

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	School Based Consultation
Course Number	CPSY 573
Term	Fall 2009
Department	Counseling Psychology
Faculty Name	C. Velasquez-Bogert

Catalogue Description:

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, and socioeconomic differences.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis and Clark College, Fall Semester 2009

CPSY 573
INTRODUCTION to SCHOOL BASED CONSULTATION



Instructor: Cynthia Velasquez Bogert - School Psychologist

Email: Cynthia@lclark.edu or Cynthia_Bogert@reynolds.k12.or.us

Meeting Place and Time: Rogers-220 /Monday 5:30- 8:45 p.m.

Text: Thomas, Alex & Grimes, Jeff (2002) *Best Practices in School Psychology IV*
Vol.1 & Vol.2 NASP Publications. Bethesda, Maryland

Sattler, Jerome M. & Hoge, Robert D. (2006) *Assessment of Children- Behavioral, Social, and Clinical Foundations-5th edition*
Jerome M. Sattler, Publisher, Inc. San Diego, California

Supplemental Text:

McCarney, Stephen B & Wunderlich, Kathy Cummins (2006) *Pre-Referral Intervention Manual-3rd edition*

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 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. 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.) **Develop** individualistic consultation skills in relation to presented models and community needs (Domain 2.2 Consultation and Collaboration).
- 2.) **Gain** an understanding of the impact of culture and language (Domain 2.5 Student Diversity in Development and Learning).
- 3.) **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 an a heavy emphasis on collaboration, intervention and crisis planning. (Domain 2.7 Prevention, Crisis Intervention, and Mental Health and Domain 2.8 Home/ School/ Community Collaboration).
- 4.) **Understand** how to collect behavioral data from different sources and the development of a behavioral assessment and behavior intervention plan (Domain 2.1 Data-Based Decision-Making and Accountability).

Course Expectations:

Students are expected to submit assignments on due dates, unless there is an emergency or illness. Late assignments will be deducted at 2 points per day if unexcused due to illness or emergency. 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. Participation in class activities and discussion within the course is paramount. If you are in need of any modification or accommodation due to individual learning needs, please find time to speak with me.

Evaluation:

There will be two quizzes in the class that will incorporate information you have learned via lecture and from readings. The quizzes are formulated into two separates areas of problem solving and brief multiple-choice.

Assignments:

There will be a total of six assignments in class that will interweave into each other and will be based on a specific student 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 culmination of file review, interviews, observations, behavioral data and interventions.

	Overview of Course Assignments & Course Grading	Due	Point Value
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1	Interview with Teacher and Student File Review	10
2	2 Consultation Sessions with Classroom Teacher	10
3	Observation of a School Team	10
4	Interview with Parent/ Guardian	15
5	Student Observation	10
6	Final Project/ Behavior Assessment & Intervention	25
	Participation	10
	Evaluation	10
	TOTAL	

Grade Calculation: 97-100% =A
93-96% =A-
89-92% =B
85-88% =B-
81-84% =C

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

Proposed Schedule of Classes

(Reading chapters refer to Best Practice or Sattler book unless otherwise noted.)

	Date	Topic	Assignment
1	9/14	Intro to course/Assignments/ Consultation Role	
2	9/21	Consultation Models in Schools	p.625 BP Vol.1
3	9/28	Student Study Teams/ Positive Behavior Support	p.645 BP Vol.1
4	10/5	Communication in Consultation	Reading-TBA
5	10/12	Challenges in Consultation/ Communication/ Resistance/ Team Dynamics * Working Together Night with the School Counseling Grad Students	p.657 BP Vol.1 Observation of SST DUE
6	10/19	Interview Techniques w/ Parents, Teachers & Students/Discussing Difficult/ Sensitive Situations/ Small Group Practice	Quiz #1 Sattler p.146-155 review p.155-161& Self Evaluation p.185
7	10/26	Risk Screening / Crisis Intervention/ Small Group/ Practice	Teacher

			Interview/File & Consultation Session #1 DUE Reading-TBA (Twemlow)
8	11/2	Suicide/ Crisis Intake / Small Group/ Practice	p.1151 BP Vol.2 p.641-642 Sattler
9	11/9	Academic Consultation/ Identifying Academic Weaknesses and Influence of Factors in Learning. CLD Revisit/ Developing Interventions/ Small Group Practice	2 ND Consultation Session DUE Reading-TBA (Rosenfield) & (Lopez)
10	11/16	Behavioral Consultation/Co-Morbidity/ Understanding Cycles of Behavior & Function/ Developing Interventions Understanding Your Student's Behavior/ Small Group/ Practice	Observations of Student DUE Reading-TBA (Luiselli)
11	11/23	Tentative Speaker-Vern Jones/ Consulting w/ Teachers/ Basics of Classroom Management & FBA	Interview w/ Parent or Guardian DUE Reading-TBA
12	11/30	Interventions in the Classroom/Behavior Intervention Plan/Crisis Planning- Designing BIPs in Class/ Small Group/ Practice	Quiz#2 Reading-TBA
13	12/7	Discussing the BA Template / Format Poverty Film: "Waging a Living" Part.1	
14	12/14	Poverty / Small Group Film: "Waging a Living" Part.2	Final Assignment Due

Assignment 1: Interview with Teacher and Student File Review

Purpose:

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/guardian permission has been provided to discuss the student and to review files.**

The following questions are guidelines, please refer to *Sattler & Hoge-Assessment of Children-Behavioral, Social, and Clinical Foundations-5th edition* for further guidance.

- 1.) How long have you known the student?
- 2.) What background information do you have about the student? Strengths and weaknesses? What is the student's learning style or modality?
- 3.) What are the primary concerns? Does the behavior stem from academic and/ or behavioral concerns?
- 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 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 make sure the summary "flows" and is solely not a means of providing information. Examples will be provided in class.*

Assignment 2: Observation of a Student Study Team

Purpose:

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 provide a summary of the process and respond to the following questions:

- 1.) During the SST did the team work collaboratively to think of interventions for students?
- 2.) How did the SST track interventions for students?
- 3.) What was the dynamic within the group? Was there one leader/ shared leadership or defined roles?
- 4.) What types of interventions were suggested?
- 5.) How was this experience helpful in your understanding or knowledge base as a consultant?

Note: Please consider issues of confidentiality while observing team meetings.

Assignment 3: Interview with Parent/ Guardian

Purpose:

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

Requirement:

This interview will be required to be completed in-person based on what is most convenient for the parent/ guardian. The site supervisor and student 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. Please refer to Sattler for additional questions.

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

Assignment 5: Observation of a Student Within a School Setting

Purpose:

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

Requirement:

You will be observing the student during (2) observation sessions of 45 minutes each in the classroom and an unstructured time or setting. The observations may be broken down into 15 minute 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 pedagogical methods or 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?

Develop a hypothesis of the student's behavior and include this in the summary of your observations.

- Why is the behavior occurring? When does the behavior occur?
- What do you think is the antecedent? Which proximal or distal antecedents were noted?
- How do adults and peers respond to the behavior?
- What is the hierarchy of the behaviors i.e. which occurs the most to the least?
- What physical/ social/ emotional factors contributed to the behavior?
- How is the behavior being supported in the classroom environment? Ecological concerns i.e. instructional methods that do not support student learning style and/ or classroom environment i.e. student is isolated or set up of desks?
- What did you learn about the student's behavior?

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

** The ultimate goal of the observation is to provide objective and non-bias information about behaviors.*

Assignment 5: Behavior Assessment Project/ Intervention Plan

Purpose:

The purpose of the Behavior Assessment is to incorporate the interviews, file review, and observations into one complete assessment. The Behavior Assessment 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 Behavior Assessment in your portfolio when you apply for your third year internship or job and to make you feel comfortable with the collection of information.

Requirements:

Samples of Behavior Assessments will be provided in order assist in the synthesis of information you have collected. Layout will be discussed in class and individual students may submit a draft. In class, a presentation of the Behavior Assessment will be modeled . You will be asked to present your information to the student's classroom teacher and provide ideas for interventions. You will report on you interaction with the teacher in class.

Assignment 6 :

Two Consultation Sessions with the Classroom Teacher

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 sessions will be an introductory session in which you will interview the classroom teacher about the student of concern and understand the hierchial needs of and how to analyze the problem. The first 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:

A summary of the consultation sessions will be completed that includes the following:

- Purpose of consultation session
- Student progress
- Possible intervention ideas for the classroom teacher
- Consultant communication style and personal perspective of experience

“La lucha te forma.”
(The struggle forms you.) -Unknown