experiences that school psychologists have within the schools and the NASP Practice Model. We hope that you will find the case study approach helpful to your training experience.

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School Psychologists as Data-Based Decision Makers

1

Domain 1: Data-Based Decision-Making

"School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention"(NASP, 2020, p. 3).

An essential skill for school psychologists is the ability to collect, understand, and analyze different types of data for the purposes of decision-making for individual students, classes, schools, and districts. This critical skill includes the ability to collect and analyze data from multiple sources to understand the needs of students. According to NASP (2020), data should be collected and analyzed for the purposes of making instructional, mental health and behavioral intervention decisions and to develop appropriate evidence-based interventions related to academic and/or behavioral needs. Further,

data collection and analysis at the school or systems-level is imperative to understand so that school teams and various stakeholders can understand areas for systems-level improvement to better support all students. The ability to analyze data to determine potential inequities in instruction or access to intervention is also needed at the class-wide and school-wide level to allow for continual improvement in processes to ensure positive outcomes for all students. The first two cases highlight data-based decision-making at the systems level. In Case One, "Inequities Unearthed," the focus is on how statewide academic data can be used to understand potential inequities that a school needs to address in a systematic, structural manner. The second case, "A Tale of Two Classes" provides an example of how schools might use data to make decisions when using a multitiered systems of support (MTSS) framework.

School psychologists also utilize data to design and monitor intervention plans for students. Data should be collected to monitor and analyze intervention fidelity and acceptability. Progress monitoring, including using technological resources to collect and graph data, can be a key contribution of school psychologists while working with interdisciplinary teams, teachers, and parents to support student development. Finally, school psychologists with their advanced understanding of data collection and analysis can work to ensure that valid and reliable data collection procedures are utilized throughout all school processes (NASP, 2020). Collecting and analyzing data from multiple sources who might have varying viewpoints is the key aspect of Case Three, "A Long Wait for Assistance." This case brings the focus of data analysis to the individual student level as a team tries to understand a high school student's academic and behavioral struggles. The final case in this chapter, "Understanding Cassie's Concerns," presents cognitive, academic, and social/emotional data for a child referred for a special education evaluation.

Overall, the cases in this chapter highlight some of the different types of data that school psychologists might be tasked with analyzing for the purpose of making decisions to benefit students, teachers, and schools. The range of cases presented allows for analyses of different types of data, from an individual to a systems level, and encourages ongoing discussion of how to utilize data for decision-making in schools. In two of the cases, the issue of differing levels of concern between parents and school personnel is highlighted. In essence, there are differing views of the problem. This allows for opportunity to discuss how to better communicate and establish effective working alliances between families and schools. It also allows for reflection on how data can help inform decision-making. Further, since different stakeholders may

be using different sources of data to form opinions, this highlights the importance of the school psychologist's role in collecting and reviewing multiple sources of data to help resolve conflicts.

Case One: Inequities Unearthed

At a recent IEP meeting at Abacus Middle School, a parent expressed her concerns about her son's lack of progress in math. Malcolm, a Black sixth-grade student with an IEP for an "other health impairment" for attention deficit hyperactivity disorder (ADHD) was earning decent grades from the teachers' perspective, so the teachers were not concerned with his academic progress. They tried to reassure his mother that "Cs are good grades" and that "he's in the average range and right where he should be." His mother wasn't upset about the grades per se, but she was concerned because despite his decent overall grade in math class, he was still failing every major unit assessment. She also noticed that, on his fall benchmark assessment score report that came in the mail, he scored slightly below the 10th percentile. She felt that the assessments were a sign that he was not mastering the skills that he would need to do well in math in the future. She worked with Malcolm on math at home and could see that he still had trouble answering basic math facts accurately and quickly, often still using his fingers to count. He also struggled with computation such as adding fractions with unlike denominators and long division. Additionally, math was the class in which Malcolm had the most behavioral concerns.

The teacher sent several emails and notes home about his disruptive behavior in that class. Therefore, his mom had a sense that her son likely was misbehaving to distract from having to do work that was too hard for him. The teachers disagreed and felt that he was capable of the work, especially because he was permitted to use a calculator, if he had difficulty. Visibly frustrated, Malcolm's mother was adamant in asking the team what they were going to do differently to try to help her son gain the basic skills he would need so that he would not have to overly rely on a calculator. She did not want an accommodation. Rather, his mother wanted an intervention to be utilized that would help him improve his basic math skills. The team pushed back because they said the math teachers do not have time for basic computation in their rigorous curriculum. The team said the only way Malcolm could get that help would be to give up an elective and take an extra period of math intervention. His mother was reluctant to pull her child out of an art or music class because he also really benefitted from having a break in his day as well

as exposure to the arts. Listening to all of this, the school psychologist, Ms. Marzetti could see the dilemma from both sides, but was not sure how to interject.

Later, after school, Ms. Marzetti was curious to see if this was a problem for just the student or if perhaps the parent was on to a bigger issue. The annual state math assessment data was available on the state's website for each school, so Ms. Marzetti decided to take a closer look. After reviewing the school level data (see Table 1.1), Ms. Marzetti's concerns grew. She could see immediate issues with equity in both math and English language arts (ELA), especially for Black, Latinx, English learners, students with disabilities, and economically disadvantaged students. Committed to doing something about this, Ms. Marzetti approached the math teacher after the meeting to offer consultative services. Specifically, Ms. Marzetti conducted three two-minute division computation skills curriculum-based measurement (CBM) probes with Malcolm. Malcolm's median score was 15, which was at a frustration level for the student and below the 25th percentile. The teachers were not willing to alter their instruction for new intervention ideas, so Ms. Marzetti offered to provide Malcolm direct services for 15 minutes per day during his math period. She worked with the student using a very simple strategy of timed fluency practice interspersing easy and hard

Table 1.1 Sixth-Grade Math State Assessment Data for Abacus Middle School

	Percent Proficient	
	Math	**ELA**
Asian	92%	85%
Black/African American	21%	37%
Hispanic/Latino	39%	45%
White	70%	75%
Two or More Races	50%	62%
Students With Disabilities	13%	10%
English Learner	38%	35%
Economically Disadvantaged	12%	25%
ALL	**65%**	**70%**

math problems (Hawkins et al., 2005; Intervention Central, n.d.) to keep his motivation high. Calculating his accuracy and observing his daily practice, she was able to see some of his errors and help provide brief error correction and targeted explicit instruction in the skill he needed (e.g., long division with a zero in the quotient). Within just a few weeks, Malcolm made considerable progress towards instructional and mastery level. She graphed his progress in order to share with the team and parent at the next meeting (see Figure 1.1).

Discussion Questions

1. What type of data did the school psychologist, Ms. Marzetti, use to make decisions in this case? How did that data influence the case outcomes? (**D1**)
2. What other interpretations would you make when looking at these data? What other questions or concerns do these data raise? (**D1, D8**)
3. What are the implications of the school's perspective that the child's grades of C are not a problem? What does this potentially mean regarding the expectations set for this specific child? (**D1, D8**)
4. What other data might have been helpful for the team to consider in this case? (**D1**)
5. While Ms. Marzetti used data to make decisions, it sounded like she did this in isolation of the team or math teacher and provided direct service. How might she have approached this differently from a consultative perspective? What might have happened had she approached it with indirect services? (**D2, O4**)
6. Ms. Marzetti offered direct services for an individual student. While this had positive outcomes for the student, what about the other group equity issues she observed in the data? How might she have approached this same data from a school-wide systems service delivery perspective? (**D5**)
7. It sounded as if the parent was feeling frustrated and alone in the IEP meeting, from a family-school collaboration perspective, what could the team and Ms. Marzetti have done differently? (**D7**)
8. The IEP Team and parent seem to have a difference of perspective on the role of the IEP in terms of emphasizing accommodations or specialized instruction. What is the difference between the two? What purposes do they each serve? Why should the team consider both accommodations and specialized instruction to support this student? (**D10**)

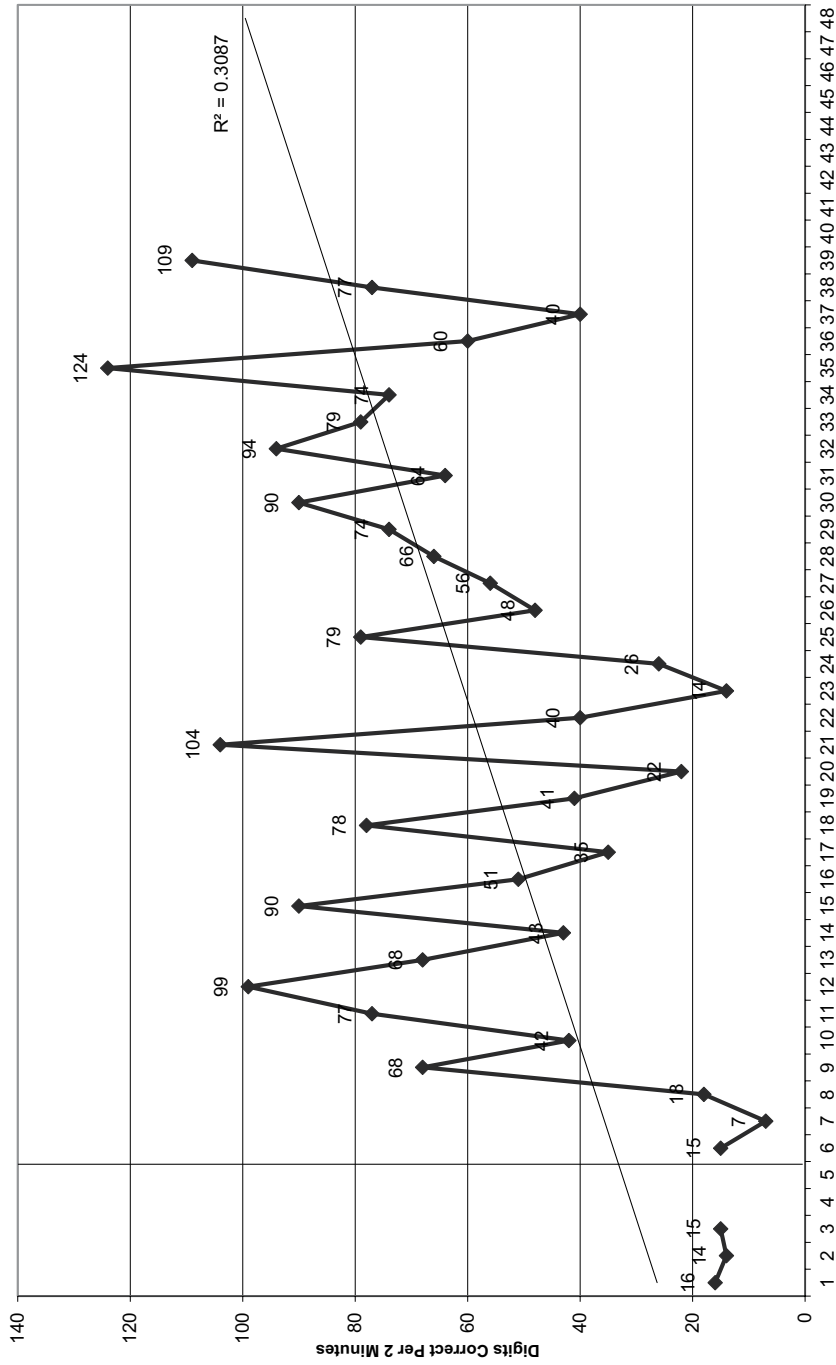

Figure 1.1 Sixth-Grade Math Student Progress: Digits Correct Long Division Computation

Advanced Applications

1. Role-play this team meeting with classmates in groups of at least four (roles: parent, math teacher, school psychologist, process observer). The teacher and parent can play their role as described in the scenario. The school psychologist should attempt to take a more active role in the meeting, using collaborative and reflective communication skills to create a shared understanding of the concerns and help the parent and teacher work more effectively towards solutions. The observer should take notes on the communication skills used to give positive and constructive feedback. (**D2, D7**)
2. The teacher in this case expressed concerns embedding computation strategies into their curriculum. How might you work with them to suggest a class-wide intervention like the individual intervention Ms. Marzetti used individually with the student in this case? Review universal math intervention protocols (e.g., VanDerHeyden, 2020) to develop an intervention script, treatment fidelity and progress monitoring plan. (**D3**)
3. Examine similar school-level data for a school in your area (e.g., the school where you shadowed a school psychologist; a practicum site; etc.). Search public websites (e.g., school, district, state) to see what public data exist (e.g., state assessment data, climate surveys) and if the data are aggregated by groups. View the data with an eye for equity issues. Share these data with your class to discuss, generate hypotheses, and plans for additional data that would be helpful to collect for problem-solving purposes. (**D1, D8**)
4. In her best practices chapter, Habedank Stewart (2014) discusses best practices in the development of academic local norms. After reviewing this discussion of how a school or school district might go about creating local norms, apply a strategy to this case. How could the school develop local norms for math skills that could be helpful in ensuring that students received extra instruction when needed, regardless of their grades in a specific math class? Create a plan for the development of these norms. (**D1**)

Case Two: A Tale of Two Classes

The school psychologist, Dr. James, at Henry Hudson Elementary School is a key member of the school's MTSS team. The school is a small K-4 school with two classes per grade. One of the team's responsibilities is the academic screening of all children in the elementary school. The school completes a reading screening for all students three times per year (Fall, Winter, and Spring) and students receive tiered instruction based on the results of the

reading screening measures. At this particular school, students at the Tier II level receive small group targeted reading intervention/instruction three times per week. Students at the Tier III level receive individual instruction in the resource room twice per week in addition to the small group instruction. It is now February and the team has become concerned with the number of students who are either referred for special education evaluation or who are receiving intensive services at the Tier III level. The academic interventionists who are working with students in Tier III are reporting that they are getting overwhelmed with the number of children who they are working with at this level. They report feeling frustrated that so many students are placed in Tier III and they do not believe that there are adequate systems in place to ensure high quality Tier I and Tier II instruction. This has led to some negative interactions amongst the staff with some staff feeling like they are carrying the bulk of the workload for other teachers.

The school psychologist, Dr. James, is tasked with reviewing the data to determine trends and assist with decision-making based on the data. Upon reviewing the data for the two second-grade classrooms in the school, Dr. James finds the following trends in data:

- In one second-grade classroom, 94 percent of students are making adequate progress with Tier I Instruction, 3 percent of students are receiving targeted Tier II supports, and 3 percent are receiving intensive Tier III interventions.
- In the other second-grade classroom, only 30 percent of students are making adequate progress with Tier I Instruction. Sixty percent of students are receiving Tier II targeted supports, and 10 percent are receiving intensive Tier III interventions.

Dr. James initially wonders whether the students had been assigned to their class based upon previous academic performance, which had been a practice of the school in the past. However, the administrative team confirms that a random assignment occurred the previous summer to ensure heterogeneous groupings in the second-grade classrooms.

Discussion Questions

1. What hypotheses should Dr. James and the MTSS team consider when analyzing this data from the second-grade classrooms? What might be going on here? (**D1**)

2. What should the school psychologist do next? What other data might be necessary to understand student performance? (**D1**)
3. Should Dr. James and the team decide to conduct some classroom observations in the two second-grade classrooms, what should be the goal of the observations? What should they be observing in the classroom environment specifically? (**D1**)
4. How might Dr. James and/or the team potentially provide consultation with one of these teachers? How might the possibility of consultation be approached? (**D2**)
5. If there are concerns that there are behavior management and difficulties with effective instruction at the Tier I level in the one second-grade classroom, what should Dr. James do next? Is this an administrative issue that should be reported? What are the ethical implications of the next steps taken? (**D10, O1**)
6. The case refers to some negative interactions between staff members. Why might this be the case? Why should Dr. James and the principal be concerned with the negative feelings that might occur among staff members regarding workload? (**O2, O4**)

Advanced Applications

1. Research the elements that should be included in effective Tier I instruction. How can MTSS teams determine whether those elements are in place in their schools? What if they were not in place? (**D3, D4**)
2. Dr. James realizes that they have not been collecting data on intervention integrity. Research some guidelines for how the team might proceed in developing an intervention integrity process for Tier I, Tier II, and Tier III interventions. (**D1**)
3. Based on your decisions on types of classroom observations needed in discussion question number three, design an observation protocol for use in classes to observe Tier I instruction. (**D1**)
4. What strategies might be needed to improve the school climate at this school? (**O2**)

Case Three: A Long Wait for Assistance

Leslie is a White, ninth-grade student who has been referred to the Child Study Team by her English teacher at the high school. According to this teacher's

referral, Leslie does not attend to what is going on in the classroom. She doesn't seem to pay attention in class and often falls asleep in class. Leslie's teacher is concerned that Leslie has poor motivation and believes that this may be due to an underlying mental health issue that should be addressed. The teacher also suggests that perhaps Leslie should be evaluated for Attention Deficit Hyperactivity Disorder (ADHD), primarily the inattentive type, due to her difficulties with attending to the class lectures and producing assignments in a timely manner. This English teacher also emphasizes that Leslie is a well-liked teenager who has wonderful social and prosocial communication skills. She indicates that Leslie is the first to greet the teacher every morning with a bright, sunny smile and a big hello. She also reports that Leslie seems to be well liked by her classmates. However, once class starts, the teacher almost immediately begins to see Leslie's sunny disposition disappear. She will slump in her chair with her shoulders down and stare out the window during instructions. The teacher has also noticed Leslie's classmates offering her assistance with writing assignments.

As part of the pre-referral process, the team solicits input from all of Leslie's teachers. The reports returned from teachers indicate that she rarely turns in any homework, particularly in her English and History classes. Both of those teachers indicate that the quality of the work that she does submit is typically poor. It is also reported by those teachers that she completes in-class written assignments at an extremely slow rate. In fact, when asked to write during class, this is often when she will fall asleep. She is currently failing both History and English. She has a D in Biology, and grades of A in Math, Band, and Art. The Biology teacher reported that while she is very engaged and does quite well on all the in-class laboratory assignments; he is concerned that Leslie often does not write-up the lab results in the required lab reports. If she does submit the written lab reports, they are poorly written and lack the required details. He indicated that she seems to understand the lab and can understand complex research questions, but for some reason does not follow through in displaying this understanding in her lab write-ups.

A Child Study Team meeting is held with Leslie's mother in attendance to discuss possible avenues for intervention for Leslie. In the meeting, Leslie's mother indicated great relief that "finally a school is seeing that there is a problem here." Leslie's mother reported that Leslie has struggled with reading comprehension and writing throughout her elementary and middle school years. However, when she would bring this up to teachers in parent-teacher conferences, she was often told that Leslie was progressing just fine, that she was only a little below grade level in reading and writing skills and that she was an absolute pleasure to have in class. Leslie's mother firmly believes that Leslie's pleasant personality and advanced communication skills

led to teachers in elementary/middle school dismissing problem areas. She cries during the meeting at the prospect of getting some assistance academically for Leslie. She reported that Leslie used to spend hours in elementary school and middle school on her homework assignments, often leading to tears and frustration. Leslie's mother has also noticed that since beginning high school, Leslie does not seem to have a lot of homework. When told that Leslie has not turned in many homework assignments, Leslie's mother was surprised. She expressed worry that Leslie is now just "giving up on school."

Discussion Questions

1. What hypotheses should the Child Study Team explore to better understand Leslie's performance in various classes? (**D1**)
2. What additional data does the Child Study Team need to assist in understanding some of the concerns that have been presented about Leslie's academic performance? (**D1**)
3. How might the difference between Leslie's grades in different high school classes be explained? (**D1**)
4. Leslie's mother expresses that her concerns as a parent were dismissed throughout Leslie's schooling. What are some potential issues with the parent-school relationship that occurred and what could have/should have been done differently earlier in Leslie's schooling? (**D7**)
5. Should any data collection that might occur next include an evaluation for ADHD? Why or why not? (**D1**)
6. How might the fact that Leslie is a female have impacted on the decisions that have been made throughout her schooling regarding her need for additional support/services? How about the fact that she is White? Could this have played a role in decision-making? Why or why not? (**D8**)
7. Discuss how Leslie's positive pro-social skills may have masked academic concerns throughout her schooling. Could her academic deficits have been overlooked because she presents as competent socially**?** (**D4**)
8. What should be the next step for the Child Study Team? Is an evaluation for special education services warranted? Why or why not? (**D1**)

Advanced Applications

1. Research motivation in children. What do we know about motivation and the connections between motivation and academic performance?

Given what the research tells us about motivation, what hypotheses might we draw about why Leslie appears unmotivated to her English teacher? (**D3, D4**)

2. Leslie's mother reports that Leslie used to spend hours completing homework in elementary school, which was a frustrating and exhausting process. Research best practices for homework assignments. How much homework should be assigned based on developmental level? What type of homework assignments are appropriate for various classes and developmental levels? (**D3**)
3. It appears that many of the academic concerns that were reported by Leslie's mother throughout her schooling were dismissed. What systems or structures should be in place in schools to ensure that all students receive the academic, social, emotional, and behavioral supports they need to be successful? What type of system could have been of assistance to Leslie throughout her elementary and middle school years? Why? (**D5**)

Case Four: Understanding Cassie's Concerns

Cassie is a 9-year-old, third-grade White student who initially was referred for an evaluation due to concerns with emotional difficulties as well as academic difficulties. The Child Study Team agreed that a full evaluation would be helpful due to her ongoing academic and behavioral difficulties in school. The following presents summaries of some of the evaluation data from the school psychologist's evaluation. Standardized assessment test data are presented in Tables 1.2, 1.3, and 1.4.

Cassie was referred for a psychological evaluation by her counselor and parents due to concerns regarding her current social/emotional functioning. The referral questions of interest to her parents include strategies for assisting her in becoming happier and developing a more positive self-esteem. Cassie's teacher is concerned that her academic performance is very uneven. At times, she can produce good work; however, she also will struggle with completing assignments and has a history of poor performance on quizzes and tests. Her current grades include Cs and Ds in all academic subjects, As and Bs in her elective classes (physical education, music, and art).

Cassie was generally quiet throughout evaluation sessions but responded appropriately to all tasks and questions asked of her. Hearing and gross/fine motor coordination appeared appropriate. She initially appeared uncomfortable in the testing environment and rapport with the examiner was established over an extended period. She was concerned about the length of the

Table 1.2 Standardized Assessment Data Sheet: WISC-V

Wechsler Intelligence Scale for Children-V (WISC-V)	Standard Score (95% Confidence Interval)	Percentile Rank	Descriptive Classification
FULL SCALE SCORE	**103 (98–108)**	**58th**	**Average**
VERBALCOMPREHENSION	**106 (99–112)**	**66th**	**Average**
Similarities	Scaled Score: 12		
Vocabulary	Scaled Score: 13		
VISUAL SPATIAL	**104 (96–111)**	**61st**	**Average**
Block Design	Scaled Score: 10		
Visual Puzzles	Scaled Score: 10		
FLUID REASONING	**104 (96–111)**	**61st**	**Average**
Matrix Reasoning	Scaled Score: 12		
Figure Weights	Scaled Score: 10		
WORKING MEMORY	**104 (96–111)**	**61st**	**Average**
Digit Span	Scaled Score: 10		
Picture Span	Scaled Score: 12		
PROCESSING SPEED	**88 (80–98)**	**21st**	**Low Average**
Coding	Scaled Score: 7		
Symbol Search	Scaled Score: 9		

testing and the amount of time that she was missing from her classes. During the testing sessions, Cassie was cooperative and appeared motivated to do well on test items. She appeared to give her best effort on all test items. She was attentive and focused throughout the sessions and demonstrated adequate levels of engagement in the testing process.

However, it was noted that when items on tests became more difficult for Cassie, she seemed to become agitated and nervous, which may have impacted her test performance. She would frequently provide explanations about why she did not know the answer. For example, she made statements such as, "This is not something we have learned yet in third grade" and "I haven't learned this yet." Cassie continued to seem worried that she

Table 1.3 Standardized Assessment Data Sheet: WJ-IV Tests of Achievement

Woodcock-Johnson IV Tests of Achievement (WJ-IV; Form A)	Standard Score	Confidence Interval (95%)	Percentile Rank	Descriptive Classification
BROAD ACHIEVEMENT	*100*	*96–103*	*49*	*Average*
Letter-Word Identification	100	93–106	50	Average
Applied Problems	103	93–113	59	Average
Spelling	95	88–102	37	Average
Passage Comprehension	106	95–117	66	Average
Calculation	96	88–104	39	Average
Writing Samples	108	98–104	39	Average
Sentence Reading Fluency	99	91–108	48	Average
Math Facts Fluency	100	91–109	50	Average
Sentence Writing Fluency	94	82–106	34	Average
BROAD READING	*101*	*94–108*	*53*	*Average*
Letter-Word Identification	100	93–106	50	Average
Passage Comprehension	106	95–117	66	Average
Sentence Reading Fluency	99	91–108	48	Average
BROAD MATHEMATICS	*100*	*94–105*	*49*	*Average*
Applied Problems	103	93–113	59	Average
Calculation	96	88–104	39	Average
Math Facts Fluency	100	91–109	50	Average

(*Continued*)

Table 1.3 (continued)

Woodcock-Johnson IV Tests of Achievement (WJ-IV; Form A)	Standard Score	Confidence Interval (95%)	Percentile Rank	Descriptive Classification
BROAD WRITTEN LANGUAGE	*98*	*93–104*	*46*	*Average*
Spelling	95	88–102	36	Average
Writing Samples	108	98–117	69	Average
Sentence Writing Fluency	94	82–106	34	Average
ACADEMIC SKILLS	*97*	*92–101*	*41*	*Average*
Letter-Word Identification	100	93–106	50	Average
Spelling	95	88–102	37	Average
Calculation	96	88–104	39	Average
ACADEMIC APPLICATIONS	*107*	*100–115*	*69*	*Average*
Applied Problems	103	93–113	59	Average
Passage Comprehension	106	95–117	66	Average
Writing Samples	108	98–117	69	Average
ACADEMIC FLUENCY	*98*	*92–104*	*46*	*Average*
Sentence Reading Fluency	99	91–108	48	Average
Math Facts Fluency	100	91–109	50	Average
Sentence Writing Fluency	94	82–106	34	Average

Table 1.4 Standardized Assessment Data Sheets: Social/Emotional and Behavioral Assessment Data

Behavior Assessment System for Children-III	Parent's Report	Teacher's Report
Composites:		
Externalizing Problems	44	48
Internalizing Problems	57	57
Behavioral Symptoms Index	61	56
Adaptive Skills	37	32
School Problems	–	56
Scales:		
Hyperactivity	50	55
Aggression	43	43
Conduct Problems	42	46
Anxiety	70	55
Depression	58	60
Somatization	39	52
Atypicality	60	59
Withdrawal	75	49
Attention Problems	53	69
Adaptability	38	37
Social Skills	50	40
Leadership	44	44
Activities of Daily Living	48	–
Functional Communication	39	56
Learning Problems	–	51
Study Skills	–	

BASC-III Self-Report	Cassie's Report (T-Scores)
Composites:	
School Problems	46
Internalizing Problems	70
Inattention/Hyperactivity	67
Emotional Symptoms Index	74
Personal Adjustment	41

(*Continued*)

Table 1.4 (continued)

BASC-III Self-Report	Cassie's Report (T-Scores)
Scales:	
Attitude to School	47
Attitude to Teachers	58
Atypicality	68
Locus of Control	55
Social Stress	75
Anxiety	75
Depression	66
Sense of Inadequacy	68
Attention Problems	70
Hyperactivity	60
Relations with Parents	63
Interpersonal Relations	36
Self-Esteem	37
Self-Reliance	38

Revised Children's Manifest Anxiety Scale (RCMAS-2)	Cassie's Self-Report (T-Scores)
Total Anxiety Scale	>80
Physiological Anxiety	71
Worry	73
Social Anxiety	>80

Children's Depression Inventory-2	Cassie's Self-Report (T-Scores)
Total Score	69
Negative Mood	59
Interpersonal Problems	71
Ineffectiveness	82
Anhedonia	58
Negative Self-Esteem	73

was not doing well with the testing, despite frequent reassurances from the examiner. At other times, she made statements such as "I'm sure other third graders can do this" and "Would you send someone back to second grade because of these tests?" providing further evidence of a high degree of anxiety revolving around the test taking process. At one point during the testing, she indicated that she was too nervous to finish the test. She commented, "I don't think that I can do the rest. I'm too nervous" and she then put her head down on the table. At this point, testing was discontinued for the day and completed the following week. When she returned for an evaluation session the following week, she was attentive and motivated and completed the assessment without further incident.

In a student interview, Cassie noted that she "frequently feels like crying," that she is "often discouraged," and that she "very frequently feels sad and gloomy." She also reported that she believed that her peers could do better than she could academically. She reported that she does not believe that she can keep up with her peers in academics, and therefore, "there is no point in trying." She reported that she often gets mad at herself when she cannot do something. This tendency was also noted in the Sentence Completion Test. For one item, she responded that, "the worst thing about me is . . . that I get really mad at myself and call myself names."

Cassie's third-grade teacher reports that Cassie has the academic skills to be successful in school. However, she often does not complete both in class and homework assignments. The teacher does not understand why she will not complete work that she clearly has the aptitude to complete. At times, Cassie seems to just "shut down" and does not engage with either the teacher or peers in the classroom. The teacher cannot identify a reason for the times when Cassie just "refuses to do the work." She also has a history of poor performance on quizzes and tests. For example, Cassie will complete the spelling homework successfully all week. However, when it comes time for the weekly spelling test on Friday, Cassie looks angry or upset before the test begins and then typically does poorly on the test. The teacher noticed her crying during the test a few times. When she approaches her to ask what is wrong, Cassie does not respond and seems embarrassed that her emotions are being pointed out by the teacher.

Discussion Questions

1. In analyzing the data presented, what are Cassie's strengths? Areas of concern? How do you know this? (Use data to support your response). (**D1**)

2. Based on your state's eligibility guidelines, do you believe that Cassie qualifies for special education services? If yes, in what category (categories)? What evidence do you have to justify qualification (or not) for special education services? (**D1, D10**)
3. Beyond decisions for special education eligibility, what types of supports do you believe that the school should put into place to support Cassie? (**D3, D4**)
4. What recommendations might be made to Cassie's parents? What types of community-based or family-based supports might be helpful? (**D7**)
5. What additional data might be needed to better understand the stated referral questions? (**D1**)

Advanced Applications

1. Organize the data presented into "themes." Use the integrated report writing worksheet presented in Table 1.5 (Rahill, 2014) to present themes and the data that supports each theme. Create additional columns (themes) as necessary.
2. In small groups, role play how you would present the findings from this evaluation to Cassie's parents. (**D2, D7**)

Table 1.5 Integrated Report Writing Worksheet

Child-Centered Theme: (strengths/weaknesses)	Theme 1:	Theme 2:	Theme 3:	Theme 4:
Evidence from Assessments (includes formal assessments, interviews, observations, file review, etc.)	1. 2. 3. 4. 5.			
Divergent information:				
Potential explanations for divergent information:				
Follow-up Assessments Needed to understand conflicting assessment results				

3. Create a list of recommendations that you might suggest for Cassie's teachers and parents to help support her. (**D3, D4**)
4. Write a sample report based on the data provided for Cassie that is integrated and easily understandable for her family. (**D1, D7**)

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School Psychologists as Consultants and Collaborators

2

Domain 2: Consultation and Collaboration

"School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others." (NASP, 2020, p. 4)

According to NASP (2020), school psychologists use a consultation problem-solving process to deliver their services, whether they be academic, mental or behavioral health. These services can be aimed at multiple systems and levels (e.g., student, teams, school, family, or community). In order to do this, school psychologists require effective communication and relationship-building skills, as well as cultural sensitivity to work with a diverse range of stakeholders (NASP, 2020, p. 4). Zins and Erchul (2002) define consultation as,

> School consultation is defined as a method of providing preventively oriented psychological and educational services in which consultants

> and consultees form cooperative partnerships and engage in a reciprocal, systematic problem-solving process guided by ecobehavioral principles. The goal is to enhance and empower consultee systems, thereby promoting students' well-being and performance.
>
> (p. 626)

A key component of this definition is the empowerment of the consultee systems. This indirect service delivery model is what Gutkin and Conoley (1990) refer to as the "Paradox of School Psychology," that is, to serve children effectively school psychologists must first and foremost concentrate their attention and professional expertise on adults" (p. 203). Case Two is titled "Giving Psychology Away," in the spirit of this paradox, which was inspired by earlier thinking that psychologists, to be effective must engage in "giving it [psychology] away to those who really need it" (Miller, 1969, p. 1071). It is an example of how the school psychologist used the Instructional Consultation (IC) process to help a teacher generalize an instructional strategy to a whole group of students, thus providing a broader indirect effect. Teacher resistance garners much attention in the school consultation literature (e.g., Butler et al., 2002) and is often miscategorized in the field. At times, "resistance" might not be due to a teacher's unwillingness to change or put forth the time. It may be due to other reasons that require more creative solutions.

The first case, "Making the Match," also highlights Instructional Consultation (IC; Rosenfield, 1987, 2014), and specifically focuses on its application to an English learner to increase reading proficiency. This should allow for a rich discussion of best practices for academic intervention and assessment of all students, but particularly bilingual students, and how school psychologists are a critical part of that collaborative problem-solving process to help teachers, even special educators, develop cultural proficiency and the ability to create more effective instructional matches.

Case Three, "Reframing Resistance" provides an example of a teacher coaching model, the Double Check model (Bradshaw et al., 2018), to increase teachers' culturally responsive practices and student engagement. The teacher in this case appears resistant, but through this case it will become apparent that resistance was due to other factors that a skilled consultant can help reframe to empower the teacher to change.

The final case addresses the massive increase of support that schools need to provide for parents/families as they engaged in virtual and/or hybrid instruction with their children during the COVID-19 pandemic. With children mostly learning from home, parents are thrown into the role of "teacher" and many needed ongoing support to manage the academic, behavioral, and

instructional "home-based" environments. Providing parent consultation services; therefore, has become even more critical.

The four cases in this chapter highlight just a few examples of school psychologists involved in consultation and collaboration with teachers; however, throughout this book there will be other cases representing several NASP domains of practice in which the school psychologist uses these skills with parents, administrators, teams, and across different systems levels.

Case One: Making the Match

At the beginning of the school year, Ms. Martin, the special education teacher at City Valley Elementary School, approached the new school psychologist, Ms. Estes with concerns about her sixth-grade student Tina. Ms. Martin explained to Ms. Estes that Tina was about to graduate elementary school and move on to junior high for seventh grade. Tina was receiving special education services for a mild intellectual disability and this was a reevaluation year for her. Ms. Martin wanted to get the reevaluation process started early because she was worried that Tina would need much more supports moving to junior high. Ms. Martin feared that Tina would struggle given the fact that Tina had not made progress at all since she started in special education in second grade. According to Ms. Martin, Tina had not made any progress in reading in the past three-years, not even bumping up any guided reading levels. Tina was still at an emergent reading level (e.g., primer, Level C), after several years of attempted interventions in small group and special education in a resource room. They had tried Lindamood Phoeneme Sequencing ® (LiPS ®, WWC, 2010) and Read 180® (WWC, 2016). Ms. Martin felt this must be indicative of a more severe intellectual disability and felt that reevaluation would be needed to document those needs and the need for more intensive services in junior high. Ms. Estes, being new to the school, did not know much about Tina so asked a few more background questions to understand the situation further. She found out that Tina had moved from Puerto Rico in the second grade and was a student for whom English was a second language. Several thoughts came to Ms. Estes's mind after learning that the student was not a native English speaker and that the special education placement had happened soon after arrival to their Midwest United States school. Recognizing the need to understand how second language acquisition may explain some of the student's slower progress, Ms. Estes offered consultation services to ensure that the student's lack of progress was not due to a lack of appropriate instruction or language differences.

Ms. Martin agreed to work with Ms. Estes weekly to work through the Instructional Consultation (IC, Rosenfield, 1987, 2014) process. They conducted several Instructional Assessments (IA, Gickling et al., 2016; Gravois & Gickling, 2008) to gather more information on the student's reading skills in order to create an "instructional match." Ms. Estes explained the concept of instructional match to Ms. Martin briefly, that it was when the student was reading in text with 93–97 percent accuracy or working in drill and practice activities with 70–85 percent known material and 15–30 percent unknown/new material interspersed (Gickling et al., 2016). From the IA, they determined that the student could recognize only 54 words by sight. They prioritized word-recognition, implemented a folding-in strategy ("drill sandwich") intervention (Gickling et al., 2016) with ample repetition throughout the day and opportunities to read the target words in context via instructional level teacher-made simple stories. To increase the repetition of the folding-in strategy, Ms. Martin planned to implement the strategy with Tina in small-group daily. Additionally, she was going to train Tina's other teachers, her general education teacher and her EL teacher, to implement briefly during class transitions (e.g., lining up for lunch, switching classes). With this instructional match and high degree of distributed practice in place, Tina quadrupled her word knowledge in the intervention period and moved up three guided reading levels (see Figure 2.1).

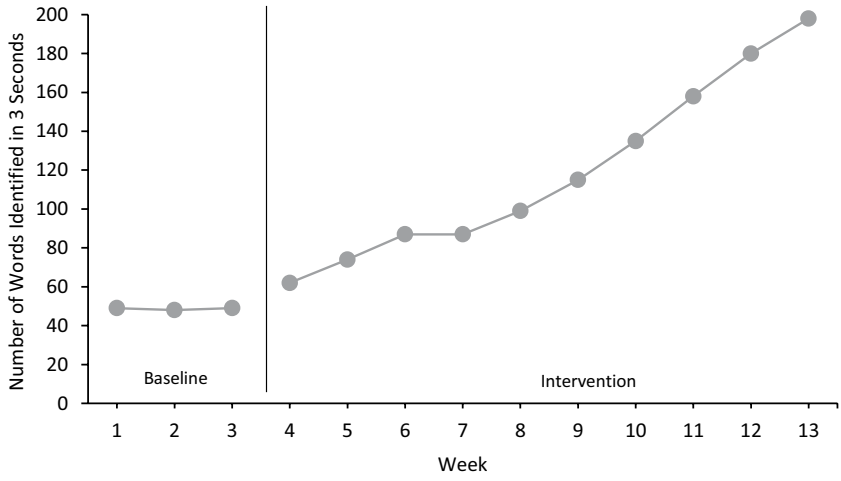

Figure 2.1 Tina's Sight Word Progress via Instructional Consultation and an Instructional Match

Discussion Questions

1. What assumptions were being made about this student by the teacher, albeit well intentioned, and how did consultation help shift those assumptions? (**D8**)
2. What do the data suggest about the student's rate of learning and response to intervention? (**D1, D3**)
3. Why might this intervention, which included high repetition throughout the day and reading texts created by the teacher with the folding-in strategy, have been more effective for Tina than the previously attempted interventions (LiPS ®, Read 180®)? (**D3, D9**)
4. What might this mean about Ms. Martin's original assumption that the student might have a more severe intellectual disability? What other data might help to make that determination? (**D1, D8, D10**)
5. What might have happened had the school psychologist proceeded with a standard cognitive assessment battery for this student without offering consultation support? (**D1, D8, D10**)

Advanced Applications

1. Review the research on the original two interventions implemented. What does the research say about those interventions? What are the advantages and disadvantages of each? (**D3, D9**)
2. Review the research on the folding-in strategy. What does the research say that intervention? What are the advantages and disadvantages? (**D3, D9**)
3. What would you suggest to Ms. Estes as an assessment battery for the formal reevaluation in terms of non-discriminatory assessment? Consult references regarding best practices in non-discriminatory assessment (Ortiz, 2014), the use of interpreters (Lopez, 2014), and assessment of English learners' literacy skills (Vanderwood & Socie, 2014). (**D1, D8, D10**)
4. In this case, intervention fidelity did not appear to be an issue, but how could Ms. Estes confirm that? Develop an intervention script and fidelity measure for the folding-in strategy. (**D1, D2, D8, D9**)

Case Two: Giving Psychology Away

Mr. Taylor is a reading teacher at Town Square Middle School, a suburban middle school. His fourth period reading intervention class is comprised of a small group of sixth-grade students, all of which are students of color. He

reached out to his school psychologist, Ms. Yoshiro, for help improving the reading comprehension of one of his students, Morgan, a biracial student. As a man who identifies as biracial, Mr. Taylor felt called to ensure that he tries everything he can to help Morgan succeed. He shared with Ms. Yoshiro that he could relate to Morgan because when Mr. Taylor was in middle school, he also struggled with reading and felt marginalized in his predominantly white suburban school. Ms. Yoshiro met with Mr. Taylor to describe the IC (Rosenfield, 1987, 2014) process in greater detail to see if this was a process that he would like to commit. Mr. Taylor was interested so they set up a standing weekly meeting to work through the IC problem-solving process. Mr. Taylor was pleased with his student, Morgan's recent progress in the area of reading fluency, but noticed that although Morgan is now on-grade-level in terms of reading rate and accuracy, comprehension is still an area of concern.

Ms. Yoshiro offered to conduct an instructional assessment (IA, Gickling et al., 2016; Gravois & Gickling, 2008) with Morgan, but also with Mr. Taylor present. It was important to Ms. Yoshiro, and the IC process, that the IA be conducted collaboratively so that the teacher and her could be on the same page in terms of the observed student reading skills, but also so she could model the IA formative assessment process for Mr. Taylor. Ms. Yoshiro believes that if the teacher can learn the IA, then the teacher will be better equipped to make an instructional match for students. She offered this rationale with Mr. Taylor, who was excited to do this together and to learn a new set of assessment strategies. Through the IAs, they confirmed that Morgan's reading accuracy and fluency were not concerns. Morgan read with 99 percent accuracy and at the 50th percentile in terms or correct words read per minute. Ms. Yoshiro and Mr. Taylor prioritized reading comprehension because Morgan could answer an average of two of five comprehension questions accurately after reading a grade level passage. Their goal was to elevate comprehension question accuracy to at least four out five questions.

Ms. Yoshiro and Mr. Taylor collaboratively reviewed a few different evidence-based comprehension strategy options. Ms. Yoshiro had reviewed the research in advance in order to present the teacher with some options from which to choose. Using the elicit-provide-elicit strategy of motivational interviewing (Reinke et al., 2011), Ms. Yoshiro offered the information about all three strategies and then asked Mr. Taylor which one sounded like it would work best for the student and be the best fit in the classroom. Mr. Taylor was automatically drawn to the strategy referred to as "Forming Questions." Forming Questions is a metacognitive strategy to help students understand how questions are formed and derived from texts (Gickling et al., 2016). Recognizing the opportunity to help Mr. Taylor generalize this skill and strategy to other students, Ms. Yoshiro asked him, "are there other students in your

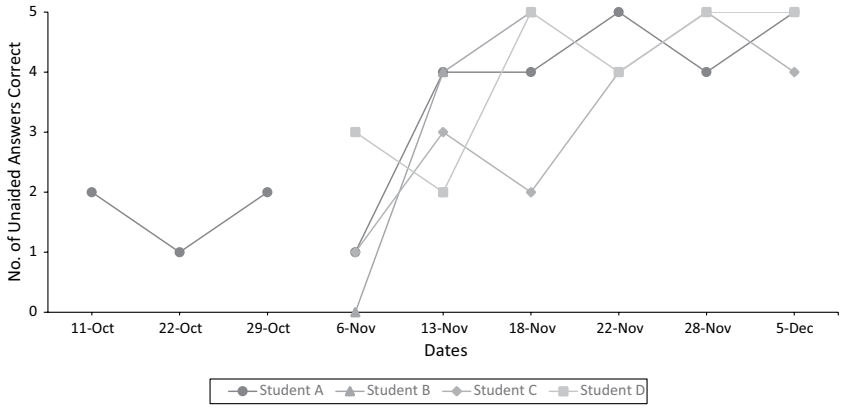

Figure 2.2 Intervention Group IC Case Progress in Reading Comprehension

class that could use this strategy?" Mt. Taylor said that his whole intervention group could really benefit from this metacognition strategy. He was eager to brainstorm a group implementation plan with Ms. Yoshiro.

They worked together to plan the details of how the strategy would be modeled for Mr. Taylor first by Ms. Yoshiro and Morgan, then Mr. Taylor would implement it together with Ms. Yoshiro and the whole group for support. After that, Mr. Taylor planned to implement the strategy on his own daily at the end of each reading lesson with his group. Mr. Taylor would then collect the reading comprehension data with all the students in that group once per week. Ms. Yoshiro and Mr. Taylor would graph that data together each week and share the progress graph with the students for motivation. They were happy to see their progress from week to week. As seen in Figure 2.2, all the students made rapid progress and met the intervention goal. Mr. Taylor expressed comfort embedding this strategy into his instruction on his own moving forward. He and Ms. Yoshiro celebrated the progress and closed their case together. Ms. Yoshiro let Mr. Taylor know that he could reach out to her again in the future if he had other concerns and wanted to work through the IC process again. He said he would gladly take her up on that offer if he has new concerns, but that he felt confident for now that he has just added a new tool to his teaching toolbox.

Discussion Questions

1. How did this school psychologist "give psychology" away in this case? (**D2, O4**)

2. NASP (2020) advocates the use of effective and appropriate interpersonal skills to serve as a change agent and lead to more provision of more effective services. What communication and collaborative skills did this school psychologist use to do this? (**D2**)
3. How might the data collection in this case have facilitated the positive teacher and student outcomes? (**D1**)
4. This diverse group of students were in a remedial reading intervention group. What might have happened to the students if the consultant and teacher did not use a problem-solving process such as this? How was this an important step in the prevention of inappropriate referrals to special education? (**D8, D10**)

Advanced Applications

1. Review the research on evidence-based reading comprehension interventions. Select three that you would propose to a teacher if you were in a similar situation as the school psychologist in this case. (**D3**)
2. In this scenario, the elicit-provide-elicit strategy (Reinke et al., 2011) was particularly helpful. In this strategy the consultant starts by asking the teacher what strategies they have in mind for the goal. Then, the consultant asks if the teacher would be interested in hearing a few other ideas. If the teacher says yes, the consultant offers the information tentatively and follows that with a question to elicit the teacher's perspective. Role-play the elicit-provide-elicit strategy using the three interventions you identified for this concern area. (**D2**)
3. What limitations are there to this data collection or graphing approach? What other data might you like to collect for this case to determine if the students are making adequate progress in reading comprehension? Pick at least one other measure and describe its advantages and limitations. (**D1**)
4. Think of this case from a multicultural consultation perspective (see Ingraham, 2000). What is the consultation constellation in this case? How might that have affected the consultation relationship? (**D8**)
5. If you were the school psychologist, what would the multicultural consultation constellation be (see Ingraham, 2000)? What might you need to do to explore your own cultural identity in relation to this case? How might you explicitly talk with Mr. Taylor about the racial aspects of the case that he raised, as well as gender? (**D8**)

Case Three: Reframing Resistance

Mr. Nash, a White male teacher, worked in a diverse urban school serving primarily low-income students. He recently made a late-career change from law enforcement to become a teacher. Ms. Mayer, the school psychologist, was recently assigned to this school and did not know many of the staff members well yet but was working to develop positive relationships in the school and offer her coaching and consultation services to anyone who was interested in problem-solving with her. She met Mr. Nash at a faculty meeting where she was taken aback by some of his negativity about the new ideas being presented by the professional developer leading the meeting. Admittedly, her first impression of him was not good. She was concerned about his toxic energy. At the same time, she often tries to give teachers the benefit of the doubt because she herself was once a teacher and knew the job can be incredibly stressful and can lead to burnout. She thought she may have just been catching him on a bad day, but in one of her first meetings with the principal of the school, she learned that the principal too was concerned with Mr. Nash's negativity.

The principal, Dr. Tamela, a Black female, confided in Ms. Mayer and shared her frustration about Mr. Nash. Dr. Tamela was concerned that the students in his class, many of whom were students of color, were being referred to the office at high rates, especially compared to the other classes. When she observed or walked by his classroom, she frequently heard him yelling or reprimanding the students. Dr. Tamela had recently placed Mr. Nash on an action plan, which is a first step in a formal process before an administrative transfer or firing. As part of the action plan, she mandated that he seek coaching to improve his teaching. The principal knew about Ms. Mayer's skills in coaching and consultation and asked her if she could coach Mr. Nash to be more culturally proficient and build stronger relationships with his students. Ms. Mayer was concerned that coaching might not be effective if it was mandated, but she offered to give it a try.

Ms. Mayer recognized that approaching Mr. Nash to offer coaching might be challenging. She delicately broached the subject by reflecting the feelings she noticed in the faculty meeting and checking in with him given that he appeared frustrated. He opened a bit to her about his frustration with his class and how the students are "the most challenging group he has ever had." She empathized with him and shared with him that Dr. Tamela told her about his action plan. She wasn't sure if that was a good idea, but felt it was best to be direct. Ms. Mayer let him know that although coaching was a mandated part of the plan, and that she was willing to be his coach, that he still had the

option to say no and seek coaching from a different colleague. She informed him of the type of coaching models she had been trained in recently, one of which was a newer model called Double Check (DC, Bradshaw et al., 2018), which is a culturally responsive coaching model aimed at increasing student engagement. He liked the sound of that given that he felt his students were disengaged. Given the principal's interest in this case, Ms. Mayer realized she must address the limits of confidentiality. She reassured him that if he engaged in the process, his role would be to inform Dr. Tamela of the coaching progress. Ms. Mayer emphasized that, as his coach, she would not share any details of their coaching with Dr. Tamela, or anyone in the school, without his permission. Ms. Mayer said that she would be able to provide him with their coaching action plans and graphed data to share with the principal to indicate his participation and progress. This put him at ease, and he agreed to begin coaching.

During the initial interview phase of coaching, Mr. Nash disclosed that he is too negative with his class. He was keenly aware of the problems this caused and indicated a sincere desire to change. Mr. Nash was discouraged that he couldn't stop "eyeballing all the negative." Ms. Mayer's classroom observations and baseline data collection confirmed this. The frequency of his reprimands was significantly more than the amount of praise he provided his students, which often was limited to none. In one 10-minute observation, he reprimanded students at least 20 times, two times per minute. Ms. Mayer shared the data with him, and he recognized that if he could be more positive, and less negative, with his students it would improve their relationships and engagement. His goal was to increase his praise and decrease his reprimands. With his coach, they set a goal to reverse the praise to reprimand ratio from 1:5 to 2:1. They talked through many strategies to help him remember to praise, such as keeping a list of praise statements on a clipboard near him while he taught or keeping the school's positive behavior tokens in his pocket as a reminder to distribute them during class.

After weeks of trying to increase praise statements and decrease reprimands, with little success, Dr. Tamela approached Ms. Mayer to inquire about the case. Dr. Tamela was concerned because she was not seeing rapid changes to his teaching. Ms. Mayer was unsure how to approach this. She did not see this as Mr. Nash's resistance. She wanted to advocate for Mr. Nash, but at the same time was concerned about breaking confidentiality. She politely reminded Dr. Tamela that she could ask Mr. Nash directly to see the coaching documentation of his attempts and progress, but that she was not at liberty to break their coaching confidentiality to preserve the coaching trust they had developed. Dr. Tamela understood and respected Ms. Mayer's boundaries.

Ms. Mayer, perplexed about what to do next to help Mr. Nash reach his goal, reframed this problem from a "won't do" issue, to a "can't do" problem. In other words, she realized he may lack the skills to be more positive. She realized, after he shared with her how he only noticed the negative behaviors, that modeling was needed. It dawned on her that the students in his class were often on-task and trying to comply with his many rules, but that he just was not noticing it. Perhaps, he needed to see someone else noticing and praising all the students' positive behaviors to recognize that the students demonstrate more positive behaviors than he realized. Ms. Mayer had noticed that there was another male teacher in the school who was extremely positive with the students and highly respected in the building. She thought that perhaps Mr. Nash would fare better with a male role model than if she offered to model. With the teacher's permission, Ms. Mayer invited that teacher to co-teach a lesson with Mr. Nash. The model teacher taught the first half of the lesson while Mr. Nash and Ms. Mayer observed and collected data on the model's use of praise statements, the students' behaviors, and responses to the praise. Ms. Mayer then met with Mr. Nash to debrief the observation. Mr. Nash reflected on how many positive behaviors there were in his class that he had been missing. After allowing time to unpack that further, Mr. Nash then took over his class again with Ms. Mayer collecting data on his use of praise. He immediately increased his use of praise dramatically. After his lesson, Ms. Mayer showed him the graph (see Figure 2.3)

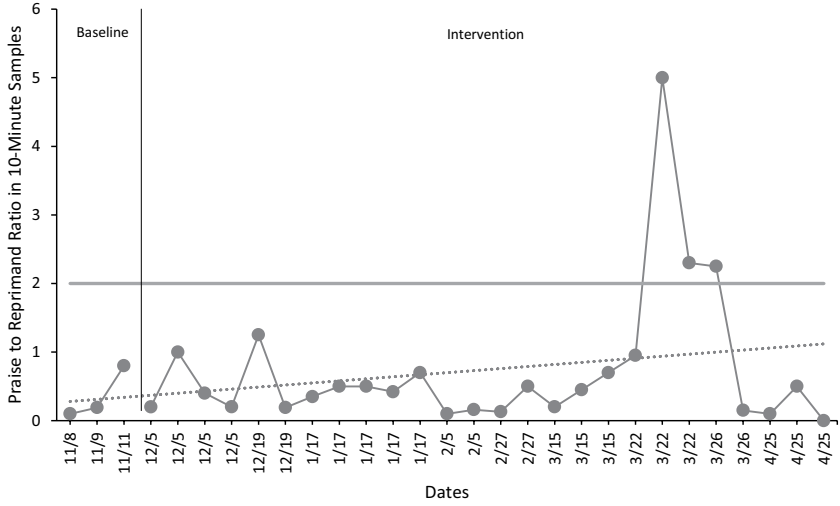

Figure 2.3 Double Check Coaching Teacher Progress Increasing Praise to Reprimand Ratio

and affirmed him for his hard work and progress. She allowed him time to reflect on how it felt and his next steps. At follow-up, praise levels decreased towards baseline again indicating the need for continued modeling/practice, but this helped confirm for Ms. Mayer that they were now on the right track.

Discussion Questions

1. What consultation and collaboration skills did this school psychologist use to enhance teacher and student outcomes? (**D2**)
2. Why was it important that the school psychologist did not view this as resistance, but from a different perspective? (**D2**)
3. What was the ethical dilemma faced by the school psychologist in this case? How did she navigate those issues? What might have happened if she handled it differently? (**D10**)
4. In the research on the efficacy of the Double Check model, Bradshaw and her colleagues (2018) found that coaches often prioritize positive behavior intervention goals but did not explicitly set cultural proficiency goals as frequently. How is that evident in this case? In this case, were the class management goals related to cultural proficiency? If yes, how? If not, what would be gained by bringing race and culture into the conversation and goals? (**D8**)

Advanced Applications

1. Review the research on methods to improve teacher praise. Based on that research, what might you suggest the coach try next if the modeling does not produce consistent increases in praise? (**D2, D4**)
2. What might the school psychologist do differently if this problem appeared to be shared by multiple teachers in the school? (**D2, D5, D6**)
3. Practice collecting observation data on teacher praise and reprimands. See the Classroom Check-Up training module for observation examples and practice (The Classroom Check-Up, 2020). (**D1**)
4. How did the collaborative culture of this school system allow for peer consultation and mentoring to occur? What would happen if the school system did not have a collaborative culture that allows for open dialogue about how to improve practices? (**O2, O5**)