

Consultation Methods
Course # 18:826:612:01
Spring 2022 – Hybrid Format Via Canvas

Wednesday 9:00-11:45 am Consultation Methods 18:826:612:01 #17104 Reddy/A341
Wednesday 1:45-4:30 pm Consultation Methods 18:826:612:02 #17105 Reddy/A302

Dr. Linda A. Reddy –Wednesdays

Appointments upon request, please e-mail: LReddy@Rutgers.edu or Cell: 732-289-1365

Purpose of Course:

The aim of this course is to bridge a theoretical and practical understanding of effective consultation within a problem solving, behavioral consultation framework. This course presents indirect approaches that deliver educational and psychological services to the greatest number of school-aged children in school related settings. Students learn skills and strategies to effectively consult with school personnel and families with diverse backgrounds.

The course is taught in a seminar format. Primary learning experiences will take place in class lectures, discussion, group practice exercises (in and outside of class), readings, and consultation case studies.

Learning objectives – Students will be able to:

- identify and discuss different theoretical models of consultation in educational settings
- acquire hands-on experience in the consultative problem solving process
- develop positive partnerships with diverse consultees and clients
- use sources of data to identify needs/problems, set goals, and analyze situations (conditions) to inform intervention planning
- identify and select evidence-based interventions that meet client needs and fit consultee skills and learning contexts
- prepare and support consultees in implementing interventions in educational contexts
- use evaluation methods to assess intervention fidelity and progress towards goals
- write a consultation case report that synthesizes coaching actions, data, processes and outcomes

PROFESSION-WIDE COMPETENCIES:

School Psychology Profession-Wide Competency (SP-PWC) Elements

1.3. Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.

2.3. Conducts self in an ethical manner across professional activities.

3.1. Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.

4.3. Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.

5.1. Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

7.1. Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.5. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

9.2. Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.

Required readings:

1. **Lee, L.W., & Niileksela, C.R.** (2014). Ecobehavioral consultation in schools: Theory and practice for school psychologists, special educators and school counselors. Routledge, NY ISBN: 978-0-415-99342
2. **Sheridan, A.M., & Kratochwill, T.** (2010). Conjoint behavioral consultation: Promoting family-school connections and interventions. Second Edition. Springer Press, NY. ISBN 13: 978-0-387-71247-5
2. Selected peer-reviewed journal articles and book chapters are uploaded onto Canvas.
3. APA August 2017 Multicultural Guidelines: An Ecological Approach to Context, Identity and Intersectionality (see p. 4-5) <https://www.apa.org/about/policy/multicultural-guidelines> {Please scan the PDF document it is over 200 pages}
4. APA Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations. <https://www.apa.org/pi/oema/resources/policy/provider-guidelines>

5. Please see canvas for additional required readings and materials.

Suggested Peer-Reviewed Journal Special Issues and Topical Writings

- 2000 - Multicultural and Cross-cultural Consultation in Schools – Special Issue. *School Psychology Review*
- 2009 – Social Justice and Consultation – Special Issue. *Journal of Educational and Psychological Consultation*
- 2015 – School System Change in Consultation – Special Issue. *Journal of Educational and Psychological Consultation*
- 2017 Acculturation and Sociocultural Factors in Children’s Mental Health Services: Applying Multicultural Consultation Frameworks – Special Issue. *Journal of Educational and Psychological Consultation*
<https://www.tandfonline.com/doi/full/10.1080/10474412.2016.1275650>
- American Psychological Association Apology <https://www.apa.org/about/policy/racism-apology>
- APA Historical Chronology <https://www.apa.org/about/apa/addressing-racism/historical-chronology>
- Role of Psychology and APA in Dismantling Systematic Racism Against People of Color in US 10/29/21 <https://www.apa.org/about/policy/dismantling-systemic-racism>
- 1967 Martin Luther King’s APA Address [King's challenge to the nation's social scientists \(apa.org\)](https://www.apa.org/about/policy/dismantling-systemic-racism)
- Teleconsultation Models:
2018 Fischer et al (2018) New Frontiers in Teleconsultation – Special Issue. *Journal of Educational and Psychological Consultation*
 - <https://www.tandfonline.com/doi/full/10.1080/10474412.2018.1425880>

Entire Special Issue:

<https://www.tandfonline.com/toc/hepc20/28/3?nav=tocList>

Bice-Urbach, B. J., Kratochwill, T. K., & Fischer, A. J. (2017). Teleconsultation: Application to Provision of Consultation Services for School Consultants. *Journal of Educational and Psychological Consultation*, online first, 28, 255-278. DOI: 10.1080/10474412.2017.1389651

Other Suggested Resources

All APA Guidelines for Practitioners

https://www.apaservices.org/practice/ce/guidelines/index?_ga=2.89802908.686519239.1578968538-751059080.1571922236

Erchul, W. P., & Martens, B. K. (2010). *School consultation: Conceptual and empirical bases of practice* (3rd ed.). New York: Springer.

Erchul, W. P., & Sheridan, S. M. (Eds.). (2014). *Handbook of research in school consultation* (2nd ed.). New York: Taylor & Francis Group/Routledge. <http://www.routledge.com/books/details/9780415501224/>

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Helpful Behavior and Academic Intervention Websites:

- www.ebi.missouri.edu
- www.interventioncentral.org
- www.PBISworld.com
- <https://chadd.org/stroud-umdahdtools/> {great videos}
- FUI Center for Children and Families – Assessment and intervention resources and free online training for parents and professionals
<https://ccf.fiu.edu/about/resources/index.html>
- Florida Center for Reading Research <http://www.fcrr.org/assessment/ET/routines/routines.html>
- Nebraska Center for Research Child, Youth & Schools
Family and School Partnerships
http://cyfs.unl.edu/futures/future_module3.html (see Roman numeral III).

Week	Date	Topic /Readings	Assignments
1	1/19	<p><i>Course Overview & Consultation</i></p> <p><i>Overview Behavior and Conjoint Behavior Consultation (BC/CBC)</i></p> <p><u>Readings:</u> Sheridan & Kratochwill (SK) Chapt 2 pp. 21-29</p> <p>Ibrahim, F. A., & Heuer, J. R. (2016). Worldview: Implications for culturally responsive and ethical practice. In <i>Cultural and Social Justice Counseling</i> (pp. 51-75). Springer, Cham.</p> <p>Ingraham, C. L. (2017). Educating consultants for multicultural practice of consultee-centered consultation. <i>Journal of Educational and Psychological Consultation</i>, 27(1), 72-95.</p> <p>Fisher, E. S. (2020). Cultural humility as a form of social justice: Promising practices for global school psychology training. <i>School Psychology International</i>, 41(1), 53-66.</p> <p>Canvas: videos and materials Canvas: see examples Published BC/CBC Case Studies</p>	
2	1/26	<p><i>Overview Mental Health Consultation (MHC) Models</i></p> <p><u>Readings:</u> Crothers, Hughes, & Morine (CHM, 2008) MHC Chapt 2 p.33-57</p> <p>Lee & Niileksela (LN) Chapter 2 p. 14-21 Canvas: videos and materials</p>	

3	2/2	<p><i>Overview of Organizational Systems Consultation</i></p> <p><u>Canvas Readings:</u> CHM (2008) Systems Consultation Chapt 8 p.145-175</p> <p>McIntosh, K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., Bastable, E., ... & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. <i>School Psychology, 36</i>(6), 433-444.</p> <p>Suggested: LN School Teams Chapt 7 p.164-184 Review SAT Problem Solving Forms 7.2 – 7.4 p. 175-183</p>	Worldview Assignment
4	2/9	<p><i>Consultation Relationships & Diversity/Multicultural Consultation</i></p> <p><u>Readings:</u> SK Chapt 3 pp.57-76</p> <p>Canvas: Running Effective Meetings video; Tele-Consultation Workshop videos and materials</p> <p>See readings listed for 2/16</p>	
5	2/16	<p><i>Diversity/Multicultural Consultation</i></p> <p><u>Readings:</u> SK Chapter 4 Diverse Families pp. 77-96</p> <p><u>Canvas:</u> APA August 2017 Multicultural Guidelines: An Ecological Approach to Context, Identity and Intersectionality (see p. 4-5) <u>APA 2017 Multicultural Guidelines (Canvas Link to an external site.)</u></p> <p>APA Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations. <u>APA Guidelines for Providers of Psychological Services to ... Diverse Populations (Canvas Link to an external site)</u></p> <p>Garcia Vazquez, E., Reddy, L., Arora, P., Crepeau-Hobson, F., Fenning, P., Hatt, C., Hughes, T., Jimerson, S., Malone, C., Minke, K., Radliff, K., Raines, T., Song, S., & Vaillancourt Strobach, K. (2020). School Psychology Unified Anti-Racism Statement and Call to Action. <u>School Psychology Review, 49</u> (3), 209-211.</p>	School Psychology Interview

		<p>doi: 10.1080/2372966X.2020.1809941</p> <p>Ingraham, C. (2017) Educating consultants for multicultural practice of consultee-centered consultation. <u>Journal of Educational and Psychological Consultation</u>. 27, 72-95.</p> <p>McIntosh, K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., Bastable, E., ... & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. <i>School Psychology</i>, 36(6), 433-444.</p> <p>Starck, J. G., Riddle, T., Sinclair, S., & Warikoo, N. (2020). Teachers are people too: Examining the racial bias of teachers compared to other American adults. <i>Educational Researcher</i>, 49(4), 273-284.</p> <p>Shernoff, E., Lekwa, A., & Reddy, L.A. (2017). Examining teachers' attitudes and experiences with coaching to inform research-based practice in urban high poverty schools: An iterative developmental design study. <u>Journal of Educational and Psychological Consultation</u>. 1, 1-27.</p>	
6	2/23	<p><i>Behavior Consultation (BC)/Conjoint Behavior Consultation (CBC) Problem Identification Interview (PII)</i></p> <p><u>Readings:</u> SK Chapt 2 p. 29-39 Appendices A, B, C & J LN Chapt 3 p. 22-50</p> <p>Canvas: Review BC & CBC Consultation Interview Forms; Videos PII w Teachers – Sessions 1 and 2</p>	Mid semester evaluation
7	3/2	<p><i>BC/CBC Problem Identification Interview (PII)</i></p> <p><u>Readings:</u> SK Chapt 2 p. 29-39 Appendices A, B, C & J LN Chapt 3 p. 22-50</p> <p>Canvas: Review BC/CBC Consultation Interview Forms & Consultation Assessments and Process Forms</p>	
8	3/9	<p><i>BC/CBC Problem Analysis Interview (PAI)</i></p>	Written Role Play for PII

		<p><u>Readings:</u> SK Chapt 2 pp. 39-45 Appendices D, E, & F L&N Chapt 3 p. 50-82 L&N Chapt 4 p. 97-108 L&N Chapt 5 Evaluation strategies (Data collection) p. 124-140; Table 5.1</p> <p><u>Canvas:</u> Review BC/CBC Consultation Interview Forms Review Consultation Assessments and Process Forms 2 files Behavior Intervention Toolkit & Fidelity Forms</p> <p>Example videos of Complete Consultation Case Presentations (w/ permission)</p>	E-mail to Linda possible Final Consultation Case
	3/16	<i>Spring Break</i>	3/16
9	3/23	<p><i>Group discussion of PII & PAI Process BC/CBC Intervention Selection/Prep for Implementation</i></p> <p>Review syllabus Helpful EBI Websites</p> <p><u>Canvas:</u> Behavior Intervention Toolkit & Fidelity Forms Examples published BC/CBC Case Studies Brinkman, et al., (2007). <i>Writing Up Consultation Reports</i> Example videos of Consultation Case Presentations (w/ permission)</p>	
10	3/30	<p><i>Intervention Design/Selection, Prep for Implementation</i></p> <p><u>Readings:</u> SK Chapt 2 pp. 45-51 Appendices G & H LN Chapt 3 p. 82-89</p>	
11	4/6	<p><i>Implementation, Integrity and Evaluation</i></p> <p><u>Readings:</u> SK Chapt 2 pp. 45-51 Appendices I & J (Evaluation)</p> <p><u>Canvas</u> Collier-Meek, M. A., Sanetti, L. M., Levin, J. R., Kratochwill, T. R., & Boyle, A. M. (2019). Evaluating implementation supports delivered within problem-solving consultation. <i>Journal of School Psychology</i>, 72, 91-111.</p> <p>Sanetti, L.M., Fallon, L.M., & Collier-Meeka, M.</p>	

		(2011). Treatment integrity assessment and intervention by school-based personnel: Practical applications based on a preliminary study. <i>School Psychology Forum</i> , 5, 87-102).	
12	4/13	<i>Evaluation; Prep for consultation case presentation</i> <u>Readings:</u> L&N Chapt 5 Evaluation strategies (Data collection) p. 124-140; Table 5.1 Effect size handout Brinkman, et al., (2007).	
13	4/20	Wrap-up Lecture Consultation Case Presentations - (20-25 min each)	
14	4/27	Consultation Case Presentations – (20-25 min each)	SIRS – bring laptops
15	5/4	Consultation Case Presentations - (20-25 minutes each)	Final Case studies due

Note: The dates of lectures are estimated based on class mastery of materials and are subject to change.

Requirements and Grading: 100 points

- 1) Class attendance and participation – 10 points

Please read all assignments prior to class to discuss materials. Students are encouraged and expected to actively participate during class (e.g., offer comments regarding readings and topics, share ideas, ask and answer questions in class discussions and activities).

- 2) **Worldview and Consultation process assignment** – 15 points [See rubric outline]
- 3) **School Psychologist Interview** of school-based consultation practices – 15 points [See rubric outline]
- 4) **Problem Identification Interview** – Written Role Play Assignment - 10 points [see rubric outline]
- 5) **Presentation of Final Consultation Case** (PPT) & handouts (interventions, data graphed) – 20 points [See rubric outline]
- 6) **Final Written Consultation Case study report** - 30 points [See rubric outline]

APA Style 7th Edition **must** be used with all written assignments. See link to APA version: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html **Please complete all assignments on time.**

Grading will follow Rutgers's criteria: 100-90 A; 89-85 B+; 84-80 B; 79-75 C+; 74-70 C; 69-60 D; 59-0 F

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Classroom Culture

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Land Acknowledgement: We acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history and across time, has been made possible by the labor of people of color, immigrants and other minoritized populations.

<https://diversity.rutgers.edu/honor-native-land>

Rutgers University sits on the traditional territory of the Lenni-Lenape, called "Lenapehoking." Though we do not have a policy requiring land acknowledgments, this page is designed to provide resources for offices and event planners who wish to use this practice in a respectful, thoughtful manner.

To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on and a way of honoring the Indigenous people who have been living and working on the land from time immemorial.

Respectful Learning Environment for All: Students and faculty each have responsibility for maintaining a respectful learning environment in which to express their opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences such as race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, age, and veteran status. Meaningful and constructive dialogue is encouraged in this class and requires mutual respect, a willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's choice of words and use of language is a critical component of respectful discourse as we work together to achieve the full benefits of creating a classroom in which all people can feel comfortable expressing themselves.

Please review: The **School Psychology Program Handbook**. Professional and ethical conduct with GSAPP staff, faculty, fellow classmates, and school-based personnel are required at all times. Please refrain from side conversations, note passing, cell phones, e-mailing, Internet use of any kind, and other forms of social networking (face book, twitter etc.) during class.

YOUR WORLDVIEW AND HOW IT MAY INFLUENCES YOUR CONSULTATION PROCESS

Name: _____

Based on reading Ibrahim & Heuer (2016) and lecture on worldview and consultation please describe your worldview as it relates to your work as a consultant. [Total 15 points]

Ibrahim, F. A. & Heuer. (2016). Worldview: Implications for Culturally Responsive and Ethical Practice. Cultural and Social Justice Counseling, International and Cultural Psychology.

Ingraham, C. L. (2017). Educating consultants for multicultural practice of consultee-centered consultation. Journal of Educational and Psychological Consultation, 27(1), 72-95.

Please use this outline below to organize your writing and use three subheadings to clearly indicate the three sections. Grading will also include the quality of writing (logical, organized sequence, sentence structure, word usage, no typos, spelling and capitalization). Summary is not to be more than five double spaced pages in APA style 7th edition.

(1) Describe your worldview.

- What are some of the values and beliefs that shape *how you perceive* events in the world?
- How does your culture create the context for this worldview? What about your culture is relevant to how you view the world?
- How do you perceive events within the schools? What is your lens as you go into schools? Are there influential past experiences that could affect how you think about schools?
- How do you perceive teachers, parents, and students? What do you think are their main concerns?
- Using the four types of worldview (based on Ibrahim et al., 2001) discussed in class, which type(s) of worldview do you hold?

(2) Reflect on how your worldview relates to your work as a consultant in schools.

- How might others perceive you when they meet you for consultation?
- In what ways might your consultees have worldviews that differ from yours? What kinds of different worldviews might you encounter and how might you work with those from differing worldviews?
- What aspects of your worldview will you want to make transparent in your consultation with consultees and why?
- What aspects of your worldview will you need to closely self-monitor to be open to work with consultees who share different worldviews?

(3) Concluding thoughts

- What does the reflection and articulation of your worldview and its influences on your consultation work lead you to conclude? What questions does it raise for you?
- What did you learn from engaging in this assignment?

Please note this is a professional sample of your writing. Read for all typos and grammar errors. Please put your name on paper and staple the paper when you print.

School Psychologist Interview of School-Based Consultation Practices

The assignment is to enhance your knowledge of the range of school-based consultation practices in schools. You will interview a school psychologist in your practicum placement or another district. This interview will take approximately 45 minutes. Please let the school psychologist know you will de-identify his/her name in your summary. **[Total 15 points]**

Rubric Outline:

SECTION 1

- 1) Interview your supervisor on his/her professional background; training in consultation and use of consultation in their place of employment (years of experience, type and scope of service delivery)
- 2) What consultation model(s) do they use? Ask them for examples of their practice. Number of sessions and modes of contact etc...
- 3) What consultees do they worked with (e.g., teachers, parents, administrators, other school personnel etc.)
 - i. Do they have experience participating in student assistance teams (school problem solving teams)? If yes, how do they use their consultation skills to participate and/or facilitate school teams?
 - ii. Does their district implement MTSS (RTI or PBIS) frameworks?
- 4) What clients do they serve (e.g., age, characteristics, diversity etc.)
- 5) What are the type of problems they addresses (specific examples of behavior, academic skills) in consultation?
- 6) What sources of data do they use to assess and understand student needs?
[Examples: Sources of data – interview, review of record, grades, behavior data (type?, e.g., office disciplinary referrals, PBIS data), skill-specific assessments (type? e.g., CBM, Dibels reading screening etc.)]
 - i. Do they use a functional behavior assessment approach for understanding behaviors and academic skills?
- 7) What are the type of intervention(s) they use with consultees?
- 8) What are the methods and/or measures they use to assess intervention fidelity and progress towards goals?
- 9) What are some barriers they encounter during consultation? Examples school level, classroom, consultee, client etc...

SECTION 2

Self-reflection statement (1 page only): based on your interview please provide your unique thoughts on what you learned during the interview (confirmation, surprises etc.).

Please note the assignment will be graded using the rubric above. Please use this outline to organize your writing and use subheadings to clearly indicate each section. Grading will also include the quality of writing (logical, organized sequence, sentence structure, word usage, no typos, spelling and capitalization). Interview is **five double spaced** pages in APA style 7th edition. Please de-identify the school psychologist.

Please note this is a professional sample of your writing. Read for all typos and grammar errors. Please put your name on paper and staple the paper when you print.

Organizational and Systems Assignment (NOT GRADED)

Group Interactive Assignment

Describe a family you know. Answer the following questions:

What are the family member roles?

What is the social and cultural composition of the family?

How are decisions made in the family or among members?

What are the implicit and explicit goals or rules for the family?

What are the values for the family?

How are values communicated in the family?

How does the family communicate in general?

How are rules or values enforced in the family?

What are the basic rewards or systems of rewards for the family members?

How are conflicts resolved for the family or members?

What is used as tools or events to increase family functioning?

How does the family adapt to change?

Problem Identification Interviews (PII) Role Play Activity

[Total 10 points]

You are to participate with a classmate in two role plays that following the PII interview taught in class and posted in canvas. Please tape your session to review on your own for self-reflection (more than once is suggested). The taped sessions do not need to be uploaded to canvas or emailed to me.

Role play 1: You will play the role of consultant. Your classmate will play the role of consultee. Please use the following role play summary to stimulate your discussions.

Role Play 2: You will play the role of consultee and your classmate will be the consultant. Please use the following role play summary to stimulate your discussions.

Typically the PII session is approximately 30 minutes.

Please upload the written summary in canvas. Make sure to label the Word file with your full name as the consultant and date it.

Consultant writes the summary up using the following headers:

- Introducing yourself and getting to know the consultee.
- Overview of consultation and confidentiality
- Nature of the consultee and client strengths
- Assess and prioritize needs with sources of data
- Set SMART goals
- Establish plan for future baseline data collection to reconfirm goals in next session.
- As a consultant: Conclude with summary of the strengths and areas you could improve upon. (1 page)
- As a consultee: Describe what you think were strengths of your interview and areas you could improve upon. (1/2 page)

The summary is no more than 5 pages, 12 point font, 1 inch margins double spaced. Please include page numbers and staple the paper). Please **double space** the paper, but you can single space the sample dialogue sections. Please use headers in the final write up. Please use APA style. Please include your first name and last name in the file name of your Word document (no PDFs please).

Please note this is a professional sample of your writing. Read for all typos and grammar errors. Please put your name on paper and staple the paper when you print.

Final Written Consultation Case Study

As noted on page 13, you are to invite a friend/family members or a simple school-based case to participate in the final consultation case study. Important you should use a simple case to implement the consultation phases and include a **high frequency target behavior(s)** (i.e., **daily behavior(s)**). If you are not sure on the appropriateness of the case email me a case description (de-identified) for my review and feedback.

The final report must be double spaced, 12 Times Roman, 1 inch margins using APA style version 7. [Please see canvas: Brinkman, T. M., Segool, N. K., Pham, A. V., & Carlson, J. S. (2007). Writing comprehensive behavioral consultation reports: Critical elements. *International Journal of Behavioral Consultation and Therapy*, 3, 372-383.]

[Total 30 points]

Rubric outline:

1. Cover page and table of content
2. Background information about the case (1-2 pages double spaced). **[1.5 pts]**
Reason for referral, consent, background/characteristics, history, diversity/culture and key contextual factors
3. Conduct **Problem Identification Interview(s)** **[5 pts]**
 - a. describe the interview in detail – consultee and client concerns/needs
 - b. describe initial sources of data that were used to assess and prioritize needs – assess current behavior and environmental or consultee expectations
 - c. describe the process of goal formulation (how you used SMART principles) and set collaboratively criterion for outcomes
 - d. Discuss any diversity and multicultural considerations

Baseline data must be 5 days or more. Please create a time series graph.

4. Conduct **Problem Analysis Interview(s)** **[5 pts]**
 - a. Describe the interview in detail; approach to analyze target behaviors; data collection methods and graph data to assess skills and/or environmental conditions and interactions.
 - b. Describe hypotheses generated from data/interview (i.e., Why is the behavior occurring?)
 - c. What is the evidence that supports your hypotheses?
 - d. Describe your process to reconfirm goals and criterion for success
 - e. Discuss any diversity and multicultural considerations
5. Conduct **Intervention Selection and Preparation Interview** **[6 pts]**
 - a. Describe the interview in detail; detail rationale and evidence for selecting the interventions that match client's needs/goals
 - b. Described the intervention (i.e., intervention goal and specific steps) for implementation and any materials needed for implementation fidelity

- c. Describe how you (prepped) enhanced the consultee's skills to effectively delivery the intervention i.e., you modelled intervention steps, practiced with consultee and provided feedback to consultee during role plays etc...
- d. Describe possible facilitators and barriers to implementation (i.e., consultee skills, context(s) of implementation and client fit)
- e. Describe the data collection method that were used to **monitor consultee intervention fidelity and client's progress towards goals**
- f. Discuss any diversity and multicultural considerations

Intervention data must be 7 days or more

- 6. Conduct **Plan (Intervention) Implementation Interview [5 pts]**
 - a. Describe your methods of contacts with the consultee during implementation
 - b. Describe what was said during these contacts
 - c. Engaged consultee in self-reflection on implementation
 - d. Problem solve intervention implementation and adjustments
 - e. Monitor consultee implementation fidelity and client response
- 7. Conduct **Problem Evaluation Interview [5 pts]**
 - a. Describe the interview in detail
 - b. Describe how you reviewed and discussed data on fidelity and goal progress include all time series graphs.
- 8. Describe post-implementation (follow-up) planning (1 page). **[2.5 pts]**

Please use this outline to organize your writing and use subheadings as needed to enhance clarity of your school team action plan. Grading will also include the quality of writing (logical, organized sequence, sentence structure, word usage, no typos, spelling and capitalization). Please use APA style 7th edition.

Please note this is a professional sample of your writing. Read for all typos and grammar errors. Please put your name on paper and staple the paper when you print.

Final Consultation Case Presentation

The final consultation case presentation should follow the outline for the final written report. Please use the rubric outline above under the written report.

[Total 20 points]

Important considerations:

1. Use a Powerpoint for your presentation. Embedding videos can be included (not required).
2. Details on the background and process of each stage of the consultation are very important.
3. Describe how you formulated your goals with the consultee.
4. Describe any level of resistance and how you attempted to manage it.
5. Baseline and all intervention (outcome) data must be clear and graphed. Please include intervention fidelity and goal progress data.
6. Presentation of the interventions and steps are important and all must be supported by research. The evidence for the interventions selected must be clear as it relates to meeting client needs.
7. Finally, the presentation should be organized, follow a logical flow and address the key elements in the final written rubric. Have fun!