

INTRODUCTION TO SCHOOL BASED CONSULTATION SPSY 573

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Classroom: York 116

Meeting Times:
Monday
9/9/19- 12/9/19
5:30-8:45 pm

Course 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 race, 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.

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

NASP Domains

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
- * 2.2 Consultation and Collaboration
- * 2.3 Interventions and Instructional Support to Develop Academic Skills
- * 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- * 2.5 School-Wide Practices to Promote Learning
- * 2.6 Preventive and Responsive Services
- * 2.8 Diversity in Development and Learning
- * 2.10 Legal, Ethical, and Professional Practice

Policies

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 Disabilities

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.

You are expected to submit your best work. If you have concerns about the requirements of an assignment, it would be wise to speak with me ahead of time and if needed to submit drafts of your work in order to determine any edits.

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.

Assignment Descriptions

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 process from beginning to end and **provide a typed summary of the process and respond to the following questions:**

- During the SST/ SIT did the team work collaboratively to think of interventions for students?
- How did the SST/SIT 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/ SIT 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. Video Consultation Session with a Teacher or Staff Member & Written Summary

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:

- 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 one to two page summary of the consultation session**. You are welcome to meet with the consultee beyond the initial session. **You will also be required to record and submit a video. The video can be uploaded into google classroom.**

- Please make 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

Consultation Summary to be Submitted: The summary in regards to your consultation experience with the teacher or staff member should focus on a cumulative summary of the above session 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.
- 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 examples provided.
- Please include the completed behavior pathways

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. An Incomplete will be given only under special circumstances, in accordance with Lewis & Clark policy.

Grading Scale: Final grades will be based on 100 possible points earned throughout the term, along with consideration of attendance and class participation.

TOTAL 100 Grade Calculation:

97-100 points = A

93-96 points = A-

89-92 points = B

85-88 points = B-

	Point Value:
Assignment 1.)	25
2.)	25
3.)	30
Participation	20

Total: 100 pts.

