



**SAM HOUSTON STATE UNIVERSITY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHY**

CONSULTATION IN SCHOOL PSYCHOLOGY

PSYC 5338

Fall 2017

Instructor: James W. Crosby, Ph.D., NCSP,
LSSP¹

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Time: Monday, 2:00 – 4:50^{PM}

Classroom: CHSS 249

Office Hours: Thursday 1 to 3^{PM} or appt.

COURSE OVERVIEW

The primary purpose of this course is to provide an overview of consultation theory, research, and practice in psychology and education. An emphasis will be placed on a school-based problem-solving model of consultation. The course is also designed to be broad in coverage and present the role consultation plays in assessment, prevention, intervention, and program evaluation. An applied practicum component that relates the academic aspects of the course to school psychology practice is required.

COURSE OBJECTIVES

1. Students will learn fundamental principles, generalizations, or theories relevant to the course.
2. Students will develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Students will learn to apply course material (to improve thinking, problem solving, and decisions).

In this course, students will:

- Be introduced to history, systems, theory and various types of consultation.
- Develop an awareness of issues within the field of school psychology related to consultation.
- Review best practices and ethical standards of practice related to consultation.
- Examine primary, secondary, and tertiary (universal, selected, and indicated) prevention programs and the role of consultation in these programs.
- Learn about various assessment techniques and strategies that can be used in consultation.
- Learn about effective methods of presenting data to an audience/team/etc.
- Learn about various interventions that can be used in consultation service delivery, including, for example, teacher training, parent training, peer tutoring, etc.
- Practice and apply basic consultation skills as appropriate to academic and behavioral intervention.

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- Be introduced to program planning and evaluation within a consultation framework that takes into account organization development/systems issues in planning mental health and educational services.

REQUIRED READINGS²

- Akin-Little, A., Little, S. G., Bray, M. A., & Kehle, T. A. (Eds.) (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, D.C.: American Psychological Association.
- Cipani, E. (2017). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings* (3rd ed.). New York: Springer
- Harrison, P. & Thomas, A. (Eds.). (2014). *Best practices in school psychology* (6th ed.). Bethesda, MD: NASP.

ADDITIONAL COURSE MATERIALS

- ✓ 3 Ring Binder (i.e., at least 1 inch in width) with dividers
- ✓ MP3 Device (used to play auditory cues for behavioral observation)

TIME REQUIREMENT

In a typical graduate class, for each hour attempted, at least three hours of outside work are expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. Given that this course has an applied component, more time may be required. It is expected that if you enrolled in this course, you can meet the time requirements.

CLASS PARTICIPATION

Active class participation in class discussions, small group activities, and presentations is expected as an avenue to meet course objectives. Active participation is factored into the points earned for each course assignment.

All information on SHSU's Academic and Related Policies can be found at:

<http://www.shsu.edu/syllabus/>

ATTENDANCE POLICY

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Students may miss one class without penalty to their grade, but **missing two classes could result in a failing grade for the class. The three hours of absence provided by university policy should be used carefully for serious illness and emergencies.** If a student has a conflict with a scheduled class, he/she must meet with me to determine an appropriate plan of action. It is the student's responsibility to contact the instructor regarding make-up work, and

² The texts are listed in this section of the syllabus. Additional required readings (i.e., journal articles) are listed in the Course Schedule section of this syllabus.

arrangements must be arranged with the instructor PRIOR to the absence. Often, I will provide class handouts and materials during class. If you are absent, be sure you have a peer obtain the materials for you. They will not be available from me except on the date initially provided.

RELIGIOUS HOLIDAYS

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

CLASSROOM RULES OF CONDUCT

Students should review, and adhere to, the Code of Student Conduct and Discipline at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

The use by students of telephone and pagers or any device that performs these functions during class-time is *prohibited* unless specifically permitted by the instructor. All such devices should be turned off or put in a silent or vibrate mode and should not be visible during class. At no time should students answer a call, page, or text message during class or leave the classroom to answer a call or page. Failure to comply with this policy could result in expulsion from the classroom or with three or more offenses, failure of the course.

Any use of a cell phone or any device that performs these functions during a test period is *prohibited*. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines20102012.pdf#page=29>).

If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. Other arrangements for handling potential emergency situations may be granted at the discretion of the instructor.

PROFESSIONALISM

Attendance, punctuality, adherence to standards for appropriate classroom behavior, and the quality and the quality of your academic performance are all related to your observable “professionalism”, which in turn, signals your readiness to advance in your degree program.

Please note that *punctuality is a particularly important habit for students and professionals*. It is a show of respect for instructors, peers, and even for your own education. Habitual tardiness is a

demonstration of quite the opposite. Further, while dress for class is quite casual, you are expected to dress *professionally* when working on your cases in schools.

ACADEMIC INTEGRITY

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

STUDENTS WITH DISABILITIES

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs, nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located at the address listed below. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the ADA office located at the SHSU Counseling Center (294-1720), and there are no retroactive accommodations.

INSTRUCTOR EVALUATIONS

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

ASSIGNMENTS: DETAILED INFORMATION

In-Class Case Scenario: Students will apply consultation knowledge and skills during an in-class case scenario project. Students will then write a case report detailing the consultation process.

Consultation Project: Students will gain practical consultation experience by working in the school setting with one or more teachers and their students. Through cooperative effort with a teacher, students will identify a problem, develop a plan to intervene, monitor the progress of the plan, and terminate the consultation. Teachers and parents must sign a consent form that will be provided in class. Upon termination of the consultation case, students will write a case report detailing the consultation process. Specific guidelines for case work and the case report will be

provided in class. Students will participate in group discussions of their cases throughout the semester and will present their results *formally* at the end of the semester.

Program Evaluation: In small groups (e.g., 3 students), you will evaluate an existing evidence-based prevention/intervention program that can be used within the context of consultation in schools or other applied settings. The selected program must be approved by the instructor. For this project, you will be required to present your findings to the class in a 30 minute presentation in which you both describe and critique the program. Additionally, you are required to provide handouts and relevant materials for your peers and the course instructor. These handouts/materials may include an outline of your presentation (e.g., copies of your PowerPoint slides), a list of references on your topic (e.g., books, manuals, journals articles, etc.), and any other printable resources that you deem relevant and useful.

GRADING & FEEDBACK

Grading information for projects, assignments, and exams is displayed below. Incompletes will be given according to university guidelines. Please contact me during office hours, or arrange other times to discuss concerns, questions, etc., about the class.

The point distribution for the course products is displayed below:

Product	Points
In-Class Case Scenario (including case report)	150
Consultation Project (including case report and brief presentation)	400
Program Evaluation (presentation)	150
Midterm Exam	150
Final Exam	150
TOTAL POINTS POSSIBLE	1,000

Grades in the course will be assigned as follows:

Points	Grade
900+	A
800-899.9	B
< 800	F

Course Outline

The course outline is tentative and subject to change. Any changes will be announced in class.

Session	Date	Topic*	Readings	Assignments/Projects Due
1	8/28	Course Overview Introduction to Consultation	Bijou (1970) Carey (1995) Kehle & Bray (2004)	
x	9/4	University Holiday – No Class		
2	9/11	Introduction to Consultation (cont.)	FBA: Chs. 1 & 2 BP-DBCDM: Ch. 29 BIS: Ch. 1	
3	9/18	Conceptual foundations and orientations/types of consultation	BP-DBCDM: Ch. 30 FBA: Chs. 3 & 4 Skinner (1987)	
4	9/25	Behavioral Consultation & A Classic Debate	Noell & Witt (1996) Kratochwill et al. (1998) Noell et al. (1998)	
5	10/2	Response to Intervention: A Primer	Gresham (1991) Rechsley (2004)	
6	10/9	Instructional Assessment and Consultation	Daly, Lentz, & Boyer (1996) BP-DBCDM: Ch. 33	Begin meeting with teachers
7	10/16	Structured Measurement of Behavior	BIS: Ch. 2	
8	10/23	Cultural and family issues in consultation	Li & Vazquez-Nuttall (2009) Ingraham (2000) BP-SystemLvlServ: Ch. 32	In-class Case Scenario Report due
9	10/30	Consultation interventions	BP-StudentLvlServ: Ch. 18 Embry (2002) Gresham (2004) Lentz, Allen, & Earhardt (1996)	Midterm Exam
10	11/6	Consultation interventions (continued)	Fudge et al., 2008 FBA: Ch. 5 BIS: Ch. 10, 11, & 16	
11	11/13	Evaluation of consultation and intervention services	BP-DBCDM: Ch. 5 Duhon et al., 2009 Hodges, 2004 Lambert & Hawkins, 2004	Program Evaluation Presentation #1
12	11/20	Interpersonal communication, collaboration, and systems issues in consultation	Burns et al., 2006 Gutkin, 1999 Hansen et al., 2004 Medley et al., 2008 Reddy et al., 2009	Program Evaluation Presentation #2 and #3
13	11/27	Case Presentations and Discussions		<ul style="list-style-type: none"> • Terminate Cases • Case Presentations • Consult. Report DUE
FINALS WEEK	12/4	Final Exam		

**Please see Appendix A for a brief description of each session...*

Appendix A

Session Information

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Session	Topic	Brief Description
1	Course Overview Introduction to consultation	Introduction to course, syllabus, coverage of basic issues in the behavioral/ecological perspective
2	Introduction to consultation	Effectively establishing the relationship (consultant and consultee), functions of behaviors, basics of FBA
3	Conceptual foundations and orientations/types of consultation	Psychology as the “Science of Behavior”, Interviewing and Problem Analysis
4	Behavioral consultation	The “Great Debate” – conceptualizing problem-solving consultation
5	Response to Intervention: A Primer	History of the Concept of RTI, developments, and current status
6	Instructional Assessment and Consultation	Overview of assessment and consultation techniques for academic concerns.
7	Structured Measurement of Behavior	Approaches to quantifying behavior
8	Cultural and family issues in consultation	Considerations of systemic, ecological, and cultural factors in assessment and intervention
9	Consultation interventions	These sessions will include coverage of a variety of intervention approaches for behavioral concerns.
10	Consultation interventions (continued)	
11	Evaluation of consultation and intervention services	Evaluation of treatment integrity and outcomes.
12	Interpersonal communication, collaboration, and systems issues in consultation	Issues in group and systems level consultation.
13	Presentations and Discussions	Students present behavioral consultation cases