

Grand Valley State University
School-based Intervention and Consultation
PSY 654
Winter 2017

Instructor Information:

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Office: 616-331-2406
Office Hours: Tuesday from 1:00 to 3:00 pm or by
appointment

Course Information

CRN: 31542
Location: ASH 2121
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:

Herman, K., Reinke, W., Frey, A. & Sheppard, S. (2014). *Motivational Interviewing in Schools*. New York, NY: Springer. (available as an e-resource at GVSU library)

Burns, M.K., Riley-Tillman, T.C., & VanDerHeyden, A.M. (2012). *RTI applications (Volume 1). Academic and behavioral Interventions*. Guilford Press: New York. (available as an e-resource at GVSU library)

Riley-Tillman, T.C., Burns, M.K., & Gibbons, K. (2013). *RTI Applications (Volume 2). Assessment analysis and decision-making*. Guilford Press: New York. (available as an e-resource at GVSU library)

Kampwirth, T. J., & Powers, K. P. (2016). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems (5th ed.)*. Upper Saddle River, NJ: Merrill.

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:

Class Participation	10 pts
Inter. Handout	15 pts
Interview	20 pts
Consultation	100 pts
Lit Review	50 pts
Self Reflection	20 pts

Total: 215 pts

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:

1) **Problem Identification Mock Interview: 20 points**

Utilizing your Motivational Interviewing skills, interview a “teacher” regarding a student that the teacher is concerned about. Your partner will play the role of the “teacher.” You and your partner will be given descriptions of students with behavioral or academic concerns in your “class.” More information will be given to you in class. Your interview should be 10-20 minutes long. You will need to video record this interview in order to transcribe it and also reflect on micro skills (body language, eye contact, etc.). You will need to send Dr. James the video clip for specific feedback. You will write a paper including:

- Background of the teacher and classroom (given to you in class)
- Summary of the identified problem behavior including an operational definition in measurable terms
- A reflection of your motivational interview

2) **CHOICE PROJECT: CLASSROOM MANAGEMENT OR BEHAVIOR INTERVENTION**

Classroom Management Consultation: 100 points

For this assignment, you will work with a classroom teacher on developing classroom management strategies. First, you must find a classroom teacher who is willing to: (1) participate in two separate meetings (an interview and feedback session), and (2) allow you to conduct at least three observations in his/her classroom. 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, it would be best to find a teacher who understands that this assignment is mainly for your practice, is willing to provide you with feedback, and open to meeting with you. I will work closely with you throughout the process to provide feedback and practice.

Requirements:

- 1) Initial interview with the teacher: You must interview the teacher to review his/her current classroom management strategies. There are a variety of interview tools that you can use (we will go over these in class). You must record this interview (video).

- 2) Direct observations: You must conduct at least 3 systematic direct observations of the teacher's management behaviors. You should select at least two behaviors that you can observe.
- 3) Recommendations: Based on your data, you must develop recommendations for the teacher. Utilize the RTI Applications and Kathleen Lane texts for ideas.
- 4) Feedback session: You must meet with the teacher to present your data and provide your recommendations. This meeting should be recorded (video).
- 5) Final report: Write a final report that summarizes your data and recommendations.

Behavior Consultation:

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

Requirements:

- 1) Conduct an interview with your supervisor/teacher to identify a student to target for an intervention using the FACTS interview form (videotape).
- 2) Conduct multiple systematic observations of your target student.
- 3) Conduct a Brief Functional Behavior Analysis (Competing Behavior Pathway)
- 4) Create a Behavior Intervention Plan based on the hypothesized function of the behavior. Recommendations for instructional strategies and interventions are based on the assessment data.
- 5) Feedback session: You must meet with the teacher to present your data and provide your recommendations. This meeting should be recorded (video)

3) Academic Intervention: 15 points

You will be playing the role of School Psychologist consulting with a teacher to identify a research-based intervention for a targeted academic skill. The instructor will assign a specific academic skill to target. You will then use your resources to find an evidence-based intervention for that specific skill. You will create a 1-2 page handout to present to the class about the intervention including:

- Academic Skill(s) Targeted by Intervention
- Why it works
- Setting/Tier
- Population (grade/age level)
- Materials
- Description
- Implementation
- Empirical research behind it
- Where to purchase

- Cost

4) Literature Review: 50 points

This project may be completed independently or in pairs. You should be working on this assignment throughout the semester. You must select the assignment and topic by January 31. Once you select your topic, you must schedule a meeting with me to discuss your plan for completing the project. The final project is due on the date of the final exam. You will deliver a 10-20 minute presentation in class during the last week of class.

Systematic Review of an Intervention Strategy

You must conduct a comprehensive literature review of a specific intervention strategy that is targeted toward a particular population. Avoid selecting broad, well-researched topics (e.g., social skills training, self-monitoring, etc.). More specific topics (e.g., self-management of communication initiations for adolescents with autism, peer supports for adolescents with emotional/behavior disorders, etc.) are more appropriate for this assignment. Please consult with me when selecting a topic. The purpose of this paper is to synthesize the research on a specific intervention. The paper should be approximately 25 pages (double spaced) in length including references and tables. You should have a minimum of 20 sources. It would be beneficial for you to select a topic that you may explore for your Master's project. The following should be included in your paper:

- Description of intervention
- Review of research to support its use
- Description of population for which it is designed
- Recommendations for applications to schools
- Create a power point presentation and a 10-20 minute presentation

Self Reflection (20 points)

- See the sample posted on the School Psychology Graduate Program Blackboard page (Program Documents → Portfolio Resources & Information → Sample Reflection).
- Write a 2-3-page reflection on your own development as a professional school psychologist. You should address your growth in knowledge and skills based on the ten NASP domains

<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). The domains are also listed on the following pages. Reflect on the development of your knowledge/skills within each domain and outline your strengths and weaknesses. This information should inform the conclusion of your reflection in which you outline *specific* goals that you wish to achieve during second year practicum or internship to continue your competency in the ten domains.

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

Please note that this is tentative, and that it is likely to change as the semester progresses. I will post readings in course documents on blackboard for you.

Date	Topic	Reading	Assignments
Week 1: 1/10	Overview/Consultation Models in School Psychology	Kampwirth & Powers Chapters 1-3 Helpful Articles: Erchul & Young, 2014 (BP 29 in Data Based Decisions) Eckert et al, 2014 (BP 35 Data Based Decisions)	
Week 2: 1/17	Problem Solving Consultation in Multi-Tiered Systems of Support	Kampwirth & Powers Chapter 3 RTI Applications Volume 1; Chapters 1 & 2	
Week 3: 1/24	Communication and Interpersonal Skills Introduction to Motivational Interviewing	Herman et al, 2014 Ch. 1-3 Kampwirth & Powers Chapter 4	
Week 4: 1/31	Motivational Interviewing Part II Classroom Check-Up	Herman et al, 2015 Ch. 4-8 RTI Applications Volume 1; Chapter 3 Reinke, W. M., Lewis-Palmer, T., & Merrell, K. (2008). The classroom check-up: A classwide teacher consultation model for increasing praise and decreasing disruptive behavior. <i>School Psychology Review</i> , 37(3), 315-332	Intervention Topics due
Week 5: 2/7	Consulting: Social, Emotional Behavioral Problems	Kampwirth & Powers Chapter 6 Additional Resource on FBA	

	Brief Functional Behavior Analysis		
Week 6: 2/14	Behavior Interventions: School, Class, Group, Individual Mini-presentation topics assigned	RTI Applications (Volume 1) Chapter 4, 6, 10 and 11 Behavior Interventions handouts (given to in class)	
Week 7: 2/21- NASP	NO CLASS		
Week 8: 2/28	Universal Supports: Academic	RTI Applications (Volume 1) Chapters 5, 7, 9	Role Play Interviews due
SPRING BREAK	March 7- No Class		
Week 9: 3/14	Reading Intervention Conducting Survey Level Assessment	Lembke, E. S., McMaster, K. L. and Stecker, P. M. (2010). The prevention science of reading research within a Response-to- Intervention model. <i>Psychology in the Schools</i> , 47(1), 22-35. DOI: 10.1002/pits	Reading Intervention Mini- presentations
Week 10: 3/21	Universal Supports: Math and Writing Interventions	Lembke, E.S., Hampton, D. & Beyers, S.J. (2012). Response to intervention in mathematics: Critical elements. <i>Psychology in the Schools</i> , 49(3), 257-279. doi: 10.1002/pits.21596 McMaster, K.L. (2012). Using curriculum-based measurement for beginning writers within a response to intervention framework. <i>Reading Psychology</i> , 33, 190-216. doi: 10.1080/02702711.2012.631867.	Math & Writing Intervention Mini- presentations
Week 11: 3/28	Analysis of Intervention Data + Fidelity of Implementation	RTI Applications (Volume 2) Chapters 4-7 McKenna, J.W., Flower, A., Ciullo, S. (2014). Measuring fidelity to improve intervention effectiveness. <i>Intervention in School</i>	Team Meeting Reflection Due

		<i>and Clinic, 50(1), 15-21.</i>	
Week 12: 4/4	System-Level Consultation	Kampwirth & Powers Chapter 9 Additional readings on Blackboard	
Week 13: 4/11	Legal + Ethical Issues in Consulation Collaborating with diverse populations	Kampwirth & Powers Chapter 5 Esparza Brown, J. & Sanford, A. (2011). RTI for English Language Learners: Appropriately using screening and progress monitoring tools to improve instructional outcomes. <i>National Center on Response to Intervention</i> . Washington, DC: Author. Sun, J.W., Nam, J.E., & Vanderwood, M.L. (2010). English Language Learners (ELL) and response to intervention: Information for K-6 educators. <i>National Association of School Psychologists</i> . Bethesda, MD: Author.	
Week 14: 4/18	Consultation Presentations		Consultation Project due
Final Week:	Lit Review/Systems Project Due: Presentations	Wednesday April 26 at 8 am	Intervention Lit Review Due