

Course Syllabi
Consultation, Collaboration, & Supervision: Theory and Practice

EDP 385C, #11025

Spring 2017

Monday 1-4 p.m. SZB 268

Instructor: Sarah Kate Bearman, PhD

Office: 254G SZB

Office Hours: By appointment

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This course is designed to introduce theoretical, empirical, and applicable knowledge of indirect service models as practiced by school- and child-focused psychologists; specifically, evidence-based consultation, collaboration, and supervision. By the end of this class, students should be able to thoughtfully enter a system and provide consultation services to organizations that serve children and adolescents: primarily schools, but also hospitals and mental health clinics. Students will learn how to consult with parents, teachers, and other service providers, identify and provide recommendations for a range of problematic behaviors, and assess outcomes. Students will gain familiarity with a range of empirically supported interventions that are often provided via indirect services, as well as theories of motivation and change relevant to working within external systems.

General Course objectives:

1. Understand and differentiate models and types of consultation.
2. Gain awareness of contextual issues that would impact consultation outcomes including organizational, systemic, and diversity issues.
3. Become familiar with the different stages of the behavioral consultation process, and problem-solving as a broad consultation framework.
4. Understand and practice evidence-based techniques to address ambivalence towards change and increase engagement.
5. Become familiar with evidence-based intervention strategies for commonly occurring problems recommended by school- and child-focused psychologists in a consultation role.
6. Understand clinical supervision as a form of consultation.
7. Increase self-awareness and sensitivity related to the consultant-consultee relationship.

NASP Domains

This class addresses the following NASP training domains:

1. Consultation and Collaboration (NASP 2.2)
2. Interventions and Mental Health Services to Develop Life Skills (NASP 2.4)
3. School-Wide Practices to Promote Learning (NASP 2.5)
4. Family-School Collaboration Services (NASP 2.7)
5. Diversity in Development and Learning (NASP 2.8)
6. Research and Program Evaluation (NASP 2.9)

7. Legal, Ethical, and Professional Practice (NASP 2.10)

Required Course Texts:

Weist, M. D., Lever, N. A., Bradshaw, C. P., & Sarno Owens, J. (2014). *Handbook of school mental health: Research, training, practice, and policy (2nd ed.)*. New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5 [available through library]

<http://catalog.lib.utexas.edu/record=b8938014~S29>

Erchul, W. P., & Sheridan, S. M. (2014). *Handbook of research in school consultation (2nd ed.)*. New York, NY, US: Routledge/Taylor & Francis Group. [available through library]

Recommended Texts:

Additional readings on Canvas and through the library.

Policies and Procedures:

Attendance/Participation Policy:

Students are expected to attend and actively participate in all classes and required labs. More than two absences will result in a final grade reduced by ½ a grade for each additional day missed. Please notify the professor or TA in advance if you are unable to attend a class/lab and make arrangements to make-up the work you miss. If sudden illness precludes you from providing prior notification and make-up work arrangements, please minimally contact the professor via email or phone regarding your absence. Additionally, sending word with a classmate is appreciated. Cell phones should be turned off during class. Internet use of any kind is not permitted during class and will result in an automatic grade deduction.

Grading Policy:

Please use APA Style (6th Edition) for *all* written assignments, particularly as relates to point of view, word choice, bias, citations, quotations, and editorializing. Failure to use APA style will result in an automatic grade deduction on any written work. Students are strongly encouraged to familiarize themselves with the APA Publication Manual, Volume 6
<https://owl.english.purdue.edu/owl/resource/560/15/>.

All assignments are due via email or canvas **by 5 pm** on the day noted; assignments received after the due date will receive a grade reduction by ½ a grade for each day it is late.

A (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 94-100; A-=90-93.

- B (Above Average)** will be given for work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)
- C (Average)** will be given for work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

Sources of Evaluation:

Participation: I will make a subjective assessment of your class participation that will take into account the consistency with which you participate and the level of preparation and thoughtfulness your participation shows. Class discussions will typically be spoken discussions during class periods but will sometimes be in written form (online) both during and between classes. I will look for evidence that you are reflective and that you show respect and consideration for your fellow students. Many students feel uneasy speaking up in class; please do your very best to encourage yourself to speak up, but if you feel unwilling or unable to do this you can make up for it by showing your interest and engagement in comments expressed and by turning in a stellar performance in all written discussions **(5 % of grade)**.

In Class Responsive Writing: During some classes there will be a 15-minute period in which you will be asked to respond to a writing prompt provided at the start of class. This may take the form of asking you to critique a particular study using supporting documents you have read, or asking you to respond to a particular question/s posed to the class. You will not be formally evaluated with regard to writing style but your responses should demonstrate your preparedness and critical thinking of the course readings, and will be evaluated on the following scale: ✓+ (exemplary work, equivalent to 100% grade), ✓(competent work, equivalent to 93% grade), ✓- (below expected standards, equivalent to 80% grade). **(20% of grade)**.

Consultation Case: You will be paired with two elementary school student teachers from the Department of Curriculum and Instruction, and will schedule and complete three one-hour interviews with one student over the course of the semester. In these meetings you will discuss (without using identifying information) either one client or, alternatively, one classroom, following the behavioral consultation model. You will videotape the three meetings (PII, PAI, PEI) and will complete self-critiques for each **(10% of course grade for each interview+self-assessment; 30% total)**. Deadlines for completing and turning in each of these assignments are as follows:

- Problem Identification Interview:** March 6 at 5 pm (recording and self-critique)
Problem Analysis Interview: March 20 at 5 pm (recording and self-critique)
Intervention Evaluation Interview: April 10 at 5 pm (recording and self-critique)

School-Based Intervention Project: Imagine you have been asked to introduce a classroom-based intervention for disruptive behavior into an elementary-school in AISD. Using the SAMHSA NREPP clearinghouse, you will select an intervention to be implemented and will

justify your choice in a brief (one page) proposal, for which an outline will be provided. Your proposal should provide a brief overview of the components of the intervention, available outcome research, and commentary about a) how it may be applied in the context being used and the facilitators/challenges presented by the model b) what sort of consultation model and integrity assessment has been used or would be recommended. **(15% course grade)**. As a class, you will discuss and debate the merits and the shortcomings of different programs and will choose one to present as an in-service to a C&I student teacher cohort for feedback.

In-Class Exam: You will take one in-class exam that covers lecture material and course readings. Questions will be short-answer and essay format **(30% of grade)**

University Notices and Policies:

University of Texas Honor Code. “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

Policy for students with documented disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259. If you require special accommodations, please provide me with a letter at the start of the semester from the Services for Students with Disabilities office with a description of the requested accommodations.

Religious Holidays. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

DATE	TOPIC	READINGS	ASSIGNMENT/s & ACTIVITIES
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- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Carrying of Handguns. Students in this class should be aware of the following university policies:

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Please also review the following university policies regarding campus carry:
 - Overview: <https://utexas.app.box.com/v/cc-info-sheet-students>
 - Full Policy: <https://www.policies.utexas.edu/policies/campus-concealed-carry>
- I request that you please inform me if you intend to carry a handgun during course meetings. This information is requested because knowing which, if any, students are carrying handguns will help me to effectively coordinate a response to emergencies or threats to student safety. Disclosing this information is voluntary and at the discretion of the student.
- Per instructors' rights, the carrying of handguns is prohibited in my personal office (i.e., SZB 254E). This information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

Resources for Learning & Life at UT Austin. The University of Texas has numerous resources for students to provide assistance and support for your learning:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

1/23/17	Consultation: Brief History, Overview of Models, Intro to Behavioral Consultation	<ol style="list-style-type: none"> 1. Kazdin, A.E. & Blase, S.L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. <i>Perspectives on Psychological Science</i>, 6, 21-37. 2. Kratochwill, T.R. (2007). Preparing Psychologists for Evidence-Based School Practice: Lessons Learned and Challenges Ahead. <i>American Psychologist</i>, Vol. 62, No. 8, 829-845 DOI: 10.1037/0003-066X.62.8.843 3. Gibson, J. E., Stephan, S., Brandt, N. E., & Lever, N. A. (2014). Supporting teachers through consultation and training in mental health. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 269-282). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_20 4. Hosp, J. L., & Reschly, D. J. (2002). Regional differences in school psychology practice. <i>School Psychology Review</i>, 31, 11-29. 	
1/30/17	The Organizational Context of Consultation, Collaboration and Supervision	<ol style="list-style-type: none"> 1. Hemmelgarn, A. L., Glisson, C., & James, L. R. (2006). Organizational Culture and Climate: Implications for Services and Interventions Research. <i>Clinical Psychology: Science And Practice</i>, 13(1), 73-89. doi:10.1111/j.1468-2850.2006.00008.x 2. Markle, R.S., Splett, J.W., Maras, M.A., & Weston, K.J. (2014). Effective School Teams: Benefits, Barriers, and Best Practices. In Weist, M. D., Lever, N. A., Bradshaw, C. P., & Sarno Owens, J. (Eds). <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i>. New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5 3. Shernoff, E.S., Mehta, T., Atkins, M.S., Torf, R. & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. <i>School Mental Health</i>, 3, 59-69. 4. Meyers, J., Truscott, S. D., Meyers, A. B., Varjas, K., & Kim, S. Y. (2014). Qualitative and mixed methods designs in consultation research. In W. P. Erchul, S. M. Sheridan, W. P. Erchul, S. M. Sheridan (Eds.) , <i>Handbook of research in school consultation (2nd ed.)</i> (pp. 103-137). New York, NY, US: Routledge/Taylor & Francis Group. 	

2/6/17	Power and Process in Consultation	<ol style="list-style-type: none"> 1. Graham, D. S. (1998). Consultant effectiveness and treatment acceptability: An examination of consultee requests and consultant responses. <i>School Psychology Quarterly</i>, 13, 155-168. 2. Schulte, A. C., & Osborne, S. S. (2003). When Assumptive Worlds Collide: A Review of Definitions of Collaboration in Consultation. <i>Journal Of Educational & Psychological Consultation</i>, 14(2), 109-138. doi:10.1207/s1532768xjepc1402_2 3. Gutkin, T. B. (1999). Collaborative versus directive/prescriptive/expert school-based consultation: Reviewing and resolving a false dichotomy. <i>Journal Of School Psychology</i>, 37(2), 4. Erchul, W. P., Grissom, P. F., Getty, K. C., & Bennett, M. S. (2014). Researching interpersonal influence within school consultation: Social power base and relational communication perspectives. In W. P. Erchul, S. M. Sheridan, W. P. Erchul, S. M. Sheridan (Eds.) , <i>Handbook of research in school consultation (2nd ed.)</i> (pp. 349-385). New York, NY, US: Routledge/Taylor & Francis Group. 	
2/13/17	Analysis of Behavior in Consultation	<ol style="list-style-type: none"> 1. 3. Kratochwill, T.R. & Bergan, J.R. (1990). Problem identification (Chapter 2). Behavioral consultation in applied settings: An individual guide (pp. 45-88). New York: Kluwer. 2. Noell, G. H., & Gansle, K. A. (2009). Introduction to functional behavioral assessment. In A. Akin-Little, S. G. Little, M. A. Bray, T. J. Kehle, A. Akin-Little, S. G. Little, ... T. J. Kehle (Eds.) , <i>Behavioral interventions in schools: Evidence-based positive strategies</i> (pp. 43-58). Washington, DC, US: American Psychological Association. doi:10.1037/11886-003 3. Parker, M., Skinner, C., & Booher, J. (2010). Using functional behavioral assessment data to infer learning histories and guide interventions: A consultation case study. <i>International Journal Of Behavioral Consultation And Therapy</i>, 6(1), 24-34. doi:10.1037/h0100895 	Watch PII Video to Discuss in Class, Read PII interview
2/20	How to change behavior and increase engagement	<ol style="list-style-type: none"> 1. Levensky, E.R., Kersh, B.C., Cavaos, L.L., & Brooks, J.A. Motivational Interviewing. In W. T. O'Donohue, J. E. Fisher (Eds.), <i>General principles and empirically supported techniques of cognitive behavior therapy</i>. Hoboken, NJ, US: John Wiley & Sons Inc. 	

		<p>2. Frey, A. J., Lee, J., Small, J. W., Seeley, J. R., Walker, H. M., & Feil, E. G. (2013). Transporting motivational interviewing to school settings to improve the engagement and fidelity of tier 2 interventions. <i>Journal Of Applied School Psychology, 29</i>(2), 183-202. doi:10.1080/15377903.2013.778774</p> <p>3. Herman, K. C., Reinke, W. M., Bradshaw, C. P., Lochman, J. E., Borden, L., & Darney, D. (2014). Increasing parental engagement in school-based interventions using team engagement and motivation methods. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 223-236). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_17</p> <p>1. Gueldner, B., & Merrell, K. (2011). Evaluation of a social-emotional learning program in conjunction with the exploratory application of performance feedback incorporating motivational interviewing techniques. <i>Journal Of Educational & Psychological Consultation, 21</i>(1), 1-27. doi:10.1080/10474412.2010.522876</p>	
2/27/17	Content of Consultation: Classroom management	<p>1. Little, S. G., Akin-Little, A., & O'Neill, K. (2015). Group contingency interventions with children—1980-2010: A meta-analysis. <i>Behavior Modification, 39</i>(2), 322-341.</p> <p>2. Kellam, S. G., Wang, W., Mackenzie, A. L., Brown, C. H., Ompad, D. C., Or, F., & ... Windham, A. (2014). The impact of the good behavior game, a universal classroom-based preventive intervention in first and second grades, on high-risk sexual behaviors and drug abuse and dependence disorders into young adulthood. <i>Prevention Science, 15</i>(Suppl 1), S6-S18. doi:10.1007/s11121-012-0296-z</p> <p>2. Domitrovich, C. E., Pas, E. T., Bradshaw, C. P., Becker, K. D., Keperling, J. P., Embry, D. D., & Jalongo, N. (2015). Individual and school organizational factors that influence implementation of the pax good behavior game intervention. <i>Prevention Science, 15</i>(Suppl 1), S6-S18. doi:10.1007/s11121-015-0557-8</p> <p>3. Trussell, R. P., Lewis, T. J., & Raynor, C. (2016). The impact of universal teacher practices and function-based behavior interventions on the rates of problem behaviors among at-risk students. <i>Education & Treatment Of Children, 39</i>(3), 261-282. doi:10.1353/etc.2016.0012</p>	

3/6/17	Broadening the Scope: Consultation with Caregivers	<ol style="list-style-type: none"> 4. McDaniel, H. L., Weist, M. D., Schiele, B. E., Haak, J., & Taylor, L. K. (2014). Strengthening components and processes of family involvement in school mental health. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.), <i>Handbook of school mental health: Research, training, practice, and policy</i> (2nd ed.) (pp. 195-207). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_15 5. Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. <i>School Psychology Review</i>, 41(1), 23-46. 6. Gresham, F. M. (2014). Quantitative research methods and designs in consultation. In W. P. Erchul, S. M. Sheridan, W. P. Erchul, S. M. Sheridan (Eds.), <i>Handbook of research in school consultation</i> (2nd ed.) (pp. 79-102). New York, NY, US: Routledge/Taylor & Francis Group. 	<p>Watch PAI Video for class and read PAI</p> <p>PII Recording and Self-Analysis Due</p>
3/20/17	Content of Consultation: Targeted Interventions for DBDs	<ol style="list-style-type: none"> 1. Storer, J. L., Evans, S. W., & Langberg, J. M. (2014). Organization interventions for children and adolescents with attention-deficit/hyperactivity disorder (ADHD). In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.), <i>Handbook of school mental health: Research, training, practice, and policy</i> (2nd ed.) (pp. 385-398). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_28 2. Vujnovic, R. K., Holdaway, A. S., Owens, J. S., & Fabiano, G. A. (2014). Response to intervention for youth with attention-deficit/hyperactivity disorder: Incorporating an evidence-based intervention within a multi-tiered framework. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.), <i>Handbook of school mental health: Research, training, practice, and policy</i> (2nd ed.) (pp. 399-411). New York, NY, US: Springer Science + Business Media. doi:10.1007/978- 	

		<p>1-4614-7624-5_29</p> <p>3. Slough, N. M., & McMahon, R. J. (2008). Preventing serious conduct problems in school-age youth: The fast track program. <i>Cognitive And Behavioral Practice</i>, 15(1), 3-17. doi:10.1016/j.cbpra.2007.04.002</p>	
3/27/17	Process and Content Integrity in Consultation, Collaboration, and Supervision	<p>1. Kelleher, C., Riley-Tillman, T. C., & Power, T. J. (2008). An initial comparison of collaborative and expert-driven consultation on treatment integrity. <i>Journal Of Educational & Psychological Consultation</i>, 18(4), 294-324. doi:10.1080/10474410802491040</p> <p>2. Kazdin, A. E. (1981). Drawing valid inferences from case studies. <i>Journal Of Consulting And Clinical Psychology</i>, 49(2), 183-192. doi:10.1037/0022-006X.49.2.183</p> <p>3. Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. L. (2011). The Incredible Years Teacher Classroom Management training: The methods and principles that support fidelity of training delivery. <i>School Psychology Review</i>, 40(4), 509-529</p> <p>4. Reinke, W. M., Stormont, M., Herman, K. C., & Newcomer, L. (2014). Using coaching to support teacher implementation of classroom-based interventions. <i>Journal Of Behavioral Education</i>, 23(1), 150-167. doi:10.1007/s10864-013-9186-0</p>	Read PEI interview, watch PEI video
4/3/17	Multicultural Aspects of Consultation	<p>1. Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. <i>School Psychology Review</i>, 29(3), 320-343.</p> <p>2. Rogers, M. R. (2000). Examining the cultural context of consultation. <i>School Psychology Review</i>, 29(3), 414-418.</p> <p>3. Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. <i>Journal Of Educational & Psychological Consultation</i>, 19(1), 26-44. doi:10.1080/10474410802462769</p> <p>4. Gravois, T. A., & Rosenfield, S. A. (2006). Impact of instructional consultation teams on the disproportionate referral and placement of minority students in special education. <i>Remedial And Special Education</i>, 27(1), 42-52. doi:10.1177/07419325060270010501</p>	PAI Recording and Analysis Due
4/10/17	Content of Consultation: Targeted	<p>1. Fox, J. K., Herzig, K., Colognori, D., Stewart, C. E., & Warner, C. M. (2014). School-based treatment for anxiety in children and</p>	

	Interventions for Internalizing Disorders	<p>adolescents: New developments in transportability and dissemination. In M. D. Weist, N. A. Lever, C. P. Bradshaw, J. Sarno Owens, M. D. Weist, N. A. Lever, ... J. Sarno Owens (Eds.) , <i>Handbook of school mental health: Research, training, practice, and policy (2nd ed.)</i> (pp. 355-368). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-7624-5_26</p> <p>2. Warner, C. M., Brice, C., Esseling, P. G., Stewart, C. E., Mufson, L., & Herzig, K. (2013). Consultants' perceptions of school counselors' ability to implement an empirically-based intervention for adolescent social anxiety disorder. <i>Administration And Policy In Mental Health And Mental Health Services Research</i>, 40(6), 541-554. doi:10.1007/s10488-013-0498-0</p> <p>5.</p>	
4/17/17	IN CLASS EXAM		
4/24/17	Extending the Consultation Lens: Other Types of Consultation Settings	<p>1. Nadeem, E., Gleacher, A., & Beidas, R.S. (2013). Consultation as an implementation strategy for evidence-based practices across multiple contexts: Unpacking the black box. <i>Adm Policy Ment Health</i>, 40, 439-450.</p> <p>2. Beidas, R. S., Edmunds, J. M., Cannuscio, C. C., Gallagher, M., Downey, M., & Kendall, P. C. (2013). Therapists perspectives on the effective elements of consultation following training. <i>Administration And Policy In Mental Health And Mental Health Services Research</i>, 40(6), 507-517. doi:10.1007/s10488-013-0475-7</p> <p>3. Carter, B.D., Thompson, S.Z., & Thompson, A.N. (2014). Pediatric Consultation-Liaison: The Psychologist Hospitalist. In M. C. Roberts, B. S. Aylward, & Y. P. Wu (Eds), <i>Clinical Practice of Pediatric Psychology</i>, pp. 63-77. New York, NY, The Guilford Press.</p>	
5/1/17	Wrap up and recommendations	<p>1. Gravois, T. A. (2012). Consultation services in schools: A can of worms worth opening. <i>Consulting Psychology Journal: Practice And Research</i>, 64(1), 83-87. doi:10.1037/a0028123</p> <p>2. Lewis, T. J., & Newcomer, L. L. (2002). Examining the efficacy of school-based consultation: Recommendations for improving outcomes. <i>Child & Family Behavior Therapy</i>, 24(1-2), 165-181. doi:10.1300/J019v24n01_11</p> <p>3. Cappella, E., Hamre, B. K., Kim, H., Henry, D. B., Frazier, S. L., Atkins, M. S., & Schoenwald, S. K. (2012). Teacher consultation and coaching within mental health practice: Classroom and</p>	PEI Recording and Analysis Due

		child effects in urban elementary schools. <i>Journal Of Consulting And Clinical Psychology</i> , 80(4), 597-610. doi:10.1037/a0027725	
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