

Psychology 279: Consultation and Supervision in School Psychology

Spring, 4 units

Science II 238

Mondays & Wednesdays: 10:00 am -11:50

Instructor: Hong Ni, Ph.D.

Phone: 559-278-1726

Work e-mail: hongni@csufresno.edu

Office hours: Monday & Wednesday: 12:00 am-1:00 pm; Thursday: 11:00 am-12:00 am; Friday:
3:00 pm-4:00 pm or by appointment

7. Course description

The purpose of this course is to familiarize students with consultation theory and practice with particular emphasis on case-centered behavioral consultation. The course will employ two training formats. First, students will become knowledgeable of the principles of consultation through weekly lecture, discussions, and student presentations. Second, students are expected to practice *skills* required for consultation through in-class exercises and a data-based consultation case in the schools. Students will receive feedback from the instructor, peers, and consultees. Also, they will conduct self analyses of performance. Case-centered consultation will be presented within a broader framework for intervention design for behavioral problems. Students will learn how to integrate consultation into school psychology practice.

8. Course prerequisites

The student must be admitted to the School Psychology Program and have a background in child development and human learning. In addition, students must have successfully completed Psychology 277 and 288.

9. Required Course Materials and Texts:

Text books:

Kampwirth, Thomas (2005) *Collaborative Consultation in the Schools (3rd Edition)*, Pearson Merrill Prentice Hall.

Kratochwill, T. R., & Bergan, J. R. (1990). *Behavioral consultation in applied settings: An individual guide*. New York, NY: Plenum Press.

Thomas, A., & Grimes, J. (2008). *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists.

Articles:

Behring, S. T., Cabello, B., Kushida, D., & Murguia, A. (2000). Cultural modifications to current school-based consultation approaches reported by culturally diverse beginning consultants. *School Psychology Review*, 29, 354-367.

Henning-Stout, M. & Meyers, J. (2000). Consultation and human diversity: First things first. *School Psychology Review*, 29, 419-425.

Ingraham, C.L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review*, 29, 320-343.

Sheridan, S. M. (2000) considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review*, 29, 344-353

Sheridan, S. M. & Colton, D. L. (1994) Conjoint behavioral consultation: A review and case study. *Journal of Educational and Psychological Consultation*, 5, 211-228

Additional readings may be assigned by the instructor as needed. The instructor has the right to make any necessary changes to this syllabus due to extenuating circumstances at her discretion.

Students must have access to a computer and internet tools such as e-mail, Blackboard, and the Madden library. Several articles and resources are accessible through internet services.

Tape Recorder with six audiotapes

10. General Learning Objectives:

4. Students will develop an understanding of basic consultation theories (mental health, behavioral, organizational) and their application to case-centered consultation for diverse populations in school settings.
5. Students will develop an understanding of how components of effective communication, problem solving, social influence, systemic/organizational, and consultant and client factors operate to affect child outcomes (cognitive, behavioral, and academic) of case-centered consultation.
6. Students will develop basic proficiency in problem-solving consultation in its application to problems teachers and students experience in schools. The model will include legal, professional, and ethical mandates, role-structuring, as well as meeting objectives for problem solving steps and technical adequacy of intervention design (with special emphasis on data-based decision making and functional assessment) for meeting students' diverse needs.
7. Students will become knowledgeable in the design and implementation of behavioral interventions and will increase their assessment skills as they apply principles of behavioral and functional assessment to an actual case.

NASP Domains of School Psychology Training and Practice addressed

through this course:

- I. **Data-based decision-making and accountability:** This course emphasizes the integration of assessment data (for purposes of identification of strengths and needs, continuous progress monitoring, functional assessment, and outcome evaluation) into decision making in the consultation process.
- II. **Consultation and collaboration:** This course teaches students about a variety of consultation models and appropriate application to a variety of situations to facilitate demonstrably effective decision-making at the individual, group, and systems level.
- III. **Effective instruction and development of cognitive/academic skills:** With an emphasis on designing interventions, this course will increase students' knowledge and understanding of how to select appropriate interventions for a wide variety of cognitive and academic skill problems.
- IV. **Student diversity in development and learning:** This course emphasizes the knowledge, sensitivity, and skills necessary to develop and implement strategies that meet the diverse needs of children in schools so that they will be prepared to apply consultation methods broadly in future practice.
- V. **School and systems organization, policy development, and climate:** By conceptualizing consultation within broader school systems (regular education, special education, application of related services) and by having students work in a variety of settings with a variety of cases, this course promotes knowledge of and understanding of the organization of schools, how consultation interacts with school policy, and how consultation as a service delivery model interacts with the climate of schools.
- VI. **Prevention, crisis intervention, and mental health:** The content of this course emphasizes consultation as a service delivery vehicle for intervening with problems in the natural setting so as to prevent more severe problems for students, teachers, parents, and schools and to empower consultees to manage problems more effectively in the future.
- VII. **Home/school/community collaboration:** Consultation is presented as a service delivery model which is well suited for involving families in the education of their children so that students learn to view families as important partners in identifying and responding to problems students are having in school or home settings.
- VIII. **Research and program evaluation:** This course teaches students how to systematically and quantitatively analyze individual case data for evaluating the effectiveness of consultation services across cases.
- IX. **School psychology practice and development:** This course teaches students various consultation service models and methods, as well as the ethical, professional, and legal standards to which students will be held accountable as they deliver consultation services both during and after their training.

VI. Examinations and major assignments:

- Reading summary and in class discussion

Students will bring a one-page summary, 12-point font, double spaced, at least $\frac{3}{4}$ page length, based on the day's assigned reading. This is to be independent. There are **19** assigned reading days, so **19** of these brief reading reflections are due. All are on the day of the class. *There is no penalty for late reflections if unusual circumstances arise.* It is your responsibility as a student to ensure that you turn in all of these assignments.

In each class, students will spend 10-15 minutes discussing their summaries. The goal of this assignment is to facilitate optimal class discussion, allow for daily student-instructor communication about ideas, and to allow for feedback if students do not appear to clearly understand important concepts from the reading. The writing should reflect professional language in APA style.

Suggested ways to complete this include (but are not limited to) any of these themes:

- The most interesting or surprising information in that reading
- Describe how a concept applies in theory to a case you know well, or a case you currently have for your practicum setting
- Critique the author or the methods, depending on the material
- Describe how this material relates to concepts you are learning in other courses

Describe an area in the reading that is most confusing to you

- Discuss parts of the reading that are not helpful, along with suggestions
- Convey how this reading relates to a personal learning objective

All members of the class are to demonstrate respectful behavior to one another in all professional settings. Differences in opinion and perspective are welcome; respectful communication about differences is expected.

- Observations and interviews
 - **Two** interviews with your practicum site supervisor
 - At the beginning of the semester, after at least two weeks of practicum, students will interview their site supervisor about their general views and conceptualization of school consultation to gain an overall practical understanding of school consultation. Examples of interview questions include but are not limited to
 - A. What are your views about school consultation is;
 - B. Did your views of consultation change over time and why;
 - C. What kind of consultation do you do;
 - D. What are the obstacles and how do you overcome them;
 - E. What is your style of consultation;
 - F. Did your style of consultation change over time and depending on teachers, why and how;

G. What suggestions do you have for me in terms of conducting consultation in general, etc.

- After the class lecture about system level consultation, students will interview their site supervisor again about their views about that topic. Examples of interview questions include but are not limited to:
 - What do you think your influence on the school system (e.g., principal, team leaders and groups of teachers) through consultation?
 - If you did, how was the process? Specifically, what did you do that helped you achieve that?
 - What are the variables that you think school psychologists should address if the goal is to influence the school system?
 - Did you provide profession training? Was that influential?

For each of the two interviews, students will write a two-page or more summary (at least 3/4th length on the second page, double space) of the interviews including the original interview questions. The summary needs to be *reflective*, following a style of first reporting the information gained from the interview and then stating the student's opinion and thoughts about the information (e.g., how does that information helped you understand school consultation; what have you learned, etc). A pure descriptive report of the interview is not acceptable.

- **Three** observations of individual consultation Students will conduct three observations of their site supervisor's individual teacher consultation. The consultation observed could be formal or informal. In order to decide whether the situation is a consultation, students will need to make judgments whether the psychologist plays consultation role in any way. Students will need to state the role of the psychologist in their observation report. The observed consultation has to be longer than 5 minutes. Students will need to identify whether the observed session is mainly problem identification, problem analysis, or problem/treatment evaluation and why. The foci of the observations include but are not limited to the following: communication style, how does the consultation start and end, what are the useful strategies that the consultant used, etc. Students are encouraged to ask their supervisor follow-up questions after the observation. Students will write **one observation summary** for the three observations. The summary needs to be three-page or more, double spaced and at least 3/4th length on the third page. Again, the summary needs to be *reflective*, following a style of first reporting the information gained from the observations and then stating the student's opinion/thoughts and comparison of the three observations (e.g., how does that information helped you understand school consultation; what have you learned; what is interesting and why, etc). A pure descriptive report of the observations is not acceptable.

The situation might occur when students mistakenly think a teacher-psychologist interaction is a consultation but later it proves to be a non-consultation interaction. Due to limited time on the practicum site, this is allowed to happen to **one** of the three

observations. In this case, students will need to analyze why they thought it was a consultation and why it is actually not.

- **Two observations of team consultation**
Students will conduct two observations of their site supervisor consulting at a team situation, such as at a Student Assistant Team (SST) meeting. Some schools may not have SST meetings. In this case, the students will need to observe other meetings such as Individual Educational Plan (IEP) meetings. The observation foci include but are not limited to the following: who consults whom, what are the roles of the team members, what are the group dynamics that affected the meeting, etc. Students are encouraged to ask their site supervisors follow-up questions.

It is possible that the school psychologist does not play a consultant role at the meetings or several people play consultant roles at the same time. Then, students will need to identify those people who do play that role and state why.

One report of the two observations is required, which has to be two-page or more, double spaced and at least 3/4th length on the second page. The report needs to be **reflective** as well, following a style of first reporting the information gained from the observations and then stating the student's opinion/thoughts and comparison of the three observations (e.g., how does that information helped you understand school consultation; what have you learned, what would you do if you had that meeting, etc). A pure descriptive report of the observations is not acceptable.

- Consultation practice case
 - You will need to **initiate a consultation case** in your school or other approved setting. Informed consent letters to teachers and parents will be provided. Weekly consultation meetings for a minimum of 3 sessions are required to meet expectations for this course. Exceptional consultation cases will typically result in additional sessions and will often result in a consultee implemented intervention, consultant follow-up, and outcome evaluation. This will likely require additional visits to the school.
 - Please turn in all of the following:
 - **Written journal entries** of your weekly consultation case sessions are required once your case is underway. Journal writing that attempts to integrate concepts from your readings and class is expected. Your journal becomes the basis for the *process* section of your final case report. You are expected to share your experience in class discussion. (10 points each)
 - You are also required to **audio record** all of your sessions and **transcribe verbatim** three sessions that best demonstrates your attempts to practice your consultation skills. There needs to be one from a problem identification interview (PII), problem analysis interview (PAI), and problem evaluation interview (PEI) session.

- For each of the three interviews, turn in a brief (one to two page, double spaced) quantitative and qualitative **critique of your own and a peer's interview** (together with all the forms), including the initial goals, strengths and areas of need of the session. Include your future process goals in this written summary for the NEXT session. Use the forms of Self Evaluation and Peer Evaluation and PII/PAI/PEI Objective Checklist.

Your written analysis of the first session, your peers' critique, completed evaluation checklists, and the audiotape of the first session must be submitted to me for review *prior* to scheduling your second consultation session. You should not engage in a second consultation session until you have received supervision and feedback from me. This applies to all three interviews. Sessions completed without supervisor from me will score 0 point.

- **Three consultee evaluations:** Problem identification interview acceptability, problem analysis interview acceptability, and intervention rating profile. The forms need to be put in an envelope sealed and signed by the consultee).

Once you have identified a possible consultation case with your site supervisor, you will need to set a supervision time with me to discuss the case parameters **before** proceeding. To keep you on schedule, you should have case arrangements established by the end of February. All consultation sessions should be audio taped with the knowledge and written permission of the consultee.

Submit the summary and tape for additional supervision prior to engaging in the next session. It is sometimes helpful to locate specific sections of your tape for immediate supervisory feedback. At times, we will need to engage in email dialogues regarding your case. For some cases, this can be an acceptable format after at least one face-to-face supervision session with me. In order to fully develop your consultative skills, supervision from me must occur throughout your case.

Your *intentional* participation in supervision, *effective* management of the case, and *reflective* written reviews are included in my evaluation of this course component for you. Please note that arranging for timely supervision is the responsibility of the student and is a necessary component of the everyday skills school psychologists must possess and demonstrate.

- **Consultation Case Report/Experience Paper and class presentation:**
 - At the end of the semester each student will write a **case report and reflective process paper** (6-8 pages combined) on your consultation experience. The paper should include a discussion of the consultation process, including the theoretical model(s) attempted, the stages of consultation completed, the interpersonal skills utilized, any barriers to consultation, the goals established, interventions implemented, and evaluation of consultation outcomes. The paper needs to include a process section with your own reactions, thoughts and insights about your experience with consultation. Clean copies of your three transcripts previously submitted need to be attached to your report. It is suggested that

the case report portion of your paper be added to your portfolio once a final product is achieved.

- At the end of the semester, students will present their case to the class. The format of the presentation is attached to the syllabus.

- **Grading**

<u>Assignment</u>	<u>Points</u>
Reading reflection (10 points each)	190
Interviews with site supervisor (2 @ 15 points each)	30
Observations of individual consultation	30
Observations of team consultation	20
Audio tapes and transcriptions (3 at 15 points each)	45
Journal entries (3 at 10 points each)	30
Self critiques with forms (3 @ 20 points each)	60
Peer critiques with forms (3 @ 20 points each)	60
Consultee evaluations (3 @ 5 points each)	15
Case report and experience paper	50
Case presentation	30
Professional Behavior/Class Participation	15
<hr/>	
Total	575
90-100% A	
80-89% B	
70-79% C	
60-69% D	
<59% F	

- **Students with Disabilities:**

California State University, Fresno complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact Services to Students with Disabilities in the University Center, Room 5 or call (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

- **Honor Code:**

–Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

- Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

- **Cheating and Plagiarism:**

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it,

(2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

- **Professional Behavior and Expectations of the Students:**

Course Ethics:

CASP, NASP, AND APA Ethical guidelines will apply to all aspects of this course. Students must not share confidential information (including names or identities) of students, parents, teachers, etc. and/or anyone else outside this course. Students must also not share confidential information about issues and/or individual cases discussed during this class.

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Attendance:

Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. If you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized. All other absences will result in a deduction of 10 points per absence.

Completion of Class Assignments, Presentations, and Exams:

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere. Therefore, you should plan your assignments in advance. Assignments that are completed the night before they are due are easy to detect and are not your best work. Assignments are due at the beginning of the class on the due date. Students are expected to be prepared for their case presentations and present their presentation on the date that is assigned. Any exceptions to the Course Schedule will be made on an individual basis and it is the student's responsibility to discuss the possibility of an exception with the instructor.

All unexcused, late assignments will result in a 10% deduction in grade per calendar day the assignment is late.

Make-up assignments will only be allowed for medical excuses, death of family member, or an unforeseeable event. The students are responsible for contacting the instructor to make-up a missed assignment. The instructor of this course has the final determination of acceptable reasons for late assignments and missed exams.

Discrimination:

Racism, prejudice, or bias is considered intolerable by the instructor. Any suggestions or evidence of such behavior will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Course Schedule

***This syllabus and schedule are subject to change in the event of extenuating circumstances. If you were absent from class, it is your responsibility to check on announcements made while you were absent.*

	TOPIC	READINGS	ASSIGNMENTS
Session 1	Course Overview		
Session 2	Introduction to Consultation	K1	Reading reflection due
Session 3	Consultation in School Settings Communication skills Problem solving model	K3 BP101 BP105	Reading reflection due
Session 4	Mental health consultation; Organizational development consultation	K 2 (p.36-66) K&B 1	Reading reflection due
Session 5	Faculty furlough		<i>Start to locate a case by this week</i>
Session 6	Behavior consultation Consultation Stages	BP 104 K5 K&B 1	Reading reflection due Interview 1 due
	Holiday-No class		
Session 7	Problem Identification Case update	K & B 2	Reading reflection due
Session	Behavior assessment	K6	Reading reflection due

8	and interventions Graphing behavior data	BP19 BP 88 BP 89	
Session 9	Problem Analysis	K&B 3 BP 9	<ul style="list-style-type: none"> • Reading reflection due
Session 10	NASP – NO CLASS		Schedule supervision with me
Session 11	Problem analysis continued: case study		<ul style="list-style-type: none"> • PII Tape, transcript due • Schedule supervision w/ me
Session 12	Treatment Implementation Case update	K&B 4 BP 10	<ul style="list-style-type: none"> • Reading reflection due • Schedule supervision w/ me
Session 13	Treatment implementation continued: case study Case update		PII journals, self critique, peer critique and PII acceptability form due
Session 14	Case discussion (10:00-1:00pm)		Students come together with the peer who evaluates their case.
Session 15	Multicultural consultation	<ul style="list-style-type: none"> • Ingraham (2000) • Behring, Cabello, Kushida, & Murguia (2000) 1. Henning-Stout & Meyers (2000) 	Reading reflection due
Session 16	Class discussion of the observations Multicultural consultation continued Case study		<ul style="list-style-type: none"> • Individual observation summary due
	Spring break (No class)		
Session 17	Faculty furlough (No class)		
Session 18	Treatment Evaluation Case update	K&B 5 BP12	<ul style="list-style-type: none"> • Reading reflection due • PAI tape and transcript due
Session	Case discussion		Students come together

19	(10:00-1:00pm)		with the peer who evaluates their case.
Session 20	Treatment Evaluation Continued Case update	BP11	<ul style="list-style-type: none"> • Reading reflection due • PAI journals, self critique, peer critique, and PAI acceptability form due
Session 21	In class case update and discussion (10:00-1:00)		
Session 22	Team consultation Discussion of team consultation	BP102 BP101 K2(p.66-76)	<ul style="list-style-type: none"> • Reading reflection due • Team observation report due
Session 23	System consultation	BP55 BP 54, BP 132	<ul style="list-style-type: none"> • Reading reflection due
Session 24	System consultation cont.	BP44 BP46 BP83	<ul style="list-style-type: none"> • Reading reflection due • PEI tape and transcript due
Session 25	Class discussion of the interview Home-School Collaboration/Working with Parents	BP 57 BP 59 K2(p.76-82)	<ul style="list-style-type: none"> • Reading reflection due • Interview 2 due
Session 26	Home-school collaboration continued; conjoint behavior consultation	BP 56 BP 61 • Sheridan (2000) Sheridan & Colton (1994)	<ul style="list-style-type: none"> • Reading reflection due • PEI self critique, peer critique, and Intervention Rating Profile due
Session 27	Ethical and legal issues & supervision	K 4 BP124 BP126	<ul style="list-style-type: none"> • Reading reflection due
Session 28	Case presentation		<ul style="list-style-type: none"> • Case report and experience paper due on the day of your presentation
Session 29	Case presentation		<ul style="list-style-type: none"> • Case report and experience paper due on the day of your presentation

PII Objectives Checklist

Rating Scale: 1=Unmet, 2=Partially Met, 3 =Fully Met

1. Begin meeting with an opening salutation.	1	2	3
2. Open discussion with a general statement.	1	2	3
3. Establish agreed upon expectations for consultation and structure roles.	1	2	3
4. Specify behaviors in precise terms.	1	2	3
5. Assess the scope of CE concerns.	1	2	3
6. Prioritize components or identify a target problem area.	1	2	3
7. Establish setting(s) and conditions under which behavior occurs.	1	2	3
8. Define the target problem in overt, behavioral terms (operational definition, includes summarizing and validating behavior description).	1	2	3
9. Estimate problem frequency, intensity, and/or duration.	1	2	3
10. Identify tentative goals for change.	1	2	3
11. Identify problem antecedents, sequences, and consequences.	1	2	3
12. Establish mutually agreed upon data collection procedures and responsibilities.	1	2	3
13. Schedule the next contact and let CE know how to contact you.	1	2	3

PAI Objectives Checklist

Rating Scale: 4=Unmet, 1=Partially Met, 2 =Fully Met

1. Begin meeting with an opening salutation.	12	3
2. Open discussion with a general statement regarding data and problem.		1 23
3. Establish goal of consultation meeting.	2	1 3
4. Determine the adequacy of baseline data (including whether there were any changes in conditions during baseline data collection).		1 2
5. Operationalize the discrepancy between actual and desired performance.		1 2 3
6. Establish agreement with CE regarding the existence of a problem (use summarization and validation).		1 23
7. Establish client performance goal(s).	2	1 3
8. Analyze conditions surrounding the problem behavior as antecedents, sequences, and consequences and summarize tentative hypotheses regarding function(s) of behavior.		1 2 3
9. Establish agreed upon treatment plan tactics (use summarization and validation).		1 23
10. Confirm data collection procedures.		1 2 3
11. Make provisions to monitor implementation.		1 23
12. Set a date for problem evaluation.		1 2 3
13. Schedule the next contact.		1 2 3

PEI Objectives Checklist

Rating Scale: 0=Unmet, 1=Partially Met, 2 =Fully Met

1. Begin meeting with an opening salutation.	1	2	3
2. Open discussion with a general statement.	1	2	3
3. Review data about goal attainment.	1	2	3
4. Checked treatment integrity with the consultee.	1	2	3
5. Discuss about plan modification if needed.	1	2	3
6. Discuss about plan continuation.	1	2	3
7. Discuss about the possibility of generalization of the plan to other students.	1	2	3
8. Follow up assessment.	1	2	3
9. Future interviews.	1	2	3
10. Termination of consultation appropriately.	1	2	3
11. Closing salutation.	1	2	3

Peer Supervision Feedback Form

Consultant's Name:

Peer's Name:

Type of Interview (circle one):

PII PAI PEI

Listen to the consultation audiotape submitted by your peer and review the transcript of the session. Next, please rate his or her performance on the appropriate PII/PAI/PEI Objectives Checklist. Then, complete the questions listed below. Remember that this is a learning experience for both your peer and you. So, be thoughtful and constructive in your feedback.

What was/were the consultant's strengths in the interview?

What are some specific goals that the consultant can consider to strengthen his or her skills and the consultation relationship?

What specific tactics can the consultant consider using to meet the aforementioned goals?

Self Evaluation

Type of Interview (circle one): PII PAI PEI

Please prepare a verbatim transcript of your PII/PAI/PEI consultation session. Then, evaluate your performance on the appropriate PII/PAI/PEI Objectives Checklist. Finally, give a qualitative critique of your problem solving effectiveness. You may use the questions listed below as a starting point. I want you, however, to do a thorough self analysis. The quality of the self analysis is very important to success on this assignment.

What was/were your strengths in the interview?

What are some specific goals that you can adopt to strengthen your skills and the consultation relationship?

What specific tactics can you use to meet the aforementioned goals?

Case Report and Experience Paper Rubric

Student: _____

	Points earned/points
Theoretical model(s) attempted	/5
Stages of consultation completed	/5
Interpersonal skills utilized	/6
Barriers to consultation and how your solved them	/8
Goals established and how many reached and why	/8
Interventions implemented	/3
Evaluation of consultation outcomes	/3
Process information (your own reactions, thoughts and insights)	/10
Clean copies of your 3 transcripts	/2
Total	/50