**CONSULTATION**

This rubric addresses the following program goals, objectives, and competencies:

**2: Consultation and Collaboration.** Students will demonstrate knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery. (NASP 2.2)

Students will demonstrate:

* Knowledge of varied models of consultation in psychology and education applicable to students, educators, families, communities, and systems.
* Effective consultation and collaboration skills at the student, educator, family, and systems levels to design, implement, and evaluate services.
* Knowledge and respect for the roles and perspectives of other professions.

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| **Case Study** | | | | |
|  | **0 – Absent** | **1 - Developing** | **2- Proficient** | **3-Exemplary** |
| Problem Identification | The problem identification interview information was not included or provides an inadequate amount of information such that the referral concerns are unclear. | The problem identification interview provides basic information (e.g., referral concern, current strategies to address concern), but the referral concern lacks precision (e.g., operationally defined) and/or comprehensiveness. | The problem identification interview is described well (e.g., referral concern, identification of concern in context, current strategies to address concern), but additional precision (e.g., operationally defined) or comprehensiveness would be helpful. | The problem identification interview reflects a thorough summary of the referral concern, including definition of target behavior (e.g. clear, measurable, observable); identification of behavior in terms of context (e.g., setting, antecedent and consequent conditions); and current strategies to address the behavior. |
| Data-Based Decision Making | Data indicating effectiveness of the intervention and/or consultation are not included or the type of data collected and the frequency of data collection are inappropriate. | Some data indicating the effectiveness of the intervention and/or consultation are included, but the type of data collected and/or the frequency of data collection are questionable. | Baseline data, as well as data that indicate effectiveness of the intervention and consultation, are included, and the type of data collected and the frequency of data collection are acceptable. | Baseline data, as well as data that indicate the effectiveness of the intervention and consultation, are included. The type of data collected and the frequency of data collection are appropriate. |
| Problem Analysis | The problem analysis interview information was not included or provides an inadequate amount of information. | The problem analysis interview provides basic information (e.g., baseline data review, intervention identification, description of intervention). | The problem analysis interview is described well (e.g., baseline data described, link between baseline data and intervention, evidence to support intervention, goal of intervention, fit in context)l. | The problem analysis interview reflects a thorough discussion of the data (including graph as appropriate) and how data were used to develop goals and intervention. Goals are defined, with consultee input on intervention fit. |
| Intervention Plan | Description of plan is missing or unclear regarding most of the following:   * Material(s) * Procedures * When * Where * Persons responsible * Monitoring plan * Implementation training | Description of plan is present but missing or unclear with regard to some of the following:   * Material(s) * Procedures * When * Where * Persons responsible * Monitoring plan * Implementation training | Description is plan and sufficiently detailed with regard to the following:   * Material(s) * Procedures * When * Where * Persons responsible. * Monitoring plan * Implementation training | Description of plan is explicitly detailed with regard to the following:   * Material(s) * Procedures * When * Where * Persons responsible. * Monitoring plan * Implementation training |
| Treatment Implementation | No summary of the treatment implementation phase was provided. | The summary indicates that the consultant checked-in with the consultee at least once to determine how implementation and student response was going. Minimal to no quantitative fidelity data were collected. | The summary indicates that the consultant checked-in with the consultee on a semi-regular basis (e.g., every other week) to determine how implementation and student response was going and provided adequate support troubleshooting issues. Fidelity data were collected semi-regularly (e.g., bi-weekly). | The summary indicates that the consultant checked-in with the consultee on a regular (e.g., weekly or more often) basis to determine how implementation and student response was going and provided adequate support troubleshooting issues. Fidelity data were collected regularly (e.g., weekly). Further implementation support was provided if indicated. |
| Treatment Evaluation | The treatment evaluation interview information was not included or provides an inadequate amount of information such that it is unclear what occurred the meeting. | The treatment evaluation interview provides basic information about the meeting (e.g., extent to which goals met, effectiveness of the treatment plan, data presentation). | The treatment evaluation interview is described well (e.g., extent to which goals were met, effectiveness of the treatment plan, graphical data presentation and visual analysis), but additional preciseness or comprehensiveness is needed. | The treatment analysis interview reflects a thorough discussion of the degree to which the goals were met, the effectiveness of the treatment plan, and maintenance and generalization of the plan. Data are presented in graphs and described using visual analysis procedures. |
| Style, Clarity, and Communication | Case study includes many communication errors (as listed in Exemplary column). | Case study includes several communication errors (as listed in Exemplary column). | Case study includes minimal communication errors (as listed in Exemplary column). | Case study is organized, easy to understand, meaningful, and edited (i.e. free of errors, formatted appropriately). |

\*Adapted from Bowling Green School Psychology Program Internship Handbook Consultation Case Scoring Rubric