

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

**SYLLABUS FOR CONSULTATION IN SCHOOL PSYCHOLOGY
PSYCHOLOGY 538 (3 GR)
FALL, 2007**

Instructor: Gina Coffee, Ph.D.
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Time: Thursday, 6:00 – 8:50 PM
Classroom: UCTR 312
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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 various issues within the field of school psychology in general and specifically 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 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.
- 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 READINGS

Texts

Osher, D., Dwyer, K., & Jackson, S. (2003). *Safe, supportive, and successful schools: Step by step*. Longmont, CO: Sopris West.

Sheridan, S. M., & Kratochwill, T. R. (2007). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. Springer.

Thomas, A., & Grimes, J. (2002). *Best practices in school psychology IV*. Bethesda, MD: National Association of School Psychologists.

Additional Readings (arranged by topic)

Noell, G. H., & Witt, J. C. (1996). A critical evaluation of five fundamental assumptions underlying behavioral consultation. *School Psychology Quarterly, 11*, 189-203.

Kratochwill, T. R., Bergan, J. R., Sheridan, S. M., & Elliott, S. N. (1998). Assumptions of behavioral consultation: After all is said and done, more has been done than said. *School Psychology Quarterly, 13*, 63-80.

Noell, G. H., Gresham, F. M., & Duhon, G. H. (1998). Fundamental agreements and epistemological differences in differentiating what was said from what was done in behavioral consultation. *School Psychology Quarterly, 13*, 81-88.

Watson, T. S., & Robinson, S. L. (1996). Direct behavioral consultation: An alternative to traditional behavioral consultation. *School Psychology Quarterly, 11*, 267-278.

Sheridan, S. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review, 29*, 344-353.

Rosenfield, S. A., & Gravois, T. A. (1996). *Instructional consultation teams* (pp. 1-58). New York: Guilford Press.

Lopez, E. C. (2000). Conducting instructional consultation through interpreters. *School Psychology Review, 29*, 378-388.

Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review, 29*, 320-343.

Henning-Stout, M., & Myers, J. (2000). Consultation and human diversity: First things first. *School Psychology Review, 29*, 419-425.

Fine, M. J., & Gardner, A. (1994). Collaborative consultation with families of children with special needs: Why bother? *Journal of Educational and Psychological Consultation, 5*, 283-308.

Ramirez, S. Z., Lepage, K. M., Kratochwill, T. R., & Duffy, J. L. (1998). Multicultural issues in school-based consultation: Conceptual and research considerations. *Journal of School Psychology, 36*, 479-509.

Barlow, D. H. (2004) Psychological treatments. *American Psychologist, 59*, 869-878.

Embry, D. D. (2002). The Good Behavior Game: A best practice candidate as a universal behavioral vaccine. *Clinical Child and Family Psychology Review, 5*, 273-297.

Gresham, F. M. (2004). Current status and future directions of school-based behavioral interventions. *School Psychology Review, 33*, 326-343.

Kratochwill, T. R. Albers, CA., & Shernoff, E. S. (2004). School-based interventions. *Child & Adolescent Psychiatric Clinics of North America, 13*, 885-903.

Ringwalt et al., The prevalence of effective substance abuse prevention curricula in U.S. middle schools. *Prevention Science, 3*, 257-265.

Safeguarding our Children: An Action Guide (2000)

Early Warning Timely Response: A Guide to Safe Schools (1998)

The American Academy of Experts in Traumatic Stress ((2004). *A practical guide for crisis response in our schools*. Washington, DC: Author.

Jones, K. M., Wickstrom, K. F., & Friman, P. C. (1997). The effects of observational feedback on treatment integrity in school-based consultation. *School Psychology Quarterly, 12*, 316-326.

Hodges, K. (2004) Using assessment in everyday practice for the benefit of families and practitioners. *Professional Psychology: Research and Practice, 35*, 449-456.

Lambert, M. J., & Hawkins, E.J. (2004). Measuring outcome in professional practice: Considerations in selecting and using brief outcome instruments. *Professional Psychology: Research and Practice, 35*, 492-499.

Curtis, M. J., & Stollar, S. A. (1996). Applying principals and practices of organizational change to school reform. *School Psychology Review, 25*, 409-418.

Gutkin, T. B. (1999). Collaborative versus directive/prescriptive/expert school-based consultation: Reviewing and resolving a false dichotomy. *Journal of School Psychology, 37*, 161-190.

Erchul, W. P. (1999). Two steps forward, one step back: Collaboration in school-based

consultation. *Journal of School Psychology, 37*, 191-203.

Ikeda, M. J., Tilly, W. D., Stumme, J., Volmer, L., & Allison, R. (1996). Agency-wide implementation of problem solving consultation: Foundations, current implementation, and future directions. *School Psychology Quarterly, 11*, 228-243.

Marsh, D. T. (2004). Serious emotional disturbance in children and adolescents: Opportunities and challenges for psychologists. *Professional Psychology: Research and Practice, 35*, 443-448.

Hansen, M., Litzelman, A., Marsh, D. T., & Milspaw, A. (2004). Approaches to serious emotional disturbance: Involving multiple systems. *Professional Psychology: Research and Practice, 35*, 457-465.

Kratochwill, T. R., & Van Someren, K. R. (1995). Barriers to treatment success in behavioral consultation: Current limitations and future directions. *Journal of Educational and Psychological Consultation, 6*, 125-143.

Kratochwill, T. R., Sladeczek, I., & Plunge, M. (1995). The evaluation of behavior consultation. *Journal of Educational and Psychological Consultation, 6*, 145-157.

Roach, A. T., & Kratochwill, T. R. (2004). Evaluating school climate and school culture. *Teaching Exceptional Children, 37*, 10-17.

ADDITIONAL RESOURCES

Cole, E., & Siegel, J. A. (Eds.) (2003). *Effective consultation in school psychology* (2nd ed.). Toronto, Ontario: Hografe & Huber Publishers.

Crone, D. A., & Horner, R. H. (2003). *Building positive behavior support systems in schools*. New York: Guilford Press.

Kratochwill, T. R., & Bergan, J. R. (1990). *Behavioral consultation in applied settings: An individual guide*. New York: Plenum.

Nastasi, B. K., Moore, R. B., & Varjas, K. M. (2004). *School-based mental health services: Creating comprehensive and culturally specific programs*. Washington, DC: American Psychological Association.

SUPPLIES

Students may find the following items helpful in their completion of course requirements:

- Textbooks/readings
- Paper
- Pens

TIME REQUIREMENT

In a typical graduate class, for each hour attempted at least three hours outside of class is 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 in to the points earned for each course assignment.

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 arrangements must be arranged with the instructor PRIOR to the absence.

I will provide class handouts and materials during class. If you have to be absent, **be sure you have arranged for a peer to obtain 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>.

PROFESSIONALISM

Attendance; punctuality; adherence to ethical standards; the quality of your interactions with colleagues, supervisors, instructor, and other professionals; and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance to subsequent levels of practice.

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 in the Counseling Center (294-1720). 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 a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and talk with the instructor about how best deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center, 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 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.

Program Evaluation: In pairs, students 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 complete a 5-7 page written evaluation of the program containing a brief description of the program, its applications, implementation, treatment components, outcome measures, research or program evaluation support, and your own evaluation of the program. In addition, you will need to present your findings to the class in a 30 minute presentation in which you both describe and critique the program.

GRADING & FEEDBACK

You can earn a maximum score of 100. Individuals who score 90-100 will earn an A, and those scoring from 80-89 will earn a B. Should you earn less than 80 points, you must meet to discuss alternatives with me. 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 maximum number of points products may earn are listed below.

Product	Points
In-Class Case Scenario (including case report)	15
Consultation Project (including case report)	40
Program Evaluation (paper)	30
Program Evaluation (presentation)	15

Grades in the course will be assigned as follows:

Points	Grade
90-100	A
80-89	B
< 80	F

Course Outline

Course outline is tentative and subject to change. Changes will be announced in class.

Date	Topic	Assigned Reading	Assignments and weeks testing should occur
8/23	Introduction	None	Begin thinking about potential teacher clients.
8/30	Introduction to consultation	SSSS: Introduction and Chps 1 & 2 BP: Chps 38 & 39	In class: case scenario
9/6	Conceptual foundations and orientations/types of consultation	BP: Chp 41	In class: case scenario
9/13	Behavioral consultation	Noell & Witt, 1996 Kratochwill et al., 1998 Noell et al., 1998 Watson & Robinson, 1996	In class: case scenario
9/20	Conjoint consultation	Sheridan, 2000	In class: case scenario
9/27	Instructional and problem-solving consultation teams	BP: Chp 40 Rosenfield & Gravois, 1996 Lopez, 2000	This week: begin meeting with teachers
10/4	Cultural and family issues in consultation	Ingraham, 2000 Henning-Stout & Myers, 2000 Fine & Gardner, 1994 Ramirez et al., 1998	In class: discussion of consultation cases DUE: In-Class Case Scenario Report

10/11	NO CLASS	15th Annual TASP Conference October 11-13, 2007 www.txasp.org	You are strongly encouraged to attend this conference.
10/18	Consultation interventions	BP: Chp 37 Barlow, 2004 Embry, 2002 Gresham, 2004 Kratowill et al., 2004 Ringwalt et al.	In class: discussion of consultation cases
10/25	Consultation interventions (continued)	SSSS: Chps 3 & 4 Safeguarding . . . , 2000 Early warning . . . , 1998 AAETS, 2004	In class: discussion of consultation cases
11/1	Evaluation of consultation and intervention services	BP: 11 & 33 Jones et al., 1997 Hodges, 2004 Lambert & Hawkins, 2004	In class: discussion of consultation cases
11/8	Interpersonal communication, collaboration, and systems issues in consultation	Curtis & Stollar, 1996 Gutkin, 1999 Erchul, 1999 Ikeda et al., 1996 Marsh, 2004 Hansen et al., 2004	In class: discussion of consultation cases
11/15	Barriers to consultation	SSSS: Chp 5 & Conclusion Kratowill & Van Someren, 1995 Kratowill et al., 1995	This week: termination consultation cases In class: final

Roach & Kratochwill, 2004

discussion of
consultation cases

11/22	THANKSGIVING HOLIDAY		
11/29	Consultation teams and team process	BP: Chps 42 & 43	In class: program evaluation presentations (3 teams) DUE: Consultation Project Case Report
12/6	Final considerations	None	In class: program evaluation presentations (4 teams) DUE: Program Evaluation report