



School Psychology Credential Program

Signature Assignment for EDP 579

Parent Interview

Student Learning Outcome(s) Assessed:

SLO #8: Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Description of the Signature Assignment

Following the delivery of a data-based, targeted intervention to a student with an academic deficit, students will meet individually or in pairs with the parents of the child to discuss the results of the curriculum-based assessments (i.e., intervention outcome) and to describe the specific evidence-based intervention strategies employed. A final report will be provided so the parents can share the results with the child's teacher. The students will review the report, allowing the parents ample opportunity to ask questions and avoiding jargon and overly technical terms. The student will employ a collaborative, rather than expert, mode of communication and provide the parents with evidence-based intervention ideas they can use at home to promote their child's skills. The course instructor and peer consultant will complete the observation record while directly observing the meeting through the one-way glass in the Clinic.

Directions for Students

Review the observation checklist. Try to engage in as many of the behaviors on the checklist as possible. Peer consultants must take notes on exemplars and non-exemplars as they occur during the observation. Complete the entire observation checklist, review it with your consultee, and turn it into to the instructor of the course.

Scoring Rubric:

Consultee's Name:
Semester/Yr:
Observer:

Social/Greeting Stage (1 point)

0=less than 3 points
1=3/3 items present

Greets parents with a handshake; social chat.
Thanks parents for attending.
Asks parents how they would like to be called
(e.g. by first name; Mr. Jones).
Sets a time limit ("In the next 30 minutes we will...")

0 1

Rapport Building and Maintenance (throughout conference) (9 points)

0=missing
1=present; does not meet standard
2=present; meets standard; not consistent
3=present; meets standard; consistent

Body language: mirrors parents' posture;
good eye contact.

0 1 2 3

Tells something positive and endearing about the child
that happened during sessions.

0 1 2 3

Maintain rapport throughout the sessions through
reflective listening, accurate empathy and humor
as needed.

0 1 2 3

Assessment and Intervention Description (12 points)

Clearly states the purpose of the assessment (problem
identification and problem analysis, and train
school psychologists).

0 1 2 3

Explains standardized tests, curriculum-based instruments,
Interviews and BEA in terms of problem identification,
problem analysis, and intervention development.

0 1 2 3

Explains how and why assessment data were collected over time
(progress monitoring)

0 1 2 3

Provide detail description of intervention, including any modifications
made during the course of the intervention.

0 1 2 3

Presentation of Results (18 points)

Describe student outcomes and treatment integrity results.	0	1	2	3
Information is accurate.		0	1	2 3
Uses conversational tone; may have notes but <u>does not read the report.</u>	0	1	2	3
Uses appropriate visual aides (e.g. BEA chart, Progress monitoring graph, example worksheet and other stimuli)	0	1	2	3
Speaks in simple, concrete, jargon-free language; gives clear examples as needed. Relates findings to demands in a school setting. Gives examples of how student performed certain tasks.	0	1	2	3
Encourages questions and answers them in a clear, concrete, and concise manner; obtains instructor guidance if needed (i.e., admits limitations to knowledge rather than going out on a limb).	0	1	2	3

Summary, Conclusions, and Recommendations (9 points)

Briefly and accurately summarizes results, including skills mastered Skills that need to be mastered and overall effectiveness of intervention.	0	1	2	3
Makes practical recommendations to parent that address referral concern, including any referrals to appropriate medical, educational, and community agencies (including the clinic)	0	1	2	3
Provides practical material for parents that address referral concern (e.g. a handout on how to monitor homework completion, website to further develop skills, resources to promote reading together, etc).	0	1	2	3

Closing (1 point)

**0=less than 3 points
1=3/3 items present**

Thanks parents for attending. Tells parent to call if they think of further questions Shakes parents' hands.	0	1
--------------------------------------------------------------------------------------------------------------------	---	---

Total Score: ____/50 Total Rubric Score: _____

Problem solving = /39 ____% Total problem solving criterion score _____

Interpersonal communication = /11 ____% Total communication criterion score _____

Legend

Total Points	College of Education Assessment Scale Equivalent
45-50	4 (Exceeds Expectations)
40-44	3 (Meets Expectations)
35-39	2 (Meets Some Expectations)
30-34	1 (Does Not Meet Expectations)
<29	0 (Can't Score)