

Consultation Methods
Course # 18:826:612:01
Spring 2024

Wednesday 8:45-11:30 am Consultation Methods 18:826:612:01 #17105 Konko /A302

Dr. Alexia Konko – Wednesdays

Appointments upon request, please e-mail: alexia.konko@rutgers.edu or Cell: 732-991-7852

Purpose of Course:

The aim of this course is to bridge a theoretical and practical understanding of effective consultation within a problem solving, behavioral consultation framework. This course presents indirect approaches that deliver educational and psychological services to the greatest number of school-aged children in school related settings. Students learn skills and strategies to effectively consult with school personnel and families with diverse backgrounds.

The course is taught in a seminar format. Primary learning experiences will take place in class lectures, discussion, group practice exercises (in and outside of class), readings, and consultation case studies.

Learning objectives – Students will be able to:

- identify and discuss different theoretical models of consultation in educational settings
- acquire hands-on experience in the consultative problem solving process
- develop positive partnerships with diverse consultees and clients
- use sources of data to identify needs/problems, set goals, and analyze situations (conditions) to inform intervention planning
- identify and select evidence-based interventions that meet client needs and fit consultee skills and learning contexts
- prepare and support consultees in implementing interventions in educational contexts
- use evaluation methods to assess intervention fidelity and progress towards goals
- write a consultation case report that synthesizes coaching actions, data, processes and outcomes

PROFESSION-WIDE COMPETENCIES:

School Psychology Profession-Wide Competency (SP-PWC) Elements

1.3. Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.

2.3. Conducts self in an ethical manner across professional activities.

3.1. Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.

4.3. Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.

5.1. Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

7.1. Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.5. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

9.2. Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.

Required readings:

1. **Newman, D. S., & Rosenfield, S. A.** (2019). Building competence in school consultation: A developmental approach. Routledge (FREE ebook available via Rutgers Library [building-competence- school-consultation](#)). See canvas.
2. Selected **peer-reviewed journal articles** and **book chapters** are scanned and uploaded onto canvas.
3. **Sheridan, A.M., & Kratochwill, T.** (2010). Conjoint behavioral consultation: Promoting family-school connections and interventions. Second Edition. Springer Press, NY. ISBN 13: 978-0-387-71247-5 {For your quick review as we discuss CBC}
4. APA August 2017 Multicultural Guidelines: An Ecological Approach to Context, Identity and Intersectionality (see p. 4-5)
<https://www.apa.org/about/policy/multicultural-guidelines> {Please scan the PDF document it is over 200 pages}

<https://www.apa.org/monitor/2018/01/multicultural-guidelines>
5. APA Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations. <https://www.apa.org/pi/oema/resources/policy/provider-guidelines>
6. APA Considering Diversity: Resources and Support for Teachers
<https://www.apa.org/ed/precollege/topss/considering-diversity/teacher-resources>
7. Supplementary intervention toolkits and materials are in canvas.

Suggested Peer-Reviewed Journal Special Issues and Topical Writings

- Teleconsultation Models:
2018 Fischer et al (2018) New Frontiers in Teleconsultation – Special Issue. *Journal of Educational and Psychological Consultation*
○ <https://www.tandfonline.com/doi/full/10.1080/10474412.2018.1425880>
Entire Special Issue: <https://www.tandfonline.com/toc/hepc20/28/3?nav=tocList>
- Bice-Urbach, B. J., Kratochwill, T. K., & Fischer, A. J. (2017). Teleconsultation: Application to Provision of Consultation Services for School Consultants. *Journal of Educational and Psychological Consultation*, online first, 28, 255-278. DOI: 10.1080/10474412.2017.1389651
- 2017 Acculturation and Sociocultural Factors in Children’s Mental Health Services: Applying Multicultural Consultation Frameworks – Special Issue. *Journal of Educational and Psychological Consultation*
<https://www.tandfonline.com/doi/full/10.1080/10474412.2016.1275650>
- 2015 – School System Change in Consultation – Special Issue. *Journal of Educational and Psychological Consultation*
- 2009 – Social Justice and Consultation – Special Issue. *Journal of Educational and Psychological Consultation*
- American Psychological Association Apology <https://www.apa.org/about/policy/racism-apology>
- APA Historical Chronology <https://www.apa.org/about/apa/addressing-racism/historical-chronology>
- Role of Psychology and APA in Dismantling Systematic Racism Against People of Color in US 10/29/21 <https://www.apa.org/about/policy/dismantling-systemic-racism>
- 1967 Martin Luther King’s APA Address [King's challenge to the nation's social scientists \(apa.org\)](https://www.apa.org/about/policy/king-challenge)

Other Suggested Resources

Lee, L.W., & Niileksela, C.R. (2014). *Ecobehavioral consultation in schools: Theory and practice for school psychologists, special educators and school counselors*. Routledge, NY ISBN: 978-0-415-99342

All APA Guidelines for Practitioners

https://www.apaservices.org/practice/ce/guidelines/index?_ga=2.89802908.686519239.1578968538-751059080.1571922236

Erchul, W. P., & Sheridan, S. M. (Eds.). (2014). *Handbook of research in school consultation* (2nd ed.). New

York: Taylor & Francis Group/Routledge.

<http://www.routledge.com/books/details/9780415501224/>

Helpful Behavior and Academic Intervention Websites:

- www.ebi.missouri.edu
- www.interventioncentral.org
- www.PBISworld.com
- <https://chadd.org/stroud-umdadhdttools/> {great videos}

- FUI Center for Children and Families – Assessment and intervention resources and free online training for parents and professionals
<https://ccf.fiu.edu/about/resources/index.html>
- Florida Center for Reading Research
<http://www.fcrr.org/assessment/ET/routines/routines.html>
- Nebraska Center for Research Child, Youth & Schools
Family and School Partnerships
http://cyfs.unl.edu/futures/future_module3.html (see Roman numeral III).

Week	Date	Topic /Readings	Assignments
1	1/17	<p><i>Course Overview</i></p> <p><u>For Assignment #1</u> Ibrahim, F. A., & Heuer, J. R. (2016). Worldview: Implications for culturally responsive and ethical practice. In <i>Cultural and Social Justice Counseling</i> (pp. 51-75). Springer, Cham.</p> <p>Ingraham, C. L. (2017). Educating consultants for multicultural practice of consultee-centered consultation. <i>Journal of Educational and Psychological Consultation</i>, 27(1), 72-95.</p> <p>Newman & Rosenfield (2019) chap. 1 & 2</p> <p><i>Overview Behavior and Conjoint Behavior Consultation (BC/CBC)</i></p> <p>Hughes, Kobert & Crothers (2014): Best Practices in Behavioral and Ecological Consultation</p> <p>[Note Sheridan & Kratochwill (2010) is available for your brief review and resource for BC/CBC]</p>	
2	1/24	<p><i>Overview Mental Health Consultation (MHC) Models</i></p> <p><u>Pick one below:</u></p> <ul style="list-style-type: none"> • Crothers, Hughes, & Morine (CHM, 2008) MHC Chap 2 p.33-57 • Sandoval (2014) Best Practices in MHC 	
3	1/31	<p><i>Overview of Organizational Systems Consultation</i></p> <p>Crothers, Hughes, & Kobert (2008). Systems Consultation Chap 8 p.145-175</p> <p>Nellis & Wood (2022). Principals’ perceptions of school psychologists’ engagement in systems level consultation. <u>J of Educational and Psychological Consultation</u>. 1-20.</p> <p>Herbstrith & Busse (2020). Seven million and counting: Systems-level consultation for students of LGBTQ+</p>	Assignment #1 (worldview) due

		<p>families. <u>J of Educational and Psychological Consultation</u>. 29-62.</p> <p>Another example suggested: McIntosh, K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., Bastable, E., ... & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. <i>School Psychology</i>, 36(6), 433-444</p>	
4	2/7	<p><i>Classroom observation data for Consultation Problem Solving</i></p> <p>Brief reflection on Assignment #1</p> <p><i>Classroom Cultural Responsive Practices</i> Parker, Castillo, Sabnis, Daye & Hanson (2020). Culturally responsive consultation among practicing School psychologists, <u>J of Educational and Psychological Consultation</u>, 30, 119-155</p>	
5	2/14	<p><i>Consultation Relationships & Communications</i> Newman & Rosenfield (2019) chap. 3 & 4</p> <p><i>Contracting</i> Newman & Rosenfield (2019) chap. 5</p> <p><i>BC/CBC Problem Identification Interview (PII)</i></p> <p>Hughes, Kobert & Crothers (2014): Best Practices in Behavioral and Ecological Consultation</p> <p>[Note Sheridan & Kratochwill (2010) is available for your brief review and resource for BC/CBC]</p> <p>Canvas: See BC & CBC Consultation Interview Forms; Videos PII w Teachers – Sessions 1 and 2</p>	Assignments #2 (interview) due
6	2/21	<p><i>BC/CBC Problem Identification Interview (PII)</i></p> <p>Newman & Rosenfield (2019) chap. 5 & 6</p> <p>Hughes, Kobert & Crothers (2014): Best Practices in Behavioral and Ecological Consultation</p> <p>Brief reflection on Assignment #2</p> <p>Canvas: See BC & CBC Consultation Interview Forms; Videos PII w Teachers – Sessions 1 and 2</p>	Mid semester evaluation
7	2/28	<p><i>BC/CBC Problem Analysis Interview (PAI)</i></p> <p>Newman & Rosenfield (2019) chap. 7 & 8</p>	

		Canvas: Review BC/CBC Consultation Interview Forms & Consultation Assessments and Process Forms	
8	3/6	<i>BC/CBC Problem Analysis Interview (PAI)</i> Newman & Rosenfield (2019) chap. 7 & 8 Canvas: Review BC/CBC Consultation Interview Forms Review Consultation Assessments and Process Forms 2 files Behavior Intervention Toolkit & Fidelity Forms Example videos of Complete Consultation Case Presentations (w/ permission)	
	3/13	<i>Spring Break ENJOY!</i>	
9	3/20	<i>BC/CBC Intervention Selection/Prep for Implementation</i> Review syllabus Helpful EBI Websites Canvas: Behavior Intervention Toolkit & Fidelity Forms Examples published BC/CBC Case Studies Example videos of Consultation Case Presentations (w/ permission)	Assignment # 3 (class obs) due
10	3/27	<i>Intervention Design/Selection, Prep for Implementation</i> Newman & Rosenfield (2019) chap. 9 Brief reflection on Assignment #3	
11	4/3	<i>Implementation, Integrity and Evaluation</i> Collier-Meek, M. A., Sanetti, L. M., Levin, J. R., Kratochwill, T. R., & Boyle, A. M. (2019). Evaluating implementation supports delivered within problem-solving consultation. <i>Journal of School Psychology</i> , 72, 91-111. Sanetti, L.M., Fallon, L.M., & Collier-Meeka, M. (2011). Treatment integrity assessment and intervention by school-based personnel: Practical applications based on a preliminary study. <i>School Psychology Forum</i> , 5, 87-102).	
12	4/10	<i>Evaluation; Prep for consultation case presentation</i>	
13	4/17	Wrap Up	SIRS – bring laptops
14	4/24	Consultation Case Presentations – (25-30 min each)	SIRS – bring laptops
15	5/1	Consultation Case Presentations - (20-25 minutes each)	Final Case studies due

Note: The dates of lectures are estimated based on class mastery of materials and are subject to change.

Requirements and Grading: 110 points

1) **Class attendance and participation** – 10 points

Please read all assignments prior to class to discuss materials. Students are encouraged and expected to actively participate during class (e.g., offer comments regarding readings and topics, share ideas, ask and answer questions in class discussions and activities).

2) **Worldview and Consultation process assignment** – 5 points [See rubric outline; Assignment #1]

3) **School Psychologist Interview** of school-based consultation practices – 10 points [See rubric outline; Assignment #2]

4) **Classroom observations** – 2 observations of the same classroom. Complete 2 observation rubrics and provide brief reflection paper. 20 points [See rubric outline; Assignment #3]

5) **Final Written Consultation Case study report** - 30 points [See rubric outline; Assignment #4]

6) **Presentation of Final Consultation Case** (PPT) & handouts (interventions, data graphed) – 20 points [See rubric outline; Assignment #5]

APA Style 7th Edition **must** be used with all written assignments. See link to APA version: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html **Please complete all assignments on time.**

Grading will follow Rutgers's criteria: 100-90 A; 89-85 B+; 84-80 B; 79-75 C+; 74-70 C; 69-60 D; 59-0 F

Classroom Culture

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Land Acknowledgement: We acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history and across time, has been made possible by the labor of people of color, immigrants and other minoritized populations.

<https://diversity.rutgers.edu/honor-native-land>

Rutgers University sits on the traditional territory of the Lenni-Lenape, called "Lenapehoking." Though we do not have a policy requiring land acknowledgments, this page is designed to provide resources for offices and event planners who wish to use this practice in a respectful, thoughtful manner. To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on and a way of honoring the Indigenous people who have been living and working on the land from time immemorial.

Respectful Learning Environment for All: Students and faculty each have responsibility for maintaining a respectful learning environment in which to express their opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences such as race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, age, and veteran status. Meaningful and constructive dialogue is encouraged in this class and requires mutual respect, a willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's choice of words and use of language is a critical component of respectful discourse as we work together to achieve the full benefits of creating a classroom in which all people can feel comfortable expressing themselves.

Please review: The **School Psychology Program Handbook**. Professional and ethical conduct with GSAPP staff, faculty, fellow classmates, and school-based personnel are required at all times. Please refrain from side conversations, note passing, cell phones, e-mailing, Internet use of any kind, and other forms of social networking (face book, twitter etc.) during class.

ASSIGNMENT #1

YOUR WORLDVIEW AND HOW IT MAY INFLUENCES YOUR CONSULTATION PROCESS

Name: _____

Based on reading Ibrahim & Heuer (2016) and lecture on worldview and consultation please describe your worldview as it relates to your work as a consultant. [**Total 10 points**]

Ibrahim, F. A. & Heuer. (2016). Worldview: Implications for Culturally Responsive and Ethical Practice. Cultural and Social Justice Counseling, International and Cultural Psychology.

Ingraham, C. L. (2017). Educating consultants for multicultural practice of consultee-centered consultation. Journal of Educational and Psychological Consultation, 27(1), 72-95.

Please use this outline below to organize your writing and use three subheadings to clearly indicate the three sections. Grading will also include the quality of writing (logical, organized sequence, sentence structure, word usage, no typos, spelling and capitalization). Summary is not to be more than **five double spaced** pages in APA style 7th edition.

(1) Describe your worldview.

- What are some of the values and beliefs that shape *how you perceive* events in the world?
- How does your culture create the context for this worldview? What about your culture is relevant to how you view the world?
- How do you perceive events within the schools? What is your lens as you go into schools? Are there influential past experiences that could affect how you think about schools?
- How do you perceive teachers, parents, and students? What do you think are their main concerns?
- Using the four types of worldview (based on Ibrahim et al., 2001) discussed in class, which type(s) of worldview do you hold?

(2) Reflect on how your worldview relates to your work as a consultant in schools.

- How might others perceive you when they meet you for consultation?
- In what ways might your consultees have worldviews that differ from yours? What kinds of different worldviews might you encounter and how might you work with those from differing worldviews?
- What aspects of your worldview will you want to make transparent in your consultation with consultees and why?
- What aspects of your worldview will you need to closely self-monitor to be open to work with consultees who share different worldviews?

(3) Concluding thoughts

- What does the reflection and articulation of your worldview and its influences on your consultation work lead you to conclude? What questions does it raise for you?
- What did you learn from engaging in this assignment?

Please note this is a professional sample of your writing. Read for all typos and grammar errors. Please put your name on paper and staple the paper when you print.

ASSIGNMENT #2

School Psychologist Interview of School-Based Consultation Practices

The assignment is to enhance your knowledge of the range of school-based consultation practices in schools. You will interview a school psychologist in your practicum placement or another district. This interview will take approximately 45 minutes. Please let the school psychologist know you will de-identify his/her name in your summary. **[Total 10 points]**

Rubric Outline:

SECTION 1

- 1) Interview your supervisor on his/her professional background; training in consultation and use of consultation in their place of employment (years of experience, type and scope of service delivery)
- 2) What consultation model(s) do they use? Ask them for examples of their practice. Number of sessions and modes of contact etc...
- 3) What consultees do they worked with (e.g., teachers, parents, administrators, other school personnel etc.)
 - i. Do they have experience participating in student assistance teams (school problem solving teams)? If yes, how do they use their consultation skills to participate and/or facilitate school teams?
 - ii. Does their district implement MTSS (RTI or PBIS) frameworks?
- 4) What clients do they serve (e.g., age, characteristics, diversity etc.)
- 5) What are the type of problems they addresses (specific examples of behavior, academic skills) in consultation?
- 6) What sources of data do they use to assess and understand student needs?
[Examples: Sources of data – interview, review of record, grades, behavior data (type?, e.g., office disciplinary referrals, PBIS data), skill-specific assessments (type? e.g., CBM, Dibels reading screening etc.)]
 - i. Do they use a functional behavior assessment approach for understanding behaviors and academic skills?
- 7) What are the type of intervention(s) they use with consultees?
- 8) What are the methods and/or measures they use to assess intervention fidelity and progress towards goals?
- 9) What are some barriers they encounter during consultation? Examples school level, classroom, consultee, client etc...

SECTION 2

Self-reflection statement (1 page only): based on your interview please provide your unique thoughts on what you learned during the interview (confirmation, surprises etc.).

Please note the assignment will be graded using the rubric above. Please use this outline to organize your writing and use subheadings to clearly indicate each section. Grading will also include the quality of writing (logical, organized sequence, sentence structure, word usage, no typos, spelling and capitalization). Interview is **five double spaced** pages in APA style 7th edition. Please de-identify the school psychologist.

Please note this is a professional sample of your writing. Read for all typos and grammar errors. Please put your name on paper and staple the paper when you print.

Organizational and Systems Assignment (NOT GRADED)

Group Interactive Assignment

Describe a family you know. Answer the following questions:

What are the family member roles?

What is the social and cultural composition of the family?

How are decisions made in the family or among members?

What are the implicit and explicit goals or rules for the family?

What are the values for the family?

How are values communicated in the family?

How does the family communicate in general?

How are rules or values enforced in the family?

What are the basic rewards or systems of rewards for the family members?

How are conflicts resolved for the family or members?

What is used as tools or events to increase family functioning?

How does the family adapt to change?

ASSIGNMENT #3

Classroom Observation Rubric

Student Name: _____ Date: _____

The goal of the classroom observation is to conduct two observations of the same classroom to compare and contrast two different frameworks to assess classroom climate, student behavior, teacher-student relationships, and culturally responsive approaches.

The assignment includes four parts:

- 1. Read the following:**
 - Reinke, Herman & Sprick (2011): Chapter 2 (pages 6-18) & 8 (pages 86-93)
- 2. Use the following two assessments to guide your classroom observations:**
 - The Classroom Ecology Checklist (Reinke et al., 2011; see pages 3-5 of rubric)
 - Culturally Responsive Instruction Observation Protocol (Powell et al., 2017; see rubric)
- 3. Conduct two different observations of the same classroom** (time allocated week 4 during class)
 - Observation 1: Use the Classroom Ecology Checklist to observe the classroom
 - Observation 2: Use the Culturally Responsive Instruction Observation Protocol to observe the same classroom
- 4. Write a brief Classroom Observation Reflection Paper.** Be prepared to discuss your observations informally in class during Week 9.

Classroom Observation Reflection Paper Rubric

Describe Important Classroom Information Clear description of classroom. Include grade, number of adults/students, teacher/student demographics and diversity, SES of community, other important contextual factors.

Compare and Contrast the Two Frameworks (5 points)

- Compare and contrast the two frameworks. How are the frameworks similar? Where do they diverge? What are the strengths and limitations of each framework? Provide specific examples to illustrate the comparison.

Identify Strengths and Areas for Improvement According to the Classroom Ecology Checklist (5 points)

- Identify consultee strengths according to the Classroom Ecology Checklist. You will not necessarily observe strengths in all domains.
- Identify areas for improvement according to the Classroom Ecology Checklist.

Identify Strengths and Areas for Improvement According to the Culturally Responsive Instruction Observation Protocol (5 points)

- Identify consultee strengths according to the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017). Not all domains/items will apply/be observed.
- Identify areas for improvement according to the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017).

Consultant Reflections (5 points)

- What are your top three recommendations to help the consultee create a safe, positive, engaging classroom environment. What specific behaviors would you recommend the consultee increase and/or decrease.
- Taking an ecological approach, what additional systemic, organizational, or policy changes would you recommend to help enhance the classroom and/or school environment?

Writing Quality

- Used pseudonyms to maintain confidentiality of consultee/school/client (in general avoided proper nouns)
- Applied APA style guidelines (7th Edition) and I used person-first language when appropriate.
- Used headings to organize main topics.
- Writing is clear, concise, and well organized with logical sentence and paragraph construction
- Minimal spelling/grammar/syntax errors.
- Draws on assigned readings and concepts covered in class
- Included citations as needed.
- Double-spaced, does not exceed 5 pages, 12-point font, 1-inch margins (excluding references)

TOTAL POINTS: ____ /20 points



Classroom Ecology Checklist

Classroom Teacher: [Click here to enter text.](#) **Grade:** [Click here to enter text.](#)

Classroom Classification: [Choose an item. Click here to enter text.](#)

		No	Somewhat	Yes
Caring & Supportive Relationship With and Among Students				
<i>Positive Classroom Climate</i>	Teacher greets/ calls students by name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students are provided with opportunities for positive interaction with peers (e.g., debates).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher clearly articulates high expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Culturally Responsive Classroom Practices</i>	Teacher is respectful of all students and intentionally avoids escalating interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction Designed To Optimize Learning And Engagement				
<i>Instruction Is Planned</i>	The teacher has spent time preparing the lesson (e.g., evidence of lesson planning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Content and strategies are adjusted to student developmental levels and learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Complex tasks are broken down into small steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pacing is attended to and adjusted, minimizing time in non-instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Activities have clear beginnings and ends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instruction Is Structured And Predictable</i>	The teacher clearly communicates directions and objectives so students have a clear plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instruction follows a sequential order that is logically related to skill development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The teacher provides guided practice and monitors independent practice with error-correction and re-teaching to work towards mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instruction Is Interactive And Engaging</i>	Teachers demonstrate effective strategies to elicit student participation during teacher-led instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The teacher gains the attention of all students at the beginning of a lesson or transition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participation is elicited from a variety of students (i.e., not over-targeting the same students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	There is use of variations in voice, movement, and pacing to maintain attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The teacher explicitly points out connections between effort and outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instruction Is Direct And Explicit</i>	The teacher provides instruction in study skills/ critical thinking (e.g., note-taking, meta-cognitive strategies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Direct information for strategies to store and retrieve information by pairing new information to existing knowledge is provided (e.g., mnemonics, visual devices).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Learning Is Actively Monitored</i>	Regular feedback of student work is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		No	Somewhat	Yes
Classroom Managed To Support Student Engagement				
<i>Organized Physical Setting</i>	Traffic patterns in the classroom are clearly defined and allow movement without disrupting others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Furniture in the room is arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Signs are posted around the room stating behavioral expectations in positive terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Behavioral Expectations Established And Taught</i>	Classroom behavior expectations are consistent with school-wide expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A small number of classroom behavioral expectations are defined (i.e., 3 to 5).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	When the teacher uses an attention-getting signal, students respond within a few seconds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The teacher acknowledges expected student behaviors more frequently than misbehaviors (ideally 4:1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Behavior Is Monitored</i>	Teacher moves around the classroom at regular intervals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	De-escalation strategies are used to minimize the impact of behavior on classroom learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Planned Responses To Appropriate Behavior</i>	There is a system for documenting and rewarding appropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Behavior-specific/ descriptive praise to encourage appropriate behavior is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A wide repertoire of acknowledgements (e.g., tangible, verbal, social, activities) for appropriate behavior are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Acknowledgements are delivered to individuals, small groups, and/ or the whole class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Acknowledgements for appropriate behavior are attainable by students at all levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Planned Responses To Inappropriate Behavior</i>	A continuum of consequences to discourage rule violations (e.g., planned ignoring, praising others, explicit reprimand) is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A documentation system for managing specific behavioral problems is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The teacher is calm, clear, and brief when providing reprimands/ corrections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Consequences have clear connections to behavior and are commensurate with the behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Consequences are delivered promptly, consistently, and equitably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Consequences are paired with teaching of appropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		No	Somewhat	Yes
	Redirection is provided without anger, threats, or moralizing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Transitions Are Managed</i>	Cues to signal upcoming transitions are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Transitions are well-controlled, purposeful, and time-limited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct Instruction In Student Behavioral Self-Management				
<i>Promotion Of Self-Regulation</i>	Signals and cues are used to alert students to assess and monitor their own behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Opportunities for students to measure their own progress are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Direct instruction is provided in academic and social problem-solving strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher provides demonstrations about behavior and problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher poses questions about behavior and social situations which promote thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Wait-time is provided to students after they have been questioned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Culturally Responsive Instruction Observation Protocol
Fourth Revised Edition (January 2017)

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School (use assigned number): _____ Teacher (assigned number): _____

Observer: _____ Date of Observation: _____ # of Students in Classroom: _____

Academic Subject: _____ Grade Level(s): _____

Start Time of Observation: _____ End Time of Observation: _____ Total Time of Obs: _____

DIRECTIONS

After the classroom observation, review the field notes for evidence of each “pillar” of Culturally Responsive Instruction. If an example of the following descriptors was observed, place the field notes line number on which that example is found. If a “non-example” of the descriptors was observed, place the line number on which that non-example is found.

Then, make an overall/holistic judgment of the implementation of each component. To what extent and/or effect was the component present?

- 4 – Consistently**
- 3 – Often**
- 2 – Occasionally**
- 1 – Rarely**
- 0 – Never**

CLASSROOM RELATIONSHIPS

Holistic score	4	3	2	1	0
	Consistently	Often	Occasionally	Rarely	Never

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes
1. The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> Teacher refers to students by name, uses personalized language with students Teacher conveys interest in students' lives and experiences <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> There is a "family-like" environment in the classroom; there is a sense of belonging; students express care for one another in a variety of ways Teacher promotes an environment that is safe and anxiety-free for all students, including culturally and linguistically diverse students; students seem comfortable participating in the classroom Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style with students who require it) 	<ul style="list-style-type: none"> Teacher permits and/or promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. Teacher does not address negative comments of one student towards another Teacher stays behind desk or across table from students; s/he does not get "on their level" Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content Teacher does not seem aware that some students are marginalized and are not participating fully in classroom activities Some students do not seem comfortable contributing to class discussions and participating in learning activities Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some 	
2. The teacher communicates high expectations for all students	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> There is an emphasis on learning and higher-level thinking; challenging work is the norm Students do not hesitate to ask questions that further their learning; there is a "culture of learning" in the classroom Teacher expects every student to participate actively; students are not allowed to be unengaged or off-task Teacher gives feedback on established high standards and provides students with specific information on how they can meet those standards <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> There are group goals for success as well as individual goals (e.g., goals and charts posted on walls); every student is expected to achieve Students are invested in their own and others' learning ; they continuously assist one another Teacher takes steps to assure that emerging bilinguals understand directions and have access to the same content and learning as native speakers 	<ul style="list-style-type: none"> Teacher has low expectations, consistently giving work that is not challenging or frustrating students by giving them tasks that are unreasonably difficult Teacher does not call on all students consistently Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students Teacher feedback is subjective and is not tied to targeted learning outcomes and standards Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others Teacher does not explicitly assist emerging bilinguals to assure they understand directions and content 	

<p>3. The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another • Teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc. • Students interact in respectful ways and know how to work together effectively • Teacher and students work to understand each other's perspectives <p>Practices that are Culturally Responsive:</p> <ul style="list-style-type: none"> • Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom • Teacher affirms students' language and cultural knowledge by integrating it into classroom conversations • Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities • Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups • Classroom library (including online resources) includes bilingual texts that incorporate students' native languages 	<ul style="list-style-type: none"> • Teacher shows impatience and intolerance for certain student behaviors • Lack of respectful interaction amongst students may be an issue • Teacher establishes a competitive environment whereby students try to out-perform one another • Teacher does not encourage student questions or ridicules students when they ask for clarification • Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic/linguistic identities • Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity • Classroom resources do not include any bilingual texts • Teacher never affirms students' native languages and cultures 	
<p>4. Students work together productively</p>	<p>Generally Effective Practices:</p> <ul style="list-style-type: none"> • Students are continuously viewed as resources for one another and assist one another in learning new concepts • Students are encouraged to have discussions with peers and to work collaboratively 	<ul style="list-style-type: none"> • Students are discouraged from assisting their peers • Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating • Teacher dominates the decision-making and does not allow for student voice • The emphasis is on individual achievement • Classroom is arranged for quiet, solitary work, with the teacher being "center stage" 	

ASSIGNMENT #4

Final Written Consultation Case Study

YOUR CHOICE: you are to invite a friend/family members or a school-based case to participate in the final consultation case study. Important you should use a simple case to implement the consultation phases and include a **high frequency target behavior(s)** (i.e., **daily behavior(s)**). If you are not sure on the appropriateness of the case email me a case description (de-identified) for my review and feedback.

The final report must be double spaced, 12 Times Roman, 1 inch margins using APA style version 7. [Please see canvas: Brinkman, T. M., Segool, N. K., Pham, A. V., & Carlson, J. S. (2007). Writing comprehensive behavioral consultation reports: Critical elements. *International Journal of Behavioral Consultation and Therapy*, 3, 372-383.]

[Total 30 points]

Rubric outline:

1. Cover page and table of content
2. Background information about the case (1-2 pages double spaced). **[1.5 pts]**
Reason for referral, consent, background/characteristics, history, diversity/culture and key contextual factors
3. Conduct **Problem Identification Interview(s)** **[5 pts]**
 - a. describe the interview in detail – consultee and client concerns/needs
 - b. describe initial sources of data that were used to assess and prioritize needs – assess current behavior and environmental or consultee expectations
 - c. describe the process of goal formulation (how you used SMART principles) and set collaboratively criterion for outcomes
 - d. Discuss any diversity and multicultural considerations

Baseline data must be 5 days or more. Please create a time series graph.

4. Conduct **Problem Analysis Interview(s)** **[5 pts]**
 - a. Describe the interview in detail; approach to analyze target behaviors; data collection methods and graph data to assess skills and/or environmental conditions and interactions.
 - b. Describe hypotheses generated from data/interview (i.e., Why is the behavior occurring?)
 - c. What is the evidence that supports your hypotheses?
 - d. Describe your process to reconfirm goals and criterion for success
 - e. Discuss any diversity and multicultural considerations
5. Conduct **Intervention Selection and Preparation Interview** **[6 pts]**
 - a. Describe the interview in detail; detail rationale and evidence for selecting the interventions that match client's needs/goals
 - b. Described the intervention (i.e., intervention goal and specific steps) for implementation and any materials needed for implementation fidelity

- c. Describe how you (prepped) enhanced the consultee's skills to effectively delivery the intervention i.e., you modelled intervention steps, practiced with consultee and provided feedback to consultee during role plays etc...
- d. Describe possible facilitators and barriers to implementation (i.e., consultee skills, context(s) of implementation and client fit)
- e. Describe the data collection method that were used to **monitor consultee intervention fidelity and client's progress towards goals**
- f. Discuss any diversity and multicultural considerations

Intervention data must be 7 days or more

- 6. Conduct **Plan (Intervention) Implementation Interview [5 pts]**
 - a. Describe your methods of contacts with the consultee during implementation
 - b. Describe what was said during these contacts
 - c. Engaged consultee in self-reflection on implementation
 - d. Problem solve intervention implementation and adjustments
 - e. Monitor consultee implementation fidelity and client response
- 7. Conduct **Problem Evaluation Interview [5 pts]**
 - a. Describe the interview in detail
 - b. Describe how you reviewed and discussed data on fidelity and goal progress include all time series graphs.
- 8. Describe post-implementation (follow-up) planning (1 page). **[2.5 pts]**

Please use this outline to organize your writing and use subheadings as needed to enhance clarity of your school team action plan. Grading will also include the quality of writing (logical, organized sequence, sentence structure, word usage, no typos, spelling and capitalization). Please use APA style 7th edition.

Please note this is a professional sample of your writing. Read for all typos and grammar errors. Please put your name on paper and staple the paper when you print.

ASSIGNMENT #5

Final Consultation Case Presentation Rubric

The final consultation case presentation should follow the outline for the final written report. Please use the rubric outline above under the written report.

[Total 20 points]

Important considerations:

1. Use a Powerpoint for your presentation. Embedding videos can be included (not required).
2. Details on the background and process of each stage of the consultation are very important.
3. Describe how you formulated your goals with the consultee.
4. Describe any level of resistance and how you attempted to manage it.
5. Baseline and all intervention (outcome) data must be clear and graphed. Please include intervention fidelity and goal progress data.
6. Presentation of the interventions and steps are important and all must be supported by research. The evidence for the interventions selected must be clear as it relates to meeting client needs.
7. Finally, the presentation should be organized, follow a logical flow and address the key elements in the final written rubric. Have fun!