

CONSULTATION THEORY AND TECHNIQUES

SPSY 628 – SECTION 600 – CRN 50451

FALL 2023 – 3 CREDIT HOURS

THURSDAYS 1:00 PM – 4:00 PM

LOCATION: AGLS 109

Instructor: Justin P. Allen, Ph.D. LP, LSSP, NCSP

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Office Hours: M. & Th. 9:00 am -11:00 am, or by appointment

COURSE DESCRIPTION

This course introduces theoretical, empirical, and applicable knowledge of indirect service models practiced by school- and child-focused psychologists, specifically evidence-based consultation, collaboration, and supervision. History and theory of various consultation models, including mental health, behavioral, and organizational development are discussed. Skills and techniques necessary for effective consultation and relevant research issues are reviewed.

COURSE PREREQUISITES

Graduate classification and approval of the department head.

COURSE LEARNING OUTCOMES

- 1) **Demonstrate Understanding of Consultation Models:** Students will be able to analyze and compare various historical and contemporary consultation models in school psychology, including mental health, behavioral, and organizational development approaches.
- 2) **Explain the Role of Collaboration in Consultation:** Students will articulate the significance of collaboration in the context of consultation, recognizing the importance of interdisciplinary teamwork to address diverse student needs effectively.
- 3) **Evaluate Ethical and Cultural Considerations in Consultation:** Students will critically evaluate ethical guidelines and culturally responsive practices associated with consultation, ensuring that their approach respects the diversity of students, families, and school communities.
- 4) **Analyze Consultation Case Studies:** Through the analysis of real-world consultation case studies, students will be able to diagnose student needs, identify appropriate consultation strategies, and propose intervention plans aligned with best practices.
- 5) **Demonstrate Effective Communication Skills:** Students will develop advanced communication skills, including active listening, clear articulation, and empathetic engagement, essential for building positive working relationships with teachers, parents, and other stakeholders.
- 6) **Analyze Legal and Policy Considerations:** Students will analyze the legal and policy implications associated with consultation in educational settings, demonstrating an

understanding of relevant laws (e.g., 504, IDEA, ADA) and how they impact the consultation process.

- 7) **Create Consultation Plans:** Students will construct comprehensive consultation plans that incorporate assessment data, intervention strategies, progress monitoring techniques, and strategies for addressing resistance or challenges that may arise during the consultation process.
- 8) **Practice Reflective Consultation:** Students will engage in reflective practices to assess their own consultation skills, identify growth areas, adapt strategies to meet evolving needs, and engage in continuous professional development.
- 9) **Synthesize Theory and Research in Consultation Practices:** Students will synthesize empirical research and theoretical perspectives to develop a nuanced understanding of the underlying principles that inform effective consultation practices across professional settings.
- 10) **Develop Collaborative Consultation Portfolio:** Throughout the course, students will curate a portfolio showcasing their proficiency in consultation techniques, including sample consultation plans, case analyses, and reflective commentaries, demonstrating their readiness for professional practice.

REQUIRED TEXTBOOKS AND RESOURCES

American Psychological Association. (2017). *APA Ethical Principles of Psychologists and Code of Conduct*. <https://www.apa.org/ethics/code>

Kampwirth, T. J., & Powers, K. M. (2016). *Collaborative consultation in the schools: Effective practices for students with learning and behavioral problems* (5th ed.). Pearson. ISBN 9780133827132

*Other readings as assigned.

RECOMMENDED TEXTBOOKS

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2011). *Psychological consultation and collaboration: Introduction to theory and practice* (7th ed.). Pearson. ISBN: 9780137062645

Harrison, P. L., Proctor, S., Thomas, A. (Eds.) (2023). *Best practices in school psychology* (7th ed.). NASP.

ADDITIONAL ONLINE RESOURCES

<https://www.interventioncentral.org>

<https://ies.ed.gov/ncee/wwc>

ASSIGNMENTS AND GRADING

1. *Class Participation (10 points):* Points will be awarded based on student participation in class discussions, attendance and punctuality, and professional behavior. Please note that a thorough reading of assigned materials is necessary for class participation. As explained here, class participation is a subjective evaluation of a student's engagement in the learning process during lectures. Although the use of electronics is not prohibited during classroom instruction, students should be aware of how their engagement with these devices may affect the instructor's evaluation of their participation.

2. *In-Class Quizzes (20 points)*: Four quizzes (5 points each) will be distributed across the semester. Quizzes may include multiple-choice, fill-in-the-blank, short-answer questions, or other formats related to the readings and class content.

3. *Consultation Capstone (140 points)*: Students will complete a consultation project to demonstrate proficiency in consultation techniques. The consultation case must address an academic, behavioral, or social-emotional concern the consultee faces. This capstone project spans the course of the semester and comprises several graded and ungraded subcomponents. Please note that this project is time-intensive and contains important deadlines. Students are expected to dedicate sufficient time to meeting this course requirement. Subcomponents of this project and their associated points are listed below. Additional information about this project can be found in the course schedule and on Canvas.
 - a. Consultation Self-Assessment (3 Papers; 10 points each = 30 points total): Students will meet with the consultee on at least three occasions. Students are expected to video record these interactions for later review. Following each session, students review their consultation videos and evaluate their demonstration of process knowledge, communication skills, and success in completing the relevant consultation process. Students will write a brief (approximately 2–3 pages, double-spaced) reflection paper describing their self-evaluation and plans for professional improvement.

 - b. Integrated Consultation Case Report (100 points): Students will complete a de-identified consultation case report based on their consultation with the consultee. This report will summarize all elements of the consultation process, problem identification, problem analysis, and evaluation. The consultee is expected to complete the plan implementation. A sample case report will be provided to orient you to the structure and expected content of the report.

 - c. Consultee Evaluation (10 points): Each consultee will complete a web-based evaluation of their consultation experience with the student. Consultees will be asked to review the consultant’s professionalism and communication skills during the consultation process. Consultees will also be asked to evaluate the overall effectiveness and benefit of participating in the consultation process.

Assignment	Points
1 <i>Class Participation</i>	10
2 <i>Quizzes</i>	20
3 <i>Consultation Self-Assessment</i>	30
4 <i>Consultation Case Report</i>	100
5 <i>Consultee Evaluation</i>	10
Total Points	170

Final grades will be based on the number of points earned using the following scale:
 A = 90-100% of the total points possible.

- B = 80-89% of the total points possible.
- C = 70-79% of the total points possible.
- D = 60-69% of the total points possible.
- F = less than 60% of the total points possible.

IMPORTANT POLICIES AND PROCEDURES

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIOR

Your behavior and dress should always reflect professional standards. When operating in a capacity related to this course, you represent the School Psychology program, the Department of Educational Psychology, and Texas A&M University. Please dress and act professionally in all your interactions, particularly those related to this course.

TESTING PERMISSION

You must have written consent and verbal assent before testing. For a child or adolescent under age 18, written permission must be from the parent or legal guardian; assent from the child (verbal) is also needed. For adults (age 18 or over), the adult must agree in writing (written consent). Permission forms are available on Canvas. You must keep these permission forms for 3 years. A copy of the written permission form must be turned in to the instructor when turning in completed protocols. Testing of children or adults without obtaining the written consent of the appropriate person(s) will result in a grade of “F” for this course and a recommendation for dismissal from the program.

CONFIDENTIALITY

Information related to clients or consultees obtained through this course should be regarded as confidential. Please limit identifying information to first name and last initial or use a fictitious name when discussing cases in class.

TEST SECURITY

Testing materials used in this course are “secured” tests. Sharing test manuals, protocols, or related materials with those who have not been properly trained violates test security and is a violation of ethical and professional practice.

ATTENDANCE POLICY

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and complete all assignments. Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

MAKEUP WORK POLICY

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reasons deemed appropriate by the instructor.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

ACADEMIC INTEGRITY STATEMENT AND POLICY

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

UNIVERSITY STATEMENT REGARDING ACADEMIC FREEDOM

Academic freedom is a cornerstone of the University. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.¹ Each faculty member is entitled to full freedom in the classroom discussing the subject which the faculty member teaches.² Texas A&M will not penalize or discipline members of the faculty because of their exercise of academic freedom.

Along with this freedom comes responsibility. It is the responsibility of faculty members to ensure that topics discussed are related to the classroom subject. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.³ It is not the proper role of the university or any outside agency to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.⁴ Engaging with new ideas and perspectives helps students grow intellectually and is beneficial to the educational process.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

¹ 1940 Statement of Principles on Academic Freedom and Tenure

² Texas A&M System Regulation 12.01: Section 1.2

³ American Association of University Professors Joint Statement on Rights and Freedoms of Students

⁴ The Chicago Statement

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

STATEMENT ON MENTAL HEALTH AND WELLNESS

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

CLASSROOM ACCESS AND INCLUSION STATEMENT

Texas A&M University is committed to engaged student participation in all of its programs and courses and provides an accessible academic environment for all students. This means that our

classrooms, our virtual spaces, our practices and our interactions are as inclusive as possible and we work to provide a welcoming instructional climate and equal learning opportunities for everyone. If you have an instructional need, please notify me as soon as possible.

The Aggie Core values of respect, excellence, leadership, loyalty, integrity and selfless service in addition to civility, and the ability to listen and to observe others are the foundation of a welcoming instructional climate. Active, thoughtful and respectful participation in all aspects of the course supports a more inclusive classroom environment as well as [our mutual](#) responsibilities to the campus community.

STATEMENT ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

THE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT COMMUNITY STATEMENT

The School of Education and Human Development upholds the Aggie Core Values, welcomes all individuals and respects their different experiences, beliefs and values. Our School promotes reasoned discussions and intellectual arguments, accepting disagreement as long as it is respectful. We will not tolerate unprofessional, insensitive, or disrespectful behavior.

INSTRUCTOR EVALUATIONS

Near the end of the course, students will be asked to complete course/instructor evaluations. I request that all students give serious consideration to completing these opportunities for comment. I use student feedback to improve and refine this course for future students.

COURSE SCHEDULE†

Date	Topic	Readings	To Due
W1 08/24	Class Introduction & Course Overview	APA Ethical Principles (2017)	
W2 08/31	Introduction to Psychological Consultation	Kampwirth Ch. 1 Hurwitz et al. (2015)	
W3 09/07	Consultation Models	Kampwirth Ch. 2 Andersen et al. (2010) Atkins et al. (2017) Lee & Niileksela (2014)	-Meet with consultee (Contract & Problem Identification)
W4 09/14	Problem-Solving Consultation & MTSS	Kampwirth Ch. 3 Kratowill et al. (2014) Newell & Newell (2011) Sims et al. (2023)	
W5 09/21	Communication and Interpersonal Skills	Kampwirth Ch. 4 Erchul et al. (2001) Erchul et al. (2004) Sarno Owens et al. (2017) Wilson et al. (2008) Ysseldyke et al. (2012)	-Signed consultation contract due meeting #1 video due -Self-assessment & reflection #1 due
W6 09/28	Legal and Ethical Issues in Consultation	Kampwirth Ch. 5 Gershwin et al. (2022) Maki et al. (2021)	-Meet with consultee (Problem Analysis & Plan Development)
W7 10/05	Social, Emotional, and Behavior Problems	Kampwirth Ch. 6 Parker et al. (2010) Helbig et al. (2023)	
W8 10/12	Academic Skills Problems	Kampwirth Ch. 7 Lovett & Harrison (2021)	-Self-assessment & reflection #2 due -Meeting #2 video due
W9 10/19	Transition Planning	Kampwirth Ch. 8	
W10 10/26	Plan Evaluation	Sanetti & Kratochwill (2009) Shadish (2014) Sheridan et al. (2009)	
W11 11/02	Writing Consultation Reports	Binkman et al. (2007)	-Meet with consultee (Plan Evaluation & Exit Interview)
W12 11/09	Systems-Level Consultation	Kampwirth Ch. 9 Berger et al. (2014) Braun et al. (2023) Castillo et al. (2022)	

W13 11/16	Consultation in Other Settings and with Other Providers	Glaser & Shaw (2014)	-Self-assessment & reflection #3 due -Meeting #3 video due
W14 11/23	<i>No Class – Thanksgiving Holiday</i>	-	
W15 11/30	Culturally Responsive Consultation Practices	Newman & Ingraham (2020) Ingraham (2000) Lopez & Kong (2016) Li & Vazquez-Nuttall (2009) McKenney et al. (2023)	-Consultee evaluation due

Integrated Capstone Report Due – December 11th (Monday) 5:00 pm

† This schedule is subject to change as the class needs become apparent.

ASSIGNED READINGS

Andersen, M. N., Hofstadter, K. L., Kupzyk, S., Daly III, E. J., Bleck, A. A., Collaro, A. L., ... & Blevins, C. A. (2010). A guiding framework for integrating the consultation process and behavior analytic practice in schools: The Treatment Validation Consultation model. *Journal of Behavior Assessment and Intervention in Children, 1*(1), 53-83.

Atkins, L., Francis, J., Islam, R., O'Connor, D., Patey, A., Ivers, N., ... & Michie, S. (2017). A guide to using the Theoretical Domains Framework of behaviour change to investigate implementation problems. *Implementation Science, 12*(77) 1-18.
<https://doi.org/10.1186/s13012-017-0605-9>

Berger, J., Yiu, H. L., Nelson, D., Vaganek, M., Rosenfield, S., Gravois, T., ... & Hong, V. (2014). Teacher utilization of instructional consultation teams. *Journal of Educational and Psychological Consultation, 24*(3), 211-238.
<https://doi.org/10.1080/10474412.2014.917931>

Braun, S. S., Rodgers, C. R., Linsky, A., Griffin, C. B., & Bradshaw, C. P. (2023). The association between an equitable school climate and students' psychosocial outcomes: The moderating roles of race and gender. *School Psychology Review, 1*-21.
<https://doi.org/10.1080/2372966X.2023.2192174>

Brinkman, T. M., Segool, N. K., Pham, A. V., & Carlson, J. S. (2007). Writing comprehensive behavioral consultation reports: Critical elements. *International Journal of Behavioral Consultation and Therapy, 3*(3), 372–383. <https://doi.org/10.1037/h0100812>

Castillo, J. M., Garbacz, A., Black, W. R., Davis, D., Wingate, E., & Furjanic, D. (2022). The role of sensemaking in the organizational consultation process in schools. *Journal of Educational and Psychological Consultation, 1*-24.
<https://doi.org/10.1080/10474412.2022.2132254>

Erchul, W. P., Raven, B. H., & Wilson, K. E. (2004). The relationship between gender of consultant and social power perceptions within school consultation. *School Psychology Review, 33*(4), 582-590. <https://doi.org/10.1080/02796015.2004.12086269>

Erchul, W. P., Raven, B. H., & Ray, A. G. (2001). School psychologists' perceptions of social power bases in teacher consultation. *Journal of Educational and Psychological Consultation, 12*(1), 1-23. https://doi.org/10.1207/S1532768XJEPC1201_01

- Gershwin, T., McKittrick, L., & Kilpatrick, A. (2022). The importance of following legal requirements: Factors that lead to parent satisfaction with the individualized education program meeting process. *Journal of Educational and Psychological Consultation*, 1-24. <https://doi.org/10.1080/10474412.2022.2145290>
- Glaser, S. E., & Shaw, S. R. (2014). Best practices in collaborating with medical personnel. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Systems-level services*, 6th edition, (pp. 375-388). National Association of School Psychologists.
- Helbig, K. A., Schrieber, S. R., Radley, K. C., & Dereieux, J. (2023). Effects of a teacher-implemented social skills intervention for elementary students with autism and developmental disabilities. *Journal of Educational and Psychological Consultation*, 1-29. <https://doi.org/10.1080/10474412.2023.2239796>
- Hurwitz, J. T., Kratochwill, T. R., & Serlin, R. C. (2015). Size and consistency of problem-solving consultation outcomes: An empirical analysis. *Journal of School Psychology*, 53(2), 161-178. <http://dx.doi.org/10.1016/j.jsp.2015.01.001>
- Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review*, 29(3), 320-343.
- Kratochwill, T. R., Altschaeffl, M. R., Bice-Urbach, B. (2014). Best practices in school-based problem-solving consultation: Applications in prevention and intervention systems. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*, 6th edition, (pp. 461-482). National Association of School Psychologists.
- Lee, S. W. & Niileksela, C. R. (2014). History, rationale, and overview of ecobehavioral consultation. In S. W. Lee & C. R. Niileksela (Eds.), *Ecobehavioral consultation in schools: Theory and practice for school psychologists, special educators, and school counselors* (pp. 7-21). Routledge.
- Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. *Journal of Educational and Psychological Consultation*, 19(1), 26-44. <https://doi.org/10.1080/10474410802462769>
- Lopez, E. C. & Kong, J. (2016). Engaging in culturally responsive consultation practices. In A. H. Miranda (Ed.), *Consultation across cultural contexts: Consultee-centered case studies* (pp. 23-33). Routledge.
- Lovett, B. J., & Harrison, A. G. (2021). De-implementing inappropriate accommodations practices. *Canadian Journal of School Psychology*, 36(2), 115-126. <https://doi.org/10.1177/0829573520972556>
- Maki, K. E., Kranzler, J. H., & Wheeler, J. M. (2022). Ethical dilemmas in school psychology: Which dilemmas are most prevalent today and how well prepared are school psychologists to face them? *School Psychology Review*, 1-12. <https://doi.org/10.1080/2372966X.2022.2125338>
- McKenney, E. L., Heidelberg, K., Fallon, L. M., McPherson, E. C., Sipior, C., & Sunda, R. (2023). Micro-level advocacy toward socially just multi-tiered systems of support: Knowledge and values. *School Psychology Review*, 1-17. <https://doi.org/10.1080/2372966X.2023.2197502>
- Newell, M. L. & Newell, T. S. (2011). Problem analysis: Examining the selection and evaluation of data during problem solving consultation. *Psychology in the Schools*, 48(10), 943-957. <https://doi.org/10.1002/pits.20606>
- Newman, D. S., & Ingraham, C. L. (2020). Cross-university dialogues to support multicultural school consultation training. *Journal of School Psychology*, 81, 11-27.

- <https://doi.org/10.1016/j.jsp.2020.06.001>
- Parker, M., Skinner, C., & Booher, J. (2010). Using functional behavioral assessment data to infer learning histories and guide interventions: A consultation case study. *International Journal of Behavioral Consultation and Therapy*, 6(1), 24.
<https://doi.org/10.1037/h0100895>
- Sanetti, L. M. H., & Kratochwill, T. R. (2009). Treatment integrity assessment in the schools: An evaluation of the Treatment Integrity Planning Protocol. *School Psychology Quarterly*, 24(1), 24–35. <https://doi.org/10.1037/a0015431>
- Sarno Owens, J., Schwartz, M. E., Erchul, W. P., Himawan, L. K., Evans, S. W., Coles, E. K., & Schulte, A. C. (2017). Teacher perceptions of school consultant social influence strategies: Replication and expansion. *Journal of Educational and Psychological Consultation*, 27(4), 411-436. <https://doi.org/10.1080/10474412.2016.1275649>
- Shadish, W. R. (2014). Analysis and meta-analysis of single-case designs: An introduction. *Journal of School Psychology*, 52(2), 109–122. doi:10.1016/j.jsp.2013.11.009
- Sheridan, S. M., Swanger-Gagne, M., Welch, G. W., Kwon, K., & Garbacz, S. A. (2009). Fidelity measurement in consultation: Psychometric issues and preliminary examination. *School Psychology Review*, 38, 476–495.
- Sims, W. A., King, K. R., Preast, J. L., Burns, M. K., & Panameño, S. (2023). Are school-based problem-solving teams effective? A meta-analysis of student-and systems-level effects. *Journal of Educational and Psychological Consultation*, 1-25.
<https://doi.org/10.1080/10474412.2023.2232785>
- Wilson, K. E., Erchul, W. P., & Raven, B. H. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. *Journal of Educational and Psychological Consultation*, 18(2), 101-123.
<https://doi.org/10.1080/10474410701864321>
- 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>

