

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology 574 – Spring 2023
Advanced School-Based Consultation

Instructor: Jennifer Twyford, PhD
Class Day and Time: **Section 01:** Monday 9:00am – 12:15pm
Section 02: Tuesday 1:00pm – 4:15pm
Course Dates: **Section 01:** 1/9/23 – 4/24/22
Section 02: 1/10/22 – 4/25/22
Class Location: **Section 01:** Rogers 218
Section 02: York 107
Office Hours: By appointment, please email me for an appointment.
Happy to meet with you!
Office Location: Rogers 426
Email: jtwyford@lclark.edu

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: This course will address the social-emotional and behavioral needs of students in schools, and strategies to support student wellbeing. Content will include identification, diagnosis, treatment planning, intervention, and progress monitoring; developmental, social, and cultural influences on diagnoses and interventions; and an ecological and social justice-oriented approach to case conceptualization and intervention.

Prerequisites: None

Restrictions: Admission to School Psychology Program

Credits: 3 semester hours

Required Texts: The text for the course is linked below and is freely available online. Additional course readings (as outlined by the syllabus) are linked here in the syllabus. (Readings the syllabus will be noted as PRIME followed by the chapter #, e.g., PRIME 2.)

Sanetti, L. M. H., Kratochwill, T. R., Collier-Meek, M. A., & Long, A. C. J. (2014). Planning Realistic Implementation and Maintenance by Educators. Retrieved from https://implementationscience.uconn.edu/wp-content/uploads/sites/1115/2014/12/PRIME_guide1.pdf

Course Format: Once we begin our case work, I will divide our class time into three main components: 1) Seminar (discussion of course readings and topic); 2) Skill Development (modeling, practice); 3) Support (group supervision, case updates, case reviews and problem-solving). As such, participation in each class session is extremely important. For the Seminar portion of class, complete all readings sufficiently to discuss ideas, concepts, issues and practices. For the Skill Development component, you will also be expected to participate in the

role-play and skill practice activities. During these activities, it is essential that you are fully present and engaged in the experience to give and receive constructive feedback. It is essential that we create a class climate where we are comfortable in our discomfort practicing new skills. For the Support section of class, you are expected to come prepared with case information (e.g., case documentation, assessment data, and excerpts from a recording) to receive feedback and support on your case or to model your case for others. Log and take notes during your consultation meetings. If you will not be directly presenting your case that day, you will be needed to either help facilitate group conversations or act as a helpful team member in providing support and feedback to your class colleagues on their cases. There will be some time in the beginning of the semester while you are still arranging your case, so we will use this time for brainstorming how to get started.

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 Goals: The course is intended to provide the student with an advanced knowledge of major models of consultation and the consultation process and practice engaging in the consultation process using a problem solving consultation model.

Course Objectives

- The student will have knowledge of major models of consultation, including behavioral (problem-solving) consultation, conjoint behavioral consultation, and instructional consultation.
NASP Domain: 2
- The student will be able to use a behavioral (problem-solving) consultation model to complete a consultation project in a local school, including conducting a problem identification interview, conducting a problem analysis interview, developing an intervention, and evaluating the intervention outcomes.
NASP Domains: 1, 2, 3, 4, 6, 7, 8, 9
- The student will be able to operationally define a problem behavior, choose an appropriate observation method, and conduct systematic observations in a classroom.
NASP Domains: 1, 2, 4, 9
- The student will develop or select an appropriate behavioral and academic intervention using a data-based problem-solving framework.
NASP Domains: 3, 4, 6
- The student will consult with a teacher to monitor a child's progress during an intervention and adjust the intervention as necessary.
NASP Domains: 1, 2, 3, 4
- The student will be able to describe legal, ethical, professional, and cultural issues in consultation.
NASP Domains: 8, 10

Course Requirements

Attendance (CPSY Department Policy) : 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 discussing them in class 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.
- **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 unclear or difficult for you.
- **Assignments:** There will be 5 assignments.
 - **Consultation Cases x 2 (100 points each)** – Students will complete two consultation cases, one of which will be academically focused and one of which will be behaviorally focused. At least one of the two consultation cases is to have a parent involvement component. At a minimum, each case will include consultation-based interviews, observations, development of an intervention plan based on empirical evidence supporting the plan, and participation in a summative conference. Progress will be evaluated through written consultation reports. Requirements for the consultation reports are included on the Consultation Rubric linked [here](#). The cases are due by Class 14 (date varies by section, see course schedule below) by the start of class time. I would encourage you to aim to complete and submit your first case by two weeks prior to the due date.

Suggested Case timeline:

- January 18-February 7th: Conduct Problem Identification Interview
 - January 25-February 14th: Conduct Problem Analysis Interview (within 2 weeks of previous interview).
 - by February 22nd: Start 2nd case (PII)
 - by February 28th: Begin Intervention Implementation 1(after baseline data collection), within 2 weeks of 2nd interview (PAI).
 - End of February to Early April: Intervention Implementation, Data Collection, Check in with consultee
 - by March 15: Start 2nd intervention
 - by April 12th: Conduct Plan Evaluation Interviews
 - April 17th/18th: Cases Due
- **Development of Problem Identification and Problem Analysis Interview Forms (50 points total).** Each student is to develop their own teacher interview forms based on the forms learned in class and provide a 2-3 page (double spaced) explanation and justification of their interview forms. Students will have time in class to work on development of these interviews in small groups, though it is expected that each student will further individualize their own interview forms and submit their own, unique final product. Submit these forms at the time of your first presentation. Each student will develop 4 versions of interview forms:
 1. A Problem Identification Interview form for Behavior Concerns
 2. A Problem Identification Interview form for Academic Concerns
 3. A Problem Analysis Interview form for Behavior Concerns

4. A Problem Analysis Interview form for Academic Concerns

- **Problem Identification (PI) Case Presentation (25 points)** – Each student will select one of their two cases to present to the class. Classmates are expected to attend and provide feedback/ideas to each presenter. Each student has 15 minutes to present to the class (1) problem identification interview information, (2) baseline data, and (3) **at least three research-based intervention ideas from three peer-reviewed research articles**. After presenting your material, the class will discuss your case and ask questions. Please **graph your baseline data** and consider using other visual representations of information. Students will submit to the instructor via Moodle a copy of the problem identification interview, your slides, your graphed data, and an *annotated bibliography* (not only a reference list; see [here](#) for info on what an annotated bibliography is) for the **three** research articles the day of their presentation. Failure to submit the requested documents by beginning of class on the day of the presentation will result in a -5 point deduction. Presentation dates are in the syllabus below. You can [sign up here](#), though you will likely want to wait until your Problem Identification Interview and data collection have been scheduled before choosing a date. Please make sure you sign up for the correct section. This presentation should take place after the student has completed the problem identification interview (PII) and before completing the problem analysis interview (PAI).
- **Final Case Presentation (25 points)** – Each student will select one of their two cases to present to the class. You may choose to present about the same case as your previous presentation, or you may select your other case. You might want to select a case that you think was particularly interesting, challenging, or unique, as that might provide a greater learning opportunity for yourself and your classmates. Classmates are expected to attend and provide feedback/ideas to each presenter.

For the final presentation, each student has 20 minutes to present their consultation final case, including intervention data and evaluation of results, to the class. Once again, **graphs and other visuals are expected**. The final presentations will take place during the final two course meetings in April, and we will have up to 5 or 6 presentations per class day. You may [sign up here](#). Please note that I reserve the right to shift your presentation date based on class needs; all presenters should be prepared to present on the first day of presentations.

Evaluation Criteria

In addition to building a knowledge and skill base for consultation, 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. You will be doing more than this, but you will receive credit for two consultation cases, two case presentations, and the development of four interview forms. The consultation cases will be worth 100 points each, the development of interview forms will be worth 50 points, and the presentations will be worth 25 points each, for a total of 300 points. There may be additional reading quizzes or points awarded for developing or answering discussion questions if the instructor deems necessary. 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/ 300 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 expect that you will turn assignments in on time. ***Therefore, I will not accept any late assignments for full credit without an pre-determined extension.*** 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 needed. 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, expect 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/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.

** Readings the syllabus from the main text by Sanetti et al. (2014) will be noted as PRIME followed by the chapter #, e.g., PRIME Chapter 2.**

<p>Class 1 Section 01: 1/9/23 Section 02: 1/10/23</p>	<p>Course Overview</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Review: Syllabus 2. Read: Lilienfeld et al. (2012) 3. Read: PRIME Chapter 1**
<p>Class 2 Section 01: 1/16/23 Section 02: 1/17/23</p>	<p>No Class Meeting for Dr. King Holiday</p>
<p>Class 3 Section 01: 1/23/23 Section 02: 1/24/23</p>	<p>Problem Identification Interview (Development & Practice)</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: Benn et al. (2008) Instructional Consultation PII 2. Read: PRIME Chapter 2 3. Read: PRIME Quick Guide to Problem Solving Consultation
<p>Class 4 Section 01: 1/30/23 Section 02: 1/31/23</p>	<p>Problem Analysis Interview (Development & Practice) Academic Consultation Review on Fundamentals of Behavior Change</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: Sabnis et al. (2020) RTI, Equity, and Consultants 2. Read: Hershfeldt et al. (2010) Functional behavioral thinking 3. Read: Gansle & Noelle (2008) Consulting with teacher on Academics 4. Read: Daly et al (1997) Functional Analysis of Academics
<p>Class 5 Section 01: 2/6/22 Section 02: 2/7/22</p>	<p>NASP Week. No Synchronous Meeting. Alternative Asynchronous Assignments:</p> <p>Listen to Both: Consultation Podcast Season 1, Episode 5, Preparing consultees to consult and providing culturally responsive consultation (1 hr) Season 2, Episode 8, Developing a Framework for Consultation (1 hr, 22 mins)</p> <p>Read: one chapter or article relevant to one of your cases.</p>

	<p>Be prepared to discuss your consultation projects next week.</p>
<p>Class 6 Section 01: 2/13/22 Section 02: 2/14/22</p>	<p>Implementing Academic Interventions</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: PRIME Chapter 3 2. Read: Collier-Meek et al (2016) Implementation Support 3. Read: Burns (2021) Intensifying Academic Interventions 4. Read: VanDerHeyden et al (2021) Math Interventions 5. Read: Harris & Sullivan (2017) Bilingual consultation support for ELL 6. Review: Seidenberg’s work on science of reading here 7. Supplemental: PRIME How to Choose an EBI
<p>Class 7 Section 01: 2/20/23 Section 02: 2/21/23</p>	<p>Case Presentation: PII (x 4-5) (DUE WHEN YOU PRESENT)</p> <p>Implementing Behavioral Interventions</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. DUE WHEN YOU PRESENT: PII and PAI Forms (50 points total) 2. Read: PRIME Chapter 6 3. Read ME PLEASE***: Embry & Biglan (2008) Fundamentals of Behavior Influence 4. Read: Noell & Witt (1996) Critical Re-Evaluation of Behavioral Consultation 5. Read: Witt et al. (2004) Troubleshooting Behavioral Interventions 6. Read: Hagermoser Sanetti & Kratochwill (2008) Troubleshooting behavioral interventions
<p>Class 8 Section 01: 2/27/23 Section 02: 2/28/23</p>	<p>Case Presentation: PII (x 4-5) (DUE WHEN YOU PRESENT)</p> <p>Plan Implementation and Treatment/Plan Evaluation</p> <p>Power Relationships in Schools</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: PRIME Chapters 4, 5, 9 2. Read: Erchul & Raven (1997) Bases of Power in Schools 3. Read: Riley-Tillman & Eckert (2001) Generalization of Consultee Skills 4. Read: Noell et al. (2017) Increasing Treatment Implementation

<p>Class 9 Section 01: 3/6/23 Section 02: 3/7/23</p>	<p>Single Case Design Review and Application to Consultation</p> <p>Calculating Effect Size and Determining Effectiveness</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: PRIME Chapters 7, 8 2. Read: Blair & Mahoney (2021) Creating single subject design graphs in Google 3. Read: Kratochwill et al. (2010) SCD Technical WWC 4. Read: Riley-Tillman & Burns Nuts and Bolts of SCD
<p>Class 10 Section 01: 3/13/23 Section 02: 3/14/23</p>	<p>Implementation Challenges & Supports</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: PRIME Chapters 10, 11, 12, 13, 14 2. Read: Heward (2003) Ten Faulty Notions About Special Education 3. Supplemental (supports the PRIME chapters): Collier-Meek et al. (2019) Evaluating implementation supports 4. Recommended/Supplemental: Rosenfeld et al (2018) Do problem solving teams work? in American Psychologist
<p>Class 11 Section 01: 3/20/23 Section 02: 3/21/23</p>	<p>Whole Group Class for 1 Hour & *Individual Meetings*</p> <p>Working with Diverse Families; Consultee Centered Consultation</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: Marti et al (2007) chapter: Conjoint Behavioral Consultation in Practice: Working with Diverse Families (pp.77-96) 2. Read: Newman et al. (2014) Consultee Centered Consultation
<p>3/27/23 - 3/31/23</p>	<p>Spring Break, No Classes</p>
<p>Class 12 Section 01: 4/3/23 Section 02: 4/4/23</p>	<p>Whole Group Class for 1 Hour & *Individual Meetings*</p> <p>Shifting Lenses: Considerations for Worldview and Identities in Consultation</p> <p>Prior to Class:</p> <ol style="list-style-type: none"> 1. Read: Ingraham (2000) Multicultural and cross-cultural consultation in the schools 2. Read: Parker et al. (2020) Culturally responsive consultation practice among SPs 3. Recommended Resource to Review/Read: Culturally Responsive

	<u>PBIS Field Guide</u>
Class 13 Section 01: 4/10/23 Section 02: 4/11/23	Case Updates Adjusting interviews based on new learning (e.g., working with diverse families; identity; other consultation models; experiences) Prior to Class: <ol style="list-style-type: none"> 1. Read: Independent selection to support your consultation cases 2. Read: Additional TBD (flexible based on class needs)
Class 14 Section 01: 4/17/23 Section 02: 4/18/23	Consultation Cases Due Case Final Presentations x 5 Prior to Class: <ol style="list-style-type: none"> 1. Due: Submit both consultation cases 2. Due: Submit case final presentation
Class 15 Section 01: 4/24/23 Section 02: 4/25/23	Case Final Presentations x 5 Wrapping Up the Semester Prior to Class: <ol style="list-style-type: none"> 1. Reflect & develop: Final questions for Dr. Twyford