

Lewis and Clark College-Graduate School of Education and Counseling



Instructor: Cynthia Velasquez Bogert

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Meeting Place & Time: York- Room# 121

January 8th- March 12th

Wednesday 5:30-9:00 pm

Texts: Rosenfield, Sylvia A. (1987) *Instructional Consultation*

Lawrence Erlbaum Associates Inc. Publishers. Hillsdale, New Jersey

Rosenfield, Sylvia (2012) *Becoming a School Consultant-Lessons Learned*

Routledge New York, New York

La lucha te forma.- The struggle forms you.

The Huichols are an indigenous Mexican tribe located in the state of Nayarit. They use the symbol of the Nierika as a means to communicate with their ancestors and to connect them to their traditional beliefs. The Nierika means “to see” and is made from sticks woven with yarn or on a square wood tablet with colorful yarn. The artwork is used to portray shamanic traditions and visions.

As school consultants we are frequently asked to use our abilities in order to understand problems or assist teams. In order to assist teams and collaborate with others we must understand and respect different perspectives. We must be able “to see”, but it is the road and in the steps you take to develop your skills that will challenge you, but that will make you great.

Course Description: Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory. Credits: 2 semester hours.

574 Advanced Consultation and Program Evaluation

The purpose of this course is to further explore, understand, and learn the methods of consultation, including a more systems- based approach to school-based practice. Different types of consultation will be addressed, including mental health consultation, advocacy consultation, process consultation, organizational development, and others. Models of consultation will be examined and applied to everyday school-based situations. 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:

- 1.) Further develop individualistic consultation skills in relation to presented models and community needs (NASP Domain 2.2 Consultation and Collaboration and 2.9 Research and Program Evaluation)
- 2.) Continue to learn professionalism, communication and interpersonal skills that are relevant in the development of a strong consultation foundation and the strengthening of school community relationships with a heavy emphasis on collaboration, intervention and crisis planning. (NASP Domains 2.7 Prevention, Crisis Intervention, and Mental Health and Domain and 2.8 Home/ School/ Community Collaboration).
- 3.) Understand how to collect instructional data from different sources and the development of an instructional assessment and intervention plan (Domain 2.1 Data-Based Decision-Making and Accountability).
- 4.) Understand the processes and considerations underlying provision of inservice training. (NASP 2.9)

- 5.) Develop plans for intervening at the organizational level in schools. An example may be the development of a positive behavior support system for buildings or the initiation of student assistance teams. (NASP 2.7)
- 6.) Understand program evaluation as a basis for consultation. (NASP 2.9)
- 7.) Understand the ethical issues surrounding consultation.

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.

Students with Special Needs:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact the Student Services Office at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Assignments:

Assignment #1- Research an Academic or Behavioral Curriculum/ Intervention

Purpose: To understand the types of interventions and curriculum used in schools and become aware of the interventions and how they apply to Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS).

Requirement:

- Research a curriculum used in Title I classroom i.e. Guided Reading, Scholastic Read 180 or if your school is not Title I, then what types of evidence based interventions does your school offer for students struggling in reading or math?
- If PBIS curriculum will be your focus i.e. Second Step or any other program within the primary or school wide intervention level or at the secondary level of intervention or "yellow zone"
- Observation the of the intervention in the classroom setting if possible
- Review curriculum materials
- Interview the staff delivering the service about the following:
 - How the curriculum/ instruction is delivered i.e. individual or small group?
 - At what level of the triangle is the intervention administered?

- How is curriculum generalized into the regular classroom?
 - What does the curriculum involve? i.e. minutes per week?
 - How do you monitor progress?
 - How do you determine when to shift or change interventions?
 - How do students respond to the intervention?
 - Staff opinion of curriculum?
- Review research and/or journal articles relating to curriculum or research based on curriculum that focuses on best practices in RTI or PBIS.
 - You will write a paper that incorporates the following format:
 - 1.) Introduction of the Curriculum & Purpose
 - 2.) Use within School Setting/ Staff Interview
 - 3.) Curriculum Research
 - 4.) Conclusions/ Opinion

Assignment 2. Intervention Presentation

Purpose: Interventions are key components in behavioral or academic consultation. The purpose of this assignment is for you to become comfortable presenting intervention ideas to a group and to learn ideas from peers in class.

Requirements:

- A brief (10 minute max) presentation of an intervention idea you have learned at your school site or from previous experiences. Please bring a summary of your intervention.
- The intervention can be either academic or behavioral or can target a specific population
- Please bring materials to share with peers if needed or resources that may be helpful for further information and learning
- You can ideas from your site supervisor, classroom teacher, resource specialist, speech/ language pathologist, school counselor, or school psychologist.
- The structure of the presentation should be as follows:
 - 1.) Introduction of Intervention
 - 2.) Your Interest in the Intervention/ How has it helped you
 - 3.) Present Intervention
 - 4.) Q&A with peers/ Pass out resources

Assignment 3. In-service/ Staff Development

Purpose: Design a staff training/ in-service based on observations or information from on-site staff. The assignment will enable you to share an area of expertise with staff and/ or develop a brief training (30 minutes) that will provide staff with information in regards to academic interventions, mental health, behavioral concerns, LGBT youth or community issues i.e. poverty or displaced or homeless students and families

Requirements:

- A brief presentation (30 minutes) to staff and/ or site supervisor about in-service
- Write a paper about your presentation with the following information
 - Introduction of topic
 - What relevant information will be presented?
 - Powerpoints, handouts and materials provided to attendees
 - Resources: What resources will be provided in order to maintain learning?
- Presentation Evaluation:
Presentation will be evaluated by attendees and forms will be provided and will be returned with paper.

	Overview of Course Assignments & Course Grading	Due	Point Value
1	Academic/ Behavioral Curriculum Research	1/29	30
2	Intervention Presentation	2/19	30
3	In-Serve Training	3/5	20
4	Participation		20
	Total		100

Grade Calculation: 97-100%= A 85-88% = B-
93-96% = A- 87-84% = C
89-92% = B

Proposed Schedule of Class

Class	Date	Topic	Assignment
1 Intro	1/8	Review Theories	
2	1/15	Theory/ Practice	Chp. 1&2 IC
3	1/22	Communication	Chp. 3 BASC
4	1/29	Consultation w/ School Counselors	Chp.3 IC & Chp.4 BASC/ Assign #1 DUE
5	2/5	Instructional Consultation/ Data Collection	Chp.5 IC/ Ziggurat Model/
6	2/12	Working with Teams	Chp.6 IC
7	2/19	Interventions/ Intervention Presentations	Chp.7 & 8 IC/ Assign #2 DUE
8	2/26	Instructional Consultation with Sylvia Rosenfield/ ELL/ CLD students	Articles to be provided
9	3/5	Consultation w/ School Counselors/ Chris Elkorek	Chp.9 IC/ Assign#3 DUE
10	3/12	Poverty “ American Winter” (film)	Articles to be provided

Note: This schedule is provided as a guide and may be subject to change.