

Grand Valley State University School-based Intervention and Consultation PSY 654 Winter 2019

Instructor Information:

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Office Hours: Tuesday from 1:00 to 3:00 pm or by appointment

Course Information

CRN: 31542
Location: ASH 2320
Thursday: 8:30 - 11:20

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:

- Select chapters from Best Practices in School Psychology –V
- 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:

Academic Consultation Case	100pts
Social Behavior Consultation case	100pts
Mock Motivational Interview	25pts
SW-PBIS Plan	25pts
Quizzes	30pts
Practicum assignments	20pts
Total	300pts

Course Objectives

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

Mock Motivational Interview: 25pts

To practice motivational interviewing, you will roll play an interview with a classmate, submit a video, and a written self-assessment. I will provide guidance for the content of the interview. You will be evaluated on your skills in motivational interviewing, and your self-reflection.

Academic and Behavior Consultation Cases: 200pts

You are required to complete 2 consultation case studies in this course. One case must focus on academic challenges, and the other on social/behavioral challenges. **You may not use the same student for both cases.** Parental permission must be obtained for both students. For both cases, you must conduct a brief assessment, develop and implement an evidence-based intervention, monitor progress, and make decisions based on the data. The final products for both cases include:

- (1) a written report summarizing case results,
- (2) evidence that your intervention strategy is research-based
- (3) one video of a teacher interview and/or intervention check-in meeting
- (4) an intervention manual/materials that will be provided to the teacher.

In addition, you will present one of your cases to your classmates at the end of the semester. More detailed information about the case study is provided on a separate handout.

School-wide Positive Behavior Support Plan: 25pts

Working in a small group, I will provide you with discipline data, and fidelity of implementation data from a school. You will review the data, identify weaknesses, and develop an action plan for the school. More information is available on a separate handout.

Reading Quizzes: 30pts

There will be three unannounced quizzes during the semester that cover the content from the assigned readings. Each quiz will be worth 10-pts, and will cover the “big ideas” from the content.

Practicum Assignments: 20pts

During the semester, I will ask you to complete small activities during your practicum. These activities are typically brief and will not require you to obtain parental consent. For example, I may ask you to practice a certain type of observation or attend a meeting. You will be given at least 2 weeks notice of the assignment.

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: 1/10	Overview/Consultation Models in School Psychology	Erchul & Young, 2014 (BP 29 in Data Based Decisions) Hughes et al (2014) (BP Ch. 31 in Data based decisions) Eckert et al, 2014 (BP 35 Data Based Decisions)	
Week 2: 1/17	Intervention Process	Burns et al Ch 1, 2, 3 (on BB)	
Week 3: 1/24	Interviewing Skills	Herman et al Ch. 1-3, 5 (on BB)	
Week 4: 1/31	Assessment and intervention process I	Dufrane et al 2016 (on BB) Cooling-Chafin & McComas (on BB) Daly et al (BP 8 Student level services) Clark et al (BP Ch. 14 Data based decision making)	Mock motivational Interview due
Week 5: 2/6	Assessment and intervention process II	Burns et al pg. 96-114 and 167-192 (on bb) VanDerHeyden (BP Ch. 20 Data based decision making)	
Week 6: 2/14	Assessment and intervention process III	Hawken et al 2009 (on bb) Burns et al pg 265-299 (on bb)	Final report part 1
Week 7: 2/21 NASP	Tier I: School Discipline	McKevitt & Braaksma-Fyraardt (BP: 12 in Systems level services) PBIS Blueprint part 1 and 2 (on BB)	

Week 8: 2/28 NASP	Group Meeting: SWPBIS Plan		
SPRING BREAK	March 7- No Class		
Week 9: 3/14	Tier 1: Classroom management	Simonsen & Myers Ch 5-8 (on bb) Reinke et al 2008 (on bb)	SWPIBS plan due
Week 10: 3/21	Tier 1: Academics and Instructional Consultation	Foreman & Wanzek (on bb) McMaster & Fuchs (on bb) Lane et al Ch. 2	Practicum Assignment Final report part 2
Week 11: 3/28	Troubleshooting: Fidelity of Implementation Family involvement	Noelle & Gansale (on bb) Morrison & Harms 2018 Ch. 2 (on bb) Sheridan et al (2014) Ch. 30 in System-level	Practicum assignment
Week 12: 4/4	Team-based decision making	McNamara (2014) BP Ch. 36 in data-based decision Burns et al (2014) BP Ch. 37 in data-based decision	Practicum Assignment Intervention Manual
Week 13: 4/11	Outcome evaluation	Morrison & Harms 2018 (on BB) Ch 1, 3, 4, 6	
Week 14: 4/18	Case Study Presentations		Final case study reports (and additional requirements) due
Finals Week:	Fi		

Summary of Required Reading:

Burns, M., Riley-Tillman, C., & Rathvon, N. (2017). *Effective School Interventions – Third Edition*. Guilford Press: New York, NY.
Ch. 1-3

Herman, K., Reinke, W., Frey, A., & Shepard, S. (2014). *Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers and Students*. Springer: New York, NY.
Ch. 1-3, 5

Lane, K., Mensies, H., Ennis, R., & Oakes, W. (2015). Guilford Press: New York, NY.