

**DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION  
FLORIDA ATLANTIC UNIVERSITY**

**MHS 6600  
CONSULTATION & BEHAVIOR MANAGEMENT**

**This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.**

**COURSE DESCRIPTION**

Various models of consultation with opportunity to develop skills in working with consultees in the school settings.  
*Prerequisites: Permission of Instructor*

**REQUIRED READINGS & MATERIALS**

Competency Assessment (CA) rubrics for evaluation criteria for each required CA assignment is available for download at <http://www.coe.fau.edu/counsel/school.htm>

Albert, L. (2003). *Cooperative Discipline (2nd ed.)*. Circle Pines, MN: American Guidance Services.

Brigman, G., Mullis, F., Webb, L. & White, J. (2005). *School Counselor Consultation: developing skills for working effectively with parents, teachers and other school personnel*. Hoboken, NJ: John Wiley & Sons, Inc.

**REQUIRED RESOURCES: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**CACREP: General:** K.1.h, K.2.b, K.3.c, K.5.a, K.5.b, K.5.c, K.5.e, K.5.f, K.5.g, K.6.e, and K8.d

**CACREP: School:** A.4, A.10, B.2, B.4, C.2.f, and C.3.a-d.

**2010 Florida Educators Accomplished Practices (FEAPs):** 1.2, 4.2, 11.2, and 12.2

**2010 Subject Area Competencies and Skills (SAC&S):** 1.9, 2.2, 5.1, 5.2, 5.3, and 5.5

**CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their understanding of behavior management skills and in class skills demonstrations related to developing case consultation and workshop facilitation skills.

**COURSE OBJECTIVES**

*Upon completion of the course students will:*

1. Develop an understanding of concepts, purposes, processes, and theories of consultation as they apply to the school setting.
2. Understand consultant and consultee characteristics that influence helping processes, including age, gender, and ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientations, and skills.
3. Gain understanding regarding ethical, legal, and other current issues in consultation.
4. Assess and develop one's professional, personal, and leadership skills, interests, styles, and values, and understand how these apply to consultation.
5. Gain self-confidence and self-awareness in applying theory to practice through establishing a consultative relationship, leading a psycho educational group, and presenting a mini-workshop.
6. Broaden one's knowledge base with regard to understanding and managing student behavior, developmental crisis, and at risk behavior as consultation topics.

7. Integrate technological strategies providing resources to promote informed academic, career, and personal/social choices.
8. Develop methods and strategies for empowering parents, families, and communities to act on behalf of their children.
9. Develop the knowledge and skills needed to conduct programs that are designed to meet the academic, social, and career needs of students.
10. Develop the knowledge and skills needed to create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
11. Develop tools such as needs assessments and program evaluations and use them to effect program modifications.
12. Use consultative strategies, guidance activities, partnerships with parents and teachers, and community resources to promote successful student development and achievement and to enhance a positive school climate.

### COURSE REQUIREMENTS

1. Attendance and participation in class and online, discussion of cases, exercises, and skills practice are critical.
2. Students are responsible for attaining any information and/or materials missed due to absence.
3. Copies of PowerPoint presentations and materials are available for download from Blackboard. Including the course syllabus.
4. Completion of assignments by due date.
5. Completion of a final exam.
6. Satisfactory evaluations on all competency assessments.

Assignment	FEAP Indicators	SAC&S Standards	Points
Class participation			20
Case consultation skills practice and reflection	4.2, 11.2	5.2, 5.3, 5.5	10
School based and parent/teacher observations and reflections (10 points each)	1.2		20
Lead Cooperative Discipline session and self-evaluation			20
Complete the following in the chosen content area:			
• Paper			30
• Resource Collection			20
• Book Review			10
• In class workshop using a PPT, workshop outline, flyer, and evaluation form	12.2		30
Final Exam		1.9, 2.2, 5.1	40
<b>TOTAL</b>			200

### GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 200 – 186	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 184 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

### ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

#### **RELIGIOUS ACCOMMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

#### **INFORMATION FOR STUDENTS WITH DISABILITIES**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

#### **UNIVERSITY HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at

[http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

#### **ACADEMIC INTEGRITY STATEMENT**

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

## METHODS OF INSTRUCTION

This course is designed to provide a hands on approach to developing the knowledge and skills school counselors will need to function as effective consultants in schools. A foundation is laid through the introduction of theory, consulting approaches, classroom/behavior management and their application in the school setting. A “tell, show, do” model is used to teach, demonstrate, and supervise consultative experiences within the classroom. Videotapes, observations of counselors in the field, and case discussions also provide opportunities for application of content.

## DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **10 pm on Wednesdays** and fulfill their discussion board responsibilities by **10 pm on Saturdays**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
  - a. Cheating
  - b. Plagiarism
  - c. Misrepresenting information or failing to give proper credit for citations used
  - d. Participating or facilitating acts of academic dishonesty by others
  - e. Unauthorized prior possession or sharing of examinations
  - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at [http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab\\_id= 107\\_1](http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1) if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

## REFERENCES

- Amatea, E., Daniels, H., Bringman, N., & Vandiver, F. M. (2004). Strengthening counselor-teacher-family connections: The family-school collaboration consultation project. *Professional School Counseling*, 8, 47 – 55.
- Amatea, E., Smith-Adcock, S. and Villares, E. (2006). From family deficit to family strength: Viewing families' contributions to children's learning from a family resilience perspective. *Professional School Counseling*, 9, (3).
- Baker, S. B., Robichaud, T. A., Westforth Dietrich, V.C., Wells, S. C., & Schreck, R. E. (2009). School counselor consultation: A pathway to advocacy, collaboration, and leadership. *Professional School Counseling*, 12, 200 – 206.
- Brigman, G., & Webb, L. (2008). An individual psychology approach to school counselor consultation. *The Journal of Individual Psychology*, 64, 506 – 515.
- Clemens, E. (2007). Developmental counseling and therapy as a model for school counselor consultation with teachers. *Professional School Counseling*, 10, 352 – 359.

- Davis, K. M., & Garrett, M. T. (1998). Bridging the gap between school counselors and teachers: A proactive approach. *Professional School Counseling*, 1, 54 – 55.
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- Dixon, A. & Tucker, C. (2008). Every student matters: Enhancing strengths-based school counseling through the application of mattering. *Professional School Counseling*, 12, 123 – 126.
- Fusick, L., & Charkow Bordeau, W. (2004). Counseling at-risk afro-american youth: A examination of contemporary issues and effective school-based strategies. *Professional School Counseling*, 8, 102 – 115.
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- Lambie, G.W., Sias, S.M., Davis, K.M., Lawson, G. & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling & Development*, 86 (1), 18 – 25.
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- Ray, D. C. (2007). Two counseling interventions to reduce teacher-child relationship stress. *Professional School Counseling*, 10, 428 – 440.
- Schottelkorb, A. A., & Ray, D. C. (2009). ADHD symptom reduction in elementary students: A single-case effectiveness design. *Professional School Counseling*, 13, 11 – 22.
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#### COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS	ASSIGNMENTS
Week 1	Course Overview Introduction to Consultation and Behavior Management	Albert – p. 1 – 6 Brigman –1	
Week 2 <b>Blackboard</b>	Building a Knowledge Base Theories/Models/Processes of Consultation The Basics of Behavior Legal and Ethical Issues	Albert – 1 & 2 Brigman - 2 & 3, p. 109 - 116	Verify Choice of Topic with Instructor via e-mail
Week 3	The Four Goals of Misbehavior Case Consultation with Teachers and Parents Case Consultation Demonstration & Skills Practice	Albert – 3 Brigman – 4 & 5	
Week 4	At-Risk and Developmental Behaviors Characteristics and Interventions for the Attention Seeking, Power-Seeking and Revenge Behaviors Case Consultation with Parents and Teachers Case Consultation Group Exercise	Albert – 4 – 7 & 9 & 10	
Week 5	Client/Consultant Factors Effecting the Consultative Process Case Consultation with Parents and Teachers	Brigman – 6 & 7	Case Consultation Skills Practice & Feedback
Week 6 <b>Blackboard</b>	School, Family, and Community Interventions Avoiding and Defusing Confrontations Characteristics and Interventions of Avoidance of Failure	Albert – 8 Brigman – 8 - 10	Resource Collection Due
Week 7	Involving Parents Empowering Families and Communities Peer Coaching Model Team Building	Albert – 20	Case Consultation Skills Practice & Feedback

Week 8 <b>Blackboard</b>	Building Confidence Making Connections and Contributions	Albert –13 - 15	School Based & Parent/Teachers Observations Due
Week 9	<b>SPRING BREAK</b>		
Week 10	Facilitating Parent/Teacher Conferences Facilitating Teams of Professionals Workshop Facilitation as a Consultative Tool Using PowerPoint		Book Reviews Due
Week 11	Cooperative Discipline		Session facilitations
Week 12 <b>Blackboard</b>	Classroom Meetings & Codes of Conduct School-wide plans supporting Academic & Social Competence Cooperative Resolution and School Wide Action	Albert – Chapters 16 - 19	Paper in Content Area Due
Week 13	Cooperative Discipline		Session facilitations
Week 14 <b>Blackboard</b>	Programs Needs and Evaluation Teacher Advisory Programs Using Student Records Technology to Support Academic & Career Decision Making	Albert – Chap. 13, 14 & 16	Workshop Materials Due
Week 15	At Risk and Developmental Topics		Workshop Presentations
Week 16	At Risk and Developmental Topics		Workshop Presentations
Week 17 <b>Blackboard</b>	FINAL EXAM		

## BIBLIOGRAPHY

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- White, J., & Riordan, R. (1990). Some Key Concerns in Leading Parent Education Camps. *The Journal for Specialists in Group Work*, 4, 201-205.

## COMPETENCIES

Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment rubric for evaluation criteria on each required assignment.

Standard	Indicator	Detailed description of assignment or activity	Instrument
FEAP 1: Assessment	1.2 Demonstrate ability to formulate short and long treatment goals.	<b>Consultation Model:</b> The school counselor candidate will plan and complete the consultation format sheet. Students will identify problems and concerns, background information, and assist the client/parent/teacher in the development of short and long-term goals. Students will provide a summary of the client has tried and other interventions strategies that are appropriate for meeting parent or teacher goals	Assignment Rubric

		and method for follow-up.	
FEAP 4: Critical and Creative Thinking	4.2 Demonstrate ability to help clients set realistic goals and develop specific and realistic action steps towards goals.	<b>Parent/Teacher Consultation:</b> The school counselor candidate will facilitate a consultation meeting with a teacher or a parent. Students will demonstrate those strategies/skills (as presented in class and in the Consultation in the Schools model) that contribute towards meeting the consultative goal(s). Students will establish client goals and develop of an action plan, and prepare a two-page paper reflecting on their experience. The paper will describe the events of the meeting, things they might do differently or strategies they might have included that may have contributed to the effectiveness of the consultation.	Assignment Rubric
FEAP 11: Role of the Teacher	11.2 Demonstrates ability to consult and plan activities with parents and teachers on a variety of student related issues.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate the FAU consultation model in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.	Observation Rubric
FEAP 12: Technology	12.2 Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentations, publications.	<b>Workshop Presentation:</b> The school counselor candidate will demonstrate their ability to use Microsoft PowerPoint to enhance a specific content area workshop presentation.	Assignment Rubric
SAC&S 1: Knowledge of Counseling	1.9. Demonstrate knowledge of behavior change strategies.	<b>Cooperative Discipline Program and Presentations:</b> The school counselor candidate will read and present information on the Cooperative Discipline program, including the four goals of student misbehavior, and appropriate interventions for parents and teachers use to change student behavior. The student will demonstrate their knowledge of behavior change strategies on a course exam.	Course Exam
SAC&S 2: Knowledge of activities and programs for addressing current concerns	2.2. Demonstrate knowledge of a crisis intervention plan.	<b>Crisis Intervention Planning and Consultation:</b> The school counselor candidate will read a chapter and identify essential components of a crisis intervention plan, including appropriate prevention and intervention strategies to use within the consultation model. Students will demonstrate knowledge of crisis intervention on a course exam.	Course Exam
SAC&S 5: Knowledge of consultation, collaboration, and coordination	5.1. Identify components essential to a consultation model.	<b>Components of the Consultation Model:</b> The school counselor candidate will identify components essential to a consultation model on a course exam.	Course Exam
	5.2. Demonstrate knowledge of collaborating with school personnel and families to identify needs and develop strategies to facilitate student success.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate knowledge of the FAU consultation model, including collaboration with school personal and families in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve	Observation Rubric

		future practice.	
	5.3. Demonstrate knowledge of using appropriate data and resources to assist individuals and groups in collaborative decision-making.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate the FAU consultation model, including the use of appropriate data and resources for clients in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.	Observation Rubric
	5.5. Select appropriate procedures to communicate information to students, staff, families, and the community.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate knowledge of the FAU consultation model, including appropriate referrals and referral procedures in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.	Assignment Rubric