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 CALL #: 22311
TERM/YEAR: Winter 2014
COURSE LOCATION: 189 Education Building
DAY/TIME: Mondays, 1:30-4:15 p.m.
INSTRUCTOR: Cheryl L. Somers, Ph.D., Associate Professor
OFFICE ADDRESS: 345 College of Education
OFFICE HOURS: Mon. 12:30-1:30; Wed. 11-3:00; and by appt.
OFFICE PHONE #: 313-577-1670
EMAIL: c.somers@wayne.edu
   (my secretary, Sheri Martini, can be reached at 577-1614 or sheri.martini@wayne.edu)

COURSE DESCRIPTION AND OUTCOMES:

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. The goal is that you will learn a variety of techniques for working both with individuals and groups, and both in the form of indirect intervention/consultation and direct intervention. We will do this through many approaches, including lecture, discussion of the text materials, role-playing, and practice cases/applications.

The first part of the course will focus on indirect interventions, both of a behavioral and academic nature. The focus will be on an “Assistance Team” and problem solving model for delivering indirect interventions. Specifically, the goal is to introduce skills that are fundamental to the practice of school-based consultation. Thus far during your graduate careers 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. 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 system change. Methods of collecting accountability data that were learned in EDP 7300 are reinforced and practiced in this course.

The other part of the course will introduce direct interventions in which school psychologists may have an opportunity to engage in the school setting. Specifically, we will cover techniques for running skill-building groups with children and adolescents. The process of running and help
others set up and run academic interventions is also a significant part of the course. You will be able to apply these skills to cases you will be working with during your first internships of the School and Community Psychology M.A. program (EDP 8330 and 8320), as well as next year in your full year internship (EDP 8360).

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 in some realms. Thus, it is important to consider these possibilities and demonstrated differences in the contexts presented in this course as well.

**REQUIRED TEXTS:**

**Core texts:**


*The following academic and behavioral intervention texts are also required:* 


*Additional required readings (download from their websites):*


--Readings on Problem Solving and Assistance Team models--TBA

**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.

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
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
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.

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.

PRACTICUM EXPERIENCES & ASSIGNMENTS:
All students are required to complete two types of practicum experiences: a) two consultations with K-8 teachers on social/behavioral and academic concerns, and b) one group intervention with youth in a K-8 setting. These experiences will be described in detail and case assignments will be discussed in class. Generally, you will need to block at least five to seven hours per week to be available to be in your school during the school day. 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

You will conduct a total of two consultation cases, 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 in two different classrooms.

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. If you do not know how to use this feature, you will need to take time to learn.

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/or table/diagram format. Instructions to teachers for continued data collection and progress monitoring are to be given in the report.

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.

Group Intervention

Group interventions will also be conducted in your schools. Group topics will be determined by school need. You are expected to conduct a pre-test as well as a post-test at the end of the group, targeting the outcome behaviors that you are trying to impact.

You are also expected to create handouts for each group session, one version for the kids and another version for the parents, summarizing what occurred in group that day. Another important purpose of these handouts is to help parents learn what they can do at home to reinforce the lessons that you are teaching in group, and for the kids themselves to be able to review what they learned and practice skills/behaviors in between sessions. Bring these to class each week for review during supervision.

A final report is required, which summarizes the effectiveness of your group based on the pre-post survey data and relevant anecdotal/observational evidence as well. This data should be included with your report. All of your parent and child group intervention handouts must also be turned in for evaluation. You will need to email me these final documents in two attachments in MSWord format: a) the report and data collection, and b) all other supporting documents (handouts, blank surveys, etc.). I will be posting only the supporting documents on Blackboard for everyone to download for future use when running groups in the future. A total of 200 points is allocated for this portion of the course.

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.

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. 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). It should be a 20-30 minute presentation. You must use powerpoint to prepare this presentation. Turn it in to me by uploading it to Blackboard. (worth 50 points).

SUMMARY OF REQUIRED PRODUCTS:

500 points  Weekly tests
500 points  Consultation reports, consultation quality, response to feedback
200 points  Group intervention performance
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

Note: All assignments must be clearly labeled (i.e., Progress Report, xxx date).
Note: All assignments must be completed in order for a grade to be earned for the course. No assignments can be skipped.

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% -

WITHDRAWAL POLICY:

Students who withdraw from a course after the end of the 4th 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. Withdrawals can be requested at any point from the fifth week of class through the study day.
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.

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, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See
http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

**ATTENTION 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 313-577-3365 (TDD only). 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.

**RECOMMEND IT FOR STUDENTS WITH DISABILITIES**

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.

**MEETING DATES / TENTATIVE SCHEDULE**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Monday, Jan. 6</td>
<td>WSU weather closure</td>
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<tr>
<td>Monday, Jan. 13</td>
<td>Introduction to the course; Introduction to Consultation (S &amp; T chapter 1)</td>
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<td>Request for Assistance (S &amp; T chapter 2)</td>
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<td>Monday, Jan. 20</td>
<td>NO CLASS—MLK, JR. DAY</td>
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<td>Monday, Jan. 27 (E, P)</td>
<td>Problem Identification &amp; Information Collection (S &amp; T chapter 3)</td>
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<td>Direct Observation Procedures &amp; Problem Analysis (S &amp; T chapter 4)</td>
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<td></td>
<td>Running Groups with Children &amp; Adolescents (Smead section 1)</td>
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<td>Monday, Feb. 3 (E, P)</td>
<td>Intervention Selection &amp; Development (S &amp; T chapter 5)</td>
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<td>Programming Strategies (S &amp; T chapter 6)</td>
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<td>Interventions to Improve Academic Performance (Rathvon, pp. 141-175)</td>
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<td>Running Groups with Children &amp; Adolescents (Smead section 2)</td>
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<td>Monday, Feb. 10 (E, P)</td>
<td>Intervention Implementation, Monitoring, &amp; Evaluation (S &amp; T ch. 7, until p. 248)</td>
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<td>Academic Interventions, reading (Rathvon pp. 175-228; McCarney)</td>
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<td>Tomlinson—Chapters 1-5</td>
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Monday, Feb. 17  Academic Modifications—What to Teach (S & T chapter 8)
(E, P) Academic Interventions, writing (Rathvon pp. 247-286; McCarney)
Tomlinson—Chapters 6-10

Monday, Feb. 24  Academic Modifications—How to Teach (S & T chapter 9)
(E, P) Academic Interventions, math (Rathvon pp. 228-247; McCarney)
Tomlinson—Chapters 11-14

Monday, March 3  Evaluating Academic Outcomes (S & T chapter 10)
(E, P) Working With Others (S & T chapter 11);

Monday, Mar. 10  SPRING BREAK (Note: Your schools are in session this week)

Draft consultation reports due by Friday, March 14 (midnight)

Monday, Mar. 17  The Intervention Assistance Process (Rathvon, chapters 1 & 2)
(E, P) RTI and SLD evaluation guidelines review (Oakland Schools, Wayne RESA)

Monday, Mar. 24  Classroom Environment Interventions (Rathvon, pp. 73-139)
(E, P) Interventions -- Social Studies and Science Performance (Rathvon, pp. 286-315);

Monday, Mar. 31  Interventions to Improve Behavior and Social Competence (Rathvon, ch. 5)
(E,P)

Monday, April 7  No Class—Somers at AERA; Schools on break this week April 7-11

Final consultation reports due by Tuesday, April 8 (midnight)

Monday, April 14  Termination Issues & Outcome Processing (pp. 248-253 S & T; pp. 259-264 Smead)
(E,P) Catch up from prior weeks as needed;

Final group reports due at start of class; Inservice due at start of class

Monday, April 21  Final exam in class

_______________________________________________________________________________________

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: ____________________________

Academic consultation case
List what work you did on this case this week:

My working hypothesis/testable explanation is:
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?

Behavioral consultation case
List what work you did on this case this week:

My working hypothesis/testable explanation is:

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?

Group
List what work you did for your group this week:

What successes are you having with the group?

Are the kids doing their homework? If yes, how are you getting them to do it? If no, what is your plan?

Are skills generalizing outside of group?

What struggles are you having with the group?