

Grand Valley State University
School-based Intervention and Consultation
PSY 654
Winter 2020

Instructor Information:

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Office Hours: Tuesday from 11:30 to 1:00 pm or by
appointment

Course Information

CRN: 31542
Location: Honors 236E
Tuesday: 8:30 – 11:20 am

Course Description: An overview of the theories and processes of psychological and educational consultation at the individual and group 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.

Summary of Required Textbooks:

Required:

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

Hosp, J.L., Hosp, M.K., Howell, K.W., Allison, R. (2014). *The ABCs of Curriculum-Based Evaluation: A Practical Guide to Effective Decision Making*. Guilford: New York.
(Available online through GVSU)

Kilpatrick, D.A. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Wiley: New Jersey.

- Select chapters from Best Practices in School Psychology –V
- Additional Readings will be placed on Blackboard.

Recommended:

Lane, K., Mensies, H., Ennis, R., & Oakes, W. (2015). *Supporting Behaviors for School Success: A Step-by-Step Guide to Key Strategies*. Guilford Press: New York, NY.

Codding, R.S., Volpe, R.J., & Ponce, B.C. (2017). *Effective Math Interventions: A Guide to Improving Whole-Number Knowledge*. Guilford Press: New York, NY.

Grading:

94% and above	A
90% - 93%	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
Behavior Consultation case	100pts
Intervention Presentation	10pts
Practicum assignments	20pts
Class Participation	20pts
Total	250pts

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

Academic and Behavior Consultation Cases: 200pts

Due April 18

(See assignment descriptions for broken down due dates for project)

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 (one meeting- initial meeting or feedback meeting)
- (4) an intervention manual/ material that will be provided to the teacher based on the needs of the students.

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.

Intervention Handout (10 points) (Due on the date of your presentation)

You will each be assigned a research-based intervention to review and create a handout for. The intervention will be for an area of reading, writing, or math. The handout should include the following and a copy should be printed for each class member (14). You will deliver a short oral presentation to introduce the intervention and show examples of what the intervention looks like.

- Description of intervention
- Review of research to support its use
- Cost
- Description of population for which it is designed
- Recommendations for applications to schools
- Any visuals to demonstrate the intervention

Practicum Assignments (20 points)

Attend a Team Meeting (5 points)

Due March 10

Attend a team meeting at your school. This would preferably be a Child Study Team meeting but could also be a School Improvement Team Meeting or another type of meeting that may involve the school psychologist. Write a 1-2-page reflection including the type of meeting, who was present, and the meeting structure. What went well and what could have improved?

Practice Classroom Check Up observations (15 points)

Due March 24

You will be learning elements of the Classroom Check Up in class, including opportunities to respond (OTRs) and Behavior Specific Praise (BSP). You will need to use the CCU observation forms in Blackboard to complete observations of your classroom and gather data regarding the number and types of OTRs, Behavior Specific versus General Praise, and a Classroom Management Checklist.

- Rate of Opportunities to Respond (5 points)
- Behavior-Specific versus General Praise (5 points)
- Classroom Management Checklist (5 points)
- Written Summary (1-2 pages) of what you saw and how you would suggest improvement to the teacher based on the data collected

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 and will be accepted up to 3 days late unless approved by the instructor prior to the due date..

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.

University Policies

Please follow this link to the University's policies: www.gvsu.edu/coursepolicies.

Instructional Policies: <https://www.gvsu.edu/policies/policy.htm?policyId=AD248F32-B518-70C6-98F1C451D2CBF2E1&search=SG+3.04>

Religious Inclusion Policy: <https://www.gvsu.edu/policies/policy.htm?policyId=129535EB-9F42-2683-61E9033594C870D2&search=PC+9.6>

Class Schedule

Date	Topic	Reading	Assignments
Week 1: 1/7	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: 1/14	Problem Solving Consultation in Multi-Tiered Systems of Support; Fidelity Guest Speaker	Burns et al Ch 1, 2 Hosp Ch 1, 2	
Week 3: 1/21	Curriculum Based Evaluation process of Inquiry	Hosp et al Ch 3 & 4 VanDerHeyden (BP Ch. 20 Data based decision making) Burns et al Ch 3	
Week 4: 1/28	Consulting: Social, Emotional Behavioral Problems Brief Functional Behavior Analysis	Kampwirth & Powers Chapter 6 (posted on Bb) BP Data Based Ch 18 Additional Resources on FBA posted on Bb	
Week 5: 2/4	Classroom Management: Student issue or environment issue?	Lane et al chapter 1 (the rest of the book will be used as a resource) Reinke, Lewis-Palmer & Merrel, 2008 (on Bb) BP Student Level Chapters 2 & 3	
Week 6: 2/11	Academics and Instructional Consultation	Reading: Kilpatrick Chapters 1, 2, 10 Lane et al Ch. 2	

	What is “Quality core instruction?”	Additional resources on Bb	
<u>Week 7:</u> 2/18 NASP			
Week 8: 2/25	Selecting and Monitoring Interventions: Reading Guest Speaker: Jason Glerum	Kilpatrick Chapters 3-9 BP Student Level Ch 4 (Progress monitoring goals)	
SPRING BREAK	March 3- No Class		
Week 9: 3/10	Selecting and Monitoring Interventions: Reading and Writing Interventions (review back testing)	BP Data Based Ch 12 & 13 Burns et al ch 4: Reading and Writing Interventions	Team Meeting Reflection Due Reading & Writing Intervention Presentations
Week 10: 3/17	Selecting and Monitoring Interventions: Math	Burns et al ch 4: Math intervention BP Data Based Ch 14 & 15 Coddling, et al ch 1-3 (the rest of the book will be a resource for math interventions)	Math Intervention Presentations
Week 11: 3/24	Selecting and Monitoring Interventions: Social Emotional/Behaviors Running Social Skills Groups	Burns et al ch 5 BP Student Level 15 BP Student Level 21	Classroom Observations Due
Week 12: 3/31	Culturally Responsive Interventions	Esparza Brown, J. & Sanford, A. (Posted on Bb) BP Foundations ch 4 BP Foundations ch 7	
Week 13: 4/11	Moving from GE to SE Developing the IEP using RtI Data	Readings posted on Bb	

	Guest Speaker: Don Sibley		
Week 14: 4/18	Case Study Presentations (round 1)		Final case study reports (and additional requirements) due
Finals Week:	Case Study Presentations		