

Grand Valley State University
School-based Intervention and Consultation
PSY 654
Winter 2021

Instructor Information:

Jennifer James, Ph.D.
Office: 2140 Au Sable Hall (home this semester)
Email: Jamesje1@gvsu.edu
Phone: 616-550-0276 (cell)
Office Hours: By Appointment via ZOOM

Course Information

CRN: 31542
Location: Online
Tuesday: 9:00 AM for
synchronous meetings

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.

Required Textbooks:

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

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 as an e-resource through GVSU library)

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.

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)

Recommended Textbooks:

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	25pts
Reflection on Consultation Video	5pts
Case Study Presentation	10pts
Motivational Interview Role Play	10 pts
Intervention Presentation	5pts
Classroom Check Up Observations	15pts
Class Application Activities	36pts
Quizzes	30pts

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 Information

Course Delivery

This course is taught under the staggered online designation, meaning that the course is delivered online. It will be a mix of synchronous and asynchronous work. When we meet synchronously, the meetings will be at 9 am and will typically go no longer than 2 hours. In addition to those meetings, you will have activities to do during the week.

Instructional strategies include synchronous lectures, guest speakers, discussion boards, video presentations, group projects, quizzes, and student research. We will use Blackboard extensively for all of our online activity. We will be using ZOOM, however, for the synchronous meetings. You will be provided a classroom ZOOM meeting link in Blackboard. See below for course technologies. Our course weeks will be Monday through Sunday.

Begin Here

When you first log onto our course in Blackboard, you will click on “Begin Here” for instructions on how to navigate the course. This will include a video tour of the course.

Accessing Course Materials

The Syllabus will be located in the Syllabus section of Blackboard. All other course readings that are not part of the course pack will be placed in the section titled Readings. Click on the Discussion Board section to access discussion prompts every week. All other course materials for the week will be in the learning modules labeled by the week.

Technology Required

Required Equipment (owned or accessible)

- High-speed internet access
- Computer with a sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external)

Blackboard is the Course Management System

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

This course utilizes Blackboard, GVSU’s online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Course Requirements

Quizzes: 5 points each (6 quizzes = 30 points total)

We will have quizzes throughout the semester in which you will demonstrate your understanding of the course content. After the weekly class session, you will have until Sunday at 11:59 PM EST to complete the quiz on Blackboard. The quizzes will appear in the Weekly Content section. You will be able to use your notes and look back at lectures.

Class Participation/Application Points

(9 synchronous lectures + 3 asynchronous weeks, 3 points each = 36 points):

During the semester, I will assign application assignments during class. These assignments may include group activities, article responses, or case studies. The assignments will be announced during synchronous classes and shared through a Google Folder. If you miss an activity due to being sick or suspecting COVID-19 (or another authorized excuse), you will be able to make it up by emailing me. When the class week is asynchronous, the application activity will be explained in the “Weekly Content” section of Blackboard.

Motivational Interviewing: Problem Identification Mock Interview (10 points)

Due March 9

Utilizing Motivational Interviewing strategies, 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 using Panopto 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

Practice Classroom Check Up observations (15 points)

Due March 16

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

Intervention Handout & Presentation (5 points)

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

Academic Consultation Case: 25 pts

Due April 20

For the majority of you, this will be a continuation of the case study you completed for PSY 622. You will be utilizing the CBE data collected on your case study student to consult and collaborate with the student's teacher to develop an intervention plan and implement the intervention. You will also be collecting progress monitoring data and measuring fidelity of implementation. Please see the detailed assignment description on Blackboard for more information.

The final product will 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). Video and reflection due no later than April 14.**

Case Study Presentation (10 points)

At the end of the semester, you will present one of your cases to your classmates at the end of the semester. More detailed information about the case study presentation can be found on Blackboard.

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.

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 engaging in some way with the class while online (raising hand, chatting, conversing in large and small groups). Please refrain from sidebar conversations using private chat or texting 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>

<h3>Class Schedule</h3>

The semester will be arranged in learning modules. Make sure to look closely at the course calendar and ensure you have written down all due dates.

Here’s what you need to be successful.

9-12 hours per week

- This includes the in-person class sessions.
- How I got this #: GVSU indicates that for every 3-credit course, students should anticipate spending 6-9 hours outside of class.

Electronics Etcetera:

- Computer, Camera, Microphone
 - Most students prefer an external headset to minimize background noise
 - A cell phone may work for some team meetings but will be insufficient for whole class sessions.
- Microsoft office (available through GVSU)
- Panopto (App is preferable to web for features; GVSU login)
- Zoom (App is preferable to web for features; GVSU login)
- Adobe Flash
- Blackboard and Email (check daily)

Location, Location, Location

- A solid internet connection is a must.
- Having a quiet(ish) private(ish) location will be the best way to focus
- Please review GVSU’s latest updates for on-campus study locations where internet and quiet are available.

Patience and Grace: When not in class, it is safest to stay home to minimize virus spread. *And* home might not have all of the above all of the time. Internet connections drop. Meetings are interrupted by pets and children and roommates. *And* we’re all going to do the best we can to reach our full potential in this class while doing our part to keep each other healthy.

Nothing is more important than your well-being. No one can be expected to reach their greatest academic potential if basic needs are not being met. I, along with the department, college, and university, am here to support you. Please visit <https://www.gvsu.edu/coronavirus/resources-for-students-22.htm> and <https://www.gvsu.edu/care/> for specific resources related to access to food, housing, internet, and software.

Class Calendar

Below is the schedule for topics, readings, tasks, and due dates for the semester. Any changes to the syllabus or course schedule will be posted to the Announcements on the course Blackboard page and emailed to you.

Week	Topic	Readings	Task/Submit
			Note: This column is for formal assignments that you will submit by the day/date listed. Assignments will be due by the “End of the day”, meaning 11:59pm EST. Unless otherwise stated, go to “Assignments” in Blackboard to find assignment details and how to submit.
Week 1: 1/19 Synchronous	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)	Choose student for academic case Quiz on Consultation Models due by 1/24 at 11:59 PM

		Eckert et al, 2014 (BP 35 Data Based Decisions)	
Week 2: 1/26 Synchronous	Problem Solving Consultation in Multi-Tiered Systems of Support; Fidelity Guest Speaker- Lauren Ahlers	Burns et al Ch 1, 2 Hosp Ch 1, 2	Set up feedback meeting with Dr. James to discuss academic intervention
Week 3: 2/2 Synchronous	Curriculum Based Evaluation process of Inquiry Guest Speaker: Amy Campbell	Hosp et al Ch 3 & 4 VanDerHeyden (BP Ch. 20 Data based decision making) Burns et al Ch 3	Quiz on CBE due by 2/7 at 11:59 PM
Week 4: 2/9 Synchronous	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: 2/16 Asynchronous	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	Complete asynchronous activity by 2/21 at 11:59 PM Quiz on Behavior and Classroom Management due by 2/21 at 11:59 PM
Week 6: 2/23 Synchronous	Motivational Interviewing: Guest Speaker Mary Bower Russa	Herman et al, 2014 Ch. 1-3	
Week 7: 3/2 Asynchronous	Motivational Interviewing Part 2	Herman et al, 2015 Ch. 4-8	Use this week to continue reading and conduct virtual Motivational Interviewing Role Play

			Quiz on Motivational Interviewing due by 3/7 at 11:59 PM
Week 8: 3/9 Asynchronous	The Science of Reading- What does “good” reading instruction look like?	Reading: Kilpatrick Chapters 1, 2, 10 Lane et al Ch. 2 Additional resources on Bb	MI Role Play videos & Reflection due 3/9 Complete asynchronous activity by 3/14 at 11:59 PM
Week 9: 3/16 Synchronous	The Science of Reading Continued Guest Speaker: Jason Glerum	Kilpatrick Chapters 3-9 BP Student Level Ch 4 (Progress monitoring goals)	Classroom Observations Due 3/16 Quiz on Science of Reading due 3/21 at 11:59 PM
Week 10: 3/23 Synchronous	Selecting and Monitoring Interventions: Reading and Writing Interventions Guest: Parent	BP Data Based Ch 12 & 13 Burns et al ch 4: Reading and Writing Interventions	Reading & Writing Intervention Presentations
Week 11: 3/30 Synchronous	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 Academic Interventions Quiz due by 4/4 at 11:59 PM
Week 12: 4/6	No Class- Breather		
Week 13: 4/13 Asynchronous	Selecting and Monitoring Interventions: Social Emotional/Behaviors Running Social Skills Groups	Burns et al ch 5 BP Student Level 15 BP Student Level 21	Complete asynchronous activity by 4/18 at 11:59 PM Consultation Video Feedback and

			Reflection due no later than 4/13
Week 13: 4/20 Synchronous	Moving from GE to SE Developing the IEP using RtI Data	Readings posted on Bb	Academic Case Study Report due April 20
Week 15: 4/27 Finals Week	Case Study Presentations Small group presentations time TBD		