



PSYCHOLOGY 769
Consultation and Prevention
University of Wisconsin-Whitewater
Fall 2017

Instructor: Christine E. Neddenriep, Ph.D.
Office: Laurentide Hall 1229
Office Hours: T 11:00 a.m.–2:00 p.m.; W 12:00 p.m.–2:00 p.m. or by appointment
Phone: (262) 472-1850
Email: neddenrc@uww.edu
Response Time: In addition to my office hours, the best way to reach me is by email. You can expect a response to your email within 24 hours. Please do not hesitate to contact me with questions or concerns.

Required Textbooks: Kampwirth, T. J., & Powers, K. M. (2012). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Riley-Tillman, T. C., & Burns, M K. (2009). *Evaluating educational interventions: Single-case design for measuring response to intervention*. New York: Guilford.

Shinn, M. R., & Walker, H. M. (Eds.). (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI*. Bethesda, MD: NASP.

Witt, J. C., Daly, E. J., III, & Noell, G. H. (2000). *Functional assessments: A step-by-step guide to solving academic and behavior problems*. Longmont, CO: Sopris West.

Textbooks are available for purchase at the University Bookstore.

Recommended Textbooks: Bear, G. G., & Minke, K. M. (Eds.). (2006). *Children's needs III: Development, prevention, and intervention*. Bethesda, MD: NASP.

Harrison, P. L., & Thomas, A. (Eds.). (2014c). *Best practices in school psychology: Student level services*. Bethesda, MD: National Association of School Psychologists.

Harrison, P. L., & Thomas, A. (Eds.). (2014b). *Best practices in school psychology: Systems level services*. Bethesda, MD: National Association of School Psychologists.

Jenson, W. R., Rhode, G., & Reavis, H. K. (2009). *The tough kid tool box* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

Rathvon, N. (2008). *Effective school interventions: Evidence-based*

strategies for improving student outcomes (2nd ed.). New York: Guilford.

**Additional
Required
Readings:**

- Campbell, J. M. (2004). Statistical comparison of four effect sizes for single-subject designs. *Behavior Modification*, *28*, 234-246.
- Kaufman, J. S., Jaser, S. S., Vaughan, E. L., Reynolds, J. S., Di Donato, J., Bernard, S. N., & Hernandez-Brereton, M. (2010). Patterns in Office Referral Data by Grade, Race/Ethnicity and Gender. *Journal of Positive Behavior Interventions*, *12*(1), 44–54.
- 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*, 26-44.
- Lopez, E. C. (2000). Conducting instructional consultation through interpreters. *School Psychology Review*, *29*, 378-388.
- Predy, L., McIntosh, K., & Frank, J. L. (2014). Utility of number and type of office discipline referrals in predicting chronic problem behavior in middle schools. *School Psychology Review*, *43*, 472-489.
- Scruggs, T.E., & Mastropieri, M.A. (2013). PND at 25: Past, present, and future trends in summarizing single subject research. *Remedial and Special Education*, *34*, 9-19.
- Sheridan, S. M. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review*, *29*, 344-353.

Prerequisites: Students must have been admitted to the School Psychology Program and enrolled in practicum with university and site-based supervision.

Course Content: This course provides an overview of consultation theory, research, and practice in psychology and education. The course is designed to provide students with an understanding of the role of an indirect service delivery model within the processes of assessment, prevention, intervention, and evaluation of intervention procedures designed for children and adolescents. Specific interventions for both academic and behavioral concerns will be discussed. Emphasis will be placed on understanding the history, theoretical variations, implementation issues, and practical application of psychological consultation within a multicultural context. Additional emphasis will be placed on the consultant's role in the planning and development of primary prevention procedures with school-age children.

NASP and UW-W Training Competencies:

Data-based Decision-Making and Accountability

Consultation and Collaboration

Interventions and Instructional Supports to Develop Academic Skills

Family-School Collaboration Services
Diversity in Development and Learning
Legal, Ethical, and Professional Practice

LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World
Intellectual and Practical Skills
Personal and Social Responsibility
Integrative Learning

Course Objectives:

Upon completion of this course the student will be able to do the following:

1. Relate an understanding of the major models of consultation including their history and basic principles.
2. Evaluate the strengths and weaknesses of the pre-referral, problem-solving process employed within a school system to address referred concerns. (Summary Paper: Building Consultation Team; Embedded Assessment #2)
3. Conduct consultation interviews with teachers and/or parents to operationally define the referred concern. (Practice Interview; Embedded Assessment #1)
4. Apply the functional assessment process to academic and behavioral concerns. (Consultation Case Summary Report; Embedded Assessments #4a and #4b)
5. Design effective and efficient data gathering procedures that facilitate the evaluation of outcome data. (Consultation Case Summary Report; Embedded Assessments #4a and #4b)
6. Research and employ evidence-based interventions for academic and behavioral concerns. (Consultation Case Summary Report; Embedded Assessments #4a and #4b)
7. Synthesize and communicate in writing the results of the consultative process describing both the assessment and intervention phases and evaluating the outcome data. (Consultation Case Summary Report; Embedded Assessments #4a and #4b)
8. Display graphically the results of the assessment and intervention outcome data. (Consultation Case Summary Report; Assessments #4a and #4b)
9. Demonstrate and apply an understanding of ethical and legal issues inherent in the consultation process.
10. Exhibit an enhanced understanding of variables that may influence the consultation process when working with diverse populations.
11. Evaluate use of office discipline referral data as part of a screening system to determine individual students who are at-risk of developing behavioral problems and in need of supportive interventions and to determine progress in response to intervention.

(Schoolwide Evaluation of Discipline Data to Determine At Risk Students; Embedded Assessment #3)

12. Research and prepare an in-service presentation on topics related to the prevention of academic and behavioral problems (Group Presentation).

Course Requirements and Evaluation:

The course is designed to provide you with a number of assignments and activities to develop competency in the process of school-based consultation. These assignments are specified below and each activity has been assigned a point value that will count toward your final grade in the course. Many of the assignments are also identified as key embedded assessments which reflect your developing competency within the program. The corresponding embedded assessment rubrics are included at the end of the syllabus. Due dates are indicated on the class schedule. I will provide feedback to you within one week of your submitting your assignment so that you can incorporate that feedback into subsequent assignments. If you need feedback sooner, please let me know. If you believe that the assessment procedures described below will inadequately represent your abilities, speak with me within the first two weeks of class to discuss appropriate alternative assessment measures.

Active Participation. Your attendance and active participation in class are absolutely essential to your learning. As a second-year student in practicum, you will be learning the process of consultation as you are actively consulting with a teacher regarding a student of concern. You are expected to share your experiences and comment on your progress each week. Doing so will allow you to engage in the problem-solving process, asking questions, brainstorming solutions, and learning from others as they share their experiences as well. You are also expected to actively participate in class discussions and activities. To do so, please read assigned material prior to the class meeting and be prepared to engage in conversation regarding the concepts. The following rubric will be used to determine points earned for participation and attendance. (15 points)

Attendance/ Preparation	Misses 2 or more of 13 class sessions OR frequently late for or leaves early from sessions. Frequently unprepared for class. 0-1	Misses 1 class session OR late for or leaves early for 2 class sessions. Unprepared to discuss/contribute case information on two occasions. 2-3	Late for class OR leaves early on one occasion. Unprepared to discuss/contribute case information on one occasion. 4	Attends all class sessions from start to finish. Prepared to discuss/contribute details of consultation cases each session. 5
Participation	Often not engaged in activities and/or detracts from group process.	Often passive in class activities but makes some positive contributions to group process	Actively contributes to activities and group dynamics	Strong generator of ideas and/or active facilitator in class activities

	0-3	4-6	7-8	9-10
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Practice Interview: Prior to conducting your first interview with your actual consultee, you will practice the problem identification interview and your communication skills in a mock interview with a peer in the class. You need to video record the interview and to review and reflect on your interview in a two-page self-reflection evaluating your performance. I will review your video and provide feedback on your interview that you can integrate into your actual first interview. (25 points; Embedded Assessment #1)

Summary Paper: Building Consultation Team. Consultation occurs at the individual and systems levels. Through this assignment you will learn about the building-level consultation team. You will interview the appropriate staff at your practicum site regarding their Building Consultation Team, Student Assistance Team, or other pre-referral intervention, problem-solving process in use. I will provide you with specific interview questions to ask. You will be required to observe at least one of these meetings. Based on the information you gather through your interviews and observation, you will complete a 4-5 page, typed description of the purpose and procedures of the current practice, evaluating the strengths and limitations of the model, comparing and contrasting the model with the Response to Intervention Model described in the IDEA Improvement Act, and providing recommendations for improvements. You need to include all completed interview forms. You also need to include and reference in text any site-specific forms used in the BCT process as appendices. (25 points; Embedded Assessment #2)

Schoolwide Evaluation of Discipline Data to Determine At Risk Students. To understand how a school analyzes and uses office discipline referral (ODR) data at the systems level, you will evaluate one school's use of ODRs within your practicum site. You will interview the appropriate staff at your practicum site regarding their use of ODRs as part of a screening system to determine individual students who are at-risk of developing behavioral problems and in need of supportive interventions. You will also review any materials used within the school to document ODRs. I will provide you with specific interview questions regarding how ODRs are operationally defined and categorized as well as how these data are used, analyzed, and disaggregated by type, grade, gender, ethnicity/race, and special education status. Based on information you gather through interviews and your review of materials, you will complete a 3-4 page, typed description of the current practice, evaluating the strengths and limitations of the practice, and providing recommendations for improvements. You need to include all completed interview forms. You also need to include and reference in text any site-specific forms used by the school as appendices. (25 points; Embedded Assessment #3)

Consultation Cases in Practicum Setting. To learn how to consult with teachers about students' academic and behavioral concerns, you will engage in two structured consultations with classroom teachers and/or parents from your practicum site. One case will address a student with an academic behavior (skill or performance deficit) of concern. The second will address a student with a behavioral concern (skill or performance deficit). These consultations will require you to have regular contact with your consultees on average 20-30 minutes weekly. Required activities and products are listed below. These activities are outlined in order of completion. You can expect feedback regarding your progress at each step within a week of your having completed the assignment. If you need feedback sooner, please let me know. I want to ensure that you have timely feedback so that you are confident progressing at each stage.

Problem Identification Interview (PII)– You will interview your consultee(s) to define the problem, determine assessment/data collection procedures, and identify a measurable target behavior or skill. You will also interview the parent/guardian and the child. (15 points)

Problem Analysis Interview (PAI) – You will assist consultees in determining the reason for the students' skill/performance deficits using data. To do so, you will first help the consultee establish a baseline using appropriate measures. For the academic concern, these measures will include AIMSweb® curriculum-based measures. For the behavioral concern, these measures will include an operationally defined behavior using direct behavioral observation or direct behavior rating data. For the academic case, you will complete a survey-level assessment to determine the student's instructional level and appropriately revise the definition of the target academic behavior or skill. For the behavioral concern, you will conduct a classroom observation to determine an operational definition of the target behavior of concern including the dimension of concern. You will collaborate with your consultee to identify a goal based on baseline performance, national/local norms, and expected rates of progress as appropriate. You will conduct a functional academic assessment to determine maintaining hypotheses and determine necessary instructional components for the academic target behavior; you will conduct a functional behavioral assessment to determine the function of the behavior. You will then research the academic behavior of concern or the social-emotional behavior of concern locating three journal articles related to the target behavior that describe evidence-based interventions to address that behavior. You will provide the consultee a copy of each article as well as a one-page summary of the article written in language that is easily understood by the consultee and that translates the research into applied knowledge for the consultee. The citation for each article should be provided in APA style at the beginning of each summary. You will use a brief experimental analysis to verify the effectiveness of the chosen intervention for the academic target behavior, and you will use an observational test to verify the function of the behavioral target behavior. (25 points per case)

Plan Implementation– You will assist consultees in choosing an intervention, considering the skill level of the consultee and his/her time and resources to implement the plan. You will collaborate with the consultee to clearly describe the intervention, identify responsibilities, and create materials needed for instruction, monitoring outcomes, and ensuring treatment integrity. You will also schedule follow-up contacts with the consultee to support implementation. (10 points per case)

Plan Evaluation Intervention (PEI)– You will graph data and evaluate whether the intervention was responsible for the observed change based on visual inspection of data (e.g., change in slope, trend, direction) and calculation of effect size (e.g., PND). You will interview the consultee to determine their level of satisfaction with the outcome of the intervention, the consultation process, and discuss what changes are needed to improve or maintain outcomes. (15 points per case)

Summary Report– You will prepare a report summarizing their consultation case. (100 points per case; Embedded Assessments #4a and #4b)

- a. Problem Identification- including identifying information and referral concern.
- b. Problem Definition- including background information and a description of the survey level assessment data/direct behavioral observation data.
- c. Problem Analysis- including results of functional academic assessment/functional behavioral assessment, brief experimental analysis or behavioral test, and identified goals and objectives.
- d. Intervention- including a description of the intervention and procedures used to evaluate treatment integrity. Include a copy of the treatment integrity checklist in the appendix.
- e. Response to Intervention-including an evaluation of the data with graphed outcomes and effect sizes.
- f. Summary and Recommendations-including a review of major findings and recommendations for further action.
- g. Reflection-A separate summary reflecting on your strengths and weaknesses as a consultant engaging in the consultation process. Discuss issues related to the steps followed, your working relationship with your consultee, and other variables that impacted the consultation process. Include both the strengths and limitations of the consultation process with respect to your case and address ways that you could improve your implementation of the process in the future.
- h. Appendices
 1. Treatment Integrity Checklist
 2. Process Evaluation Form completed by your consultee
 3. Process evaluation form completed by you (self-evaluation)

Consultation Case Presentation. You will prepare a 20-25 minute power point presentation regarding your academic consultation case. The presentation should follow the same outline as the summary report and include the following items: (25 points)

- a. Problem Identification
- b. Problem Definition
- c. Problem Analysis
- d. Intervention Description
- e. Response to Intervention
- f. Recommendations
- g. References

Group Presentation. You will develop an in-service presentation on a topic related to prevention and intervention with a peer(s). The professional presentation needs to be about 60 minutes in length (formatted for three, 20-minute sections), and include a useful practitioner oriented, research-based set of handouts. To keep the audience engaged, presenters need to include activities that further participants' understanding of the content. Presenters should minimize their use of hand held notes. Groups need to use Power Point, or other media in the presentation of content. You can choose from the following topics: (50 points)

- a. Promoting Social Competence and Social Skills (IABP, 26; BPSP-VI, 15)
- b. Preventing Academic Failure (BPSP-VI, 10)
- c. Best Practices in Suicide Prevention (BPSP-VI, 19)

- d. Best Practices in School-based Sexuality Education and Pregnancy Prevention (BPSP-V, 85)
- e. Career Development (Children's Needs III, 39)
- f. Language Development (Children's Needs III, 38)
- g. Other topic approved by instructor

Summary of Credit Options:

1. Participation (15 points)
2. Practice Interview (25 points)
3. Building Consultation Team Summary Paper (25 points)
4. Schoolwide Evaluation of Discipline Data to Determine At Risk Students (25 points)
5. Problem Identification Interview Academic Case (10 points)
6. Problem Identification Interview Behavioral Case (15 points)
7. Problem Analysis Interview Academic Case including article summaries (25 points)
8. Problem Analysis Interview Behavioral Case including article summaries (25 points)
9. Plan Implementation Academic Case (10 points)
10. Plan Implementation Behavioral Case (15 points)
11. Plan Evaluation Interview Academic Case (15 points)
12. Plan Evaluation Interview Behavioral Case (15 points)
13. Summary Report Academic Case (100 points)
14. Summary Report Behavioral Case (100 points)
15. Case Presentation (25 points)
16. Group Presentation (50 points)

Grading:

A maximum of 495 points can be earned in the course. Grades will be assigned on a percentage basis from the total number of points earned and the number of points possible.

A	= 93 – 100%	459 – 495 points
A-	= 90 – 92%	444 – 458 points
B+	= 87 – 89%	432 – 443 points
B	= 83 – 86%	413 – 431 points
B-	= 80 – 82%	394 – 412 points
C+	= 77 – 79%	379 – 393 points
C	= 73 – 76%	360 – 378 points
C-	= 70 – 72%	345 – 359 points
D+	= 67 – 69%	330 – 344 points
D	= 63 – 66%	310 – 329 points
D-	= 60 – 62%	295 – 309 points
F	= below 60%	below 295 points

Course Policies:

1. Attendance. You are expected to attend all classes. If you need to be absent due to religious observation or University sanctioned event please contact me within the first two weeks of class. Unanticipated emergencies necessitating absence should be communicated to me as soon as possible. I will assist as I can to help you make up missed material discussed in class; however, missing class will impact your participation grade within the class.
2. Due Dates. Due dates for each assignment are listed in the schedule. Adhering to these deadlines will ensure that you will complete all requirements for the class as expected. I realize, however, that when you are completing assignments that are dependent upon meeting with others, that you may not be able to complete each assignment as anticipated—a consultee may be sick, a student absent, and/or a meeting is canceled and rescheduled. Do your best to meet the deadlines. If you are not able to meet a complete an assignment by the due date, contact me as soon as possible letting me know the reason for the delay and letting me know when I can expect your completed assignment. Continued delays may necessitate taking an incomplete in the class for the semester.
3. Electronic Devices. Please be respectful of our class time together and each other by ensuring that cell phones are turned off or placed in a non-disruptive, silent mode during class. Please also put away lap tops or iPads during class unless we are using them as part of instruction.
4. Academic Integrity. “The university has a responsibility to promote academic honesty and integrity...Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS Chapter 14). Students who violate these standards will be penalized as permitted under UWS Chapter 14. *Students in the School Psychology Program are guided by the recognized ethical codes of the profession regarding all assessment and intervention procedures. Violation of these codes, including any falsification of protocol data, will subject the student to dismissal from the certification sequences.*

The student is referred to:

- A. *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*
 1. General Principles
 2. Section 2. Evaluation, Assessment, or Intervention
 - B. *National Association of School Psychologists Principles for Professional Ethics*
 1. Section II. Professional Competency
 2. Section IV. Professional Practices
5. Special Needs. Please let me know as soon as possible if you have any special needs so that appropriate accommodations in curriculum, instruction, or evaluation can be made. The Center for Students with Disabilities (Andersen Library Building, Room 2002) and Project Assist, among other campus resources, are available to assist students. To make a formal application for assistance, contact the Center for Students with Disabilities at 262-472-4711.

Relevant UW-W Policies:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University-Sponsored Events. (For details please refer to the Undergraduate & Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the "Academic Requirements and Policies" and the "Facilities and Services" sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Relevant Websites:

AIMSweb

<http://www.aimsweb.com>

Center on Instruction

<http://www.centeroninstruction.org>

Collaborative for Academic Social, and Emotional Learning (CASEL)

<http://www.casel.org>

DIBELS

<http://dibels.uoregon.edu>

Educational Research Newsletter

<http://www.ernweb.com/public/main.cfm>

Evidence-Based Intervention Network

<http://ebi.missouri.edu/>

Florida Center for Reading Research

<http://www.fcrr.org>

Helping Early Literacy with Practice Strategies

<http://www.helpsprogram.org/>

Institute for the Development of Educational Achievement (IDEA)

<http://idea.uoregon.edu>

Intervention Central

<http://www.interventioncentral.org>

National Center on Response to Intervention

<http://www.rti4success.org/>

National Center on Student Progress Monitoring

<http://www.studentprogress.org>

National Reading Panel

<http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

Peer Assisted Learning Strategies

<http://kc.vanderbilt.edu/pals>

Positive Behavior Interventions & Support

<http://www.pbis.org>

Promising Practices Network

<http://www.promisingpractices.net/programs.asp>

Reading Rockets

<http://www.readingrockets.org>

The RTI Action Network

<http://www.rtinetwork.org/>

RTI Wire

http://www.jimwrightonline.com/php/rti/rti_wire.php

Scientifically Based Research

<http://www.gosbr.net>

What Works Clearinghouse

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

Wisconsin PBIS Network

<http://www.wisconsinpbisnetwork.org/>

**Websites can also be accessed through D2L course website.*

COURSE SCHEDULE:

Date	Activity	Readings
9/8	Introduction and Overview of School-Based Consultation	Kampwirth 1
9/15	Communication and Interpersonal Skills	Kampwirth 4
9/22	School-Based Consultation: Models and Professional Practices Due: Consultation Case Teacher Meeting Schedule Due: Practice Peer Interview	Kampwirth 2 (Kaufman et al., 2010; Predy et al., 2014) IABP 1
9/29	Problem Solving Consultation and Functional Assessment Due: Building Consultation Team Summary Paper	Kampwirth 3 FA 2-3
10/6	Functional Academic Assessment Due: Consultation Case Problem Identification Interviews	Kampwirth 7 FA 4-5
10/13	Functional Academic and Behavioral Assessment	Kampwirth 6 FA 7-8
10/20	Linking Functional Assessment Results to Interventions	FA 6, 9 Review IABP 18 & 20
10/27	WSPA No Class	
11/3	Ethics and Professional Practice; Multicultural Issues Due: Consultation Case Problem Analysis Interviews	Kampwirth 5 (Li & Vazquez-Nuttall, 2009; Lopez, 2000; Sheridan, 2000)
11/10	Evaluating Change Due: Consultation Case Plan Implementation Interviews	Single Case 5, 6 (Campbell, 2004; Scruggs & Mastropieri, 2013)
11/17	System-Level Consultation and Implementation of RTI Due: School-Wide Evaluation of Discipline Data	Kampwirth 8;

- 11/24 No class. Thanksgiving Break.
- 12/1 Presentation (, and) Topic:
Presentation (, and) Topic:
Due: Consultation Case Plan Evaluation Interviews
- 12/8 Presentation (, and) Topic:
Consultation Case Presentations
- 12/15 Consultation Case Presentations
Due: Consultation Case Summary Reports

*Please note that the contents of this syllabus may be altered as the course progresses.

CONSULTATION CASE TEACHER MEETING SCHEDULE

Student Name _____ Phone #'s _____

Practicum Supervisor _____ Phone #'s _____

Practicum Site _____

Student Email _____

Consult with practicum supervisor to choose classroom teacher for the consultation case who is:

- willing to try something different
- open to new ideas
- open to changing something in classroom or in teaching technique or strategy
- willing to meet weekly for 20 to 30-minutes over a period of 10 weeks
- willing to complete a brief evaluation following the experience

For this first time experience, the classroom teacher characteristics are the first priority. After a teacher is identified, the practicum student and teacher can work together to identify a student and measurable target behavior or skill. Please do not choose a child for this experience who is exhibiting behaviors/skills considered at a crisis level where immediate intervention is required.

Teacher First Name Only _____ Grade _____

Weekly Meeting Time(s) _____
(September 26st through December 8th)

Student First Name Only _____

Target Behavior or Skill _____
(academic skill to improve or behavioral concern to address)

PSYCH 769 Problem ID Practice Interview

Embedded Assessment #1

Assessed Areas	Developing	Competent	Highly Competent
Conducting the Interview	Student consultant conducts semi-structured interview asking questions in a generally, non-threatening way. Order of questions is acceptable but not ideal given responses from consultee. Student consultant explains the purpose of the interview; the time needed; and the purpose of note-taking. Student consultant establishes a generally positive relationship and begins to build rapport with consultee by making small talk and thanking them for their time.	Student consultant conducts semi-structured interview asking questions in a logical and non-threatening way. Student consultant explains the purpose of the interview; the time needed; and the purpose of note-taking. Student consultant establishes a positive relationship and builds rapport with consultee by making small talk and thanking them for their time.	Student consultant conducts semi-structured interview with ease using a conversational tone, smiling, asking questions in a logical and non-threatening way. Student consultant explains the purpose of the interview; the time needed; and the purpose of note-taking in an easily understood way. Student consultant establishes an especially positive relationship and builds rapport with consultee by making small talk and thanking them for their time.
Problem Identification-Content	Information collected resulted in a sufficient problem definition and a prioritized concern, a tentative goal, an understanding of the instructional environment and the student’s response to it, interventions attempted, needed prerequisite skills, and methods of data collection. Information may be lacking in detail in places.	Information collected resulted in a problem definition and a prioritized concern, a tentative goal, an understanding of the instructional environment and the student’s response to it, interventions attempted, needed prerequisite skills, and methods of data collection.	Information collected resulted in an especially thorough problem definition and a prioritized concern, a tentative goal, an understanding of the instructional environment and the student’s response to it, interventions attempted, needed prerequisite skills, and methods of data collection. Information is especially thorough leading easily to problem analysis and intervention.

**Microskills
(paraphrasing/
reflecting/
summarizing,
response to
nonverbals,
use of minimal
encouragers,
asking single
open
questions)**

<p>Student consultant demonstrates the use of paraphrasing/reflecting/summarizing during the interview. Student consultant uses minimal encouragers and body language to communicate interest and understanding; student consultant poses questions in a closed way, rather than an open way at times and uses multiple questions rather than single questions at times.</p>	<p>Student consultant demonstrates the effective use of paraphrasing/reflecting/summarizing throughout the interview. Student consultant effectively uses minimal encouragers and body language to communicate interest and understanding; student consultant uses single and primarily open questions to guide conversation.</p>	<p>Student consultant demonstrates especially strong skill in paraphrasing/reflecting/summarizing throughout the interview. Student consultant effectively uses minimal encouragers and body language to communicate interest and understanding; student consultant uses single, well-posed questions in an open way to guide conversation.</p>
<p>Strengths and weaknesses as a consultant are described. What was learned from the practice interview and how that knowledge will impact interviews is generally described.</p>	<p>Strengths and weaknesses as a consultant are described demonstrating appropriate insight into further development. What was learned from the practice interview and how that knowledge will impact future interviews is described.</p>	<p>Strengths and weaknesses as a consultant are especially well described demonstrating strong insight into further development. What was learned from the practice interview and how that knowledge will impact future interviews is especially well described.</p>

Reflection

PSYCH 769 Building Consultation Team (BCT) Evaluation Embedded Assessment #2

Assessed Areas	Developing	Competent	Highly Competent
Description of Purpose and Structure	Purpose of the BCT is generally described including the goals of the team. Structure of the team is described including team members' representation from general education, special education, and pupil services as well as their identified roles. Information described is collected from interviewing the facilitator, the teacher consultee, and/or from direct observation of the team process.	Purpose of the BCT is described including the goals of the team and how the team is viewed as part of the school's larger service delivery system. Structure of the team is described including team members' representation from general education, special education, and pupil services as well as their identified roles. Information described is collected from interviewing the facilitator, the teacher consultee, and from direct observation of the team process as a participating member.	Purpose of the BCT is especially well described including the goals of the team and how the team is viewed as part of the school's larger service delivery system. Structure of the team is especially well described including team members' representation from general education, special education, and pupil services as well as their identified roles. Information described is collected from interviewing the facilitator, teacher consultees, parent consultee(s), and from multiple direct observations of the team process as a participating member of the team.
Evaluation of Strengths and Weaknesses	Both strengths and weaknesses of the team process are identified from the perspective of the team facilitator, a teacher consultee, and/or direct observation as a participant of the team. Steps taken by the team to address the identified weaknesses are generally described.	Both strengths and weaknesses of the team process are identified from the perspective of the team facilitator, a teacher consultee, as well as direct observation as a participant of the team. Steps taken by the team to address the identified weaknesses are described.	Both strengths and weaknesses of the team process are especially well identified from the perspective of the team facilitator, teacher consultees, as well as direct observations as a participating member of the team. Steps taken by the team to address the identified weaknesses are thoroughly described including outcomes.
Evaluation of the Team as part of a Multi-Tiered System of Support	The team process is generally described as part of a multi-tiered system of support. Minimal comparisons are made between the current process and the implementation of the Response to Intervention model. Missing components (i.e., benchmarking data, evidence-based interventions, consistent progress monitoring, treatment integrity, etc.) may not be appropriately identified.	The team process is described as part of a multi-tiered system of support. Comparisons are made between the current process and the implementation of the Response to Intervention model. Missing components (i.e., benchmarking data, evidence-based interventions, consistent progress monitoring, treatment integrity, etc.) are appropriately identified.	The team process is especially well described as part of a multi-tiered system of support. Multiple comparisons are made between the current process and the implementation of the Response to Intervention model. Missing components (i.e., benchmarking data, evidence-based interventions, consistent progress monitoring, treatment integrity, etc.) are thoroughly identified.

PSYCH 769 School-Wide Evaluation of Discipline Data Embedded Assessment #3

Assessed Areas	Developing	Competent	Highly Competent
Description of Process and Procedure	The process and procedure are generally described including how ODRs are operationally defined and categorized as well as how these data are used and analyzed, The frequency by which the data are reviewed as well as the data management system are generally described. Data are obtained from interviews with at least one staff member.	The process and procedure are well described including how ODRs are operationally defined and categorized as well as how these data are used, analyzed, and disaggregated by type, grade, gender, ethnicity/race, and special education status to determine potential disproportionality. The frequency by which the data are reviewed as well as the data management system are described. Data are obtained from interviews with at least one staff member as well as review of materials.	The process and procedure are especially well described including how ODRs are operationally defined and categorized as well as how these data are used, analyzed, and disaggregated by type, grade, gender, ethnicity/race, and special education status to determine potential disproportionality. The frequency by which the data are reviewed as well as the data management system are described. Process and procedures for reviewing the procedures and definitions with staff are also described. Data are obtained from interviews with key staff members as well as review of materials.
Evaluation of Strengths and Weaknesses	Both strengths and weaknesses of the process are generally identified from the perspective of at least one key staff member interviewed as well as direct observation of the process. Steps taken by the school to address the identified weaknesses are generally described.	Both strengths and weaknesses of the process are well identified from the perspective of at least one key staff member interviewed as well as direct observation of the process. Steps taken by the school to address the identified weaknesses are described including outcomes.	Both strengths and weaknesses of the process are especially well identified from the perspective of key staff members interviewed as well as direct observation of the process. Steps taken by the school to address the identified weaknesses are thoroughly described including outcomes.
Evaluation and Recommendations of the Use of ODRs as Part of a Screening and Progress Monitoring System	The process is generally described as part of a screening and progress monitoring system. Missing components (i.e., sufficiency of operational definitions, consistency in implementation, disaggregation of the data, frequency of data reviewed, identification of class-wide or grade-level problems, etc.) are minimally identified. Recommendations do not sufficiently address missing components.	The process is well described as part of a screening and progress monitoring system. Missing components (i.e., sufficiency of operational definitions, consistency in implementation, disaggregation of the data, frequency of data reviewed, identification of class-wide or grade-level problems, etc.) are identified. Recommendations address missing components/identified weaknesses.	The process is especially well described as part of a screening and progress monitoring system. Missing components (i.e., sufficiency of operational definitions, consistency in implementation, disaggregation of the data, frequency of data reviewed, identification of class-wide or grade-level problems, etc.) are thoroughly identified. Recommendations are especially insightful in addressing missing components/identified weaknesses and well-stated.

PSYCH 769: Consultation Summary Report Academic Embedded Assessment #4a

Assessed Areas	Developing	Competent	Highly Competent
Problem Identification/ Definition	Generally applies curriculum-based survey-level assessment procedures to determine instructional level across areas assessed. Description of performance may be more task focused than student focused. Baseline data includes a minimum of three data points but may not be collected at regular intervals from which a reliable trend can be established. Data collected may not be consistent with identified concern.	Accurate application of curriculum-based, survey-level assessment procedures to establish instructional level across assessed areas. Accurate, student-centered description of performance. A minimum of three data points have been collected to establish baseline and to reflect identified concern.	Outstanding application of curriculum-based, survey-level assessment procedures to establish instructional level in assessed areas. Highly accurate, student-centered description of performance including multiple measures. Baseline data are more than adequate (3 to 5 data points) to verify problem and to establish a reliable estimate to determine a goal.
Problem Analysis	Instructional components tested reflect some linkage to assessment data collected within the instructional environment and through direct assessment. Generally determines components which positively impact student's response and support hypothesized reason for deficit.	Applies the functional academic assessment and instructional assessment processes to identify hypothesized reasons for academic skill or performance deficit. Implements brief intervention assessment to test corresponding hypotheses and intervention components. Determines components which positively impact both speed and accuracy of response and replicates the highest performance condition.	Outstanding application of the functional academic assessment and the curriculum-based evaluation processes to identify hypotheses for academic skill or performance deficit. Creatively structures brief intervention assessment to test hypotheses using corresponding intervention components. Conclusively determines components which positively impact both speed and accuracy of response. Verifies the conclusion through replication of the highest performance condition.
Goal Setting	Generally determines realistic short-term and long-term goals in assessed areas. Provides rationale for identified goal with few but minimal errors. Graphs goals displaying initial, baseline performance, aim line, and goal-level performance with few but minimal errors.	Determines realistic and ambitious short-term and long-term goals in assessed areas. Provides rationale for identified goal. Graphs goals accurately displaying initial, baseline performance, aim line, and goal-level performance.	Consistently sets realistic and ambitious goals reflecting short-term and long-term progress in assessed areas. Accurately provides rationale for identified goal. Graphs goals accurately displaying initial, baseline performance, aim line, and goal-level performance. References factors influencing the goal as part of rationale (e.g., student characteristics, nature of instruction, possible intensity of intervention, etc.).

Assessed Areas	Developing	Competent	Highly Competent
Intervention Implementation	Identifies an intervention that is acceptable within the classroom. Items #23 and 24 from the Consultation Evaluation Survey generally support this. Evidence-base for intervention is cited. Support is generally provided to consultee. A treatment integrity checklist is included and integrity of the intervention is verified.	Collaboratively identifies intervention that is time efficient, acceptable, and doable within the classroom. Items #23 and 24 from the Consultation Evaluation Survey verify this. Evidence-base for intervention is cited. Adequate support is provided to consultee. A treatment integrity checklist is included and integrity of the intervention is verified at least once with a minimum of 80% accuracy.	Collaboratively identifies intervention that is especially time efficient, acceptable, and doable within the classroom. Items #23 and 24 from the Consultation Evaluation Survey verify this. Strong evidence-base of effectiveness is cited. Provides strong support for consultee in implementation. A thorough treatment integrity checklist is included and integrity of the intervention is verified on multiple occasions with a minimum of 80% accuracy.
Response to Intervention	Data are described and displayed visually showing ongoing collection with minimal missing data points. Measures of effect are generally described with minimal errors in calculation. Data from consultees are referenced. Changes in the intervention are noted as appropriate. Recommendations are generally appropriate.	Seven to ten data points are described and accurately displayed visually showing ongoing collection (e.g., weekly at minimum). Measures of effect are described including PND, rate of improvement, and percentage of change as appropriate. PND reflects an effective outcome (e.g., minimum of 70%). Data from consultees are referenced. Changes in the intervention are made based on data. Recommendations are appropriate.	Ten to twelve data points are described and accurately displayed visually showing consistent and frequent collection (e.g., weekly at minimum). Measures of effect are especially well described including PND, rate of improvement, and percentage of change as appropriate. PND reflects an especially effective outcome (90% or above). Data from consultees are referenced and incorporated in the evaluation. Reference to use of the data in informing changes made is described. Recommendations for maintenance of skills are included.
Reflection	Strengths and weaknesses as a consultant are described. What was learned from the case and how that knowledge will impact future practice is generally described.	Strengths and weaknesses as a consultant are described demonstrating appropriate insight into further development. What was learned from the case and how that knowledge will impact future practice is described.	Strengths and weaknesses as a consultant are especially well described demonstrating strong insight into further development. What was learned from the case and how that knowledge will impact future practice is especially well described.

PSYCH 769: Consultation Summary Report Behavioral

Embedded Assessment #4b

Assessed Areas	Developing	Competent	Highly Competent
Problem Identification/ Definition	Generally applies behavioral assessment procedures to determine baseline data. Description of performance may lack some specificity. Baseline data includes a minimum of three data points but may not be collected at regular intervals from which a reliable trend can be established. Data collected may not be consistent with identified concern.	Accurate application of indirect and direct behavioral assessment procedures to establish baseline data from which a goal can be determined. Accurate, student-centered description of performance. A minimum of three data points have been collected to reflect identified concern.	Outstanding application of indirect and direct behavioral assessment procedures to a reliable and stable baseline from which a goal can be determined. Highly accurate, student-centered description of performance including multiple measures. Baseline data are more than adequate (3 to 5 data points) to verify problem.
Problem Analysis	Identified functional behavioral assessment process to identify the function of the behavior. Instructional components tested reflect some linkage to assessment data collected within the instructional environment and through direct observation. Generally determines components which positively impact student's behavior and support hypothesized function.	Applies the functional behavioral assessment process to identify the function of the behavior and a replacement behavior that will meet the same function. Implements brief intervention assessment to test corresponding hypotheses and intervention components. Determines components which positively impact the behavior and replicates the highest performance condition.	Outstanding application of the functional behavioral assessment process to identify the function of the behavior and to identify a replacement behavior that will meet the same function. Creatively structures brief intervention assessment to test hypotheses using corresponding intervention components. Conclusively determines components which positively impact both behavior. Verifies the conclusion through replication of the highest performance condition.
Goal Setting	Generally determines realistic short-term and long-term goals in assessed areas. Provides rationale for identified goal with few but minimal errors. Graphs goals displaying initial, baseline performance, aim line, and goal-level performance with few but minimal errors.	Determines realistic and ambitious short-term and long-term goals in assessed areas. Provides rationale for identified goal. Graphs goals accurately displaying initial, baseline performance, aim line, and goal-level performance.	Consistently sets realistic and ambitious goals reflecting short-term and long-term progress in assessed areas. Accurately provides rationale for identified goal. Graphs goals accurately displaying initial, baseline performance, aim line, and goal-level performance. References factors influencing the goal as part of rationale (e.g., student characteristics, skill development, reinforcer quality, possible intensity of intervention, etc.).

Assessed Areas	Developing	Competent	Highly Competent
Intervention Implementation	Identifies an intervention that is acceptable within the classroom. Items #23 and 24 from the Consultation Evaluation Survey generally support this. Evidence-base for intervention is cited. Support is generally provided to consultee. A treatment integrity checklist is included and integrity of the intervention is verified.	Collaboratively identifies intervention that is time efficient, acceptable, and doable within the classroom. Items #23 and 24 from the Consultation Evaluation Survey verify this. Evidence-base for intervention is cited. Adequate support is provided to consultee. A treatment integrity checklist is included and integrity of the intervention is verified at least once with a minimum of 80% accuracy.	Collaboratively identifies intervention that is especially time efficient, acceptable, and doable within the classroom. Items #23 and 24 from the Consultation Evaluation Survey verify this. Strong evidence-base of effectiveness is cited. Provides strong support for consultee in implementation. A thorough treatment integrity checklist is included and integrity of the intervention is verified on multiple occasions with a minimum of 80% accuracy.
Response to Intervention	Data are described and displayed visually showing ongoing collection with minimal missing data points. Measures of effect are generally described with minimal errors in calculation. Data from consultees are referenced. Changes in the intervention are noted as appropriate. Recommendations are generally appropriate.	Seven to ten data points are described and accurately displayed visually showing ongoing collection (e.g., weekly at minimum). Measures of effect are described including PND, rate of improvement, and percentage of change as appropriate. PND reflects an effective outcome (e.g., minimum of 70%). Data from consultees are referenced. Changes in the intervention are made based on data. Recommendations are appropriate.	Ten to twelve data points are described and accurately displayed visually showing consistent and frequent collection (e.g., weekly at minimum). Measures of effect are especially well described including PND, rate of improvement, and percentage of change as appropriate. PND reflects an especially effective outcome (90% or above). Data from consultees are referenced and incorporated in the evaluation. Reference to use of the data in informing changes made is described. Recommendations for maintenance of skills are included.
Reflection	Strengths and weaknesses as a consultant are described. What was learned from the case and how that knowledge will impact future practice is generally described.	Strengths and weaknesses as a consultant are described demonstrating appropriate insight into further development. What was learned from the case and how that knowledge will impact future practice is described.	Strengths and weaknesses as a consultant are especially well described demonstrating strong insight into further development. What was learned from the case and how that knowledge will impact future practice is especially well described.