

Consultation: Theory and Practice

PSYC 565

Fall 2018

Professor:	Dr. Elizabeth McKenney	Class Location:	Alumni Hall, Rm. 0333
Office:	Alumni Hall, Rm 0132	Class Time:	Tuesdays, 9:30 – 12:20
Contact:	elmcken@siue.edu ; ext.3430	Office Hours:	T 1 - 2; or by appmt.

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

- Little, S. G., & Akin-Little, A. (2019). *Behavioral Interventions in Schools: Evidence-Based Positive Strategies, 2nd Edition*. Washington, DC: American Psychological Association.
- 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.
- Hagermoser Sanetti, L. M., & Collier-Meek, M. A. (2019). *Supporting Successful Interventions in Schools: Tools to Plan, Evaluate, and Sustain Effective Implementation*. New York, NY: The Guilford Press.
- Newman, D. S., & Rosenfield, S. A. (2019). *Building Competence in School Consultation: A Developmental Approach*. New York, NY: Routledge.
- 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.

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.
- Farinde-Wu, A., Glover, C. P., & Williams, N. N. (2017). It's not hard work, it's heart work: Strategies of effective, award-winning culturally responsive teachers. *Urban Review, 49*, 279 – 299. doi: 10.1007/s11256-017-0401-5

- Forehand, R., & Kotchick B. A. (2016). Cultural diversity: A wake-up call for parent training (republished article). *Behavior Therapy*, 47, 981 – 992. doi: 10.1016/j.beth.2016.11.010
- 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
- Lieneman, C. C., Brabson, L. A., Highlander, A., Wallace, N. M., & McNeil, C. B. (2017). Parent-child Interaction Therapy: Current perspectives. *Psychology Research and Behavior Management*, 10, 239 – 256. doi: 10.2147/PRBM.S91200
- Newell, M. (2016). *Consultation-based intervention services for racial minority students*. In S. L. Graves & J. J. Blake (Eds.), *Psychoeducational assessment and intervention for ethnic minority children: Evidence-based approaches* (p. 197–211). American Psychological Association. <https://doi.org/10.1037/14855-012>
- 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
- 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.

Goal One: Students will master the steps of the problem-solving process in organizationally-based service delivery for children.

Goal Two: 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.

Goal Three: 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.

Goal Four: 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:

2.1 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

2.2 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

2.4 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

2.5 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

2.6 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

2.7 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

2.8 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

2.9 Research & Program Evaluation

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

2.10 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	Percentage of Grade
EBI Workshop	60	12%
6 Things	30	6%
Mid-Term	100	20%
Extensions of Consultation Presentation	100	20%
Extensions of Consultation Discussion Responses	30	6%
Consultation Tasks & Binder	180	36%
Total	500	100%

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 of approximately 10 minutes each, 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 Discussion 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.*

6 Things about Today's Readings. For each week's readings, students will send an email to the instructor containing three concepts/ideas that are well understood and three concepts on which they would like additional information, clarification, or discussion. This information should be sent by **noon on the Monday before class**, as it will be used to plan lecture and discussion activities for the following day's class. Each 6 Things assignment is worth 5 points, for a total of 60 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).*

Behavioral Consultation. Students will be expected to conduct a consultation case regarding a classroom environment, home environment, or individual client. Appropriate consultees include teachers, parents, healthcare providers, or other mental health care team members. The assignment will be based on the structure and principles of Problem-Solving Consultation, and will include:

-Needs identification interview (videotaped)

- Product: Copy of interview questions/responses; videotape
 - 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
- Baseline observations and data graphing
- Product: Graphs, observation forms
- Needs analysis interview
- Product: Copy of interview questions/responses
 - 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
- Research on and sharing of potential interventions with consultees
- Product: Two brief, written descriptions of 3 – 5 potentially appropriate interventions, appropriately cited
 - Version One: briefly summarized and explained to share with consultees
 - Version Two: expanded discussion of the evidence base for each intervention, in addition to how it could assist the particular environment/client of concern, including citations throughout
- Intervention implementation interview/training (videotaped)
- Product: Videotape of meeting with consultee(s) to discuss and practice how intervention is to be implemented
 - 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
- Intervention implementation and data
- 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
- Follow-up observations and data graphing
- Product: Graphs (including data collected by consultees); observation forms; graphed/tailed integrity monitoring data
- Social validity and acceptability interview
- Product: Copy of interview questions/responses
 - 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 Problem-Solving Consultation in a way that is accommodating of the time constraints inherent to any applied setting. Principles and

practices of PSC should be incorporated in any way feasible, and rationale for not including traditional elements of structured consultation approaches 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 consultees in Consultation Case Report and sophistication of writing in the Reflection Paper.*

COVID-19 Consultation Case Disclaimer. What I've described above is Plan A. Despite it already being an adaptation of what we would do in a typical semester, we will be lucky if one or two of you gets to enact Plan A as described above. I have some general ideas about a Plan B, Plan C, and Plan D, for those of you for whom Plan A has to go out the window. I just didn't write them here because, a) it would make this syllabus entirely too long and b), writing things down right now sometimes feels like playing chicken with the universe. I hope that none of you needs Plan E or Plan F, but if there's one thing we've learned in this pandemic, it's the beauty of being flexible. Flexibility is also an essential skill in applied psychology. So whether you end up doing something that looks like Plan A, or you beautifully execute Plan Z.3.1, please know that I will work with you to figure something out, and we will make sure that you get meaningful experience supporting evidence-based service delivery via warm and positive interactions with children's caregivers.

Classroom Participation. Expectations for classroom participation are outlined below with regard to academic engagement. Due to the advanced nature of this course, participation affects overall course grade in a qualitative manner rather than a quantitative one. Students who do not participate, dominate classroom conversations, or behave in an unprofessional manner will have their course grade lowered, despite their level of achievement according to overall course points. **Of particular importance in this course is that all students are prepared to participate in classroom discussion regarding all readings assigned.** Feedback regarding level of participation will be given at least once during the semester, so that students whose performance is not consistent with course expectations have the opportunity to improve upon their performance prior to the end of the semester.

Instructor, Departmental, and University Policies

Instructor's Course Policies

Technology Requirements. Because this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. <http://www.siu.edu/its/bb/>

If you need support from ITS and reach out to them via phone or email, please remember that they have been working *very hard* since March to put an entire university online – they deserve your respect, patience, and appreciation, even when you feel like throwing your computer at the wall. If you do find yourself considering tossing, hitting, or vigorously shaking any of your expensive, hard-earned tech devices, I recommend taking a short break, and perhaps a walk or a few deep breaths.

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students can now get Free Office 365 at <http://www.siu.edu/its/news/2014/09/office365.shtml>)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siu.edu/its/software/index.shtml>)

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.

Class attendance. Perfect class attendance to in person and online meetings is expected, but **no student should attend in-person class meetings if they are not feeling well.** 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. Repeated absences may result in letter grade deductions. **All assignments must be completed to receive a grade in this course.**

Academic Engagement. Being engaged in this course includes checking Blackboard regularly, communicating with the instructor about any delays in completing course assignments, being prepared to discuss class readings, and actively participating in course discussions. High quality participation includes allowing ample opportunity for one's peers to participate in all classroom discussions, as well as contributing one's own thoughts and ideas both independently and when called upon to do so.

Assignments. 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.

Late assignments. The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date.

Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester.

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 *7th 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 arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siue.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

Department 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 an I to F.

The Psychology Department's Writing Policy. As a student in this course, you will be expected to display college-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 feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.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 your 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.siu.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.siu.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.siu.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.

University Policies

Services for Students Needing Accommodations. It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with

ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are **required** and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom **and** wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here:

<https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here:

<https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Course Calendar
* Subject to Change

Date	In Class Topic	Readings	6 Things & EBI Workshop Presentations	Case Progress	Extensions of Consultation
Wk 1 8/25	Basics of well-managed environments for children	BIS 2 & 3; Reddy et al., 2015; Lieneman et al., 2017			
Wk 2 9/1	Basics of culturally responsive and affirming environments for children	Farinde-Wu et al., 2017; Forehand & Kotchick, 2016	6 Things by Noon 8/31 EBI Workshops 1 & 2		
Wk 3 9/8	Intro to Consultation Methods	BCSC 1 & 3; SC 1 & 3	6 Things by Noon 9/7 EBI Workshops 3 & 4		
Wk 4 9/15	Consultation Methods Cont'd	BCSC 4 & 5; SC 4 & 5 Ingraham, 2016	6 Things by Noon 9/14 EBI Workshops 5 & 6	Identify potential client/consultee to instructor	
Wk 5 9/22	Needs Identification <i>Intro to Group Supervision</i>	BCSC 6 & 7; Newell, 2016	6 Things by Noon 9/21 EBI Workshops 7 & 8		
Wk 6 9/29	Needs Analysis <i>Group Supervision</i>	SC 7; Ysseldyke et al., 2012	6 Things by Noon 9/28 EBI Workshops 9, 10, & 11	Conduct initial observations	
Wk 2 10/6	Choosing Interventions	BIS 4 & 6; SC 8		Needs identification complete	Functional assessment within consultation: Models and applications Upload webinar by 5 pm on 10/7 Peers watch and respond by noon on 10/12
Wk 8 10/13	Implementation Planning	BCSC 8; SSIS 1, 3, & 5			MHC/CCC: Supporting other mental health professionals via consultation

					Upload webinar by 5 pm on 10/14 Peers watch and respond by noon on 10/19
Wk 9 10/20	Implementation Training & Evaluating Student Response	SSIS 4, 6, & 7 Watch single-case design videos on BB		Needs analysis complete	
Wk 10 10/27	Directly Supporting Intervention Integrity <u>Culturally Adapted Intervention</u> <i>Group Supervision</i>	BCSC 9; SSIS 10; Ijani-Maghsoodi et al., 2017 (on BB)		Intervention training complete, begin intervention response measurement	Consultation and MTSS Upload webinar by 5 pm on 10/28 Peers watch and respond by noon on 10/29
Wk 11 10/30	Indirectly Supporting Intervention Integrity <u>Culturally Specific Intervention</u>	SSIS 8, 9, & 11; Aston & Graves, 2016	Get take home exam	<i>Intervention ongoing – collect consultees’ data regularly, check in at least weekly via phone or in person, conduct integrity observations and provide feedback</i>	Consultation within IEP contexts Upload webinar by 5 pm on 11/4 Peers watch and respond by noon on 11/9
Wk 12 11/3	Election Day - no class				*** Time and date TBD*** evening guest lecture by Drew Jenkins about systems consultation
Wk 13 11/10	Plan Evaluation and Termination of Consultation <i>Group Supervision</i>	BCSC 9; BCAS 5 (on BB)			
Wk 14 11/17	Introduction to Family-School Partnership	Christenson, 2012	Take Home Exam Due	Plan evaluation and social validity interview complete	
No Class - Thanksgiving Break					
Wk 15 12/1	Conjoint Behavioral Consultation	CBC 1 & 2		Rough draft of consultation report (fdbck 12/8)	
Wk 16 12/8	Conjoint Behavioral Consultation	CBC 3, 4, & 5			
Final TBD	12/15 by 4 pm - Turn in final consultation binder				

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

- ❖ 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
- ❖ 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.
- ❖ 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.
- ❖ 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.
- ❖ 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
- ❖ 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.