

# Consultation: Theory and Practice

PSYC 565

Fall 2025

<b>Professor:</b>	Dr. Elizabeth McKenney	<b>Class Location:</b>	Alumni Hall, 0201
<b>Office:</b>	Alumni Hall, Rm 0119	<b>Class Time:</b>	Wednesday, 1 – 3:50 pm
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## Course Description

This course is designed to examine the theory, principles, and procedures of the consultation process. Various models and methods of consultation will be covered, with emphasis on an integrated conjoint behavioral consultation model and systems consultation. The distinct responsibilities and relationships involved in consultative processes will be emphasized. Consultation as an intervention at the individual, group, and system levels to address student behavioral and instructional needs will be discussed, and similarities and differences to collaborative processes will be examined. Class time will be spent on lecture, discussion, and applied practice activities. Both formal assignments and lectures are designed to encourage and increase student participation. Students who aspire to a high grade in the course should note that having read materials thoroughly prior to class and providing substantive contributions to class discussions are expected.

## Required Texts

- Little, S. G., & Akin-Little, A. (2019). *Behavioral Interventions in Schools: Evidence-Based Positive Strategies, 2<sup>nd</sup> Edition*. American Psychological Association.
- Erchul, W. P., & Martens, B. K. (2012). *School Consultation: Conceptual and Empirical Bases of Practice (3<sup>rd</sup> Edition)*. Springer Science + Business Media, LLC.
- Newman, D. S., & Rosenfield, S. A. (2024). *Building Competence in School Consultation: A Developmental Approach, 2<sup>nd</sup> Edition*. Routledge.
- Sanetti, L. M. H., & Collier-Meek, M. A. (2019). *Supporting Successful Interventions in Schools: Tools to Plan, Evaluate, and Sustain Effective Implementation*. The Guilford Press.
- Sheridan, S.M., & Kratochwill, T.R. (2008). *Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions (2<sup>nd</sup> Edition)*. Springer Science + Business Media, LLC.

## Other Required Readings

- Collier-Meek, M. A., Kratochwill, T. R., Luh, H., Sanetti, L. M. H., & Susilo, A. (2023). Reflections on consultation: Applying a DisCrit and equitable implementation lens to help school psychologists disrupt disparities. *Journal of Educational and Psychological Consultation*, 33 (1), 10 – 44. <https://doi.org/10.1080/10474412.2022.2131558>

- Farinde-Wu, A., Glover, C. P., & Williams, N. N. (2017). It's not hard work, it's heart work: Strategies of effective, award-winning culturally responsive teachers. *Urban Review*, 49, 279 – 299. <https://doi.org/10.1007/s11256-017-0401-5>
- Meyers, A. B., Meyers, J., Graybill, E. C., Proctor, S. L., & Huddleston, L. (2012). Ecological approaches to organizational consultation and systems change in educational settings. *Journal of Educational and Psychological Consultation*, 22, 106 – 124. <https://doi.org/10.1080/10474412.2011.649649>
- Parker, J. S., Castillo, J. M., Sabnis, S., Daye, J., & Hanson, P. (2020). Culturally responsive consultation among practicing school psychologists. *Journal of Educational and Psychological Consultation*, 30, 119 – 155. <https://doi.org/10.1080/10474412.2019.1680293>
- Sabnis, S., Castillo, J. M., & Wolgemuth, J. R. (2020). RTI, equity, and the return to the status quo: Implications for consultants. *Journal of Educational and Psychological Consultation*, 30, 285 – 313. <https://doi.org/10.1080/10474412.2019.167152>
- Sheridan, S. M., Witte, A. L., Wheeler, L. A., Eastberg, S. R. A., Dizona, P. J., & Gormley, M. J. (2019). Conjoint Behavioral Consultation in rural schools: Do student effects maintain after 1 year? *School Psychology*, 34, 410 – 420. <https://doi.org/10.1037/spq0000279>
- Ysseldyke, J., Lekwa, A. J., Klingbeil, D. A., & Cormier, D. C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. *Journal of Educational and Psychological Consultation*, 22, 21 – 43. <https://doi.org/10.1080/10474412.2011.649641>

## Course Goals and Structure

In this course, there are four primary goals for students' learning, such that students will have strengthened their skills in each of these areas by the end of the semester. At many times during the semester, students may be simultaneously developing their skills in multiple areas, via readings, in-class activities, and/or applied assignments.

**Goal One:** Students will master the steps of the problem-solving process in organization-based service delivery for children.

**Goal Two:** Students will learn and demonstrate emerging competence in the interpersonal skills necessary to ensure affiliation, rapport, and collaboration during indirect service delivery with parents, teachers, and other professionals serving children.

**Goal Three:** Students will learn and begin to apply multicultural considerations and competencies necessary to ensure the relational outcomes listed in Goal Two with families from marginalized cultural backgrounds and identities, with the goal of ensuring socially just outcomes for all students.

**Goal Four:** Students will learn, apply, and evaluate the effectiveness of evidence-based individual and/or group behavior change procedures.

## NASP Standards for Graduate Preparation of School Psychologists (2020) Addressed:

### Standard 2, Domain 1

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

### Standard 2, Domain 2

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

### Standard 2, Domain 5

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

### Standard 2, Domain 7

School psychologists understand principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interaction with communicate agencies to enhance academic and social-behavioral outcomes for children.

### Standard 2, Domain 8

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation,

gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

## Standard 2, Domain 9

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

## How to Succeed in this Course

This class is intended to introduce you to and give you the skills necessary to succeed in supporting adult learning to the benefit of children and adolescents' mental health and development. To do that, you will need to understand both the theory behind consultation and the practices that make an effective consultant. To demonstrate competence in this subject matter, you will need to share your ideas, ask questions, write critically, and think about how the applied experiences that you have relate to what you're reading and learning. Students who earn a "B" in this class will complete the assigned activities in their entirety and demonstrate a sound understanding of related theory. Students who earn an "A" will, in addition, demonstrate evidence of continuous critical analysis of readings and experiences.

## GenAI Use Expectations

In any college course, there can be various levels of AI usage allowed in each assignment, which are described below. In this course, **Level 3 usage is allowed on specific assignments, only as designated below with each assignment description.** In each assignment description below, the level of GenAI use allowed is explicitly stated. **Usage at a lower or higher level than what is specifically designated is never allowed.** Doing so will result in academic misconduct consequences, to be determined on a case-by-case basis at my discretion.

Seven levels of possible GenAI usage (from Illinois State University's [Center for Integrated Professional Development](#)). Highlighted levels indicate levels that *may* be available in this course, check individual assignment guidelines for the specific level allowed.

Level	Description	What this looks like in practice
0	No use of GenAI	Students will create their own, original work without the use of GenAI in any manner.
1	Organizational use of GenAI	Students will create their own, original work without the use of GenAI; however, the use of GenAI for personal efficiency (i.e., summarizing notes, clarifying content) is acceptable.
2	Use of GenAI for brainstorming or idea generation	Students can consult GenAI as a tool for brainstorming or idea generation, but are expected to create their own, original work without the use of GenAI.
3	Use of GenAI for feedback	Students create their own work, then use GenAI as a tool to provide feedback on their work. Students are expected to use feedback from GenAI to conduct their own revisions of their own work, so any work submitted should be GenAI-supported, not GenAI-created.
4	Use of GenAI to co-create and revise work	Students can use GenAI to develop drafts/outlines of their work but are expected to carefully edit and revise GenAI-created content as appropriate for their learning context. It is expected that any use of GenAI-created content is properly disclosed and attributed.
5	Unrestricted, attributed use of GenAI (Or what Dr. McKenney calls the, "I came to school because I enjoy lighting my/my family's money on fire," level.)	Students can freely use GenAI if the use of any GenAI-created content is properly disclosed and attributed.
6	Unrestricted, unattributed use of GenAI (I think of this one as the, "I don't want to say it out loud, but I came to school because I enjoy lighting my/my family's money on fire," level.)	Students can freely use GenAI in any form. Attribution is not necessary. <i>Note: While it is possible to use GenAI in an unrestricted manner without attribution, any who apply this level of GenAI uses in their course should carefully consider ethical and legal implications of such AI use.</i>

## Course Assignments and Grading

Assignments	Total Points	Percentage of Grade
Notes Activities	100	20%
Participation	30	6%
CBC Recorded/In-Class Practice - CNII – 40 points	100	20%

<ul style="list-style-type: none"> <li>- CNAI – 20 points</li> <li>- Int. Plan. – 20 pts</li> <li>- CPEI – 20 points</li> </ul>		
Team Meeting Observation Activity	50	10%
Classroom Observations and Feedback Activity	40	8%
Consultation Tasks & Binder <ul style="list-style-type: none"> <li>- Tasks – 70 points</li> <li>- Rough draft – 20 points</li> <li>- Final binder – 90 points</li> </ul>	180	36%
<b>Total</b>	<b>500</b>	<b>100%</b>

## Notes Activities

At the beginning of most classes, I'll ask you to fill out a short, handwritten activity about the readings for that week. The prompts/questions will often be about aspects of the readings that I previously prompted you to pay attention to. Often, I'm going to be interested in what really interests or intrigues you about a topic or reading, and what questions you still have. These will be used in class to generate discussion, and turned in either at the class break or the end of the class, for completion credit. You can come to class with notes and/or with your readings highlighted/written on to assist you in completing this activity, but the best thing that you can do to help you prepare for class is to read carefully.

## Conjoint Behavioral Consultation Recorded Practice

Working in groups, students will conduct recorded practice sessions of the formal interviews used during the CBC process, using mock case materials provided by the instructor. The procedures to be followed for each interview are below:

- Conjoint needs identification interview
  - o Full interview, using each of the mock cases (1, 2, 3, and 4, if needed)
  - o One person per group will be consultant
  - o One person per group will act as teacher consultee
  - o One person per group will act as parent consultee and monitor fidelity, if needed
  - o If the group consists of 4 people, one person will be fidelity monitor
  - o Rotate these procedures, using different mock cases, until each member per group has conducted a full CNII recorded practice session
  - o Off camera, group members will provide the consultant praise for elements done well and provide suggestions for any portions of the interview that were unclear or that could have been examined further
  - o Following submission, each student will meet with the instructor individually, to review the video and discuss feedback
- Conjoint needs analysis interview
  - o The entire group will review the CNAI together

- “Trickiest part,” one person per group will, acting as consultant, record a portion of the CNAI that they find particularly challenging and in which they would like more practice
- Other members will act as teacher consultee, parent consultee, and/or fidelity monitor
- Rotate these procedures until each member per group has conducted and recorded their self-identified trickiest part of the interview
- Off camera, group members will provide the consultant praise for elements done well and provide suggestions for any elements of the interview excerpt that were unclear or that could have been examined further
- Intervention planning and direct training
  - In-class, students will assemble in their groups and take turns providing an intervention overview, asking intervention planning questions, and conducting direct training with the intended intervention to be used in their cases
- Conjoint plan evaluation interview
  - The entire group will review the CPEI together
  - “Trickiest part,” one person per group will, acting as consultant, record a portion of the CPEI that they find particularly challenging and in which they would like more practice
  - Other members will act as teacher consultee, parent consultee, and/or fidelity monitor
  - Rotate these procedures until each member per group has conducted and recorded their self-identified trickiest part of the interview
  - Off camera, group members will provide the consultant praise for elements done well and provide suggestions for any elements of the interview excerpt that were unclear or that could have been examined further

## Classroom Observations and Feedback Activity

Students will conduct two observations in a classroom (ideally the same classroom as the one in which they are conducting their consultation case, but if delays occur in finding a case, these can be with another teacher), using the DBR-CM form. These observations should be conducted after that form is reviewed in class (see course calendar). Before conducting the observations, the student should show the DBR-CM form to the teacher and give them a copy, explain each of the practices being observed, and answer any questions that the teacher has. If desired, the teacher can also complete the self-report form while the observer is completing their own rating. Soon after finishing the second observation (or later if the teacher requests additional observations), the student should meet with the teacher, share their ratings and explain the rationale for their ratings, compare and discuss the teacher’s self-ratings (if applicable), and provide suggestions for how to increase use of any practices rated at lower than 7. Students should also solicit teachers’ questions and impressions of receiving professional support in this manner, and what kind of additional support would be helpful to them. After completing these activities, students should submit their data collection forms, a copy

of the teacher's de-identified self-monitoring form, if relevant, and a brief 1 – 2 paragraph reflection on how this activity went. This reflection may include, but is not limited to, reflections on the teacher's apparent comfort level, the student's comfort level sharing observation data and providing feedback, and/or how the DBR-CM data informed conversations. *Grading will be based on completion of the required observations, clear discussion of communication with the teacher consultee, and thoughtful reflection on the activity.*

## Conjoint Behavioral Consultation Case

Students will conduct a conjoint consultation case regarding an individual client, with their parent(s) and teacher, as part of their practicum placement. The assignment will be based on the structure and principles of Conjoint Behavioral Consultation, and will include:

- 1) Conjoint needs identification interview – bring to class/turn in:
  - Notes of interview questions/responses
  - Self-reflection tool
- 2) Classroom observations, baseline observations/data, and data graphing - turn in:
  - Observation forms
  - DBR-CMs from classwide observations
- 3) Conjoint needs analysis interview – bring to class/turn in:
  - Copy of interview questions/responses
  - Graphed baseline data
  - Self-reflection tool
- 4) Research on and sharing of potential interventions with consultees – turn in (before sharing with consultees):
  - Two brief, written descriptions of 3 – 5 potentially appropriate interventions, appropriately cited
    - Version One: briefly summarized and explained to share with consultees
    - Version Two: expanded discussion of the evidence base for each intervention, in addition to how it could assist the particular environment/client of concern, including citations throughout
- 5) Intervention implementation interview/training – bring to class/turn in:
  - Meeting template and notes (does not need to be typed)
  - Draft fidelity monitoring form
  - Self-reflection tool
  - GenAI Level 3 use allowed to revise any materials developed for intervention evaluation and/or implementation, please include prompt transcript in binder
- 6) Intervention implementation and data – submit with binder:
  - Copies of data collection forms used by consultee(s), including forms used to measure integrity
  - Documentation of steps taken to address integrity, if necessary
  - Graphed fidelity data



- 7) Follow-up observations and data graphing – submit with binder:
  - Graphs (including data collected by consultees)
  - Observation forms
  - Graphed/tabled fidelity monitoring data
  - Meeting template and notes from fidelity support meetings
- 8) Conjoint treatment evaluation, social validity, and acceptability interview – submit with binder:
  - Notes of interview questions/responses
  - Self-reflection tool

*Final Product:* Binder containing all of the above, with a **log of all time** spent on activities related to the project (see Blackboard for relevant consultation case materials), 6 - 10 page **Consultation Case Report** (double-spaced) and 6- 10 page **critical Reflection Paper** (double-spaced with APA formatted citations and References list) on the consultation process as a whole. The final critical reflection paper is not a summary of what is in the case notes, nor does it repeat the information in the case report. Rather, it is an evidence-based exploration of strengths and weaknesses of the case experience, exploring those factors that helped and inhibited the consultation relationship(s) and/or intervention success, with clear links to course readings and other relevant literature. GenAI use Level 3 permitted for revision of the Reflection Paper only, please use settings in which information entered is not used to train the model.

Emphasis will be placed on carrying out the required elements of Conjoint Behavioral Consultation in a way that is accommodating of the time constraints inherent to any applied setting. Principles and practices of CBC should be incorporated in any way feasible, and information regarding familial participation and availability, as well as the rationale for when family was/was not included, should be provided. Creativity in saving the time of both consultants and consultees during the consultation process will be recognized when grading, and classroom discussions will highlight any particularly effective strategy for accommodating consultees' busy schedules. *Grades will reflect accurate completion of each portion of the consultation assignment, sophistication in data collection, analysis, and interpretation, appropriateness of selected intervention, evidence of collaboration with consultees, appropriate citation and use of others' work in written products (including intervention list), clear communication to consultees in Consultation Case Report and sophistication of writing in the Reflection Paper.*

### Team Meeting Observation Activity

Students will attend a team meeting at their practicum site that has the goal of addressing a complex student/client need, or complex student/client needs at the systems level. This can be an IEP or problem-solving meeting in the school setting, or a case conceptualization roundtable or group supervision session in the clinical setting. While attending this meeting, note the following:

- Who is in attendance, and what are their roles?
- What collaborative communication skills do you see being used, and by whom?

- Is the concern/problem that the group is discussing clear? Does everyone seem to have a shared understanding of the issue?
- Are the intervention/action steps clearly linked to the concern/problem?
- What seem to be the norms among the group regarding asking for help and problem-solving with others? Are team members open to feedback? Defensive?
- Are there clear procedural facilitators during the meeting, such as a timekeeper, an agenda, a note taker, etc.?
- Are decisions being linked to the larger systems existing within the system to support and sustain services? In schools, this may be SEL or MTSS, whereas in clinical settings, this may be a community outreach initiative or a manualized therapeutic approach.

Following the observation, write a brief summary in which each of the above points, and any other factors observed that you think are relevant, are discussed, in 2 - 3 typed, double spaced pages.

*Grading will be based on completion of the required observation, careful attention to the factors listed in the bullet points above, and thoughtful reflection about the assigned activity. Connections to course materials/discussions are welcome and encouraged.*

## Class participation

High-quality discussion of course readings is essential to ensuring mastery of the material covered in this course, and consistent participation in Structured Peer Group Supervision (SPGS) sessions ensures that all students receive multiple methods of support as they proceed through their case work. Each class, students are expected to identify at least one point from **each of the day's** readings to raise during in-class discussion. These key points can derive from that week's notes, or may be raised spontaneously, per the class discussion. Preparation of more than one topic is encouraged, in case a peer selects a similar/overlapping discussion point. Participation will be graded on the following scale. When SPGS is scheduled, students are expected to be prepared with questions and relevant data, to follow SPGS procedures, and to actively listen to and provide support for peers' requests.

## Participation Rubric

5 points	The student attended class but did not participate in discussion more than six times during the semester. Discussion of self-assigned key points during each class was cursory. <b>And/or</b> The student was unprepared for/did not participate in more than half of SPGS meetings.
10 points	The student participated during less than half of class meetings during the semester. Discussion of self-assigned key points during each class was cursory. <b>And/or</b> The student was unprepared for/did not participate in more than 75% of SPGS sessions.
15 points	The student participated approximately once per class. <b>Or</b> The student's participation was consistently lacking in quality. <b>Or</b> The student dominated classroom discussion

	such that peers were sometimes denied the opportunity to participate. Discussion of self-assigned key points during each class also met one of the previous qualifiers. <b>And/or</b> The student was prepared for but minimally participated in most SPGS sessions. <b>Or</b> The student participated in but was minimally prepared for most SPGS sessions.
25 points	The student consistently offered comments or questions that indicated comprehension of assigned readings. Discussion of self-assigned key points during each class indicated understanding of the issue and/or careful consideration of conflicting/confusing evidence. <b>And/or</b> The student was prepared for all SPGS sessions, provided meaningful support to peers, and facilitated SPGS being conducted with fidelity.
30 points	The student contributed insightful and novel comments and questions during most classes, and participated in class, without dominating the conversation, during all meetings. Discussion of self-assigned key points during each class indicated insightful and critical understanding of the issue and any contradictory evidence. <b>And/or</b> The student was prepared for all SPGS sessions, provided thoughtful, critical feedback to peers during SPGS sessions, and facilitated SPGS being conducted with fidelity.

## Instructor, Departmental, and University Policies

### Instructor Policies

#### Online materials

Most course materials and assignment links are posted on Blackboard. Please check there first for relevant resources when working on class activities.

#### Communication

All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding seminar meetings, readings, meetings with you and your supervisors, and timelines for conducting end of semester evaluations.

#### Academic Engagement

Being engaged in this course includes checking Blackboard regularly and being prepared to discuss class materials. During group discussions, you are expected to listen attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is not acceptable to introduce or defend points that dehumanize your peers. Shared humanity recognizes equal access to well-being, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to well-being, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to “prove” that they are equally entitled to your basic rights, then you are dehumanizing them, and such behavior is not tolerated in this course.

### Students Needing Accommodations

I have endeavored to create a syllabus, Blackboard resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable replacement. I also welcome and encourage collaboration early in the semester, so that we can ensure fair and accessible participation in course activities.

### APA Format in Written Work

Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the **7th edition** of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.\*\*\***

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siue.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

### Department Policies

#### The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13<sup>th</sup> week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

### The Psychology Department's Writing Policy

As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per **the 7th edition** of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or use one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

**The penalty for unacceptable writing in this class is as follows: if your written assignment violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted from the final grade assigned after resubmission.**

### The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic

sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

**In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.**

## University Policies and Information

### Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

### University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

### Technology requirements and capabilities

Technical requirements for students can be found in this [ITS KnowledgeBase article](#). Additional resources for learning with technology can be found on the [Online at SIUE site](#).

### Technical Support

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

## Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

## Course Calendar\*

BCSC = *Becoming Competent in School Consultation* by Newman and Rosenfield

BIS = *Behavioral Interventions in Schools* by Little and Akin-Little

CBC = *Conjoint Behavioral Consultation* by Sheridan and Kratochwill

SC = *School Consultation* by Erchul and Martens

SSIS = *Supporting Successful Interventions in Schools* by Sanetti and Collier-Meek

Date	In Class Topic	Readings	Assignments	CBC Case Progress
Wk 1 8/20	What is consultation and why do we do it?	BCSC 1, 3, 5		
Wk 2 8/27	Communication and relationship-building in consultation	BCSC 4 & 5 BIS 9		
Wk 3 9/3	Intro to CBC and family-school partnership	CBC 1, 2 Sheridan et al., 2019		
Wk 4 9/10	No in-person meeting; DBR-CM training video	1) Read BIS 3 2) Review DBR-CM and complete training: <a href="https://dbr-cm.com/online-training">https://dbr-cm.com/online-training</a> 3) Then complete DBR-CM using: <a href="https://www.youtube.com/watch?v=b3Dw0rmixXc">https://www.youtube.com/watch?v=b3Dw0rmixXc</a> 4) Meet in SPGS groups to discuss video administration and how it went, send me an email summary		
Wk 5 9/17	Contracting and Needs Identification	CBC 3 BCSC 6 & 7 Review CNII form on BB		Identify consultees/client to instructor; (After class) Meet with teacher consultee and review DBR-CM, schedule observations
Wk 6 9/24	Ecological systems theory and effective, culturally responsive, and affirming environments for children	BCSC 2 SC 9 Ysseldyke et al., 2012; Farinde-Wu et al., 2017	CNII Recorded Practice	Classroom observations and feedback activity
Wk 7 10/1	Needs Analysis <i>Introduction to group supervision</i>	CBC 5 SC 7 SSIS 11* Review CNAI form on BB		<b>10/3</b> CNII complete (baseline data collection ongoing following week)



Wk 8 10/8	Cultural responsiveness in consultation <i>Group Supervision</i>	CBC 4 MCSP 5 (on BB) Parker et al., 2020 Collier-Meek et al., 2023 (on BB)	CNAI Recorded Practice	
Wk 9 10/15	Choosing interventions and introduction to fidelity <i>Group Supervision</i>	BIS 4 & 5 SC 8 SSIS 1		<b>10/17</b> CNAI complete (continue baseline data collection); submit formal & informal intervention choices
Wk 10 10/22	Implementation fidelity and student data analysis	SSIS 3, 4, & 5	Intervention Planning and Direct Training practice in class	<b>10/24</b> Finalize intervention w/ consultees, submit intervention training
Wk 11 10/29	No in-person meeting	Watch graphing video and SCER videos on BB; Meet in SPGS groups to practice graphing with example data		
Wk 12 11/5	Supporting intervention fidelity <i>Group Supervision</i>	SSIS 6, 7, 8, 10		<i>Intervention ongoing – collect consultees’ data regularly, check in at least weekly via phone or in person, conduct integrity observations and provide feedback</i>
Wk 13 11/12	Plan evaluation and termination; Teleconsultation <i>Group Supervision</i>	BCSC 9 Review BIS 5 again; BCSC 11	CPEI Recorded Practice	
Wk 14 11/19	Organizational and teams consultation	SC 3; BCSC 10; Meyers et al., 2012		Rough draft of consultation binder, including rough draft of consultation report
11/26	No Class – Thanksgiving Break			
Wk 14 12/3	Systems change and leadership	SC 4; Sabnis et al., 2020	Team meeting observation activity	
Wk 15 12/10	Submit final copy of consultation binder by 4 pm on 12/14			

\* There will be concepts and terms from earlier chapters in this book that you likely don’t understand yet. Don’t worry about what you don’t know yet, the purpose of this reading is to refresh your memory of the overall process and remind you of where you are going next.