SYLLABUS
CPSE 610 Fall 2016
Consultation and Collaboration in the Schools

Instructor: Melissa A. Heath, PhD
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Class hours: Tuesdays 8:00-10:50 in room 341 MCKB
Office hours: Tuesday: 12:15- 2:30
            Thursdays: 10:00-12:00 on the first and third Thursdays; 2:00- 5:00 every Thursday
Please call to set up an appointment outside of scheduled office hours. Email or call any time.
NOTE: Faculty meetings are held on the 2nd and 4th Thursdays of each month from 10:00-12:00.
I will typically be in the office on Thursdays for meetings.

Required Textbooks:
- Erchul, W. P., & Martens, B. K. (2012). *School consultation: Conceptual and empirical bases of practice* (3rd ed.). New York, NY: Springer.
- Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. New York, NY:Guilford Press.

Supplemental Textbooks:
- Sheridan, S. M., & Kratochwill, T. (2007) *Conjoint behavioral consultation: Promoting family-school connections and interventions* (2nd ed.). New York, NY: Springer.
- Crothers, L. M., Hughes, T. L., & Morine, K. A. (2008). *Theory and cases in school-based consultation: a resource for school psychologists, school counselors, special educators, and other mental health professionals*. New York, NY: Routledge.
- Heath, C., & Heath, D. (2008). *Made to stick: Why some ideas survive and others die*. New York, NY: Random House.
- Kotter, J., & Rathgeber, H. (2006). *Our iceberg is melting: Changing and succeeding under any conditions.* New York, NY: St. Martin's Press.
- Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable.* San Francisco, CA: Jossey-Bass.
- Johnson, S. (2002). *Who moved my cheese*? New York, NY: G. P. Putnam's Sons. [originally published in 1998]

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Consultation is an overarching skill and is an important piece that School Psychologists provide in every aspect of their work. This class will assist students in developing consultation skills in both knowledge and skills. The following domains are addressed in this course through assigned reading, practicum experiences in the school settings, and in-class learning activities and discussion.

- **Domain 2: Consultation and Collaboration**
School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

- **Domain 7: Family–School Collaboration Services**
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

- **Domain 9: Research and Program Evaluation**
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

    School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
    Consultation is a delivery model for providing behavioral, counseling, and psychological services to children and adolescents. Consultation emphasizes an increase in problem-solving expertise within a triadic relationship (consultant, consultee, and child/individual). Consultation is an indirect service delivery approach whereby services are delivered by a consultant (the school psychologist or special education teacher) to a consultee (teacher, parent, or administrator) who, in turn, provides services to a child in the school or community setting. This indirect approach to service delivery is regarded as *best practice,* allowing school psychologists and other mental health professionals to impact many more

children/individuals than would be served through direct one-on-one service delivery. Consultation involves collaborative relationships in which consultants are viewed as facilitators. Emphasis is placed on the collaborative problem-solving process, which occurs during a series of interviews and related assessment activities. Throughout this process, consultants elicit a description of problems, assist in analyzing problems, devise intervention plans, and monitor proposed interventions once implemented.

Consultation skills are critical to impacting positive change at both individual and organizational levels. Research findings underscore the strong connection between parent involvement and student success. Effectively engaging parents and families in children's education has the potential to increase student academic success to a greater degree than any other type of education reform.

This course focuses on competencies and skills related to consultation in school settings. Knowledge and skills related to consultation increase one's ability to more effectively function as a powerful change agent, positively impacting children, families, schools, and communities. When interacting with larger systems and organizations, consultation skills also increase your ability to function and contribute in a positive and collaborative way. Regardless of the setting, bringing people together to achieve common goals increases power and potential to make significant contributions.

Course Objectives:
Demonstrate knowledge of change theory & the ethics of implementing activities to promote change
- Demonstrate sensitivity to multicultural, ethical, and moral issues relevant to consultation, change, and involvement of parents and caregivers.
- Identify major sources of consultee's difficulty and resistance to change, and demonstrate the knowledge and skill to intervene effectively.

Demonstrate knowledge of consultation strategies to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families
- Learn skills and develop characteristics, which will allow you to initiate and implement collaboration, consultation, and coordination of efforts with various school personnel and parents.
- Demonstrate the knowledge to work with a consultee in identifying a target behavior.
- Design a feasible plan for collecting baseline data and working collaboratively with a consultee to develop intervention plans and identify goals, implement plans, monitor and evaluate progress in meeting goals, and implement modifications as needed.
- Develop competencies that allow you to contribute and communicate appropriately in staffings, parent-teacher conferences, and IEP meetings.
- Demonstrate knowledge of consultation principles to effectively facilitate change at a systems level.

Demonstrate knowledge of strategies to involve families in education and service delivery
- Demonstrate knowledge of various family systems models and how each theory views family influences on student development, learning, and behavior.
- Identify ways to support, implement, and apply the *National Standards for Parent/Family Involvement* http://www.pta.org/nationalstandards --these standards include:
  1. Welcoming all families into the school community
  2. Communicating effectively
  3. Supporting student success
  4. Speaking up for every child
  5. Sharing power
  6. Collaborating with community

Demonstrate consultation skills in working effectively and collaboratively with teacher, parent, and student.
- Complete the Consultation Project and report on this experience (in-class presentation and paper documenting experiences). See outline for report and case study rubric included in this syllabus. This Consultation Project includes:
  1. Documenting all required aspects of project (see template NCSP case study report)
  2. Identifying targeted behavioral difficulty, based on input from teachers and parents/guardians
  3. Completing behavioral observations and checklists to determine social-emotional needs and current level of social-emotional competencies
  4. Collaboratively developing behavioral interventions to address challenging behaviors that interfere with academic success and social interactions
  5. Collaboratively setting behavioral goals for child/student
  6. Collecting data: baseline data (pre-intervention) and intervention data
  7. Monitoring progress/improvement/impact of intervention on targeted behaviors
  8. Adjusting intervention and data collection as needed
  9. Charting data (across time) using chart-dog on interventioncentral.org

Demonstrate consultation skills in working effectively/collaboratively with school staff and administrators in participating in the assessment of an identified school-wide or targeted population's program (program evaluation)
- **Complete assignments related to program evaluation projects** (see 1-page template of program evaluation)
    1. Participate in discussion, based on Patton (2011) *Developmental Evaluation.*
    2. Complete in-class worksheets on program evaluation. In relation to projects reviewed in class (recent publications involving program evaluation), critically evaluate the pros and cons of evaluation methods. Critique data summary and recommendations/findings.
- **Complete assignments related to on-site school-based program evaluation**
    1. Participate in school-based program evaluation.
    2. Write a **2-page summary,** using template (either including bullet points or using the 2-column chart) describe your experience with program evaluation, based on Patton's (2011) *Developmental Evaluation.*

Include feedback regarding the program evaluation, lessons learned, and recommendations you would provide to those who continue to monitor the effectiveness of the program.

Preventing Sexual Harassment:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

Students with Disabilities:
Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [https://uac.byu.edu/]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached by phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Proposed CPSE 610 Fall 2015 CLASS SCHEDULE
(a) 5 minutes---spiritual thought & prayer
(b) 10 – 15 minutes--hot topic on consultation and collaboration
(c) 30 minutes—cover consultation reading material ---lecture 15 minute & 15 minute learning activity
(d) 30 minutes --- cover program evaluation reading---- lecture 15 minute & 15 minute learning activity
---- 15 minute BREAK----
(e) 20 minutes---Melissa or assigned person covers additional readings/topics
(f) 20 minute ---Melissa covers research concerning program evaluation and evaluation of consultation/collaboration
(g) 10 minutes –students offer updates on behavior case study project
(h) 10 minutes –students offer updates on program evaluation project
(i) 15 minutes --skype visits with experts in the field (this will be at the convenience of the expert---so time is flexible)

DATE	SPIRITUAL THOUGHT & PRAYER	HOT TOPIC	TOPIC	PERSON IN CHARGE OF Chapter & Readings	ROLE PLAYS & Additional Readings/Activities
8/30	Melissa Spiritual thought & prayer	Melissa	Overview of course, assignments, case consultation project, and program evaluation project		
9/6	Spiritual thought & prayer		Introduction to Consultation Developmental evaluation	E&M Chap 1 Pgs 3 - 16 Patton Chap 1 Pgs 1-27	#1 Role play & discussion
9/13	Spiritual thought & prayer		Problem Solving & Response to Intervention Dev Eval Purpose & Niche	E&M Chapter 2 Pgs 17 – 30 Patton Cap 2 Pgs 28-52	#2 Role play & discussion Please use the role play in chapter 11-- pgs 193-204 #3 Role play & discuss Please use the role play in chapter 11-- pgs 204-214
9/20	Spiritual thought & prayer		Promoting Change in Schools Thinking outside box	E&M Chapter 3 Pgs 31-62 Patton Chap 3 Pgs 53-79	#4 Role play & discussion #5 Role play & discussion
9/27	Spiritual thought & prayer		The School as a Setting for Consultation Situation recognition **evaluate experiences*	E&M Chapter 4 Pgs 63-82 Patton Chap 4 Pgs 80-110	#6 Role play & discussion
10/4	Spiritual thought & prayer		Bases of an Integrated Model of School Consultation Systems thinking	E&M Chapter 5 Pgs 83 -104 Patton Chap 5 Pgs 111-151	#7 Role play & discussion #8 Role play & discussion
10/11	Spiritual thought & prayer		*NO reading from the Erchul & Martens book* TOPIC: Leadership and increasing motivation for positive growth and change Class divides into 4 teams. Each team takes one book and provides activities and discussions to cover the major content, tying ideas into consultation strategies and working within the school system. TEAM #1: *Five Dysfunctions of a Team* TEAM #2 *Our Iceberg is Melting* TEAM #3 *Made to Stick* TEAM #4 *Who Moved My Cheese?*		
10/18	Spiritual thought & prayer		MID TERM (1st hr) TOPIC: Model Description and Application Changing world	E&M Chapter 6 Pgs 105-126 Patton Chap 6 Pgs 152-186	
10/25	Spiritual thought & prayer		• This is an in-class workday for consultation case and program evaluation projects		
11/1	Spiritual thought & prayer		Assessment in School Consultation Adaptive cycle **evaluate experiences*	E&M Chapter 7 Pgs 127-140 Patton Chap 7 Pgs189-226	# 9 Role play & discussion

DATE	SPIRITUAL THOUGHT & PRAYER	HOT TOPIC	TOPIC	PERSON IN CHARGE OF Chapter & Readings	ROLE PLAYS & Additional Readings/Activities
11/8	Spiritual thought & prayer		Selecting Effective School-Based Interventions Inquiry frameworks	E&M Chapter 8 Pgs 141-158 Patton Chap 8 Pgs 227-263	NOTE: (a) Melissa will bring current research studies to review and (b) we will be reviewing program evaluation projects
11/15	Spiritual thought & prayer		Key Participants in Consultation Reflective practice	E&M Chapter 9 Pgs 159-176 Patton Chap 9 Pgs 264-304	NOTE: (a) Melissa will bring current research studies to review and (b) we will be reviewing program evaluation projects
11/22	FRIDAY INSTRUCTION No class THANKSGIVING BREAK				
11/29	Spiritual thought & prayer		Students as Clients Utilization focus **evaluate experiences*	E&M Chapter 10 Pgs 177-192 Patton Chap 10 Pgs 305-340	Discussion: Research-based interventions that dyads utilized in case studies. Come prepared to discuss your dyad's interventions.
12/5	Spiritual thought & prayer		We will review information from E&M Chapters 11-12, Pgs 193-219 Presentations of case studies and program evaluations 10 min per case study & 10 min for overview of program evaluation ---all students participate---		
Thursday Dec 14 8:00 am–10:00 am	Spiritual thought & prayer		FINAL EXAM Written exam & • Share completed reports for feedback and discussion (use rubric to evaluate case study) • Review program evaluation data and feedback, review program evaluation reports		

			Responsibilities & Grading Chart for CPSE 610 2015												POINTS	
DATE			ASSIGNMENT			Description									Potential	Earned
Class preparation and class attendance—includes arriving on time to class						• Attending & prepared for class (1 point per class) • Subtract **.5** from the total if arriving late –and subtract **.5** if not prepared. Must be prepared for class (readings completed); subtract 1 point if you miss class.									**15**	
8/30	9/6	9/13	9/20	9/27	10/4	10/11	10/18	10/25	11/1	11/8	11/15	11/29	12/6	12/14 Final exam		
ON TIME AND COMPLETED READINGS																
PAPERS																
															10 total points ----1 point per paper	
10 one-page papers during semester			Papers are notes from assigned chapters (10)			During the semester, complete 10 one-page-single spaced papers—notes from the readings (electronic) ---on assigned reading---for full credit, email to Melissa before Saturday midnight. Late papers (after midnight Saturday) will receive .5 points										
			Spiritual Thought & Prayer			Volunteer for a short spiritual thought and offer opening prayer									----	----
			Lead 2 Chapter Discussions 1 chapter for consultation and 1 chapter for program evaluation			**30 minutes –Student LECTURE –10-minute lecture & 20-minute discussion & activity---provide 1 to 2-page electronic handout summarizing major points**									2 X 10 = **20** see grading rubric	
			Hot Topic			10 minute spotlight on recent info --topic related to consultation issues in schools, working effectively with parents, teachers, administrators, and community professionals									**5**	
			Role Play Scenario			Prepare a role play based on day's topic and reading									**5**	
Oct 18			MID- TERM EXAM			2 essays (independent), followed by group discussions Essays will be based on consultation scenarios & on conducting program evaluation.									**7.5** points for each essay TOTAL = **15**	
Dec 6			PRESENTATIONS (a) Case Study Project (b) Program Eval			See handout describing project (a) 10 minutes ---review case study report (b) 10 minutes ---review program evaluation (c) On Dec 14 (final exam day), each student will turn in a 10 pg (maximum) paper—following report skeleton-NASP guidelines									------	------
Wednesday Dec 14 800-10:00 am			FINAL EXAM			(a) turn in case study report (10 pts)—also includes peer review of one other student's case study report; (b) turn in program evaluation summary report (10 pts); & (c) 2 in-class written essays (5 points per essay) related to consultation scenarios and program evaluation									**30**	
SEMESTER'S TOTAL POINTS															**100**	

CPSE 610 Program Evaluation Project (2-page summary)

Description of Section	Title of Section
1. Describe the program you are evaluating:	1. Description of Program
2. What is the research basis and/or practical basis underlying this program?	2. Underlying Basis for Program
3. Describe the history of this program (when initiated, who is involved in this program (organizers, leaders workers who carry out the program, benefactors, growth of program, perceived impact of program, etc.)	3. History of Program
4. Why are you evaluating this particular program?	4. Reason for Evaluating Program
5. Who needs the information you are gathering for this evaluation?	5. Contact Person for Evaluation
6. Who will benefit from the information gathered in this evaluation?	6. Description of Program's Benefactors
7. Succinctly state your research question/s	7. Research Question/s
8. What type of research design will you propose in order to answer your research question/s?	8. Research Design
9. What type of data will you collect to answer your research question/s (evaluate this program)?	9. Data Collection
10. How will you analyze your data?	10. Data Analysis
11. How will you report your data? (Results)	11. Results
12. How will you offer recommendations to improve program, maintain program, or terminate program (if proven ineffective).	12. Recommendations

CPSE 610 Consultation
FALL 2016 Home-School Consultation Project

Instructor: Melissa Allen Heath   801-422-1235 (office) or 801-491-8386 (home)   melissa_allen@byu.edu

BYU Practicum Coordinators: Tim Smith   <Tim_Smith@byu.edu> 801-422-1311

Lorrie Crandall   <lcrandall@alpinedistrict.org>

NASP STANDARDS FOR TRAINING 2.2 Consultation and Collaboration:

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. (pp. 5-6)

Retrieved from *http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf*

OVERVIEW OF CASE CONSULTATION PROJECT

	Review permission forms, interview forms/outlines, and requirements/expectations
	Meet with site supervisor; meet with principal to explain project
	Identify child, teacher, & family--get approval of site supervisor & principal
	Contact parent, send permission forms and meet with parent/s for official permission
	Set up initial meetings with key players If not a student receiving special education services these meetings may be informal
	Identify & define targeted behavioral need (observable & measurable)
	BASELINE: Set up and conduct data collection for baseline--**minimally 3 data points of behavioral data**; also gather informal information from teacher and parent regarding student's behavior associated with the targeted behavior.
	In consultation with parent and teacher, **identify goals (reasonable expectations) & potential interventions**—USE RESEARCH-BASED INTERVENTIONS ▪ Consider social validity ▪ Consider capacity and willingness of individuals to contribute to interventions
	Implement intervention, clearly identifying roles and duties of those involved; identify who, where, when, and how
	Monitor intervention progress across 6 weeks minimum (minimally 6 data points for intervention data)
	Across time, communicate progress to teacher, parent, student and other key players ▪ Monitor for treatment integrity ▪ Monitor social validity
	Evaluate effectiveness of intervention; monitor progress across time; Problem solve –iron out difficulties—support home-school communication
	Chart data—explain specifics: clearly label the variables and briefly explain data in terms of how, when, where, who
	Across time. make changes to intervention as needed, noting why and how
	Final reporting to key players: student --if appropriate, parent, teacher, & administrator

	Terminate project or plan for long-time maintenance ---BUT---plan for future & ways to generalize across settings

- **Case study paperwork must include the following information:**
  - o _____Description and number of meetings/communications with parent, teacher, administrator, & site supervisors----including – minimally two in-person **parent** meetings---minimally four contacts with parent— phone calls, emails, notes home.
  - o _____ Description and number of observations (home & school)
  - o _____ Minimally 3 baseline data points and 6 intervention data points—Include description of data collection. Additionally, data must be charted, including 3 baseline data points (minimally), 6 intervention data points (minimally), and effect size to indicate effectiveness of intervention
  - o _____Report (NCSP case study write-up) based on "report skeleton" format (included in syllabus)
  - o _____Maintain a consultation log briefly describing meetings, phone conversations, and home visits

DATA Summarizing 610 Family Project-- Fall Practicum 2016

Student	Followed Guidelines for NCSP Case Study	Treatment Integrity	Effect Size	% of Non-Overlapping Points	*Met Projected Goal	Social Validity of Intervention
Your name	YES NO	YES NO				Describe

- *0=did not meet projected goal; 1=adequately met projected goal; 2=exceeded projected goal

Evaluate your experiences 3 times during the semester.
<mark>September 27, 2016</mark>: *Personal Consultation Score Card*

0-10 Likert Scale: 0= no evidence of skill; 5 = average level of skill; 10= high level of skill, conducive to effective consultation.

Date: _____

0	*5*	*10*

Listened

Participated

Initiated ideas

Cooperated

Respected others' opinions

<u>Feedback to self:</u>
How can I more effectively work in a group situation?

How can I more effectively work in a one-on-one situation?

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Evaluate your experiences
<mark>November 1, 2016</mark>: *Personal Consultation Score Card*

0-10 Likert Scale: 0= no evidence of skill; 5 = average level of skill; 10= high level of skill, conducive to effective consultation.

Date: _____

0	*5*	*10*

Listened

Participated

Initiated ideas

Cooperated

Respected others' opinions

<u>Feedback to self:</u>
How can I more effectively work in a group situation?

How can I more effectively work in a one-on-one situation?

Evaluate your experiences
<mark>November 29, 2016</mark>: *Personal Consultation Score Card*

0-10 Likert Scale: 0= no evidence of skill; 5 = average level of skill; 10= high level of skill, conducive to effective consultation.

Date: _____

0	5	10

Listened

Participated

Initiated ideas

Cooperated

Respected others' opinions

Feedback to self:

How can I more effectively work in a group situation?

How can I more effectively work in a one-on-one situation?

GRADING RUBRIC (1) Chapter Discussion Leader and HANDOUT (2) Class presentation of case study & CASE STUDY REPORT						
	0%	**70%**	**75%**	**85%**	**95%**	**100%**
In-Class Presentation	Did not participate in presentation	minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	adequate presentation skill; major/important points are identified; not well developed; needs more preparation	sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident
Handout	Did not prepare handout.	minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written & does not hold reader's interest	substandard organization; major points are not well developed; several typos; reflects basic writing skills	adequate writing skill –adequate development; major/important points are identified but not well organized nor developed	demonstrates above average writing skill; attends to important points; well organized	exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader's interest; follows APA style

BYU 2016   CPSE 610
CASE STUDY TEMPLATE

Student:	use pseudo-name	**School:**	QQQQQ
Date of Birth:	Month/Day/Year	**Teacher:**	WWWW
Age:		**Parent(s):**	use pseudo-name
Gender:		**Grade:**	
School Psychology Prac Student:		**Report Date:**	
Supervising School Psychologist:			

Initial Concerns: Boil down the major presenting concerns into one paragraph---just a couple of sentences---the major presenting issues and WHO has the concerns.

Background Information: Keep this short and cover only the most important info. Always identify who is providing the information. Review student's cumulative folder, discipline files in principal's office, parent's may have outside assessment reports (get permission to include this info---schools have forms)
- **Developmental History:** Information gathered from parent or guardian. Special Ed folks may have their own forms.
- **Previous Assessment:** TESTING –academic testing (standardized national, state, and local); testing for special education services; behavioral or social-emotional assessment
- **Brief Review of School Records**: GRADES –note patterns of academic areas that are strong & weak, when did problems start? DISCIPLINE –office referrals, teacher comments about student's behavior and academic needs in school records

Identifying Target Problem: Operationally define targeted problem (observable and measurable) in context of age, comparison to peers, local norms. The student's level of academic achievement or behavior is **operationally defined** in the context of appropriate grade and/or peer expectations, e.g., local norms. **NOTE: Identify and define the student's behavioral problem as stemming from a skill and/or performance deficit.** From several points of view, identify what most everyone considers to be a difficulty –a potential place to start in defining the problem.

Collaboration In Defining Problem: List who you consulted and collaborated with, including parents, teachers, school personnel---this might be interviews, phone calls, seeking input from others---Note: collaboration continues over time. The problem is collaboratively defined in observable and measurable terms.
NOTE: At a minimum involve parents/guardians and teachers in the problem identification process---however for this project you must involve the parent and teacher across the entire project, beginning to end.

Current And Desired Levels Of Performance:
Describe the discrepancy between the current and desired level of performance.
List a goal, the desired outcome in concrete measurable terms (something you can measure).
The discrepancy between current and desired level of performance is explained and operationally defined

Baseline Of Student's Behavior:
Using sufficient data, establish a baseline for the student's identified problem (either academic or behavioral). Data charts the targeted behavior (prior to implementing an intervention) and compares this behavior with peer/grade norms and expectations with computed trend lines (Use Chart Dog). Collect a minimum of 3 baseline data points.   Chart must include BASELINE DATA (3 points) and must have a minimum of 6 points intervention data.

Problem Analysis: Hypothesis:

Hypothesis: Propose 1 or more hypotheses based on collaborating/consulting with teacher and parent & considering their input

Function of Behavior: Identify the purpose of the target behavior and how others respond to the behaviors.

Conditions under Which Behavior Occurs: Use ABC behavioral template.

Description of Problem Behavior Across Settings: (two or more settings)

Special Considerations: Consideration of diversity: Hypotheses must reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural—remember that each kid is unique in some way---identify this info and take this into account)
NOTE: Hypotheses are generated through **collaboration** with teacher and/or parent. One or more hypotheses are developed to identify the reason for the behavioral or academic difficulty ---looking at student-specific difficulties and environmental aspects, including a potential mismatch of the student's ability level and the current level of instruction. Also note student's ability to attend to instruction in a classroom setting (attention span and level of activity), student's level of motivation and persistence to keep trying.

Data to Support Hypotheses: Multiple sources of data converge on each proposed hypothesis. Provide evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Data include one or more of the following: record review, interview, observation, testing, and self-report.

Intervention
- Intervention is linked to observable, measurable goal statement(s).
- Intervention selection is based on data from problem analysis and hypothesis testing.
- Intervention is evidence-based (e.g., research literature, functional analysis, single case design analysis).
- Intervention is developed collaboratively.
- Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. **SOCIAL VALIDITY**: **Acceptability of intervention is verified** (interview and check in with all involved, ensuring that all are on-board). Check with teacher and parent to make sure the intervention continues to be acceptable and iron out concerns along the way.
- Logistics of setting, time, resources and personnel are included in the intervention plan.
- Intervention selection considers unintended outcomes or limitations

Monitoring Intervention: Intervention is monitored and data are provided to ensure that it is implemented as designed—treatment validity—Is data being collected, are interventions followed through as outlined?
Evaluation
- Charting includes student performance trend lines, and/or **goal lines**. Progress monitoring data are demonstrated on a **CHART**.
- Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings--- baseline data. Chart compares baseline (minimally 3 points of data) with intervention data (minimally 6 points of data).
- Response to intervention data are used to inform problem solving and decision making. Single-case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)---identify the type of data collection and study you used.

- Data inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)
- Strategies for transfer/generalizing outcomes to other settings are addressed and documented as effective.
- Modifications for future interventions are considered and are based upon collaborative examination of effectiveness data. **Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.**

Summary and Follow-Up: Summarize the outcome of the case study in one brief paragraph. List strategies for follow-up-- continued progress monitoring and transition planning

SIGNATURE LINES for Practicum student and for Site-Based Supervisor

Date	REPORTED PROGRESS: Home-School Consultation Project
Aug 30	Review expectations in class
Sep 6	
Sep 13	
Sep 20	
Sep 27	evaluate experiences (with rubric –Personal Consultation Score Card)
Oct 4	
Oct 11	
Oct 18	
Oct 25	Work on case studies; In-class work day
Nov 1	evaluate experiences (with rubric –Personal Consultation Score Card)
Nov 8	
Nov 15	
Nov 22	**FRIDAY INSTRUCTION---no class**
Nov 29	Review of case study projects evaluate experiences (with rubric –Personal Consultation Score Card)
Dec 6	• Presentation of case study • 10 pg case study report is due on December 14
Dec 14	FINAL EXAM room 341 8:00am-10:00am ****Peer review case study reports

NCSP Case Study Rubric
Section 1: <u>Problem Identification</u>

	Very Effective	Effective	Needs Development
1.1	The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	The student's behavior is operationally defined	The student's behavior is identified but not operationally defined
1.2		The problem is collaboratively defined	The problem is not collaboratively defined
1.3	The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of both current and desired levels of performance	The behavior is not operationally defined in terms of both current and desired levels of performance
1.4	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data
1.5		The student behavior is identified as a skill and/or performance deficit	The student behavior is not identified as a skill and/or performance deficit
1.6		Parents/guardians and teachers are involved in the problem-identification process	Parents/guardians and teachers are not involved in the problem-identification process
Summary			

Section 2: <u>Problem Analysis</u>

	Very Effective	Effective	Needs Development
2.1	Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
2.2	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	Appropriate data are not collected to confirm or reject the hypotheses
2.3		Hypotheses reflect an awareness of issues of diversity (e.g. physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g. physical, social, linguistic, cultural)

Summary Comments

Section 3: Intervention

	Very Effective	Effective	Needs Development
3.1		Intervention is linked to observable, measurable goal statement(s)	Intervention is not linked to observable, measurable goal statement (s)
3.2		Intervention(s) selection is based on data from problem analysis and hypothesis testing	Intervention(s) selection is not based on data from problem analysis and hypothesis testing

3.3		Intervention(s) is evidence-based (e.g. research literature, functional analysis, single case design analysis)	Intervention(s) is not evidence-based (e.g. research literature, functional analysis, single case design analysis)
3.4		Intervention(s) is developed collaboratively	Intervention(s) is not developed collaboratively
3.5		Intervention (s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified
3.6		Logistics of setting, time, resources and personnel are included in the intervention plan	Logistics of setting, time, resources and personnel are not included in the intervention plan
3.7		Intervention selection considers unintended outcomes or limitations	Intervention selection does not consider unintended outcomes of limitations
3.8		Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored
Summary			

Section 4: <u>Evaluation</u>

	Very Effective	Effective	Needs Development
4.1	Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart
4.2	Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison
	Effect sizes are computed and included		Effect sizes are not computed

4.3	Response to intervention data are used to inform problem solving and decision making. Single case design was specified	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making
4.4	Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed
4.5	Modifications for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated
4.6	Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed
Summary			