

CSP 640 Consultation Case Study
Key Assignment Description

Complete a consultation experience in the school setting. Identify your cases within the first few weeks of the semester and start early because these will take time. For example, you may decide to address a problem identified by a teacher through a school's pre-referral intervention process (Student Success Team). *Select a consultation model to follow. You will need to take the necessary steps to identify the problem, collect baseline data, develop an intervention plan, and engage in progress monitoring data collection.* Parent involvement must be included in your consultation process. Chart the student's progress to provide feedback to the consultee and parent. Upon completion of the consultation experience, you will write up your experience describing:

1. The setting and relevant background information
2. The consultation model you selected
3. The interventions chosen, including rationale
4. Examples of how you met each step in the consultation process
5. Evaluation of the efficacy of the interventions
6. Challenges you faced in maintaining the consultation process
7. How well the model you selected worked in the selected setting
8. Alternative models you would try, if any
9. Future challenges for you to apply consultation in the applied setting
10. Goals for further training and how you will further develop your consultation skills

CSP 640 Consultation Case Study Rubric - School Psychology

Name:

	Insufficient	Developing	Sufficient	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 paper inadequately reflects knowledge and application of consultation models/strategies and do not include collaboration with more than one consultee.</p>	<p>Candidate's paper inadequately reflects knowledge and application of consultation models/strategies with two consultees.</p>	<p>Candidate's paper adequately reflects knowledge and application of consultation models/strategies with two consultees.</p>	<p>Candidate's paper 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 paper inconsistently collects and superficially considers data from an insufficient number of sources.</p>	<p>Candidate's paper inconsistently collects or superficially considers data from multiple sources.</p>	<p>Candidate's paper adequately collects and considers data from multiple sources.</p>	<p>Candidate's paper 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>

NASP 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 and behavioral health; and strategies to develop collaboration between families and schools.	Candidate makes no attempt to include family collaboration in any way to consultation meetings/communications and intervention processes.	Candidate involves family in a superficial or ineffective way to the consultation meetings/communications and intervention processes.	Candidate successfully integrates family collaboration within the consultation meetings/communications and intervention processes.	Candidate expertly and effectively includes family collaboration within the consultation meetings/communications and intervention processes.
NASP Domain 8: Diversity in Development and Learning 8.6. School psychologists recognize in themselves and others the subtle racial, class, gender, cultural and other	Candidate’s reflection demonstrates superficial recognition of subtle biases present within themselves and others and a cursory understanding of the way these biases influence professional activities and student outcomes.	Candidate’s reflection demonstrates partial recognition of subtle biases present within themselves and others or a limited understanding of the way biases influence professional activities and student outcomes.	Candidate’s reflection demonstrates appropriate recognition of subtle biases present within themselves and others, including the way they influence professional activities and student outcomes.	Candidate’s reflection demonstrates an insightful understanding and mindfulness of subtle biases present within themselves and others, as well as their impact on professional activities and student outcomes.
Program Big Idea: Written Communication	Candidate’s paper exemplifies a shallow understanding of the problem-solving process and superficially applies it toward broader research and systems-level issues.	Candidate’s paper exemplifies an incomplete understanding of the problem-solving process and/or inconsistently applies it toward broader research and systems-level issues.	Candidate’s paper exemplifies sufficient understanding of the problem-solving process and fully applies it toward identifying factors influencing broader research and systems-level issues.	Candidate’s paper 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.
Program Big Ideas: Reflection and Tolerance for Ambiguity	Candidate’s paper evidences deficient self-reflection	Candidate’s paper evidences developing self-reflection	Candidate’s paper evidences adequate self-reflection	Candidate’s paper evidences a mastery level of self-reflection
Program Big Ideas: Appreciation of Strengths	Candidate’s paper evidences deficient appreciation of strengths and resilience	Candidate’s paper evidences developing appreciation of strengths and resilience	Candidate’s paper evidences adequate appreciation of strengths and resilience	Candidate’s paper evidences a mastery level appreciation of strengths and resilience