

**ADVANCED EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION
PSYC 9780
University of Nebraska at Omaha, Spring 2020**

Time & Location: Mondays and Wednesdays 1:00-2:15; ASH 347Y

Instructor: Brian C. McKeivitt, PhD, NCSP
Office: Arts & Sciences Hall 347Q
Phone: 402.554.2498
Mobile: 402.917.7156
Email: bmckeivitt@unomaha.edu
Office Hours: Tuesdays and Thursdays 9:00-11:00 and by appointment

Required Course Readings:

- Kampwirth, T.J., & Powers, K.M. (2016). Collaborative consultation in the schools: Effective practices for students with learning and behavior problems. New York: Pearson.
- Reinke, W.M., Herman, K.C., & Sprick, R. (2011). *Motivational interviewing for effective classroom management: The classroom check-up*. New York: Guilford.
- Other readings as assigned (most available electronically on Canvas)

Course Description:

This course is designed to provide school psychology graduate students with a comprehensive understanding of foundational theories and processes of consultation applied to educational and psychological needs of children. Students will learn how to provide assessment and intervention services through a consultative model of service delivery so they may become effective consultants. The course will emphasize the relationship between the consultant and parents, teachers, and other professionals within the school and child mental health settings. Although a behavioral/problem solving consultation model will be emphasized, students will learn other consultation models as well. In addition, students will learn about methods of organizational consultation and have the opportunity to develop skills related to the provision of professional development training for teachers. Applied consultation experiences in a local school district is a fundamental component of this course.

Course Objectives:

Based on the UNO School Psychology Program's philosophy, students are trained according to NASP's domains of training and practice, plus an additional objective focusing on professional work characteristics. The bulleted items below indicate the course's learning objectives, which are closely tied to the program's training objectives (i.e., NASP's domains of training and practice).

Objective 1: Data-based Decision Making and Accountability

- Students will use an empirically-based approach to all fieldwork including using data collected in consultation casework to make decisions about intervention effectiveness and client/consultee change.
- Students will demonstrate their use of data for decision making by participating in projects that analyze building and individual level data and reflecting on those experiences.

Objective 2: Consultation and Collaboration

- Students will learn the underlying assumptions and theory of consultation through fieldwork and will analyze strengths and weaknesses of major models of consultation.
- Students will develop knowledge and skills of consultation including:
 - Understanding the relationship between the consultant, consultee, and the student involved

- Understanding of various approaches to consultation, including individual and organizational/system consultation
- Demonstrating appropriate consultation techniques
- Identifying and defining a problem through a behavioral/problem solving consultation framework
- Identifying issues that should be addressed when providing staff training or when evaluating instructional programs
- Applying consultation strategies that can improve students' ability to communicate and work effectively with school professionals and parents.

Objective 3: Interventions and Instructional Support to Develop Academic Skills

- Students will review major principles of academic interventions as they are applied in a consultation framework.
- Students will engage in consultative problem solving focused on improving classroom management factors related to academic engagement.

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills

- Students will engage in a discussion about the mental health consultation model
- Students will demonstrate knowledge of a variety of techniques to address behavioral and mental health concerns in a consultation framework.

Objective 5: School-wide Practices to Promote Learning

- Students will learn to use the MTSS model that is grounded in a problem solving approach as it relates to consultation.
- Students will demonstrate skill in providing professional development to impact educational services at a systems level.
- Students will consult with school personnel to improve school-wide MTSS services.

Objective 6: Preventive and Responsive Services

- Students will develop and present a professional development training that addresses a school-based need.

Objective 7: Home/School/Community Collaboration

- Students will develop knowledge of consultation models that encourage family-school collaboration (e.g., conjoint behavioral consultation).

Objective 8: Diversity in Development and Learning

- Students will consider diversity within the context of the consultative relationship by
 - Incorporating the perspective of the teacher, parent, and student when planning interventions.
 - Identifying the role that cultural differences may play in consultative relationships.

Objective 9: Research and Program Evaluation

- Students will read, critique, and apply scholarly work related to consultation.

Objective 10: Legal, Ethical, and Professional Practice

- Students will reflect on course content and field experiences in class discussions and written work.
- Students will identify ethical and legal considerations related to the provision of consultation services in schools and will behave in accordance with professional, ethical, and legal guidelines.

Objective 11: Professional Work Characteristics

- Students will behave professionally in class and act in accordance with all professional, legal, and ethical guidelines in applied learning activities.

For Students Considering Obtaining the BCBA Credential through UNO/UNMC's Joint ABA Program:

This course addresses the following requirements from the BACB 5th Edition Task List and is part of the program's Verified Course Sequence:

F. Behavior Assessment (5 hours)

- F-3 Identify and prioritize socially significant behavior-change goals.
- F-4 Conduct assessments of relevant skill strengths and deficits.
- F-6 Describe the common functions of problem behavior.
- F-7 Conduct a descriptive assessment of problem behavior.

H. Selecting and Implementing Interventions (20 hours)

- H-1 State intervention goals in observable and measurable terms.
- H-2 Identify potential interventions based on assessment results and the best available scientific evidence.
- H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
- H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- H-6 Monitor client progress and treatment integrity.
- H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
- H-8 Make data-based decisions about the need for ongoing services.
- H-9 Collaborate with others who support and/or provide services to clients.

I. Personnel Supervision and Management (20 hours)

- I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
- I-2 Establish clear performance expectations for the supervisor and supervisee.
- I-3 Select supervision goals based on an assessment of the supervisee's skills.
- I-4 Train personnel to competently perform assessment and intervention procedures.
- I-5 Use performance monitoring, feedback, and reinforcement systems.
- I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
- I-7 Use function-based strategies to improve personnel performance.
- I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Class Format:

Class time will consist of lecture, discussions, small group activities, and independent work time. Students are responsible for all reading assignments. Please come prepared to take good notes and read the assigned chapters and articles **before** coming to class!

Evaluation Procedures:

This course will employ multiple opportunities for students to demonstrate their knowledge. A total of 200 points is available:

➤ **Organizational Consultation Project: Observations of Classroom Ecology, Management, and Instruction (20% of grade; 40 points)**

Each student will be assigned a grade level at a local elementary school to observe classroom ecology and instructional management techniques using an observation protocol developed by Reinke, Herman, & Sprick (2011). The purpose of these observations is to provide feedback to the school's administrators about overall classroom management so they may use those results for planning professional development and consultation around Tier 1 and Tier 2 PBIS strategies. As such, the class will pool results from the observations and prepare a written report for the administrators. They will

also serve as external consultants and present the report and their recommendations to the administrators.

Specific activities and due dates for the Organizational Consultation Project are indicated below:

- Attend class on **Jan. 22** to learn about the district, school, and their PBIS work.
- Complete two 30-60 minute classroom observations (two separate classrooms) using the classroom observation protocol. Complete observations between **Jan. 27-Feb. 10**. Each completed classroom observation protocol is worth 15 points, for a total of up to **30 points**. Completed protocols are due in class on **Feb. 10** and data should be entered into provided Google Doc by 1:00 on **Feb. 10**.
- Participate in preparation of report presentation with school- and grade-level data in class on **Feb. 10 and Feb. 12**.
- Participate in a meeting at the school on **Feb. 14, 7:45-8:15**. Preparation of the report and presentation of results and feedback are worth **10 points**.

- **Instructional Consultation Project: Classroom Management Consultation (40% of grade; 80 points)**
Classroom teachers who PSYC 9780 student observe for the Organizational Consultation Project will be asked to volunteer to participate in 1:1 consultation to refine their classroom and instruction management techniques. Each student will be assigned at least one volunteer teacher with whom to engage in Reinke et al.'s (2011) Classroom Check Up (CCU) consultation model. This model of consultation involves interviewing and observing the classroom teacher, providing feedback, developing a plan for targeting specific management strategies, and evaluating the plan through direct observations. These activities will occur over the course of the semester. In addition, students will video one consultation session with a teacher, complete a self-evaluation, and prepare clips to show in class.

Specific activities and due dates for the Instructional Consultation Project are indicated below:

- Make initial contact with assigned teachers to introduce yourself and the project (**Complete by Feb. 24**)
- Complete Step 1: Assess the classroom (**10 points; interview summary and observation protocol DUE Mar.4**)
- Complete Steps 2-5: Provide feedback, develop menu of options, choose interventions, develop action plan (**20 points; all forms and written summary of meeting(s) DUE Apr. 1**)
- Hand in video of consultation with self-evaluation (**10 points, DUE Apr. 15**)
- Complete Step 6: Provide ongoing monitoring and performance feedback (at least three progress monitoring classroom observations completed in April); request completion of Consultant Evaluation Form; complete summary report (**30 points, DUE May 6**)
- Submit a written reflection on the overall project and your performance as a consultant (**10 points, DUE May 6**)
- Share consultation focus and outcomes in class on **May 6**.

- **Professional Development Project: Intervention Training Video (35% of grade; 70 points)**
For this project, students will develop an *original* professional development training video for school staff on an evidence-based academic, behavioral, or classroom-based intervention or strategy. Students will research the intervention/strategy and write a review paper on existing literature to familiarize themselves with the strategy. Based on this review, each student will then create a training video that may be shown to targeted staff so they may implement the strategy. The training video should be in a PowerPoint format but utilize voice over technology and embedded videos to model the techniques of the intervention. Best practices in professional development should be followed when creating the video.

Students will have the opportunity to watch one another's videos during the final class on **May 6**.

Specific assignments for the Professional Development Project are listed below:

- Topics submitted for approval **Feb. 3**
 - Intervention strategy review paper (**20 points; DUE Mar. 2**)
 - Training video script (**10 points; DUE Mar. 18**)
 - Training video (**30 points; DUE Apr. 27**)
 - Reflection on Professional Development Project (**10 points; DUE Apr. 27**)
 - Share PD video highlights in class on **May 6**
- **Accountability for Readings and Discussion: "Top 3" Worksheets (5% of grade; 10 points)**
 You must come prepared for class having read the chapters and articles for the day. As a source of accountability for the readings, for selected topics as noted below, please come to class with your **Top 3** pieces of information gathered from the readings. Focus on big ideas, issues, and questions. We will use your Top 3 to generate discussion. **You will need to turn in 10 Top 3 Worksheets (available on Canvas)**. Completion of the Top 3 Worksheets and participation in class discussion are worth **10 points** towards your final grade. Top 3 Worksheets will be due in class on **Jan. 15, 27; Feb. 3, 24; Mar. 2, 9, 30; Apr. 13, 20, 27**.

Grading:

The following criterion-referenced grading scale will be used for determining your final grade. There are 200 points possible. To calculate your grade at any time, divide your total points by the total number of points available up to that date, and refer to the percentages/grades below:

<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>	<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>	<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>
198-200	99-100%	A+	174-179	87-89%	B+	154-159	77-79%	C+
186-197	93-99%	A	166-173	83-86%	B	146-153	73-76%	C
180-185	90-92%	A-	160-165	80-82%	B-	140-145	70-72%	C-
<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>	<u>Total</u> <u>points</u>	<u>Percentage</u>	<u>Grade</u>			
134-139	67-69%	D+	Below	Below 60%	F			
126-133	63-66%	D	120					
120-125	60-62%	D-						

Note: Final total points that include a decimal of .5 or higher will be rounded to the next highest whole number. Total points earned below 120 (below 60%) will result in a failing grade. Reminder: School Psychology students must maintain at least a B average in all classes, with no grade below a C in order to remain in the program. See the Program Handbook and Graduate School policies for more information.

Course Policies:

- The general expectation is that students will be able to attend all class meetings and complete all assignments **on time**. Extensions on assignments will not be allowed unless there is a legitimate, reasonable excuse that is communicated directly to the instructor PRIOR to the due date. **Unexcused late written assignments will result in a deduction of 5% of earned points per day the assignment is late** up to a maximum of 50% point deduction (remember...emailing assignments as an attachment is a viable option for handing in assignments on time).

- Students may redo any written assignment on which less than 75% of possible points were earned. The revised grade will be the average score between the original assignment and the revised assignment. For example, a score of 28 on an assignment worth 40 points is eligible for a redo. If the student earns 35 points on the redo, the final score recorded for the assignment will be 31.5. *If you choose to redo an assignment, you must notify the instructor. The revised assignment must be turned in no later than 1 week from the time the original is returned. The revision policy does not apply to assignments due after Apr. 15.*
- Please DO NOT ask the instructor for his personal notes if you miss class, unless you arrange it ahead of time and have a valid reason why you cannot obtain notes from a classmate. Otherwise, it is your responsibility to obtain notes from a peer. If you have questions about those notes, once obtained, feel free to ask questions in person or via email.
- Please discontinue the use of cell phones and other portable electronic devices as soon as class begins. Phones should be TURNED OFF so as not to disturb the learning of others. In unusual circumstances when you need to have your phone available, please notify the instructor prior to class. In addition to turning off cell phones, please refrain from checking email, text messages, or social networking sites during class time. It is very distracting to the instructor and to the other students who are participating actively in the class. Sana et al. (2013) found that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content. Thus, laptops may be used for note taking only.
Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.
- General class information, announcements, and many readings will be posted online on Canvas. Any PowerPoints, assignment guidelines, and grades also will be posted on Canvas. You should check email and Canvas for announcements regularly.
- There is an expectation of professionalism for this course and all your other UNO courses. This means you should arrive to class on time, stay for the entire length of class, dress professionally for practicum activities, and communicate verbally and in writing (including email) using professional language and style. Sloppy work reflects poorly on you and our program.
- Participation in class activities and discussions is encouraged and expected. Ask questions! In the event you disagree with ideas presented by others, please refrain from any negative comments. Class members not respecting others' right to learning will be asked to leave the classroom and need to speak to the instructor before returning.
- Academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with the University's Academic Integrity Policy (see the School Psychology Program Manual or the UNO Student Affairs website). In accordance with this policy, consequences for engaging in behavior that goes against academic integrity will be handled on a case-by-case basis at the discretion of the instructor. Penalties may range from zero credit on the assignment, to reduced or failing course grade, to expulsion from the program. ANY instances of plagiarism or other misconduct will be reported to the Program Director and Department Chair, and a record of the event will be placed in the student's file. Furthermore, depending on the situation, there may be consequences imposed by the School Psychology Program in addition to those imposed at the course level. Students who do not agree with the penalty decided by the instructor may follow a sequence of appeals. If you are unsure of whether or not you are committing plagiarism, or want to refresh yourself, please check the tutorial at <http://www.indiana.edu/~istd/>. **Students should be aware that ALL assignments are subject to a**

check for plagiarism. This may include submitting your paper to an electronic database that searches for plagiarized text.

- The profession of school psychology requires constant collaboration and teamwork with other professionals. As such, the school psychology program at UNO strives to create a climate of collaboration and support among faculty and students. Students are encouraged to ask questions of faculty and other students to gain input, seek clarification, and enhance understanding related to course content and other professional experiences. Specific questions or advice solicitation regarding assignment expectations, content, formatting, APA style, etc. should go directly to faculty, and not to other students or to social media sites. Students may *not* share class-related assignments, exams, projects, reports, etc. with other students or on social media without explicit permission from the course instructor. Doing so would detract from the student's ability to demonstrate his or her own understanding of course content and would limit the faculty's ability to obtain a valid evaluation of a student's knowledge and skills. Additionally, class content and requirements may change from year to year, making previous years' assignments irrelevant. Thus, it is the policy of the program that students refrain from sharing any physical or electronic copies of course materials and content (e.g., assignments, exams, projects, papers, reports) with other students or on social media. In instances where it is evident that materials have been shared, students will be consequenced in accordance with the university's academic dishonesty policy.
- I wish to facilitate the learning of all students in the class. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact the ASC (Location: 104 H&K, Phone: 554-2872, TTY: 554-3799, Email: unoaccessibility@unomaha.edu) or go to the website: <https://www.unomaha.edu/student-life/accessibility/>. Use of accommodations in the classroom or in testing situations will remain confidential. Please contact Dr. McKeivitt with any special requests or accommodations. Please address any other specific issues or needs related to your performance in class to Dr. McKeivitt as soon as possible. In addition to accommodations in the classroom, the ASC helps coordinate accommodations for students with disabilities at any practicum, internship, service learning experience, or other field placement. If such accommodation is required, it will be important to speak with an ASC representative early in the site selection process. Please make an appointment with the ASC well in advance of the placement to ensure that reasonable accommodations can be made.
- The course policies can be summed up by the following expectations:
 - Be Responsible
 - Be Professional
 - Be Academic

If you abide by these expectations, you will be successful in this class.

Daily Topics and Assignments:

Date:	Topics	Readings/Assignment Due: [*Article is available on Canvas]
Jan. 13	Introduction	Kampwirth & Powers, chs. 1-2 Reinke, Herman, & Sprick, ch. 3
Jan. 15	Multi-tiered Systems of Support	Callan Stoiber, K. (2014). A comprehensive framework for multitiered systems of support in school psychology. In P. Harrison & A. Thomas (Eds.) <i>Best practices in school psychology: Data-based and collaborative decision making</i> (pp. 41-70). Bethesda, MD: NASP. McNamara, K. (2014). Best practices as an internal consultant in a multitiered support system. In P. Harrison & A. Thomas (Eds.) <i>Best practices in school psychology: Data-based and collaborative decision making</i> (pp. 553-568). Bethesda, MD: NASP. *Nebraska MTSS (NeMTSS) website, framework document (skim), and Q&A. Available online at http://nemtss.unl.edu/ . Top 3 Worksheet DUE
Jan. 20	MLK Day: NO CLASS	
Jan. 22	MTSS (cont.) Guests from Westside Community School District <i>Class meets in CEC (Room TBD)</i>	*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, 37</i> , 315-332. Reinke, Herman, & Sprick, chs. 1-2, 5-6
Jan. 27	Preparation for Consultation Projects	Reinke, Herman, & Sprick, chs. 7-8 Gettinger, M. & Miller, K. (2014). Best practices in increasing academic engaged time. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Student level services</i> (pp. 19-36). Bethesda, MD: NASP. Reschly, A.L., Appleton, J.J., & Pohl. (2014). Best practices in fostering student engagement. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Student level services</i> (pp. 37-50). Bethesda, MD: NASP. *Collier-Meek, M.A., Johnson, A.H., Sanetti, L.H., & Minami, T. (2019). Identifying critical components of classroom management implementation. <i>School Psychology Review, 48</i> , 348-361. Top 3 Worksheet DUE
Jan. 29	Instructional Consultation and Teaming	Burns, M. K., Kanive, R., & Karich, A. C. (2014). Best practices in implementing school-based teams within a multitiered system of support. In P. Harrison & A. Thomas (Eds.) <i>Best practices in school psychology: Data-based and collaborative decision making</i> (pp. 569-581). Bethesda, MD: NASP. *Gravois, T. A., Groff, S., & Rosenfield, S. (2009). Teams as value-added consultation services. In T. Gutkin & C. Reynolds (Eds.) <i>The handbook of school psychology</i> (4 th ed.; pp. 808-820). Hoboken, NJ: Wiley.

		Rosenfield, S. (2014). Best practices in instructional consultation and instructional consultation teams. In P. Harrison & A. Thomas (Eds.) <i>Best practice in school psychology: Data-based and collaborative decision making</i> (pp. 509-524). Bethesda, MD: NASP.
Feb. 3	Organizational/Systems Consultation & Schools	Kampwirth & Powers, ch. 9 Castillo, J. M. & Curtis, M. J. (2014). Best practices in system-level change. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Systems-level services</i> (pp. 11-28). Bethesda, MD: NASP. *Meyers, J., Proctor, S. L., Graybill, E. C., & Meyers, A. B. (2009). Organizational consultation and systems intervention. In T. Gutkin & C. Reynolds (Eds.) <i>The handbook of school psychology</i> (4 th ed.; pp. 921-940). Hoboken, NJ: Wiley. Top 3 Worksheet DUE PDP: PD Topic Proposal DUE
Feb. 5	Consultation for Positive Behavior Interventions and Supports (PBIS) SWIS/Data Training SET Training	McKevitt, B. C. & Fynnardt, A. (2014). Best practices in developing a positive behavior support system at the school level. In P. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: System level services</i> (pp. 165-179). Bethesda, MD: National Association of School Psychologists. *Pas, E.T., Bradshaw, C. P., & Mitchell, M.M. (2011). Examining the validity of office discipline referrals as an indicator of student behavior problems. <i>Psychology in the Schools, 48</i> , 541-555. *Clonan, S.M., McDougal, J.L., Clark, K., & Davison, S. (2007). Use of office discipline referrals in school-wide decision making: A practical example. <i>Psychology in the Schools, 44</i> , 19-26. *Eliason, B. & Morris, K. (2015, January). <i>Drill down tool evaluation brief</i> . Eugene, OR: OSEP Positive Behavioral Interventions and Supports Technical Assistance Center. *Horner, R. H. et al. (2004). The School-wide Evaluation Tool (SET): A Research instrument for assessing school-wide positive behavior support. <i>Journal of Positive Behavior Interventions, 6</i> , 3-12.
Feb. 10	OCP data analysis	OCP: Classroom Observation Protocols DUE
Feb. 12	OCP admin meeting preparation	
Friday Feb. 14 7:45- 8:15	Data sharing with school admin team at Westgate Elementary School Note change in class date, time, and location	OCP: Present Observation Results and Recommendations to Admin Team at Partnering School
Feb. 17 Feb. 19	NASP Conference: NO CLASS	

Feb. 24	Effective Professional Development	<p>Crothers, L. M., Kolbert, J. B., & Hughes, T. L. (2014). Best practices in providing inservices for teachers and principals. In P. Harrison & A. Thomas (Eds.) <i>Best practice in school psychology: Data-based and collaborative decision making</i> (pp. 583-593). Bethesda, MD: NASP.</p> <p>*Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. <i>American Educational Research Journal</i>, <i>38</i>, 915-945.</p> <p>*Joyce, B., & Showers, B. (1980). Improving inservice training: The messages of research. <i>Educational Leadership</i>, <i>37</i>, 379-385.</p> <p>*Rohlwing, R.L. & Spelman, M. (2014). Characteristics of adult learning. In L. Martin, S. Kragler, D. Quatroche, & K. Bauserman (Eds.), <i>Handbook of Professional Development in Education</i> (pp. 231-245). New York: Guilford.</p> <p>*Guskey, T.R. (2014). Measuring the effectiveness of educators' professional development. In L. Martin, S. Kragler, D. Quatroche, & K. Bauserman (Eds.), <i>Handbook of Professional Development in Education</i> (pp. 447-466). New York: Guilford.</p> <p>Top 3 Worksheet DUE ICP: Make Initial contacts with assigned teacher; schedule classroom assessment (observation & interview)</p>
Feb. 26	Problem Solving Consultation: Overview, Problem Identification, & Problem Analysis	<p>Kampwirth & Powers, ch. 3</p> <p>Kratochwill, T. R., Altschaeffl, M. R., & Bice-Urbach, B. (2014). Best practices in school-based problem-solving consultation: Applications in prevention and intervention systems. In P. Harrison & A. Thomas (Eds.) <i>Best practice in school psychology: Data-based and collaborative decision making</i> (pp. 461-482). Bethesda, MD: NASP.</p> <p>Christ, T. J. & Aranas, Y. A. (2014). Best practices in problem analysis. In P. Harrison & A. Thomas (Eds.) <i>Best practice in school psychology: Data-based and collaborative decision making</i> (pp. 87-98). Bethesda, MD: NASP.</p> <p>*Ysseldyke, J., Lekwa, A.J., Klingbeil, D.A., & Cormier, D.C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. <i>Journal of Educational and Psychological Consultation</i>, <i>22</i>, 21-43.</p>
Mar. 2	<p>Problem Solving Consultation: Problem Analysis (cont.)</p> <p>Consultation role plays</p>	<p>*Noell, G. H., & Witt, J. C. (1996). A critical re-evaluation of five fundamental assumptions underlying behavioral consultation. <i>School Psychology Quarterly</i>, <i>11</i>, 189-203.</p> <p>*Kratochwill, T. R., Bergan, J. R., Sheridan, S. M., & Elliott, S. N. (1998). Assumptions of behavioral consultation: After all is said and done, more has been done than said. <i>School Psychology Quarterly</i>, <i>13</i>, 63-80.</p> <p>*Noell, G. H., Gresham, F. M., & Duhon, G. H. (1998). Fundamental agreements and epistemological differences in differentiating what was said from what was done in</p>

		<p>behavioral consultation. <i>School Psychology Quarterly</i>, 13, 81-88.</p> <p>PDP: Intervention Strategy Paper DUE Top 3 Worksheet DUE (include content from 2/26 also)</p>
Mar. 4	Problem Solving Consultation: Intervention Planning & Implementation	<p>Kampwirth & Powers, chs. 6 & 7</p> <p>*Elliott, S. N., Busse, R. T., & Shapiro, E. S. (1999). Intervention techniques for academic performance problems. In T. Gutkin & C. Reynolds (Eds.), <i>The handbook of school psychology</i> (3rd ed.; pp. 664-685). New York: Wiley & Sons.</p> <p>*Gresham, F. M. (2004). Current status and future directions of school-based behavioral interventions. <i>School Psychology Review</i>, 33, 326-343.</p> <p>*Noell, G. H., et al. (2005). Treatment implementation following behavioral consultation in schools: A comparison of three follow-up strategies. <i>School Psychology Review</i>, 34, 87-106.</p> <p>*Roach, A. T., & Elliott, S. N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. <i>Teaching Exceptional Children</i>, 37(4), 8-17.</p> <p>*Shapiro, E. S. (2008). Best practices in setting progress monitoring goals for academic skill improvement. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (pp. 141-157). Bethesda, MD: NASP.</p> <p>Recommended: Shapiro, E. S. (2011). <i>Academic skills problems: Direct assessment and intervention</i> (skim chapters 5-7). New York: Guilford.</p> <p>ICP: Step 1 DUE</p>
Mar. 9	Mental Health Consultation; Consultee-centered Consultation	<p>*Brown, D., Pryzwansky, W.B., & Schulte, A. (2011). <i>Psychological consultation and collaboration: Introduction to theory and practice</i>. Boston: Pearson. Chapter 2.</p> <p>Sandoval, J. (2014). Best practices in school-based mental health/consultee-centered consultation by school psychologists. In P. Harrison & A. Thomas (Eds.) <i>Best practice in school psychology: Data-based and collaborative decision making</i> (pp. 493-507). Bethesda, MD: NASP.</p> <p>Top 3 Worksheet DUE</p>
Mar. 11	Evaluation of Consultation	<p>*Brown, D., Pryzwansky, W.B., & Schulte, A. (2011). <i>Psychological consultation and collaboration: Introduction to theory and practice</i>. Boston: Pearson. Chapter 11.</p> <p>*Hurwitz, J.T., Kratochwill, T.R., & Serlin, R.C. (2015). Size and consistency of problem-solving consultation outcomes: An empirical analysis. <i>Journal of School Psychology</i>, 53, 161-178.</p>
Mar. 16	Comp Time for Projects: NO CLASS	

Mar. 18	Legal and Ethical Issues	<p>Kampwirth & Powers, ch. 5</p> <p>*McCarthy, M. M., & Sorenson, G. (1993). School counselors and consultants: Legal duties and liabilities. <i>Journal of Counseling and Development</i>, 72, 159-167.</p> <p>*Jacob, S. Decker, D. M., & Lugg, E.T. (2016). Indirect services I: Ethical-legal issues in working with teachers and parents (chapter 8). In <i>Ethics and law for school psychologists</i> (7th ed., pp. 231-246). New York: Wiley.</p> <p>*Jacob, S. Decker, D. M., & Lugg, E.T. (2016). Indirect services II: Special topics in systems level consultation (chapter 9). In <i>Ethics and law for school psychologists</i> (7th ed., pp. 247-275). New York: Wiley.</p> <p>PDP: Video Script DUE</p>
Mar. 23 Mar. 25	Spring Break: NO CLASS	
Mar. 30	Cultural Issues in Consultation	<p>*Ramirez, S. Z., Lepage, K. M., Kratochwill, T. R., & Duffy, J. L. (1998). Multicultural issues in school-based consultation: Conceptual and research considerations. <i>Journal of School Psychology</i>, 36, 479-509.</p> <p>Miranda, A. H. (2014). Best practices in increasing cross-cultural competency. In P. Harrison & A. Thomas (Eds.). <i>Best practices in school psychology: Foundations</i> (pp. 9-19). Bethesda, MD: NASP.</p> <p>*McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. Wellesley, MA: Wellesley College Center for Research on Women.</p> <p>*Lopez, E. C. (2000). Conducting instructional consultation through interpreters. <i>School Psychology Review</i>, 29, 378-388.</p> <p>*Knotek, S. E. (2003). Bias in problem solving and the social process of student study teams: A qualitative investigation of two student study teams. <i>Journal of Special Education</i>, 37, 2-14.</p> <p>Lee, C. C. (1995). <i>Counseling for diversity</i>. Allyn & Bacon: Boston. <i>Selected chapters to be distributed in class.</i></p> <p>Top 3 Worksheet DUE</p>
Apr. 1	Cultural Issues (cont.)	<p>(continue readings from 3/30)</p> <p>ICP: Steps 2-5 DUE</p>
Apr. 6	Family Issues in Consultation; Conjoint Behavioral Consultation	<p>*Esquivel, S. L., Ryan, C. S., & Bonner, M. (2008). Involved parents' perceptions of their experiences in school-based team meetings. <i>Journal of Educational and Psychological Consultation</i>, 18, 234-258.</p> <p>*Sheridan, S. (1997). Conceptual and empirical bases of conjoint behavioral consultation. <i>School Psychology Quarterly</i>, 12, 119-133</p> <p>*Ohmstede, T. & Yetter, G. (2015). Implementing conjoint behavioral consultation for African American Children from a low SES, urban setting. <i>Journal of Educational and Psychological Consultation</i>, 25, 18-44.</p>

<p>Apr. 8</p>	<p>Consultee Considerations</p>	<p>*Brown, D., Pryzwansky, W.B., & Schulte, A. (2011). <i>Psychological consultation and collaboration: Introduction to theory and practice</i>. Boston: Pearson. Chapter 8.</p> <p>*Graham, D. S. (1998). Consultant effectiveness and treatment acceptability: An examination of consultee requests and consultant responses. <i>School Psychology Quarterly</i>, 13,155-168.</p> <p>*Gutkin, T. B. (1999). Collaborative versus directive/prescriptive/expert school-based consultation: Reviewing a false dichotomy. <i>Journal of School Psychology</i>, 37, 161-190.</p> <p>*Erchul, W.P. & Martens, B.K. (2010). <i>School Consultation: Conceptual and empirical bases of practice</i>. New York: Springer. Chapter 9.</p>
<p>Apr.13</p>	<p>Consultant Considerations</p>	<p>Kampwirth & Powers, ch. 4</p> <p>Eckert, T. L., Russo, N., & Hier, B. O. (2014). Best practices in school psychologists' promotion of effective collaboration and communication among school professionals. In P. Harrison & A. Thomas (Eds.) <i>Best practice in school psychology: Data-based and collaborative decision making</i> (pp. 541-551). Bethesda, MD: NASP.</p> <p>*Kurpuis, D. J., & Rozecki, T. G. (1993). Strategies for improving interpersonal communication. In J. Zins, T. Kratochwill, & S. Elliott (Eds.), <i>Handbook of consultation services for children</i> (pp. 137-158). San Francisco: Jossey-Bass.</p> <p>Top 3 Worksheet DUE (include content from 4/8 also)</p>
<p>Apr. 15</p>	<p>Consultant Considerations (cont.)</p>	<p>ICP: Videos and Self-evaluations DUE</p>
<p>Apr. 20</p>	<p>Influence & Persuasion</p>	<p>*Erchul, W. P., Raven, B. H., & Ray, A. G. (2001). School psychologists' perceptions of social power bases in teacher consultation. <i>Journal of Educational and Psychological Consultation</i>, 12, 1-23.</p> <p>*Gutkin, T. B., & Nemeth, C. (1997). Selected factors impacting decision-making in prereferral intervention and other school-based teams: Exploring the intersection between school and social psychology. <i>Journal of School Psychology</i>, 35, 195-216.</p> <p>*O'Keefe, D. J., & Medway, F. J. (1997). The application of persuasion research to consultation in school psychology. <i>Journal of School Psychology</i>, 35, 173-193.</p> <p>Top 3 Worksheet DUE</p>
<p>Apr. 22</p>	<p>Stages of Change</p>	<p>*Prochaska, J. O., DiClemente, C. C., & Norcross, J. (1992). In search of how people change: Applications to addictive behaviors. <i>American Psychologist</i>, 47, 1102-1114.</p> <p>Reinke, Herman, & Sprick, ch. 4</p> <p>*McIntosh, K., Kelm, J.L., & Delabra, A.C. (2016). In search of how principals change: A qualitative study of events that help and hinder administrator support for school-wide PBIS. <i>Journal of Positive Behavior Interventions</i>, 18, 100-110.</p>

Apr. 27	Stages of Concern	<p>*Hall, G. E., Newlove, B. W., Rutherford, W. L., & Hord, S. M. (1991). <i>Measuring change facilitator stages of concern: A manual for use of the CFSocQ questionnaire</i>. Greeley, CO: Center for Research on Teaching and Learning, University of Northern Colorado. ERIC Document pp. 4-21 and Appendix A.</p> <p>*Roach, A. T., Kratochwill, T. R., & Frank, J. L. (2009). School-based consultants as change facilitators: Adaptation of the concerns-based adoption model (CBAM) to support the implementation of research-based practices. <i>Journal of Educational and Psychological Consultation, 19</i>, 300-320.</p> <p>Top 3 Worksheet DUE (include content from 4/22 also) PDP: Training Video and Reflection DUE</p>
Apr. 29	Barriers to Consultation	<p>Codding, R. S., Sanetti, L. M. H., & Reed, F. D. D. (2014). Best practices in facilitating consultation and collaboration with teachers and administrators. In P. Harrison & A. Thomas (Eds.) <i>Best practice in school psychology: Data-based and collaborative decision making</i> (pp. 525-539). Bethesda, MD: NASP.</p> <p>*Carey, K. (1995). Consultation in the real world. <i>Journal of Educational and Psychological Consultation, 6</i>, 397-400.</p>
May 6	<p>Final Exam scheduled time is 12:30 Show PD videos Reflect on class projects, share outcomes ICP: Step 6/Summary Report DUE ICP: Project Reflection DUE</p>	

Note. This syllabus is subject to mid-course revisions. The timing and implementation of changes will be negotiated as a class; however, the instructor reserves the right to make the final decision regarding any mid-course modifications.