
California State University,
Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
**EPC 648: Consultation with Parents, Teachers, and Other Human
Service Professionals**

Spring 2022
DRAFT

Instructor: Wilda Laija-Rodriguez, PhD., LEP
Class Meetings: Tuesdays 4:00-6:45
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Office Hours: Tuesday 2-3:30 and by appointment.
Location:

Michael D. Eisner College of Education Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description

Course Description: Prerequisite: A course in Child Development. Exploration and study of theory-derived practices regarding communication and consultation with parents and teachers with respect to

problems they encounter with children (NASP Domain 2; CCTC SPPE 2). Educational and clinical applications. Issues regarding information-sharing with other professionals. Collaborating with parents and other professionals and making referrals (NASP Domain 2: CCTC SPPE 2). – and assessment see rubrics attached.

Consultation within the school community has become a major role for school psychologists. As an alternative to direct one-to-one service to children, consultation offers the advantage of involving more people in the assessment and treatment process and utilizing natural support systems for primary prevention of school related problems. This course will include a variety of theoretical orientations, including the problem-solving model, various consultation models, specific consultation skills, and methods for monitoring and evaluating the consultation process. (NASP Domain 2; CCTC SPPE 2) Each class will involve a discussion of the reading assignment, and in-class practice of specific consultation and communication skills (SLO1). Students will also apply consultation skills and use a systems ecological problem solving data based decision making framework with an actual fieldwork case (NASP Domain 1; CCTC SPPE 1). A particular emphasis of this course will be on the development of multicultural consultation competencies for diverse populations (NASP Domain 8: CCTC SPPE 8) as well as how to be a change agent and a social advocate in school settings. Students will engage in role playing and assisting each other to develop effective collaboration, communication, consultation, and supervision skills.

Program Student Learning Objectives

SLO1: Foundations of the Profession and Professional Practice: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge** of the field of school psychology and exhibit characteristics of effective school psychologists, which include good self-awareness of strength and weaknesses, satisfactory communication and interpersonal skills, persistence, creativity, flexibility, good time management, and good ethical and legal judgement and understand how these factors influence their practice. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice. (NASP Domain 10: *Legal, Ethical, and Professional Practice*; CCTC SPPE 10)

SLO 3: Respect for Human Diversity and Equitable Practices: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **Knowledge** of human diversity, including individual differences, abilities, disabilities, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families, the effects they have on development and learning, and promote effective general and special education services, social justice, and social advocacy for all students, families, and schools to address potential influences related to diversity. (NASP Domain 8; CCTC SPPE 8)

SLO 7: Problem Solving Data Based Decision Making and Response to Intervention: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their **knowledge, skills, and competence** to use the problem-solving model to make data-based decisions as they gather, measure, and evaluate data to look at student, family, schools, and/or consumer's outcomes. (NASP Domain 1: *Data Based Decision Making*; CCTC SPPE 1)

SLO 8: Consultation and Collaboration: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or

supervisor evaluations based on their ability to demonstrate **knowledge, skills, and competence** on promoting family, school, and community collaboration and consultation and to work within multidisciplinary teams. (*NASP Domain 2: Consultation and Collaboration; CCTC SPPE 2*)

SLO 9: Family, School and Community Collaboration: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge, skills, and competence** on principles and research related to family systems, strengths, needs, and cultural contexts and design, implementation and evaluation of evidence-based strategies to support positive family influences on children's learning and mental health; and exercise strategies to develop collaboration between families and schools and family and community agencies to enhance academic and social behavioral outcomes for children. (*NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7*)

SLO 10: Academic Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on **knowledge, skills, and competence** on the use of academic interventions based on evidence based practice, effective teaching and instruction, diversity in learning and language proficiency, effective data based assessment, monitoring, and evaluation, and a systems ecological approach to address individual and systemic factors to improve academic outcomes. (*NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3*)

SLO 11: Behavioral Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge, skills, and competence** to design and use behavioral interventions using theory and evidence based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach to address individual and systemic factors to improve behavioral outcomes. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

SLO 12: Social-Emotional and Behavioral and Mental Health Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge, skills, and competence** to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge** of systems' structures, system ecological approach, organization, and theory; general and special education programming; and evidence-based school-wide practices that promote learning, positive behavior, and mental health and collaborate with others, to develop and implement practices and strategies to create

and maintain safe, effective, positive school climate, and supportive learning environments for students and school staff. (*NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5*)

Program Learning Objectives Related to NASP and CCTC

1. **Using Problem Solving and Data-Based Decision-Making and Accountability** and using assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of support to promote successful candidate learning and adjustment. Use a problem-solving framework as the basis for all activities and systematically collect data from multiple sources as a foundation for decision making and consider ecological factors in the classroom, school, family, and community as a context for assessment and intervention. (NASP Domain 1; CCTC SPPE 1)

2. **Practice Consultation and collaboration** with parents, teachers, school personnel, multi-disciplinary teams, community professionals, agencies, and families in problem solving decision-making and problem-solving. (NASP Domain 2; CCTC SPPE 2)

3. In collaboration with others and based on assessment data, develop **Academic Interventions and Instructional Supports** that focus on using assessment data to monitor and evaluate academic interventions for youth with the goal of providing prevention and intervention services in regular and special education settings to make sure there is equitable access to educational opportunities and positive outcomes. (NASP Domain 3; CCTC SPPE 3).

4. Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. **School-Wide Practices to Promote Learning:** Students use systems ecological theory to understand organizations and work collaboratively with school personnel, parents/guardians, and community members and agencies to develop and implement practices, programming, and strategies in regular and special education environments to create and maintain safe, effective and supportive learning environments for students and school staff. (NASP Domain 5; CCTC SPPE 5; CCTC SPPE).

6. **Family, School, and Community Collaboration:** students practice principles and use research related to family systems, strengths, needs, and cultures; evidence-based strategies to support family influences on children's learning, socialization, behavior, and mental health; and strategies to develop collaboration between families and schools with the goal of promoting academic success, social adjustment, and life success. In collaboration with others, demonstrate skills to design, implement, and evaluate services to respond to diversity (cultural, language, ethnicity, gender, SES, etc.) and facilitate family and school partnership /interactions with community agencies for enhancement of academic, behavioral, and social adjustment for children. (NASP Domain 7; CCTC SPPE 7)

7. **Equitable Practices for Diverse Student Populations:** Students will continue to learn about and practice using information of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning; principles and research related to diversity factors for children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and

expression, socioeconomic status, and other variables; and evidence-based strategies to enhance services and address potential influences related to diversity. Students will provide professional services that promote effective functioning for individuals, families, and schools through an ecological lens and recognizing and respecting diversity, while exercising advocacy for social justice (NASP Domain 8; CCTC SPPE 8)

Specific Course Objectives

Course Objectives

Through class lectures and activities, case studies, role plays, fieldwork consultation case, presentations, use of CANVAS and exams, students will continue to gain knowledge, practice, and be assessed in:

1. knowledge and application of school consultation theories, models, processes, and research with teachers, parents, administrators, and community members. (NASP Domain 2).
2. understanding and practicing effective consultation and collaboration with teachers, administrators, parents, and all stakeholders at all tiers of service delivery regarding academic, behavioral and social emotional needs (NASP Domain 2; CCTC SPPE 2.1).
3. understanding and practicing effective collaboration and communication with community agencies. (NASP Domain 2; CCTC SPPE 2.2; CCTC SPPE 7.0; SPPE 7.1).
4. understanding and practicing consultation and collaboration with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery (NASP Domain 2; CCTC SPPE 2.3).
5. identifying problems, using the problem-solving model, in their earliest stages and to implement prevention, early intervention, and treatment services for addressing these problems across the hierarchy of student's needs.
6. building collaborative consultation teams that emphasize a comprehensive model of services with teachers, parents, educators, administrators and community members, including consultation among professional colleagues, and coordinating support, roles, and services of school staff, parents, family and community members and community agency personnel and demonstrate the ability to design and plan programs to promote school family interactions and safe and caring environments.
7. demonstrating effective communication, interpersonal, and problem solving skills when describing children's learning, development, socialization, and mental health in a cultural context in order to work effectively with pupils, teachers, administrators, other school personnel, community groups and agencies, and families from diverse backgrounds. (NASP Domain 2; NASP Domain 7; CCTC SPPE 7.3)
8. understanding school consultation with teachers and parents about students with academic difficulties and understand alternative models for the delivery of school psychological services
9. understanding school consultation with teachers and parents regarding students with social-emotional and behavioral difficulties. (NASP Domain 4)

10. becoming an organizational change agent and understand the importance of Leadership.
11. understanding school consultation with teachers about decreasing stress, and building knowledge, skills, confidence, and professional objectivity.
12. demonstrating skills in using a decision-making process when consulting and collaborating with others to identify problem areas, collect and analyze information to understand problems, make decisions about service delivery, and evaluate the implementation and outcome of the service delivery plan. (NASP Domain 1: CCTC SPPE 1)
11. ethical practice as school consultants. (NASP Domain 10; CCTC SPPE 10)
13. demonstrate an understanding of the diverse values and beliefs that influence the lives of people and practice in a way that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the right of all parties. (NASP Domain 8; CCTC SPPE 8)
14. understand social justice, social advocacy and leadership skills, and practice good listening skills, adapting and dealing with ambiguity, and being patient in difficult situations.
15. clearly presenting and exchanging information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
16. understand resiliency theory and developmental assets to design and implement interventions that will promote systemic changes.
17. understanding organizational consultation and the importance of working within systems to improve school climate, prevention strategies, and decrease school drop out.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

Some ideas:

- Class lectures, presentations and discussions
- Assigned readings in required text and other assigned materials

- Small group discussions/role play practice
- Independent research of subject materials in library/on internet/media.
- Completion of assigned papers

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is:

1) Consultation Case: To facilitate a thorough training of consultation and communication skills, each student will conduct one consultation case focused on a systems-ecological problem-solving data-based-decision making approach to promote successful learning and facilitate safe and caring home school collaboration and school communities and partnerships. **This case will be conducted as part of our class and/or during independent time. This will be part of your summative assessment for this class.**

Candidates will be able to show their ability to design programs, and implement prevention, intervention, and treatment services across the hierarchy of student's development. Candidates will show knowledge about theories and approaches in consultation, communication, and the importance of effective interpersonal and leadership skills. Consultation cases may involve working with students with academic, social-emotional, and/or behavioral difficulties. Consultation case can also involve organizational consultation, school climate, and issues regarding drop out.

It may also involve instructional consultation with teachers and parents of students or direct consultation with teachers and parents around areas of burnout, skill development, cultural sensitivity, social justice, and/or social advocacy. Opportunities may also evolve to consult regarding instructional or intervention programs for the entire classroom, or school-wide, or organizational consultation and interventions.

Candidates will show knowledge of classroom, school, climate, family, and community factors that support student learning and development. Consideration of diversity, (cultural, ethnic, gender, language, etc.), SES, and other environmental factors is expected. Please refer to consultation report rubric attached.

All cases should involve parent(s) or guardian(s) AND teacher(s), as well as the student and other participants, when appropriate. Students will demonstrate skills to work effectively with students and families from diverse backgrounds (NASP Domain 8: CCTC SPPE 8) Cases should include a multi-systemic systems ecological focus and understanding of how issues of diversity, SES, language, etc. impacts the different systems. The case must include a problem-solving data-based-decision making, assessment, gathering data, intervention, monitoring, and evaluation to include GAS and Pre/Post data, structured observation, graphs showing monitoring and evaluation of data, and effect size.

The consultation fieldwork case must include a method for **demonstrating the effectiveness of consultation goals and intervention strategies using the problem solving and data-based decision models**. In addition, interpersonal and communication skills will also be practiced and assessed.

Please see Rubric A attached to guide you and for assessment information.

OTHER COURSE REQUIREMENTS:

Students will have an opportunity to practice and be assessed on the above listed objectives based on:

2) Role Plays

Candidates will form groups of 4-5 students to conduct in-class role plays. Each student will take turns being the consultant, consultee (parent or teacher), and observer. *The observer will provide feedback to the consultant and provide guidance to improve his/her skills during every role play.* This feedback is to be constructive and is to assist the consultant further develop his/her interpersonal, communication, and consultation skills. The observer will be rated on how constructive the feedback was based on the Consultation Evaluation Rating Form (CERF), which includes interpersonal, communication, and consultation process and skills criteria.

3) Take Home Exam – Consultation Theories, ethics, process, and research

4) Presentations – Research based topics in Consultation

5) Participation – Possible “POP” QUIZZES if needed.

6) Teacher resistance, stress, and wellness paper

7. Homework Assignments – As needed

Required Books

Required Texts:

Erchul, W. P., & Martens, B. K. (2010). School Consultation:

Conceptual and Empirical Bases of Practice: Third Edition. New York: Springer Science and Business Media, LLC.

Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions: 8th Edition. United States. Brooks/Cole Cengage Learning.

Herman, Keith C. (2014). Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers, and Students. E-BOOK IN University Library

Daly, Neugebaure, Chafouleas, & Skinner. (2015). Interventions for Reading Problems: Second Edition: Designing and Evaluating Effective Strategies. Guilford.

Other Readings – Consultation Readings Available through the University Library

Professor will share:

Consultation Evaluation Rating Manual (CERF) – 2022 Version

Suggested:

Shapiro, E. S. (latest version). Academic Skills Problems: Direct Assessment and Intervention

Shapiro, E. S. (latest version). Academic Skills Problems Workbook Review

Please note that this course outline is subject to change.

Grading Criteria

The grade for this three-semester credit course will be based on the performance measures listed below. Work will be submitted via canvas or as instructed. Late work will not be accepted, unless prior approval is granted.

- 1) Take home Exam. (100 points)
- 2) A written report of a consultation case. (85 points) (See rubric attached)
- 3) Intervention Description for your Consultation Intervention, including SCRIPT and measuring tool. (20 pts)
- 4) Consultation Ratings from parent and teacher (5pts each; 10 pts total)
- 5) Consultation Role Play Summaries and Data (10 points each for participation points)
- 6) Consultation Feedback for peer using CERF (10 points per feedback Ph. I, II, IV) - (Useful feedback = 10 pts; Minimal and general feedback = 5 pts; No feedback = 0 pts.)
- 7) Special Topics in Consultation Presentation (50 points)
- 8) Teacher Resistance, Stress and Wellness paper (25 pts)
- 9) Homework Assignments, as assigned (5 pts each)
- 10) **Participation/Attendance:** All students are required to participate in class discussions. This involves completing all assigned readings and participating in each class. Students will be randomly chosen to discuss reading assignments. [2 points per class (1 for attendance/1 for participation)].

Total Points:

95-100% = A	<i>mastery of the relevant course standards.</i>
90-94% = -A	<i>mastery of the relevant course standards, with some errors or lacking information</i>
86-89% = B +	<i>above average proficiency of the relevant course standards.</i>
84-85% = B	<i>satisfactory proficiency of the relevant course standards.</i>
80-84% = B-	<i>partial proficiency of the relevant course standards.</i>

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better. Higher standards that take precedence over the University policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentervices/index.php>

Writing Center

<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance

<http://library.csun.edu/ResearchAssistance/AskUs>

Course Outline

January 25 **Course Requirements**
Introduction to Consultation

Feb. 1

Models of Consultation: Consultation vs. Collaboration

Assignment:

Erchul & Martens (2010). Ch. 1 Introduction

Erchul & Martens (2010). Ch. 3 Promoting Change

Erchul & Martens (2010). Ch. 5: Bases for an Integrated Model of Services

Herman et al. (2013): Motivational Interviewing: Chapters 1-3

Feb. 8

Entry, Ethics, and Multicultural Consultation.

Reading Assignment:

Erchul & Martens (2010). Ch. 6: Model Description and Application

Review: Hartshorne Law and Ethics in SP Book: Ethical, Professional, and Legal Issues in Consultation (2016)

Multicultural Consultation Readings (Cultural Competence CCTC Std. 3, 19):

Retrieve online:

Rogers, M. E. (2000). Examining the cultural context of consultation. *School Psychology Review, 29*(3).

Tarver Behring, S., Cabello, B., Kushida, D., & Murguia, A. (2000).

Cultural modifications to current school-based consultation approaches by culturally diverse beginning consultants. *School Psychology Review, 29*, 354-367.

Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review, 29*(3). *School Psychology Review, 29*, 354-367.

Be ready to participate in discussion groups.

Feb. 15

Problem Solving: Problem Formulation and Problem Analysis

Phase I and II

Erchul & Martens (2010). Ch. 2: Problem Solving and RtI (review)

Herman et al. (2013): Motivational Interviewing with Parents: Chapters 4

Herman et al. (2013): Motivational Interviewing with Teachers: Chapters 5

Consultation Evaluation Rating Manual (CERF)

Feb 22

In Person: Leadership and Change Strategies

Cormier et al. (2017). Read Chapters 12: Reframing, Cognitive Modeling, and Problem Solving Strategies

Cormier et al. (2017). Read Chapters 13: Cognitive Change and Cognitive Restructuring Strategies.

Motivational Interviewing

Conflict Resolution/Mediation Strategies

Role Play #1 – Phase I

March 1

On your Own: Home School Collaboration and Involvement of parents

Read and know the CERF and CERF rubrics well

Alston-Abel & Berninger (2018). Relationship between home

literacy practices and academic achievement: Implications for

consultation and home school collaboration. *Journal of Educational*

and Psychological Consultation, Vol 28 (2), p. 164-189.

Suggested Readings:

Cormier et al. (2017). Read Chapters 7: Conceptualizing and assessing client problems, concerns, and contents.

Cormier et al. (2017). Read Chapters 8: Conducting and Interview Assessment with Clients

March 8 **ZOOM: Assessment in Consultation**

Erchul & Matson. (2010). Ch. 7: Assessment in School Consultation

Cormier et al. (2017). Ch. 9: Identifying, defining, and evaluating outcome goals.

Role Play #2 - Phase II

PLEASE COMPLETE PHASE I AND II....

Completing Phase II: You should have a clear hypothesis, baseline data, goals, intervention plan, and data gathering plan for monitoring and evaluation.

March 15 **In Person: Phase III: Intervention Development and Monitoring – Special Topics to consider:**

Special Topics Presentations:

Learning and Instruction for programming (CCTC):

Suggested Readings if you can find them (normally in our reader):

Gravois, T. A., & Gickling, E. E. (2008). Best Practices in Instructional Assessment

Rosenfield, S. (2008). Best Practices in Instructional Consultation Effective Teaching and school climate

Handbook in Multicultural School Psychology (2007): Ch. 4 Multicultural Issues in instructional consultation for English language learning students

Suggested Readings:

Sugai & Tindal Ch. 8: What to teach (Reader)

Sugai & Tindal Ch. 9: How to teach (Reader)

Group 1: Instructional Consultation with Monolingual Students with reading, math, and written language – Effective Interventions, monitoring, and evaluation.

Group 2: Instructional Consultation with Bilingual Students in reading with reading, math, and written language – Effective Interventions, monitoring, and evaluation.

Group 3: Consulting with principals and teachers on Improving Response to Intervention Programs: What are key elements to effective RtI programs?

IF YOU DO NOT HAVE A CONSULTATION CASE, WORK ON YOUR EVIDENCE BASED INTERVENTION, INTERVENTION

SCRIPT, YOUR DATA, DATA MONITORING (FORMATIVE ASSESSMENT), AND EVALUATION PLAN (SUMMATIVE ASSESSMENT).

TAKE HOME EXAM

March 22nd Spring Break – Have a Great Week!

March 29 On your own: **Teacher Resistance and Stress:**
Cormier et al. (2017). Ch. 9: Teachers as Consultees
Cormier et al. (2017). Ch. 14: Stress management strategies
Cormier et al. (2017) Strategies for working with resistance and mediate conflict
Suggested: Working Through Consultee Resistance articles
Witt, J. C. (1986). Teacher's resistance to the use of school based interventions. Journal of School Psychology, 24, p. 37-44.

Teacher Resistance, Stress, and Wellness Paper **Due April 12.**

April 5 **In Person: Intervention development and implementation :**
Phase III
Erchul & Matsen (2010). Ch. 8: Selecting effective school based interventions.
Sugai & Tindal (1993). Ch. 6 Programming Strategies (Reader)
Daly et. Al (2015) Ch. 5-8 Reading Chapters

Role Play #3 - Phase III and IV

April 12 **In Person: Monitoring, Evaluation and Disengagement Reading Assignment:**
Shapiro Ch. 7: Progress Monitoring
Suggested: Sugai & Tindal Ch. 10: Evaluating Academic Outcomes
Consultation Evaluation Rating Manual (Phase IV)
Daly et al. (2015). Ch. 9 Accountability
Role Play #4 – Phase IV Cont.

DUE: Teacher Resistance, Stress, and Wellness Paper

April 19 **Zoom: Organizational consultation, social advocacy, and issues regarding drop out:**
Reading Assignment:
Retrieve online:
Rosenfield, S. (1992) Developing school-based consultation teams: A design for organizational change. School Psychology Quarterly, 7,27-46.
Zins, J. E. & Illback, R. J. (1995). Consulting to facilitate planned organizational change in schools. Journal of Educational and Psychological Consultation, 6(3), 237-245.
Update to above article: Journal of educational and psychological consultation, 2007-07-30, Vol.17 (2-3), p.109-117
Illback, R. J. & Zins, J. E. (1995). Organizational interventions in educational settings. Journal of Educational and Psychological

Consultation, 6(3), 217-236.

Schmuck, R. A. (1995). Process Consultation and Organization Development. *Journal of Educational and Psychological Consultation*, 6(3), 19, p. 199-

Sue, D. W. (2008). Multicultural Organizational Consultation: A social justice perspective. *Consulting Psychology Journal: Practice and Research*, Vol. 60 (2), p. 157–169

Daly et. Al. (2015). Multitiered reading intervention

Group 4: Understanding school dropout and policies that may affect issues in Dropout

Group 5: Consultation and Multitiered interventions

DUE: Role Play Feedback CERFs due

April 26

**In Person: Special Topics in Consultation:
Cognitive and Social Development and Learning**

Group 6: Addressing Cognitive Development and Delays in Consultation – Working with parents of severely handicapped Students

Group 7: Addressing Motivation in Consultation – Working with students and consultees with poor motivation – Incorporate self-control, self-management strategies, self-monitoring, and self-efficacy (Cormier et al. (2010). Ch. 17

Group 8 Addressing Social-Emotional and Behavioral Development –

Working with students with adjustment difficulties; emphasizing self-advocacy and self-efficacy

May 3

Zoom: Special Topics in Consultation:

Consulting with Culturally, Linguistically, and SES Diverse Students and Families

Reading Assignment:

Suggested Readings:

Lopez, C., et al. (2005). Cultural variation within **Hispanic American families**. *Handbook of Multicultural School Psychology*, C. Frisby, & C. Reynolds, (Eds), Wiley & Sons Publishing.

Willis, W. (1998). Families with **African American** Roots. In Developing Cross-Cultural Competence, E.W. Lynch & M. J. Hanson (Eds). , Baltimore, MD: Brookes Publishing.

Search Institute readings on developmental assets among youth of color Tapping the power of community

Group 9: Native American Families

Group 10: African-American Families

Group 11: Working with, Homeless youth, Foster Parents and Group Homes

DUE: TAKE HOME EXAM DUE

May 10 Consultation Case Overview

DUE: CONSULTATION CASE

**DUE: Role Play Summaries, CERF Ph. 1, 2, 4 and
Data (Summaries, Data, data gathering tools,
graphs, etc.)**

******ALL WRITTEN CONSULTATION REPORTS AND PAPERWORK ARE DUE
BY MAY 10.***

Appendix A

DRAFT Appendix A RUBRIC FOR CONSULTATION REPORTS

Consultant: _____
Consultee: _____

Date: _____

1. Reason for referral clearly explained:

Poor		Average		Excellent
1	2	3	4	5

2. Background information provides a clear description of the child; includes family, health and developmental, and educational background including understanding of classroom, school, instruction, family, and community factors that support learning and develop skills to assist pupils; and includes important relevant information, such as SES, ethnic, cultural, diversity, gender, language factors, and factors of resiliency. It also includes ecological factors (school, family, and community) that support learning and adjustment. Includes information about effective teaching and effective instruction, as well as understanding of comprehensive model of support designed to promote high expectations and increase pupil learning and achievement.

Poor		Average		Excellent
1	2	3	4	5

3. Includes relevant information regarding cultural, diversity, gender, and language factors about the client and systems involved. Demonstrates an understanding of diverse values that influence people and exhibit advocacy skills to promote learning and adjustment for the pupil and support for the family school relationship. (NASP Std. VII)

Poor		Average		Excellent
1	2	3	4	5

4. Describes entrance and process of consultation, including communication, interpersonal, and collaboration factors involved. Describes Home school collaboration process and relationship building with parent(s) or guardian(s). (NASP Std. VI) Describe ethical and/or legal issues involved in this consultation (NASP Std. VIII 8.2)

Poor		Average		Excellent
1	2	3	4	5

5. Describes theories, models, and process of consultation and levels of consultation used.

Poor		Average		Excellent
1	2	3	4	5

6. Involved parent and/or relevant people who will carry out the interventions; demonstrates an understanding of ways in which pupil development, wellbeing, and learning are enhanced by family-school collaboration. Demonstrated an ability to enhance school-family collaboration.

Poor		Average		Excellent
1	2	3	4	5

7. Problem formulation (hypothesis) is clearly written in behavioral terms, when appropriate, states a probable cause (see hypothesis example from lecture - ch. 33 best practices) and includes a systems-ecological and cultural framework. Includes an academic problem, when appropriate social emotional and life skills area, risk and protective factors to be used in goals and interventions (NASP Std. V – 5.2).

Poor		Average		Excellent
1	3	5	7	10

8. Makes use of decision making process to address academic and social emotional difficulties by establishing baseline data included based on an instrument and/or structured observations that is/are sensitive to growth (refer to task analysis). (This must include structural observations, informal or standardized academic testing, AND pre/post surveys based on target areas of intervention.) (CCTC Std. 22)

Poor		Average		Excellent
1	2	3	4	5

9. Goals are directly related to problem formulation (hypothesis) using the problem solving model and includes a cultural and multi-systemic framework. Includes risk and protective factors for academic and social emotional goals.

Poor		Average		Excellent
1	2	3	4	5

10. Goals and objectives are written clearly, in behavioral terms, are measurable, and when appropriate, have a cultural, multi-systemic, and resiliency focused framework.

Poor		Average		Excellent
1	2	3	4	5

11. Change criteria is described based on Goal Attainment Scaling (GAS) and specifies how change will be measured. Includes PRE and POST data and PRE AND POST GAS. Attach measuring tools.

Poor		Average		Excellent
1	2	3	4	5

12. Design intervention program and implement prevention, intervention, and treatment across the hierarchy of student’s academic, developmental, and social emotional needs. Evaluate appropriateness of services provided to promote learning (NASP Std. V 5.1). Intervention plan is clear, measurable, is based on research, and is culturally sensitive. Intervention plan has multi-systemic, and resiliency focused framework. (EXPAND INFORMATION ON YOUR INTERVENTION SCRIPT – 20 PTS)

Poor		Average		Excellent
1	2	3	4	5

13. Implementation of intervention and treatment integrity is described clearly (describe the what, where, when, how, and who).

Poor		Average		Excellent
1	2	3	4	5

14. Monitoring and evaluation including outcome data of intervention(s) is clearly described and illustrated (includes data and graph).

Poor		Average		Excellent
1	2	3	4	5

15. Provided Effect Size for Growth based on data obtained.

Poor		Average		Excellent
1	2	3	4	5

16. Summary of consultation describes consultation process, cultural issues faced, multi-systemic, and resiliency focused framework, academic and social emotional goals and intervention process, outcome of consultation, including contextual influences on outcomes, such as personal attributes, types of aptitude, community, cultural, gender, language influence, and classroom climate and instructional practices. Included outcome data and what worked and did not work. Critique your consultation skills.

Poor		Average		Excellent
1	2	3	4	5

17. Case was well written and organized, with minimal grammatical errors.

Poor		Average		Excellent
1	2	3	4	5

a. Was there growth based on specified goals?

yes **no**

b. Was the growth significant to be noticed?

Poor		Average		Excellent
1	2	3	4	5

c. Was outcome perceived positively by the consultees?

yes **no**

EPC 648: Special Topics in Consultation Presentation Criteria (Presentations 1-5)

Appendix B

Students Names: _____

Presentation: _____

1) Described special topic in consultation clearly. Described the issues in regards to topic based on what the research says (see some suggestions on next page.) Clearly analyze quality of research. (NASP Std. VIII 8.1)

	Poor		Average		Excellent
1	2	3	4	5	

2) Described topic in relation to theories in development, learning, motivation, second language development, etc.

	Poor		Average		Excellent
1	2	3	4	5	

3) Described implications of not following “normal” developmental sequence or best practices in regards to what the research says on the topic.

	Poor		Average		Excellent
1	2	3	4	5	

4) Related topic to consultation. Described how topic is used to consult with parents and/or teachers.

	Poor		Average		Excellent
1	2	3	4	5	

5) Described strength based focus and resiliency factors for students and families related to the topic.

	Poor		Average		Excellent
1	2	3	4	5	

6) Described case study of student or classroom as an example.

	Poor		Average		Excellent
1	2	3	4	5	

7) Provided at least 10-15 current chapters and journal articles in the slides and reference list and described in presentation. Do not rely solely on internet findings.

	Poor		Average		Excellent
1	2	3	4	5	

8) Presentation was clear, easy to understand, and provided information so that classmates can incorporate information in their consultation cases.

	Poor		Average		Excellent
1	2	3	4	5	

9) Used APA reference format in body of presentation and for references.

	Poor		Average		Excellent
1	2	3	4	5	

10) Professional presentation quality: dress, speech, language, posture, presentation quality (little to no reading of slides), and engagement of audience showed professionalism, knowledge of content, and enthusiasm.

	Poor		Average		Excellent
1	2	3	4	5	

COMMENTS:

EPC 648: Multicultural Consultation Presentation Criteria (Presentations)

APPENDIX C

Students Names: _____

Presentation: _____

1) Described cultural groups history and experiences clearly. (See some suggestions on next page.)

	Poor		Average		Excellent
1	2	3	4	5	

2) Described cultural group’s values, and beliefs clearly and related this to acculturation and assimilation.

	Poor		Average		Excellent
1	2	3	4	5	

3) Described special challenges that the cultural group faces.

	Poor		Average		Excellent
1	2	3	4	5	

4) Related topic to consultation. Described how topic is used to consult with parents and/or teachers.

	Poor		Average		Excellent
1	2	3	4	5	

5) Described strength based focus and resiliency factors for students and families of particular cultural group.

	Poor		Average		Excellent
1	2	3	4	5	

6) Described case study as an example.

	Poor		Average		Excellent
1	2	3	4	5	

7) Provided at least 10-15 current chapters and journal articles in the slides and reference list and described in presentation. Do not rely solely on internet findings.

	Poor		Average		Excellent
1	2	3	4	5	

8) Presentation was clear, easy to understand, and provided information so that classmates can incorporate information in their consultation cases.

	Poor		Average		Excellent
1	2	3	4	5	

9) Used APA reference format in body of presentation and for references.

	Poor		Average		Excellent
1	2	3	4	5	

10) Professional presentation quality: dress, speech, language, posture, presentation quality (little to no reading of slides), and engagement of audience showed professionalism, knowledge of content, and enthusiasm.

	Poor		Average		Excellent
1	2	3	4	5	

COMMENTS:

Total _____/50 pts

Group 1: Instructional Consultation with Monolingual and Bilingual Students

Please describe the following:

- What we know regarding instructional assessment (CBM, CBE, etc.) with monolingual AND bilingual students. Describe what you found in the research separately.
- Instructional factors with monolingual and bilingual students. Describe separately.
- How instructional consultation can be used with monolingual and bilingual students. Describe separately.

Group 2: Effective Instruction and Intervention Development and implementation

Please describe the following:

- **Factors you need to consider in effective instruction.**
- **What should you keep in mind when observing classrooms? Observe the ecology of the classroom.**
- **Factors you need to observe when observing teacher instruction?**
- **Describe the importance of classroom management**
- **When developing interventions, what factors should you consider when you consider intervention implementation?**
- **Other factors relevant to effective instruction.**

Group 3: Addressing Cognitive Development and Delays in Consultation – Working with parents of severely handicapped Students

Please describe the following:

- **Progression of normal cognitive development (briefly describe and reference Piaget and Vygotsky)**
- **Implication of delayed cognitive functioning for learning, socialization, and long term implications**
- **Working with parents of severely handicapped students in consultation**
- **Use strength based focus**
- **Relevant issues to address: development, expectations, transitioning issues, resources, etc.**

Group 4: Addressing Motivation in Consultation – Working with students and consultees with poor motivation

Please include the following:

- Motivation theory: expectancy theory, attribution theory, learned helplessness, etc.
- Implications of poor motivation
- Strategies to improve motivation

- Incorporate self-control, self-management strategies, self-monitoring, and self-efficacy (Cormier et al. (2010). Ch. 17

**Group 5: Addressing Social-Emotional and Behavioral Development –
Working with students with adjustment difficulties**

Please include the following:

- Address normal social development (describe Erickson’s theory)
- Address abnormal social development and implications
- Focus presentation on issues of social emotional and behavioral development from developmental perspective
- Use strength based focus

For the following:

Group 6: Hispanic Families

Group 7: African-American Families

Group 8: European-American Families

Group 9: Asian Families

- **Be sure to briefly tell us about the population and groups.**
- **What are the factors that affect the particular population?**
- **What are their beliefs and values?**
- **How do we consider the particular factors pertinent to that culture in consultation?**
- **How do we approach parents from that culture?**

EPC 648 Index for CCTC Standards

SPPE	Introduced
2.0	p. 5
2.1	p. 5
2.2	p. 5
2.3	p. 5
7.0	p. 5
7.1	p. 5
7.3	p. 5

*Pages on which CTC Standards are introduced in yellow