



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School Psychology

CEP 675: Consultation and Collaboration in School and Community Settings
Syllabus of Record: Fall 2010

CEP 675 faculty fall 08 to fall 10			
	Tiah, Tulani	Adjunct	Ph.D.
	Dowd-Eagle, Shannon	Full time	Ph.D.

Required Texts:

Sheridan, S. M., Kratochwill, T.R., & Bergan, J. R. (2008). *Conjoint behavioral consultation: A procedural guide*. New York: Plenum.

Ysseldyke, J. & Christensen, S. (2004). *Functional assessment of academic behavior (FAAB): Creating successful learning environments*. Longmont, Co: Sopris West.

Course Description: The purpose of this course is to familiarize students with consultation theory, practice, and research with particular emphasis on case-centered behavioral consultation. The course will employ two training formats. First, students will become knowledgeable of the principles of consultation through weekly lecture/discussions. Second, students are expected to practice *skills* required for consultation through in-class exercises and case-based role plays. Students will receive feedback from the instructor, peers, and consultees. Also, they will conduct self analyses of performance. Training cases will be presented within a broader framework for intervention design for academic and behavioral problems. Students will learn how to integrate consultation into school psychology practice.

Relationship of course to program:

This course highlights indirect and direct support service in schools and addresses the critical issues and factors which school psychologists face in fulfilling their responsibilities of consultation. A central focus of the course is an examination of the theoretical framework, foundation and practical skills for consultation. This knowledge is critical to the student's preparation for applying professional capacity in education and psychology to solve problems in school and human service settings.

Relationship to FSEHD Advanced Competencies:

This course is designed to develop the capacity of students to be reflective practitioners who plan, analyze and reflect as they fulfill their professional responsibilities. Increasing student's knowledge and application of various models of consultation and of the complex dynamics of consultative work attains this goal.

Course Objectives

1. Students will develop an understanding of basic consultation theories (mental health, behavioral, conjoint behavioral, instructional, organizational) and their application to case-centered consultation for diverse populations in school settings (NASP 2.2, 2.7; Knowledge 1, 2, & 3).

2. Students will develop an understanding of how components of effective communication, problem solving, social influence, systemic/organizational, and consultant and client factors operate to affect child outcomes (cognitive, behavioral, and academic) of case-based consultation (NASP 2.2., Knowledge 1 & 2)
3. Students will develop basic proficiency in problem-solving consultation in its application to problems teachers, students, and key stakeholders (e.g., families) experience in educational settings. The model will include legal, professional, and ethical mandates, role-structuring, as well as meeting objectives for problem solving steps and technical adequacy of intervention design (with special emphasis on data-based decision making and functional assessment) (NASP 2.1, 2.2., 2.6, 2.7, 2.10; Knowledge 1-4, Practice 1 & 3).
4. Students will exhibit greater awareness and sensitivity to issues of diversity among their partners in educational and community settings. They will be exposed to consultation models that foster home-school-community relationships, encourage cross-setting functional assessment, and develop an increased appreciation for the active involvement of families, school staff, and community members in the problem-solving process (e.g., conjoint behavioral consultation) (NASP 2.7, Knowledge 3; Practice 3).
5. Students will become knowledgeable in the design, implementation, and evaluation of instructional and behavioral interventions and will increase their assessment skills as they apply principles of behavioral and functional assessment to training role plays (NASP 2.1, 2.2., 2.4.; Knowledge 1 & 2; Practice 1, 2 & 3).
6. Students will engage in self-reflection related to their knowledge and application of consultation skills (NASP 2.10, Knowledge 4; Practice 4).
7. Students will work cooperatively with colleagues in providing feedback regarding their consultation skills (NASP 2.10; Knowledge 4)
8. Students will become knowledgeable of models operating at a systems level and that influence school organization and climate (e.g., SWPBS) (NASP 2.5, 2.6; Knowledge 1, 2 & 3)

Course Requirements

Participation (10%)

Your performance will be evaluated based on your professionalism, which includes, class attendance, critical discussion of reading materials and participation during class exercises. Discussions will be important for developing your conceptual understanding of critical issues in school-based consultation. You are expected to come to class having read the assigned material and prepared to discuss it. I may call on you to lead the discussion by posing thoughtful discussion questions and moving the discussion along. Class exercises will provide necessary practice opportunities for skill-based components of the course.

Role Plays with Self-Reflection (30%)

Following classroom instruction and exercises, you will conduct at least two Needs Identification Interviews and two Needs Analysis Interviews as training role plays. Upon completion of your role play, you will reflect upon your performance and turn in the following:

1. Signed consent forms
2. Audio tape of the interview
3. Consultation Reflection Log
4. Scale of Interpersonal Skills (SCIS)
5. Self-rating on (NII) and (NAI) Objectives Checklists
6. SCIS and Objectives checklist complete by peer supervisor

All of the objectives must be at least partially met (see form) and at least 90% of the objectives must be at least fully met to earn points for this assignment. If it is necessary to redo an interview, a 10% penalty will be applied to the score each time the interview is redone.

Video Role Play with Self-Reflection (20%) (Key Assessment)

Following successful completion of your training role plays, you will be expected to complete a video role play including a NII, NAI, and TEI. *Your video role play will serve as one aspect of your portfolio artifact.* Upon completion of your video you will reflect upon your performance and turn in the following:

1. Signed consent forms
2. A verbatim transcript of the interviews
3. Consultation Reflection Log
4. Scale of Interpersonal Skills
5. Self-rating on NII, NAI, and TEI Objectives Checklist
6. Consultee ratings on SCIS and Objectives Checklist

If you fail to earn at least 85% of the possible points, you will be required to conduct a new video role play and turn it in for evaluation. If it is necessary to redo the interview, a 10% penalty will be applied to the score each time the interview is redone.

Peer Supervision (10%)

Each student will serve as a consultee and peer supervisor on a classmate's training role play. As part of your duties, you will be provided with a role play script outlining a consultation case. *If you provide any information regarding the content of the role play to your classmate prior to the interview, you will both receive failing grades on the assignment. Opportunities to make up those points will not be available.* Upon completion of serving as the consultee, you will provide *constructive* feedback to your classmate and complete the following forms:

1. Scale of Interpersonal Skills
2. Rating on NII and NAI Objectives Checklist

Written consultation report (25%) (Key Assessment)

You will complete one data based consultation report, which will serve as the second aspect of your portfolio requirement. Your report must be double-spaced and written in APA (6th ed.) style. You must discuss key aspects of the process and outcomes including (1) strengths of the student and key stakeholders, (2) target behavior definition, (3) functional behavioral assessment and hypothesis, (4) intervention components, and (5) evaluation of treatment including effect sizes, Goal Attainment Scaling (GAS) and mean ratings on the BIRS acceptability and effectiveness factors. Tables and or graphs representing the effectiveness of the intervention are required.

SWPBIS Interview (5%)

You will be required to interview a member of the PBIS Leadership Team at a local school that has begun implementing universal level supports. The interview may not be conducted until after the Oct. 20th class covering the topic of systems level change. In addition, you will be required to submit a one page summary of the interview including a discussion of the following (1) school-wide expectations, (2) how expectations are taught, (3) reward system (4) discipline referral system and minor/major consequence hierarchy and (5) evaluation of SWPBIS practices (e.g., SWISS data and/or SET data).

Grading Scale:

A:	93 - 100	C+:	79 - 77
A-:	92 - 90	C:	76 - 73
B+:	89 - 87	C-:	72 - 70
B:	86 - 83	D:	69 - 65
B-:	82 - 80	F:	64 and below

Note:

- *Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.*
- *Academic dishonesty, including plagiarism and/or the use of other students' work, will not be tolerated and will result in a failure for the class grade.*

CEP 675 – Alignment of Course Requirements

Performance Assessment	Conceptual Framework	NASP Standard	Course Objectives
Attendance and Active Participation	Knowledge 4	2.10	1
Training Role Plays & Self-Reflection	Knowledge 1-4 Practice 1-4	2.1, 2.2, 2.4, 2.7	2-7
Peer Supervision	Knowledge 4	2.2, 2.10	7
Portfolio Artifacts *Video taped Consultation Case with Self-Reflection	Knowledge 1-4 Practice 1-4	2.1, 2.2, 2.4, 2.7, 2.8	2, 3, 4, 5, 6 & 7
*Consultation Report	Knowledge 1- 4 Practice 1-3	2.1, 2.2, 2.4, 2.7,	3, 4, & 5
Systems Level Organization *SWPBIS Interview	Knowledge 1-3	2.6	2, 3, 4, 5, 6, 7 & 8

Suggested Reading:

Adelman, H. (1996). Restructuring education support services and integrating community resources. *Beyond the full-service school model. School Psychology Review, 25*, pp. 431-445

Beer, M. and Spector, B. (1993). Organizational diagnosis: Its role in organizational learning. *Journal of Counseling and Development, 71*, pp. 642-650.

* Behring, S.T., Ingraham, C.L. (1998). Culture as a central component of consultation: a call to the field. *Journal of Educational Psychological Consultation, 9* (1) 57-72.

Brack, G., Jones, E.S., Smith, R.M. White, J., and Brach, C.J. (1993). A primer on consultation theory. *Journal of Counseling and Development, 71*, pp. 619-628.

*Brown, D., Pryzwansky, W.B., Schule, A.C. (2006). *Psychological Consultation and Collaboration: Introduction to Theory and Practice*. Chapter 2: Mental Health Consultation, Pearson, Boston.

Caplan, G. (1970). *The theory and practice of mental health consultation*. New York: Basic Books.

Carkull, R.R. (1983). *The art of helping*. Fifth ed. Amherst, Mass.: Human Resource Development Press.

Erchul, W.P. (1999) A relational communication analysis of control in school consultation. Professional School Psychology, 2, pp 113-124.

Erchul, w.P. (1999). Two steps forward, one step back: Collaboration in school-based consultation. Journal of School Psychology, 37, pp. 191-203.

Gallessich, June. (1982). The profession and practice of consultation. San Francisco: Jossey-Bass.

* Holmes, G.E. (1990) The institutionalization of disability myths: impact on vocational rehabilitation services. Journal of Rehabilitation. Jan/Feb/March, 20-27.