

School Consultation

EDCP635 (3 credits)

Spring 2016

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Phone: 347-909-1043

Course time: Mondays from 1-3:45 pm

I. COURSE DESCRIPTION

In this course, we will focus on the attitudes, concepts, and skills of school consultation, with an emphasis on theoretical and empirical underpinnings of consultation and collaboration processes. Implementation models and professional skills will be examined in an ecological framework.

We will rely on readings which incorporate multiple perspectives on school consultation. The readings expose students to the consultant role as a partner/collaborator, co-leader, team builder, facilitator, and advocate. There will be an emphasis on cultural and social justice issues in consultation throughout this course, on both ethnic minority and international cultural issues.

Given that this is a doctoral-level class, you will write reflective logs, record your consultation sessions, transcribe parts of your sessions, present and write numerous short papers and a final paper on one of your cases, including the background theory and research behind the techniques you employed.

II. COURSE INSTRUCTION

Using a seminar framework, the learning methods in this class will involve questions, discussion, critique of the theory and literature, and supervision based on reflective logs and transcribed consultation sessions.

Often the students will introduce literature and lead discussion, with a similar guiding philosophy of collaboration and partnership between instructor and student. We will ground the literature in practice, doing role plays, simulations, and case studies.

III. COURSE OBJECTIVES

1. Demonstrate an understanding of:
 - a) The school as an organization (culture) and
 - b) The relationship of organizational and contextual factors to the consultation/intervention process.
2. Develop knowledge and skills in the interpersonal/communication/multicultural areas needed for effective consultation.
3. Develop knowledge of, and begin to develop skills in, the problem solving and instructional intervention process.

4. Develop knowledge of the relation of consultation practice to theory and research on the effectiveness of school consultation models.
5. Demonstrate an ability to investigate and apply cultural and international knowledge to their cases.

These objectives support the school psychology program Goal 2, and particularly Objectives 2a and 2c, which state that: Goal 2: Students will demonstrate entry-level competence with regard to both the direct and indirect service models, as articulated in the behavioral science literature.

- Objective 2a: Students demonstrate conceptual understanding of the two predominant service models (indirect, direct) articulated in the school psychology literature.
- Objective 2b: Students demonstrate knowledge of theory and research pertinent to the direct service model, and demonstrate the ability to apply such knowledge to the solution of identified client problems.
- Objective 2c: Students will demonstrate knowledge of theory and research pertinent to the indirect service model, and will demonstrate the ability to apply such knowledge to the solution of identified client problems.

Daily Class Schedule of activities:

1 – 2:15 pm Discuss weekly topic and readings – faculty and student-led reading discussion

2:30 - 3:45 Practicum case discussion – 2-3 cases (Half hour each)

IV. Requirements and Grading:

A. Class Attendance and Participation

Discussion, presentations, and simulations require your active participation. You are expected to complete the readings scheduled for each class, and to come to class prepared to discuss them. While each reading will not necessarily be discussed in detail in class, each is relevant to our discussion and provides background to class activities and your cases. The class provides an opportunity to obtain feedback on your thinking and contribute to the learning of others. Participation, i.e., active involvement in the class, will be considered when a final grade for the semester is determined.

B. Field Placement

The most important approach to your placement is to be brave, responsible, and reflective. By bravery, I'm referring to taking risks, like asking if you can do conjoint consultation and include parents in your consultation process. You may want to be brave and consult to the principal to advocate for services or recess for a student whose behavior is being punished with no recess. You may need to take initiative in getting new student cases and teachers. This class is your opportunity to experiment and make mistakes. Note that with any experimentation or big risks, like reaching out to a parent, we will run it by your supervisor first to get approval.

By responsible, I'm referring to your being very professional in communicating with your teacher and field supervisor. Respond to their emails/calls immediately. Promptly ask questions to clarify any points of confusion. Raise any sticky political or professional issues with me right away.

By reflective, I encourage you to critique yourself, both strengths and weaknesses and focus on what skills you need to learn to be the best consultant possible. You will be expected to take initiative to do additional readings if that will benefit your consultation. You may need to do additional readings to, for example, dig deep into how to do conjoint behavioral consultation.

You will spend an **average** of four (4) hours per week in a school placement arranged by the course instructor. The goal is for you to be a part of school culture, not someone who comes to the school only for an individual meeting here and there for a semester. If you have difficulty finding activities to fill the time required, please let me know. Your supervisors and I have discussed that we want to make sure that you are integrated into the school and are given enough activities to make your experience at the school productive for you and the school. Your activities at the school will include: a) learning the school culture through observations and interviews, b) observations of instructional and classroom management techniques, c) attending school meetings, if possible, d) reviewing records, and e) consulting with individual teachers on student cases.

C. Logs

You will keep two types of logs:

- 1) Each student should keep a log of hours in the school on mypsychtrack, indicating specific activities, which will later be helpful for internship and licensure applications. And, I will approve your hours.
- 2) You will also keep a formal log of each session with the teacher on your consultation case--these logs will be handed in within two class sessions to the course instructor by Sunday night, the night before class. So, if your teacher meeting is Friday January 29th, then you will submit your log by Sunday Feb 7th. A sample format will be distributed in class. More details regarding the requirements for these logs are included in the "Graded Assignments" section below.

D. Graded Assignments

1. **School culture project.** For the first three double-spaced pages, students will describe the school culture at their practicum site and reflect on how this unique culture affects their entry into the school, their experience working with the teachers, and the potential for a collaborative environment between you and the teachers/school team. For the last three pages, write a mock report with suggestions for the school administration and the superintendent – what would you work on and how would you promote the change? Use the ESB and Diversity surveys we discussed in class as a guide for how to frame your description of the ethnic minority and international issues that are part of the school culture and report. It is meant to be a creative process for this paper – both diagnostic but also what school culture would you help improve and create if you could, in an ideal world? Six pages total. (15% of grade)

2. **School Psychologist Consultant Interview.** Students will conduct an interview with their primary supervisor at their school placement. Students should record the interviewee's responses and be prepared to share them in class. Suggested interview questions will be distributed in class. Also, use the interview as an opportunity to ask more questions about school culture and climate that you cannot observe on your own. 2-3 pages total (5%)

3. **Session Process Logs and Transcription.** As part of the requirements of this course, you will be conducting actual consultation cases with teachers at your practicum site. After each consultation

session, you will evaluate your performance in a formal process log to be turned in by two class sessions from your meeting, as describe in detail above.

It is expected that your process log will include numerous embedded transcribed excerpts from your consultation session. I suggest that you first listen to your audiotaped session once, all the way through. Then, transcribe the important parts of the session. You do not need to transcribe the entire session. It will be helpful to note moments such as successes, challenges, turning points, things you may have done differently, and what you were thinking in the moment versus when listening back to the tape. Each transcription needs to be annotated for dialogue techniques and your theoretical model-related goals that motivated the important statements you made. For purposes of confidentiality, please do not use the full name of the child or teacher in your log. A sample will log be distributed in class. (30%)

4. Final Paper: Consultation case report. You should compose a summative analysis of your case including a self-evaluation of your personal development as a consultant. Your session tapes and formative process logs should inform this analysis. Please include numerous transcribed quotes as support. The final project should include the following components:

- An analysis of your school's culture informed by course readings, exercises, and discussions; (2 pages) 5 points
- A description of the consultant, consultee, and client. (1 page)
- A description of: (a) how the problem your dyad identified, and (b) how the intervention was implemented including its theory and research base (3 pages minimum on theory and research base), and issues regarding implementation such as acceptability, feasibility, integrity, and collaboration; (3 pages) 30 points
- An analysis of the consultant-consultee relationship as it developed during your case; include a discussion of your power dynamics (1 page) 10 points
- An analysis of your use and development of communication skills throughout the process; (2 pages) 20 points
- An analysis of how you would have ideally conducted the case, if you could redesign it (2 pages) 20 points
 - How you'd problem identify, analyze, data collect, intervene, and progress monitor, in an ideal world
- A memo to your consultee based on your progress to date and possible next steps. This memo should be reviewed by the course instructor prior to being submitted to the consultee. After I give you feedback on the memo, email the memo to your consultee, on-site supervisor, and me. (1 page max) 15 points
- There must be a discussion of ethnic minority and international issues in the paper.
- A high level of reflection, insight, empirical and theoretical grounding are expected across the paper.
- APA format and clarity of writing. 5 points
- 12 pages max

Process logs of each session and supervision throughout the semester will assist you in preparing for the final case analysis. The grade will be based on (1) demonstration of an understanding of how the school culture impacts consultation in the schools and your specific case and (2) progress in knowledge and application of consultation theory, research, and process. (40%)

7. Class participation and final case presentations. Class participation and timely submission of journals and case logs will be considered in the final grade. You will lead two weeks of discussion of class readings. Final case presentations will occur on the last day of class (10%)

	*Consultation supervisor interview and Effective School Battery due Discussion leader: ?	
6 2/29	Instructional Assessment Guest Speaker: Lauren Kaiser	<ul style="list-style-type: none"> ❖ Kaiser choice of reading ❖ Academic assessment and consultation chapter
7 3/7 Spring Break – No class 3/14	Writing Instructional Assessment Guest Speaker: Deborah Nelson	<ul style="list-style-type: none"> ❖ Gravois & Nelson (2014). Best practices in instructional assessment of writing. NASP Best Practices: Data-based and Collaborative Decision-Making. ❖ Another IA/academic consultation chapter – student choice
8 3/21 No class 3/28	Problem Solving Approach Discussion leader: ?	<ul style="list-style-type: none"> ❖ Kratochwill, T. R. (2008). Best practices in school-based problem-solving: Applications in prevention and intervention systems. In A. Thomas and J. Grimes (Eds.), Best practices in school psychology (5th Edition). Bethesda, MD: National Association of School Psychologists (pp. 565-582). ❖ Kampwirth, T. J. (2012). Chapter 3. <i>Collaborative consultation in the schools: Effective practices for students with learning and behavior problems</i> (4th ed.). Boston: Pearson.
9 4/4	Conceptual Change in Consultation Discussion leader: ?	<ul style="list-style-type: none"> ❖ Hylander, I. (2012). Conceptual change through Consultee-Centered Consultation: A theoretical model. <i>Consulting Psychology Journal: Practice and Research</i>, 64(1), 29-45. ❖ Knotek, S. E., Rosenfield, S. A., Gravios, T., & Babinski, L. (2003). The process of fostering consultee development during instructional consultation. <i>Journal of Educational and Psychological Consultation</i>, 14 (3/4), 303-328.
10 4/11	Dialogue in Consultation Discussion leader: ? *School Culture Analysis Due*	<ul style="list-style-type: none"> ❖ Rosenfield, S. (2004). Chapter 24, Consultation as Dialogue: The Right Words at the Right Time. <i>Consultee-centered consultation: Improving the quality of professional services in schools and community organizations</i>. ❖ Knotek, S. (2004). Chapter 25, Developing through Discourse: Speech Genres as Pathways to Conceptual Change. In Lambert, N. M., Hylander, I., & Sandoval, J. (2004). <i>Consultee-centered consultation: Improving the quality of professional services in schools and community organizations</i>.
11 4/18	School Climate: Diagnosing Diversity Culturally Responsive Teaching <ul style="list-style-type: none"> ❖ Teacher Conceptualization of Cultural and Classroom Management 	<ul style="list-style-type: none"> ❖ Gottfredson, G. & Czeh, E. (1999). An Educational Leader's Workbook for Diagnosing a School's Climate for Diversity: Initiating Action to Improve or Maintain School Climate. Gottfredson Associates. ❖ Ladson-Billings, G. (2000). Fighting for our lives: Preparing teachers to teach African American

		students. <i>Journal of Teacher Education</i> , 51(3), 206-214.
12 4/25	Power Relationships in Consultation Problem-Solving Consultation in Secondary Schools *School culture analysis paper due	<ul style="list-style-type: none"> ❖ Erchul, W., & Raven, B. (1997). Social Power in School Consultation: A Contemporary View of French and Raven's Bases of Power Model. <i>Journal of School Psychology</i>, 35, 137-171. ❖ Ponti, C. R., & Flower, J. C. (1993). Consulting in Elementary and Secondary Schools. <i>Handbook of Consultation Services for Children</i>.
13 5/2	English Language Learners in School Consultation <ul style="list-style-type: none"> ❖ Equity ❖ Consultee-centered approach and ELL Discussion Leader: ?	<ul style="list-style-type: none"> ❖ Ochoa, S. H. & Rhodes, R. L. (2005). Assisting Parents of Bilingual Students to Achieve Equity in Public Schools, <i>Journal of Educational and Psychological Consultation</i>, 16(1&2), 75–94 ❖ Schussler, L. (2012). Improving an English Language Learner client's comprehension through Consultee-Centered Consultation. In S. A. Rosenfield (Ed.), <i>Becoming a School Consultant: Lessons Learned</i>. Routledge: NY, NY. ❖ Dual language learning schools: http://hechingerreport.org/english-one-day-espanol-the-next-dual-language-learning-expands-with-a-south-bronx-school-as-a-model/
14 5/9	Last Class: Student Presentations <ul style="list-style-type: none"> ❖ Final Paper Due ❖ School Consultation Skills Self-Assessment due 	<ul style="list-style-type: none"> ❖ School Consultation Skills Self-Assessment