. 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:

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.

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. If you are in need of any modification or accommodation due to individual learning needs, please find time to speak with me.

Assignments:

There will be a total of (3) assignments in class that will interweave into each other and will be based on students 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 observations, behavioral data and/ or interventions.

Overview of Course Assignments & Course Grading

| | Assignments | Due | Point Value |
|---|---|-----|-------------|
| 1 | Observation of School Team | | 25 |
| 2 | Intervention Presentation | | 25 |
| 3 | Student Observation /Behavior Analysis | | 30 |
| | Participation | | 20 |

TOTAL 100

Grade Calculation: 97-100% = A

93-96% = A-

89-92% = B

85-88% = B-

81-84% = C

Assignments

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| <p>Assignment 1. Observation of a School Team/ Student Study Team</p> |
| <p>Purpose: To understand the student referral process and how professionals collaborate in order to identify interventions for individual students.</p> |
| <p>Requirements: 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"> • 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? |

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.

Assignment 2. Intervention Presentation

Purpose: Interventions are key components in behavioral or academic consultation. The purpose of this assignment is for you to become comfortable presenting intervention ideas to a group and to learn ideas from peers in class.

Requirements:

- A brief (10 minute max) presentation of an intervention idea you have learned at your school site or from previous experiences. Please bring a summary of your intervention.
- The intervention can be either academic or behavioral or can target a specific population
- Please bring materials to share with peers if needed or resources that may be helpful for further information and learning
- You can ideas from your site supervisor, classroom teacher, resource specialist, speech/ language pathologist, school counselor, or school psychologist.
- The structure of the presentation should be as follows:
 - 1.) Introduction of Intervention
 - 2.) Your Interest in the intervention? How it has helped or can assist students
 - 3.) Present Interventions/ Share resources

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.*
- 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

| Date | Topics | Readings | Assignments Due |
|----------------|---|------------------------|------------------------|
| Week 1 9/7 | <ul style="list-style-type: none">• Course overview and introduction | | |
| Week 2 9/14 | <ul style="list-style-type: none">• Introduction to Consultation | Kampwirth (2016) Chp.1 | |
| Week 3 9/21 | <ul style="list-style-type: none">• Consultation Models & Professional Practice | Kampwirth (2016) Ch. 2 | |

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|------------------|---|--|--------------------|
| Week 4 9/28 | <ul style="list-style-type: none"> • Problem Solving Consultation in a Multi-Tiered System of Support | Kampwirth (2016) Ch. 3 | |
| Week 5 10/5 | <ul style="list-style-type: none"> • Communication & Interpersonal Skills | Kampwirth (2016) Ch. 4 | Assignment (1) due |
| Week 6 10/12 | <ul style="list-style-type: none"> • Interviewing and interpersonal skills for consultation | Article TBA “ Resistance” | |
| Week 7 10/19 | <ul style="list-style-type: none"> • Legal & Ethical Issues in School Consultation | Kampwirth (2016) Ch.5 Section 504 & Manifestation Determination | |
| Week 8 10/26 | <ul style="list-style-type: none"> • Consulting about Students with Social, Emotional & Behavioral Problems | Kampwirth (2016) Chp. 6 | |
| Week 9 11/2 | <ul style="list-style-type: none"> • Consulting about Students with Academic Skill Problems | Kampwirth (2016) Chp.7 | |
| Week 10 11/9 | <ul style="list-style-type: none"> • FBA/ BSP | Article will be provided | |
| Week 11 11/16 | <ul style="list-style-type: none"> • FBA/ BSP cont'd | Article-TBD | |
| Week 12 11/23 | <ul style="list-style-type: none"> • Working with RCLD student & families • Considering racial equity | Article will be provided | |
| Week 13 11/30 | <ul style="list-style-type: none"> • Poverty-Working with Students and Families | Article will be provided | |
| Week 14 12/7 | <ul style="list-style-type: none"> • Intervention Presentations consultation | | Assignment 3 Due |