

## Course: COE MHS 6600: Consultation and Behavior Management:

### Assignment:

The school counselor candidate will plan and complete the consultation format sheet. Students will identify problems and concerns, background information, and assist the client/parent/teacher in the development of short and long-term goals. Students will provide a summary of the client has tried and other interventions strategies that are appropriate for meeting parent or teacher goals and method for follow-up.

### FEAP Standards:

FL-FAU-FEAP.1.2

Demonstrates ability to formulate short and long term treatment goals

### COE MHS 6600: Consultation Model Assignment Rubric:

#### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to formulate short and long term treatment goals.</b> (100%) FL-FAU-FEAP.1.2	<ul style="list-style-type: none"><li>• Problem and concerns are identified using concrete and behavioral terms</li><li>• Provides evidence of client strengths, permanent record data</li><li>• Gathers missing information</li><li>• Provides a summary of the consultation process</li><li>• Makes plans to follow-up within 10 days of the meeting</li></ul>	<ul style="list-style-type: none"><li>• Problem and concerns are identified using concrete and behavioral terms</li><li>• Provides evidence of client strengths permanent record data</li><li>• Gathers missing information</li><li>• Provides a summary of the consultation process</li><li>• Makes plans to follow-up</li></ul>	Students do not address the elements as specified	Failed to submit or failed to submit on time

**MHS 6600 Parent/Teacher Consultation Format (1.2)**

Counselor (graduate student): \_\_\_\_\_  
Parent or teacher \_\_\_\_\_

Consultation date \_\_\_\_\_  
Grade of Student \_\_\_\_\_

**Problems/Concerns (1.2)**

**Background information**

Strengths of student: (1.2)

Permanent record review – Standardized test scores results, grades, medical concerns, special programs etc. (1.2)

Other information gathered before consultation – From teachers, parents, observations, direct student contact, etc. (1.2)

**Summary of consultation** (1.2)

What has been tried

Other plans/suggestions that parents/teacher agreed to try:

**Follow-up** (1.2)

When:

Where:

Who:

## Course: COE MHS 6600 Consultation and Behavior Management:

### Assignment:

The school counselor candidate will facilitate a consultation meeting with a teacher or a parent. Students will demonstrate those strategies/skills (as presented in class and in the Consultation in the Schools model) that contribute towards meeting the consultative goal(s). Students will establish client goals and develop of an action plan, and prepare a two-page paper reflecting on their experience. The paper will describe the events of the meeting, things they might do differently or strategies they might have included that may have contributed to the effectiveness of the consultation.

### FEAP Standards:

FL-FAU-FEAP.4.2

Demonstrates ability to help clients set realistic goals and develop specific and realistic action steps towards goals.

## COE MHS 6600: Case Consultation Skills Practice Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to help clients set realistic goals and develop specific and realistic action steps towards goals.</b> (90, 90%) FL-FAU-FEAP.4.2	Students will address the following components: <ul style="list-style-type: none"><li>• The student follows the recommended consultation format.</li><li>• Uses 11 – 14 of the consultation skills listed on the tape review form.</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• The student follows the recommended consultation format.</li><li>• Uses 7 – 10 of the consultation skills listed on the tape review form.</li></ul>	Students do not address the elements as specified: <ul style="list-style-type: none"><li>• Client goal of misbehavior is not identified</li><li>• Client is not placed in the expert role</li><li>• Little or no commitment to the plan is obtain</li><li>• Uses less than 7 consultation skills listed on the tape review form</li></ul>	Failed to submit or failed to submit on time
<b>Mechanics (10, 10%)</b>	Correct grammar, punctuation, clear and concise, logical flow of ideas. Prose is clear.	Correct grammar, punctuation, and logical flow of ideas.	Errors in grammar, punctuation, ideas are unclear and difficult to flow.	Failed to submit or failed to submit on time

## Course: COE MHS 6600 Consultation and Behavior Management:

### Assignment:

The school counselor candidate will demonstrate the FAU consultation model in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.

### FEAP Standards:

FL-FAU-FEAP.11.2

Demonstrates ability to consult and plan activities with parents and teachers on a variety of student related issues.

### COE MHS 6600: Case Consultation Skills Practice Assignment Rubric:

#### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to consult and plan activities with parents and teachers on a variety of student related issues.</b> (100%) FL-FAU-FEAP.11.2	Students will address the following components: <ul style="list-style-type: none"><li>• The student follows the recommended consultation format.</li><li>• Uses 11 – 14 of the consultation skills listed on the tape review form.</li><li>• Provides feedback to peers to improve future practice.</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• The student follows the recommended consultation format.</li><li>• Uses 7 – 10 of the consultation skills listed on the tape review form.</li></ul>	Students do not address the elements as specified: <ul style="list-style-type: none"><li>• Client goal of misbehavior is not identified</li><li>• Client is not placed in the expert role</li><li>• Little or no commitment to the plan is obtain</li><li>• Uses less than 7 consultation skills listed on the tape review form</li></ul>	Failed to submit or failed to submit on time

**MHS 6600 Consultation Tape  
Review Form (4.2, 11.2)**

Graduate student name: \_\_\_\_\_

Rater's name: \_\_\_\_\_

Focus of Consultation \_\_\_\_\_

Date of Review: \_\_\_\_\_

Please rate each of the following categories:

<b>E</b> Exceeds Expectations	<b>M</b> Meets Expectations	<b>D</b> Does not meet Expectations	<b>N.O.</b> Not observed
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**Before consultation**

1. PR review, information from parents, teachers	E	M	D	N.O.
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**During consultation (4.2, 11.2)**

2. Structure meeting – time, topic, process	E	M	D	N.O.
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3. Start with positives/strengths	E	M	D	N.O.
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4. Clarify problem in concrete behavioral terms including <i>duration</i> and <i>frequency</i>	E	M	D	N.O.
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5. Clarify goal of consultation in behavioral terms	E	M	D	N.O.
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6. Clarify everything that has been tried and results – include examples and child's reaction to intervention and adult's emotional reaction	E	M	D	N.O.
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7. Goal of student behavior identified	E	M	D	N.O.
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8. Clarify what client thinks might work	E	M	D	N.O.
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9. Gather missing information: peer relations, academic strengths/weakness, academic and peer performance of siblings, relationship to parents and siblings	E	M	D	N.O.
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10. Recommendations/suggestions offered as additional alternatives for client to consider – put client in role of expert to evaluation suggestion	E	M	D	N.O.
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11. Encouragement for student and parent/teacher built in	E	M	D	N.O.
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12. Commitment to implement plan obtained	E	M	D	N.O.
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13. Follow-up meeting/phone conference set	E	M	D	N.O.
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14. Maintained professional integrity and honesty	E	M	D	N.O.
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I liked: (strengths, helpful behaviors, strategies) (11.2)

You may want to consider: (recommended changes) (11.2)

## Course: COE MHS 6600 Consultation and Behavior Management:

### Assignment:

The school counselor candidate will demonstrate their ability to use Microsoft PowerPoint to enhance a specific content area workshop presentation.

### FEAP Standards:

FL-FAU-FEAP.12.2

Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentations, publications).

## COE MHS 6600 Consultation and Behavior Management: Workshop Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentations, publications)</b> (100%) FL-FAU-FEAP.12.2	Students will address the following components: <ul style="list-style-type: none"><li>• Prepares and delivers a workshop using the workshop format sheet</li><li>• Prepares a Microsoft PowerPoint presentation and uses the presentation in the workshop delivery</li><li>• Uploads presentation materials and resources to Blackboard</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• Prepares a workshop using the workshop format sheet.</li><li>• Prepares a Microsoft PowerPoint Presentation</li><li>• Emails presentation materials and resources to peers</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>• Does not deliver a workshop using the FAU workshop format</li><li>• Does not prepare a Microsoft PowerPoint Presentation</li><li>• Does not provide electronic copy of presentation materials and resources to peers</li></ul>	Failed to submit or failed to submit on time

## MHS 6600 Workshop Format (12.2)

Graduate student's name: \_\_\_\_\_

Workshop title: \_\_\_\_\_ Date: \_\_\_\_\_

Description of workshop participants: \_\_\_\_\_

Workshop format: \_\_\_\_\_

National standard development area(s): Academic Career Personal/Social

Standard(s): A B C

Sunshine State Standard (s):

### **Warm Up**

The "warm up" activity should help participants get into the topic and get ready to become involved.

### **Ask before telling**

Participants should be asked to share some of their own ideas before information is given. How will you accomplish this? What questions might you ask?

### **Workshop content** (12.2)

What information will you be sharing/facilitating during their workshop? You might attach handouts, outlines, and resources that you will be providing the participants.

### **Personalize/Practice**

This would include asking participants to think about, write, or share some of their own experiences as related to the topic. It is also a chance to engage participants in an activity that will allow them to practice/apply the skills and information they have learned in the workshop. Describe the activities/process you will use to accomplish this.

### **Process/summarize**

Allow participants to process what they have learned or relearned. Some questions might include: What was it like to participate in the workshop experience? What did you learn or relearn? How can you use what you learned? Describe key questions you will pose.

### **Evaluation**

Allow participants an opportunity to evaluate their experience. This might include the level of helpfulness of the workshop, what participants liked, what participants might change, as well as an opportunity to provide other comments related to the workshop.