

Consultation Methods Syllabus Fall 2015

Course Number: 18:826:612:02 #12987
 Location: A341
 Time: Wednesdays, 9:15 a.m. to 12:00 p.m.
 Instructor: Elisa Shernoff, Ph.D.
 Office: A335
 Office Hours: Wednesdays, 1:00-4:00 and by appointment
 E-mail: elisa.shernoff@rutgers.edu
 Office Phone: 848-445-3902

Course Description

This course is designed to provide an overview of consultation theory, research, and practice in psychology and education. There will be an emphasis on the practical application of consultation skills within a problem solving, behavioral/conjoint behavioral consultation framework. The course will also provide students with information and practical skills for applying this model for assessment, prevention, intervention, and program evaluation. Applied components are designed to enhance students' knowledge, skills and competence in effectively consulting with diverse school personnel at the classwide, individual level, and organizational level.

Required Readings

Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational interviewing for effective classroom management: The classroom check-up*. Guilford Press.

Selected articles and chapters have also been uploaded onto Sakai

Week	Date	Topic	Assignments and Due Dates
1	9/2/15	<p>Introductions, Course Overview, Overview of Consultation Models</p> <p><u>Readings:</u> Erchul, W. P., & Martens, B. K. (2002). Model description and application (Chapter 6). <i>School Consultation: Conceptual and empirical bases of practice</i> (3rd ed., pp. 105-125). New York: Springer</p> <p>Martens, B.K. (1993). A behavioral approach to consultation (Chapter 4). In J.E. Zins, T.R. Kratochwill, & S.N. Elliott (Eds.), <i>Handbook of consultation services for children</i> (pp. 65-86). San Francisco: Jossey Bass.</p> <p>Knotek, S. Kaniuka, M. & Ellingsen, K. (2010). Mental health consultation and consultee-centered approaches (Chapter 7). In W. P. Erchul & S. M. Sheridan (Eds.), <i>Handbook of research in school consultation</i> (2nd ed., pp. 127-145). New York, NY, US: Routledge/Taylor & Francis Group.</p>	
2	9/9/15	<p>Diversifying the Role of School Psychologists through Consultation; Consultants Role in Supporting Adult Learning</p> <p><u>Readings:</u> Hosp, J. L., & Reschly, D. J. (2002). Regional differences in school psychology practice. <i>School Psychology Review</i>, 31, 11-29.</p> <p>Reschly, D. J. (2008). School psychology paradigm shift and beyond. <i>Best practices in school psychology V, 1</i>, 3-15.</p> <p>Burns, M. K. (2013). Contextualizing school psychology practice: Introducing featured research commentaries. <i>School Psychology Review</i>, 42, 334-342.</p>	Sign up for Group Presentations

		Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. <i>Psychological Science in the Public Interest</i> , 13, 74-101.	
3	9/16/15	<p>Engaging Consultees & Building Partnerships; Quantitative Research Methods in Consultation</p> <p><u>Readings:</u> Reinke, Herman & Sprick (2011): Chapters 3 & 4</p> <p>Graham, D. S. (1998). Consultant effectiveness and treatment acceptability: An examination of consultee requests and consultant responses. <i>School Psychology Quarterly</i>, 13, 155-168</p> <p>Schulte, A.C. (2010). Measurement in school consultation research (Chapter 3). In W. P. Erchul & S. M. Sheridan (Eds.), <i>Handbook of research in school consultation</i> (2nd ed., pp. 33-61). New York, NY, US: Routledge/Taylor & Francis Group.</p> <p>Gresham, F.M. & Vanderwood, M. (2010). Quantitative research methods and designs in consultation (Chapter 4). In W. P. Erchul & S. M. Sheridan (Eds.), <i>Handbook of research in school consultation</i> (2nd ed., pp. 63-87). New York, NY, US: Routledge/Taylor & Francis Group.</p> <p>Shernoff, E. S., & Kratochwill, T. R. (2007). Transporting an evidence-based classroom management program for preschoolers with disruptive behavior problems to a school: An analysis of implementation, outcomes, and contextual variables. <i>School Psychology Quarterly</i>, 22, 449-472.</p>	
4	9/23/15	<p>Problem Identification Part 1</p> <p><u>Readings:</u> Kratochwill, T.R. & Bergan, J.R. (1990). Problem identification (Chapter 2). <i>Behavioral consultation in applied settings: An individual guide</i> (pp. 45-88). New York: Kluwer.</p> <p>Shernoff, E. S., & Kratochwill, T. R. (2003). The application of behavioral assessment methodologies in educational settings. In S. N. Haynes & E. H. Heiby (Eds.), <i>Comprehensive handbook of psychological assessment</i> (pp. 365-385). New York: John Wiley.</p>	<p>Critique of Consultation Outcome Study Due</p> <p>Guest Speaker: Dr. Nora Pelligrino</p>
5	9/30/15	<p>Problem Identification Part 2; Consultation at Tier 1/Universal Level</p> <p><u>Readings:</u> Martens, B. K., Lewandowski, L. J., & Houk, J. L. (1989). Correlational analysis of verbal interactions during the consultative interview and consultees' subsequent perceptions. <i>Professional Psychology: Research and Practice</i>, 20, 334.</p> <p>Reinke, Herman & Sprick (2011): Chapter 2 & 8</p> <p>Little, S. G., Akin-Little, A., & O'Neill, K. (2015). Group contingency interventions with children—1980-2010: A meta-analysis. <i>Behavior Modification</i>, 39, 322-341.</p> <p>Barrish, H.H., Saunders, M. & Wolf, M.M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. <i>Journal of Applied Behavior Analysis</i>, 2, 119-124</p>	<p>Good Behavior Game Presentation (Elisa)</p>
6	10/7/15	<p>Problem Analysis Part 1</p> <p><u>Readings:</u> Kratochwill, T.R. & Bergan, J.R. (1990). Problem analysis (Chapter 3). <i>Behavioral consultation in applied settings: An individual guide</i> (pp. 109-130). New York: Kluwer.</p> <p>Ginsburg-Block, M., Rohrbeck, C., Fantuzzo, J. & Lavigne, N.C. (2006). Peer-assisted learning strategies, in G.G. Bear & K.M. Minke, <i>Children's Needs III</i>.</p>	<p>Problem Identificaiton Video Uploaded Self Reflection Due</p> <p>PALS Presentation</p>

7	10/14/15	<p>Problem Analysis Part 2; Consultation at Tier 2/Targeted Level</p> <p><u>Readings:</u> Christ, T.J. (2008). Best practices in problem analysis. <i>Best Practices in School Psychology V, 2</i>, 159-176.</p> <p>Trussell, R. P., Lewis, T. J., & Stichter, J. P. (2008). The impact of targeted classroom interventions and function-based behavior interventions on problem behaviors of students with emotional/behavioral disorders. <i>Behavioral Disorders, 33</i>, 153-166.</p> <p>Jitendra, A. K., DuPaul, G.J., Volpe, R.J., Tresco, K.E., Junod, R.E.V., Lutz, J.G., ... & Mannella, M.C. (2007). Consultation-based academic intervention for children with attention deficit hyperactivity disorder: School functioning outcomes. <i>School Psychology Review, 36</i>, 217-236.</p>	<p>Mid Semester Evaluation</p> <p>Daily Report Card Presentation</p>
8	10/21/15	<p>Group Supervision-Problem Identification and Problem Analysis</p> <p>Hayes, S. C., Barlow, D. H., & Nelson-Gray, R. O. (1999). The essentials of time-series methodology (Chapter 5). <i>The scientist practitioner: Research and accountability in the age of managed care</i> (2nd ed., pp.101-136). Boston: Allyn and Bacon.</p> <p>Hayes, S. C., Barlow, D. H., & Nelson-Gray, R. O. (1999). Within-series elements (Chapter 6). <i>The scientist practitioner: Research and accountability in the age of managed care</i> (2nd ed., pp.137-175). Boston: Allyn and Bacon.</p> <p>Kazdin, A. E. (1981). Drawing valid inferences from case studies. <i>Journal Of Consulting And Clinical Psychology, 49</i>(2), 183-192.</p>	<p>Problem Analysis Interview Video Uploaded</p> <p>Self Reflection Due</p>
9	10/28/15	<p>Intervention Monitoring Interview and Plan Evaluation Interview</p> <p><u>Readings:</u> Bergan, J.R. & Kratochwill, T.R. (1990). Plan implementation (Chapter 5). <i>Behavioral consultation and therapy</i> (pp. 197-229). New York: Plenum Press.</p> <p>Bergan, J.R. & Kratochwill, T.R. (1990). Problem evaluation (Chapter 6). <i>Behavioral consultation and therapy</i> (pp. 231-304). New York: Plenum Press.</p> <p>Kelleher, C., Riley-Tillman, T. C., & Power, T. J. (2008). An initial comparison of collaborative and expert-driven consultation on treatment integrity. <i>Journal Of Educational & Psychological Consultation, 18</i>(4), 294-324.</p> <p>Brown, S., & Rahn-Blakeslee, A. (2009). Training school-based practitioners to collect intervention integrity data. <i>School Mental Health, 1</i>, 143-153.</p> <p>Reid, R., Trout, A. L., & Schartz, M. (2005). Self-regulation interventions for children with Attention Deficit/Hyperactivity Disorder. <i>Exceptional Children, 71</i>, 361-371.</p>	<p>Self Monitoring Presentation</p>
10	11/4/15	<p>Data Workshop: ARC Building (IML 118)</p> <p><u>Readings:</u> Hood, C. & Dorman, C. (2008). Best practices in the display of data. <i>Best practices in school psychology V, 1</i>, 2117-2132.</p> <p>Shernoff, E. S., & Kratochwill, T. R. (2007). Transporting an evidence-based classroom management program for preschoolers with disruptive behavior problems to a school: An analysis of implementation, outcomes, and contextual variables. <i>School Psychology Quarterly, 22</i>, 449-472.</p>	
11	11/11/15	<p>Group Supervision: Intervention Monitoring and Plan Evaluation; Classroom Check Up Model</p> <p><u>Readings:</u> Reinke, Herman & Sprick (2011): Chapters 5, 6 & 7</p>	<p>Intervention Monitoring Interview Video Uploaded</p> <p>Self Reflection Due</p>

12	11/18/15	<p>Classroom Check Up (Continued) Qualitative and Mixed Methods in Consultation Research</p> <p>Readings: Meyers, J., Truscott, S.D., Meyers, A.B., Varjas, K., & Collins, A.S. (2010) Qualitative and mixed methods designs in consultation research (Chapter 5). In W. P. Erchul & S. M. Sheridan (Eds.), <i>Handbook of research in school consultation</i> (2nd ed., pp. 89-114). New York, NY, US: Routledge/Taylor & Francis Group.</p> <p>Shernoff, E.S., Lakind, D., Frazier, S.L. & Jakobsons, L. (2015). Coaching early career teachers in urban elementary schools: A mixed method study. <i>School Mental Health, 7</i>, 6-20.</p>	
13	11/25/15	<p>Diversity and Multiculturalism in Consultation</p> <p>Ingraham, C.L. (2000). Consultation through a multicultural lens: Multicultural and cross cultural consultation in schools. <i>School Psychology Review, 29</i>, 320-343</p> <p>Sheridan, S. M. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. <i>School Psychology Review, 29</i>, 344-353.</p> <p>Rogers, M. R. (2000). Examining the cultural context of consultation. <i>School Psychology Review, 29</i>(3), 414-418.</p> <p>Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. <i>Journal Of Educational & Psychological Consultation, 19</i>(1), 26-44.</p>	Plan Evaluation Interview Video Uploaded Self Reflection Due
14	12/2/15	<p>Consultation at the Systems-Level: Instructional Consultation, Teaming, Professional Learning Communities</p> <p>Readings: Gravois, T. A., & Rosenfield, S. A. (2006). Impact of instructional consultation teams on the disproportionate referral and placement of minority students in special education. <i>Remedial And Special Education, 27</i>(1), 42-52.</p> <p>National Association of School Psychologists (2013). <i>Teams work: Tips for Coordinating a strong school psychologist team</i>. Bethesda, MD: NASP.</p> <p>Annan, J., & Ryba, K. (2013). Networks of professional supervision. <i>School Psychology Quarterly, 28</i>, 170.</p>	Guest Lecture Kristy Herrell Brief Consultee Interview Completed SIRS – bring laptops
15	12/9/15	<p>Qualitative Interview with Consultee: Discussion of Combined Themes</p> <p>Gravois, T. A. (2012). Consultation services in schools: A can of worms worth opening. <i>Consulting Psychology Journal: Practice And Research, 64</i>(1), 83-87. doi:10.1037/a0028123</p> <p>Lewis, T. J., & Newcomer, L. L. (2002). Examining the efficacy of school-based consultation: Recommendations for improving outcomes. <i>Child & Family Behavior Therapy, 24</i>(1-2), 165-181. doi:10.1300/J019v24n01_11</p> <p>Shernoff, E.S., Mehta, T., Atkins, M.S., Torf, R. & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. <i>School Mental Health, 3</i>, 59-69.</p>	Qualitative Interview Summary Due

Course Requirements

1. Class Attendance and Participation (20 points total). Students are expected to attend all classes and actively participate in discussions, role plays, group supervision (see detailed policy below).

2. Summary and Critique of a Consultation Outcome Study (15 points) published in a peer reviewed journal (see supplemental readings). Consultation outcome studies should be single case or between group designs published no earlier than 2000. The paper should be 2 pages in

length, double-spaced, and follow APA style guidelines (6th Edition). The paper should be written following the rubric uploaded on Sakai.

3. Consultation Case Study (40 points total). Conduct four consultation interviews with a teacher trainee from the Graduate School of Education. This assignment includes the following:

- a. **Conduct four behavioral consultation interviews.** Each interview should be video recorded and uploaded onto Sakai (Problem Identification Interview by 10/7/15, Problem Analysis Interview by 10/21/15, Intervention Monitoring Interview by 11/11/15, and Intervention Evaluation Interview by 11/25/15).
- b. **Complete four brief case reflections (10 points each; 40 points total)** using the rubrics uploaded on Sakai.

4. Consultation Intervention Presentation (15 points). Co-present one evidence-based intervention that could be used in the context of consultation using the rubric uploaded on Sakai. Your presentation should provide a brief overview of the components of the intervention, available outcome research, and commentary about 1) how it may be adapted for diverse clients, and 2) what consultation model and fidelity assessment has been used or would be recommended. Your PowerPoint will be turned in and graded together with your presentation. Presentations are scheduled for weeks 6, 7, & 9 (30 to 45 minutes).

5. Qualitative Interview with Consultee Summary (10 points). Conduct a semi-structured interview with any teacher (excluding your consultee) regarding his/her experience with consultation. Audiotape the interview and transcribe. Describe themes and subthemes that emerged from the interview (see rubric).

General Course Policies and Procedures

Grading Policies: Please use APA Style (6th Edition) for all written assignments.
<http://owl.english.purdue.edu/owl/section/2/10/>

Written assignments are due at the beginning of class. Any assignment that is not submitted at the beginning of class on its due date will be considered 1 day late, and 1 day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. The quality of student writing, adherence to page requirements and rubrics, and conformity with APA style guidelines will be considered in the grade. Please write in a formal (rather than conversational) manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Review all written assignments to correct/address grammatical errors. In the case of a documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

A = 90 - 100
 B+ = 85 – 89
 B = 80 – 84
 C = 70 – 79
 F = 0 - 59

Attendance/Participation: Students should make every effort to attend each class. Attending all classes will increase the likelihood of a strong participation grade, as well as provide

opportunities for learning. Attending class includes arriving on time and remaining for the duration of the class period. Students are expected to actively participate in classroom discussions and activities, including role-plays and experiential activities. Active participation is defined as coming to class prepared (with readings completed), asking thought-provoking questions, attentive listening, and providing constructive feedback to colleagues. Your participation grade will be calculated by a formula such as: 10 points attendance, 10 points verbal contributions during class. However, I reserve the right to include other factors, including professionalism, arriving late/leaving early, and classroom behavior in the course participation grade. Please notify the professor before class if you are unable to attend a class. It is your responsibility to get any missed notes and handouts from your peers. Please turn off cell phones and do not use the Internet unless it is required for class activities.

Accommodation Procedures for Persons With Disabilities: To help fully include persons with disabilities in this course, please notify the professor if special accommodations in instruction or assessment are needed. To request academic accommodations, students must first submit documentation to the Office of Disability Services for Students.

Academic Honesty: Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic honesty. Written assignments for this class must represent original, independent work of each student. Any reference utilized must be cited, whether the student is quoting, or paraphrasing/summarizing the ideas from the source. When asserting a fact, it must be supported with a citation that provides the foundation for this statement. Submission of work previously or simultaneously submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may result in failure of an assignment, failure of the entire course, one grade deduction in the course, and/or disciplinary action up to and including dismissal from the program.

Supplemental Readings and Consultation Outcome Studies (*)

- American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. Available at <http://www.apa.org/ethics>.
- American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.
- Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010) One size does not fit all: Taking diversity, culture, and context seriously. *Administration and Policy in Mental Health*, 37, 48-60.
- Bartels, S.M., & Eskow, K.G. (2010). Training school professionals to engage families: A pilot University/State department of education partnership. *School Community Journal*, 20, 45-71.
- *Benn, A.E., Jones, G.W., & Rosenfield, S. (2008). Analysis of Instructional Consultants' questions and alternatives to questions during the Problem Identification Interview. *Journal of Educational and Psychological Consultation*, 18, 54-80.
- Best Practices (2008). Chapter 103 (Rosenfield): Best Practices in Instructional Consultation Teams.
- Dinkmeyer D. (2006). School consultation using individual psychology. *The Journal of Individual Psychology*, 62, 180-187.
- *DuPaul, G.J., Jitendra, A.K., Volpe, R.J., Tresco, K.E., Lutz, J.G., Junod, R.E.V., ... & Mannella, M.C. (2006). Consultation-based academic interventions for children with ADHD: Effects on reading and mathematics achievement. *Journal of Abnormal Child Psychology*, 34, 633-646.

- *Erchul, W.P., DuPaul, G.J., Bennett, M.S., Grissom, P.F., Jitendra, A.K., Tresco, K.E., ... & Mannella, M.C. (2009). A follow-up study of relational processes and consultation outcomes for students with attention deficit hyperactivity disorder. *School Psychology Review, 38*, 28.
- *Fabiano, G.A., Vujnovic, R.K., Pelham, W.E., Waschbusch, D.A., Massetti, G.M., Pariseau, M.E....(2010). Enhancing the effectiveness of special education programming for children with Attention Deficit Hyperactivity Disorder using a daily report card. *School Psychology Review, 39*, 219-239
- Gresham & Vanderwood (2010): Chapter 4 – Quantitative Research Methods and Designs in Consultation
- *Han, S.S., Catron, T., Weiss, B., & Marciel, K.K. (2005). A teacher-consultation approach to social skills training for pre-kindergarten children: Treatment model and short-term outcome effects. *Journal of Abnormal Child Psychology, 33*, 681-693.
- *Kaiser, L., Rosenfield, S., & Gravois, T. (2009). Teachers' perception of satisfaction, skill development, and skill application after instructional consultation services. *Journal of learning disabilities, 42*, 444-457.
- Kline, M.L. (1995). Looking from the outside in: A community psychologist's reflections on school consultation. *Journal of Educational & Psychological Consultation, 6*, 287-293.
- *Kratowchwill, T.R., Elliott, S.N., Loitz, P.A., Sladeczek, I., & Carlson, J.S. (2003). Conjoint consultation using self-administered manual and videotape parent-teacher training: Effects on children's behavioral difficulties. *School Psychology Quarterly, 18*, 269.
- *Kruger, L.J., Struzziero, J., Kaplan, S.K., Macklem, G., Watts, R., & Weksel, T. (2001). The use of e-mail in consultation: An exploratory study of consultee outcomes. *Journal of Educational and Psychological Consultation, 12*, 133-149.
- *MacLeod, I.R., Jones, K.M., Somers, C. L., & Havey, J.M. (2001). An evaluation of the effectiveness of school-based behavioral consultation. *Journal of Educational and Psychological Consultation, 12*, 203-216.
- *Noell, G.H., Witt, J. C., Slider, N.J., Connell, J.E., Gatti, S.L., Williams, K.L., ... & Duhon, G.J. (2005). Treatment implementation following behavioral consultation in schools: A comparison of three follow-up strategies. *School Psychology Review, 34*, 87-106.
- *Pffifner, L.J., Mikami, A.Y., Huang-Pollock, C., Easterlin, B., Zalecki, C., & McBurnett, K. (2007). A randomized, controlled trial of integrated home-school behavioral treatment for ADHD, predominantly inattentive type. *Journal of the American Academy of Child & Adolescent Psychiatry, 46*, 1041-1050.
- Sanetti, L.M., Fallon, L.M., & Collier-Meeka, M.A. (2011). Treatment integrity assessment and intervention by school based personnel: Practical applications based on a preliminary study. *School Psychology Forum (Vol. 5, No. 3)*.
- Swap, S. (1993). Developing home-school partnerships. New York: Teachers College Press
- *Sterling-Turner, H.E., Watson, T.S. & Moore, J.W. (2002). The effects of direct training and treatment integrity on treatment outcomes in school consultation. *School Psychology Quarterly, 17*, 47-77.
- *Volpe, R.J., DuPaul, G.J., Jitendra, A.K., & Tresco, K.E. (2009). Consultation-Based Academic Interventions for Children With Attention Deficit Hyperactivity Disorder: Effects on Reading and Mathematics Outcomes at 1-Year Follow-up. *School Psychology Review, 38*, 5-13.