



Collaborative Consultation in the Schools: Effective Practices for Students with Learning and Behavior Problems, Enhanced Pearson eText -- Access Card (5th Edition)

By Thomas J. Kampwirth, Kristin M. Powers



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This authoritative book looks at the consultation process as a collaborative, problem-solving endeavor designed to help practitioners assist others in their work with students who have, or are at risk for, behavioral or learning problems. With a focus on having consultants bridge the gap between research and practice in schools, and on striving to initiate evidence-based practices whenever possible, the authors stress providing interventions that are proportional to the student's needs. They look at how, through data-based systems-change, schools are redistributing their resources along MultiTiered Systems of Support (MTSS) so those in greatest need receive the most intensive help. The premise is that MTSS, which includes Response to Intervention (RtI) and School-Wide Positive Behavior Support (SWPBS) requires collaborative consultation to be successful. Throughout the book, numerous activities and video vignettes promote consultation skills. Readers not only read about conducting a problem-solving interview or managing a student in a crisis, they also observe and role-play the consultation skills involved in seeking a successful resolution. The Enhanced Pearson eText features embedded video and activities.

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- Sales Rank: #2263294 in Books
- Published on: 2015-01-16
- Original language: English
- Dimensions: 11.00" h x .6" w x 8.50" l,
- Binding: Misc. Supplies
- 324 pages

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Editorial Review

From the Back Cover

This authoritative book looks at the consultation process as a collaborative, problem-solving endeavor designed to help practitioners assist others, usually parents or teachers, in their work with students who have, or are at risk for, behavioral or learning problems. The focus is on having consultants bridge the gap between research and practice in schools, and on striving to initiate evidence-based practices whenever possible. The authors also stress providing interventions that are proportional to the student's needs. They look at how, through data-based systems-change, schools are redistributing their resources along MultiTiered Systems of Support (MTSS) so those in greatest need receive the most intensive help.

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About the Author

Thomas J. Kampwirth is Professor Emeritus in the Advanced Studies in Education and Counseling Department at California State University, Long Beach. He taught in the areas of special education and school psychology from 1971 through 2004 and was coordinator of the school psychology program for 25 years. From 1980 through 2009 he was a consulting school psychologist for the special education programs operated by the Orange County Department of Education. Dr. Kampwirth served as a special education teacher and school psychologist in numerous districts in Illinois, Arizona, and California. His research interests include aptitude–treatment interactions and consultation processes. He received his doctorate in school psychology from the University of Illinois in 1968. In 2003, he was given the Lifetime Achievement Award by the National Association of School Psychologists.

Kristin M. Powers is Professor of School Psychology and Director of the Community Clinic for Counseling and Educational Services at California State University, Long Beach. Her research on transition planning, instructional consultation, and disproportional representation in special education has been published in state and national journals. She is co-Project Director of two Office of Special Education Programs (OSEP) grants focused on advanced training in instructional consultation and multi-tiered systems of support. She is a founding board member of the Consortium to Promote School Psychology in Vietnam (CASP-V). She worked as a school psychologist and administrative assistant for the Long Beach Unified School District (LBUSD) and received her doctorate in educational psychology from the University of Minnesota school psychology program in 1998.

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