Psych 636 Behavioral Consultation  
Fall 2018

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Tuesday & Thursday 2:00 - 3:00 PM  
Mondays 2:00 - 3:00 PM  
or by appointment

Class Meetings:
Mondays 11:00 a.m. – 1:50 p.m.  
Modoc Hall Room 222

Textbooks


**Course Description**

This course is designed to provide you with the concepts, principles, methods and skills of behavioral consultation in the schools. The skills associated with the consultative models taught in this course will enable you to design, implement, and evaluate empirically-based interventions in school and home settings as the problems apply to social adjustment and competence, emotional control, and classroom discipline.

It is important to note that this course has a central role in the preparation of school psychologists. As such, it has been constructed to address the state requirements for the preparation of school psychologists-- to meet, and in most cases, exceed the preparatory competencies issued by the state of California. It is applied in focus and expects that you will be engaged in consultation, in face-to-face meetings with consultees, in school settings, averaging at least 60 minutes each week.

**Important Note:**

There are several items to which I would like for you to direct your attention:

1. Make certain to read this syllabus in its entirety today so that you know what will be expected of you during the semester.

2. During the first two weeks of the semester, it will be essential for you to read the K&B textbook in its entirety. It is very short and will make the rest of the semester much easier. You must familiarize yourself with the model before we begin on September 10th.

3. Begin meeting teachers and developing relationships. Among the teachers you meet, begin thinking about who among them would be a good teammate in working with you over the semester to plan, implement and evaluate a data-based behavioral program for one of their students. Make a list of those teachers, and the students, and be ready to discuss them on the 17th of September. **This is essential, so please be prepared.**

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**Course Objectives**

1. The student will gain entry into a school organization and develop a consultative relationship with a consultee.

   a. The student will demonstrate understanding of the nature of consultation as a service delivery system to schools.
   
   b. The student will describe the difference between consultation and other service modalities such as counseling, program development, and psychoeducational evaluation.
c. The student will conceptualize consultation as a pre-referral intervention modality that should be used in conjunction with assessment measures of the child and classroom ecology.
d. The student will recognize when, and under what circumstances, to employ a consultative-based intervention in place of other service modalities.

2. The student will develop a behavioral model of consultation service delivery in the schools.
   a. The student will understand theoretically the behavioral model of consultation in the schools.
   b. The student will re-conceptualize a referral problem given by a teacher in terms operative within the framework of the behavioral models of consultation.
   c. The student will plan and design a workable intervention that is implemented indirectly by the consultant through the consultee in the child’s school environment.

3. The student will fully complete one consultation case involving a client who needs assistance with behavioral regulation in the context of a behavioral environment.
   a. The student will meet with a teacher during a problem identification interview and determine that intervention should be targeted toward the modification of a pupil's behavior.
   b. The student will analyze the problem using methods of: (a) teacher interview, (b) direct observation and (c) sequence analysis.
   c. The student will design and implement procedures for recording baselines of relevant behaviors comprising the problem using appropriate and effective methods of recording.
   d. The student will design a strategy for diagnosing the behavioral problem in terms of the relationship between antecedent and consequent events that may exist in either the external environment or the internal cognitive environment of the client.
   e. The student will come to an agreement with the consultee regarding the goals and objectives of the consultation case based on an analysis of the data.
   f. The student will discuss, and come to an agreement with, the consultee on the best and most practical intervention method for ameliorating the behaviors that comprise the problem as it has been defined.
   g. The student will keep a record of the client's behavioral progress (by graphing it) and summarize and explain the client's progress to the consultee.
   h. The student will terminate the consultation case when the client's problem has been solved or both the consultee and consultant agree, based on client data, that the case no longer yields outcomes warranting continued collaboration.

5. The student will design, create, and present a professional, top quality, PowerPoint or Prezi presentation of the completed behavioral consultation case to be presented to classmates, professors, other school psychology students and relevant stakeholders. The PowerPoint (or Prezi) presentation will be posted online with appropriate copyright
protection and anonymity of the client, the client’s school, and consulting personnel. The PP (or Prezi) presentation will be used as the main method of instruction during the course of the semester and will be developed iteratively until it is approved. The PP will be organized around a sensible outline that adequately communicates the activities, goals, objectives and findings of the behavioral consultation case. The report will include:

- demographic data
- problem identification
- problem analysis
- a description of the intervention plan
- results of the intervention for the consultee and consultant
- recommendations for continued intervention or intermittent monitoring of skill development in the client.

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**Course Format and Evaluation Procedures**

**Instructional methods.** The practice components associated with school-based consultation will be taught via lectures, written briefs, periodic consultation logs, developing case presentations, field activities, and reading assignments. Fieldwork placements are intended to function in tandem with this course to provide you with the opportunity to apply and practice consultative skills on real problems in the context of real schools.

**Lectures.** Lectures have been derived directly from textual content in order to provide you with interpretation and explanation of the didactic material underlying the consultation process, its history, the model on which it is based, various theoretical alternatives, research, issues, and generalities of practice.

**Period consultation logs.** You are expected to establish a consultation relationship with some of your teachers. You should plan on at least one 30-minute session per week with your consultees, beginning around the third week of September. You are to write two logs that should contain detailed notes on your conversations with your consultees and your subsequent analysis of the interaction. Your logs should reflect over time the problem definition, the analysis of the problem, the intervention strategies generated, and the outcome and evaluation of the consultation. Your logs must be submitted via email. **Log 1 is due Monday September 24th. Log 2 is due Monday October 22nd.** Email your log to: nschwartz@csuchico.edu Do NOT attach a word document. Write your log directly into the email.

**Written Briefs.** Written briefs will be 5-page papers in which you will have the opportunity to integrate lectures, class discussions, and readings by responding to specific questions each month (September, October, and November). The briefs are designed to bring together research, philosophical positions, and opinions (yours and others’) in the context of specific issues, skills, and values pertaining to the practice of consultation. There are seven topic areas from which to choose. You are to select three of the seven
topics to write your briefs; that is, you will choose three topic areas, and write a brief for each area. The journal articles and chapters listed in each topic area on this syllabus are examples of the kind of research you will want to read. You may read the articles listed on this syllabus; however, **it is essential that you can go to PsychInfo or Google Scholar and select others that you find interesting and relevant.** You may blend the two sources. There are only three things you must pay attention to: 1) You must have a minimum of **four** articles per brief, 2) At least half of your articles must have been published between 2008 and 2018, and 3) You must provide a reference list at the end of your brief. **Briefs are due in class on: October 1, October 29, and November 26. Be prepared to discuss your paper in class on the days they are due.**

**Class Activities.** Class activities will be divided into three types:

**Type 1:** Lecture of the Model and Discussion of Field Applications

**Type 2:** Troubleshooting of field-based activities.

**Type 3:** Discussion of written briefs and/or logs when appropriate.

**Case Presentation.** At the end of the semester, you will present your consultation case to the class. The case presentation has been incorporated into the course in order for you to be exposed to behavioral interventions other than your own, and to see how others handled their cases. Exposure to various interventions is valuable for you in designing further interventions later on. (A handout on the PowerPoint/Prezi document and the oral presentation will be handed out later in the semester). Other School Psychology faculty and students will be invited to hear your presentations.

**Reflective Paper:** Using your logs and the cases you worked on with one or more of your consultees, discuss your development as a consultant and the way you adapted the basic behavioral or CBC model of consultation to your personal style. Discuss the assumptions of the model, the steps involved, and, as objectively as you can, your success as a consultant in following the model. While this is intended to be a self-reflection paper, it is also expected to incorporate the literature you read and the information discussed in class, and presented in lecture. It is expected to be 5-8 pages in length. Your reflective paper should be written in the form of an email addressed to me at: nschwartz@csuchico.edu. Please do not attach a word document.

**Field Contact:** Since the methods used in behavioral consultation are applied to real cases, it is important that you seek guidance in a timely fashion when necessary. Consequently, I am available to you by phone all week long, and on the weekends. Thus, you are welcome to call me at my office between 9:30 am — 5:00 pm Monday, Tuesday, or Thursday, and at home during the evenings between 8:00 pm and 10:00 pm.
**Student Behavioral Requirements**

Students are required to:

1. Attend all class sessions with readings and assignments completed.
2. Participate in classroom discussions and activities. Turn in 3 written briefs (one each in September, October, & November).
3. Consult with 1-2 teachers regularly each week when active consultation begins in the field, and begin at least 3-4 cases so that at least one case moves through all four stages of the consultation model.
4. Complete and present one behavioral consultation case using the basic behavioral model or the CBC model.
5. Turn in 2 consultation logs when due.
6. **Be prepared for each class by having in class all field notes and data for at least one consultation case you are working on in the schools. (No exceptions). NEVER MISS CLASS; NEVER COME UNPREPARED.**
7. To complete a final **reflective paper due December 11th.**

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**Performance Measures and Grading**

**Course Completion**

All three performance measures below must be submitted at the time they are due, and receive a CREDIT, in order to be eligible to complete the course.

1. Written Briefs are not graded (Credit/No Credit), but **must be submitted when due in order to complete the course. (No exceptions).**
2. Reflective Paper is not graded (Credit/No Credit), but **must be emailed when due in order to complete the course. (No exceptions).**
3. Logs – are not graded (Credit/No Credit), but **must be emailed when due in order to complete the course. (No exceptions).**

**Course Grade**

If all three performance measures above are completed with credit, and the class presentation case is completed, then each student is eligible to complete the course and receive a course grade. The course grade will be based on the following assignment only:

1. **Class Presentation Case (1 @ 100 pts) = 100 points**

   A 93%

   A- 90%
University Policies and Campus Resources

Diversity Statement: I value diversity and I am committed to fostering and maintaining an educational environment that appreciates individual differences in all areas of instruction. To this end, I will not tolerate or condone any actions, practices, or processes that discriminate against or are prejudicial toward any person or group based on race, gender, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Academic Integrity: Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/integrity.shtml.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with ARC (Accessibility Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

IT Support Services: Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT.
Support Services; contact them through their website, http://www.csuchico.edu/itss. Additional labs may be available to students in your department or college.

**Student Services:** Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/current-students.

**Americans with Disabilities Act:** If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Accessibility Resource Center http://www.csuchico.edu/arc
530-898-5959 Student Services Center 170 arcdept@csuchico.edu

**Student Learning Center:** The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc. The University Writing Center has been combined with the Student Learning Center.

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**Class Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Description of the Course and Review of the Course Syllabus</td>
</tr>
<tr>
<td>9/3</td>
<td>Labor Day Holiday [No class]</td>
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<tr>
<td>9/10</td>
<td>Problem Identification, PI Interview, and baseline recording procedures</td>
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<tr>
<td>9/17</td>
<td>Review of Procedures for Increasing and Decreasing Behavior</td>
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Guidelines for Writing Briefs:

1. Select Any 3 of the seven Topic Areas listed below.
2. Read at least two of the articles listed within the area.
3. Using Google Scholar, look up the articles you chose to read.
4. Find two additional articles published between 2004 and 2017 related to the articles you chose to read.
5. Read the two additional articles.
6. Integrate the four articles into an essay that deals with the questions posed under the topic area you chose.
7. In your paper, cite the four articles you read, and identify them in a reference list.

TOPIC AREA 1: Introduction to Consultation

Please use the references below as a guide:

Summarize and integrate the material you read with your own thoughts and experiences and consider the following questions:

1. Why is consultation a useful skill for school psychologists to acquire?
2. How has it evolved historically?
3. What are the advantages and disadvantages of using consultation in a school setting?

**TOPIC AREA 2: The Behavioral Model of Consultation**

Please use the references below as a guide:


Summarize and integrate the material you read with your own thoughts and experiences and consider the following questions:

1) Describe the behavioral consultation model.

1. How does the model stack up against other ways to consult?
2. What are the advantages and disadvantages of using a model such as this in the school where you are assigned? How about a different kind of school setting?

**TOPIC AREA 3: Issues in Thinking about Interventions**

Please use the references below as a guide:
Summarize and integrate the material you read with your own thoughts and experiences and consider the following questions:

1. What are the important components in planning interventions?
2. Who decides what intervention strategies should be utilized?
3. What is the basis for intervention?

**TOPIC AREA 4: Issues that Focus on the Consultant and Consultee**

Please use the references below as a guide:


Summarize and integrated the material you read with your own thoughts and experiences and consider the following questions:

1. What is the impact of the consultant on the relationship?
2. How does the consultant and consultee benefit from consultation?
3. Does the perception of others affect the consultant’s role in the consultation process?

**TOPIC AREA 5: Issues in Implementing Interventions**

Please use the references below as a guide:


**Summarize and integrate the material you read with your own thoughts and experiences and consider the following questions:**

1. What are the major problems in implementing interventions?
2. Who is responsible for dealing with problems of intervention?

**TOPIC AREA 6: Issues in the Evaluation of Interventions**

Please use the references below as a guide:


**Summarize and integrate the material you read with your own thoughts and experiences and consider the following questions:**
1. Who is the beneficiary of consultation?
2. Who is responsible for follow-up action?
3. How does the consultant evaluate his or her effectiveness?
4. Is consultation in schools worth the time and money it costs?

**TOPIC AREA 7: Issues in Cultural Diversity in Consultation**

Please use the references below as a guide:


Summarize and integrate the material you read with your own thoughts and experiences and consider the following questions:

1. Do cultural differences affect consultation?
2. Do these issues affect you at your place of work?