

Sequence of Consulting Services

*This sequence has been created around a 6–10-week timeline; however, this is subject to change based on student need and staff responsivity.

Consultation Types

Tier 1 – Team/Systems Support

- a. Provides consultation on school-wide behavior supports.
- b. Reviews data for behavior and skill goals.
- c. Provides behavior skills training on relevant classroom management strategies and data collection procedures (ABC/Fidelity Checklists/Continuous Measurement/Discontinuous Measurement).
- d. Facilitates recurring virtual meetings to problem solve barriers and ensure MTSS/504/IEP alignment with school-wide behavior supports.
- e. Delivers a written report of recommendations from consultant.

Tier 2 – Classroom Support

- a. Provides consultation on classroom management strategies.
- b. Reviews data for behavior and skill goals.
- c. Collaboratively problem solve classroom barriers.
- d. Provides behavior skills training on relevant classroom management strategies and data collection procedures (ABC/Fidelity Checklists/Continuous Measurement/Discontinuous Measurement).
- e. Facilitates recurring virtual meetings to problem solve barriers and ensure MTSS/504/IEP alignment with classroom supports.
- f. Delivers a written report of recommendations from consultant.

Tier 3 – Individual Student Support

- a. Provides consultation on individual student behaviors and goals.
- b. Reviews data for behavior and skill goals.
- c. Collaboratively problem solve individual student challenges.
- d. Provides behavior skills training on individual student strategies and data collection procedures (ABC/Fidelity Checklists/Continuous Measurement/Discontinuous Measurement).
- e. Conducts a Functional Behavior Assessment (FBA).
- f. Develops a Behavior Intervention Plan (BIP).
- g. Facilitates recurring virtual meetings to problem solve barriers and ensure MTSS/504/IEP alignment with individual student recommendations.
- h. Delivers a written report of recommendations from consultant.

Phase 1: Interview & File Review

1. Email introduction between consultant and relevant school personnel.
2. School personnel securely submit student documents to the consultant for review. Documents to submit include but are not limited to: (a) IEP or 504, (b) FBA, (c) ER, (d) BIP, (e) academic data, and (f) behavioral data.
3. Consultant conducts stakeholder interviews. Interviews may include teachers, related service providers, the student, and/or caregivers.
4. The consultant collaborates with the school personnel to establish direct observation dates and times.

Phase 2: Direct Observation, Assessment, & Consult Report

1. The consultant conducts direct observation based on the service time requested. The time required for direct observation is based on the level of need and the consultant's discretion. The initial observation will determine if an FBA or BIP is recommended.
 - a. If an FBA or BIP is recommended, it will be done within this phase.
 - b. An FBA will include stakeholder interviews, qualitative and quantitative behavioral data, and rating scales completed by the teacher(s) and/or caregiver(s).
 - c. A BIP will be developed within 3-5 business days of completing all observation and receiving documentation. Development of this BIP must be a collaborative effort, so a supplemental meeting may be required.
2. The consultant will develop and submit a written report summarizing direct observations, recommendations, and actionable next steps.
3. The consultant and stakeholders will review the consultation report together, adjust, and collaboratively develop professional goals.

Phase 3: Behavior Skills Training & Problem Solving

1. The consultant will provide (4; weekly) virtual and (1) onsite training of the recommended strategies, the number of each training type is subject to change based on student need and travel logistics. The weekly virtual meetings with the direct implementors will involve problem solving barriers, discussing student progress through data review and discussion, and evaluating progress on professional goals.
2. Supplemental to the trainings with the direct implementors, the consultant will conduct a monthly behavior team check-in (administration, general ed teacher, special ed teacher, and other applicable team members) to ensure MTSS/504/IEP alignment, consistent systems support, and sustainability.

3. The trainings will consist of a behavior skills training (BST) model which means the consultant will (a) deliver content about the strategy, (b) model the strategy, (c) have the staff member rehearse the strategy, (d) deliver the staff member feedback, and (e) repeat the process until the staff member shows competence.

Phase 4: Fading Plan & Summative Report

1. The consultant will develop and submit a summative written report include at a minimum (a) a review of the recommendations, (b) qualitative and quantitative student or classroom management progress since the onset of the consultation, (c) an outline of the maintenance support plan, and (d) links to any provided resources.

2. The consultant will reduce virtual trainings to monthly and check-ins with the behavior team to an as needed basis. Following completion of two monthly trainings, recurring trainings will cease, and support will be available via email. A final onsite training may occur if deemed necessary by the consultant and school personnel. Supplemental meeting times will need to be initiated by the school personnel from then on.