



**Preparing Future School Leaders:
Interdisciplinary Behavioral Consultation**



Grant funded by the U.S. Department of
Education, Office of Special Education Programs,
Award # H325K180032

“Interdisciplinary Personnel Preparation in
Systemic Behavioral Intervention to Serve School-
Age Children with Significant Behavioral
Concerns”

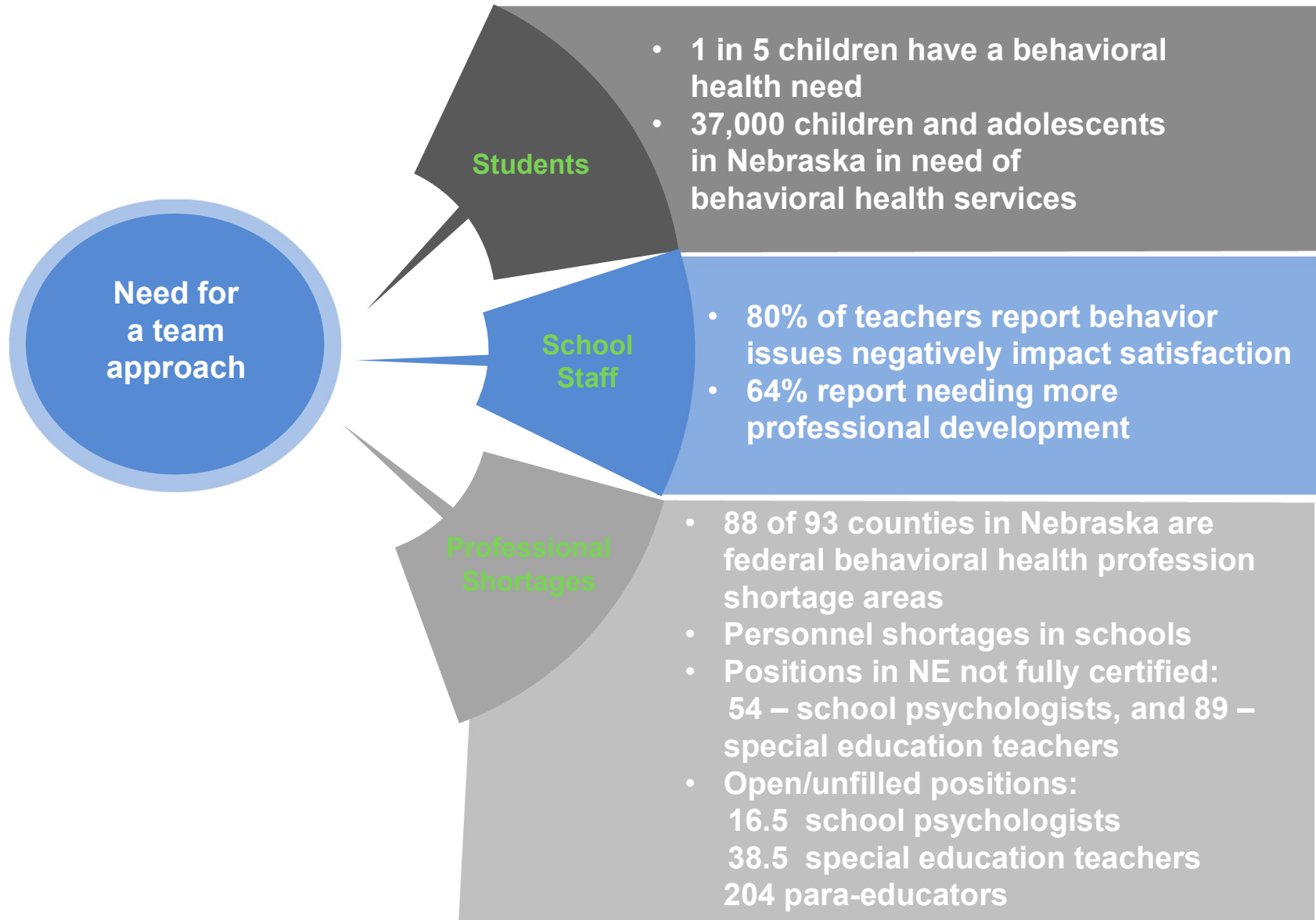


Agenda

- 01** The Need for a Team Approach
- 02** Interdisciplinary Training Competencies
- 03** Interdisciplinary Training Experiences
- 04** Working with Your School Team



The Need for a Team Approach



Our Team

Interdisciplinary training across:

Applied Behavior Analysis

Special Education

School Psychology



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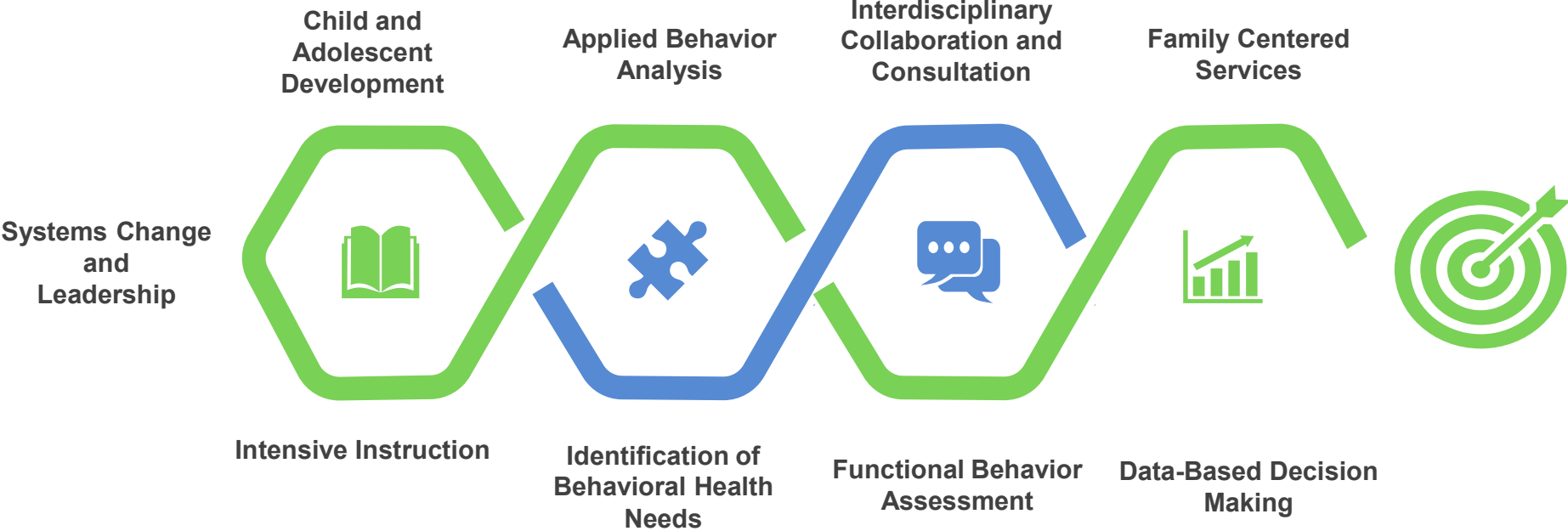
Associate Professor,
UNO Department of
Psychology





Interdisciplinary Training Competencies

Knowledge and Skills



Competency	Knowledge and Skills
Child and Adolescent Development	<ul style="list-style-type: none"> • Knowledge of developmental milestones, including typical and atypical development • Knowledge of developmental assessment Skills in conducting developmental assessment
Applied Behavior Analysis	<ul style="list-style-type: none"> • Knowledge of behavioral principles of learning and their applications; variables, events and setting conditions impacting behavior • Skills in applying behavior analysis in case conceptualizations and intervention plans • Skills in effectively implementing behavioral interventions

Competency	Knowledge and Skills
Interdisciplinary Collaboration/ Consultation	<ul style="list-style-type: none"><li data-bbox="506 461 1856 691">• Knowledge of the roles and responsibilities of each profession; process of team development; collaborative problem solving across disciplines at the single case and systems levels<li data-bbox="506 743 1818 974">• Skills in effective communication that facilitates a team approach; developing collaborative problem solving across disciplines at the single case and systems levels<li data-bbox="506 1026 1755 1162">• Skills in providing effective collaborative consultation for parents and teachers; parent and teacher training

Competency	Knowledge and Skills
Family Centered Services	<ul style="list-style-type: none"> • Knowledge of strategies to engage and partner with families in collaboration and understanding of how one’s own beliefs, experiences, culture, etc. contributes to collaboration with families • Skills in communicating importance of families in the problem solving process, using language that is accessible to all team members, and providing coaching and feedback.
Intensive Instruction	<ul style="list-style-type: none"> • Knowledge of intensive, direct instructional methods (e.g., discrete trial training, errorless learning, etc.); understanding of appropriate methods for monitoring progress with targeted skills • Skills in developing and applying evidence-based interventions to meet individual student needs; fluency in the provision of intensive, direct, instructional methods (e.g., discrete trial training, errorless learning, explicit instruction, etc.) and assessments (e.g., diagnostic tools, direct skills measures)

Competency	Knowledge and Skills
Identification of Behavioral Health Needs	<ul style="list-style-type: none"> • Knowledge of various child and adolescent psychopathologies; diagnostic frameworks (i.e., both DSM and IDEA eligibility criteria); screening and assessment methods; evidence-based treatments • Skills in assessing students with and at-risk for behavioral concerns; prevention and treatment of behavioral concerns across all tiers; collaborating with team members to support implementation of treatment
Functional behavioral assessment	<ul style="list-style-type: none"> • Knowledge of FBAs, including: (a) indirect methods, (b) descriptive analyses, (c) structural analyses, and (d) functional analyses. • Knowledge of how to use data to inform intervention development. • Skills in conducting FBAs, including: (a) indirect methods, (b) descriptive analyses, (c) structural analyses, and (d) functional analyses. • Skills in communicating results of FBAs to other professionals and using data to inform intervention.

Competency	Knowledge and Skills
Data-based decision making	<ul style="list-style-type: none"> • Knowledge of single-case design methodology to evaluate progress and make decisions regarding instructional changes; appropriate assessment measures and methods; systemic program evaluation methodology; implementation science • Skills in selecting appropriate single-case designs, using visual inspection and standards to evaluate progress and make decisions regarding instructional changes; conducting assessments and interpreting results; gathering school-wide program evaluation data; and leading group/interdisciplinary team decision-making.
Systems-change and leadership	<ul style="list-style-type: none"> • Knowledge of system-level characteristics (i.e., MTSS), process of change, and innovative tactics for facilitating change; program evaluation measures and processes; data-based decision making; communication of evidence • Skills in establishing collaborative relationships with school leaders; evaluating school systems; identifying needs; developing concrete plans for change; implementation of tiered behavioral intervention plans; progress monitoring and program evaluation



Interdisciplinary Training Experiences

Interdisciplinary Experiences

Common
Coursework

Unique
Program
Coursework

Professional
Seminar

Practicum



Working with Your School Team

Build Your School **Interdisciplinary Team's Competencies:** Meeting **Student Needs**

Take Stock of Teams,
Providers, Programs

Determine Student and
School Needs
Based on Data



Create Ongoing
Opportunities for Building
Competencies as a Team

Engage Families in the
Process



Thank You