School consultation offered in a team format has become a common school psychologist activity. There are two types of teams on which most school psychologists are members:

- Multi-Disciplinary Teams (e.g., IEP teams).
  - The passage of PL 94-142 (and its subsequent reauthorizations) institutionalized the practice of team consultation for the school psychologist.
- Pre-referral Teams (e.g., SSTs, Problem Solving Teams).
  - More recently, fueled by what was thought to be the overidentification of students with disabilities, many states have required team consultation as a pre-condition for special education referrals.

**Group Consultation and Collaboration: A Credentialing Standard**

- NASP Domains of School Psychology Training and Practice
  - Domain 2.2, Consultation and Collaboration:
    - School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
Group Consultation and Collaboration: A Credentialing Standard

NASP Domains of School Psychology Training and Practice
- Domain, 2.3 Effective Instruction and Development of Cognitive/Academic Skills:
  - School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Group Consultation and Collaboration: A Credentialing Standard

NASP Domains of School Psychology Training and Practice
- 2.4 Socialization and Development of Life Skills:
  - School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Group Consultation and Collaboration: A Credentialing Standard

NASP Domains of School Psychology Training and Practice
- 2.6 School and Systems Organization, Policy Development, and Climate:
  - School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
Group Consultation and Collaboration: A Credentialing Standard

- NASP Domains of School Psychology Training and Practice
  - 2.8 Home/School/Community Collaboration:
    - School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

EDS 245: Psychology in the Schools

Stephen E. Brock, Ph.D., NCSP

Theory of Group/Team Consultation

Characteristics of Effective Special Service Teams

- Clear Goals
  - All members understand and agree with the team’s purpose.
- Accountability
  - Team member responsibilities are clearly defined.
- Group Process
  - The collaborative decision making process is understood and followed.
- Data Based Decision Making
  - Data is used to identify learning challenges and to evaluate intervention effectiveness.
- Empirically Supported Interventions
  - Research supports the prescribed use of selected interventions.
Supporting/Creating Effective Special Service Teams

- Administrative Guidance and Support
  - Leadership, participation, investment.

- Training
  - Ensuring that all team members understand the functions, membership, format and roles.

- Institutionalization
  - Making the team a part of the school structure.
  - Such is mandated by state and federal law for when it comes to special education multi-disciplinary teams.

Pre-requisite Skills for Team Consultation

- Consultation skills and abilities
- Collaborative skills and abilities
- Problem solving skills and abilities
- Expert knowledge
Pre-referral Teams: Functions

- Designed to help a consultee (typically a teacher) modify instruction or classroom management to overcome a student’s learning challenges.
- May or may not be convened to address the needs of a student who is thought to need a special education evaluation.
- However, before a special education referral the failure of general education interventions must be documented.
  - Thus, pre-referral teams (e.g., Student Success Teams, Student Study Teams) must document that all possible general education resources have been attempted.

Pre-referral Teams: Membership

- Teams membership is not specified in education code, but typically includes general education teachers, administrators, and specialists (e.g., school psychologists, special education teachers, etc.).

Pre-referral Teams: School Psychologist Roles

- Facilitate collaboration and the group problems solving process.
- Share (give away) his or her knowledge of the principles of educational psychology.
Pre-referral Teams: Meeting Format

- Employs a basic problem solving model.
- Burns et al. (2008) provide one example of such a model.
  1. Initial consultations
  2. Problem solving team conference
  3. Follow-up consultation
  4. Follow-up conference

Pre-referral Teams: Meeting Format

- Burns et al. (2008, Figure 1, p. 1639) provide one example of a data collection form.
- Another example, which my experience has found to be most common in CA, is offered on the following slide.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Concerns</th>
<th>Prior Interventions</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Actions</th>
<th>by whom</th>
<th>by whom</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Case Study: Jeff
- Age 8.
- Grade 3.
- Primary English speaker.
- Reading at a first grade level.

Consider the following “SST” data and in small groups brainstorm strategies to address the students learning challenges.

### Pre-referral Teams: Meeting Format

- **Case Study:** Jeff
  - Age 8.
  - Grade 3.
  - Primary English speaker.
  - Reading at a first grade level.
- **Consider the following “SST” data and in small groups brainstorm strategies to address the students learning challenges.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Concerns</th>
<th>Prior Interventions</th>
<th>Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math facts</td>
<td>Math problem solving</td>
<td>Parent conferences</td>
<td>Yes</td>
</tr>
<tr>
<td>Peer relations (well-liked by peers)</td>
<td>Difficulty sitting still</td>
<td>Peer tutoring</td>
<td>?</td>
</tr>
<tr>
<td>School attendance</td>
<td>Poor reading (phonics)</td>
<td>Leveled reading instruction</td>
<td>?</td>
</tr>
<tr>
<td>Athletic</td>
<td>Low self esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive parents</td>
<td>Dislikes school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not completing assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Actions</th>
<th>by whom</th>
<th>by when</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to improve academics?</td>
<td>Does he have ADHD?</td>
<td>Does he have Dyslexia?</td>
<td>How to improve self-esteem?</td>
<td></td>
</tr>
</tbody>
</table>

### Multidisciplinary Teams: Functions

- **Individual Education Program (IEP) teams are convened whenever a student is referred as possibly needing special education assistance.**
- **Specific team functions include to develop, review, and/or revise IEPs.**
  - This involves the following:
    1. Data gathering and assessment relative to the students learning challenges
      - For example, the school psychologist will conduct a psycho-educational assessment.
2. Eligibility Determination
   - Does the student require special education assistance? In other words, from the available data and assessments, can it be argued that student needs cannot be met in the general education program?

3. Development of Goals and Objective
   - If the student is eligible for special education assistance, what are the objectives of such assistance (i.e., relative to where the student is now, where you want the student to be after a given period of time)?

4. Special Education Placement Determinations.
   - From the identified goals and objectives, what form of special education best meet the students needs (i.e., addresses goals and objectives)? This placement needs to be in the "least restrictive environment."

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Multidisciplinary Teams: School Psychologist Roles

- Conduct a psycho-educational assessment.
- Form assessment data, provide recommendations to the IEP team regarding educational needs and special education eligibility.
- School psychologists have a bigger role in some eligibility determinations than in others.
- Regardless of the classification being considered, eligibility determinations are the result of team deliberations.
- No one person makes an eligibility determination.

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Multidisciplinary Teams: Forms

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Multidisciplinary Teams: Functions (continued)
Multidisciplinary Teams: Forms

<table>
<thead>
<tr>
<th>Name of Team Member</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legal Issues in Group Consultation**

Stephen E. Brock, Ph.D., NCSP
Pre-referral Teams:
Are Required When...

- In California, all special education referrals must include:
  - “Documentation of the resources of the regular education program that have been considered, modified, and when appropriate the results of intervention” (5 CCR 3021(b)(2) – Referrals for Special Education and Related Services).

Multidisciplinary Teams:
Required When...

- 30 EC 56343 - IEP Team Meetings Required
  56343. An individualized education program team shall meet whenever any of the following occurs:
  (a) A pupil has received an initial formal assessment. The team may meet when a pupil receives any subsequent formal assessment.

Multidisciplinary Teams:
Are Required When...(continued)

- 30 EC 56343 - IEP Team Meetings Required
  56343. An individualized education program team shall meet whenever any of the following occurs:
  (a) The pupil demonstrates a lack of anticipated progress.
  (b) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.
  (c) At least annually, to review the pupil's progress, the individualized education program, including whether the annual goals for the pupil are being achieved, and the appropriateness of placement, and to make any necessary revisions. The individualized education program team conducting the annual review shall consist of those persons specified in subdivision (b) of Section 56341. Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review.
**Multidisciplinary Teams: Membership**

- Teams membership is specified in education code (30 EC 56341).
  - One or both of the pupil's parents, a representative selected by a parent.
    - At least one regular education teacher of the pupil.
    - At least one special education teacher of the pupil.
    - An administrator.

**Multidisciplinary Teams: Membership (continued)**

- Team membership is specified in education code (30 EC 56341).
  - An individual who conducted an assessment of the pupil or who is knowledgeable about the assessment procedures used to assess the pupil, and is familiar with the assessment results or recommendations.
    - For a pupil suspected of having a specific learning disability, at least one member of the individualized education program team shall be qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.
  - Whenever appropriate, the individual with exceptional needs.

**California Special Education Eligibility Classifications**

- Hearing impairment
- Concomitant hearing and visual impairments
- Language or speech disorder
- Visual impairment
- Severe orthopedic impairment
- Chronic or acute health problems
- Autistic-like behaviors
- Significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior
- Serious emotional disturbance
- Disorder in one or more of the basic psychological processes
California Special Education Eligibility Classifications

- The decision as to whether or not the assessment results demonstrate that the degree of the pupil's impairment requires special education shall be made by the individualized education program team.
- The individualized education program team shall take into account all the relevant material which is available on the pupil.
- No single score or product of scores shall be used as the sole criterion for the decision of the individualized education program team as to the pupil's eligibility for special education.

More Information About IEPs and IEP Teams

- Understanding the IEP Process
- 2004 IDEA Regulations

More Information About IEPs and IEP Teams

- California Department of Education Laws & Regulations
  - http://www.cde.ca.gov/ls/lsfr/
- California Department of Education Sp. Ed. Resources
  - http://www.cde.ca.gov/sp/se/sr/selinks.asp
- Training on Writing IEPs Based on State Standards
  - http://www.calstat.org/iep/
  - Self-paced web training module assisting learner in understanding IDEA and components of a performance objective. It provides information on how to write IEP goals tied to standards, are student focused and measurable.
Next Week (9/28/12)
School Organization, Culture, and Systems-Level Consultation

Read:
- McGlinchy & Goodman (2010)
- Curtis et al. (2010)

Paper 1 due