

## EDCP 636: School Consultation, II

Instructors:  
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Time: Wednesday, 4:15-7:00

### I. COURSE GOALS AND OBJECTIVES

This course, the second in a sequence, is designed to produce consultation and organization development skills for school psychologists. The material in the course is designed within the framework of the scientist-practitioner, to encourage reflective practice and competence to serve within a pluralistic society. One major set of goals is to refine and extend the essential consultations skills developed during the first semester. As a result, the course will function as a didactic/practicum, with presentations and analysis of fieldwork experiences during course sessions. A second set of goals is to extend the students' knowledge of research and practice in two additional areas: classroom interventions and systems consultation.

Specific objectives are that students will:

1. Develop additional skill in teacher consultation.
2. Develop knowledge about the design of classroom interventions useful within classroom-based consultation.
3. Develop knowledge and basic skill in applying the consultation process to a systems level consultation.
4. Develop additional personal objectives to extend their consultation skills.

### II. TEXTS

Kavale, K.A. & Forness, S.R. (1999). Efficacy of special education. Washington, D.C.: American Association of Mental Retardation.

Schein, E.H. (1999). Process consultation revisited: Building the helping relationship. Reading, MA: Addison-Wesley.

Readings on reserve in CAPS office.

### III. Ethical Practices/Academic Integrity

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland and our professional ethics as psychologists. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through university procedures. Proper citations, paraphrasing and proper quotations are essential in all your work. Respect for the integrity of the school settings in which you work will also be expected. Within class, respect for ideas and each other will be the standard.

### IV. Accommodations

If you have a documented disability and wish to discuss academic accommodations, please see me as soon as possible.

### V. COURSE REQUIREMENTS

1. Assigned readings in texts and other sources. It is always assumed that you have completed the readings prior to the class for which they are assigned. Class activities will be based on readings.

2. Class attendance and participation. As a didactic/practicum, discussion, presentations and simulation exercises require your active participation. A weekly log of your reflections on class work and readings will be collected. (10% of grade)

3. Two case consultations.

a) Throughout the semester, you will be responsible for carrying two cases. All sessions will continue to be audiotaped with the consultees' full and informed consent. You may continue with the Fall semester case as one of the two cases if it continues through March. Otherwise, an additional (3rd) case will be assigned. For each case, weekly process logs are required--a copy for your supervisor, if the supervisor is different from the course instructor, and a copy for the course instructor. Attendance at weekly supervision sessions is required, even for weeks in which you do not meet with your teacher, as you will then have the opportunity to review tapes of sessions more extensively. It is also expected that you will transcribe a segment of a tape biweekly, to focus on building either communication or other skills.

b) Case reports will be required, following a similar format as in the Fall semester; **the report can be completed at any time during the semester when a case is terminated**. (20% of grade for each case)

4. Systems consultation: You will be responsible for developing a consultation that is not focused on a single teacher/child concern. In your placement, you will do a needs assessment to find an issue and work through the problem solving process with school staff. During weekly supervision, you will discuss this consultation case as well as the two consultee-centered cases. (20% of grade)

5. Intervention literature review: For one of the three cases, you will conduct a review of the literature on an intervention strategy. You will address the issue of how research in this area informs practice, with implications for your consultation. You will design a clinical replication for your situation (see Cancelli et al., 1989). A class presentation of the strategy will be scheduled during the semester, which should include handouts for the class. (15% of grade)

6. School-based team analysis: Based on readings, you will prepare a 5-10 page paper analyzing the problem-solving team in your school. This will require you to attend a minimum of three-four team meetings. If there is a conflict in time for the meeting, you will be expected to attend meetings in another school. (15% of grade).

## VI. SCHEDULE OF TOPICS AND ASSIGNMENTS

### 1/28 Orientation to Course Objectives

Discussion of objectives and syllabus.  
Issues encountered in teacher consultation.

Supervision: On a regular basis, some portion of class time will be devoted to case supervision.

## **2/4 Organizational Consultation**

### Readings:

1. Borgelt, C., & Conoley, J.C. (1999). Psychology in the schools: Systems intervention case examples. In C.R. Reynolds, & T.B. Gutkin (Eds.) *The Handbook of School Psychology* (3rd ed., pp. 1056-1076). N.Y.: John Wiley & Sons.
2. Schein, pp. 64-83, 145-248.

## **2/11 Teams**

### Reading:

1. Rosenfield, S., & Gravois, T. (1999). Working with teams in the school. In C.R. Reynolds & T.B. Gutkin (Eds.) *The Handbook of School Psychology* (3rd ed., pp. 1025-1040). N.Y.: John Wiley & Sons.
2. Thousand, J.S., & Villa, R.A. (1992). Collaborative teams: A powerful tool in school restructuring. In R.A. Villa, J.S. Thousand, W. Stainback, & S. Stainback (Eds.). *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools* (pp. 73-108). Baltimore: Paul H. Brookes.

Assignment: On pp. 91-94 of the Thousand & Villa article, there is a self and group assessment on team functioning. Using the problem-solving team in your school, complete the assessment prior to class. If it is not possible to observe a team in the school, request a copy of a CD for that purpose.

## **2/18 Relationship Issues**

### Reading:

1. Schein, pp. 1-63; 84-144
2. Higgins, E.T. (1999). "Saying is believing" effects: When sharing reality about something biases knowledge and evaluations. In L.L. Thompson, J.M. Levine, & D.M. Messick (Eds.). *Shared Cognition in Organizations: The management of knowledge* (pp.33-48). Mahwah, N.J.: Lawrence Erlbaum Associates.
3. Lipman, P. (1997). Restructuring in context: A case study of teacher participation and the dynamics of ideology, race, and power. *American Educational Research Journal*, 34, 3-37.

How does the content of the Schein reading differ from and extend what you have already learned about consultation.

Prepare to discuss the Higgins reading in class, and to apply your thinking to your own case work to this point.

## **2/25 CBA**

Reading: CBA Packet (Distributed in Class)

Each student should bring to class a curriculum-based assessment that they have completed during problem identification.

## **3/3 Case Presentations: What's Difficult and Interesting**

## **3/10 Crisis Intervention—Guest Presentation**

## **3/17 Intervention Design**

### Reading:

- Cancelli, A.A., et al. (1989) A Study of Guidelines for the conduct and analysis of simultaneous clinical replications, *Professional School Psychology*, 4, 295-305.

Assignment: Each student will present information on the intervention strategy which you have selected to research and evaluate. Be sure to provide handouts and references for each class member.

**3/24 SPRING BREAK**

**3/31 No Class-NASP**

**4/7 Intervention Design, Continued/ Case Presentations**

Reading: Kavale & Forness

**Team Paper Due**

**4/14 No Class**

**4/21 Working together with Parents**

Students will select one of the following:

A chapter from *Best Practices IV*: 24, 28, 29, 30, or 31  
Sheridan, S. M. (1997). Conceptual and empirical bases of  
conjoint behavioral consultation. *School Psychology  
Quarterly, 12*, 119-133.

**4/28 Systems Case Presentations**

**5/5 Case Presentations**

**Please schedule an appointment during exam week for feedback on your case reports. Reports should be completed during the semester when cases are terminated, rather than waiting till the end of the semester to prepare reports.**