

Lewis and Clark College, Spring Semester 2006

CSPY 573

SCHOOL BASED CONSULTATION



Instructor: Cynthia Velasquez Bogert
School Psychologist

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Meeting Place and Time: ? Monday 5:30- 8:30

General Class Information

Texts and Reading:

- 1.) Kampwirth, Thomas J. (2006) *Collaborative Consultation in the Schools*, Pearson-Merrill Prentice Hall, Columbus, Ohio
- 2.) Gresham, F. M. , Watson, S. T. , & Skinner, C. H. (2001). Functional Behavioral Assessment: Principles, Procedures, and Future Directions. *School Psychology Review*, 30 , No. 2, 156-172

Catalogue Description and Course Goals:

Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In- school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Addresses issues of cultural linguistic, socioeconomic differences. Prerequisite: CPSY 512. Credit 3 semester hours.

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. Emphasis will be on issues of culture, linguistic diversity and socio-economic differences. Course objectives are as follows:

- to develop individualistic consultation skills in relation to presented models and community needs
- to gain an understanding of the impact of culture and language
- to learn communication and interpersonal skills that are relevant in the development of strong consultation skills and the strengthening of school community relationships with an a heavy emphasis on collaboration
- to collect behavioral data from different sources and the development of a functional behavioral assessment

Instructor's Background Information:

In my work with children and families across a span of 17 years, I have worked as a school psychologist for the past 8 years in rural, suburban and urban school districts in California and Oregon. I attended California State University Hayward and my specialization is in bilingual assessment of culturally and linguistically diverse populations. My thesis topic focused on the self-efficacy skills of Latino elementary school student from separated/divorced families. I currently work in Reynolds School District and have trained eight district interpreters to administer the Bateria-III (Pruebas de Aprovechamiento) and (Pruebas Cognitivas)- Spanish language Woodcock- Johnson III Tests. In

addition, I have worked with the English Language Learners (ELL) department to train district teachers in appropriate referral methods of students. In San Francisco Unified School District, I joined with a cadre and collaborated on the development of a handbook addressing the appropriate referral, gathering of information and assessment of ELL students.

Assignment Requirements:

All assignments must be typed with no double spacing and with a font size of 14. Assignments are due at the beginning of class and missed assignments have to be made-up with possible deduction of points. In addition to assignments, there may be challenge questions assigned during class time. The written assignments represent 90 points and in class challenges total 10 points. There are a total of 100 points

Structure of Class Time:

- 1.) Check- In/ Discussion of Assignments Submitted
- 2.) Discussion of Assigned Readings
- 3.) Break 15 minutes at about 7 p.m.
- 4.) Activity
- 5.) Discussion of Next Week Readings or Assignments

Class Assignments

Assignment 1: An Interview with the site School Psychologist and Administrator or Speech Pathologist or Special Education Instructor

Purpose: (Points: 10)

To develop contacts and professional relationships within your assigned school and to understand individual perceptions of collaboration

Requirement:

You will be required to interview the site school psychologist and administrator. A third interview with a speech pathologist or special education teacher is also required. Please ask the interviewee the following questions:

- 1.) Based on your experiences within schools, what has been the best collaborative/ consultative experience you have had?

- 2.) What qualities are important in a good consultant based on your experience? What has not been helpful?
- 3.) How do you collaborate with other professionals within your school community? What challenges have you encountered?

Assignment 2: Observation of a Student Study Team

Purpose: (Points 5)

To understand the student referral process and how professionals collaborate in order to identify interventions for individual students

Requirement:

You will be required to observe an entire Student Study Team process from beginning to end and respond to questions provided. In addition, you will be required get copies of referral forms from your school site with permission from your site supervisor.

- 1.) During the SST did the team work collaboratively to think of interventions for students?
- 2.) How did the SST plan interventions for students?
- 3.) What was the dynamic within the group? Was there one leader/ shared leadership? Were there defined roles?

DON'T FORGET CONFIDENTIALITY WHILE YOU ARE OBSERVING THE SST.

Assignment 3: Collection of Resources within School Community

Purpose: (Points 5)

To identify and find resources within the school community i.e. counseling, after school classes and to understand the importance of resources within the consultation process

Requirement:

You will collect information via pamphlets/ fliers or information from a specific individual on at least 3 resources at your school site or community.

You will ask a special education teacher how a student is referred to Columbia Regional Services and Developmental Disabilities Services (D.D) Services.

The information should be formatted as follows:

Name of Agency:

Purpose of Agency & Services:

How are students referred?

How would this resource benefit a student?

Assignment 4: Interview with Teacher and Student File Review

Purpose: (Points 10)

To interview a regular or special education teacher about a specific student who may be dealing with a behavioral challenge and review the student's file.

Requirement:

Please ask your supervisor to identify a teacher/ student who may need consultation. Please make sure parent permission has been provided to discuss the student and to review files.

The following questions should be asked at the teacher interview:

- 1.) How long have you known the student?
- 2.) What background information do you have about the student? Strengths and weaknesses?
- 3.) What are the primary concerns? Describe the behavior?
- 4.) When and where does the behavior occur? How many times per day? What is the impact of the behavior? What happens before the behavior is exhibited?
- 5.) What interventions have been attempted? How long were the interventions implemented? What worked ? What hasn't worked?
- 6.) How does the student work with peers?
- 7.) What type of outcome do you envision for this student?

* Please ask the teacher for best times to observe the student, including recess and/ or free structured times i.e. P.E or lunch time/ cafeteria.

Student File Review:

When you review the student's file, you will be looking for the following information:

- Student's primary language
- ELL (English Language Learner) testing/ information

- Cultural background
- School attendance/ previous schools
- Illnesses
- Vision/ hearing test results
- Progress/ report cards and previous teacher comments
- Behavior reports i.e. suspensions/ incidents
- If the student is a special education student, please include their current identified disability.

After you have reviewed the file, you will type up a complete summary of the information.

PLEASE REMEMBER TO NOT USE REAL NAMES FOR TEACHER AND STUDENT.

Assignment 5: Interview with Parent/ Guardian

Purpose: (Points 5)

The purpose of this assignment is to gather background/ home information about the identified student.

Requirement:

You may conduct this interview via phone or in-person based on which is most convenient for the parent/ guardian. Preferably, the interview should be completed in person with the teacher or site supervisor. The teacher or site supervisor and you should contact the parent/ guardian in order to get permission for the interview and to set up times. Please note that an interpreter may be needed in specific cases.

*In class we will prepare for the interview with the parent/ guardian.

The following questions are for the parent/ guardian interview:

- 1.) Where was _____ born?
- 2.) What is the primary language in the household?
- 3.) How many other children in the household? How many adults in the household?
- 4.) Is there health information about _____, which is important for the school to know? How was the pregnancy? Delivery? Has there been any traumatic experiences?

- 5.) Have you had an opportunity/ chance to meet with the classroom teacher? What has been mentioned to you in reference to _____'s behavior ?
- 6.) What are your concerns if any about _____ 's behavior ?
- 7.) At home what do you see as strengths or weaknesses?
- 8.) Does _____ get along with siblings and adults in the household?
- 9.) What has worked at home in reference to behavior? What has not worked?
- 10.) What type of outcome would you like to see at home and school?

Assignment 6: Three Observations of an Individual Student Within a School Setting

Purpose: (Points: 15)

The purpose this assignment is to observe the identified student across different school settings i.e. two classroom and one recess/ cafeteria time.

Requirement:

You will be observing the identified student during three observation sessions of 1 hour each. Two of the hours will be in the classroom with one hour during an unstructured time. The observations may be broken down into half- hour segments, if the ultimate goal is to collect specific data on frequency of behavior. The observations should occur on different days.

The following information should be included in the observation:

- **Name of Student/ Date of Birth/Description**
- **Grade/ Date of Observation/ Time**
- **Teacher**
- **No. of students in classroom**
- **Description of referring behaviors**
- **Description of setting and instructional period i.e. math or language arts etc.**
- **Description of how instruction is being delivered**
- **Where is the student situated in the room?**
- **How is the student interacting with the instructional materials?**
- **How does the student interact with peers/ teacher?**

- **If recording frequency of a specific behavior, if possible please refer to number of occurrences within a specific amount of time.**

Reminder: The ultimate goal of the observation is to provide objective and non-bias information about behaviors and how the student interacts within the classroom environment.

Assignment 7: Collection of Behavioral Data

Purpose: (Points 10)

To collect behavioral data via behavioral checklists from teacher and/ or parent/ guardian and interview the student in order to gather data about perceptions of behavior

Requirement:

You will be required to use a behavioral checklist i.e. Behavior Assessment System Children-2 (BASC-2), Achenbach Behavior Checklist etc. I will be reviewing your checklists/ assessments in order to make sure they are scored properly and to make sure responses patterns are consistent. If a computer scoring program was used, then you will need to provide the print-out information provided.

Attached to the completed checklist, you will need to provide a description of the checklist and a summary of the response patterns noted.

How do I get a behavioral rating tool?

You will need to speak to the school psychologist at your school site and ask them politely if they would be so kind as to part with a checklist. If this is impossible, you will need to speak with me.

How will I score the checklist?

Before providing the checklist to the teacher and/ or guardian you will need to kindly ask the school psychologist to borrow the manual (don't take the manual off the school site). If the checklist can only be scored via a computer program, ask the school psychologist how you can score the checklist. Sometimes school psychologists will have a scoring program on their laptops or their central office will have a designated computer in a general area where it can be scored.

What if I can only get a checklist completed by the teacher?

You have been provided with the option of getting information from the teacher and/ or parent/ guardian. The primary informant for the checklist should be the teacher. If the parent/ guardian completes a checklist, it would be provide you with additional information in reference to behavior, which would be very helpful. Behavior checklists are very expensive and hard to get therefore one informant is acceptable.

Assignment 8:

Functional Behavioral Assessment & Presentation

Purpose: (Points: 30)

The purpose of the Functional Behavioral Assessment is to incorporate the interviews, file review, observations and checklists into one complete assessment. The FBA will provide the team i.e. teacher, parent, supervisor and yourself with a chance to discuss the referring behaviors, information and discuss a possible Behavior Intervention Plan, which incorporates recommendations for interventions. The goal is to use the FBA in your portfolio when you apply for your third year internship or job and to make you feel comfortable with FBAs !

Requirements:

You will be provided with samples of Functional Behavioral Assessments in class, in order to determine how you will synthesize the information you have collected. Layout will be discussed in class and an initial draft will be submitted. An in class 15-minute presentation of the FBA will also be required in order to fulfill the assignment requirement. The following format for the presentation is as follows:

You will “pretend” that you are presenting your information to the parent, teacher and an administrator at a meeting i.e. IEP or an addendum meeting to an eligibility

- Brief introduction/ greeting/ thank team for gathering
- Discuss referring behavior
- Discuss important parts of background information
- Summary of teacher and parent information
- Discussion of observations and checklists
- Present possible interventions
- Conclusion

I will be passing out a sign-up sheet for students to select a date and time. We will be presenting about 6 FBAs during the latter part of the class session over 3 weeks.

Class Attendance and Participation

Participation in class activities and discussion within the course are paramount therefore regular and timely attendance is expected. The student will be required to contact me prior to the class in regards to their absence. The student should contact me within at least 8 to 24 hours of their absence. If a student is absent from one class period during the course term she/ he will be required to complete an additional/ make-up assignment in the form of a 2-3 page paper discussion of the missed chapter for the week. The paper must include questions, comments and further recommendations in reference to the topic.

Class Outline/ Assignments

Class	Readings	In-Class	Assignments	MISC.
1.) 9/11	Introductions	Syllabus		
2.) 9/18	Chapter 1. p.13-31	Challenge Question		
3.) 9/25	Chapter 2. p.36-82	Mock SSTs	Assignment. 1 DUE	
4.) 10/2	Chapter 3.	Difficult Interaction/ Challenge Question	Assignment.2 DUE	
5.) 10/9	Chapter 4.	Role Play	Assignment. 3 DUE	
6.) 10/16	Chapter 5. p.154-168	Processing/ Finding Solutions		
7.) 10/23	Chapter 5. Continued p.169-187	Small group	Assignment. 4 DUE	

8.) 10/30	Chapter 6. p.194-227 Additional reading	Behavioral/ Emotional & FBA Intro	Assignment. 5 Assignment 6. (1 st observation) DUE
9.) 11/6	Chapter 6. p.227-239	Data Collection/FBA Samples	Assignment 6. (2 nd observation) DUE
10.) 11/13	Chapter 7. p. 248-261	Discussion of Academic/Cultural/ Linguistic/ Poverty	Assignment 7. DUE
11.) 11/20	Chapter 7. p. 262-271	Continued Discussion/ FBA	Working on FBA
12.) 11/27	Chapter 9. p.306-322	Consultation & Assessment	FBA DUE & Presentations 1 st group
13.) 12/4	Chapter 9. p.323-339 FAS reading TBA	Consultation & Assessment Cont'd	FBA Presentations 2 nd group
14.) 12/11	FAS reading	Mock SSTs/ Consultation	FBA Presentations 3 rd group
