

**School Psychology (SPSY) 574 Spring 2021  
Advanced School-Based Consultation**

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

**Instructor:** Kathryn Jaspers, Ph.D., NCSP  
**Class Location:** Online: <https://zoom.us/j/3127952075>  
**Office Location:** my basement  
**Office Hours:** by appointment  
**Email:** [jaspers@lclark.edu](mailto:jaspers@lclark.edu)

**Indigenous Land Acknowledgement**

*We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.*

*It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants -- past, present, and future.*

**Class Days and Times:** We meet weekly as a full cohort for 6 hours each Tuesday in January and weekly for 3 hours each Tuesday in February (with exception of shortened class on 2/2). We'll meet for 1 hour each on 3/9 and 3/16 (shortened because I will be having individual meetings with each of you), and we will meet for 3 hours on 3 dates in April: 4/6, 4/20, and 4/27. Six-hour days will be 1:30 to 4:30 and 5:30 to 8:30. For all other class days, section 1 is 1:30 - 4:30, and section 2 is 5:30 to 8:30. Below is the same information in table form:

	<b>Section 1</b>	<b>Section 2</b>
1/12/2021	1:30 - 4:30 AND 5:30 - 8:30	1:30 - 4:30 AND 5:30 - 8:30
1/19/2021	1:30 - 4:30 AND 5:30 - 8:30	1:30 - 4:30 AND 5:30 - 8:30
1/26/2021	1:30 - 4:30 AND 5:30 - 8:30	1:30 - 4:30 AND 5:30 - 8:30
2/2/2021	1:30 - 3:00*	5:30 - 7:00*
2/9/2021	1:30 - 4:30	5:30 - 8:30
2/16/2021	1:30 - 4:30	5:30 - 8:30
2/23/2021	1:30 - 4:30	5:30 - 8:30
3/9/2021	1:30 - 2:30**	5:30 - 6:30**
3/16/2021	1:30 - 2:30**	5:30 - 6:30**
4/6/2021	1:30 - 4:30	5:30 - 8:30
4/20/2021	1:30 - 4:30	5:30 - 8:30
4/27/2021	1:30 - 4:30	5:30 - 8:30

\*Class is shortened due to pre-recorded lecture; please watch before class

\*\*I will meet individually with each of you during the weeks of 3/9 or 3/16. We will hold abbreviated class meetings these weeks. Sign up sheet is [here](#) for individual meetings. During these individual meetings we will check in about your progress with your cases.

**Catalog Course Description:** The course is intended to provide an application of consultation and intervention skills, learned in previous courses, to an education setting. Focus is on completion of both an academic and a behavioral school-based consultation case using a problem-solving consultation model.

**Course Prerequisites:** None

**Credits:** 3 semester hours.

**Readings:** There is no designated textbook for this course. Course readings (as outlined by syllabus) will be posted on Moodle, accessible through the library, or included in textbooks already required for school psychology courses (e.g., Best Practices in School Psychology).

**Course Goal:** The course is intended to provide the student with an advanced knowledge of major models of consultation and the consultation process and practice engaging in the consultation process using a problem solving consultation model.

### Course Objectives

- The student will have knowledge of major models of consultation, including behavioral (problem-solving) consultation, conjoint behavioral consultation, and instructional consultation.  
**NASP Domains: 2**
- The student will be able to use a behavioral (problem-solving) consultation model to complete a consultation project in a local school, including conducting a problem identification interview, conducting a problem analysis interview, developing an intervention, and evaluating the intervention outcomes.  
**NASP Domains: 1, 2, 3, 4, 6, 7, 8, 9**
- The student will be able to operationally define a problem behavior, choose an appropriate observation method, and conduct systematic observations in a classroom.  
**NASP Domains: 1, 2, 4, 9**
- The student will develop or select an appropriate behavioral and academic intervention using a data-based problem-solving framework.  
**NASP Domains: 3, 4, 6**
- The student will consult with a teacher to monitor a child's progress during an intervention and adjust the intervention as necessary.  
**NASP Domains: 1, 2, 3, 4**
- The student will be able to describe legal, ethical, professional, and cultural issues in consultation.  
**NASP Domains: 8, 10**

**Course Activities:** All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically with regards to the previously described course goal and objectives.

- **Readings** – Course readings (as outlined by syllabus) will be posted on Moodle, accessible through the library, or included in textbooks already required for school psychology courses (e.g., Best Practices in School Psychology). Reading the designated material prior to our discussing them should greatly facilitate your mastery. Students may be asked to write or answer discussion questions about reading material.

- **Class Participation** – Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others’ understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you.
  
- **Consultation Cases x 2 (100 points each)** – Students will complete two consultation cases, one of which will be academically focused and one of which will be behaviorally focused. At least one of the two consultation cases is to have a parent involvement component. At a minimum, each case will include consultation-based interviews, observations, development of an intervention plan based on empirical evidence supporting the plan, and participation in a summative conference. Progress will be evaluated through written consultation reports. Requirements for the consultation reports are included on the Consultation Rubric, which will be placed on the Moodle website. The cases are due **April 20, 2021 by 12:00pm (noon) Pacific Time. I would encourage you to aim to complete and submit your first case by two weeks prior to the due date.**
  - Suggested Case timeline
    - **January 20-February 8th:** Conduct Problem Identification Interview
    - **February 1-February 19th:** Conduct Problem Analysis Interview (within 2 weeks of previous interview).
    - **by February 22th:** Begin Intervention Implementation 1(after baseline data collection), within 2 weeks of 2nd interview (PAI).
    - **by February 22nd:** Start 2nd case (PII)
    - **by March 15:** Start 2nd intervention
    - **End of February to Early April:** Intervention Implementation, Data Collection, Check in with consultee
    - **by April 16th:** Conduct Plan Evaluation Interviews
    - **April 20th:** Cases Due
  
- **Development of Problem Identification and Problem Analysis Interview Forms (50 points total).** Each student is to develop their own teacher interview forms based on the forms learned in class and provide a 2-3 page (double spaced) explanation and justification of their interview forms. Students will have time in class to work on development of these interviews in small groups, though it is expected that each student will further individualize their own interview forms and submit their own, unique final product. Each student will develop 4 versions of interview forms:
  1. A Problem Identification Interview form for Behavior Concerns
  2. A Problem Identification Interview form for Academic Concerns
  3. A Problem Analysis Interview form for Behavior Concerns
  4. A Problem Analysis Interview form for Academic Concerns
  
- **Problem Identification (PI) Case Presentation (25 points)** – Each student will select one of their two cases to present to the class. Classmates are expected to attend to and provide feedback/ideas to each presenter.
  - Each student has 15 minutes to present to the class (1) problem identification interview information, (2) baseline data, and (3) at least three research-based intervention ideas from three peer-reviewed research articles. Presentations can be given live or pre-recorded. After presenting your material either live or pre-recorded, the class will discuss your case and ask questions. Please graph your baseline data and consider using

other visual representations of information. Students will submit to the instructor via Moodle a copy of the problem identification interview, your slides, your graphed data, and an annotated bibliography for the three research articles the day before their presentation. **Failure to submit the requested documents by midnight the night before the presentation will result in a points deduction (-5 points).** Presentation dates are **February 9th, 16th, and 23rd**, and we will have up to 4 presentations per class day. You can [sign up here](#), though you will likely want to wait until your Problem Identification Interview and data collection have been scheduled before choosing a date. **This presentation should take place after the student has completed the problem identification interview and before completing the problem analysis interview.**

- **Final Case Presentation (25 points)** – Each student will select one of their two cases to present to the class. You may choose to present about the same case as your previous presentation, or you may select your other case. You might want to select a case that you think was particularly interesting, challenging, or unique, as that might provide a greater learning opportunity for yourself and your classmates. Classmates are expected to attend to and provide feedback/ideas to each presenter.
  - For the final presentation, each student has 20 minutes to present their consultation final case, including intervention data and evaluation of results, to the class. Once again, graphs and other visuals are expected. The final presentations will take place on **April 20th and 27th, 2021**, and we will have up to 5 presentations per class day. You may [sign up for a slot here](#) (*please note that I reserve the right to shift your presentation date based on class needs; all presenters should be prepared to present on 4/20/2021*).

**Evaluation of Course Progress:** You will be doing more than this, but you will receive credit for two consultation cases, two case presentations, and the development of four interview forms. The consultation cases will be worth 100 points each, the development of interview forms will be worth 50 points, and the presentations will be worth 25 points each, for a total of 300 points. There may be additional reading quizzes or points awarded for developing or answering discussion questions if the instructor deems necessary.

#### **Grading Scale:**

<b>Grade</b>	<b>Percentage</b>
A	95+%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%

Students earning a grade of C or below (<80%) will be required to retake the course for credit toward degree.

**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.

**Participation:** It is the responsibility of the student to attend each class, arrive on time, be prepared by having completed all readings, and participate in class discussions. Failure to meet with the expectations will result in a warning from the instructor, followed by a grade reduction if the behavior continues.

**Late Work:** It is expected that all work is completed and turned in by the date listed in the syllabus. Late work will be accepted only in the case of excusable absences (illness, accidents, death in your family, and official College trips), and the instructor may request written documentation.

**Adherence to Lewis & Clark Policies:** This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

**Additional information on Academic Integrity:** All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy (linked above). Plagiarism will result in a grade penalty or failure of the course and may also result in being reported for disciplinary action. For this course, plagiarism will be defined as four or more consecutive words taken directly from a source without the use of quotation marks, omitting or giving an incorrect citation for a quotation or paraphrase, or changing the original work by only changing key words while maintaining much of the original meaning and structure. The electronic version of your submitted documents may be used to detect instances of plagiarism. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual or creative statements by authors to emphasize a point. Excessive use of quotes will result in point loss. See [www.plagiarism.org](http://www.plagiarism.org) for information and resources on plagiarism, citations, paraphrasing, and more. *It is expected that work turned in for this class has not been used for any other classes.*

**Student Support Services Statement:** *If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-768-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.*

**Changes:** The instructor reserves the right to make appropriate changes in the syllabus and course. It is the student's responsibility to keep updated on course information if they are absent.

**Communication:** E-mail is the preferred method of communication. Please check your lclark.edu email address regularly. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class, via email or via Moodle.

**Extra Credit:** No credit options beyond those described in this syllabus will be offered. Likewise, no adjustments will be made in the grading criteria specified in this syllabus.

**Writing Center:** The Writing Center offers tutoring services to all students on any type of writing projects. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: [https://college.lclark.edu/academics/support/writing\\_center/](https://college.lclark.edu/academics/support/writing_center/).

**Technology:** Please see the graduate school's recommendations for technology for online and hybrid classes:

<https://graduate.clark.edu/academics/graduate-school-reopening-2020/educational-technology/>.

This will be a paperless class. You are welcome to print any materials for yourself, but I will not be providing any hard copies of class materials. All assignments are to be submitted electronically on Moodle.

### **Classroom Etiquette**

**Confidentiality:** Because we will be discussing actual cases in schools, confidentiality is expected of all students; this means not discussing information about cases outside of the class. Additionally, any personal disclosures in class should not be shared with others outside of the class.

**Phones and Laptops:** Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc., during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too).

**Recording Class:** The instructor may record Zoom class sessions.

**SPSY 574 – Spring 2021**  
**ADVANCED CONSULTATION**  
**Approximate Class Schedule – Subject to Change**

CLASS	DATE	TOPICS	ASSIGNMENT
1	Jan 12 (6 hrs)	Review of Syllabus and Course Assignments Review of problem solving consultation process;	
		Review of Behavior Change, Operational Definitions;  Communication Skills Novice vs Routine vs Competent Consultants	Review: Kazdin chapters 2-3
2	Jan 19 (6 hrs)	Problem Identification Interview (BC and CBC)  Data Collection: Review of Observation Techniques and Curriculum-Based Measurement	Definitional and Procedural Characteristics of Conjoint Behavioral Consultation (Sheridan & Kratochwill, Chapter 2)  Review BOSS Manual;  Review: Kazdin's How to Evaluate Interventions in Applied Settings
		Development and Practice of Problem Identification Interview	
3	Jan 26 (6 hrs)	Problem Analysis Interview (BC and CBC)  Academic Consultation	Consulting with Teachers Regarding Academic Skills  Daly Article
		Development and Practice of Problem Analysis interview	
4	Feb 2	*Section 1: 1:30 - 3:00; Section 2: 5:30 - 7:00*  Academic Consultation  Instructional Consultation	Rosenfield (2014), Gravois (2008), and Gifford (2012) chapters  <b>*Watch 90-minute Pre-recorded Lecture Prior to Class*</b>
5	Feb 9	Plan Implementation and Treatment/Plan Evaluation  Power in School Consultation Relationships  Case Presentations: PIIs	<b>Interview Forms &amp; Write-up Due</b> Consultation Generalization (Tillman)  The Bases of Social Power and Their Application to School Consultation (Erchul & Martens, 2010, pp. 43-61)
6	Feb 16	Single Case Design Review and application to consultation  Case Presentations: PIIs	Creating Single Subject Design Graphs (Dixon)  Nuts and Bolts of SCD;

7	Feb 23	Working with Diverse Families; Consultee-Centered Consultation Case Presentations: PIIs	Conjoint Behavioral Consultation in Practice: Working with Diverse Families  Newman, D., Ingraham, C., & Shriberg, D. (2014). Consultee-Centered Consultation in Contemporary Schools. <i>Communique</i> , 42(6), 14-16. (via NASP website)
8	Mar 9	Consideration of Worldview and Identities in Consultation  **Individual Meetings; Class will last 1 hour**	Ingraham, C. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. <i>School Psychology Review</i>
9	Mar 16	Ethical/Legal Issues; FBA  **Individual Meetings; Class will last 1 hour**	Reading TBD (flexible based on class needs)
10	April 6	Case updates  Adjusting interviews based on new learning (e.g., working with diverse families; identity; other consultation models; experiences)	Reading TBD (flexible based on class needs)
11	Apr 20	Case Final Presentations	<b>Consultation Cases Due</b> Case Final Presentations x 5
12	Apr 27	Case Final Presentations Wrapping up	Case Final Presentations x 5