Research to Practice for School Consultation and Team Building

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Objectives

1. Participants will understand research and practice in school consultation.
2. Participants will understand issues related to assessment of parent and family needs related to special education.
3. Participants will understand consultation skills to enhance team building and family-school collaboration.
Research and Practice in School Consultation

I. Instructional Consultation (IC)
II. Behavior Consultation (BC)
III. Conjoint Behavioral Consultation (CBC)
IV. Interpersonal Influence in School Consultation
V. Team Based School Consultation
Instructional Consultation (IC)

• Definition: IC is a model of consultation in which the consultant works with the consultee to address an instructional need of the client. Commonly involves a five step process: 1). Contracting, 2). Problem Identification and Analysis, 3). Intervention Design, 4). Intervention Implementation and Evaluation, 5). Closure.
Five Steps of IC

1. Contracting
   - Relationship is discussed, including teacher expectations, time commitment, need for data, focus on problem solving, and non-evaluative nature.

2. Problem Identification and Analysis
   - Student documentation form is used to record initial concern, assess level, baseline data and graph, and goals for performance.

3. Intervention Design
   - Dyad develops strategies

4. Intervention Implementation and Evaluations
   - Dyad monitors implementation integrity and makes changes as needed. Student performance is compared to baseline.

5. Closure
   - Plans for maintaining achieved progress are discussed. A case summary form is completed.
Essential Features of IC

• Teacher is Consultee; Client is a student; Problem is operationally defined
• Consultant-Consultee Relationship is collaborative;
  – The Collaborative Working Relationship is "interchange between two or more professional colleagues in a non-hierarchical relationship working together to resolve a problem."
• Instructional Assessment techniques (CBA) are commonly used;
• Goal is to enhance teacher performance and student performance;
• Core belief is that matching quality instruction to student skill will improve student performance on a task.
• Each member of IC team is trained on three sets of skills:
  – a) Capacity to build a collaborative relationship,
  – b) Skill in conducting a systematic problem solving process,
  – c) knowledge and skills in instructional and behavioral assessment and intervention.
Example

• Case Example
  – Mrs. Green requests to meet with Mrs. Cole (Consultant) to discuss instruction concerns of a third grade student Tim. Tim is having difficulty with reading compared to others in class.
  – Mrs. Green and Mrs. Cole meet and discuss contracting for service. Next, they discuss identification of Tim’s problem; they assess Tim’s reading ability using CBA techniques. [CBA techniques involve using probes from the instructional material] They determine Tim’s instructional reading level in the reading curriculum being used; They design an intervention to address Tim’s instructional needs; They implement and evaluate the effectiveness of the intervention; once the teacher no longer needs to consultation service, they close the consultation.

• Video sample of interview
  – https://www.youtube.com/watch?v=wNnEQBngH4U
Research Based Conclusions

- Commonly agreed upon benefit of collaborative relationship:
  1) Maximization of consultee and consultant resources;
  2) Gain in skills and knowledge;
  3) Increase likelihood consultee takes ownership;
  4) Increase likelihood the Consultee is better able to solve future problems.

- Research on the direct effect of collaboration and on the increased consultee intervention implementation is scarce.

- School staff prefer collaboration vs. an expert (Schulte and Osborne, 2003).

- Teachers valued collaboration according to Knotek et al (2003).
Regarding Communication

- Language is a tool to build relationships and vehicle of the consultant to co-construct the problem.
- Verbal interactions influence consultee's definition of the problem (Jone, 1999).
- Certain types of questions especially clarifying questions can be productive tools (Benn, Jones, and Rosenfeld, 2008).
  - Content of verbal interactions was different between competent and less competent consultants.
- Type of questions is important (e.g., open-ended, inference), but more research is needed to clarify specifics of questioning.
Regarding Data Collection and Analysis in Consultation

- Systematic evaluation process significant increased achievement of mildly handicapped students (Fuchs and Fuchs, 1986).
- Importance of direct assessment of behavior in natural setting and comparison to baseline is important (Flugum and Reshley, 1994)

- Charting of Data is Important
  - Charting data creates a visual picture of the student performance and desired performance, graph provides feedback (Deno, 2002).
- Graphing data led to greater effect sizes (Fuchs and Fuchs, 1986)
Summary

• Evidence supports real world effectiveness of IC.
• Results decrease SPED referrals and increase appropriate referrals. Decreased ELL referrals for SPED.
• Teachers achieve learning and behavior goals they set.
• Teacher satisfaction is supportive.
• School-wide achievement outcomes not always found in schools using IC.
- Definition: BC is a structured approach to consultation with a teacher or parent to address the needs of a child. Scripted interviews guide the four step process: 1) Problem Identification, 2) Problem Analysis, 3) Intervention Implementation, 4) Intervention Evaluation. The BC model was originally developed by Bergan (1977).
Features

- An indirect service model.
- BC shares fundamental assumptions of other consultations models:
  - Little of no contact between consultant and client,
  - Interviews with consultee to identify and analyze client problems,
  - Consultee is expected to participate actively in interview,
  - Voluntary
  - Consultee implements plan.
- Unique to BC, reliance on four stage problems solving process:
  1) Problem identification,
  2) Problem analysis,
  3) Plan implementation,
  4) Problem evaluation.
Three Interviews Guide the Process

1. Problem Identification Interview (PII)
2. Problem Analysis Interview (PAI)
3. Problem Evaluation Interview
Unique for its reliance on ABA:

a) Defining problems in operations terms,
b) Recording occurrences of behavior,
c) Graphing,
d) Using some form of contingency management to reinforce desired behavior or punish undesired behavior

- Interviews and interpersonal communication are critical
Example

• Examples of Structured interviews
  Problem Identification Interview (PII)
  Problem Analysis Interview (PAI)
  Problem Evaluation Interview

• Video samples of Interviews
  – https://www.youtube.com/watch?v=HFoFGys2TB4
  – https://www.youtube.com/watch?v=a9XDO0ukHj0&t=47s
  – https://www.youtube.com/watch?v=iKUt_6wXHEw&t=19s

• Case example
Research Based Conclusions

• The best predictor of problem resolution was consultant’s skills in helping consultees define problem in behavior terms,
• The consultant’s use of behavior versus medical model cues led to higher expectations by teachers about their ability to teach children with academic problems,
• The odds were considerably higher that a teacher would identify resources needed to carry out an intervention plan if consultant asked instead of told them to do so
• Early reviews of consultation research highlighted the popularity of BC, and showed it to be an effective professional practice in schools (Medway, 1982)
• When implementing on a school-wide basis, BC has been shown to decrease the number of children referred for SPEC and increasing placements rates for those referred.
• Pre-referral now commonplace
• Teachers receive little training on assessment and intervention used in BC
III. Conjoint Behavioral Consultation

- Definition: A form of behavior consultation in which the parent and teacher work together (conjointly) with a consultant to help and child.

- CBC is “A strength-based, cross-system problem-solving and decision-making model where parents, teachers, and other caregivers or service providers work as partners and share responsibility for promoting positive and consistent outcomes related to a child’s academic, behavioral, and social-emotional development” (Sheridan and Kratochwill, 2008)

- Children’s developmental and educational outcomes are determined through a complex interplay of biological and eco-systemic variables

- Evidence-based models that promote family engagement and family-school partnerships are needed.
Features

- Overarching goals:
  a) Promoting the academic, behavioral, and socioemotional outcomes for children through joint problem-solving;
  b) Encouraging parent engagement;
  c) Building participants’ capacities; and
  d) Strengthening relationship among systems on behalf of the child’s learning and development

- Both relational and structural objectives contribute to positive outcomes for students.
  - **Relational objectives** are concerned with building and promoting positive, constructive partnerships among systems.
  - **Structural objectives** are concerned with child-focused results that occur through a problem-solving sequence inclusive of the delivery of evidence-based interventions.
Stages of CBC

1. Pre-consultation Activities
2. Conjoint Needs Identification
3. Conjoint Needs Analysis
4. Plan Implementation
5. Conjoint Plan Evaluation
1. Preconsultation Activities

- Expectations for the process are discussed,
- Background information on the child and home-school relationship are gathered to prepare the consultant and consultees for working together to address the identified concerns for the child
- Especially important when adversarial relationship exists
- Provides initial opportunity for parents and teachers to interact through collaborative decision-making
- Clarification of roles and expectations is important to ensure the consultees are prepared to full engage in the process.
2. Conjoint Needs Identification

- Use conjoint needs identification interview (CNII);
- Consultees identify most salient needs across home and school;
- Consultees select agreed-upon target behavior and define in concrete operational terms.
3. Conjoint Needs Analysis

• Use the conjoint needs analysis interview to jointly to:
  (a) identify ecological variables across settings that influence the attainment of the behavioral goal;
  (b) develop a meaningful evidence-based solution focused plan to address the target behavior across home and school
• Baseline data are explored to identify setting events; ecological conditions; and cross setting variables that may impact the target behavior.
• Discussion centers on environmental conditions rather than internal causes.
4. Plan Implementation

• Cross-System plan implementation
• Consultant remains in close contact with family and school (via email, phone calls, personal visits) to ensure understanding of intervention procedures and reinforcement efforts
5. Conjoint Plan Evaluation

• Conjoint plan evaluation interview
• Analyze behavior data to determine the achievement of consultation goals and efficacy of treatment plans across settings
• Behavioral data are used to focus on the future course of action
• Additional interviews are scheduled as needed
Example

  - Mark 11 year old fifth grader case study

- Ted Talk: Building Parent and Teacher Relationships
  - https://www.youtube.com/watch?v=kin2OdchKMQ
CBC Research Based Conclusions

• 21 published studies investigated effects of CBC.
• Results suggest there is promise for CBC.
• Effective for social-behavioral outcomes.
• Effective for academic outcomes.
• Fidelity research is supportive of CBC process.
• Process Research:
  – Within CBC no single individual attempts to direct or influence the other members at disproportionate levels.
  – Communication patterns tend to be bidirectional and reciprocal supporting the notion CBC is a collaborative process
  – Acceptability research is supportive of CBC
IV. Interpersonal Influence in School Consultation

Definition
- Psychological research related to interpersonal influence for various forms of triadic relationships (Consultation) in schools. This research is not tied directly to one or more models of consultation. The research is concerned with social power and influence of a consultant on a consultee.

**Social Power:** is the influencing agent’s potential to effect such change in a target of influence using available resources.

**Social influence:** is demonstrated change in the beliefs, attitudes, and/or behavior of Person B that can be attributed to Person A.

- Become acceptable and advisable to view school consultation as an interpersonal influence process.
- Paradox of school Psychology (must focus on adults in order to serve children).
Features of Social Power and Influence

- Reason why researching social power and social influence in important for school consultation:

  1) Field has accepted the utility of viewing interpersonal influence;
  2) Indirect service is linked to successful application of social power and influence;
  3) Power and influence are integral to all human relationships.
  4) Despite lack of formal power and authority, school consultants are depicted as having influence;
  5) Systematic examination of power and influence has informed the collaboration debate;
  6) Increased knowledge of power and influence is relevant to comprehending specific issues in consultation;
  7) Social power and influence are central to RTI-MTSS.
Features

Olson and Cromwell’s three domains of social power:

1) **Power Base**, viewed as the resources Person A can use to change Person B;

2) **Power Process**, seen as the face-to-face interactions in which influence is exerted by A and accepted or rejected by B;

3) **Power Outcome**, regarded as consequences of influence attempts such as which person benefited from the interaction.
Social Psychology defined as "how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others."

- French and Raven (1959) five power bases:
  1) Reward Power;
  2) Coercive Power;
  3) Legitimate Power;
  4) Expert Power; and
  5) Referent Power.

  6) Information Power. (Added by Raven (1965)
Definitions of Raven’s Social Power Bases:

Positive Expert: Person A does what Person B says because B is perceived to be an expert.

Negative Expert: A does the opposite of what B says because A thinks B is think of his/her own best interest.

Positive Referent: A does what B want because he/she wants to be similar to B.

Negative Referent: A does opposite of what B says because A does NOT want to be similar to B.
Definitions of Social Power Bases Continued

Impersonal Reward: A complies with B because B can give a tangible reward.

Personal Reward: A complies with what B says because A believes B more likely to approve of them.

Impersonal Coercion: A complies with what B says because A believes B can punish him/her for noncompliance.

Personal Coercion: A complies with what B says because A believes B will dislike him/her
Definitions of Social Power Bases Continued

**Direct Information:** A complies with what B says because information is logical to A.

**Indirect Information:** A complies with what B says because A overhears third party information that a similar situation worked well.

**Formal Legitimate/Position:** A feels obligated to comply with B because B has a position of authority.

**Legitimacy of Reciprocity:** A feels obligated to comply with B because B has done something positive for B in the past.

**Legitimacy of Equity:** A feels obligated to comply with B because as a way of compensating B for previous hard work.

**Legitimacy of Dependence:** A feels obligated to comply with B because B is unable to accomplish an action without A.
Terms often used

• “Soft” measures are relational
• “Harsh” measures are heavy handed.
Examples

• Example 1
  – School Psychologist meets with teacher to discuss pre-referral concerns. Teacher wants to move to SPED.
  – School Psych discusses MTSS process and need for assessment, intervention, and data.
  – Teacher accepts or rejects these ideas posed by the SP

• Power and Influence example in business
  – https://www.youtube.com/watch?v=KdQHAeAnHmw
Research Based Conclusions

• SP perceptions of social power. High rankings by SP of expert and referent power consistent with Martin (1978), but also high rankings of informational, legitimate dependence, and personal reward.

• Teachers rated direct informational, expert, legitimate dependence, and referent (all soft strategies) as the top four that would be most effective for SP to use to increase teacher compliance.

• SP rated information, expert, referent, and personal reward power (also soft) as top four. Both teachers and SP rated informational and expert as two strategies most likely to result in compliance.

• Slight differences in male and female perceptions but no obvious differences.

• SP more likely to use soft strategies than harsh; no difference between male/female use of soft strategies; partial support that consultants are more likely to use direct informational power.
Research Continued

- Strengths of the perspective:
  - definitions (typologies) are established;
  - brings an interpersonal focus not just consultant behavior;
- implications for practice
  - reflect on how attitudes toward soft strategies affect interpersonal communication styles;
  - consideration of social power orients consultants to the consultee change framework; stimulating the awareness of consultee behavior change;
Weaknesses:

1) Self-report survey style of research,
2) May only explain a small portion of variance,
3) No social power research has been tied to client behavior change,
4) It is controversial.
Definition:

- Focus of this research base is on outcomes and process of Pre-referral Intervention Team (PIT) and Problem Solving Teams (PST).
  - PST are conceptualized as broader than the PIT.
  - PST closely linked to PBIS or MTSS.
Features of Pre-referral Intervention Teams (PIT)

• Evolved as a way to better serve difficult to teach students.
• Several models were developed (TAT, MAT, PIT, ICT, IST).
• Objectives associated with these teams ranged from reducing referrals, integrating students with disabilities, providing assistance to students and teachers regarding interventions.
• Many models have five step process: 1 request consultation, 2 consultation, 3 observation, 4 conference, 5 formal evaluation for SPED when warranted
Pre-referral Teams cont.

• Conceptually emphasized the importance of prevention and were embedded within an ecological framework that viewed children in context.
• Alternative to test and place resulting in unprecedented increase in the use of pre-referral approaches,
• This shift in service delivery generated numerous empirical studies examining the efficacy of problem solving procedures, procedural integrity, and team process variables.
Positive Example

• Pre-referral Intervention Team
  – IST
    • Teacher is concerned with academic progress of a student
    • Team meets and identifies primary concern
    • Baseline data is collected
    • Goals and interventions are discussed
    • Intervention is implemented and progress data is graphed and evaluated
    • Team evaluates intervention using data and graphs
Research Based Conclusions Regarding PIT

• Systemic Outcomes.
  – Despite differences in nomenclature, PITs demonstrated reductions in student SPED referral rates and placements.

• Student Outcomes.
  – There are strikingly few experimental studies directly examining student outcomes.
  – Much empirical base has methodological concerns (small sample size, absence of a control group).
  – There is support but not as thorough as we might expect given to history and use of PIT.
Research on PIT

• Implementation Research
  – Limited empirical research on implementation integrity
  – Evidence suggests that reliable implementation of pre-referral approaches in applied settings is inconsistent and often falls below desired standards.
  – Low rates of implementation fidelity associated with less positive student results
  – Results highlight the need for research examining methods and training procedures that will enhance procedural fidelity in applied settings.
Process Research and PIT

• Studies have investigated consumer satisfaction of the consultation process, common barriers to effective problem solving, and relational communication

• Social validity research
  – Refers to acceptability of treatment procedures and whether change in behavior is clinically relevant
  – Findings suggest teachers generally perceive the PIT process positively
    • but express concerns related to lack of time, limited follow-up after meetings, and prolonging the special education eligibility process.

• SP surveys show satisfaction is average with concerns related to inadequate time, lack of parent and teacher involvement, and limited follow up on cases.
Problem Solving Teams (PST)

- There are fundamental and philosophical differences between PITs and PSTs.
- PST a form of team work used in MTSS/RTI
- PST teams have these features:
  - Exist in MTSS system; Likely team approach used with PBIS
  - Decisions are made across tiers of support and decisions vary accordingly
  - Example is Team Initiated Problem Solving (TIPS)
Research Team-Initiated Problem Solving (TIPS)

- TIPS a model of PST that operates within school-wide preventative frameworks.
- Most commonly found in schools with PBIS. Developed to assist teams in establishing and conducting the problem-solving process with fidelity.
- Problem solving phases established by Deno:
  - a) Problem Identification, b) Problem Definition, c) intervention plan design, d) intervention implementation, and e) problem solution.
- PBIST consist of multidisciplinary personnel who are trained and knowledgeable in the mechanisms of the team processes within PBIS as well as data collection procedures and data-based decision making.
TIPS Research

• Research from case studies and randomized control studies indicates TIPS is effective in enhancing school-based team problems solving procedures.
• Supportive of positive child outcomes
• Research is limited.
Consultation Practice Review

1. Instructional Consultation
2. Behavior Consultation
3. Conjoint Behavioral Consultation

- Interpersonal Influences in School Consultation (Social Power)
- Team Based School Consultation involving
  - Pre-referral Team
  - Problem Solving Team
Consultation within Special Education

- Research on school consultation is outside of special education
- Lack research examining special education from a consultation perspective
- No Research on the Concept of Teams or Team building in Special Education.
- No Research on SPEC Process and consultation.
- No research on student outcomes in special education tied to school psychologist consultation.
How have we been trained to help parents/caregivers process conferences?

- Be empathetic.
- Answer questions.
- Don’t overwhelm.
- Keep jargon to a minimum.
- Keep the group small.
- Be an active listener.

What else?
What do we hear on the job?

Are you meeting the timelines?
Can’t you see my child sooner?
What do you mean – a few weeks?
We’ve scheduled meetings at 30 minute intervals.

Other favorite comments?
To be fair – there is often good feedback from parents, teachers, and principals.
What are some factors to consider for how parents process conferences?

Cognitive Load Theory

Stages of Grief
Cognitive Load Theory

Developed by John Sweller (1988), Cognitive Load Theory is built on the working memory model of memory (Baddeley & Hitch, 1974).

Variables which make learning unnecessarily complex or distract us from information we are trying to pay attention to, increase cognitive load. A stimulus that is more difficult to pay attention to is more difficult to rehearse and remember.
Types of Cognitive Load

Intrinsic Cognitive Load

Demand made of a learner by the inherent quality of information being learned. The load exerted on a learner depends on the complexity of the task set or concept being presented. New and complex activities are more challenging than simple tasks.
Types of Cognitive Load, continued

Extraneous Cognitive Load

This type of cognitive load is extraneous to the learning task, and is increased by ineffective communication methods, which unintentionally misdirect parents with distracting information or make a task more complex than needed.
Types of Cognitive Load, continued

Germane Cognitive Load

This type of cognitive load is produced by the construction of schemas that assist in learning new skills/information.

A memory schema is a conceptualization of a particular idea which tells us what to expect when we encounter it in the future.
Germane Cognitive Load, continued

There are also schemas for routines and events as well as schemas for particular roles which tell us what behavior to expect.

Experiencing something new (e.g. attending a first wedding) can be overwhelming, as we do not have a schema that tells us what to expect. A useful cognitive load is produced as we observe and learn about the experience to help us to anticipate and understand it in
How do parents process IEP conferences?

Stages of Grief


Shock, denial, and anger (initial stage of grief) were reported by 47%.

Bargaining, guilt, depression, and isolation (the intermediate stage of grief) were reported by 11%.
Stages of Grief, continued

Acceptance and hope (the final stage of grief) were reported by 45%.
Most parents had not contemplated special education services until the IEP conference.

* George Bonanno – resilience – Pennebaker - retrieving bad experiences
How can we help parents process information?


Managing stages of grief

■ Be aware of and sensitive to parents’ emotions around the discussion of their child’s needs and educational disability. Before and during the IEP meeting, check in with parents’ comfort level and needs. Offer breaks during the meeting if needed.

■ Multiple meetings and time may be need to process information.
Extraneous Cognitive Load

- Designate a facilitator (either the school psychologist, special education teacher, or administrator) for each IEP team meeting. This role should be assigned in advance of the meeting.
- Use clear parent-friendly language rather than educational jargon.
- Limit the number of attendees.
- Avoid having people come in and out of meetings.
- Keep on topic.
Intrinsic Cognitive Load

Invest time in adequately informing parents about the evaluation process and how eligibility for special education services is established. Break the processes into its component parts.
Germane Cognitive Load

■ Conduct a phone call between the parents and facilitator prior to the meeting to discuss the purpose of the IEP team meeting, the roles of all team members, and specifically, what information parents should bring with them to the meeting.

■ Share the agenda and ask the parents if they would like to add items to the agenda.

■ Provide the start time and an expectation of how long the meeting will last.

■ Follow a printed agenda.

■ State the purpose of the meeting and the order in which items will be discussed.

■ Provide introductions by the facilitator of any team members that parents have not yet met.

End of Part 2
# Legally Mandated Requirements for Special Education

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Special Education Process

• We are all familiar….but how do we make this process better for parents/teachers while still abiding by IDEA and Chapter 14 Regulations and taking into account aspects of consultation?
Effective Team Practices

• Goal Setting
  – Target
  – Clear, defined, and objective

• Roles and Responsibilities
  – Role clarification
  – Role parity
  – Role expectations

• Effective and Efficient Process
  – Agenda
  – Timelines

(Cooper-Duffy & Eaker, 2017)
Effective Team Practices

• Communication and Interpersonal Relationships
  – Limit jargon
  – Actively listen
  – Share concern for child
  – Offer resources
  – Open dialogue
  – Encourage families to ask questions, share ideas, etc.
  – Show interest
  – Avoid judgmental nonverbal communication
  – Say something positive first

(Cooper-Duffy & Eaker, 2017)
Effective Team Practices

• Collaborative Problem Solving
  – Define problem
  – Brainstorm possible solutions
  – Identify the consequences of each option
  – Create a plan
  – Evaluate the results

• Evaluation
  – Was the goal achieved?

(Cooper-Duffy & Eaker, 2017)
• How can we team build throughout the evaluation process?
Typical Evaluation Process

- Parental Consent
- Gather Data
  - Review of Records
  - Teacher Input
  - Parent Input
  - Student Interview
  - Observation
  - Direct Assessments
- Report Writing
- Meeting to Review Results
IDEA and Chapter 14 – Highlights

§ 300.9 Consent.

*Consent* means that—

(a) The **parent** has been fully **informed** of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;

(b) The **parent understands and agrees** in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and

(c)(1) The **parent understands** that the granting of consent is voluntary on the part of the parent and may be revoked at anytime.

How do we know they understand?
Team Building

• Communication and Interpersonal Relationships
  – Limit jargon
  – Actively listen
  – Share concern for child
  – Offer resources
  – Open dialogue
  – Encourage families to ask questions, share ideas, etc.
  – Show interest
  – Avoid judgmental nonverbal communication
  – Say something positive first

(Cooper-Duffy & Eaker, 2017)
Start Team Building at Consent Stage of Evaluation Process

• Goal Setting
  – Target
  – Clear, defined, and objective

• Roles and Responsibilities
  – Role clarification
  – Role parity
  – Role expectations

• Effective and Efficient Process
  – Timelines

Consent – What is the goal of the consent form? Expected outcomes?

Who will be doing what? Articulate to parents/family.

Communicate to parents/families.

(Cooper-Duffy & Eaker, 2017)
Inform and Assess Parent Understanding

• Assess parent understanding of the special education process.
  – Experiences with special education?
  – Other children in special education?
  – Reading level?
    – Everyone is thinking this 😊 Who would do this?

• Educate parent about the process.
  – Who will be involved in the process.
  – Timeline.
  – What will they do (repeat before evaluation meeting).
Disability Consideration Interview

• Opportunity to educate parents (team members) about the evaluation and eligibility process and also gather information, collaborate, problem solve, and evaluate.

• Team process

• Benefits:
  – Team building
  – Clarifying cognitive process
  – Educating benefits
  – Litigation benefits

(Cooper-Duffy & Eaker, 2017; Weaver & Ouye, 2015)
Team Building Throughout Evaluation Process to Meeting

- **Goal Setting**
  - Target
  - Clear, defined, and objective

- **Roles and Responsibilities**
  - Role clarification
  - Role parity
  - Role expectations

- **Effective and Efficient Process**
  - Timelines - Mandated

- **Problem Solve**

- **Evaluate**

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Consent and Evaluation – What is the goal of the consent/evaluation? Expected outcomes?

Articulate to parents/family. COMMUNICATE throughout process.

COMMUNICATE - How often?

(Cooper-Duffy & Eaker, 2017)
Eligibility Determination

• 300.306 – “…child is a child with a disability, as defined in 300.8, in accordance with paragraph (b) of this section and the educational needs of the child; (1) A group of qualified professionals and the parent of the child determines whether the child is a child with a disability…”
Team Building at MDT Meeting

• Factors of team building (set goals, clarify roles and responsibilities, make it an efficient and effective process, evaluate, problem solve, build relationships)

  1. Make efficient and effective process – time is ALWAYS an issue, so plan ahead!
  2. Introductions – who is at the meeting? Why are they there? How do they know your child?
  3. Agenda and timelines - Start/end times. Important to share agenda prior to the meeting (Cohen et al., 2011)
  4. Outcome of meeting – what next?

USE GOOD COMMUNICATION SKILLS THROUGHOUT

• Decision-making rubric – SLD Example.
• What are you doing to make your process effective and efficient while still building relationships and staying within the legal guidelines?
• Agenda use?
• Communicating with parents throughout the process?
Consultation References