

Grand Valley State University
School-based Intervention and Consultation
PSY 654
Winter 2022

Instructor Information:

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

Course Information

CRN: 31542
Location: ASH 1117
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

Newman, D.S., & Rosenfield, S.A. (2018). *Building Competence in School Consultation: A Developmental Approach*. Routledge: London.

Select chapters from Best Practices in School Psychology –V

Additional readings will be placed on Blackboard.

Recommended:

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.

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.

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.

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
Behavior Consultation case	40pts
Consultation Model Presentation	10pts
Reflection on Consultation Video 1	10pts
Reflection on Consultation Video 2	10pts
Case Study Presentation	10pts
Intervention Presentation	10pts
Classroom Check Up	15pts
Class Engagement	20pts

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 Assignments

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.

Academic Consultation Case: 25 pts

Due April 14

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.

Behavior Consultation Cases: 40 pts

Due April 14

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

For the behavioral consultation case, you must choose a student with behavioral needs in your classroom and conduct a brief functional behavior assessment. After collecting data through record review, observations, and interviews, you will come up with interventions and strategies based on the hypothesized function of the student's target behavior. You will then meet with the classroom teacher for a video consultation where you will review the data and discuss intervention options. After the meeting, you will implement the intervention and collect data for the remainder of the semester. The final products will include:

- (1) a written report summarizing case results,
- (2) evidence that your intervention strategy is research-based
- (3) one video of your teacher consultation meeting
- (4) a summary of the effectiveness of your intervention based on data

Group Consultation Model Presentation (10 points)

Use the Best Practices Chapter plus one additional peer reviewed article on your Consultation model. Use those resources to put together a 10-20 minute presentation on:

- What the model is/goals
- Walk through steps/visuals
- How it is used by school psychologists/what is the school psychologists' role in this model

Submit Presentation to Blackboard a week before your presentation date. More information to be found on Blackboard

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

Practice Classroom Check Up observations (15 points)

Due March 22

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 information such as the number and types of OTRs, Behavior Specific versus General Praise, and a Classroom Management Checklist. You will need to submit:

- Completed Observation Forms
- Written Summary (1-2 pages) of what you saw and how you would suggest improvement to the teacher based on the data collected

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.

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>

Course Schedule

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
			<p>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.</p>
Week 1: 1/11	<p>Overview of Course & Field Activities</p> <p><i>Why</i> consult? <i>What</i> is consultation? <i>How</i> will we learn about consultation?</p> <p>*Second Year Practicum Discussion*- Alli Zooming in</p>	<p>BP Student Level Ch 4</p> <p>Newman Ch 1, 3, &4</p>	<p>Choose student for academic case & Ask teacher about possible behavior cases</p> <p>Consultation Model Presentation Sign-Up: (Mental Health/Consultee-Centered; Behavioral Consultation; Conjoint Behavioral Consultation; Instructional Consultation)</p>
Week 2: 1/18	<p>Problem Solving Consultation</p> <p>Goal Setting and Individual Student Progress Monitoring</p>	<p>Burns et al Ch 1, 2</p> <p>Newman Ch 5, 6, Ch 7</p> <p>Best Practices Data Based 29</p>	

Week 3: 1/25	Behavioral Consultation Brief Functional Behavior Analysis	BP Data Based Ch 18 BP Data Based Ch 31 Additional Resources on FBA posted on Bb	Group Presentations- Behavioral Consultation & Conjoint Behavioral Consultation
Week 4 Week of 2/1	Free Appropriate Education in the Least Restrictive Environment Training	This week you will be having PSY 623 on Tuesday 2/1 and attending the START training on 2/3	Start behavior observations & FACTS interview
Week 5: 2/8	Curriculum Based Evaluation process of Inquiry	Hosp et al Ch 3 & 4 (online text) VanDerHeyden (BP Ch. 20 Data based decision making) Burns et al Ch 3	Instructional & Mental Health Consultation Group Presents
Week 6: 2/15	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	Instructional Consultation Group Presents Set up feedback meeting with Jen by 2/15
Week 7: 2/22	Motivational Interviewing as a Consultation Strategy	Herman et al, 2014 Ch. 1-3 (online)	
Week 8: 3/8 (break)			

Week 9: 3/15	Selecting and Monitoring Interventions: Reading and Writing	BP Data Based Ch 12 & 13 Burns et al ch 4: Reading and Writing Interventions	Video of behavior intervention planning meeting & reflection due 3/15
Week 10: 3/22	Selecting and Monitoring Interventions: Math	Burns et al ch 4: Math intervention BP Data Based Ch 14 & 15 VanderHeyden, A. et al (2021). <i>The science of math and class-wide math interventions</i> . NASP Communique, 50(4).	Classroom Observations Due 3/22
Week 11: 3/29	Selecting and Monitoring Interventions: Social Skills	BP Student Level Ch 15, 19 & 21 Additional Readings posted to Blackboard	
Week 12: 4/5 Online Asynchronous	Considering School Culture in Consultation Family & School Collaboration	Newman Ch 2 BP Systems Ch 31 & 32	
Week 13: 4/12	Intensifying Interventions Moving from GE to SE Developing the IEP using RtI Data	Burns, M (2021) <i>Intensifying reading interventions through a skill by treatment interaction: What to do when nothing else works</i> . NASP Communique, 50(4). Additional Readings posted on Bb	Academic or Behavioral Video Feedback Session and Reflection due no later than 4/12

Week 13: 4/19 Synchronous	Case Study Presentations Round 1	Readings posted on Bb	Academic & Behavior Case Study Report due April 19
Week 15: 4/26 Finals Week	Case Study Presentations Round 2		