

Consultation/Psychology 6340
Fall 2007

Instructor: Donna Gilbertson, Ph.D.
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Readings:

Articles will be required as noted on the syllabus. You will be provided with a copy of a STEEP FILE containing: reading articles, class protocols, CBM materials, and Interventions scripts.

Overview

The primary goal of this course is to acquaint students with skills and research fundamental to the practice of consultation with teachers and parents. The course will focus on how to consult and what to consult about; that is, the process and content of consultation. Basic issues to be addressed include assisting the regular classroom teacher to teach better, building positive relationships with teachers, effective intervention techniques, teacher training, responding to teacher resistance while focusing on beneficial child outcomes. Integrated throughout the course will be working in diverse settings with diverse populations.

Learning Outcomes

After students have completed this course, students will:

1. Define consultation purpose, types of application, and researched outcomes.
2. Learn about consultation models including behavioral, mental health, and organizational.
3. Understand and implement direct and indirect consultation methods.
4. Understand and implement variables that may increase consultees' use of treatment.
5. Know effective teaching practices and proactive behavior management strategies
6. Assess degree of effective teaching practices and behavior management in the classroom.
7. Learn and implement functional assessment procedures.
8. Gather objective data that relies on direct observations in the child's environment to determine the function of problem to be solved by conducting various types of assessments.
9. Summarize, graph, and interpret assessment results to make data-based decisions regarding type of problem, function of problem, hypothesis statements, and treatment.
10. Select, validate, graph, and interpret the effectiveness of several possible effective treatments using brief treatment assessment trials.
11. Design a script using an empirically validated treatment.
12. Train client and treatment agent how to use the intervention.
13. Understand the importance of measuring treatment integrity and ways to measure it.
14. Measure, evaluate, and alter treatment effectiveness based on visual inspection of the child outcome data and treatment integrity.
15. Understand how to fade consultation support, fade treatment steps, how to generalize treatment effects to a different setting, person or behavior.
16. Generalize consultation skills and data-based decisions with a school- wide approach.

Course requirements:

Time: In addition to class time, students will be working with supervision on a consultation case in schools that requires **an additional 3 to 4 hours a week in a school plus follow-up.**

Professionalism: You will be working with real children with real problems. You are expected to act professionally. Acting professionally includes:

- Professional attire in applied settings.
- Being courteous and respectful of adults and children.
- Follow appropriate policies. For example, check into school appropriately
- Plan to be 15 minutes early for all appointments to give yourself time to get organized and find a meeting place.
- **Provide appropriate follow-up.** Don't view your cases the same way that you might view a paper or other class assignment. That is, something you need to finish in order to get a grade. As a professional you have a duty to provide a standard of care to adults and children. That means you follow the case to its logical termination regardless of whether you get any class credit for that or not. That means you negotiate your role initially and follow through 100% so that everyone considers your presence a wonderful thing. If someone complains to me about the shoddy work of an "USU student" I will investigate and if you fall below the 100% line, then you will receive an F for that case.

Attendance: Attendance is required. You are permitted 1 excused absence but complete missed work. Any further absences results in a reduction of your total grade by a letter grade per absence.

Participation and Courteous Demeanor: Students will be graded for participation in class discussions regarding professional activities. Because I greatly value student participation in this class, I expect students to respectively listen to fellow students' comments and presentations and provide relevant suggestions or encouragement to fellow student when required. Courteous demeanor also includes arriving and leaving at the scheduled time (unless the instructor is notified and has approved prior to leaving) and listening (not talking or working on another task) during class discussion. Behavior contrary to courteous demeanor will result in significant reduction or forfeiture of all participation points.

Accommodations for Disabled Students: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Director of the Disability Resource Center (DRC). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation /act of 1973 and Americans with Disabilities Act of 1992.

Grievance Process (Student Code): Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:
http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pp. 25-30).

Academic Dishonesty: The consequence for cheating on any assignment or test is a zero grade, and immediate referral to the university's academic standards committee. Cheating includes such behaviors as using or providing others with unauthorized information, materials, or study aids in any academic exercise or activity, substitution for another student or permitting another student to substitute for oneself in taking an examination or in preparing academic work. Further, any talking during the tests will be considered cheating.

Grades:

2 Tests	~ 33% (75 points)
4 Power Point Presentations*	~ 33% (75 points)
1 written report + evaluation sheet*	~ 17% (40 points)
In-Class participation	<u>~ 17% (40 points)</u>
	230 points

*PLEASE NOTE: The class is orientated toward DOING rather than passive learning. You are required to complete a series of assignments illustrating what you have learned as a function of this course. Directions will be presented IN DETAIL as topics are covered in class. Students will be giving several oral presentations during the semester for frequent progress monitoring and supportive feedback on completed consultation procedures.

Students differ in the steps that are able to complete as expected. For example, some start intervention cases before the steps were presented in class while others are not able to collect many intervention data points. Thus, grades will include ability to recognize what should be considered throughout the consultation process based on class lectures. This is demonstrated in the reflection section of the written report by writing how you would modify or solve any complications encountered. POINTS for required steps will only be counted if missed steps are discussed.

TEST, PRESENTATION and REPORT REQUIREMENTS for CONSULTANT CASE

Sept 27 **Test 1.** This test will cover readings and lecture notes prior to the test date.

Nov 8 **Test 2.** This test covers readings and lecture notes between the first test and this test date.

PRESENTATIONS: For each step, students are given details and protocols in STEEP file and most activities will be modeled at Edith Bowen in class. Additionally, at each step, students will be given a protocol PowerPoint presentation to follow where they will be given graphs or charts to complete and interpret as students collect data at their school site. Presentation 1 to 3 will be completed as a class as we work on the cases together. The final presentation 4 is due Dec. 8th.

Presentation 1: Problem Identification Steps.

Protocol 1: Conduct an interview using functional Assessment Interview form.

- CHART ABC's in Powerpoint
- INTERPRET on a slide with a hypothesis statement regarding possible factors related to problem.
- ATTACH interview notes to your final written report

Protocol 1: Complete the Record Review form:

- SUMMARIZE background from a record review on the Powerpoint slide
- ATTACH Record Review form to your final written report

Protocol 2: Conduct Classwide CBM and behavior STEEP screening

- GRAPH results in PowerPoint showing academic and behavior performance in comparison to peers and a benchmark standard
- INTERPRET on a slide with a hypothesis statement regarding possible factors related to problem.
- ATTACH: Student Probes and Observation form

INTERPRET ALL Assessment: Summarization slide on the type of problem that is occurring: a(n) individual academic deficit, individual behavior excess or deficit, or classwide academic or behavior management deficit. This will determine the step that you are to follow in the Problem Analysis consultation phase below.

Presentation 2: Problem Analysis and intervention hypothesis testing.

(NOTE: The type of identified problem determine if you are to follow the academic or behavior section.)

- For INDIVIDUAL ACADEMIC, implement the following sequential steps:

Protocol 3: Skill or performance deficit assessment results

Protocol 4: Select one or two increasingly intensive interventions to test out based on hypothesis.

- GRAPH brief treatment results
- INTERPRET: Add a slide with a hypothesis statement regarding rationale for intervention selection
- ATTACH: Student labeled probes

- For Individual BEHAVIOR, implement the following sequential steps:

Protocol 5: Conduct descriptive FA Behavior observations

- GRAPH FA observation in PowerPoint under Behavior slides (skip academic slides)
- INTERPRET: Slide with a hypothesis statement regarding rationale for intervention
- Define Target behavior(s) and Goal
- ATTACH: observation sheets

Presentation 3 Classroom Intervention and Data Preparation

We will work together on this in class and in PowerPoint we will begin constructing:

- a Teacher/Student Intervention Script
- a integrity measurement of intervention steps script
- any needed intervention materials (e.g., behavior chart, worksheet, reinforcer coupons)
- a slide describing Student Outcome Data collection procedures: What was collected, how counted, who collects, how often, hybrid approach etc.
- an example Intervention progress graph displaying child behavior you will collect using ABC (Baseline, Classroom Trial run, Treatment).
- an example Treatment integrity measure on same or separate graph used for child data.

Dec. 8 Presentation 4: Plan Implementation and Evaluation.

Protocol 6: Conduct a Reinforcer Survey if student is earning rewards.

Protocol 7: Conduct Training and Coached session and graph training day results

Protocol 8: Conduct intervention follow-up performance feedback strategies

- GRAPH displaying progress monitoring of child behavior change and Treatment integrity
- INTERPRET: Add a slide stating the intervention outcome based on collected data

Exam week Written report and evaluation sheet

See example reports on the STEEP disc: Notice that this report simply expands on each of the sections you completed in the PowerPoint slide. You will be copying many of the graphs and charts that you have completed on the Power point presentations conducted throughout the semester in the report.

Protocol 10 consultation evaluation form: Have your consultee (parent or teacher) complete this at the end of the semester. Attach this to your report.

Write a Reflections section: At end of the written report, discuss complications during the consultation including what worked, what failed, and how progress was related to teacher and consultant adherence to consultation/ treatment procedures. Add any modifications that you would add on future cases.

CONSULTATION SYLLABUS

DATE	Topic	Readings	Assignments	Ideal schedule for Consultation case
Aug 30	Introduction to Behavioral Consultation and RTI			
Sept 6	Entry, Interviewing, record review	1 VanDerheyden: Classroom management 1. Noell: Towards BA 1. Fuchs and Speece 1. Vaughn and Fuchs: RTI		
Sept 13	Classwide CBM screening	2. Shapiro: CBM 2. STEEP Manual : 1-54 2. Witt Classwide		Obtain teacher permission and written parent permission if needed.
Sept 20	Behavioral, collaborative, organizational, and mental health consultation cases	3 Caplan mental health Select 1 of the 3a presented cases and 1 of the 3b		Make appointment with teacher for an interview
Sept 27	Test 1		Test 1	Conduct teacher interview and set up class CBM screening. Meet w/ Donna for material help
Oct 4	Individual functional assessment for academic and behavior problems	4 Witt FA model 4 Mallory ELL 4 Daly and single subject		Conduct class screening and skill/performance deficit. Meet w/ Donna for help on Txs
Oct 11	Individual functional assessment for academic and behavior problems	5 Steege and Northup 5 Witt Chapter 8, 9		Conduct any additional assessment that may be needed. (E.g., determine reading level, try out treatments, observe class)
Oct 18	Planning and training on intervention to increase acceptability and decrease resistance	6 Telroz: Integrity 6 Resistance Chapter 6 Sterling training		Discuss / modify intervention with teacher. Set up in class training day with student and teacher
Oct 25	Designing intervention and follow-up support	7 Noell: follow up training		Run intervention in class with teacher/student and have teacher start intervention
Nov. 1	Evaluating interventions and Troubleshooting	8 Witt: Troubleshooting 8 Using data		Collect data with follow up support or booster sessions
Nov. 8	Test 2 Schoolwide programs	9. Sugai: SWPBS 9. Crone: training	Test 2	Collect data with follow up support or booster sessions
Nov. 15	Individual meetings	Individual meetings		Collect data with follow up support or booster sessions
Nov. 22	THANKSGIVING			
Nov. 29	Fading and generalization Multicultural consultation	10 Odem 10 Ingraham: Multicultural		Decide if should terminate or modify plan
Dec. 6	Present case		Presentation 4	
EXAM WEEK			Written report and evaluation	

Consultant Evaluation Form

Teacher Signature: _____

Date: _____

Consultant Signature: _____

Given that the USU student is only present in your district once a week, please rate the following questions. Please circle the number that best reflects your assessment of the consultant's functioning on that specific statement.

1. The consultant listened to my concerns.

(none at all) 1 2 3 4 5 (Great deal)

2. The assessment of the student's needs was useful and informative.

(not at all) 1 2 3 4 5 (very effective)

3. Communication with the consultant was timely and helpful.

(not at all) 1 2 3 4 5 (very helpful and timely)

4. The strategies developed for solving the problem was clear and relevant to the problem.

(not at all) 1 2 3 4 5 (Thoroughly clear and relevant)

5. The consultant shared responsibility with planning, organizing, or training.

(not at all) 1 2 3 4 5 (Great deal)

6. There was a clear step-by-step intervention plan.

(not at all) 1 2 3 4 5 (Thoroughly clear)

7. Follow-up while the intervention was used in class was helpful

(not at all) 1 2 3 4 5 (Great deal)

8. How would you rate the overall effectiveness of this consultant?

(Low) 1 2 3 4 5 (High)

9. The intervention was implemented as planned.

(none at all) 1 2 3 4 5 (Great deal)

10. I was satisfied with the intervention's effectiveness.

(not at all) 1 2 3 4 5 (very satisfied)

Please circle the rating of the intervention effectiveness that best fits the following criteria:

+2 = behavior goal fully met

+1 = behavior goal partially met

0 = no progress towards goal

-1 = behavior somewhat worse