

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology 573 – Fall 2021
Introduction to School Based Consultation

Instructor: Jennifer Twyford, PhD
Class Day and Time: **Section 01:** Monday 9:00am – 12:15pm
Course Dates: **Section 01:** 9/13/21 – 12/13/21
Class Location: **Section 01:** York 116
Office Hours: By appointment
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Indigenous Land Acknowledgement

We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants -- past, present, and future.

Course Description: Theory and practice of consultation is fundamental to the delivery of mental health services in schools. The course will include models of behavioral and instructional consultation in schools and with families. Assignments will support and facilitate student's understanding of consultation in schools. Emphasis will be on identifying ways to work collaboratively in teams, assess and intervene in problematic behavioral and instructional situations. Issues of race, cultural, linguistic and diversity differences will also be interwoven throughout the course.

Prerequisites: None

Restrictions: Admission to School Psychology Program

Credits: 3 semester hours

Required Texts:

- Kampwirth, T.J. & Powers, K.M. (2016). *Collaborative Consultation in Schools*, 5th edition. Pearson
- Additional course materials will be posted via Moodle or available in the library.

Course Format: This course is broadly divided into 3 main learning areas: (1) problem solving groups to support students, (2) academic consultation, and (3) behavioral consultation. Class time will be divided between: lecture, in-depth discussion of weekly readings and course content, discussion of your observations in the schools, role plays and practice, presentations, and guest speakers. As your instructor, I am a facilitator of your learning. You will get out of this course what you put into it; it is expected that students are leaders in their own learning. Ask questions. Be curious. Dive deeper. Listen. Own your learning. Support others' learning.

Course Objectives: According to the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology are based on domains that must be addressed in the course context and structure as follows:

- * 2.1 Data-Based Decision Making and Accountability
- * 2.2 Consultation and Collaboration
- * 2.3 Interventions and Instructional Support to Develop Academic Skills
- * 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- * 2.5 School-Wide Practices to Promote Learning
- * 2.6 Preventive and Responsive Services
- * 2.8 Diversity in Development and Learning
- * 2.10 Legal, Ethical, and Professional Practice

Course Requirements

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of overall class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Field-Based Experience: You will be drawing from your school-based practicum placements experiences and opportunities to facilitate your learning in this course and to complete your assignments.

Course Activities

All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically about the previously described course goal and objectives. All submitted work should look professional, be submitted on time, and be appropriately organized. If you are late to class on the day that an assignment is due, that assignment is considered late.

- **Readings:** Reading the designated material prior to our discussing them should greatly facilitate your mastery. Readings were carefully chosen and designed to promote the development of your knowledge, attitudes, and skills in school-based consultation and collaboration. Students will be asked to write 2 weekly discussion questions about reading material.
- **Weekly Reading Questions:** Weekly reading questions will be worth 1 point per week. Please make sure your questions have depth and breadth. When we thoughtfully ask questions we extend, connect, apply, and engage more deeply with the course content and bring this to our peers, we all engage more deeply in the learning process and critical issues to school psychological practice. Please submit before class time.
- **Class Participation:** Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others' understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you.
- **Assignments:** There will be 4 assignments, in addition to the weekly reading questions.
 - **Assignment 1. Observation (virtual or in person) of a School Team/Student Study Team (15 points).** See [here](#) for the rubric.
 - **Purpose:** To understand the student referral process and how professionals collaborate in order to identify interventions for individual students.
 - **Requirements:** You will be required to observe an entire Student Study Team process from beginning to end and provide a summary of the process and respond to the following questions:
 - **Questions:**
 - During the SST/SIT did the team work collaboratively to think of interventions for students?
 - How did the SST/SIT track interventions for students?
 - What type of academic/behavioral models does the SST use?
 - What were the dynamics within the group? Was there one leader/shared leadership or defined roles?
 - How was this experience helpful in your understanding or knowledge base as a consultant?
 - **Note:** In some cases, your school may not have an active SST/SIT or the team has not met. Please speak with me as soon as possible in order to determine an alternate observation of a team process in order to plan an alternative.
 - **Assignment 2. Video Consultation Session with a Teacher or Staff Member & Written Summary (20 points).**
 - **Purpose:** Consultation sessions enable the consultation with an opportunity to engage the classroom teacher in a manner that will enhance the delivery of interventions and direct assistance to the classroom. The focus of the consultation sessions will be on process and communication skills. It will be an opportunity for you to apply what you have learned in class. The initial

consultation session will be an introductory session in which you will interview the classroom teacher about the student of concern and understand the hierarchy needs of and how to analyze the problem. The consultation session can be incorporated into the initial interview. The length of the consultation is determined by the specific needs of the student and teacher.

- **Requirements:** Permission and collaboration with site supervisor in order to have initial contact with classroom teacher. The consultation sessions may be completed with your site supervisor or independently, depending on the requirements of the school site. See [here](#) for the rubric.
 - You will be required to submit a two page summary of the consultation session.
 - You will also be required to record and submit a video. The video can be uploaded into Moodle.
 - Please may sure you maintain the confidentiality of the student and school. Refrain from using specific identifying information. The consultation session is required to have the following features and may vary in length:
 - (1) Focus should be on getting to know the classroom teacher or staff, instructional style and overall student concerns.
 - (2) Can focus on working on communication/ listening and receiving more details in regards to issues pertaining to the student and teacher/staff concerns and consider some ideas.
 - (3) Should focus on communication skills and possible interventions and with an analysis of your communication skills during the sessions.
 - (4) Conclusion of consultation sessions and can focus on providing closure to the consultation interaction
 - **Consultation Summary to be Submitted:** The summary in regards to your consultation experience with the teacher or staff member should focus on a cumulative summary of the above session and your insights and dissection of your skills as a consultant. In addition, the summary should also include your insights of the process in regards to positive experiences and challenges.
- **Assignment 3. Academic Consultation Report (25 points).**
 - **Purpose:** The purpose of this assignment is to complete an academic consultation of a student with academic concerns and complete a report of the consultation using information gathered from team meetings, interviews, and data available, i.e., academic progress monitoring and curriculum based assessments. See [here](#) for the grading rubric.
 - **Requirements:** The student observation can be completed in conjunction with your supervisor as part of a special education evaluation process of a student. This seems to work better when the student has been referred to a Student Intervention Team and the parent/ caregiver is involved in the process. You will be required to complete the following:
 - Background Information/File Review
 - Description of Academic Concern
 - Interview with Teacher and/or Caregiver*

* Parent or caregiver interview is optional, if you are able to facilitate an interview with the caregiver, then you may add it

to the report.

- Summary & Suggestions
- **Assignment 4. Behavior Consultation Report (25 points).**
 - **Purpose:** The purpose of this assignment is to complete an observation of a student with a behavioral concern and complete an analysis of the behavior considering any information provided by the site supervisor and/ or classroom teacher. See [here](#) for the grading rubric.
 - **Requirements:** The student observation can be completed in conjunction with your supervisor as part of a special education evaluation process of a student. This seems to work better when the student has been referred to a Student Intervention Team and the parent/ caregiver is involved in the process.
 - Background Information/File Review
 - Description of Behavioral Concern
 - Interview with Teacher and/or Caregiver*
 - * Parent or caregiver interview is optional, if you are able to facilitate an interview with the caregiver, then you may add it to the report.
 - Understanding the Behavior
 - Summary & Suggestions

Course Assignments and Evaluation Criteria

In addition to building a foundational knowledge base, the requirements of this course are designed to enhance competence in core skills (i.e., writing, speaking, and listening) that are routinely used by school psychologists. The following assignments will be used to evaluate student performance over the course of the semester (additional details about course assignments can be found on the Moodle page):

1. Weekly Reading Questions (1 pt x 15 weeks) = 15 points
2. Assignment 1 Observation of a School Team/Student Study Team = 15 points
3. Assignment 2 Video Consultation Session & Written Summary = 20 points
4. Assignment 3 Academic Consultation Report = 25 points
5. Assignment 4 Behavior Consultation Report = 25 points

Total Points Possible = 100 point

*Please submit all work via Moodle.

Grading: The criteria below will be used to assign final grades for the course. It is based on the percentage of points earned divided by the maximum points possible for the course (e.g., Final Grade = Total Points Earned/ **100** Total Points Possible). The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. Retaking a course may have unforeseen consequences regarding timely completion of the program. Each of the assignments or grading areas has been given a maximum point value and some general evaluation criteria. Your grade for the course will be based on the total number of points you earn, in connection with the following breakdown of 100% of possible points. Grades will be assigned based on the following scale (%):

A+ = 99 - 100	B+ = 87-90	C+ = 76-78	< 70 = F
A = 94 - 98	B = 83-86	C = 73-75	
A- = 91- 93	B- = 79-82	C- = 70-72	

Regarding timeliness of assignments, it is expected that all work will be completed and turned in on the assigned due dates by the minute that class begins. If submitted online one minute after class begins, the assignment is considered late. Points will be deducted for late work (- 10% per calendar day late), unless negotiated with the instructor in advance of the due date. As instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. I will be reasonable in these matters in the event of illness or related significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis & Clark policy. If you have a request, please reach out to me. Let me know what you need (i.e., clarification, a resource, an extension, etc.) so that I may assist you.

Quality of Work. I expect that you will put forth your best effort for each assignment. However, I also understand that you are developing your school psychology skills. I want to support the mastery and growth toward NASP domains and standards and your professional skills. I want to train successful, ethical, competent, culturally responsive school psychological practitioners. Thus, I will work with you to achieve these goals. If you have submitted all parts of an assignment, on time, and there is sufficient evidence of effort to complete the assignment fully, you may resubmit any assignment with the following caveats: the assignment was originally due before the last two weeks of the semester, you are resubmitting for additional feedback, you resubmit before the last class meeting, you have discussed your goals for the resubmission with me before the last week of class, and you have come to me for support within one week of the original return of the graded assignment. I want you to not be afraid to make mistakes, but also to be open to feedback. And I want you to be motivated to meet my expectations, and I want to support you in doing this.

Course and College Policies

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy and the college's student rights and responsibilities. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the

course, and/or being reported to the college for additional discipline. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss.

Student Support Services Statement: *If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.*

Submission of Assignments: Timely completion of assignments and tasks is also a professional expectation. In practice, school psychologists who submit late reports, progress notes, and other records potentially jeopardize student care by delaying the communication of medically and educationally relevant information that is necessary for planning and access to services. In addition, adherence to details is critically important related to the federal protections and rights for students, especially those with disabilities. Thus, I will expect that you will turn assignments in on time. ***Therefore, I will not accept any late assignments for full credit.*** To receive a grade of “pass” in this course, all assignments must be completed, regardless of whether points are earned. All assignments are due by **the start of class time in Pacific Standard Time** on the dates that are identified in the syllabus. Written assignments are to be **uploaded to Moodle in .doc or .docx or Google doc formats, or in the format related to the assignments (e.g., pptx, Google slides, pdf, Jamboard, etc.).**

Late Assignments: All late assignments will be deducted 10% of the possible points for each day it is late. All students are expected to submit classroom assignments by posted due dates and to complete the course according to the published class schedule. Should a student need additional time to complete an assignment he or she must contact the course professor before the due date so the situation can be reviewed and a resolution determined. In some special circumstances, extensions to due dates may be given. Not all delayed assignment requests will be approved; leisure trips to areas without Internet access, wanting more personal time with family, forgetting assignments and leaving needed course materials at home or at the office cannot be considered valid reasons for missing course work. Unavoidable and non-negotiable military or civilian work assignments and health emergencies are generally considered valid reasons. Requests must be submitted for each potential delay need. Blanket permission for late work cannot be given. If a student is unable to complete the course work due to a university approved reason, a grade of incomplete in the course may be given. Please see university policies for details. If course accommodations are needed, please see Student Support Services Statement above.

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student’s responsibility to keep updated on course information if they are absent.

Communication: E-mail is the preferred method of communication. Please check your lclark.edu email address regularly. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class, via email or via Moodle.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

Food & Drink Policy: I ask that in-person students (1) refrain from eating in the classroom at

any time and (2) use a straw without removing one's mask to drink. I will provide at least one 15-minute break during each class session, during which time students may choose to eat in York Commons or outside. If you have a health condition that requires more frequent eating, please talk to me or student support services as soon as possible so we can discuss accommodations.

If we are meeting in a remote/virtual format, I ask that your eating and drinking does not distract your own or others' learning (e.g., snacks are fine, but please do not cook dinner during class).

COVID-19 Health and Safety: During these times, we need to take care of one another. All students are expected to review and comply with all institutional and graduate school Covid-19 policies (<https://www.lclark.edu/news/covid-19-response/>). Students are expected to avoid behavior that places them, and therefore the LC community, at higher risk to COVID-19 exposure. This includes both in-class behavior (e.g., mask that covers mouth and nose, hand hygiene, social distancing) and out-of-class behavior (avoiding large crowds; limiting social contacts). Students are also expected to carefully monitor their own health, to report any COVID-19 symptoms to Lewis & Clark Health Service staff, and to not come to campus if they have such symptoms. Students who do not comply with graduate school and/or institutional COVID-19 policies may be asked to leave class and may be subject to discipline. Students are encouraged to contact me to discuss any concerns with health and safety practices in our classroom and/or on campus. Our collective wellbeing is a priority.

In accordance with the current college and CDC guidelines, if anyone unvaccinated living in my home shows any symptoms associated with COVID-19 (e.g., my children), I may need to temporarily move the course online for a minimum of 2 weeks, as alternative childcare would be impossible.

Technology: Please see the graduate school's recommendations for technology for online and hybrid classes <https://graduate.lclark.edu/academics/covid-19/educational-technology/>. Because our class format may change based on county or state guidelines and my own health and exposure, as well as individual students who may need to quarantine, I would recommend all students have the technology recommended for online learning.

This will be a paperless class. Please plan on bringing copies of handouts (either electronically or printed out) to class with you. This begins with the syllabus; I will not be distributing a paper copy of the syllabus in class. You will likely find it useful to bring either a tablet or laptop to class. All assignments are to be submitted electronically via Moodle. For ease of tracking and organization, I will not accept work emailed or handed to me in person.

Work Load: Strong organization and planning on the part of students is necessary to properly manage the heavy workload typical of a graduate program. Plan to spend a minimum of 2-3 hours outside of class for every 1 hour in class. In other words, for a 3-credit class, expected to spend 6-9 hours per week on course-related work in addition to the scheduled class time.

College Policies: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://www.lclark.edu/gsec-nondiscrimination/);
- Standards for professional student conduct and academic integrity:

- go.lclark.edu/gsec-conduct;
Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

Classroom Etiquette

Confidentiality: Any personal disclosures are considered confidential and should not be shared with others outside of the classroom.

Phones and Laptops: Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc., during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too).

Expectations for Respectful Discourse and Discussion Norms: Both Lewis & Clark and our School Psychology program strive to create a learning environment that is respectful of the rights and dignity of all members of our learning community. We value and respect the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status, just as we respect and value these differences in our students, families, and schools that we (or will) serve. Thus, it is critical that classroom discussions include *respectful* dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve. We will be exploring many topics that are complex and emotional, about which we will have strong opinions. I expect there will be differing opinions among students. Disagreement and debate are healthy ways to develop critical thinking skills and take multiple perspectives. In order to do so in a constructive manner, we will develop norms as a class. I expect that you will give each other feedback, constructive criticism, and support in a manner that is professional, respectful, and collegial. I also expect you to conduct yourself professionally. If your behavior disrupts the learning of others or is deemed inappropriate, I reserve the right to excuse you from the class meeting, remove you from the course, or report your behavior to the appropriate college authorities.

Recording Class: If we are to meet on Zoom at some point due to unforeseen circumstances, the instructor may record Zoom class sessions. I will notify you before the recording and you can choose to be off camera.

Tentative* Course Schedule

*Schedule will likely change based on the learning needs of the students in the course. Changes will be discussed and announced in class or via email or Moodle. I have also attempted to distribute readings and workload evenly throughout the course, however, there is some variability. Please plan ahead and plan accordingly.

Week 1 9/13/21	Course Overview & Introductions Prior to Class: <ol style="list-style-type: none">1. Review the syllabus2. Access the textbook
Week 2 9/20/21	Introduction to Consultation Prior to Class: <ol style="list-style-type: none">1. Kampwirth, Chapter 12. BP, Ch. 29 (Erchul & Young): Best Practices in School Consultation3. BP, Ch. 30 (Kratochwill et al.): Best Practices in School-based Problem Solving Consultation: Applications in Prevention and Intervention Systems
Week 3 9/27/21	Consultation Models, Professional Practice, Cultural Responsiveness Prior to Class: <ol style="list-style-type: none">1. Kampwirth, Chapter 22. BP, Ch. 32 (Sandoval): Best Practices in School-Based Mental Health/Consultee-Centered Consultation by School Psychologists
Week 4 10/4/21	Professional Solving Consultation and Multi-Tiered Systems of Support Prior to Class: <ol style="list-style-type: none">1. Kampwirth, Chapter 32. BP, Ch. 36 (McNamara): Best Practices as an Internal Consultant in a Multitiered Support System3. BP, Ch. 37 (Burns et al.): Best Practices in Implementing School-Based Teams within a Multitiered System of Support

<p>Week 5 10/11/21</p>	<p>Communication & Interpersonal Skills</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Kampwirth, Chapter 4 2. Black Families & Special Education Go to Min 32 - Dr. Theopia Jackson
<p>Week 6 10/18/21</p>	<p>Interviewing & Interpersonal Skills for Consultation</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Assignment #1 DUE 2. Article Teacher Resistance 3. BP, Ch. 39 (McGviern et al.): Best Practices in Establishing Effective Helping Relationships
<p>Week 7 10/25/21</p>	<p>Consultation & Students with Academic Concerns, Part 1</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Kampwirth, Chapter 7 2. BP, Ch. 33 (Rosenfield): Instructional Consultation and IC Teams
<p>Week 8 11/1/21</p>	<p>Consultation & Students with Academic Concerns, Part 2</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Assignment #2 DUE 2. Article Instructional Consultation with ELLs
<p>Week 9 11/8/21</p>	<p>Legal & Ethical Issues in School Consultation</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Kampwirth, Chapter 5
<p>Week 10 11/15/21</p>	<p>Consultation with Students with Social-Emotional & Behavioral Concerns, Part 1</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Assignment #3 DUE 2. Kampwirth, Chapter 6 3. BP, Ch 31 (Hughes et al.): Best Practices in Behavioral/Ecological Consultation
<p>Week 11 11/22/21</p>	<p>Consultation with Students with Social-Emotional & Behavioral Concerns, Part 2</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Article: Discipline, African American Boys with EBD 2. Read: https://www.splcenter.org/20190611/striking-outlier-persistent-painful-and-problematic-practice-corporal-punishment-schools

<p>Week 12 11/29/21</p>	<p>Understanding Behavior/ Functional Behavior Assessment Developing Pathways & FERB</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Article: Culturally Attuned FBAs in Prereferral
<p>Week 13 12/6/21</p>	<p>Systems-Level Change, Effectiveness, Scaling Intervention</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Kampwirth, Chapter 9 2. Article: Ethnic Identity, Self-Esteem, School Success 3. BP, Ch.1 (Castillo & Curtis) Systems-Level Change 4. BP, Ch.3 (Forman et al.) Implementing Evidence-Based School Interventions
<p>Week 14 12/13/21</p>	<p>Student Choice & PRN</p> <p>Prior to Class</p> <ol style="list-style-type: none"> 1. Assignment #4 DUE 2. Readings TBA based on topic

