

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP 479 - School-Based Consultation
Spring 2011**

Co-Instructors: Drs. Pamela Fenning
and Diane Morrison

Time: Tuesday, 1:00 – 3:30 PM
Classroom: Corboy Law Center #303

Dr. Fenning:

Office: LT 1106

Phone: (312) 915-6803

pfennin@luc.edu

Dr. Morrison

Office: LT 1061

Phone (312) 915-6203

dmorri@luc.edu

Professor Office Hours: By
Appointment

OBJECTIVES FOR THE COURSE:

1. A theoretical understanding of the major models of school consultation, with an emphasis on multi-tiered problem-solving, aligned with Rti, within school settings (NASP/ISBE Standard 1, NASP/ISBE Standard 2, NASP/ISBE Standard 3)
2. An understanding of systemic school issues related to school consultation as a practice and the relationship between school reform and school-based consultation (NASP/ISBE Standard 6)
3. The application of theoretical knowledge and research to applied hypothetical problems presented in case scenarios and vignettes (NASP/ISBE Standard 2, NASP/ISBE Standard 9)
4. An integration of major ethical and legal issues related to effective consultation, and the development of competencies as an ethical consultant through completion of an actual consultation case (NASP/ISBE Standard 10)
5. The development of sensitivity to multicultural and diversity issues within school consultation scenarios, and the establishment of culturally competent practice with consultees, clients, related service personnel, and families (NASP/ISBE Standard 5, NASP/ISBE Standard 8)
6. Increased exposure to scientifically-based multi-tiered academic and behavioral instruction and practices, and the role of consultation as a method of service delivery in the implementation of these interventions (NASP/ISBE Standard 6)
7. An understanding of consultation as a method of service delivery for school psychologists, and the essential link between data, formative assessment, progress monitoring and consultation (NASP/ISBE Standard 1)
8. Development of proficiency in school-based interventions for academic, behavioral, and social difficulties (NASP/ISBE Standard 1, NASP/ISBE Standard 3, NASP/ISBE Standard 4)

REQUIRED TEXTS

Rathvon, N. (2008). (2nd ed.) *Effective school interventions: Evidence-based strategies for improving student outcomes*. New York: Guilford Publications.

Sheridan, S.M., & Kratochwill, T. (2008). (2nd ed.). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York: Springer.

Doll, B., Zucker, S., & Brehm, K. (2004). *Resilient classrooms: Creating healthy environments for learning*. New York: Guilford Publications.

Doll, B., & Cummings, J. (2008). *Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children*. Bethesda, MD: National Association of School Psychologists.

**Additional readings will be announced in class and posted on Blackboard.

RECOMMENDED TEXTS

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press. ISBN: 978-0761931782

Osher, D., Dwyer, K., & Jackson, S. (2004). *Safe, supportive and successful schools: Step by step*. Longmont, CO: Sopris West. ISBN: 978-1570359187

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

HARASSMENT (BIAS REPORTING)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

CONCEPTUAL FRAMEWORK

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of *professionalism in service of social justice*, through its components of service, skills, knowledge and ethics. Within a social justice framework, professionals are prepared for advancing distributive justice. This course exemplifies social justice through gaining knowledge of scientifically-based academic and behavioral interventions that are appropriate and valid for the diverse populations of students and families served in schools. Students gain skills commensurate with professionalism in the service of social justice through the development of data-based decision-making and intervention planning skills in a multicultural context. Students also provide service to a wide range of schools through summarizing schoolwide data and making recommendations in an ethical and responsible manner, with a focus on needs of an increasingly diverse school population.

TECHNOLOGY

Technology is integrated into the course through review of schoolwide data that is assessed through school-based databases. These data are then used, interpreted and presented using presentation technology as part of a culminating case study.

DIVERSITY AND CULTURALLY COMPETENT PRACTICE

The development of professional skills and ethical data-based decision-making to meet the changing needs of a diverse population in public schools is a thread throughout the course and a mainstay of the school psychology program that is addressed through our core focus on the use of data-based decision making to facilitate socially just school psychology practice. We focus on the practice of culturally competent practice and sensitivity to diversity in work with other professionals (e.g., teachers, principals, school service personnel) as well as students and families. Students are evaluated on their sensitivity to diverse populations during in-class exercises, in the completion of a reflection paper and in the case study project that involves the integration of schoolwide behavior and academic data.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

In-Class Activity Related to Developing Consultation/Collaborative Relationships in schools. Students will complete an in-class small group activity about developing collaborative problem-solving relationships with key stakeholders in schools. **10 points total – Due January 25, 2011**

In-Class Activity Related to Cultural Sensitivity in Consultation Relationships. Students will complete an in-class small group activity that involves use of culturally competent practice and understanding of diversity in consultation relationships. **5 points total – Due February 1, 2011**

In-Class Presentation of Baseline Data for Individual and Classwide Case Consultations (both cases). Initial data points and baseline information collected for both the individual and classwide consultation cases, as well as 1-2 page hypothesized interpretation of the data for both cases. Interpretation of the data should focus on the problem analysis of the behavior/academic problem and the rationale for a suggested intervention; **5 points for data collection forms and write-up and 5 points for in-class presentation. 10 points total - Due on March 1, 2011**

Reflection Paper (1-page) Ethical Issues Associated with Being a School Consultant. Students will write a short reflection about their experiences with consultation and the potential issues that one faces when they engage in this method of service delivery. **5 points total – Due April 5, 2011**

Individual Student Case Consultation. Students will complete an individual problem-solving case study. Students must conduct behavioral observation of a student using a data recording system (minimum of four observations), conduct a thorough academic review to determine if problem is academic in nature. If it is possible that an academic problem exists based on this review, then academic probes in the four areas of reading, mathematics, writing and spelling are collected. A functional analysis of behavior is also conducted. Following the gathering of this initial baseline data, an intervention is implemented for a minimum of five weeks (five additional data points are collected to document the intervention). Following the implementation of the intervention, one data point is collected to assess for maintenance. Part of the project will involve the completion of a collaborative problem-solving form to determine the function of the behavior or academic issue (focused on factors related to problem behavior) and the documentation of four consultation sessions with teacher (to determine baseline, analyze data, develop intervention and evaluate the intervention). A written project is completed that integrates this information, provides an explanation of background information, develops hypotheses related to the problem, interprets the data and develops the intervention based on the function of the behavior. A written overview of an intervention is given and an analysis of the efficacy of the intervention is made. An excel graph of all data collected must be included, as well as all data sheets and any related notes. **30 points total - Due April 19, 2011**

Classroom-Wide Teacher Consultation. Students will complete a classroom-wide consultation with individual teacher. Students must conduct two classroom observations and collect four data points for baseline, four additional data points during the intervention, and one additional data point following the intervention. Student must collaboratively develop the intervention with the teacher and meet with the teacher a minimum of three times (initial data collection, development of intervention and evaluation of intervention). The focus of the problem and intervention must be to provide a behavioral and/or academic intervention for the entire class. A written consultation case project must be developed with a description of the behavior/academic issue to be focused on, a written classwide intervention plan and an evaluation of the efficacy of the plan. Student must submit an excel graph of the data collected, all raw data collected, and all notes from consultation with teacher, as well as a narrative of the classwide intervention. **30 points total - Due April 26, 2011**

Class Participation. 10 points

** Scoring rubrics and guidelines for assignments will be posted on Blackboard and/or distributed in class.

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
930-1000	93-100	A
900-929	90-92	A-
870-899	87-89	B+
830-869	83-86	B
800-829	80-82	B-
770-799	77-79	C+
730-769	73-76	C
700-729	70-72	C-
670-699	67-69	D+
600-669	60-66	D
<600	<60	F

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. We are here to help you in any reasonable way that we can and encourage you to make an appointment with one or the both of us if you are having difficulty with the course material. We are more than happy to meet with you at a mutually agreeable time. The best way to reach us is through email.

CIEP 479 - Course Outline

Course outline is tentative and subject to change. Changes will be announced in class, and additional articles will be posted throughout the semester by instructor and students for review.

Date	Topics, Assigned Readings, & Due Dates
1/18/2011	Introduction and Class Overview <u>Assigned Readings</u> Review of Syllabus/Course Assignments Overview of Blackboard
1/25/2011	Consultation within a Multi-Tiered Model and Relationship Building <u>Assigned Readings</u> Chapters 1 and 2 (Rathvon) Chapters 1 and 2 (Doll and Cummings) Chapters 1-3 (Sheridan & Kratochwill) <i>In Class Activity: Developing Consultation/Collaborative Relationships in Schools</i>
2/1/2011	Problem Identification/Population-Based (Universal) Screening Chapters 3-6 (Doll and Cummings) <i>In-Class Activity: Related to Cultural Sensitivity in Consultation Relationships</i>
2/8/2011	Problem Identification Group/Classroom Level Assessment <u>Assigned Readings</u> Chapters 1-4 (Doll, Zucker, & Brehm)
2/15/2011	Problem Identification/Individual Student Assessment <u>Assigned Readings</u> Chapters 9-10 (Doll, Zucker, & Brehm) Chapters 4-6 (Sheridan & Kratochwill)
2/22/2011	NO CLASS - NASP CONVENTION - SAN FRANCISCO
3/1/2011	Problem Analysis/Population-Based Universal Interventions <u>Assigned Readings</u>

Chapters 7-9 (Doll & Cummings)

In-Class Presentation of Baseline Data for Individual and Classwide Case Consultations (both cases)

3/8/2011 NO CLASS – LOYOLA SPRING BREAK

3/15/2011 Problem Analysis/Group-Classwide Interventions

Assigned Readings

Chapters 3-4 (Rathvon)

3/22/2011 Problem Analysis/Individual Interventions

Assigned Readings

Chapters 4-6 (Sheridan & Kratochwill)

Chapters 9-10 (Doll, Zucker, & Brehm)

3/29/2011 Population-Based Universal Interventions

Assigned Readings

Chapters 11-12 (Doll, Zucker, & Brehm)

4/5/2011 Group/Classwide Interventions

Assigned Readings

Chapters 5-8 (Doll, Zucker, & Brehm)

Reflection Paper Due

4/12/2011 Group/Classwide Interventions (Preschool and School-Aged)

Assigned Readings

Chapters 5-6 (Rathvon)

4/19/2011 Individual Interventions/Student Presentations/Review of Multi-Tiered Interventions and Policy Implications

Assigned Readings

Chapter 10 (Doll & Cummings)

Individual Student Case Consultation Due

4/26/2011 Individual Planning and Interventions/Student Presentations

Assigned Readings

Chapters 11 and 12 (Doll & Cummings)

Classroom-Wide Teacher Consultation

5/3/2011 Wrap-up and Evaluations