

CPSY 573: School-Based Consultation
Tuesdays 5:30 – 8:30 p.m.
September 3 – December 10, 2013

Office Hours: By appointment

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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. In school observations 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 socioeconomic diversity will also be interwoven throughout the course.

Course Content: The course will focus on four key areas of knowledge/skill development: (1) Developing a general understanding of the consultation process. This will help you engage the consultee in implementing meaningful and successful interventions. (2) Developing a knowledge base of key classroom and school factors that influence student behavior and learning. This will assist you in defining the problem to be solved/goal of specific consultations. (3) Understanding consultation viewed from the perspective of school administrators, special educators, school counselors, and experts in the FBA/BIP process and culturally sensitive consultation. This will help you more effectively serve on a team or in collaboration with professionals from these fields. (4) specific interventions related to key classroom and school factors that influence student behavior and learning. This will add to your repertoire of intervention strategies that will serve as a necessary foundation for successful outcomes.

CPSY Course Objectives: The purpose of this course is to explore, understand, and learn the methods of consultation, which will assist you in working with other professionals to improve the learning environment to better meet individual students' and groups of students' academic and personal needs within the school environment. 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 within an approved program. The domains in which you will develop knowledge, skills, and dispositions in this course are 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.

Any absence needs to be reported prior to class time and make up work will be assigned. 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:

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 summary of the process by responding to the following questions:

- Who comprised the SST? How was this composition determined?
- How does one access the SST team?
- What were the dynamics within the group? Was there one leader/ shared leadership or defined roles?
- What type of problem identification and associated data did the SST team request/require from the teacher? What data needs to be presented regarding student data and interventions the teacher has made prior to making the referral?
Were observations included in the data collection?
- During the SST did the team work collaboratively to think of interventions for students? Who played a lead role in this process? How active was the referring teacher in this aspect of the process?
- What type of academic/ behavioral intervention models does the SST use?
- What type of accountability/assessment data was collected? How was this data discussed/analyzed?
- How was this experience helpful in your understanding or knowledge base as a consultant? What specific skills did you learn? What behaviors/structures did you observe that were most useful in helping the team develop a plan to assist school adults in creating an effective intervention plan? What behaviors/structures appeared to have been barriers to this outcome?

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. Consultation sessions with a teacher or with your site supervisor taking the role of a teacher: First steps in the consultation process

Purpose: Consultation sessions will provide you with an opportunity to engage the classroom teacher or your supervisor in a manner that will enhance the delivery of interventions and direct assistance to the classroom or another school area. The focus of the consultation sessions will be on process and communication skills as well as your ability to generate data that assists you and the teacher or supervisor in establishing realistic and appropriate goals for the consultation. You will not be required to implement an intervention, but you will be required to outline an intervention based on your problem generation data and to discuss the manner in which you would work with the teacher or the school staff to implement and assess this intervention. The initial consultation session will be an introductory session in which you will interview the classroom teacher or your site supervisor about the student, classroom issue or school site issue of concern. The length of the

consultation is determined by the specific needs of the teacher, student, or setting.

Requirements:

1. *Consultation with a classroom teacher/special educator/site supervisor*

It is imperative that you collaborate with your site supervisor to insure that any observations you make either focus on a classroom or school site (not an individual student) or, if you observe a specific student, you and/or a professional at your school site has obtained permission for this student to be observed specifically by you as the school psychology intern. If you work directly with a teacher, it will also be essential for you to work with your site supervisor to insure that you follow protocols regarding permission to work with a teacher. The consultation sessions may be completed with your site supervisor or independently, depending on the requirements of the school site.

Session One: Focus should be on getting to know the classroom teacher, or other educator with whom you will be consulting. During this session, you can work on communication/ listening and receiving skills and obtain details regarding the educator's concerns related to topic on which you will be working with them.

Session Two: During this session you will work with the consultee to determine the observations from the setting that will assist you and the educator in clarifying the problem and establishing the goal for the consultation.

You will submit a summary of each consultation session that includes your assessment of the communication skills you utilized and how effectively you utilized each of the steps to effective consultation.

2. *Data collection and analysis*

The observation may be completed in conjunction with your supervisor as part of a special education evaluation process of a student, as a service to a teacher, e.g., classroom management ideas, or as part of an attempt to resolve an issue related to student behavior in a school common area. When observing a specific student, it may be desirable to work with a student identified as having special needs. In this case, 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.

If you observe a student, this should occur in two different settings i.e. classroom or common area such as the hallway, playground, 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.

You will submit a summary of your observation including (1) how was this arranged, (2) what data collection format you used and why you make this decision, (3) what data you collected, (4) your analysis of this data, i.e., what implications you believe the data has regarding the behavior(s) to be taught/alterred.

Assignment 3. Intervention and Assessment

Purpose: Interventions are key components in behavioral or academic consultation. The purpose of this assignment is for you to increase your skills in determining effective interventions and share these with your colleagues.

Requirements:

For the consultation from the previous assignment, you will develop specific interventions you would recommend, how you would assist the teacher or staff in implementing these recommendations, and how you would assess their success. You will not be required to share these with anyone at the school site. You will present this to our class as a case study

project.

Assignment 4: Summative Portfolio

Purpose: To provide you with a synthesis of the course material that will serve as an organizer for your future work as a consultant.

Requirement:

Option #1 You have now spent a semester examining best practices in effectively meeting the academic and behavioral needs of students in a school setting and how this can serve as a foundation for effective classroom and school consultation. In this final assignment you are asked to create a summary of what you believe has been your key knowledge acquisition from this class that will provide you with professional notes for your future work as a consultant. This may take the form of an outline, a series of bullets presented under headings, some form of graphic organizer/schema, etc. This will most likely require 5-10 pages of written/graphic work.

Option #2 You may instead choose to select a topic about which you would like to obtain additional content in order to strengthen your ability to provide effective consultation. This option will involve your reading a minimum of four articles on this topic and writing a minimum five page summary of your new knowledge and how you might use this knowledge in your role as school psychologist.

Grading:

While I do not believe on focusing on grades during the learning process, I do believe they provide a useful indication concerning the quality of work performed and the competencies demonstrated. Your grade in the course will be based on your performance in the following areas: (1) Class participation - 25% (2) Assignments - 75%.

Criteria for an A grade is work that is clearly and professionally written. The work is distinguished in its creativity, reflective analysis, originality, narrative fluency, and limited syntactical and grammatical errors. The work demonstrates a mastery of the content indicative of a level needed to teach the material to others. Class participating related to an "A" grade involves attending every class, actively participating in class activities, taking an active role in supporting and encouraging others in their learning, and making significant and important contributions to small and large group discussions.

Criteria for a B is work that is professionally written and demonstrates an understanding of the basic principles and strategies associated with the material. There is some evidence of creative application, evaluation of the material, and reflective analysis. Writing is fluent and with few syntactical and grammatical errors. There is a clear indication that you could implement the material in your professional work. To earn a "B" grade in class participation involves coming to class prepared to be an active participant in large and small group instruction and have attended all class sessions.

A C grade involves limited or minimal understanding of key concepts and applications. The work is lacking in depth, shows minimal evidence of reflective analysis, creative thought, or evaluation. Writing lacks fluency and has substantial errors in syntax and grammatical structure. The assignment of a C grade in class participation indicates a pattern of coming to class late and without adequate preparation to discuss, analyze and synthesize the work. It also indicates a pattern of limited involvement in large or small group work, dominating or failing to facilitate

All assignments may be reworked until you have met the level of mastery with which you are satisfied. Material not reworked will be given the grade presented on the most recent edition.

Effectively responding to classroom disruptions

Jones & Jones (2013) Chapters 8 & 9

Yang (2009) "Discipline or Punishment"

Handout on using reinforcement

O'Conner & Sticher (2011) "Using problem solving with students with high-functioning Autism and Asperger Syndrome"

Marks et al., (2006) "Reconsidering behavior management for students with Autism Spectrum Disorder"

Wright & McCurdy (2011) "Class-wide positive behavior support and group contingencies: Examining a positive variation of the good behavior game"

Kamps et al. (2011) "Class-wide function related intervention teams: Effects of group contingency programs in urban classrooms"

Kirk et al. (2010) "Decreasing inappropriate vocalizations using classwide group contingencies and color wheel procedures"

Ullucci (2009) "This has to be family: Humanizing classroom management in urban schools"

- Sessions 7 & 8 (Oct. 15 & 22) Data collection/assessment as an essential component of the consultation process (Guest presenters: Dan Belm, school psychology intern, Vicki Brooks, school counseling consultant)
 Readings: Nordness et al. (2012) "Using direct observation..."
 Handouts from professor
- Sessions 9 & 10 (Oct. 29; Nov. 5) Interventions to assist students in developing new skills: Self-monitoring, self-instruction, social skill training, daily report cards, contracts
 Readings: Vannest et al. (2011) "Daily behavior report cards"
 Rafferty (2010) Step-by-step: Teaching students to self-monitor
 Fitzpatrick & Knowlton (2009). Bringing evidence-based self-directed intervention practices to the trenches with students with EBD
- Sessions 11 & 12 (Nov. 12 & 19) Creating responsible & meaningful behavior support plans: The FBA/BIP process
 Readings: Jones & Jones (2013) Chapter 10 Dr. Skip Greenwood, guest presenter
 Park, K. (2007). "Facilitating effective team-based functional assessments in typical school settings"
- Session 13: (Nov. 26) Consultation with programs for students with emotional and behavior disorders
 Readings: Materials provided by professor
- Sessions 14 & 15 (Dec. 3 & 10) Case study presentations by students