

Case studies in school consultation protocol

Purpose and rational:

One of the primary skills of effective school counselors and school psychologists is that of consultation, the ability to work with others to problem-solve issues related to student achievement and behavior. This project helps teach those skills by having the student engage in a consultative relationship and document the process of that relationship. Each student will complete either two or three case studies based on their work with children, teachers, and families. These case studies will be focused on helping students improve academically, behaviorally, or socially in the school environment. The assignment is designed to help students bring together many of the skills and knowledge taught in previous classes (communication, problem solving, assessment, implementation of research-based interventions, etc.).

The project is part of meeting the consultation training standard for both the California Commission on teacher Credentialing (CCTC) for school counselors and school psychologists and the National Association of School Psychologists.

For School Psychologists, this assignment meets the following standards:

1. Data based decision making
2. Consultation and collaboration
3. Family-school collaboration services
4. Interventions and instructional support to develop academic skills
5. Interventions and mental health services to develop social and life skills
6. Research and program evaluation

Procedures:

1. The case studies will follow the consultation model described in the text (see the course Blackboard site for an example).
2. Students will work with the case over a period on six to ten weeks.
3. The case should be one that you have access to all the major components; classroom, student, parents, teachers, etc
4. Document the changes in each of the cases with data collection procedures (one case will use the Goal Attainment Scale process to collect data)
5. Cases will be discussed in class during the semester to both help the student with the case and to use for class discussion of general principals of consultation.
6. Pick cases with the help of your supervisor that lend themselves to the six to ten week format and are at the average level of difficulty.

Compiling and submitting case studies:

1. The cases will be written up and presented to class in a series of presentations in the last half of the semester.
2. The cases will be evaluated using the following rubric:
 1. Relevant background information is gathered (e.g., records, interviews, biophysical, ecological, & psychodynamic)
 2. Evidence of meeting with teachers, parents, and student.
 3. Goal(s) is stated in clear and objective terms.
 4. Brainstorming results in a number of possible interventions.
 5. Rationale evident for selection of final intervention(s).
 6. Description of intervention selected.
 7. Follow-up after intervention has started (documented by progress notes).
 8. Change in intervention based on need.
 9. Sense of collaboration throughout the case study (evidence of ongoing work with parents, teachers, and student).
 10. Documentation of data based decisions regarding the interventions, behavioral data collection, and academic data collection.

Databased Intervention Reports

These reports are intended to provide you with a method for demonstrating competencies in best practices for problem-solving and report writing within a response to intervention [RTI] format. Each report will include a definition of the problem, baseline data, a definition of the intervention, progress monitoring data, and an evaluation of the intervention. You will submit 2 reports; one must be an academic intervention case and one a behavioral intervention case. You will choose cases in consultation with your site supervisor. You are not required to be the primary intervention agent, i.e. these may be consultations, however, you are encouraged to intervene directly in at least one case for experience.

Please follow the intervention report outline and complete the outcome summary form for each case. For purposes of confidentiality, all reports submitted for class must remain anonymous – use the last name “ALIAS” for all participants. Also omit names of schools, addresses, or any other identifying information beyond date of birth.

6/19/2012

Response to Intervention Report
CONFIDENTIAL

STUDENT'S NAME:
DATE OF BIRTH:
GRADE:
DATE OF REPORT:
REPORT SUBMITTED BY:

REASON FOR REFERRAL

Brief/specific reason [e.g., Randy was referred by his 4th grade teacher because of potential attention problems.]

BACKGROUND INFORMATION

Brief and specific overview from records

PROBLEM IDENTIFICATION

Define/operationalize problem with brief description of baseline/pre-test data

PLAN IMPLEMENTATION

Specify plan; specify if treatment integrity is measured; specify duration; specify changes to plan as progress monitoring dictated

INTERVENTION EVALUATION

Specify outcomes; specify generalization and maintenance procedures

SUMMARY AND RECOMMENDATIONS

Specify whether plan was effective; specify whether plan should continue; provide specific recommendation

CSP 641 RtI Case Study Rubric - School Psychology

Name:

	1 - Insufficient	2 - Developing	3 - Sufficient	4 - Artisan
<p>NASP Domain 2: Consultation and Collaboration School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services.</p>	<p>Candidate's case study inadequately reflects knowledge and application of consultation models/strategies and do not include collaboration with more than one consultee.</p>	<p>Candidate's case study inadequately reflects knowledge and application of consultation models/strategies with two consultees.</p>	<p>Candidate's case study adequately reflects knowledge and application of consultation models/strategies with two consultees.</p>	<p>Candidate's case study expertly reflects knowledge and application of consultation models/strategies with two consultees</p>
<p>NASP Domain 1: Data Based Decision Making and Accountability 1.2 School psychologists systematically collect data from multiple sources as a foundation for decision-making and consider ecological factors</p>	<p>Candidate's case study inconsistently collects and superficially considers data from an insufficient number of sources.</p>	<p>Candidate's case study inconsistently collects or superficially considers data from multiple sources.</p>	<p>Candidate's case study adequately collects and considers data from multiple sources.</p>	<p>Candidate's case study expertly collects, considers, and integrates data from multiple sources.</p>
<p>NASP Domain 3 <u>or</u> 4: Interventions and Instructional Support <u>or</u> mental health services to Develop Academic <u>or</u> Social/life Skills 3.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. <i>(Evaluated based on referral problem in case study)</i></p>	<p>Candidate's work evidences a deficient understanding of precursory risk and protective factors involved in systematic problems</p>	<p>Candidate's work evidences a developing understanding of precursory risk and protective factors involved in systematic problems</p>	<p>Candidate's work successfully integrates their understanding of precursory risk and protective factors involved in systematic problems</p>	<p>Candidate's work evidences a comprehensive understanding of precursory risk and protective factors involved in systematic problems</p>

Program Big Idea: Written Communication	Candidate's case study exemplifies a shallow understanding of the problem-solving process and superficially applies it toward broader research and systems-level issues.	Candidate's case study exemplifies an incomplete understanding of the problem-solving process and/or inconsistently applies it toward broader research and systems-level issues.	Candidate's case study exemplifies sufficient understanding of the problem-solving process and fully applies it toward identifying factors influencing broader research and systems-level issues.	Candidate's case study exemplifies a complete understanding of the problem-solving process and successfully applies it toward identifying and addressing factors influencing broader research and systems-level issues.
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