

## Functional Assessment Consultation Support

### Abstract

This workshop will present a model for conducting school-based consultation which embeds functional-assessment into the process. The consultation model incorporates innovations not commonly used in functional assessment (direct academic assessment, observations of active responding, reinforcer validation, performance-deficit analysis, brief experimental analysis). The model follows a sequence of problem validation, treatment validation, and treatment evaluation. Protocols for the consultative interviews and the assessments will be shared with participants. The assessments involve curriculum-based measures, classroom observations of active responding, preference assessment, reinforcer validation, and brief experimental analysis. Guidance will be given in terms of how to conceptualize, structure, and interpret the results to present the consultee with evidence-based treatment options for classroom application. Research and case examples will be presented to illustrate each step of the process.

### Biosketch

Edward J. Daly III received his Ph.D. in School Psychology from Syracuse University in 1992. His research is in the area of developing functional assessment methods for academic performance problems. He has co-authored two texts and numerous chapters and journal articles on this topic. Dr. Daly served as editor of the *Journal of School Psychology*, and associate editor for both the *School Psychology Review* and the *School Psychology Quarterly*. In addition, he serves on a number of editorial boards. He worked for 5 years as a school psychologist before taking a faculty position in 1995. He trained school psychologists at the University of Cincinnati and Western Michigan University before finally accepting his current position at the University of Nebraska-Lincoln, where he is Professor of Educational (School) Psychology and a member of the School Psychology program.