

**Instructor:** Cynthia Velásquez

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**Classroom:** York 107

**Meeting Times:**  
Wednesday  
9/9/20- 12/16/20  
5:30-8:45 pm

# **INTRODUCTION TO SCHOOL BASED CONSULTATION SPSY 573**

## **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

## **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.

## **Student Support Services**

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 examining behavioral data and/ or interventions.

## Assignment Descriptions

### Assignment 1. Virtual Observation of a School Team/ Student Study Team (15 points)

**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 summary of the process and respond to the following questions:**

#### 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 in order to plan.*

### Assignment 2. Video Consultation Session with a Teacher or Staff Member & Written Summary (15 Points)

**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 two page summary of the consultation session. You will also be required to record and submit a video. The video can be uploaded into google classroom.**

- 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

**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 Academic Consultation Report (20 points)**

**Purpose:** The purpose of this assignment is to complete an academic consultation of a student with academic concerns and complete a report of the consultation using information gathered from team meetings, interviews, and data available i.e. academic progress monitoring and curriculum based assessments

#### **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 when the student has been referred to a Student Intervention Team and the parent/ caregiver is involved in the process

You will be required to complete the following:

- Background Information/ File Review
- Description of Academic Concern
- Interview with Teacher and/ or Caregiver\*
- Summary & Suggestions

\*Parent or Caregiver interview is optional, if you are able to facilitate an interview with the caregiver then you may add it to the report.

## **Assignment. 4 Behavior. Consultation Report (20 points)**

**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 when the student has been referred to a Student Intervention Team and the parent/ caregiver is involved in the process

- You will be required to complete the following:
  - **Background Information/ File Review**
  - **Description of Behavioral Concern**
  - **Interview with Teacher and/ or Caregiver\***
  - **Understanding the Behavior**
  - **Summary & Suggestions**

*\*Parent or Caregiver interview is optional, if you are able to facilitate an interview with the caregiver then you may add it to the report.*

### **Weekly Questions (1 point every for every week)**

Every week you are required to submit (2 ) questions pertaining to the readings

- **You will be required to ask one of those questions in class or in small group**
- Please make sure your questions have depth and breadth.
- We learn to ask good questions because it means thinking beyond what we have read.

# FAQs

**What font, spacing or how many pages do you want the summaries/ consultations to be ?**

Virtual Student Intervention Team and Teacher Consultation are expected to be written. double spaced with 12 point font for summaries . Behavioral and Academic Consultations are expected to be single spaced and 12 point font. Why? because this is preparing to write psych-educational reports for the future.

**How many pages?** It depends how the substance of your work and attention to detail.

**What if my school team does not have a team meeting?**

Please work with your supervisor and peers to connect you with one. Please do not wait until the last minute to find a team meeting.

**How long does the Virtual Recorded Teacher Consultation have to be?**

It really depends on rapport building and questions you have prepared for the teacher. Some videos have been 15 minutes to 45 minutes.

**Which platform would you like for the Recorded Teacher Consultation?**

You can use Google Meet to record or Zoom, as long as I receive a recording that I can open as a file.

**Can I use the same student for the Virtual Teacher Consultation and Behavior Consultation?**

Yes, you may and it may even provide you with more information to front the summaries or reports.

**I have a trip or a special event that I have to attend or I am sick?**

In this class there is no "miss a day, it's okay" pass *with the exception of illness or family emergencies*. If you plan to miss class you **must let me know ahead of time and if you are ill or have a family emergency please email me and text a peer as well to inform me in class.**

**Requests?** Please ask me. I cannot read your mind and therefore if you need more mini breaks or if you cannot find a resource or are struggling with something.

Let me know and I can assist you.

# 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.)	15
2.)	15
3.)	20
4.)	20
Weekly Questions.	14 (1 point for every week)
Participation	16
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Total:	100 pts.

