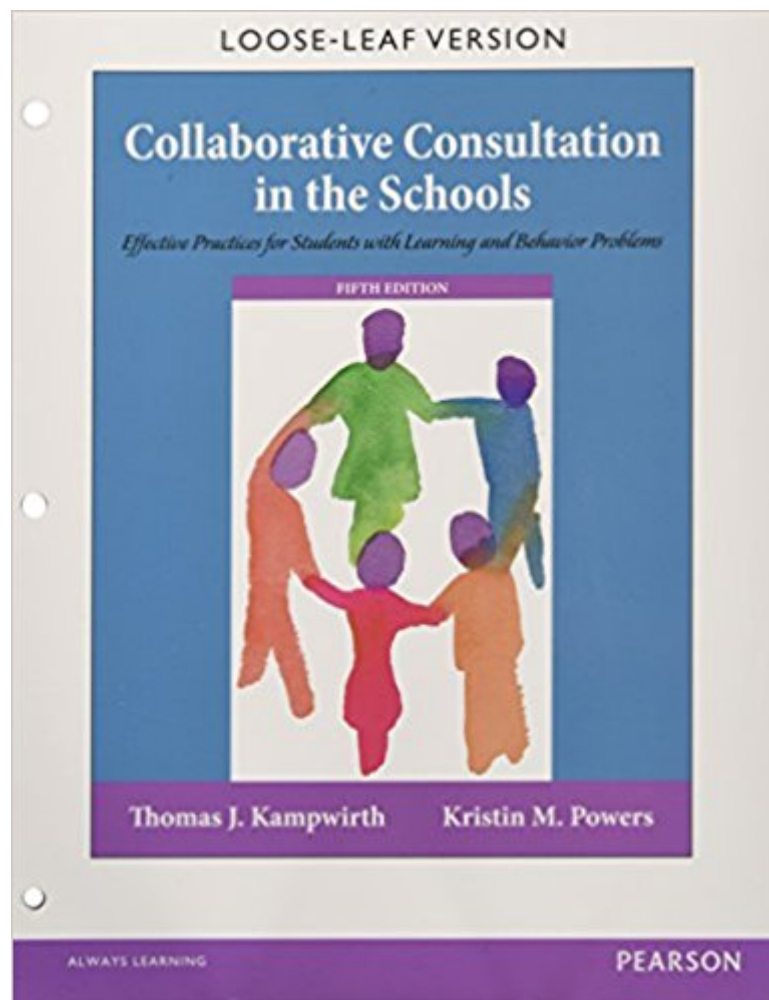


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Collaborative Consultation In The Schools: Effective Practices For Students With Learning And Behavior Problems, Enhanced Pearson EText With Loose-Leaf Version -- Access Card Package (5th Edition)





Synopsis

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• This package includes the Enhanced Pearson eText and the loose-leaf version.

• 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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Customer Reviews

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. [Invigorate learning with the Enhanced Pearson eText](#) The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features:

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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.

This was a required textbook for a class in my M.Ed program. Very useful information. The main theme is about stepping away from the role of the expert and instead engage in collaborative consultation, where all are equals.

The Kindle version of this is just a scan of the pages, shrunk to fit on the Kindle screen. It's the wrong aspect ratio which means everything is tiny on the screen. For something supposedly designed for use on a Kindle, this is completely unacceptable. Every single page, I have to zoom in, because there's big black bars on the top and bottom where the screen isn't used and a big white bar on the side of the page where the margin would be in the print version of the book. Ridiculous.

This was recommended from my professor. This is a great book to help with counseling. It helps you to understand the importance of collaboration and consultation in our schools today. Consulting and collaborating allows you to make a connection with all that are involved in the educational arena. This book is a great resource.

This is a manual for collaboration that offers insight and recommendations into best practices for collaborating with school consultants. It is specifically directed toward current inclusion practices in Special Education, so it is helpful for consultants and classroom teachers alike. As a teacher of students with visual impairments, I act as a consultant and a consultee, and this book has reformed the way I think about my work and the work of the professionals in my field.

DIDN'T USE IT.

This is a good book to get the basic understanding of what collaboration in schools are all about.

Text was rife with typos and redundant. Not worth \$70.

Great book, helped with my class

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