



Interdisciplinary Behavioral Consultation: Preparing Graduate Students for Interdisciplinary Careers

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Introduction

- This presentation will highlight a pre-service training grant in interdisciplinary behavioral consultation and intervention funded by the US Department of Education's Office of Special Education Programming. The *Interdisciplinary Behavioral Consultation* (IBC) program is designed to provide training and applied experiences to graduate students enrolled in School Psychology, Applied Behavior Analysis, and Special Education programs.
- There is a strong need for interdisciplinary collaboration in the schools to support students with challenging behaviors. Interdisciplinary training in behavioral consultation promotes shared terminology, expectations, and experiences amongst professionals supporting students.
- Public schools are often challenged to find the time, resources, and expertise to conduct comprehensive behavior assessments for students with severe problem behavior (Lill et al., 2021). For that reason, it is extremely beneficial to have school psychologists and special educators who are trained in their respective fields as well as in applied behavior analysis.
- The objectives of this poster are for learners to recognize the importance of interdisciplinary consultation, reflect on nine competencies to cultivate consultation and collaboration skills across disciplines, and outline experiences that aid in the development of the competencies of focus.

Cohort Composition

Faculty

- 1 Applied Behavior Analysis Professor
- 1 School Psychology Professor
- 1 Special Education Professor

Graduate Students

- 3 Applied Behavior Analysis students
- 3 School Psychology students
- 2 Special Education students

Competency Areas

Child and Adolescent Development

Scholars are taught to use developmental and behavioral theories to guide their service delivery.

Applied Behavior Analysis

Scholars conduct functional behavior assessments (FBA), functional analyses, and preference assessments, and provide function-based interventions and systems of progress monitoring.

Interdisciplinary Collaboration and Consultation

IBC scholars consult with stakeholders to promote systems-level and program change.

Family Centered Services

Scholars work with caretakers to enhance strategies to support their students both at school and at home. Scholars participate in training and other activities led by professionals who specialize in family-school collaboration.

Intensive Instruction

Scholars are trained to support students and staff in implementing intensive instruction in the forms of discrete trial training, verbal behavior training, and functional communication training.

Identification of Behavioral Health Needs

Scholars are trained to collaborate with school staff and caretakers using direct and indirect methods, including universal screening.

Functional Behavior Assessment

Scholars are taught to identify a target behavior, hypothesize why the behavior occurs, and test hypotheses to determine what maintains the behavior. Scholars also collaborate with school staff to collect data and implement intervention plans that address the behavior concern.

Data-Based Decision Making

Scholars learn how to collect and analyze different types of data, including direct and indirect measures, systems-level data, and progress monitoring data.

Systematic Changes and Leadership

Scholars create systemic changes by completing a school-wide intervention and a systems-level evaluation of programs related to meeting the behavioral needs of students.

Competency Application

Scholars acquire enhanced experiences in the nine areas of competency through seminar, practicum fieldwork, and their respective programs. Seminar is a weekly meeting where scholars and faculty engage in enhanced interdisciplinary learning opportunities, including: guest speakers, didactic training, activities, and literature discussions. Additionally, scholars gain experience through their assigned practicum sites where they provide behavioral consultation services to students, families, teachers, and schools under the supervision of a Board Certified Behavior Analyst (BCBA). The scholars will also gain knowledge, skill, and experience in these areas through their respective programs' coursework and requirements.

BCBA Credential

IBC Scholars are placed within two school districts for practicum fieldwork. Within their respective practicum placements, IBC Scholars receive supervision from Board Certified Behavior Analysts. This supervision allows IBC Scholars to obtain the necessary practicum hours and experiences to meet the requirements for the BCBA certification.

Discussion

The second domain outlined in the NASP Practice Model is Consultation and Collaboration (NASP, 2010). Interdisciplinary behavioral consultation is important to maximize collaboration amongst stakeholders providing services to students with severe behavior challenges in schools. The grant provides trainees with interdisciplinary leadership training in behavioral intervention and promotes three different disciplines working towards a common goal.

References

- Lill, J. D., Bassingthwaite, B. J., & Cox, J. L. (2021). Applying behavior analytic consultation to schools to assess and treat a student's elopement. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22489>
- National Association of School Psychologists (2010). Model for comprehensive and integrated school psychological services. Retrieved from <http://www.nasponline.org/standards/practice-model/>.

For a copy of this presentation and more information about UNO's school psychology program, visit www.unomaha.edu/schoolpsych/ or use your smartphone to scan this QR code

