

Consultation: Theory and Practice **PSYC 565: Fall 2019**

Professor:	Dr. Sarah Conoyer	Class Location:	Alumni Hall, Rm. 0333
Office:	Alumni Hall, Room 0136	Class Time:	Tuesdays, 9:00 – 11:50
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Course Description

This course is designed to examine the theory, principles, and procedures of the consultation process. Various models and methods of consultation will be covered, with emphasis on an integrated conjoint behavioral model and systems consultation. The distinct responsibilities and relationships involved in consultative processes will be emphasized. Consultation as an intervention at the individual, group, and system levels in order to address student behavioral and instructional needs will be discussed, and similarities and differences to collaborative processes will be examined. Class time will be spent on lecture as well as discussions of the assigned material. Both formal assignments and lectures are designed to encourage and increase student participation. Students who aspire to a high grade in the course should note that having read materials thoroughly prior to class and providing substantive contributions to class discussions are expected.

Required Texts

- Akin-Little, A. Little, S. G., Bray, M. A., & Kehle, T. J. (2009). *Behavioral Interventions in Schools: Evidence-Based Positive Strategies*. Washington, DC: American Psychological Association. (BIS)
- Erchul, W. P., & Martens, B. K. (2012). *School Consultation: Conceptual and Empirical Bases of Practice* (3rd Edition). New York, NY: Springer Science + Business Media, LLC. (SC)
- Kratochwill, T. R., & Bergan, J. R. (1990). *Behavioral Consultation in Applied Settings: An Individual Guide*. New York, NY: Plenum Press. (BC)
- Sheridan, S.M., & Kratochwill, T.R. (2008). *Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions* (2nd Edition). New York, NY: Springer Science + Business Media, LLC. (CBC)

Other Required Readings

- Aston, C., Graves Jr., S. (2016). Challenges and barriers to implementing a school-based Afrocentric intervention in urban schools: A pilot study of the Sisters of Nia cultural program. *School Psychology Forum*, 10, 165 – 176.
- DiGennaro, F. D., Martens, B. K., & McIntyre, L. L. (2005). Increasing treatment integrity through negative reinforcement: Effects on teacher and student behavior. *School Psychology Review*, 34, 220 – 231.
- Erchul, W. P. (2011). School consultation and Response to Intervention: A tale of two literatures. *Journal of Educational and Psychological Consultation*, 21, 191 – 208.
- Garcia, E., Wijesekera, K., & Lester, P. (2017). A family-centered preventive intervention within pediatric oncology: Adapting the FOCUS intervention for Latino youth and their families. *Journal of Educational and Psychological Consultation*, 27, 393 – 410. doi: 10.1080/10474412.2017.1323221
- Ijadi-Maghsoodi, R., Marlotte, L., Garcia, E., Aralis, H., Lester, P., Escudero, P., & Kataoka, S. (2017). Adapting and implementing a school-based resilience-building curriculum among low-income racial and ethnic minority students. *Contemporary School Psychology*, 21, 223-239.

- Ingraham, C. L. (2016). Educating consultants for multicultural practice of consultee-centered consultation. *Journal of Educational and Psychological Consultation, online*. doi: 10.1080/10474412.2016.1174936
- Meyers, A. B., Tobin, R. M., Huber, B. J., Conway, D. E., & Shelvin, K. H. (2015). Interdisciplinary collaboration supporting social-emotional learning in rural school systems. *Journal of Educational and Educational Consultation, 25*, 109 – 128. doi: 10.1080/10474412.2014.929956
- Newman, D. S., & Ingraham, C. L. (2017). Consultee-centered consultation: Contemporary perspectives and a framework for the future. *Journal of Educational and Psychological Consultation, online*. doi: 10.1080/10474412.2016.1175307
- Reddy, L. A., Dudek, C. M., Fabiano, G. A., & Peters S. (2015). Measuring teacher self-report on classroom practices: Construct validity and reliability of the Classroom Strategies Scale – Teacher Form. *School Psychology Quarterly, 30*, 513 – 533. doi: 10.1037/spq0000110
- Reschly, A. L. & Christenson, S. L. (2012). Moving from “Context Matters” to engaged partnerships with families. *Journal of Educational and Psychological Consultation, 22*, 62 – 78. doi: 10.1080/10474412.2011.649650
- Riley-Tillman, T. C., Burns, M. K., & Gibbons, K. (2013). *RTI applications, volume 2: Assessment, analysis, and decision making*. New York, NY: Guilford Press. Chapters 4 & 5
- Rodriguez, B. J., Campbell, A., Fairbanks Falcon, S., & Borgmeier, C. (2015). Examination of critical features and lessons learned for implementation of a Tier 2 intervention system for social behavior. *Journal of Educational and Psychological Consultation, 25*, 224 – 251. doi: 10.1080/10474412.2014.929953
- Sanetti, L. M. H., & Collier-Meek, M. C. (2019). Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation. New York, NY: Guilford Press. Ch. 3
- Ysseldyke, J., Lekwa, A. J., Klingbeil, D. A., & Cormier, D. C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. *Journal of Educational and Psychological Consultation, 22*, 21 – 43. doi: 10.1080/10474412.2011.649641

Course Goals and Structure

In this course, there are four primary goals for students’ learning, such that students will have strengthened their skills in each of these areas by the end of the semester. At many times during the semester, students may be simultaneously developing their skills in multiple areas via readings and in-class activities.

1. Students will master the steps of the problem-solving process in organizationally-based service delivery for children.
2. Students will learn and demonstrate emerging competence in the interpersonal skills necessary to ensure affiliation, rapport, and collaboration during indirect service delivery with parents, teachers, and other professionals serving children.
3. Students will learn and begin to apply multicultural considerations and competencies necessary to ensure the relational outcomes listed in Goal Two with families from diverse backgrounds.
4. Students will learn and apply evidence-based individual and/or group behavior change procedures.

How to succeed in this class: This class is intended to introduce you to and give you the skills necessary to succeed as a consultant who addresses children’s needs. In order to do that, you will need to understand both the theory behind consultation and the practices that make a “good” consultant. In order to demonstrate competence in this subject matter, you will need to share your ideas, ask questions, write critically, and think about how the applied experiences that you have as part of the consultation and collaboration assignments relate to what you read and learn about consultation. Students who receive a “B” in this class will complete the assigned activities in their entirety and demonstrate a sound understanding of the related theory. Students who receive an “A” will, in addition, demonstrate evidence of continuous critical analysis of readings and experiences.

NASP Standards for Graduate Preparation of School Psychologists (2010) Addressed:

Domain 1: Data-Based Decision Making & Accountability

- Knowledge of varied methods of assessment and data collection
- Demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate to response to services and programs

Domain 2: Consultation and Collaboration

- Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and promote effective implementation of services
- Demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

- Knowledge of biological, cultural, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health
- Skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health

Domain 5: School-Wide Practices to Promote Learning

- Knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health
- Implement practices and strategies to create and maintain effective and supportive learning environments for children and others

Domain 6: Preventive and Response Services

- Knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response
- In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery

Domain 7: Family-School Collaboration Services

- Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools
- In collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children

Domain 8: Diversity in Development & Learning

- Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences
- Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery

Domain 9: Research & Program Evaluation

- Demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels

Domain 10 Legal, Ethical, and Professional Practice

- Knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists
- Skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists; including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills

Course Assignments

Assignment	Total Points
EBI Workshop	60
Weekly Discussion Questions	50
Mid-Term	100
Consultation Tasks & Binder	180
Practical Examination	100
Participation	10
Total	500
Course Averages A = 92.5% or above = 462.5 points or above B = 84% to 92.4% = 420 points to 462.4 points C = 77.5% to 83.9% = 387.5 points to 419.9 points D = 387.4 points and below	

Evidence-Based Behavior Interventions. Each student will present to his/her peers, in a mini-workshop format, an evidence-based behavioral intervention commonly used for children and school-age students. This workshop will include an overview of the procedure, examples of applications to particular populations/needs (obtained from peer-reviewed research), and materials for implementing the intervention. All materials pertinent to implementation of the intervention, whether obtained online or developed by the student, should also be posted to Blackboard in the Wiki Page section, to facilitate peers’ use of those strategies. *Grades will reflect whether all required materials are submitted, the level of mastery of the material being presented, participation activities and/or thoughtfulness of workshop structure, creativity, and the clarity with which new information is presented to the class.*

Weekly Discussion Questions (WDQ). The goal of this assignment is to allow you to stop at regular intervals to think about what you are reading and how it is informing your developing understanding of consultation. Please consider the concepts/procedures on which you would like additional information, clarification, or instruction. **Each week you are required to share a minimum of three questions about the topic/readings with me.** This information will be used to plan lecture and discussion activities for the following day’s class. Your questions should be posted in your journal on Blackboard at 12 noon on Mondays before class. Each WDQ is worth 5 points, for a total of 50 points in the semester. *Grades will simply reflect completion of the assignment; points may be deducted for responses that are late or lacking in quality.* Students are always welcome to submit additional questions by email.

Mid-Term Exam. A take-home mid-term will assess students' competencies in understanding the essential tenets of and procedures involved in consultation, according to the various models presented. Students will have two weeks to complete the examination, which will be in essay format. Appropriate citation format and references per the 6th Edition of the Publication Manual of the American Psychological Association is expected, and inadequate use or formatting of citations will be reflected in one's grade. Any student who would like to improve his/her understanding of appropriate citation standards is encouraged to seek out additional instruction during office hours early in the semester. See student expectations for additional information regarding use of APA format and grading. *Grades will reflect mastery of material requested, sophistication of writing, appropriate format and use of others' work, and adherence to submission procedures (e.g., page length, spacing, etc).*

Conjoint Behavioral Consultation in Practicum. School psychology students will be expected to conduct a consultation regarding an individual client, with his/her parent(s) and teacher, as part of their practicum placement. The assignment will be based on the structure and principles of Conjoint Behavioral Consultation, and will include:

1. Class wide Observations
 - a. Product: Completed Classroom Check Up Rubrics
2. Needs identification interview (**videotaped**)
 - a. Product: Copy of interview questions/responses; videotape
 - b. 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
3. Baseline observations and data graphing
 - a. Product: Graphs, observation forms
4. Needs analysis interview
 - a. Product: Copy of interview questions/responses
 - b. 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
5. Research on and sharing of potential interventions with consultees
 - a. Product: Two brief, written descriptions of 3 – 5 potentially appropriate interventions, appropriately cited
 - i. Version One: briefly summarized and explained to share with parents and teachers
 - ii. Version Two: expanded discussion of the evidence base for each intervention, in addition to how it could assist the particular client of concern, including citations throughout
6. Intervention implementation interview/training (**videotaped**)
 - a. Product: Videotape of meeting with consultee(s) to discuss and practice how intervention is to be implemented
 - b. 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for next steps
7. Intervention implementation and data
 - a. Product: Copies of data collection forms used by consultee(s), including forms used to measure integrity, documentation of steps taken to address integrity, if necessary
8. Follow-up observations and data graphing
 - a. Product: Graphs (including data collected by consultees); observation forms; graphed/tailed integrity monitoring data
9. Social validity and acceptability interview
 - a. Product: Copy of interview questions/responses
 - b. 1 – 2 page reflection on communication skills used, strength of relationship with you as consultant, strength of relationship between consultees, challenges, goals for future consultation activities

Final Product: Binder containing all of the above, with *log of all time* related to assignment, 6 - 10 page Consultation Case Report (double-spaced) and 6-10 page critical Reflection Paper (double-spaced) on the consultation process as a whole.

Emphasis will be placed on carrying out the required elements of Conjoint Behavioral Consultation in a way that is accommodating of the time constraints inherent to any applied setting. Principles and practices of CBC should be incorporated in any way feasible, and information regarding familial participation and availability, as well as the rationale for when family was/was not included, should be provided. Creativity in saving the time of both consultants and consultees during the consultation process will be recognized when grading, and classroom discussions will highlight any particularly effective strategy for accommodating consultees' busy schedules. *Grades will reflect accurate completion of each portion of the consultation assignment, sophistication in data collection, analysis, and interpretation, appropriateness of selected intervention, evidence of collaboration with consultees, appropriate citation and use of others' work in written products (including intervention list), clear communication to parents and teachers in Consultation Case Report and sophistication of writing in the Reflection Paper.*

Practical Examination (Final). Students will participate in a practical examination that assesses one's knowledge of and competence in demonstrating the skills inherent to effective collaboration within applied settings. The requirements of this assignment will be twofold. 60% of the final examination grade will be comprised by students' participation in a group that develops a problem requiring collaboration, roles within the group, and researches relevant information in order to present their peers with a realistic scenario requiring collaborative skills. 40% of one's exam grade will be based on participation in the role of collaborator in response to a different scenario. Thus, students will participate as part of an agency/organization group in one scenario, and as a collaborator asked to share his/her expertise in another scenario. Specific scenarios and assignments for group participation and individual collaboration will be made later in the semester.

Classroom Participation. Thoughtful, critical analysis of course content is essential to your development as a clinician and school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class.

10 points	8-9 Points	5-7 Points	0-4 Points
Strong idea generator and/or facilitator in class activities	Actively contributes to activities and group dynamics	Often passive in class activities but makes some contributions	Often not engaged in activities and/or distracts from group process

Student Expectations

Academic engagement. High quality classroom participation includes allowing ample opportunity for one's peers to participate in all classroom discussions. Personal technology should be prepared in such a way as to minimize distractions to oneself and fellow students. The receipt and transmission of personal phone calls or messages during class time should be limited to vital correspondence; so vital in fact, that you should feel compelled to leave the room to attend to it because it is a SIGNIFICANT PERSONAL NEED of an EMERGENCY nature. Instructor permission is required to take notes via laptop/tablet rather than paper/pencil. Failure to comply with these procedures will result in lowered grades and/or being asked to leave the classroom.

Class attendance. Perfect class attendance is expected. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. Two or more absences will result in a one letter grade deduction. **All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.**

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary. Course materials, including those necessary to complete the consultation case, will be available electronically via Blackboard.

Statement on APA Format in Written Work

Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 6th edition of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

*****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.*****

If you would like additional instruction in the use of APA format, please see me during office hours, or seek out the resources described in the departmental writing policy, below.

Department and University Policies

The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

The Psychology Department's Writing Policy: As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per the 6th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if a paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.

Course Calendar

Date	Topic	Readings	In Class Activities	CBC Case Progress*
8/20	Course Introduction: Ecological Systems Theory	Ysseldyke et al., 2012 Reschly & Christenson, 2012		*This is a guide and these deadlines will be imposed on a case by case basis
8/27	Supporting Student Learning and Achievement	CBC Chp. 1; BIS Chps. 3 & 6	Behavior Interventions Workshop	
9/3	Intro to Consultation Methods	SC Chps. 1, 5, & 6	WDQ 1	
9/10	Consultation Methods Cont'd	CBC Chps. 2 & 6; Newman & Ingraham, 2016	WDQ 2 schedule time to review video	Identify consultees/client to instructor;
9/17	Needs Identification <i>Intro to Group Supervision</i>	BCT Chp. 2; CBC Chp. 3; SC Chp. 3	WDQ 3	9/20 Minimum of two classwide observations complete
9/24	Needs Analysis <i>Group Supervision</i>	BCT Chp. 3; SC Chp. 7	WDQ 4	9/27 CNII (V) complete (baseline data collection ongoing following week)
10/1	Planning for Intervention	Sanetti & Collier-Meek SC Chps. 8 & 9 <i>BP Data-based 8</i>	WDQ 5 Mid-Term Assigned	10/4 CNAI complete (continue baseline data collection using GAS; determine intervention via phone/email contact)
10/8	Supporting Interventions	BIS Chp. 5; BCT Chp. 4; DiGennaro et al., 2005	Intervention List to Instructor	10/11 Intervention implementation meeting (V) complete
10/15	Measuring Student Response and Social Validity <i>Group Supervision</i>	Riley Tilman et al Ch 4 & 5 Videos on BB		<i>Intervention ongoing – collect consultees' data regularly, check in at least weekly via phone or in person, conduct integrity observations and provide feedback</i>
10/22	Relationship Building & Working with Diverse Families	CBC Chp. 4; Ingraham, 2016; <i>BP Foundations 4</i>	WDQ 6 Midterm Due	<i>Intervention ongoing</i>
10/29	Issues in consultation and intervention, cont'd <i>Group Supervision</i>	Ijani-Maghsoodi et al., 2017 Aston & Graves, 2016	WDQ 7	<i>Intervention ongoing</i>
11/5	Plan Evaluation and Termination of Consultation <i>Group Supervision</i>	BCT Chp. 5; Reddy et al., 2015	WDQ 8	11/8 CPEI complete
11/12	Intro to collaboration and systems change	Erchul, 2011; SC Chp. 2 & 4	WDQ 9	11/15 by 12 pm - Rough draft of consultation report (fdbck 11/22)
11/19	Review and Summary of Collaboration	Meyers et al., 2015; Rodriguez et al., 2015	WDQ 10 Practical Final Scenarios Due	
11/26	Thanksgiving Break			
12/3	Practical Exam: Day 1	Groups 1 and 2		12/6 by 4pm – Turn in final Conjoint Behavioral Consultation binder
12/10	Practical Exam: Day 2	Group 3		

And other readings on Blackboard that may be helpful for your consultation cases:

- ❖ Brady, J., Busse, R. T., & Lopez, C. J. (2014). Monitoring school consultation intervention outcomes for data-based decision making: An application of the goal attainment scaling method. *Counseling Outcome Research and Evaluation*, 5(1), 64-70.
- ❖ Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47, 16 – 36. doi: 10.1002/jaba.106
- ❖ Hawkins, R. O., Haydon, T., McCoy, D., & Howard, A. (2017). Effects of an interdependent group contingency on the transition behavior of middle school students with emotional and behavioral disorders. *School Psychology Quarterly*, 32, 282 – 289.
- ❖ Kilgus, S. P., Kazmerski, J. S., Taylor, C. N., & von der Embse, N. P. (2017). Use of Direct Behavior Ratings to collect functional assessment data. *School Psychology Quarterly*, 32, 240 – 253.
- ❖ Roach, A. T., & Elliott, S. N. (2005). Goal Attainment Scaling: An efficient and effective approach to monitoring student progress. *TEACHING Exceptional Children*, 37, 8 – 17.
- ❖ Sims, W. A., Cohen, D. R., & Herman, K. (2017). Addressing motivational issues in school-based consultation. *NASP Communique*, 45, 1, 32 – 33.