COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE #: EDP 7260
COURSE TITLE: School-Based Consultation and Intervention
COURSE CREDIT: 3 Semester Hours
SECTION #: 002
CRN: 21807
TERM/YEAR: Winter 2016
COURSE LOCATION: 155 Education Building
DAY/TIME: Mondays, 1:30-4:15 p.m.
INSTRUCTOR: Cheryl L. Somers, Ph.D., Professor
OFFICE ADDRESS: 345 College of Education
OFFICE HOURS: Mon. 12:30-1:30; Wed. 11-3:00; and by appt.
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TA: Katie Greager—greagerk@gmail.com

COURSE DESCRIPTION

From the university bulletin: Consultation; academic and behavioral interventions. Emphasis on practical skills needed to work directly or indirectly with individuals and groups in the school setting.

Additional detail: This course is designed to build on the theoretical knowledge that you have been receiving throughout the program, and add practical skills needed to conduct interventions in the school setting. Thus far during your graduate career you have learned direct treatment strategies, such as how to measure (e.g., via assessment) and produce effects on (e.g., via therapy) the behavior of a client (e.g., student). This course, however, deals with an indirect treatment strategy called consultation, and you will learn how to measure and produce effects in the behavior of a consultee (e.g., teacher) who is providing the direct treatment. We will focus on indirect interventions both of a behavioral and academic nature. The focus will be on an “Assistance Team” and problem solving model approach for delivering indirect interventions.

Specifically, the goal is to introduce skills that are fundamental to the practice of school-based consultation. This portion of the course will focus on both how to consult and what to consult about—that is, both the process and content of consultation. Basic issues to be addressed include building positive relationships with teachers, effective intervention design, responding to consultee resistance, and evaluating behavior change. Several models of consultation will be presented. Issues of entering a school system, understanding large system dynamics, and working as a change agent within a complex system will be addressed. We will also integrate what you have learned about Response to Intervention systems change. Methods of collecting accountability data that were learned in EDP 7300 are reinforced and practiced in this course. The goal is that you will learn a variety of techniques for consulting both with individuals and teams interventions. We will do this through many approaches, including lecture, discussion of the text materials, role-playing, and practice cases/applications.
Rather than a single isolated lecture, multicultural considerations will be made throughout the entire course. Current research and other literature will be used to understand how consultation and intervention efforts may need to vary based on issues specific to certain racial, gender, ethnic, and other groups. There is a strong literature base to support the notion that people of various groups behave, perceive, and interpret differently at times. Thus, it is important to consider these possibilities in the contexts presented in this course as well.

COURSE OUTCOMES

1) Differentiate between various models of school psychological consultation.
2) Understand and implement school-based consultation with K-12 teachers
3) Understand and consult with teachers, using the problem solving model, about academic and behavioral interventions and programming for school-aged youth.
4) Progress monitor and graph data for an academic and behavioral intervention for a school-aged child.
5) Prepare a written report of consultation and progress monitoring.
6) Deliver a mock data feedback session.

REQUIRED READINGS

Core texts:


Additional Required chapters/articles:

The following academic and behavioral intervention texts are also required (we have some in the Assessment Center if you want to go there and use them for the purposes of this class--that is an option):

House, S. N. The behavior intervention manual. Columbia, MO: Hawthorne Educational Services, Inc. and
Or the combined learning and behavior interventions manual:

Additional readings that we will consult throughout the semester:
--Oakland Schools, Kalamazoo R.E.S.A., and Wayne R.E.S.A. guidelines on FBA, RTI/MTSS, and SLD identification (download from their websites).
--MiBLSi (http://miblsi.cenmi.org/)
--PBIS (http://www.pbis.org/)

ATTENDANCE AND PARTICIPATION

Participation in class discussions, in-depth knowledge of assigned readings, attendance at each class meeting, and active engagement in actual and role-played interventions are expected. Full attendance and participation in practicum experiences in the schools is mandatory. Consistent with this expectation, students are required to come to class with questions and/or comments about the readings that they would like to clarify and/or discuss further. You must complete your readings each week. Each student should have something to contribute to every class discussion. If you have typically been shy in past learning environments, this is an intimate setting in which to surpass those tendencies and further develop your verbal communication abilities and your sense of inquiry. Participation is worth 50 points, and is formally assessed near the end of the semester.

EXAMINATIONS

There will be chapter by chapter examinations on various weeks throughout the semester on readings assigned that week (noted by an “E” on applicable dates). The material will be only briefly overviewed in class the week before, as much of each class period will be devoted to group supervision of cases and integration of the material into your applied work each week. Thus, you are responsible for a thorough study of the assigned readings each week. All weekly exams will be in combinations of multiple choice, true-false, short answer, and short essay formats. The weekly exams will occur at the beginning of class each week, and lecture/case processing will follow. The final exam will involve an essay-style integration of multiple techniques and application to a case study. There will be a total of 10 in-class examinations (50 points each, for a total of 500 points) beginning with the second night of class. The final exam will be worth 100 points.
PRACTICE EXPERIENCES & ASSIGNMENTS

All students are required to complete one consultation with a K-8 teacher on a case that has both social/behavioral and academic concerns. These experiences will be described in detail and case assignments will be discussed in class. Generally, this will take 3-5 hours per week at your school during the school day to properly conduct your cases. These hours will be arranged between you and the teachers and/or other school staff.

In class each week, we will conduct group supervision of your experiences. Individual supervision sessions will be scheduled as determined necessary.

Consent must be obtained from parents using the provided form in order to engage in these practicum experiences. See forms on Blackboard.

As throughout the program, appropriate clothing and general professional presentation is expected while in practicum sites.

Consultation Details

You will each conduct one consultation case, typically following a structured process beginning with a Request for Assistance (RFA), observations, interviews, record reviews, and data collection necessary for a Functional Behavioral Assessment (FBA), followed by intervention development, implementation, and progress monitoring. After your RFAs are complete, turn in a copy to me with your teachers’ names and contact information clearly included. These must be done in general education settings and they must be done on a case that has both academic and behavioral concerns.

Formal reports of your consultation experiences are required as documentation of your case conceptualization and activities throughout the consultative relationship. These reports will be discussed in detail in class, but will typically begin with a Functional Assessment of Behavior and then continue into a discussion of what you accomplished in your consultation, and finally, results of consultation are presented, including recommendations for the teacher for maintaining effectiveness. A sample report will be provided and you should follow that structure carefully. Use 12 point Times or Times New Roman font only. These reports are due as indicated in the course schedule. We have a teaching assistant for the course, who is a practicing school psychologist and current doctoral student, and she will be working with each of you in writing drafts and editing these documents. Revisions must be made and my final approval received before these can be distributed to schools. Due dates will be discussed in class. All editing will be done electronically, via email attachment of reports and the use of “track changes” feature, which students must learn if unfamiliar.

Collection of baseline and subsequent data on the target behavior(s) in question for each case is required and must be described in the report in narrative and table/diagram format. Instructions to teachers for continued data collection and progress monitoring are to be given in the report, as their case will continue long after you are gone.

You are also expected to turn in your completed consultation forms that you will see and use throughout the consultation textbook. As you will learn in class, these forms structure and guide you
through the consultation process. However, copies of these forms are not given to teachers, as they are your “working documents.” I will be checking these forms throughout the class as it progresses.

This portion of the course involves 500 points, which are determined by a combination of faculty and teacher perceptions of consultation performance, including report quality. Professional and ethical behavior during consultation experiences is critical. The grading rubrics will be available to students on blackboard. You are responsible for getting teachers’ email addresses to me (or other preferred method of communication). I will email these evaluation forms to your teachers and collect feedback about your performance.

Response to feedback/supervision is critical. Part of your final grades on both your weekly progress reports and your supervision ratings will also be based on how much you sought out and utilized input from not only me but your peers when conceptualizing your cases. Although your reports are heavily graded on how well you conceptualize the case and write your first draft, response to feedback for draft 2 is also important and factored in.

**WEEKLY PROGRESS REPORTS**

You are required to submit weekly reports of the progress you have made on your cases. You are expected to be monitoring and describing your activities in both the individual consultation and group intervention experiences, including reflecting on how you are doing with case processing. At the end of this syllabus and posted on blackboard is a template that you will use to guide your reporting of progress each week. One entry per week is due to me at the start of class on weeks as indicated on the schedule of classes (denoted by a “P” on applicable dates), no matter what you have gotten done that week on your cases, starting the 2nd night of class and continuing through the last class meeting before you begin internship. You should write your progress report the day of class or the day before class, but no earlier. It can be hand- or type-written. Progress reports will be used as part of supervision. There are a total of 100 points assigned to this activity.

**MOCK DELIVERY OF RESULTS AT PROBLEM SOLVING TEAM MEETING**

In class we will practice delivering our results at a mock problem solving team meeting. Students will be required to organize and present results as if in an authentic context both early in a case and toward the end. We will also practice smaller feedback sessions informally in class as we begin to accrue data in the first month or more of class. This will be described more in class. Worth 200 points.

**INSERVICE PRESENTATION WRITE-UP**

You are required to prepare an inservice presentation (geared toward teachers, administrators, etc.) on the basic steps and content of the “teacher assistance” and problem solving process of consultation that you are learning in this class (focused on chapters 1-7 of Sugai and Tindall). You are not required to deliver this inservice presentation, but merely to have it prepared such that you could deliver it later (e.g., during your 2nd or 3rd year internships). This is an activity that also directly helps you prepare for the final case study examination. You must use powerpoint to prepare this presentation, which should be about 10-15 minutes in length if it were delivered. Turn it in to me via email. (50 points)

**SUMMARY OF REQUIRED PRODUCTS:**
500 points  Weekly tests
500 points  Consultation reports, consultation quality, response to feedback
200 points  Mock results delivery
100 points  Weekly progress reports
50 points   Participation in group supervision and other class activities
50 points   Inservice presentation preparation
100 points  Final exam/Case study

1500 points total

Notes: 1) All assignments must be clearly labeled (i.e., Progress Report, xxx date);
2) All assignments must be completed in order for a grade to be earned for the course. No assignments can be skipped;
3) All assignments and tests must be completed or turned in by the due dates as set, or penalties of 10% grade reduction per each partial or full day will be implemented.

FINAL GRADES:

The following grading scale will be applied based on the total number of points accumulated by the semester end (1500 points possible):

A  95% +  B-  80-82%
A- 90-94%   C+  77-79%
B+ 87-89%   C  70-76%
B  83-86%   Fail 69% -

PROFESSIONAL BEHAVIOR:

Consistent with NASP's goals, and as outlined in the SCP program's portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will be noted in your portfolio reviews and typically require intervention by the department faculty as a whole.

1. Respect for human diversity  4. Ethical responsibility
2. Communication skills         5. Adaptability
3. Effective interpersonal relations  6. Initiative and dependability

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.
STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:

No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:

Deception, Fraud and Misuse of Documents

Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

Next is the college and university official policy on academic dishonesty:

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/mbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and
thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

REFERENCING:

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You must never reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.

WRITING SKILLS

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, I strongly recommend the following:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

ENROLLMENT/WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.
Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Monday, Jan. 11</td>
<td>Introduction to the course&lt;br&gt;Introduction to Consultation (S &amp; T chapter 1)&lt;br&gt;Models of consultation (Lecture)</td>
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<tr>
<td>Monday, Jan. 18</td>
<td>NO CLASS—MLK, JR. DAY</td>
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<tr>
<td>Monday, Jan. 25 (E, P)</td>
<td>Request for Assistance (S &amp; T chapter 2)&lt;br&gt;Problem Identification &amp; Information Collection (S &amp; T chapter 3)&lt;br&gt;Direct Observation Procedures &amp; Problem Analysis (S &amp; T chapter 4)</td>
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<tr>
<td>Monday, Feb. 1 (E, P)</td>
<td>Effective Classroom Management &amp; Consultation (R,H,&amp;S chapters 1, 2, 3)&lt;br&gt;Motivational Interviewing in Teacher Consultation (R,H,&amp;S chapter 4)&lt;br&gt;Differentiated Instruction (Tomlinson chapters 1-7)</td>
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<td>Monday, Feb. 8 (E, P)</td>
<td>Classwide Consultation Model, Interview, Assessment (R,H,&amp;S chapters 5-6)&lt;br&gt;Interventions to Improve Academic Performance (Rathvon, pp. 141-175)&lt;br&gt;Differentiated Instruction (Tomlinson chapters 8-14)&lt;br&gt;CLASS EXCUSED FOR THOSE HEADING TO NASP</td>
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<tr>
<td>Monday, Feb. 15 (E, P)</td>
<td>Feedback to Teachers and Developing Class Change Strategies (R,H,&amp;S chapters 7-8)&lt;br&gt;Intervention Selection &amp; Development (S &amp; T chapter 5)&lt;br&gt;Programming Strategies (S &amp; T chapter 6)</td>
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<td>Monday, Feb. 22 (E, P)</td>
<td>Intervention Implementation, Monitoring, &amp; Evaluation (S &amp; T ch. 7, until p. 248)&lt;br&gt;Academic Modifications—What and How to Teach (S &amp; T chapters 8-9)&lt;br&gt;Evaluating Academic Outcomes (S &amp; T chapter 10)</td>
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<td>Monday, Feb. 29</td>
<td><strong>Mock initial data and intervention planning presentations</strong></td>
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<td>Monday, Mar. 7 (E, P)</td>
<td>Academic Interventions, reading (Rathvon pp. 175-228; McCarney)&lt;br&gt;Academic Interventions, math (Rathvon pp. 228-247; McCarney)&lt;br&gt;Academic Interventions, writing (Rathvon pp. 247-286; McCarney)</td>
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<td>Monday, Mar. 14 (E, P)</td>
<td>NO CLASS--SPRING BREAK (Note: Your schools are in session this week)&lt;br&gt;<strong>Draft consultation reports due</strong></td>
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<td>Monday, Mar. 21 (E, P)</td>
<td>The Intervention Assistance Process (Rathvon, chapters 1 &amp; 2)&lt;br&gt;RTI and SLD evaluation guidelines review (Oakland Schools, Wayne RESA)&lt;br&gt;Working With Others (S &amp; T chapter 11; NASP Best Practices chapters by Eagle et al., Esler et al., Miller et al., Minke et al.&lt;br&gt;<strong>Inservice assignment due</strong></td>
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<td>Monday, Mar. 28 (E, P)</td>
<td>Classroom Environment Interventions (Rathvon, pp. 73-139)&lt;br&gt;Interventions -- Social Studies and Science Performance (Rathvon, pp. 286-315)&lt;br&gt;Interventions to Improve Behavior and Social Competence (Rathvon, ch. 5)</td>
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<td>Monday, Apr. 4 (E, P)</td>
<td><strong>Mock progress monitoring data presentations</strong>&lt;br&gt;Termination Issues &amp; Outcome Processing (pp. 248-253 S &amp; T)&lt;br&gt;start on Systems Change materials below</td>
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<tr>
<td>Monday, Apr. 11</td>
<td>No Class—AERA Annual Conference</td>
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<tr>
<td>Monday, Apr. 18 (E)</td>
<td><strong>Final consultation reports due</strong>&lt;br&gt;Systems Change—revisited (NASP Best Practices chapters by Kratochwill, and by Watson &amp; Sterling-Turner; MiBLSi; PBIS; RTI/MTSS/SLD downloads from OS and Wayne RESA)—we may start infusing these concepts in earlier classes as well but this will be a final integrative night on systems change processes and models</td>
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<tr>
<td>Monday, Apr. 25</td>
<td>Final exam in class</td>
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*Note: E=weekly exam will occur on the content listed for that date; P=weekly progress report due.*
Weekly Report of Progress on Cases
Due at the start of class each week

Name: ___________________________        Date: _______________________

Consultation case

List what work you did on this case this week:

My working hypotheses/testable explanations for the academic and behavioral aspects of the case are:

This is ____new—first time proposing it. It used to be: Summarize briefly
_____ same as last week, which was that: Summarize briefly

What are you doing to test your most current hypotheses/testable explanations?

How do you feel that your case is going? What do you need to do next?