

UNC-Chapel Hill School of Education
EDUC 708 Sections 001 & 956: School Consultation Methods
School Psychology and ECIFS Programs
3 semester hours

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Course Description: The purpose of this course is to introduce students to the essential skills, current issues, and central theories in the professional practice of consultation in school and early childhood settings.

Course Goals:

- Students will learn the basic communication, collaboration, and consultation skills necessary to engage an allied professional in the resolution of a work related problem.
- Students will learn problem solving strategies to guide the consultation process.
- Students will learn strategies for initiating and creating collaboration across agencies that serve children and families.
- Students will develop understanding for cultural issues in the consultation process.
- Students will develop understanding of ethical and legal considerations in the consultation process.
- Students will learn about the major models of consultation that are used in schools and other educational settings.

Standards and Principles:

School Psychology – APA: G1.2, G1.3, G1.6, and G2.1. NASP: 2.2, 2.6, and 2.8.
SOE: 4, 8
ECIFS - SOE Principle 4, 8; NAEYC Standard 2 - Family and Community Partnerships.

Requirements and Grading: The following tasks and exercises are included in the course to support your understanding and synthesis of the class materials and readings.

1. Classroom participation: Throughout the term we will be engaging in a variety of in-class activities. For these activities to be effective and support your acquisition of knowledge, it is critical that everyone: a) do the assigned reading before class; b) complete any special assignments that have been made; and c) feel free to participate. Your presence in class and your active participation are expected. In the class-participation category I give exemplary marks to students who are thoughtful, active and consistent in class. Thoughtful means that as an individual you are using reasoned thinking in class and as a member of class groups you are supportive and engaged. (All your comments and questions don't need to be "brilliant", often many of the "best" questions are the ones everybody is silently

thinking to himself or herself.) Active means that you ask questions and complete in-class assignments. (I understand that talking in-groups or in class can be difficult for some people and I will encourage class members to be respectful listeners.) Consistent means that you have regular attendance and are usually thoughtful and active. (We all have bad days.)

2. Group Reflection: Each week at least one or two class members will post their reflections on the weekly readings on the Blackboard community discussion board. The rest of the class will then reflect on the reflection. Each person's first response should be at least one-half page each. There are no limitations on the length of subsequent postings. Each person will receive a grade each week, please see the evaluation section of the syllabus for details.
3. Consultation Logs: You are required to establish a consultation relationship with two people in your field placement, most likely teachers. You should plan on at least six half-hour sessions with your consultees, beginning the last week in September. Your consultation logs should focus on your role in helping to define the problem, the process of analyzing the problem with the consultees and the outcomes of the consultations. Be sure to reflect on your development as a consultant. **Three audio recordings** of consultation with one of the consultees is required in conjunction with your consultation logs.
4. Case Study: Formal case study of the consultation. Please see guidelines
5. Case Study Reflection: Reflection on the case study and your professional development. Please see guidelines.

Grading:

Classroom Participation/Reflections	= 25 points
Group Reflection/Moderator	= 20 points
Consultation Logs (10 pts. each)	= 30 points
Case Study	= 15 points
<u>Case Study Reflections</u>	<u>= 10 points</u>

Total 100 points

The grading system for UNC graduate students employs three passing grades and one failing grade:

- H - Clear excellence
- P - Entirely satisfactory
- L - Low passing
- F - Fail

This course will employ this grading system, using a P to denote work which satisfies all stated requirements and demonstrates a clear understanding of all concepts. An H denotes exceptional insight and integration. In addition to receiving points for each assignment, you will also receive a grade of H, P, L or F.

Texts:

Everyone must complete the assigned readings from these texts before the indicated class session.

Brown, D., Pryzwansky, W. B., & Schulte, A.C. (2006). *Psychological consultation: Introduction to theory and practice (6th Ed.)*. Allyn and Bacon: Boston. **(BPS for readings)***

Lambert, N. M., Hylander, I., & Sandoval, J. (2004). *Consultee-centered consultation: Improving the quality of professional services in schools and community organizations*. **(LHS for readings)***

Buyssee, V. & Wesley, P. W. (2005). *Consultation in Early Childhood Settings*. Brookes Publishing: Baltimore. **(BW for readings)***

Black Board: additional readings posted by week on the class website. **(BB for readings)***

Tentative Topic Outline

<u>Date</u>	<u>Topic</u>	<u>Readings*</u>
8/29	Introduction	
9/5	Consultation as an Intervention	BPS 1, BW 1, BB
<u>Consultation Stages and Process</u>		
9/12	Helping Relationship	BPS 6, BW 2, BB
9/19	Core Communication Skills	BPS 7, BW 3/4, BB
9/26	The Consultee	BPS 8, BW 3/4, LHS 3, BB
10/3	Consulting with Teachers	BPS 9, BW 5/6, LHS 5, 24, 25, BB
10/10	Multicultural Issues	BPS 7, BW 6/7, LHS 17, BB

Models of Consultation

10/17	Fall Break	
10/24	Strategy Selection and Implementation	BW 7/8, BPS 10, LHS 1, 2, BB
10/31	Consultee-Centered Consultation	BPS 2, LHS 4, 11, 21, BB
11/7	Consultee-Centered Consultation	BW 8/9, LHS 13, 22, 23, BB
11/14	Behavioral and Other	BPS 3, BW 12, BB
11/21	Thanksgiving Recess	
11/28	Behavioral	BPS 11, BW 13, BB
12/5	Systems	BPS 5, LHS 14

Field Assignment Consultation Log Reflection Guidelines

Please use these questions only as a guideline when writing your consultation logs. It is not necessary to answer every question, nor are you limited to only these topics. **Please complete a reflection for each meeting with each consultee.**

1. Describe the setting, participant(s), and how the consultation session was initiated.
2. Describe the stage(s) of consultation covered during the session, such as rapport building, problem identification, data sharing, problem-solving, problem analyses, plan implementation, problem evaluation, or review and disengagement. (You'll probably only focus on one or two of these stages per session.)
3. What was the topic of the consultation session? What was the problem from the consultee's point of view? What are your hypotheses about the problem?
4. Describe the level of trust and the quality of the relationship between the consultant and the consultee.
5. What social issues (such as race, gender, class, culture, etc.) influenced the consultation interaction or the consultee's work with the client?
6. What techniques did you use to promote communication (i.e., active listening, clarifying, making inferences, reflecting feelings, etc.)? How could you have communicated better?
7. Describe any personal issues that were raised and how you redirected the consultee to the client's problem.
8. What was the immediate result of the consultation session (stronger consultation relationship, better problem definition, empowered consultee, strategies generated or evaluated, etc.)
9. What is your plan for the next consultation session? What model are you most closely following?
10. How would you describe the overall quality of the consultation session? What could you have done differently? What skills do you still need to work on?

Consultation Case Study

The final assignment for the course will be a formal case study of your consultation. You may use content and ideas from your reflections, however, this is to be a more formal, summative, and interpretive process.

This assignment has two pieces:

- (a) A case study submitted as a for a letter grade.
- (b) A reflection on the case study submitted as the basis for a reflection on practice.

Case Study Components (Adapted from Dougherty, 2000)

I. Description of the Model

- (a) Provide a summary of the model you chose to work with.
- (b) Provide your rationale for the choice of the model. Be sure to explicitly discuss the critical links between theory and practice that guided your adaptation of this model.

II. Setting and Background Issues

- (a) Where did the consultation take place? Provide a description of the work context including the overarching goals of the organization, consultee.
- (b) What are some of the salient issues related to the ultimate goal(s)/issue(s) of the consultation (e.g., attentional problems in second grade students.)

III. Goals of Consultation

- (a) General goals
- (b) Describe the consultant's function and role in this consultation
- (c) Describe the consultee's function and role in this consultation

IV. Application

- (a) Describe and evaluate the consultation process. Include a discussion of the entry, problem id, implementation and closure phases.

Reflection/Final

V. Implications for Practice

- (a) So What? Personal - How did the process and outcome of the consultation mesh with your expectations described in Ib of the case study components?
- (b) So What? Professional – What use might this indirect intervention have for professional practice in your field? Discuss this based upon an integration of relevant theory/practice concerns for your field.

Student Information Sheet

Name:

Phone Number:

Program:

Email:

Field Placement:

Describe your prior instruction/experience in communication skills, consultation, counseling, group process, system intervention.

What are your professional goals?

What do you hope to get out of this course?

What are your concerns about this course?

Do you have someone in mind to use as a consultee for the assignment in this class?
What is their title (role) and your relationship with him/her at this time?

What concerns do you have about providing consultation services this semester?

What questions/concerns do you have about providing consultation services in your work setting in the future?

What knowledge, skill, or practice needs regarding consultation do you have at this point in the term? That is, what would you still like to learn about?

Assignments

Group Reflections

In order to get the most out of the reading for this course and to make the best use of our collective time, we will keep a group reflection notebook on Blackboard where we record important reading selections and explore them in writing.

In addition to fostering a habit of close and active reading that will inform our class discussions, I anticipate that this notebook will grow into a useful catalogue of ideas and citations that will aid your integration of the information from this class with your personal experiences with problem-solving and professional development. There will be two roles for each Group Reflection: (a) Moderator and (b) Responders – the rest of the class.

Instructions for the weekly moderator(s):

1. As you make your way through the assigned readings for your week, pay attention to the places in the readings that grab your attention. You may want to highlight these spots, or make a note of the page number and the article, chapter, etc.
2. Choose a passage from the reading that feels like it's the most important or most compelling to you. (It may be compelling in either a positive or negative way – don't be afraid to choose a passage to which you are resistant. Sometimes the richest learning comes from exploring that which is uncomfortable or troublesome to us.)
3. Copy the passage into your moderator's reflection on the community discussion board. Cite the author, article/book, and page number. Beneath the passage, describe your response to the passage, and explain why you've selected it. Then explain how you see your selected passage in relation to the rest of the chapter/articles, and/or your professional values and beliefs. Your initial reflection, excluding the author's quote should be between one to two pages, and your summary reflection (see below) should be at least one page in length.

Posting on the Community Discussion Board

4. After the week's Moderator(s) has posted his/her reflection, we will all then contribute to the discussion(s) as Responders. We will continue the Blackboard discussion in the following way:
 - a) After the Moderator posts his/her initial reflection (by Friday evening of his/her week), the Responders (the rest of us) will post our reflection on the reflection by Tuesday morning.
 - b) The Moderator will then write a final response which he/she will share in class the next week.

Evaluation

Moderator Reflection Rubric

	Exemplary (2 pts)	Proficient (1 pt)	Unsatisfactory
Reflection (100%): Implications for Professional Practice: So What? (60%)	Reflect on how the passage was congruent/incongruent with your understanding of student's/teacher's/school's needs. Integration of theoretical and practical concerns. Reflection exhibits complex thinking about the conceptual and practical linkages to improved professional practice.	Some reflection without detailed descriptions.	Cursory description of the process

Group Reflection – Responder's Rubric

In the **group** participation category I give exemplary marks to students who are thoughtful, active and consistent. Thoughtful means that as an individual you are using reasoned thinking online and you are supportive and engaged. (All your comments and questions don't need to be "brilliant", often many of the "best" questions are the ones everybody is silently thinking to himself or herself.) Active means that you ask questions and complete online assignments. Consistent means that you have regular participation and are usually thoughtful and active. (We all have bad days.)

- 0: Partial proficiency, minimal compliance. Submit reflection with little description and minimal analyses.
- 1: Proficient, adequate compliance. Submit reflection with concrete descriptive narrative. Little clarification or speculation.
- 2: Exemplary, exceeds expectations. Submit reflection with conceptual analysis. Link observations/experience to theory and best practice. Implications for consultation outcomes, discussion of issues related to practice of early intervention/consultation in school settings.

Rubric for Consultation Logs

- 0: Partial proficiency, minimal compliance. Submit reflection with little description and minimal analyses.
- 1: Proficient, adequate compliance. Submit log with concrete descriptive narrative. Little clarification or speculation.
- 2: Exemplary, exceeds expectations. Submit log with conceptual analysis. Link observations/experience to theory and best practice. Implications for consultation outcomes, discussion of issues related to practice of early intervention/consultation in school settings.

Case Study Rubric

	Exemplary (2 pts)	Proficient (1 pt)	Unsatisfactory
Intrapersonal Strengths and Weaknesses (40%)	Provide a summary and rationale for your assessment. Discuss the critical links between theory and practice that guided your arrival at these conclusions.	Provide a concise summary of your assessment	Superficial summary
Current Performance in Observable Terms (30%)	Accurately describe and chart the student's performance AND reflect on how this process might inform instruction and the tasks provided to the student.	Accurately describe and chart the student's performance	Cursory description of the process
Design Appropriate Intervention (30%)	Thoughtfully describe an intervention based upon your assessment of what the student knows and can do. Integrate theoretical and practical concerns, AND consider the larger conceptual and practical linkages between your intervention and improved professional practice	Some description with concrete examples, little speculation or clarification	Cursory description

Case Study Reflection Evaluation

Submit your case study and reflect on how consultation supports your acquisition of skills and knowledge that are embedded within your profession's scope of practice.

Rubric

- 0: Partial proficiency, minimal compliance. Submit case study with no analysis.
- 1: Proficient, adequate compliance. Submit case study with concrete descriptive narrative. Little clarification or speculation.
- 2: Exemplary, exceeds expectations. Submit forms with conceptual analysis. Link observations/experience to theory and best practice. Implications for consultee/client outcomes, discussion of issues related to practice of consultation in professional settings.