

Psychologist

Design Question 1: What is the professional doing to help establish and communicate learn goals, track progress, and celebrate success?			
Elements	Activities	Artifacts	
Communicates a clear learning goal (1)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)	Agendas, PowerPoint presentation, Handouts, Minutes, TEFs	
Establishes and monitors progress of stakeholders (2)		Reports (consultation, psychological) Instrument Protocols DocuSystem Graphs (e.g., student progress) S-bit boards T-bit boards	
Acknowledges and celebrates progress based on current status and knowledge gained relative to the learning goal (3)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling)		

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Design Question 2: What is the professional doing to help stakeholders effectively interact with new knowledge?			
Elements	Activities	Artifacts	
<p>Begins session by explaining why information is important (6)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Psychological testing (explaining purpose to student)</p>	<p>Reports (consultation, psychological)</p>	
<p>Organizes stakeholders to allow for processing of new information (7)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>	<p>Agendas, PowerPoint presentations, TEFs</p>	
<p>Provides activities to link new content (8)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Groups (e.g., counseling)</p>	<p>Agendas, PowerPoint presentation, Handouts, Minutes, TEFs</p> <p>Pre/post test Counseling logs Rating scales Consultation reports Student products</p>	

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		Therapeutic plan	
Breaks the information into small chunks (9)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)	Agendas, PowerPoint presentation, Handouts, Minutes, TEFs	
	Problem Solving Meetings (e.g., SBIT, ISS)	S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes	
	Groups (e.g., counseling)	Pre/post test Counseling logs Rating scales Consultation reports Student products Therapeutic plan Reports (consultation, psychological) Other written communication: Parent conferences forms Teacher conference notes DocuSystem Emails	

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<p>Engages stakeholders in summarizing activities (10)</p>	<p>Professional Development (e.g., 504 Training) Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>	<p>Agendas, PowerPoint presentation, Handouts, Minutes, TEFs</p> <p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes</p> <p>Pre/post test Counseling logs Rating scales Consultation reports Student products Therapeutic plan</p> <p>Parent conferences forms Teacher conference notes DocuSystem Emails</p>	
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Design Question 3: What is the professional doing to help stakeholders practice and deepen their understanding of new knowledge?			
Elements	Activities	Artifacts	
Uses specific strategies to review important information (11)	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p>	<p>Agendas, PowerPoint presentation, Handouts, Minutes, TEFs</p> <p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes</p>	
Groups stakeholders to facilitate practice and deepening of knowledge (12)	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Groups (e.g., counseling)</p>	<p>Agendas, PowerPoint presentation, Handouts, Minutes, TEFs</p>	

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<p>Engages stakeholders in identifying and addressing barriers to progress and/or misconceptions (13)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling)</p>		
<p>Engages stakeholders in examination of content (14)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling)</p>	<p>Agendas, PowerPoint presentation, Handouts, Minutes, TEFs</p> <p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes</p> <p>Reports (psychological, consultation) Parent conferences forms Teacher conference notes Emails</p>	

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Design Question 4: What is the professional doing to help stakeholders generate and test hypotheses about new knowledge?			
Elements	Activities	Artifacts	
Interacts with stakeholders to determine needs (15 a)	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>	<p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes</p> <p>Pre/post test Counseling logs Rating scales Student products Therapeutic plan</p> <p>Consultation reports Other written communication (e.g. Needs Assessment)</p>	

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<p>Facilitates an activator so that the stakeholder's identify the importance of generating/testing a hypothesis or "why" statement (15 b)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Groups (e.g., counseling)</p>	<p>Agendas, PowerPoint presentation, Handouts, Minutes, TEFs</p> <p>Pre/post test Counseling logs Student products Therapeutic plan</p>	
<p>Indicates data-based decision making involving the problem solving process (15 c)</p>	<p>Problem Solving Meetings (e.g., SBIT, ISS)</p>	<p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes</p> <p>Reports (psychological, consultation) Parent conferences forms Teacher conference notes Emails</p>	

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<p>Provides time, access, resources and guidance to stakeholders (16)</p>	<p>Problem Solving Meetings (e.g., SBIT, ISS)</p>	<p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes</p>	
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Design Question 5: What is the professional doing to engage stakeholders?			
Elements	Activities	Artifacts	
Uses appropriate activities/learning aids and pacing techniques to engage stakeholders (17 a)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling)	Agendas, PowerPoint presentation, Handouts, Minutes, TEFs	
Monitors and adjusts to energy levels of stakeholders (17 b)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling)		
Uses response rate techniques to maintain engagement (18)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Psychological testing (motivating student to do their best)		

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<p>Uses cues (tone of voice, body position, level of excitement (19 a)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>		
<p>Adjusts energy level and makes personal connections to the content (19 b)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>		
<p>Elicits and accepts varying perspectives and opinions on content, when appropriate (20)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>		

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Design Question 6: What is the professional doing to establish or maintain procedures?			
Elements	Activities	Artifacts	
Involves others when developing and maintaining routines (4)	<p>Professional Development (e.g., 504 Training), Information Sharing</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>	<p>S-bit boards</p> <p>T-bit boards</p> <p>Pre-TAD minutes</p> <p>RTI Action plans</p> <p>RTI minutes</p> <p>Grade level meetings minutes</p> <p>Parent conferences</p> <p>Threat/Suicide assessments</p> <p>Preparatory communications for S-bit/T-bit</p> <p>504 plan documentation</p> <p>Manifestation hearings</p> <p>Case review notes</p> <p>Pre/post test</p> <p>Counseling logs</p> <p>Rating scales</p> <p>Consultation reports</p> <p>Student products</p> <p>Therapeutic plan</p>	
Organizing the Physical Layout of the Classroom (5)	<p>Professional Development (e.g., 504 Training), Information Sharing</p> <p>Groups (e.g., counseling)</p> <p>Psychological testing</p>		

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Design Question 7: What is the professional doing to recognize and acknowledge adherence or lack of adherence to rules and procedures?			
Elements	Activities	Artifacts	
Makes eye contact with all stakeholders and physically occupies all quadrants of the environment (21 a)	Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)		
Recognizes potential sources of disruption and deals with them immediately (21 b)	Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)		
Provides fair and appropriate verbal, nonverbal and/or written feedback when rules and/or procedures are not followed (22)	Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)	Parent conferences forms Teacher conference notes	

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<p>Consistently and fairly acknowledges adherence to rules and procedures (23)</p>	<p>Problem Solving Meetings (e.g., SBIT, ISS)</p>	<p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review Parent conferences forms Teacher conference notes Emails Letters sent to parents Psychological Reports Instrument protocols Consultation Reports</p>	
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Design Question 8: What is the professional doing to establish and maintain effective relationships with stakeholders?			
Elements	Activities	Artifacts	
Engages in discussions with stakeholders about events/interest in their lives (24 a)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Groups (e.g., counseling) Psychological testing		
Builds on stakeholders interests and demonstrates an understanding of their backgrounds (24 b)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Groups (e.g., counseling) Psychological testing		
Compliments stakeholders regarding personal and academic accomplishments (25)	Groups (e.g., counseling) Problem Solving Meetings (e.g., SBIT, ISS)		
Uses humor, smiles, and proximity when appropriate (25)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling)		

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<p>Interacts with stakeholders in a calm controlled fashion (26 a)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p> <p>Psychological testing</p>		
<p>Does not exhibit extremes in positive or negative emotions (26 b)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p> <p>Psychological testing</p>		
<p>Communicates effectively with stakeholders (26 c)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p> <p>Psychological testing</p>		

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Design Question 9: What is the professional doing to communicate high expectations for all stakeholders?			
Elements	Activities	Artifacts	
Provides nonverbal indicators, indicating value and respect (27 a)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Psychological testing		
Provides verbal indicators of value and respect (27 b)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Psychological testing		

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<p>Breaks information/questions into smaller parts and adapts content/context to meet the needs of all stakeholders, as needed (28 a)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p>	<p>S-bit boards T-bit boards Pre-TAD minutes RTI Action plans RTI minutes Grade level meetings minutes Parent conferences Threat/Suicide assessments Consultation reports Psychological reports Preparatory communications for S-bit/T-bit 504 plan documentation Manifestation hearings Case review notes Parent conferences forms Teacher conference notes</p>	
<p>Corrects misunderstood information in a constructive and supportive manner (28 b)</p>	<p>Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools)</p> <p>Problem Solving Meetings (e.g., SBIT, ISS)</p> <p>Groups (e.g., counseling)</p> <p>Psychological testing</p>		

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Checks for understanding (28 c)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Psychological testing		
Clarifies information, as needed (28 d)	Professional Development (e.g., 504 Training), Information sharing (at staff meetings, schools) Problem Solving Meetings (e.g., SBIT, ISS) Groups (e.g., counseling) Psychological testing		