Consultation Methods
Course # 18:826:612:01

Fall 2018
GSAPP
Room A223

Section 1 Tuesdays 9:00 am to 11:45 am
Section 2 Wednesdays 1:45 pm to 4:30 pm

Instructor
Dr. Adam Lekwa
Appointments upon request, please e-mail: al928@gsapp.rutgers.edu
Cell: 515-520-7362

Purpose of Course
The aim of this course is to bridge a theoretical and practical understanding of effective consultation within school-based settings. This course presents indirect approaches which deliver educational and psychological services to the greatest number of school-aged children. Students will demonstrate skills and strategies to effectively consult with school personnel and families. The course is taught in a seminar format. Primary learning experiences will take place in class lectures, discussion, group practice exercises, article critiques, and consultation case studies.

Several key objectives of this course are:

- to promote an understanding of different theoretical models of consultation;
- to provide students hands-on experience in the consultative problem solving process;
- to foster students’ verbal interaction techniques to promote positive consultee and client change;
- to develop skills to identify problems, analyze situations, and implement effective and efficient interventions;
- to expand students’ knowledge of measurement approaches to evaluate consultation implementation and outcomes;
- to help students conceptualize and use consultation techniques for remedial and/or preventive purposes in schools.

Readings on Consultation Methods in School Psychology

Required Texts


Behavioral Consultation and Therapy by John R. Bergan and Thomas R. Kratochwill, Plenum Press. [With permission from the authors, Chapters 2-5 have scanned and uploaded to Sakai.]

Selected articles have been scanned and uploaded on Sakai – that are focused on school consultation and working with diverse populations.

Suggested Readings [Please see Sakai folders]


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

Journal Special Series on Diversity


2015 – School system change in consultation. Journal of Educational and Psychological Consultation

Lee & Niileksela book - chapters 6 (Resistance) & 8 (Multicultural Considerations)


Sheridan & Kratochwill book – chapter 4 – Conjoint Behavioral Consultation in Practice: Working with Diverse Families

# Course Calendar, Topics, and Reading Assignments

Note: The dates and contents of lectures are estimated based on class mastery of materials and are subject to change as determined by the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/4 &amp; 9/5</td>
<td>Course introduction and intro to consultation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/18 &amp; 9/19</td>
<td>Organizational Development Consultation</td>
<td>Brown, Pryzwansky, &amp; Schulte Ch. 5</td>
</tr>
<tr>
<td>4</td>
<td>9/25 &amp; 9/26</td>
<td>Behavioral Consultation</td>
<td>Kratochwill &amp; Bergan Ch. 1</td>
</tr>
<tr>
<td>5</td>
<td>10/2 &amp; 10/3</td>
<td>Entering schools &amp; classrooms - building collaborative partnerships</td>
<td>Assigned readings on Sakai</td>
</tr>
<tr>
<td>6</td>
<td>10/9 &amp; 10/10</td>
<td>Problem Identification</td>
<td>Lee &amp; Niileksela Ch. 3 &amp; 6</td>
</tr>
<tr>
<td>7</td>
<td>10/16 &amp; 10/17</td>
<td>Assessing needs; verbal interaction techniques</td>
<td>Bergan &amp; Kratochwill Ch. 2</td>
</tr>
<tr>
<td>8</td>
<td>10/23 &amp; 10/24</td>
<td>Problem Analysis</td>
<td>Bergan &amp; Kratochwill Ch. 4</td>
</tr>
<tr>
<td>9</td>
<td>10/30 &amp; 10/31</td>
<td>Functional Behavioral Assessment</td>
<td>Assigned readings on Sakai</td>
</tr>
<tr>
<td>10</td>
<td>11/6 &amp; 11/7</td>
<td>Plan Development</td>
<td>Lee &amp; Niileksela Ch. 4 Bergan &amp; Kratochwill Ch. 5</td>
</tr>
<tr>
<td>11</td>
<td>11/13 &amp; 11/14</td>
<td>Behavioral Intervention</td>
<td>Assigned readings on Sakai</td>
</tr>
<tr>
<td>12</td>
<td>11/20 &amp; 11/21</td>
<td>Academic Intervention</td>
<td>Assigned readings on Sakai</td>
</tr>
<tr>
<td>13</td>
<td>11/27 &amp; 11/28</td>
<td>Plan Evaluation</td>
<td>Bergan &amp; Kratochwill Ch. 6</td>
</tr>
<tr>
<td>14</td>
<td>12/4 &amp;12/5</td>
<td>Fostering consultee acceptance and managing resistance</td>
<td>Assigned readings on Sakai</td>
</tr>
<tr>
<td>15</td>
<td>12/11 &amp; 12/12</td>
<td>Student consultation case presentations</td>
<td>Assigned readings on Sakai</td>
</tr>
<tr>
<td>16</td>
<td>12/18 &amp; 12/19</td>
<td>Potential dates for make-up classes</td>
<td></td>
</tr>
</tbody>
</table>
Grading & Course Expectations

Determination of Course Grades
1. Class discussion and case analyses (5% of grade)
2. School Psychologist interview of school-based consultation practices (10% of grade) due Sept 18 [See criteria]
3. ODC assignment (5% of grade) due Oct. 2 [See criteria]
4. Two article critique of (peer reviewed) published consultation outcome studies; time permitting, article critiques may be presented in class (10% each; 20% of grade) due Oct. 17 and Nov. 14 [See criteria]
5. Problem Identification (Sessions 1 and 2): Partner Analysis assignment (15% of grade) due Oct. 24 [See description – Emitters and Elicitors and Self-Reflection Assignment]
6. Consultation Case Study presented in class and handed to instructor during last two classes (12/11) (45% of grade) [See criteria]

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

Course Expectations
✓ All assignments must be completed on time. Please note assignments received after due dates will receive grade reduction.
✓ Assignments can be submitted via email to the course instructor (adam.lekwa@rutgers.edu). Submission of hard copies in class is also acceptable.
✓ APA Style 6th Edition must be used with all written assignments. See link to most up to date APA version: http://owl.english.purdue.edu/owl/section/2/10/.
✓ The following are not allowed during class time: side conversations, cell phones, e-mailing, or internet use of any kind unless directed by instructor.
✓ Because consultation comprises a set of skills that can only be developed through practice and feedback in addition to direct instruction, students are expected to participate actively in class discussions and activities (e.g., role playing).
✓ Students are expected to make arrangements with the instructor in the event of course absences to cover any missed content or activities.
✓ All students must review:
  2. The School Psychology Program Handbook. Professional and ethical conduct with GSAPP staff, faculty, fellow classmates, and school-based personnel are required at all times.
Assignment 1: Interview a School Psychologist about School-Based Consultation Practices

You will interview your direct practicum supervisor about her/his practices in school based consultation. Topics to be covered in your interview include:

1) Describe your supervisor - training in consultation and use of consultation in their place of employment (years of experience, type and scope of service delivery)
2) Do they use a specific consultation model(s)?
3) What consultees have they worked with (e.g., teachers, administrators, other school personnel, or parents, etcetera).
4) What type of problems have they worked on?
5) Ask them to describe how they consult with consultees.
6) What intervention have they created with consultees?
7) What organizational variables impact the consultation/collaboration process – specifically them, the consultees they serve, and clients
8) Your thoughts about the interview and what you learned (separate section)

You will submit a written summary of your interview. The summary must be double spaced with subheadings in APA style 6th edition. [10% of grade - see due date]. Five page limit.
Assignment #2: Organizational Development Consultation (ODC)

Individual student assignment (5% of grade) to be discussed in class.

Describe a family you know. Answer the following questions:

What are the family member roles?

How are decisions made in the family or among members?

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

How are conflicts resolved for the family or members?

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

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

What strategies are counterproductive 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?

Identify problems that can be resolved in different ways for this family?

How does the family adapt to change?

Must be well written in APA Style 6th Edition, double spaced and in Times New Roman 12 point font (1 inch margins are ok). **There is a 5-page limit. See due date on page 4.**
Assignments 3 & 4: Article Critiques of Consultation Outcome Studies

This is a two-part assignment. You will write a critique of two empirical studies on school-based consultation (that report outcomes of consultation) that were published in peer reviewed journals (10% of grade each; 20% total).

Article Critique #1: Due 10/17
Article Critique #2: Due 11/14

The articles (studies) must have been published in peer reviewed journals in the past 10 years (no later than 2008) and include consultation outcome data (single subject or group design outcome data). A complete citation of the article (study) must be included.

In your own words:

- describe specifically what the researchers focused on (be very clear on the DVs and IVs); what were their specific research questions and hypotheses
- describe the sample, procedures, specific model of consultation, who participated; type and level of training implemented; if any treatment integrity measures used
- describe the method of data collection, measures used to monitor outcome (data) success
- describe how outcome success was defined and analyzed (statistically)
- describe the specific results and conclusions
- describe your thoughts about the article, strengths and weaknesses (limitations)


Each critique must be written in APA Style 6th Edition, double spaced and in Times New Roman 12 point font (1 inch margins are ok). **There is a 2-page limit for each article critique.**

Please email your articles to me as Microsoft Word documents so I can review them and provide feedback. Each critique will be 10% of your grade.

If time permits during the course, students may be asked to briefly present (i.e., 5-10 minutes) one of their articles in class.
Assignment #5: Problem Identification (Sessions 1 and 2): Partner Practice and Analysis of Structured Verbalization Techniques

The purpose of this exercise is for you to practice with your partner (a classmate) the Problem Identification Interview (Sessions 1 and 2). [15% of grade – see due date on page 3]

This assignment includes two practices:
1. you will be the consultant and your partner will be the consultee for a consultation problem-centered case;
2. then you switch, where you will be the consultee and your partner will be the consultant for a different consultation problem-centered case.

Choose a simple problem (i.e., 1 target behavior) in your life or someone you know for the consultation exercises before your practice. You can think about a case in your practicum before this assignment. Write down some details on the case before you start the practice. Each session should be 15-25 minutes (use a timer to keep track).

a. Tape record the session(s).
b. You are to transcribe (i.e., in Word) your consultation statements (i.e., C – for consultant; Ce – consultee). Double spaced.
c. You are then to code your structured verbalization statements using the Consultation Analysis Record form (Emitters and Elicitors ONLY are coded). Your partner is required to do the same when he/she is the consultant for the second case.
d. Your partner is then required to: (a) review your transcript and coding of your verbalizations techniques (making corrections as needed) and (b) separately provide a commentary (1-2 page) about the consultation process. You are required to do the same when you are the consultee. There are two self-reflection exercises for this assignment.
e. Each pair will hand in two consultation problem-centered cases [problem identification interviews only] that include the written transcripts, coding of the transcripts.
Assignment #6: Consultation Case Study

Please note written document and presentation are due last class. You are to invite a friend or family members to participate in the consultation case exercise. Important you should use a simple case and that includes a high frequency target behavior (i.e., daily behavior problem). If you are not sure about the appropriateness of the case you must contact me. Transcript verbalizations are not coded.

[50% of grade – see due date]

1. Cover page and table of contents
2. Background information about the case (1-2 pages double spaced).
3. Conduct Problem Identification Interview(s); transcribe the interview; include data collection methods and graph baseline data. Baseline data must not be less than 5 days. Multiple baselines are not unusual for Problem Identification.
4. Conduct Problem Analysis Interview; transcribe the interview; include data collection methods and graph data.
5. Describe the intervention strategies and tactics that will be used in the intervention(s) and cite the research that supports the use of these techniques (2 pages). Intervention data must not be less than 7 days.
6. Conduct Plan Implementation Interview; transcribe the interview.
7. Conduct Problem Evaluation Interview; transcribe the interview. Include all data collection methods and outcome data (graphing is required). Single subject effect sizes are required for each target.
9. The Consultation Process Form needs to be completed (see course outline; place in Appendix A).
10. Additional measures used can be included in Appendix A.

Presentation of Consultation Case should be highly organized:
1. Clarity of the background and process of each stage of the consultation are important.
2. Baseline and all intervention (outcome) data must be clear and graphed.
3. Presentation of the intervention strategies and tactics are important and all must be supported by research.

All outcome data should be copied and distributed in class for class to review.

It is strongly advised that all consultation cases begin (problem identification) no later than 10/30/18.