

## School-Based Intervention and Consultation

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### Course Information:

CRN: 22540  
Location: Au Sable 1117  
Tuesdays 8:30 am-11:15 am

### Instructor Information:

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Phone: 616-331-2406  
Office Hours: T 11:30am to 1 pm or by appointment through email.

### Course Description:

An overview of the theories and processes of psychological and educational consultation at the individual and group level. Students will learn and apply consultation skills within a problem-solving model of service delivery. Students will learn to attend to cultural factors, values, and community context during consultation.

### NASP Domain 2: Consultation and Collaboration

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.

[Dr. Jen James](#)



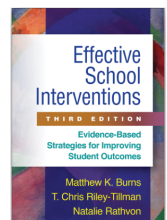
[Blackboard](#)



[Activity Folder](#)



[Textbook](#)



## Course Information

### Pre-requisites:

Admission to the school psychology program or instructor permission.

### Course Objectives

Upon successful completion of this course students will be able to:

1. Compare and contrast the various consultation theories and models.
2. Identify individual and systems-level barriers to consultation and implement procedures that can be used to reduce such barriers.
3. Conduct assessments of systems and individuals (behavioral, academic, social-emotional) that lead to intervention development within a problem-solving model of service delivery.
4. Implement individual and systems-level interventions to address academic, social, emotional, and behavioral concerns.
5. Collect data to evaluate effects of interventions and use progress monitoring data to provide feedback to intervention implementers.
6. Collect data to evaluate fidelity of implementation and implement strategies to increase intervention adherence.
7. Implement a collaborative consultative process with parents, individual educators, and educational teams in working together to develop effective interventions.
8. Apply knowledge of ethnicity and culture as significant parameters in understanding the school consultation process.
9. Evaluate the consultant's own background, experiences, attitudes, values, and biases as possible influences in the school consultation process.
10. Contrast the ways in which the backgrounds of the consultee and community influence problem-solving.
11. Demonstrate knowledge and adhere to the ethical and legal standards that apply to school-based consultation

**Required Textbooks:**

- [Burns, M., Riley-Tillman, C., & Rathvon, N.](#) (2017). *Effective School Interventions – Third Edition*. Guilford Press: New York, NY. (Available online at GVSU)
- [Herman, K.C., Reinke, W.M., & Frey, A.J.](#) (2020). *Motivational Interviewing in Schools*. Springer Publishing: New York, NY. (Available online at GVSU)
- [Lane, K., et al.](#) (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. Guilford Press: New York, NY. (Available online at GVSU)
- [Newman, D.S., & Rosenfield, S.A.](#) (2018). *Building Competence in School Consultation: A Developmental Approach*. Routledge: London.

**Optional, but helpful if doing a Math Consultation case:**

- Coddling, R.S., Volpe, R.J., & Ponce, B.C. (2017). *Effective Math Interventions: A Guide to Improving Whole-Number Knowledge*. Guilford Press: New York, NY.

**\*See Appendix for additional readings.**

**Grading:**

93% and above	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
60% - 67%	D
60% and below	F

Note: You must earn a B or better in the course to remain in good standing in the School Psychology program. According to Graduate School Policy, a grade of C- or lower is considered not passing and the course must be retaken and passed to earn your degree.

### **Class Engagement:**

Discussion and peer feedback are an integral part of this course. Seminar courses should encourage candidates to actively engage in an exploration of issues in a particular area and the exchange of ideas and information. While random discourse and discussion can be interesting, the goal of this course is to begin the process of critically examining the nature of schools and the provision of psychological services to children, families, and school personnel.

Our weekly meetings will be devoted to discussing issues, concerns and ideas raised by the assigned readings. **You are expected to come to class weekly, arrive on time and be prepared to actively participate in all discussions.** Various viewpoints, experiences and questions are encouraged and will be respected by all class members. Disagreement, while welcome, should be framed within the context of respectful dialogue, a positive exchange of ideas and constructive and supportive feedback will enhance skills develop among each class member.

I urge all students to be self-reflective about behaviors or comments that have been identified as racist, homophobic, transphobic, ableist, etc. This self-reflection applies to be as well. **We are all in the process of learning and unlearning these logics that dominate our society.** There is no expectation here that anyone is perfect- all I ask is that you are mindful of how what you think, say, and/or the way in which you interact with others is circumscribed by these forces.

# Assignments

1. **Class Participation.** The class format will include a combination of didactic presentation, modeling and demonstration, practice in simulated situations, group supervision, class discussion, cooperative learning activities, and student presentations. As such, participation in each class session is extremely important. You are expected to complete all readings sufficiently to discuss ideas, concepts, issues, and practices. It will be helpful to jot down thoughts and questions while completing required readings.
2. **Practice Activities (5 points each).** We will engage in consultation practice activities (PAs) both within class and outside of class. There are *seven* practice activities outside of class (in addition to extensive practice in class, including a simulation). For all activities, you are expected to:
  1. Be prepared to use skills you are learning. You do not have to be perfect – this is an opportunity to practice!
  2. Observe and provide critical, constructive feedback to peers.
  3. Use peer feedback and course readings to inform your work in future PAs and simulation activities.

**For PAs 1, 2 and 3** you will connect with an assigned group to complete the assignment (details will be provided by Dr. James in class). After you complete your PA, briefly summarize your performance by indicating:

4. What did I do well? (Provide **evidence**, such as transcribed excerpts and examples of peer feedback **AND** be clear on why that evidence demonstrates your point.)
5. What do I still need to work on? (Provide evidence, such as a transcribed excerpt or peer feedback **AND** be clear on why that evidence demonstrates your point.)
6. What questions do I have about the skill targeted in this activity? (e.g., about communication skill application, or a particular problem-solving stage)

**For PAs 4 to 7**, you will complete the activity individually in a role-playing situation (either with the instructor or a graduate assistant). To complete the exercises, you will give responses to a consultee, applying a communication skill or communication skills learned in class as prompted. Dr. James will provide more information in class.

3. **Quizzes (10 points each).** During Module 2, four quizzes will measure your understanding of consultation content and process, with an emphasis on the consultative problem-solving stages. Quizzes will include material from course PowerPoints, discussion, and the readings. Quizzes two, three, and four will include review as well as newly learned content. Quizzes will primarily consist of short answer items including definitions and application. You will be taking these quizzes at home. They are due by class time that week.
4. **Practice Classroom Check Up observations (Due February 11)** You will be learning elements of the Classroom Check Up in class, including opportunities to respond (OTRs) and Behavior Specific Praise (BSP). You will need to use the CCU observation forms in Blackboard to complete observations of your classroom and gather data regarding the number and types of OTRs, Behavior Specific versus General Praise, and a Classroom Management Checklist.
  - Rate of Opportunities to Respond (5 points)
  - Behavior-Specific versus General Praise (5 points)
  - Classroom Management Checklist (5 points)
  - Written Summary (1-2 pages) of what you saw and how you would suggest improvement to the teacher based on the data collected
5. **Academic Consultation Project (Due April 23)**

For most of you, this will be a continuation of the case study you completed for PSY 622. You will be utilizing the CBE data collected on your case study student to consult and collaborate with the student's teacher to develop an intervention plan and implement the intervention. You will also be collecting progress monitoring data and measuring fidelity of implementation. Please see the detailed assignment description on Blackboard for more information.
6. **Consultation Model Jigsaw Presentation (5 points)** You will be put in a group with members of class to deliver a 10–20-minute presentation on an assigned consultation model. More information to come.
7. **Case Study Presentation (10 points)** At the end of the semester, you will present one of your cases to your classmates at the end of the semester. More detailed information about the case study presentation can be found on Blackboard.

## Course Policies

**Attendance:** Attendance is required at all class sessions, unless excused by the instructor. I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss class or are interfering with your ability to engage in class, please contact me. There may be instances we can offer flexibility to support your learning.

**Assignments:** All assignments are due at the beginning of class on the date listed in the syllabus. Please submit an electronic copy on Blackboard and turn in a hard copy to me in class. I understand that life gets busy, sickness happens, and extensions may be needed. **Late assignments will receive a 15% reduction and will be accepted up to 3 days late unless approved by the instructor prior to the due date.**

**Posting Presentation:** Presentation slides will be posted on Blackboard before class starts when applicable. Please be aware that this may not occur until the morning before class starts. I will make every effort to post notes the evening before class, but it is likely that they will not become available until the morning before class. Also, the lecture notes do not contain all the relevant information – please take additional notes.

**Canceled Classes:** If I must cancel a class, I will notify you ASAP via email. If classes are canceled at the university, this class will not meet. Please check your university email regularly, as I may have directions for an alternative activity.

**Accommodations for Students with Disabilities:** If there is any student in this class who has special needs because of a learning, physical, or other disability, **please contact me or Disability Support Services (DSS) at 331-2490.** Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified.

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so I can develop a plan to assist you.

**Academic Integrity:** Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

**Plagiarism:** As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author, or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the

Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, **please contact the instructor BEFORE turning the assignment in.** Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

### **University Policies**

Please follow this link to the University's policies: [www.gvsu.edu/coursepolicies](http://www.gvsu.edu/coursepolicies).

Instructional Policies: <https://www.gvsu.edu/policies/policy.htm?policyId=AD248F32-B518-70C6-98F1C451D2CBF2E1&search=SG+3.04>

Religious Inclusion Policy: <https://www.gvsu.edu/policies/policy.htm?policyId=129535EB-9F42-2683-61E9033594C870D2&search=PC+9.6>



**Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based Harassment Policy:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you can find the appropriate resources at [www.gvsu.edu/titleix](http://www.gvsu.edu/titleix) or contact the University's Interim Director and Title IX Coordinator, Ann James at (616) 331-9530 or [v\\_jameann@gvsu.edu](mailto:v_jameann@gvsu.edu).

**Disabilities Support Resources:** If you have special needs because of a learning, physical or other disability, please contact the instructor as well as Disability Support Resources (DSR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please make an appointment with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your instructor aware so that the university can develop a plan to assist you. You may also access resources at <https://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

**Gender Expression and Identity:** At Grand Valley State University we recognize that an individual may wish to be identified by a professional, personal, preferred, display or use name without making an official legal name change. Students, faculty, and staff may use the [myName process](#) to update Banner and some related systems with such a name. The myName process will allow students, faculty, and staff to have the chosen name appear anywhere a legal name is not required.

**Bias Incidents or Harassment:** Anytime you or anyone in the GVSU community feels belittled, disrespected, threatened, or unsafe because of who you are, the entire university community is diminished. That's why it's important to report all bias incidents--even those

intended as jokes. While Grand Valley safeguards individuals' constitutional rights and protected speech, the university is also committed to inclusion and equity. Grand Valley exercises the right to engage in educational dialogue and seeks constructive responses to address bias incidents. Go to [https://gvsu-advocate.symplcity.com/public\\_report/index.php](https://gvsu-advocate.symplcity.com/public_report/index.php) to report bias incidents or for more information. In addition, for faculty/staff related complaints, you can file an informal complaint with the Division of Inclusion and Equity at [inclusion@gvsu.edu](mailto:inclusion@gvsu.edu) or (616) 331-3296. For student related complaints, you can also contact the Dean of Students office at (616) 331-3585.

**Student Well-Being:** As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, GVSU provides a number of confidential resources to all enrolled students, including the University Counseling Center (<https://www.gvsu.edu/counsel/> or (616) 331-3266) and the Student Ombuds, Takeelia Garrett ([garrettt@gvsu.edu](mailto:garrettt@gvsu.edu)).

## Course Schedule

Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

Week	Topic	Readings	Task/Submit
<b>MODULE 1 Introduction to School Based Consultation (Weeks 1-3)</b>			
<p><b>Module objectives:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define consultation as a professional</li> <li>• Identify the defining characteristics of consultation.</li> <li>• Explain consultation as a practice role for school psychologists.</li> <li>• Describe the relationship between school culture and consultation.</li> <li>• Acquire basic communication skills needed for behavioral consultation</li> </ul>			
Week 1: 1/7	<ul style="list-style-type: none"> <li>• Overview of Course &amp; Introduction to development of consultation competency</li> <li>• Exploring evidence-based interventions.</li> <li>• Fidelity of Interventions</li> </ul>	Review Syllabus	Match baseline data to intervention for case study student.  Collect baseline data if you have not yet.
Week 2: 1/14	<ul style="list-style-type: none"> <li>• Introduction to consultation training and practice</li> <li>• Entry into school and classroom culture</li> <li>• Graphing progress monitoring data (Kristen)</li> </ul>	N & R, Ch 1 & 2  Blake & Barringer, 2023: DB Chapter 4	
Week 3: 1/21	<ul style="list-style-type: none"> <li>• Communication skills for problem solving.</li> </ul>	N & R, Ch 3 & 4  Herman, Reinke, et al (2014). Motivational Interviewing Part One (online resource at GVSU)	Send Jen PSY 622 report/data/intervention ideas by 1/21
<b>MODULE 2: The Problem-Solving Process (Weeks 4-8)</b>			
<p><b>Module objectives:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• List the tasks to be completed in the problem-solving phases of contracting, problem identification, problem analysis, intervention plan/intervention implementation, and closure.</li> <li>• Perform the tasks of each problem-solving stage in role plays with classmates.</li> <li>• Demonstrate readiness to consult with a practice consultee</li> </ul>			

Week 4: 1/28	<ul style="list-style-type: none"> <li>Contracting for consultation</li> <li>Problem identification/Problem Analysis</li> <li>CCU Observations</li> </ul>	N & R, Ch 5, 6, 7  Burns, Ch 1-2	<ul style="list-style-type: none"> <li>Quiz 1: Intro Concepts and Communication</li> <li>PA #1: Communication Skills</li> </ul>
Week 5: 2/4	<ul style="list-style-type: none"> <li>Problem identification/Problem analysis</li> <li>Instructional assessment and instructional match</li> </ul>	Burns, M (2021) <i>Intensifying reading interventions through a skill by treatment interaction: What to do when nothing else works</i> . NASP Communique, 50(4).  Christ & Arañas, 2014 ( <i>Best Practices: Data- Based and Collaborative Decision Making, Chapter 5</i> )	<ul style="list-style-type: none"> <li>Quiz 2: Contracting</li> <li>PA # 2: Contracting</li> </ul>
Week 6: 2/11	Guest Consultant: Kelsey Augustyn, School Psychologist in Zeeland Public Schools  Difficult Conversations	Dougherty, et al (1996). Disengagement: A neglected aspect of the consultation process.  Refer back to Motivational Interviewing book Part 1	<ul style="list-style-type: none"> <li>CCU Observations Due</li> </ul>
<b>Week 7</b>  <b>No Class Tuesday 2/18 (Jen at NASP)</b>			
Week 8: 2/25	<ul style="list-style-type: none"> <li>Intervention planning</li> <li>Intervention implementation, monitoring, and performance feedback</li> <li>Implementation science</li> </ul>	N & R, Ch 8  Burns, Ch 3  <b>Jigsaw Reading in class:</b>  <b>Fallon &amp; Bender, BP: DB Chapter 21</b>	<ul style="list-style-type: none"> <li>Quiz 3: PID/PA</li> <li>PA #3: PID/PA</li> </ul>

		Noell, Volz, Henderson, & Williams, 2017  Collier Meek & Sanetti, 2019	
<b>March 4: Spring Break!</b>			
Week 9: March 11	<ul style="list-style-type: none"> <li>• Intervention planning</li> <li>• Intervention implementation, monitoring, and performance feedback</li> <li>• Post-intervention planning and closure</li> </ul>	N & R, Ch 9  Collier-Meek, Sanetti, Levin, Kratochwill, & Boyle, 2019	<ul style="list-style-type: none"> <li>• Quiz 4: Intervention implementation, monitoring, and performance feedback</li> <li>• PA #4 and 5</li> </ul>
<b>Module #3: Relationships in Consultation: Individual and Systems (Weeks 9-11)</b>			
<p><b>Module objectives:</b> The student will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the role of power in the consultation relationship.</li> <li>• Discuss the relationship between consultant perspective taking and consultee turnings, and relevance for consultative problem solving.</li> <li>• Become familiar with the role of consultation in early childhood settings including with teachers and parents.</li> <li>• Identify and apply the components for a multicultural school consultation framework.</li> </ul>			
Week 10: 3/18	<ul style="list-style-type: none"> <li>• Relational communication, power dynamics, and collaboration</li> <li>• Perspective taking and “turnings”</li> </ul>	Herman, Reinke, et al (2014) Motivational Interviewing Part 2 (available online at GVSU)	<ul style="list-style-type: none"> <li>• PA #6 and 7</li> </ul>
Week 11: 3/25	<ul style="list-style-type: none"> <li>• Multicultural School Consultation</li> </ul>	Castro-Villareal & Rodriguez (2023). BP: DB 20  Nese & Green (2023) BP: SSF, Ch 11  Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross- cultural consultation in schools.	

Week 12: 4/1 Asynch- online	<ul style="list-style-type: none"> <li>• Successfully working with and Empowering Parents</li> </ul>	Herman, Reinke, et al (2014) Motivational Interviewing Part 3	
<b>Module #4: Consultation in Professional Practice (Weeks 12-13)</b>			
<p><b>Module Objectives:</b></p> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Define multiple models of school consultation, including similarities and differences.</li> <li>• Describe the research support for several models of consultation.</li> <li>• Identify the parallels between individual consultation and systems-level consultation.</li> <li>• Describe the definitional and pragmatic challenges of implementation consultation in a three-tier system of support, including Response to Intervention</li> </ul>			
Week 13: 4/8	<ul style="list-style-type: none"> <li>• Models of consultation</li> <li>• Systems Level Consultation, including MTSS</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw on consultation models, readings TBD</li> </ul> <p>N &amp; R, Ch 10</p>	Consultation Model Small Group Presentations
Week 14: 4/15	Case Study Presentations: Small group presentation sign ups		
Week 15: 4/22	Case Study Presentations: Small group presentation sign ups		Case Study Report Due April 22 (Early Submission Encouraged!)

## Appendix A: Course Readings\*

Blake, J.J. & Barringer, M. (2023). Data-based problem solving: A framework for practice by school psychologists. In P. L. Harrison & A. Thomas (Eds.). *Best Practices in School Psychology: Data-Based and Collaborative Decision Making* (pp. 59-76). Bethesda, MD: National Association of School Psychologists.

Castro-Villareal, F. & Rodriguez B.J. (2023). Best practices in teacher consultation for implementing culturally responsive practices in classrooms. In P. L. Harrison & A. Thomas (Eds.). *Best Practices in School Psychology: Data-Based and Collaborative Decision Making* (pp. 281-294). Bethesda, MD: National Association of School Psychologists.

Collier-Meek, M. A., & Sanetti, L. M. H. (2019). Increasing implementation science literacy to address the research-to-practice gap in school psychology. *Journal of School Psychology, 76*, 33-47.

Collier-Meek, M. A., & Sanetti, L. M. H., Level, J. R., Kratochwill, T. R., & Boyle, A. M. (2019). Evaluating implementation supports delivered within problem-solving consultation. *Journal of School Psychology, 76*, 91-111.

Dougherty, A. M., Tack, F. E., Fullam, C. B., & Hammer, L. A. (1996). Disengagement: A neglected aspect of the consultation process. *Journal of Educational and Psychological Consultation, 7*, 259-274.

Erchul, W. P. (2011). School consultation and response to intervention: A tale of two literatures. *Journal of Educational and Psychological Consultation, 21*, 191-208.

Fallon, L. & Bender, S. (2023). Best practices in behavioral problem-solving approaches to school consultation. In P. L. Harrison & A. Thomas (Eds.). *Best Practices in School Psychology: Data-Based and Collaborative Decision Making* (pp. 295-308). Bethesda, MD: National Association of School Psychologists.

Herman, K.C., Reinke, W.M., Frey, A. & Shepard, S. (2014). *Motivational in schools: strategies for engaging parents, teachers, and students*. The Guilford Press.

Hylander I. (2012). Conceptual change through consultee-centered consultation: A theoretical model. *Consulting Psychology Journal: Practice and Research, 64*, 29-45

Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review, 29*, 320-343.

Kaiser, L. & Newman, D.S (2023). Best practices in instructional consultation. In P. L. Harrison & A. Thomas (Eds.). *Best Practices in School Psychology: Data-Based and Collaborative Decision Making* (pp. 309-322). Bethesda, MD: National Association of School Psychologists.

Nese, R.N.T & Green, A.L. (2023). Best practices in equitable and culturally responsive behavioral strategies in the classroom. In P. L. Harrison & A. Thomas (Eds.). *Best Practices in School*

*Psychology: Students, Systems, and Family Services.* (pp. 59-76). Bethesda, MD: National Association of School Psychologists.

Newman, D. S., Hazel, C., Barrett, C., Chaudhari, S. D., & Fetterman, H. (2018). Early career school psychologists' perceptions of consultative service delivery: The more things change, the more they stay the same. *Journal of Educational and Psychological Consultation, 28*, 105-136.

Noell, G. H., Volz, J. R., Henderson, M. Y., & Williams, K. L. (2017). Evaluating an integrated support model for increasing treatment plan implementation following consultation in schools. *School Psychology Quarterly, 32*, 525-538.

\*Additional readings will be assigned.

### PSY 654 Assignments

Assignment	Points	Due Date
Send Jen PSY 622 report and intervention ideas	NA	January 21
Quiz #1: Intro Concepts and Communication	10	January 28
PA #1: Communication Skills	5	January 28
Quiz 2: Contracting	10	February 4
PA #2: Contracting	5	February 4
Quiz #3: PID/PA	10	February 25
PA #3: PID/PA	5	February 25
Quiz #4: Intervention Implementation, Monitoring, and Performance Feedback	10	March 11
PA #4 and #5 (In Class)	5	March 11
PA #6 and #7 (In Class)	5	March 25
Consultation Model Presentation	5	April 8
Academic Consultation Report Presentations	10	April 15 & 22
Final Case Study Report Due	25	April 22