

Grand Valley State University
School-based Intervention and Consultation
PSY 654
Winter 2018

Instructor Information:

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Office: 616-331-2409
Office Hours: Tuesday from 1:00 to 3:00 pm or by
appointment

Course Information

CRN: 31542
Location: ASH 1302
Tuesday: 10-12:45 PM

Course Description: An overview of the theories and processes of psychological and educational consultation at the individual and systems level. Students will learn and apply consultation skills within a problem-solving model of service delivery. Students will learn to attend to cultural factors, values, and community context during consultation.

Pre-requisites:

Admission to the school psychology program or instructor permission.

Required Textbook:

1. 25 essential skills for the professional behavior analyst:

<https://www.amazon.com/Essential-Strategies-Professional-Behavior-Analyst/dp/0415800684>

2. Effective School Interventions - 3rd edition

<https://www.guilford.com/books/Effective-School-Interventions/Burns-Riley-Tillman-Rathvon/9781462526147>

*This is available as an e-book at the library

3. Select chapters from Best Practices in School Psychology -V

4. Additional Readings will be placed on Blackboard.

Grading:

94% and above	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
60% - 67%	D
60% and below	F

Course Requirements:

Classroom management case	100pts
Consultation case	100pts
Mock data meeting project	25pts
Intervention Review	100pts
Exams (2 @ 25 points each)	50pts
Practicum progress report (14 @ 2pts each)	28pts

Course Objectives

Total: 403 pts

Upon successful completion of this course students will be able to:

1. Compare and contrast the various consultation theories and models.
2. Identify individual and systems-level barriers to consultation, and implement procedures that can be used to reduce such barriers.
3. Conduct assessments of systems and individuals (behavioral, academic, social-emotional) that lead to intervention development within a problem-solving model of service delivery.
4. Implement individual and systems-level interventions to address academic, social, emotional, and behavioral concerns.
5. Collect data to evaluate effects of interventions and use progress monitoring data to provide feedback to intervention implementers.
6. Collect data to evaluate fidelity of implementation and implement strategies to increase intervention adherence.
7. Implement a collaborative consultative process with parents, individual educators, and educational teams in working together to develop effective interventions.
8. Apply knowledge of ethnicity and culture as significant parameters in understanding the school consultation process.
9. Evaluate the consultant's own background, experiences, attitudes, values, and biases as possible influences in the school consultation process.
10. Contrast the ways in which the backgrounds of the consultee and community influence problem-solving.
11. Demonstrate knowledge and adhere to the ethical and legal standards that apply to school-based consultation

Course Requirements

Classroom Management Consultation Case: 100pts

For this assignment, you will work with a teacher who is currently completing their internship in the Master in Education-Learning Disabilities program. These students are currently teaching, but are earning an additional endorsement. It is likely that they are a newer teacher. The purpose of this assignment is to assess a teacher's classroom management, and provide recommendations to that teacher. Because this is your first consultation experience, we will use the Classroom Check-up Model. Below are the basic requirements - Detailed information will be provided on Blackboard.

Requirements:

- 1) Initial interview with the teacher: You must interview the teacher to review his/her current classroom management strategies. There is a specific interview form that will help you gather the important information.
- 2) Teacher provided data: The classroom teacher will complete a brief checklist about specific practices.
- 3) Direct observations: You must conduct **at least 3** systematic direct observations of the teacher's management behaviors. There is a specific form that you can use that will assist you in gathering data on praise to reprimand ratios and opportunities to respond.
- 4) Recommendations: Based on your data, you must develop recommendations for the teacher.
- 5) Feedback session: You must meet with the teacher to present your data and provide your recommendations. This meeting must be recorded (video).
- 6) Follow-up data: You should conduct at least 1-2 follow-up observations after your feedback meeting.
- 7) Final report: Write a final report that summarizes your data and recommendations.

Note: This case study will require you to work with a teacher outside of your practicum site. This does NOT replace your time spent at your practicum site. You may not skip your regular day at practicum to go to a different site, so please plan ahead.

Academic or Behavior Consultation Case: 100pts

For this project, you will work with a case study student (or students) from your practicum site. The purpose of this portion of the case study is to conduct a brief assessment, develop and implement an intervention, and monitor the student's progress. You need to obtain parental consent in order to work with the student.

Working with your classroom teacher, please identify a student (or a small group of students) who could benefit from a brief behavioral or academic intervention. It will be helpful to collaborate with your classmates who are also placed in your practicum classroom to coordinate.

Requirements:

- 1) Conduct an interview with your supervisor/teacher to identify a student to target for an intervention. There are a variety of interview forms that would be appropriate, please consult with me to determine the best fit.
- 2) Conduct multiple systematic observations of your target student.
- 3) Based on the assessment data, select and implement a brief intervention.
- 4) Monitor the student's progress
- 5) Write a final case report
- 6) You must record (video) either your initial teacher interview OR a feedback/data review session.

Academic or Behavior Intervention Review: 100 pts

Working in a group of 2 or 3, you will complete a brief literature review of an academic or behavioral intervention that can be used in school settings. You are encouraged to use an intervention that is reviewed in the Burns et al book, but may select something beyond those covered in the text. You must read and synthesize a minimum of 4-5 peer-reviewed journal articles (in addition to the Burns et al book). The final products for this review include:

1. A brief written summary of the intervention research (3-4 pages)
2. 15-m presentation delivered in class (we will videotape)
3. Implementation manual that is appropriate for school personnel

Mock Data Meeting: 25pts

In a small group, you will role-play a data meeting using either school-wide or classroom academic and behavior data. I will provide the "team" with the data. You must examine the data, and make recommendations for intervention. The final product will be a brief plan for responding to the data.

Exams (2 @ 25pts each): 50pts

There will be two exams in this class. Each exam will consist of a variety of applied problems and scenarios in which you must respond. All questions will be either short-answer or essay.

Practicum Progress Reports (14 @ 2pts each): 28 points

Each week (beginning week 2), you must submit a brief practicum progress report. This report should be no more than ½ page in length. In this report, you must submit: (1) hours at the site, (2) activities completed, and (3) reflection on your activities.

Course Policies

Attendance: Attendance is required at all class sessions, unless excused by the instructor.

Assignments: All assignments are due at the beginning of class on the date listed in the syllabus. Please submit an electronic copy on Blackboard, and turn in a hard copy to me in class. Late assignments will receive a 15% reduction.

Computer Use: Laptops/tablets may be used during class time for taking notes, or other class-related activities (doing research for an in-class activity, etc.). Please refrain from engaging in non-class related activities during lecture. If computer use becomes problematic during lecture, I may implement a “no electronics” policy. In addition, please turn off cell phones during class, unless you are the primary caregiver for another individual (turn to vibrate).

Lecture Notes: Lecture notes will be posted on Blackboard before class starts. Please be aware that this may not occur until the morning before class starts. I will make every effort to post notes the evening before class, but it is likely that they will not become available until the morning before class. Lecture notes are a privilege, not a right. Also, the lecture notes do not contain all of the relevant information – please take additional notes.

Canceled Classes: If I have to cancel a class, I will notify you ASAP via email. If classes are canceled at the university, this class will not meet. Please check your university email regularly, as I may have directions for an alternative activity.

Classroom Expectations: Please engage in respectful behavior while in this class. This includes: arriving on time, engaging with the content, and waiting to pack up your items until after I have completed the lecture. In addition, please refrain from sidebar conversations, and remain on-task during small group activities.

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.

Class Schedule

Date	Topic	Reading	Assignments
Week 1: 1/9	Overview/Consultation Models in School Psychology	<ol style="list-style-type: none"> 1. Review BB Ch 1 2. Erchul & Young, 2014 (BP 29 in Data Based Decisions) 3. Eckert et al, 2014 (BP 35 Data Based Decisions) 	
Week 2: 1/16	Problem Identification and Analysis: <ul style="list-style-type: none"> • Interpersonal Skills • Interviewing • Communication Overview: The Classroom Check-up	<ol style="list-style-type: none"> 1. BB Ch 2, 8, 9, 10 2. CCU Documents (on BB) 3. Reinke, W. M., Lewis-Palmer, T., & Merrell, K. (2008) 	
Week 3: 1/23	Problem Identification and analysis: <ul style="list-style-type: none"> • School-wide screening • Direct observation • Existing data • Referral systems 	Burns et al Ch. 1, 2	Note: 1/20 Saturday meeting with teachers
Week 4: 1/30	Prevention: Tier 1 social behavior (school wide)		
Week 5: 2/6	Prevention: Tier 1 social behavior (classroom)		
Week 6: 2/13	Team-initiated Problem-Solving (TIPS-II)	Online Class: NASP Materials will be placed online	
Week 7: 2/20- NASP	Prevention: Tier 1 academics (schoolwide)		Midterm Exam
Week 8: 2/27	Prevention: Tier 1 academics (classroom)	Mock data meeting	Classroom management case (assessment) due
SPRING BREAK	March 7- No Class		
Week 9: 3/13	Tier 2 Interventions: Academic and behavior supports		Mock data meeting write up due

			Intervention Presentations
Week 10: 3/20	Tier 3: Academic Supports		Intervention Presentations
Week 11: 3/27	Tier 3: Behavior Supports		Intervention Presentations
Week 12: 4/3	No school at practicum Evaluating intervention effects		
Week 13: 4/10	Troubleshooting: Fidelity of implementation Contextual Fit		Classroom management final case report due
Week 14: 4/17	Case Study Presentations		
Final Week:	Case Study Presentations	Wednesday April 26 at 8 am	