

**PSY 655**  
**School-based Consultation and Intervention II**  
**Winter 2024**

**Instructor Information:**

Amy Campbell, Ph.D.  
Psychology Department  
1309 ASH  
(616) 719-6780 (cell)  
[campbeam@gvsu.edu](mailto:campbeam@gvsu.edu)

Office Hours: Tuesday, by appointment

**Couse Information:**

Wednesday, 9:00 – 11:45  
Location: 420 Eberhard Center  
CRN: 37362

**Grading**

		<b>Grading Scale</b>	
Systems-level project	100pts	94% and above	A
School System Analysis	50pts	90% - 92%	A-
Behavior Support Analysis	50pts	87% - 89%	B+
Policy Analysis and Response	40pts	83% - 86%	B
Weekly Response/Reflection	60pts	80% - 82%	B-
		77% - 79%	C+
Total	300pts	73% - 76%	C
		70% and Below	Fail

**Class Requirements and Assignments**

**1) Systems-level Project (100pts)**

The primary project for this class is your systems level project. You should begin this project early in the semester, and continue to work on it throughout. For this project, you must select a project topic that focuses on a schoolwide, classroom, or small group in your practicum setting. Ideally, this project will allow you to (1) collect initial data, (2) implement a program or change, and (3) collect follow-up data. There are a wide range of topics that will be appropriate for this project. The final products include: a written report and a presentation. Note, this must be submitted in your end of the year portfolio.

**2) School System Analysis (50pts)**

You must complete the Reading Tiered Fidelity Inventory 2.0 in one of your practice buildings. The assessment will take a few hours to complete, but can be completed over several days. After completing the assessment, you will summarize the results and development recommendations.

**3) Behavior Support Analysis (50pts)**

You will conduct an analysis of the behavior support systems in one of your buildings. There are several different options for the analysis depending on your building/interests.

#### **4) Policy Analysis and Response (40pts)**

You will develop a written response and record a brief testimony in response to proposed legislation. You will have several different policies to select from.

#### **5) Weekly Response and Reflection (60pts)**

Each week, you will be asked to reflect, gather information, or simply ask questions related to the content. I will provide specific prompts for each week. The purpose of these responses is to have you devote some time to thinking about your experiences and how they are related to the weekly topics. These will all be submitted in Blackboard. Your responses can be in traditional narrative form, or you may simply use a bulleted list (I am not grading your writing...).

**Important:** Given the variety of data that is collected at your practicum sites and your ability to access to the data, I understand if you are unable to bring certain pieces of data to class. In cases where your site does not collect a certain type of data or you are not allowed to access the data, I will provide you with “mock” data to use during the class activities.

If you anticipate that you will not be able to complete an assignment at your practicum site, you must contact me ASAP, and we can develop an alternate plan.

#### **Course Policies**

1. Attendance: Attendance during class meetings is required. If you are unable to participate in the class due to illness, family emergency, or bereavement, please let me know ASAP, and Please note, missing class due to vacations, weddings, or work are NOT considered excused absences and you will not be able to make-up those points.
2. Late Assignments: I have provided the due dates for the assignments. If you anticipate needing an extension due to challenges at your practicum site, please let me know ahead of time. In order to receive an extension (which I am happy to provide), you must contact me at least 24hrs prior to the due date. Please be aware that many of these class assignments will take time and to plan accordingly.

#### **University Policies**

Accommodations for Students with Disabilities: If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity: Students are expected to adhere to the university’s policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism: As described in Section 223.01 of the Student Code, “any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.” In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences.

If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

### Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
Week 1: 1/10	Class overview Assignments/Projects Discussion of systems	Review syllabus and assignment requirements	None
Week 2: 1/17	Establishing need and evaluating systems	Morrison & Harms Ch 1, 2, 6 (chpt 1 is most important)	Response Entry 1
Week 3: 1/24	Coaching for Systems Change	Systems Coaching: A guide for building capacity (pg. 9 – 23)	Response Entry 2
Week 4: 1/31	Evaluating Core Instruction and Systems	Reading TFI online modules (posted in BB)	Response Entry 3 Systems project plan due
Week 5: 2/7	Evaluating Core Instruction: Math	School Psyched Podcast Episode 106 – Science of Math  Essentials for Math instruction within MTSS (video)	Response Entry 4
Week 6: 2/14	No Class: NASP		
Week 7: 2/21	IPE Simulation (Friday)		Response Entry 5
Week 8: 2/28	Evaluating School wide Discipline Practices	Behavior TFI online modules	Response Entry 6 School Systems Analysis Due (R-TFI)
Week 9: 3/6	Addressing behavior at the secondary level	Early Warning Systems online video Preventing Drug use through MTSS video	Response Entry 7
Week 10: 3/13	Integrating PBIS with mental health supports	Integrating Restorative Practice (video) Interconnect Systems Framework (video)	Response Entry 8

Week 11: 3/20	Advocating for big change: legislative advocacy	TBD	Response Entry 9
Week 12: 3/27	Responding to challenging situations and people	TBD	Response Entry 10
Week 13: 4/3	No Class – Spring Break		
Week 14: 4/10	Putting it all together: Case Studies		Response Entry 11 Policy Analysis Due Draft Systems Project Report Submitted to Peer Reviewer
Week 15: 4/17	Systems project presentations and celebration		Response Entry 12 Systems Project Presentation Due Return feedback to peer
4/26			Final Systems Project Due