



LOYOLA  
UNIVERSITY  
CHICAGO

*Preparing people to lead extraordinary lives*

**SCHOOL-BASED CONSULTATION  
CIEP 479-001/-002 – FALL 2020**

**Instructor Information**

Instructor: Kelly Edyburn, Ph.D. (she/ella/they/elle)

Email: [kedyburn@luc.edu](mailto:kedyburn@luc.edu)

Office hours: Thursdays 3:30-5:00 pm or by appointment

Campus office: WTC, LT 1154

**Course Information**

Modality: Online; mostly synchronous (asynchronous for 3 weeks, noted on course schedule)

Schedule: Thursdays 1:00-3:30 pm

Location: [Zoom](#) / Meeting ID: 965 5232 4865 / Passcode: 622296

**School of Education Commitment Regarding COVID-19**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you. The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**COVID-19 Reporting Protocol**

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

## Course Description

Students will develop strong foundational knowledge of consultation theory and research. Specifically, students will learn about the major models of consultation that are most relevant for school psychologists and counselors, including mental health, problem-solving, instructional, conjoint, and multicultural consultation models. We also consider consultative collaborative teaming models of service delivery. Students will also develop an understanding of the research base that informs consultation practice. In light of the current circumstances associated with the COVID-19 pandemic, we will also explore the emerging evidence base and theory around practicing consultation remotely. Second, students will apply their consultation knowledge to simulated and real-world problems. As scientist-practitioners, students will complete consultation cases using a structured consultation approach to demonstrate their knowledge of consultation theory, research, and models. By the end of this course, students will have emerging competence to effectively consult in school-based settings.

## Learning Outcomes

By the end of this course, students will be able to<sup>1</sup>:

- Reflect on their beliefs and values that influence their interactions with children, families, other professionals, communities, and social systems
- Demonstrate an understanding of theory and practice related to consultation
- Build substantive, working relationships with consultees and clients in order to collaboratively solve problems
- Demonstrate a co-equal collaborative approach to consultation in which the consultee and clients are involved in all aspects of the consultative process
- Seek to understand different populations and demonstrate an ability to consult in multicultural contexts
- Use data to inform their decision-making during the consultation process to identify the problem, monitor progress, and evaluate outcomes
- Design and implement interventions on an individual-, group-, and systems-level that are based on data and the current evidence base of the best interventions to address the target problem for a particular client in their particular context

## School of Education Vision

The School of Education (SOE) of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

## School of Education Mission

The SOE at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

<sup>1</sup> In line with/building on the consultation competencies from Division 13 of APA (Consulting Psychology).

## Conceptual Framework and Conceptual Framework Standards

The SOE at Loyola University Chicago has adopted and embraced the conceptual framework of a mission of social justice and a responsibility of social action through education. This means that the SOE prepares its students to be critical thinkers, that are competent in the exercise of professional skills, show a commitment to respecting diversity, embrace social justice, and recognize that education is a life-long process. The SOE embeds social justice principles throughout course work, research, and service-oriented activities, with the goal of social justice education “full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell et al., 2013, p. 3). The SOE works to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

Throughout this course, we will use the conceptual framework of *Social Action through Education* to guide our learning and work. We will learn about collaborating with educators, parents, community members to advance the education and mental health of children in school-based settings and consider how school-based consultation may help facilitate equity and justice. We will consider and discuss how to imbue our consultative practice with anti-racism and the goal of intersectional justice, which will necessarily involve self-reflection about our own positionality, values, personal experiences, foci, and blind spots. We will discuss how to most effectively partner with consultees and clients from backgrounds or with values different than our own and how to intervene as a consultant in the face of inequities and disparities. This course will ask students to cultivate an expansive imagination as a consultant, being willing and able to dream outside existing school and social structures and envision more just approaches and systems to support students and families.

In concert with the conceptual framework for the SOE, students, faculty, the learning environment, and academic activities will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. Respect for diversity and multicultural competency in consultation and intervention are central course values and goals. Additionally, the assignments for this course will demonstrate your ability to meet Conceptual Framework Standard #2 — applying culturally responsive practices that engage diverse communities. Please note that students whose behaviors are not sensitive to and inclusive of diversity will be provided feedback and, depending on the behavior, may receive a disposition warning (see more information about dispositions below).

## Dispositions

In this course you will be assessed on the student dispositions of: *Professionalism, Inquiry, and Social Justice*. These dispositions are evaluated to ensure that students are making adequate progress, not only in their academic performance, but also in their development as a professional school psychologist. Detailed information about the dispositions and a rubric for evaluating student dispositions can be found in the Student Handbook and on your LiveText page. A description of how we use disposition data in the SOE is included in the [SOE Syllabus Addendum](#).

## Primary NASP Domains of Practice Covered in This Course

### Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

### Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

### Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

### Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

### Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

### Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential

influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

#### Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

#### **Primary APA Competencies Covered in This Course**

##### Competency I.1 Professional Values and Attitudes

As evidenced in behavior and comportsment that reflect the values and attitudes of psychology.

##### Competency I.2 Individual and Cultural Diversity

Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

##### Competency I.3 Ethical Legal Standards and Policy

Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

##### Competency I.4 Reflective Practice/Self-Assessment/Self-Care

Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

##### Competency II.5 Relationships

Relate effectively and meaningfully with individuals, groups, and/or communities.

##### Competency III.7 Research/Evaluation

Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

##### Competency IV.8 Evidence-Based Practice

Integration of research and clinical expertise in the context of patient factors.

##### Competency IV.9 Assessment

Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

#### Competency IV.10 Intervention

Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

#### Competency VI.14 Interdisciplinary Systems

Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

#### Competency VI.16 Advocacy

Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

### Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once you have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how to best shape the curriculum.

### LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText [here](#). Your consultation report is a portfolio assignment and therefore must be submitted to LiveText. The rubrics for this assignment are in the Appendix. You will receive your grade on the report for this course and your grade for the portfolio separately. Thus, based on the feedback you receive on the report for the course grade, you may wish to revise your report before submitting the report for your portfolio. Note that if you receive "Does Not Meet Standard" in any area on the rubric, then you must revise and resubmit the report for your portfolio, but your course grade will not change. The report must be submitted to LiveText before your portfolio is due; however, the new rubric for this assignment is not yet in LiveText, so I ask that you hold off on submitting to LiveText until I give you the go-ahead.

### Expectations for Online Instruction

Given the current circumstances of the COVID-19 pandemic, this course will necessarily take on a different format than in previous years. The course will be taught remotely, entirely via online instruction. The content will still be provided synchronously (i.e., we will still gather as a whole class during our assigned class time), except where noted on the course schedule on pp. 18-19.

Despite the shift to online instruction, as a program, we still employ a cohort model and aim to create a rich and robust learning community for students. We encourage you to connect virtually with your cohort mates, classmates, and instructors, to develop relationships with one another, and to support each other through your graduate experiences and these unprecedented and particularly challenging times. We also still expect and require professional, ethical behavior (in accordance with the [National Association of School Psychologists Principles for Professional Ethics](#) and the [American Psychological](#)

[Association Ethical Principles of Psychology and Code of Conduct](#)), including *thoughtful engagement, proactive problem-solving behaviors, and supportive and inclusive communication* in the online environment.

The online instruction has been designed to facilitate engagement with the course material/supervision activities and foster a collegial environment. I understand that you may have individualized learning needs, so please reach out to me to discuss any accommodations you might need to maximize your learning. I may discuss changes to instruction/course material to better support your learning experiences. If you are attending class from a noisy environment, your microphone should remain muted while not verbally participating to minimize background noise; however, being muted should not deter your engagement with class activities or verbal participation. You are encouraged but not required to display your video during synchronous classes. As with in-person instruction and our program-wide expectations of professional behavior, you should not engage in unrelated activities on your computer (i.e., email, social media, messaging) during class. If you have an emergency and need to step away from your computer during class, I understand and ask that you notify me as soon as you are able.

Our class sessions may, at times, be audio-visually recorded for students to refer back to or for those who are unable to attend live; I will always notify the class before starting to record. Your image and voice may be recorded in this case; however, these recordings may only be used for internal class purposes by me and the students registered in this course and only during this semester. Therefore, any class recordings may not be shared with anyone outside of our class (including online), and I will only use these recordings for future courses after obtaining the written consent from everyone on the recording. Please see the School Psychology Student Handbook for additional detail regarding how recorded course content may and may not be used. We will further discuss the type of learning environment that we want to create as a class, but if you have personal concerns about the expectations for online instruction, please email me.

### Instructor Responsibilities

**Course content.** I strive to provide thoughtfully-designed course material as a starting point for our collective engagement around school-based consultation and achieving the course objectives. Class meetings will involve a variety of activities, including readings, videos, discussions, roleplays and skills practice, lectures, school-based assignments, and class-based assignments, group/partner collaboration, and other interactive tasks.

**Communication and email.** I will make you aware of any updates or changes to the syllabus/assignments as promptly as possible. Email is the best way to reach me; you can expect me to respond to emails within about 24 hours Monday–Friday, but I may not respond until the next business day to emails sent on weekends (starting at 5:00 pm on Friday) or during University breaks/holidays.

### Student Responsibilities

**Attendance and participation.** My teaching philosophy is grounded in the idea of co-construction of knowledge, which means that I expect each of you to be a partner in both learning and teaching. In order to be an active partner, you need to: attend all classes for the whole class period, contribute your knowledge/experiences in class, complete all readings and assignments, and reach out to me if you have any questions or concerns along the way. If you have to miss class for an excused reason (e.g., religious holiday, University-sanctioned activity, verified illness), please reach out to me beforehand to make arrangements.

**Communication and email.** Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola email account, you are responsible for making sure that your account is in good working order. Also, you are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account.

**Respectful discourse.** We'll discuss more as a group what kind of learning environment we want to create and what norms we will uphold to ensure a safe, supportive learning environment, but I expect us to at least observe the following guidelines for respectful discourse:

- Treat one another with respect and compassion. Assuming other people are doing their best with the resources and knowledge they currently have is usually a good starting point. This does not mean that we cannot offer criticism, provide feedback, or have difficult conversations—we certainly can and should. But it may help us remain open to learning about one another's perspectives if we start from a place of humility and curiosity about others' experiences, rather than presuming to know.
- Consider any personal information shared by other students confidential. That is, do not share it or discuss it outside of class.
- Examine and question your worldviews, beliefs, attitudes. Explore why you hold them.
- Remember that learning often involves being challenged or presented with conflicting information from what you knew previously—remain open to the discomfort that often comes along with this. (This point is particularly relevant to individuals from White, cisgender, and/or middle/upper class individuals without current/prior disabilities who may not be used to having their experiences, values, perspectives, or narratives challenged.)
- Use inclusive and person-first language in all communication (in class, in writing, emails, etc.). Inclusive language involves showing respect for all people by using descriptive phrases rather than labeling groups and utilizing the language that individuals themselves choose to use. Some important components of this:
  - (a) use the *pronouns that an individual has shared with you* when referring to them in the third person (e.g., "Jen said they have trouble understanding the teacher.")
  - (b) default to using "they/them" pronouns when you are unsure of an individual's pronouns or are making a gender-neutral statement (e.g., "a researcher's h-index depends on how many times *they* have been cited"),
  - (c) avoid outdated terminology (e.g., "mental retardation," "minorities" to refer to people of color, who are often demographically the majority in many communities, "Caucasian," which has its roots in scientific racism)
  - (d) describe people as people first, before their group identity or prescribed classification (e.g., "students with disabilities" rather than "disabled students," "a child with autism" rather than "an autistic child," "a person with schizophrenia" rather than "a schizophrenic")
  - (e) use the identifying language that an individual/community prefers (e.g., some folks in the deaf community prefer to be referred to as a "deaf person" rather than "a person who is deaf")
  - (f) avoid broad and stigmatizing labels and instead use descriptive phrases that convey empathy and the transience of our circumstances ("people living in poverty" rather than "the poor")

For more information on inclusive and person-first language, see Chapter 5 of the APA Publication Manual (7<sup>th</sup> Ed.).



- Develop an awareness of your own discussion style: Do you lead? Follow? Do you feel cut out of the conversation? Do you like to play devil's advocate? Push yourself to develop new ways of interacting in a discussion. If you have taken up lots of space in a dialogue and notice a peer/group has not had a chance to speak but has been trying, try to make space and ask if they want to share.
- In line with NASP's ethical guidelines, if you have a problem with a peer, please try to speak directly and respectfully about the issue to the person you have the problem with first (rather than speaking about it with other classmates outside of class; rather than first coming to me). If you encounter problems with peers or with the course that you feel you cannot resolve yourself, please contact me, and I will do my best to help.

**Deadlines and late assignments.** Readings are due before the start of class on the date indicated on the course schedule. Assignments are also due before the start of class on the date on the course schedule and must be submitted on Sakai. Please contact me prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact me as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at my discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

**Grade appeals/disputes.** Grades will be posted on Sakai. Please contact me within 7 days of a grade being posted to discuss any questions or concerns you have about a specific grade. To appeal a grade, send me the assignment, along with a coherent written argument for why you feel your grade should be changed. Final grades are not debatable, so please reach out before the end of the semester!

### Academic Honesty

All work submitted for this class must represent your original work for this section of this course. 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. See the SOE's [policy on academic integrity](#) and additional [academic policies and procedures](#) if you have questions about what constitutes academic dishonesty and potential sanctions.

### Diversity, Inclusion, Accessibility, and Equity

I strive to create an inclusive learning environment that supports, affirms, and celebrates our diverse backgrounds as people, learners, and teachers. I aim to facilitate this course in a way that makes the content meaningful for all students and allows all students to engage with learning. In line with the basic guidelines for respectful discourse discussed above, I will be monitoring issues of equity in our learning process, and I ask that you do the same. If you have a concern related to equity issues, I ask that you raise it with me.

I have designed this course utilizing a Universal Design for Learning framework, which values academic diversity and assumes that different students will need different supports to learn. Using this framework, I design my instruction with varied modalities and strategies (as much as possible, but limited by the online instruction required by the current pandemic) and seek to provide opportunities to practice new skills and demonstrate knowledge in various formats. Some students may need additional supports to fully access course material. Students with disabilities that anticipate needing accommodations and who have not yet established services should register with the [Student Accessibility Center](#) (773.508.3700) as soon as possible.

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. I also encourage you to meet with me individually in order to discuss your accommodations. All information regarding disabilities is confidential.

### Title IX Reporting

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and Loyola University Chicago policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the University. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources [here](#). As an employee of Loyola University Chicago, I am a mandated reporter for Title IX and am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [The Wellness Center](#) is available if you wish discuss any concerns confidentially and privately.

### Child Abuse and/or Neglect Reporting

As a researcher and mental health clinician who works with children, I am also a mandated reporter of suspected child abuse and/or neglect. Child maltreatment is very common, and it is possible that you or someone you know has experienced abuse. Please be aware that if you share details about an ongoing or past case of abuse/neglect of an identifiable minor (whether in a class discussion, in a conversation during office hours, or over email), I am required to make a report to the appropriate authorities—whether or not you want the information reported. Please be mindful of this, and feel free to contact me with any questions or concerns. (You all are also mandated reporters, so hopefully this is familiar!)

### Student Support Resources

**Experiencing distress or needing mental health support?** Please do not hesitate to seek support—whether by reaching out to family, friends, mentors/advisors, religious/spiritual supports, mental health professionals, and/or me. You matter, and we need you here. If it feels hard or embarrassing to ask for help or look for support, there are lots of ways to get relief without anyone knowing:

<a href="#">The Wellness Center</a> (Loyola University Chicago's integrated health care center)  Available M-F 8:00am–4:30pm	Medical: Book a phone consultation <a href="#">online</a> or call 773.508.8883  Mental Health: Schedule phone triage appointment <a href="#">online</a> or call 773.508.2530
<a href="#">National Suicide Prevention Lifeline</a> (crisis support for suicidal thoughts)  Available 24/7	1.800.273.8255 (English) 1.888.628.9454 (español) 1.800.799.4889 (TTY for deaf/hard of hearing folks)
<a href="#">The Trevor Project</a> (crisis support for LGBTQIA+ folks under age 25)  Available 24/7	Call 1.866.488.7386 Text "START" to 678678
<a href="#">Trans Lifeline</a> (support line staffed by trans people, for trans people)  Available 9:00 am–3:00 am	1.877.565.8860 (English, español)

**Experiencing an unexpected crisis that is interfering with your ability to engage with your coursework, practicum, research, teaching, etc. (e.g., difficulty securing food or housing, addressing mental health concerns, managing a financial crisis, dealing with a family emergency)?** I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support through the [Center for Student Access and Assistance](#). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. Submit a referral [here](#).

**Having a concern about misconduct or a violation of University policy?** The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third-party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report [online](#) or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

**Needing help with technology or obtaining access to library materials?** Please contact the ITS HelpDesk with any technology-related problems by emailing [helpdesk@luc.edu](mailto:helpdesk@luc.edu) or calling 773.508.4487. Please see more info [here](#) on Library Subject Specialists who can help you find content-specific materials through the library or other resources.

**Wanting help to improve your writing?** If you want extra support in writing (which everyone can benefit from!), I encourage you to contact the [Writing Center](#).

**Having trouble with course activities/content?** If you are having difficulty in this course or need assistance, please contact me. Setting up an appointment during my office hours or at another time are the best ways to get support on specific course topics, discuss feedback, or problem-solve any challenges.

### Required Materials

- Access to wifi, a reliable computer with a webcam, email, Sakai, Zoom, GoReact
- No textbook – all required readings will be available on Sakai
- *Note: Please get in touch with me as soon as possible if you anticipate difficulty obtaining access to the required materials.*

### Assignments (detailed instructions and rubrics posted on Sakai)

#### The self & anti-racist consultation reflection (100 points)

Students will read selected texts, reflect on the questions below, and write up their reflections regarding their emerging identity as a school psychologist and consultant and their practice of anti-racism (APA formatting, double-spaced, 3 pages max):

- Students will read (as assigned for Week 1):
  - Ingraham (2014) – Studying Multicultural Aspects of Consultation
  - Newell (2016) – Consultation-Based Intervention Services for Racial/Ethnic Minorities
  - Corneau & Stergiopoulos (2012) – More Than Being Against It: Anti-Racism and Anti-Oppression in Mental Health Services

- Students will reflect on and write up their reflections about all of the following questions:
  - What identities and cultures are you bringing to a consultative relationship? Which is/are most salient to you in your role as a school-based consultant? Which do you imagine may be most salient for the teachers/school-based teams you work with? (Answer these questions based on what you feel comfortable sharing; you are not required to disclose identities or personal experiences that you do not want to—see [APA Ethical Principles 7.04](#)—although I do still encourage you to reflect on how all of your identities (even those not shared with me) may affect your work in consultation.)
  - What does being anti-racist mean? How does it relate to consultation in the schools?
  - What racial disparities/inequities or racially oppressive practices/systems have you already observed in schools or do you imagine you may have contact with in the future? Which do you think could be addressed through consultation?
  - What skills do you think you need to build further to continue to engage in anti-racist praxis as a school psychologist?
  - During this semester of your practicum while you are particularly focused on building your consultation skills, what is one specific, concrete step that you will take to practice anti-racism and/or push yourself to grow as an anti-racist school-based consultant?

#### **Video of contracting and problem identification interviewing roleplay (150 points)**

Students will practice their rapport building and interviewing skills by engaging in a roleplay with a peer, friend, or family member and recording the roleplay using Zoom, Panopto, or other recording software. The interview may be conducted remotely via Zoom or safely in person (e.g., with a roommate or family member you live with/are already quarantining with). You must obtain the individual's consent to record them prior to recording (though please note that the videos will not be shared and will only be used for evaluation purposes). The individual that you are working with should play the role of a teacher/consultee for an individual consultation case, and you will be the consultant. The consultation session should include the process of rapport building, contracting, and identifying and operationalizing the problem, and you and your consultee should discuss 1-2 low-inference hypotheses for the target issue. The consultation session should last no more than 15 minutes.

#### **Brief report on problem analysis and intervention planning (150 points)**

Students will be provided with a case study and sample data for a hypothetical individual consultation case. Given this data, students will complete a brief written report (single-spaced, block formatting, 2 pages max) on problem analysis and intervention planning, including the following sections:

- Operationalization of the problem
- Interpretation of the baseline data and whether the hypotheses offered in the case study are/are not supported by the data
- Identification of an appropriate intervention plan for the target problem based on the evidence base and data collection strategy (i.e., what type(s) of data will need to be collected to monitor progress during the plan implementation and at what frequency)

#### **Consultation case and report [portfolio assignment] (500 points total, see below for breakdown)**

Students will complete **one** consultation case via their school-based practicum. Students will identify a teacher in need of consultation regarding academic, behavioral, or social-emotional concerns for an individual student **or** classwide (e.g., social-emotional challenges related to the pandemic, behavioral difficulties with remote learning). The process of consultation follows a similar format for individual and classwide cases, so the expectations for both are largely the same. Description of the required products for the individual and classwide consultation cases are listed separately below. The portfolio rubrics (individual/classwide—identical except for student-specific background section) are in the Appendix.

## Individual Consultation Case

Students will identify a teacher in need of consultation regarding an individual student’s **academic, behavioral, or social–emotional** concern. You will complete the following tasks for this consultation case:

- Contracting and rapport building
- Problem identification interview
- Problem analysis interview
- Plan implementation
- Plan evaluation

Product	Requirements
Contracting agreement signed by teacher (20 points)	Students will turn in a copy of the contract they develop with the teacher during the initial meeting. Be sure that you obtain consent during the contracting process to audio record the problem identification and problem analysis interviews.
Audio recording of problem identification interview (20 points)	Students will turn in the audio file of the problem identification interview, which must include operationalization of the target problem(s) and 1-2 hypotheses.
Audio recording of the problem analysis interview (20 points)	Students will turn in the audio file of the problem analysis interview, which must include at least 3 baseline data points (unless behavior is harmful to self or others), discussion of whether hypotheses were supported/not supported, and discussion of intervention and data collection plan.
Consultation process protocol (20 points)	Students will develop a protocol to guide them through the consultation process. <b>The protocol must address multicultural and social justice context.</b> The protocol can be based on any of the following: <ul style="list-style-type: none"> <li>• Rosenfield’s (2008) instructional consultation model</li> <li>• Kratochwill &amp; Bergan’s (1990) behavioral consultation model</li> <li>• Kratochwill’s (2008) problem-solving consultation model</li> <li>• Sheridan &amp; Kratochwill’s (2008) conjoint consultation model</li> <li>• Self-developed protocol</li> </ul>
Consultation report (400 points)	Students will turn in their consultation case report. The report must be typed, single-spaced, using block formatting. The report must include the following sections (see Appendix for full rubric): <ul style="list-style-type: none"> <li>• Student background information</li> <li>• Reason for consultation</li> <li>• Description of classroom context &amp; teacher/teaching characteristics</li> <li>• Summary of problem identification               <ul style="list-style-type: none"> <li>○ Include operationalization of target problem(s)</li> <li>○ Include 1-2 hypotheses</li> </ul> </li> <li>• Summary of problem analysis and interpretation of data               <ul style="list-style-type: none"> <li>○ Collect (or consultee collects) at least 3 baseline data points (unless behavior is harmful to self/others)</li> <li>○ State whether hypotheses are/are not supported</li> </ul> </li> <li>• Description of intervention plan               <ul style="list-style-type: none"> <li>○ Describe intervention and explain how it addresses the targeted problem(s), including evidence base for selected intervention</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Consultee implements intervention for at least 4 weeks</li> <li>○ [If feasible for consultant to observe the intervention] Consultant observes intervention at least 50% of the time with treatment integrity checklist &amp; reports on results</li> <li>○ [If not feasible for consultant to observe the intervention] Consultant/consultee create a treatment integrity checklist, consultee completes checklist for at least 2 weeks of implementation, &amp; consultant analyzes and reports on integrity data</li> <li>● Summary of formative and/or summative data <ul style="list-style-type: none"> <li>○ Use single-case design to graph and report results Calculate percentage of non-overlapping data points (PND)</li> <li>○ Evaluate teacher's acceptability of intervention using a checklist &amp; report on results</li> </ul> </li> <li>● Consultation decisions and next steps <ul style="list-style-type: none"> <li>○ State whether the intervention is working</li> <li>○ Explain recommended next steps</li> </ul> </li> </ul>
Treatment integrity and acceptability checklists (20 points)	Students will turn in their treatment integrity checklist and intervention acceptability checklist.

## Classwide Consultation Case

Students will identify a teacher in need of consultation regarding their concerns about classwide **academic, behavioral, or social–emotional** difficulties. You will complete the following tasks for this consultation case:

- Contracting and rapport building
- Problem identification interview
- Problem analysis interview
- Plan implementation
- Plan evaluation

Product	Requirements
Contracting agreement signed by teacher (20 points)	Students will turn in a copy of the contract they develop with the teacher during the initial meeting. Be sure that you obtain consent during the contracting process to audio record the problem identification and problem analysis interviews.
Audio recording of problem identification interview (20 points)	Students will turn in the audio file of the problem identification interview, which must include operationalization of the target problem(s) and 1-2 hypotheses.
Audio recording of the problem analysis interview (20 points)	Students will turn in the audio file of the problem analysis interview, which must include at least 3 baseline data points (unless behavior is harmful to self or others), discussion of whether hypotheses were supported/not supported, and discussion of intervention and data collection plan.
Consultation process protocol (20 points)	Students will develop a protocol to guide them through the consultation process. <b>The protocol must address multicultural and social justice context.</b> The protocol can be based on any of the following: <ul style="list-style-type: none"> <li>• Rosenfield’s (2008) instructional consultation model</li> <li>• Kratochwill &amp; Bergan’s (1990) behavioral consultation model</li> <li>• Kratochwill’s (2008) problem-solving consultation model</li> <li>• Ecological or systems consultation models</li> <li>• Self-developed protocol</li> </ul>
Consultation report (400 points)	Students will turn in their consultation case report. The report must be typed, single-spaced, using block formatting. The report must include the following sections (see Appendix for full rubric): <ul style="list-style-type: none"> <li>• Reason for consultation</li> <li>• Description of classroom context &amp; teacher/teaching characteristics</li> <li>• Summary of problem identification               <ul style="list-style-type: none"> <li>○ Include operationalization of target problem(s)</li> <li>○ Include 1-2 hypotheses</li> </ul> </li> <li>• Summary of problem analysis and interpretation of data               <ul style="list-style-type: none"> <li>○ Collect data at classwide level</li> <li>○ Collect (or consultee collects) at least 3 baseline data points (unless behavior is harmful to self/others)</li> <li>○ State whether hypotheses are/are not supported</li> </ul> </li> <li>• Description of intervention plan               <ul style="list-style-type: none"> <li>○ Describe intervention and explain how it addresses the targeted problem(s), including evidence base for selected intervention</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Consultee implements intervention for at least 4 weeks</li> <li>○ [If feasible for consultant to observe the intervention] Consultant observes intervention at least 50% of the time with treatment integrity checklist &amp; reports on results</li> <li>○ [If not feasible for consultant to observe the intervention] Consultant/consultee create a treatment integrity checklist, consultee completes checklist for at least 2 weeks of implementation, &amp; consultant analyzes and reports on integrity data</li> <li>● Summary of formative and/or summative data <ul style="list-style-type: none"> <li>○ Use single-case design or other appropriate design to graph and report formative data (may collect summative data, if appropriate)</li> <li>○ Calculate percentage of non-overlapping data points (PND)</li> <li>○ Evaluate teacher's acceptability of intervention using a checklist &amp; report on results</li> </ul> </li> <li>● Consultation decisions and next steps <ul style="list-style-type: none"> <li>○ State whether the intervention is working</li> <li>○ Explain recommended next steps</li> </ul> </li> </ul>
Treatment integrity and acceptability checklists (20 points)	Students will turn in their treatment integrity checklist and intervention acceptability checklist.



## Grading Criteria

There will be a total of 1000 points possible in this course. The breakdown by course requirements is:

Class participation (7 points/class)	100
The self & anti-racist consultation reflection	100
Video of contracting and problem identification interviewing roleplay	150
Brief report on problem analysis and intervention planning	150
Consultation case: Contracting agreement signed by teacher	20
Consultation case: Audio recording of problem identification interview	20
Consultation case: Audio recording of problem analysis interview	20
Consultation case: Consultation process protocol	20
Consultation case: Report	400
Consultation case: Treatment integrity and acceptability checklists	20
<b>TOTAL</b>	<b>1000</b>

Grades are assigned using the following scale:

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
<60%	F

## Statement of Intent

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document (also see the [SOE Syllabus Addendum](#) for other school-wide policies that are applicable to all courses). Students will be consulted should there be a necessary change to the syllabus.

## Course Schedule

Week	Date	Topic	Readings Due	Assignments Due
1	08/27	Introductions, course overview, foundations of competency-based consultation	<ul style="list-style-type: none"> <li>– Newell et al (2020) School-based consultation</li> <li>– Ingraham (2014) Studying multicultural aspects of consultation</li> <li>– Newell (2016) Consultation-based intervention services for racial/ethnic minorities</li> <li>– Corneau &amp; Stergiopoulos (2012) More than being against it: Anti-racism and anti-oppression in mental health services</li> </ul>	
2	09/03	Consultation models: academic	<ul style="list-style-type: none"> <li>– Rosenfield (2014) Best practice in instructional consultation and instructional consultation teams</li> <li>– Frank &amp; Kratochwill (2014) School-based problem-solving consultation</li> <li>– Bice-Urbach et al (2018) Teleconsultation: Application to provision of consultation services for school consultants</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>– Gettinger &amp; Stoiber (2009) Effective teaching and effective schools</li> </ul>	
3	09/10	Consultation models: social-emotional/behavioral	<ul style="list-style-type: none"> <li>–Sandoval (2014) Best practices in school-based mental health/consultee-centered consultation by school psychologists</li> <li>– Goforth et al (2017) Acculturation and sociocultural factors in children’s mental health services: Applying multicultural consultation frameworks</li> <li>– Clarke et al (2017) Supporting Latinx student success via family–school partnerships: Preliminary effects of conjoint behavioral consultation on student and parent outcomes</li> <li>– Nickolite &amp; Doll (2008) Resilience applied in school: Strengthening classroom environments for learning</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>– Martens et al (2014) Behavioral consultation: Contemporary research and emerging challenges</li> </ul>	<b>The self &amp; anti-racist consultation reflection</b>
4	09/17	Relationship building, contracting, problem identification	<ul style="list-style-type: none"> <li>– Hanson (2009) Compassion and assertion</li> <li>– McGivern et al (2014) Best practices in establishing effective helping relationships</li> </ul>	
5	09/24	Problem identification	<ul style="list-style-type: none"> <li>– Guiney &amp; Zibulsky (2017) Competent consultation: Developing self-efficacy for process and problem aspects of consultation</li> </ul>	<b>Video of contracting and problem identification interviewing roleplay</b>
6	10/01	Problem analysis	<ul style="list-style-type: none"> <li>– Christ &amp; Arañas (2014) Best practices in problem analyses</li> <li>– Newell &amp; Newell (2011) Examining the selection and evaluation of data during problem-solving consultation</li> </ul>	
7	10/08	Supervision meetings*		<b>Consultation case: Contracting agreement signed by teacher, audio recording of problem identification interview</b>
8	10/15	Plan implementation	<ul style="list-style-type: none"> <li>– Batsche et al (2008) Best practices in linking assessment to intervention</li> <li>– McKenney et al (2017) Addressing cultural responsiveness in consultation: An empirical demonstration</li> </ul>	

9	10/22	Plan evaluation	<ul style="list-style-type: none"> <li>– Brown et al (2014) Best practices in evaluating the effectiveness of interventions using single-case methods</li> <li>– Chafouleas et al (2012) An evaluation of a classwide intervention package involving self-management and a group contingency on classroom behavior of middle school students</li> <li>–Riley-Tillman &amp; Eckert (2001) Generalization programming and school-based consultation: An examination of consultees’ generalization of consultation-related skills</li> </ul>	<b>Consultation case: Audio recording of problem analysis interview</b>
10	10/29	Review		<b>Brief report on problem analysis and intervention planning</b>
11	11/05	Team-based and systems consultation	<ul style="list-style-type: none"> <li>– Burns et al (2014) Best practices in implementing school-based teams within MTSS</li> <li>– Gravois &amp; Rosenfield (2006) Impact of instructional consultation teams on the disproportionate referral and placement of minority students in special education</li> <li>– Harris &amp; Sullivan (2017) A framework for bilingual school consultation to facilitate multitier systems of support for English language learners</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>– Algozzine et al (2016) Measuring the process and outcomes of team problem solving</li> </ul>	
12	11/12	Team-based and systems consultation*	– Complete asynchronous class activities via Sakai	
13	11/19	Challenges and future directions	<ul style="list-style-type: none"> <li>– Knotek (2003) Bias in problem solving and the social process of student study teams: A qualitative investigation</li> <li>– Esquivel et al (2008) Involved parents’ perceptions of their experiences in school-based team meetings</li> <li>– Rubinson (2002) Lessons learned from implementing problem-solving teams in urban high schools</li> <li>– Rosenfield et al (2018) Evaluating problem-solving teams in K-12 schools: Do they work?</li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>– Ingraham (2017) Educating consultants for multicultural practice of consultee-centered consultation</li> <li>– Doll et al (2005) The dilemma of pragmatics: Why schools don’t use quality team consultation practices</li> </ul>	
	11/26	<i>No class (Thanksgiving break)</i>		
14	12/03	Supervision meetings*		
	12/10	<i>No class (Final exams week)</i>		<b>Consultation case: Consultation process protocol, report, treatment integrity and acceptability checklists (due by noon on *Wed 12/09*)</b>

\* Indicates that we will not meet synchronously as a whole class on these days; we will meet in individually scheduled supervision meetings or have asynchronous activities via Sakai on these days.

## Appendix

### Individual Consultation Case Report – Rubric

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Points
<b>CLIENT BACKGROUND</b> Consultant explained client's relevant academic, behavioral, mental health, medical/developmental history.	Report includes all relevant client background information as well as additional information about relevant family or educational history.	Report includes all relevant background information.	Report includes limited but incomplete client background information.	Report does not include any background information on client (i.e., student).	<b>20 points</b>
<b>CLASSROOM / TEACHING CONTEXT</b> Consultant explained classroom context and teaching/ management approach	Report includes complete, accurate description of classroom context and teaching, and classroom management.	Report includes complete, accurate description of classroom context and teaching and/or classroom management.	Report includes information on classroom context or teaching or classroom management.	Report does not include any information on the classroom context or teaching or classroom management approach.	<b>30 points</b>
<b>PROBLEM IDENTIFICATION</b> Consultant identified and operationalized at least one target behavior.	Report includes more than one appropriate target behavior and they are clearly operationalized.	Report includes a target behavior that is clearly operationalized.	Report includes a target behavior, but the behavior is not operationalized.	Report does not include an identified target behavior and it is not operationalized.	<b>30 points</b>
<b>PROBLEM IDENTIFICATION</b> Consultant identified at least one low-inference hypothesis focused on alterable variables.	Report includes more than one low-inference hypothesis that is focused on alterable variables.	Report includes one low-inference hypothesis that includes alterable variables.	Report includes a hypothesis but it is not low-inference.	Report does not include a hypothesis.	<b>40 points</b>
<b>PROBLEM ANALYSIS</b> Consultant collected at least 3 baseline data points on target behavior and consultant collected data on the hypothesis	Report includes more than 3 baseline data points.	Report includes 3 baseline data points.	Report includes less than 3 baseline data points.	Report does not include baseline data.	<b>30 points</b>
<b>PLAN IMPLEMENTATION</b> Consultant selected an intervention that is consistent with hypothesis and intervention is evidence-based.	Report includes explanation of how the intervention is consistent with the hypothesis and data/theory was used to design an appropriate intervention that meets the unique client's needs.	Report includes explanation of how the intervention is consistent with the hypothesis and it is evidence-based	Report includes explanation of how the intervention is consistent with the hypothesis but it is not evidence-based	Intervention is not consistent with the hypothesis and the intervention is not evidence-based	<b>30 points</b>
<b>PLAN IMPLEMENTATION</b> Intervention plan includes the following components: a) what will be implemented, b) who will implement, c) where intervention will occur, d) when intervention will be implemented, and e) progress monitoring plan.	Report includes information on all intervention plan components as well as components beyond what is required.	Report includes information on all intervention plan components.	Report includes information on less than half of the intervention plan components are included	No components of the intervention plan are included.	<b>40 points</b>

<b>PLAN IMPLEMENTATION</b> Intervention must be implemented for at least 4 weeks	Report includes information indicating intervention was implemented for more than 4 weeks.	Report includes information indicating intervention was implemented for 4 weeks.	Report includes information indicating Intervention was implemented for 2 weeks or less.	Intervention was not implemented at all.	<b>30 points</b>
<b>PLAN EVALUATION</b> Formative (progress monitoring) data must be collected during implementation and graphed using an AB single-case graph	Report includes information indicating progress monitoring data was collected and graphed on an AB single-case graph and includes additional data (e.g., summative data)	Report includes information indicating progress monitoring data was collected and graphed on an AB single-case graph	Report includes information indicating progress monitoring data was collected but it was not graphed using AB single case graph	Progress monitoring data was not collected.	<b>40 points</b>
<b>PLAN EVALUATION</b> Consultant collected treatment integrity data on 50% of the intervention sessions and treatment acceptability data was collected from consultee	Report includes information on treatment integrity (more than 50% of sessions) and/or more than one type of integrity and treatment acceptability.	Report includes information on treatment integrity (50% of the sessions) and treatment acceptability.	Report includes information on treatment integrity (less than 50% of the sessions) or treatment acceptability.	Treatment integrity and treatment acceptability data was not collected.	<b>30 points</b>
<b>SOCIAL JUSTICE</b> Consultant explained and/or addressed how improving target concern will advance equity and/or equality for the student.	Report includes and explanation of the inhibitors to equity and/or equality and the consultant took evidence-based actions to remedy the inequity and/or inequality not just for the individual student, but also for others.	Report includes and explanation of the inhibitors to equity and/or equality and the consultant took evidence-based actions to remedy the inequity and/or inequality.	Report includes information on inhibitors to equity and/or equality, but no actions were taken to remedy the inequity or inequality.	Consultant did not address equity or equality.	<b>40 points</b>
<b>NEXT STEPS</b> Consultant explained next steps (i.e., continue, modify, or restart).	Report includes next steps as well as information on steps that consultant is already starting to take.	Report includes next steps (i.e., continue, modify, restart).	N/A	Report does not include next steps.	<b>20 points</b>
<b>WRITING</b> Report is free of grammatical and spelling errors. Content is clear and coherent	Report is error-free.	Report has few grammatical, spelling, and writing errors.	Report has some grammatical, spelling, and writing errors.	Report has several grammatical, spelling, and writing errors.	<b>20 points</b>
<b>TOTAL ASSESSMENT</b>	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.	<b>400 points</b>
<b>Overall</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>	

### Classwide Consultation Case Report – Rubric

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Points
<b>CLASSROOM / TEACHING CONTEXT</b> Consultant explained classroom context and teaching/ management approach.	Report includes complete, accurate description of classroom context and teaching, and classroom management.	Report includes complete, accurate description of classroom context and teaching and/or classroom management.	Report includes information on classroom context or teaching or classroom management.	Report does not include any information on the classroom context or teaching or classroom management approach.	<b>30 points</b>
<b>PROBLEM IDENTIFICATION</b> Consultant identified and operationalized at least one target behavior.	Report includes more than one appropriate target behavior and they are clearly operationalized.	Report includes a target behavior that is clearly operationalized.	Report includes a target behavior, but the behavior is not operationalized.	Report does not include an identified target behavior and it is not operationalized.	<b>30 points</b>
<b>PROBLEM IDENTIFICATION</b> Consultant identified at least one low-inference hypothesis focused on alterable variables	Report includes more than one low-inference hypothesis that is focused on alterable variables	Report includes one low-inference hypothesis that includes alterable variables	Report includes a hypothesis but it is not low-inference.	Report does not include a hypothesis.	<b>40 points</b>
<b>PROBLEM ANALYSIS</b> Consultant collected at least 3 baseline data points on target behavior and consultant collected data on the hypothesis	Report includes more than 3 baseline data points.	Report includes 3 baseline data points.	Report includes less than 3 baseline data points.	Report does not include baseline data.	<b>30 points</b>
<b>PLAN IMPLEMENTATION</b> Consultant selected an intervention that is consistent with hypothesis and intervention is evidence-based.	Report includes explanation of how the intervention is consistent with the hypothesis and data/theory was used to design an appropriate intervention that meets the unique client’s needs.	Report includes explanation of how the intervention is consistent with the hypothesis and it is evidence-based	Report includes explanation of how the intervention is consistent with the hypothesis but it is not evidence-based	Intervention is not consistent with the hypothesis and the intervention is not evidence-based	<b>40 points</b>
<b>PLAN IMPLEMENTATION</b> Intervention plan includes the following components: a) what will be implemented, b) who will implement, c) where intervention will occur, d) when intervention will be implemented, and e) progress monitoring plan.	Report includes information on all intervention plan components as well as components beyond what is required.	Report includes information on all intervention plan components.	Report includes information on less than half of the intervention plan components are included	No components of the intervention plan are included.	<b>40 points</b>
<b>PLAN IMPLEMENTATION</b> Intervention must be implemented for at least 4 weeks	Report includes information indicating intervention was implemented for more than 4 weeks.	Report includes information indicating intervention was implemented for 4 weeks.	Report includes information indicating Intervention was implemented for 2 weeks or less.	Intervention was not implemented at all.	<b>30 points</b>
<b>PLAN EVALUATION</b> Formative (progress monitoring) data must be collected during implementation and graphed using an AB single-case graph	Report includes information indicating progress monitoring data was collected and graphed on an AB single-case graph and includes additional data (e.g., summative data)	Report includes information indicating progress monitoring data was collected and graphed on an AB single-case graph	Report includes information indicating progress monitoring data was collected but it was not graphed using AB single case graph	Progress monitoring data was not collected.	<b>40 points</b>

<b>PLAN EVALUATION</b> Consultant collected treatment integrity data on 50% of the intervention sessions and treatment acceptability data was collected from consultee	Report includes information on treatment integrity (more than 50% of sessions) and/or more than one type of integrity and treatment acceptability.	Report includes information on treatment integrity (50% of the sessions) and treatment acceptability.	Report includes information on treatment integrity (less than 50% of the sessions) or treatment acceptability.	Treatment integrity and treatment acceptability data was not collected.	<b>30 points</b>
<b>SOCIAL JUSTICE</b> Consultant explained and/or addressed how improving target concern will advance equity and/or equality for the students.	Report includes and explanation of the inhibitors to equity and/or equality and the consultant took evidence-based actions to remedy the inequity and/or inequality not just for the individual student, but also for others.	Report includes and explanation of the inhibitors to equity and/or equality and the consultant took evidence-based actions to remedy the inequity and/or inequality.	Report includes information on inhibitors to equity and/or equality, but no actions were taken to remedy the inequity or inequality.	Consultant did not address equity or equality.	<b>40 points</b>
<b>NEXT STEPS</b> Consultant explained next steps (i.e., continue, modify, or restart).	Report includes next steps as well as information on steps that consultant is already starting to take.	Report includes next steps (i.e., continue, modify, restart).	N/A	Report does not include next steps.	<b>30 points</b>
<b>WRITING</b> Report is free of grammatical and spelling errors. Content is clear and coherent	Report is error-free.	Report has few grammatical, spelling, and writing errors.	Report has some grammatical, spelling, and writing errors.	Report has several grammatical, spelling, and writing errors.	<b>20 points</b>
<b>TOTAL ASSESSMENT</b>	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.	<b>400 points</b>
<b>Overall</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>	