

COLLABORATIVE CONSULTATION TO CHILDREN’S CLASSROOMS (CC2CC)

Professional _____ Date _____

Observer _____ Items Correct: _____ Scored: _____ %: _____

SCORING: + OBSERVED AS DESCRIBED; +/- PARTIALLY OBSERVED; – NOT OBSERVED OR OBSERVED TO BE INCORRECT

PREREQUISITES: 1. FOUR FUNCTIONAL CHILD GOALS, DERIVED FROM AN IN-DEPTH ASSESSMENT OF NEEDS IN CLASSROOM ROUTINES. 2. DISCUSSION OF GROUND RULES FOR HOW VISITS SHOULD BE CONDUCTED.

WORDS IN *ITALICS* ARE EXAMPLE STATEMENTS.

Did the professional...	Score	Comments	
Joining the Classroom			
1. Arrive on time?			
2. Join the class with minimal disruption?			
3. Greet the teachers?			
4. If possible, engage in relationship-building talk? <i>How was your weekend?</i>			
Collaborative Consultation			
5. If opportunity presents itself, ask the teacher how things are going—what he or she wants to talk about?			
6. Consult the Next-Steps Form to ask the teacher if he or she still wanted the focus of the visit to be the topic decided at the previous visit? <i>Do you still want to talk about _____?</i>			
7. Consult the Next-Steps Form to ask about things the teacher was going to do since the previous visit? <i>How did it go using [strategy]?</i>			
8. Ask questions/make comments about child’s observed behavior? <i>Does he always do that?</i>			
Strategy Development			
9. Ask at least four questions before making a suggestion? <i>What does the child usually do? When does this usually</i>			

<i>happen? What have you tried? What do you think the first step should be?</i>		
10. If appropriate, ask to observe the child? <i>Can you show me what he usually does?</i>		
11. If appropriate, ask to observe adults? <i>Can you show me how you do this?</i>		
12. Make a suggestion? <i>Have you ever tried _____?</i>		
13. Focus on child's engagement, independence, and social relationships? <i>What do you think will help him have fun in this zone?</i>		
14. Incorporate incidental teaching into suggestions? <i>If we follow his lead and then try to get him to do more, he will probably stay engaged?</i>		
Demonstration		
15. Offer to demonstrate, if appropriate? <i>Would you like me to show you what I'm talking about?</i>		
16. Tell the teacher what he or she was going to do with the child, before demonstration? <i>First, I'm going to sit behind him....</i>		
17. Describe what he or she did, during or after demonstration? <i>Do you see how I'm helping him from behind?</i>		
18. Ask the teacher if he or she wanted to try it? <i>Would you like to try?</i>		
19. Offer appropriate amount of "coaching" (i.e., feedback), if the teacher wanted to try the strategy? <i>You might find it works better if you have him sitting between your legs.</i>		
20. Use individualized within routines (i.e., interact with the child or children, with adults able to observe)?		
21. During individualized within routines, if possible, have discussion with adults? <i>Look how engaged he is when I do this!</i>		
Feasibility		
22. Ask the teacher if he or she thought this strategy was likely to be successful? <i>Do you think this will work?</i>		

23. Ask the teacher if he or she thought he or she would be able to implement this strategy (i.e., is it feasible)? <i>With everything you have going on in here, do you feel you'll be able to do this?</i>		
24. If answer to either of these questions was no, recommend next step for finding another solution? <i>Next time I visit, let's think through this again.</i>		
Classroom-Wide Consultation		
25. Address any of the following classroom-wide issues in strategy development?		
Room arrangement (e.g., zones)		
Adult deployment (e.g., 2- or 3- person schedule)		
Transitions (e.g., set-up role)		
Use of typical materials, from inside or outside the classroom, during activities (vs. artificial items in kits)		
Engagement of all children		
Aesthetics to promote engagement (light, natural materials, plants, decorations, and other Reggio Emilia inspirations)		
At Any Time During the Visit		
26. Stay in the classroom (i.e., did not pull the child out)?		
27. Model incidental teaching any time when interacting with the child (i.e., engage, follow, elicit, reinforce)?		
28. Discussed only evidence-based and developmentally appropriate practices?		
Integrated Therapy/Individualized Within Routines, When Not Talking to Teacher		
29. Join the child, without removing him or her from what he or she was interested in?		
30. Maintain and strengthen the child's participation in the ongoing, naturally occurring routine of the classroom?		
31. Include other children, as appropriate, when interacting with the child?		
32. Use incidental teaching?		

33. Promote the child’s engagement, independence, or social relationships?		
34. Position him- or herself to be observed and to observe teachers (e.g., back to wall in the classroom)?		
Wrap Up		
35. Complete the Next-Steps Form with the teacher? <i>Let’s review what we did today, what we’ll do between now and my next visit, and what you’d like the focus of the next visit to be on?</i>		
36. If appropriate, when discussing the next visit, use the matrix to remind the teacher of all the goals? <i>Remember, we have all these goals on his plan.</i>		
Use of Tools		
37. Refer to tools from the Routines-Based Model, as appropriate?		
Scale for Teachers’ Assessment of Routines Engagement (STARE)		
Classroom Measure of Engagement, Independence, and Social Relationships (ClAMEISR)		
Next-Steps Form		
Goals x Routines Matrix		

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