

School Psychology
CIEP 479: School Based Consultation
Cortney Bindrich, Ed.D.
Syllabus and Activities Fall 2021



CIEP 479 (Section 001)
Prevention, Assessment, and Intervention: Social/Emotional
Fall 2021 Semester
Tuesdays: 9:45 am -12:15 pm, CST

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Responsiveness: Email policy is 24/7, when you send an email, I will respond in 24 hours, 7 days a week. I will return assignments in one week's time.

SCHOOL OF EDUCATION COMMITMENT-COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 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.

COURSE DESCRIPTION

This course will provide an overview of the knowledge and skills necessary for school psychologists to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on the collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe, practice and evaluate the skills required to engage in school-based collaborative consultative services through applied case work, practice, role play, self-reflection, feedback and class discussion.

REQUIRED MATERIALS

- Access to wifi, a reliable computer with a webcam, email, Sakai, Zoom, GoReact
- Newman, D. S., & Rosenfield, S. A. (2019). Building competence in school consultation: A developmental approach. New York: Routledge.

ESSENTIAL COURSE OBJECTIVES

By the end of this course, students will be able to:

1. To demonstrate an understanding of the:
 - School psychologist's role in the consultation process (Domain 2)
 - Schools as organizations and insight regarding the impact of organizational and contextual factors on the consultation/intervention process. (Domain 5)
 - Perspectives of multiple stakeholders, including educational administrators, teachers and parents (Domains 5 & 7)
 - Developmental strength-based perspective and its relationship to prevention and early intervention (Domain 6)
 - Role of a multi-disciplinary, school-based problem-solving team (Domain 5)
2. To increase knowledge of the:
 - Basic concepts, specific models and strategies for consultation (Domain 2)
 - Variables impacting the consultation process and outcomes (Domain 2)
 - Research related to consultation and planned change (Domains 2 & 9)

- Legal/ethical issues involved in the practice of consultation (Domain 10)
 - One's own value system and culture and the impact of these beliefs on the collaborative relationships and the consultation process (Domain 8)
3. To develop skills in:
- Applying various models of consultation (organizational, consultee-centered, instructional, behavioral) to specific situations (Domain 2)
 - Using effective communication/relationship building skills (Domain 2)
 - Guiding a meeting through the problem-solving stages (Domains 2 & 5)
 - Analyzing the consultative process for its effectiveness (Domains 1 & 2)
 - Negotiation and mediation skills to reach consensus and to move past barriers (Domain 2)
 - Applying knowledge of developmental, systems and behavioral research to help consultees conceptualize problems from an empirical base (Domains 2 & 9)
 - Understanding and appreciating the cognitive, behavioral, and affective considerations of consulting with culturally diverse consultees and client systems (Domain 8)

NASP STANDARDS

- 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.

APA COMPETENCY BENCHMARKS

Competency I.1 Professional Values and Attitudes

As evidenced in behavior and comporment 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.

METHOD OF INSTRUCTION

This course is a graduate level course and therefore graduate level instructional practices will be used. Students are expected to come to class having read the assigned readings as the instructor does not make a habit of providing lectures on reading assignments. This course will consist of mainly group discussions, group activities, and student presentations, with some lectures from time to time.

Students will be asked to provide input at the beginning of the semester on norms for the class meetings that will guide our responsibility to each other when having dialogue or completing group work. Further, due to the high application format of the course, attendance at each class session is expected. Students are expected to arrive on time and stay until the end of class. Attendance will be taken at the start of each class session. No make-up work will be given for absences. The instructor reserves the right to ban laptops or other electronic devices if students are distracted and disengaged because they are texting or emailing during class instructional time.

COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students 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. Emails will only be sent to Loyola email accounts.

DISPOSITIONS

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student's grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

TECHNOLOGY

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to assist students in navigating library resources.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. *Social Action through Education* is addressed within this course. We endeavor to advance professional education in the 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. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

COURSE EVALUATION

Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

ASSIGNMENTS

Students will be graded based on their performance on assignments and classroom activities. When completing assignments please note the following:

- All work must be completed on time and submitted via Sakai on the dates noted. Points may be deducted for late work. It is the student's responsibility to discuss extensions for due dates ahead of time.
- All assignments should be completed as a Word document using Times New Roman and 12-point font with 1-inch margins and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association*, 6th edition (where appropriate). Note that papers submitted as PDF or RTF files will not be accepted. Papers that do not comply with formatting as described will be returned and not be graded.

1) 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 2):
 - o Ingraham (2014) – Studying Multicultural Aspects of Consultation
 - o Newell (2016) – Consultation-Based Intervention Services for Racial/Ethnic Minorities
 - o 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:
 - o 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?

2) Video of contracting and problem identification interviewing roleplay (300 points)

Students will practice their rapport building and interviewing skills by engaging in two roleplays with a classmate using Zoom, GoReact, or other recording software. The interview must be conducted remotely.

Each student will be the lead consultant once and the consultee once. The interviews should include the School Consultation Process: (1) Contracting, (2) Problem Identification, (3) Problem Analysis and Intervention Planning, 4) Intervention Implementation, and (5) Post-Intervention Planning and Closure. **You do NOT need to record the Intervention Implementation. But you must document the progress in your Google Docs according to updates from your peer.** Each video submission should be 30 minutes, max.

Each of you will choose a problem within your lives that requires intervention. Please do not choose a problem that you do not want shared with others. Some examples of problems might include: engaging in consistent self-care, maintaining a healthy habit, breaking a bad habit, less screen time, etc. As the consultant, you will work with your consultee to address and change the problem behavior. Consultants will collaborate with the consultee to define the problem, analyze problem including baseline data (**one** week of baseline data), determine an intervention plan, and monitor the progress of the intervention using a Google Form (and potentially alter the plan) over **three** weeks. At the end, you will close out your sessions.

Using Google Drive, you will be required to upload the following: (1) Tool created for progress monitoring, (2) AB line graph displaying baseline and intervention data, (3) a reflection of the experience (1 page). The chart must include a title, legend, X-axis title,

Y-axis title, a phase change line (between baseline and intervention data), labels for phases, and trendline.

3) 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** class wide (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 class wide cases, so the expectations for both are largely the same. Description of the required products for the individual and class wide consultation cases are listed separately below. The portfolio rubrics (individual/class wide—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

	<p>behavior is harmful to self or others), discussion of whether hypotheses were supported/not supported, and discussion of intervention and data collection plan.</p>
<p>Consultation process protocol (20 points)</p>	<p>Students will develop a protocol to guide them through the consultation process.</p> <p>The protocol must address multicultural and social justice context. The protocol can be based on any of the following:</p> <ul style="list-style-type: none"> • Rosenfield's (2008) instructional consultation model • Kratochwill & Bergan's (1990) behavioral consultation model • Kratochwill's (2008) problem-solving consultation model • Sheridan & Kratochwill's (2008) conjoint consultation model • Self-developed protocol
<p>Consultation report (400 points)</p>	<p>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):</p> <ul style="list-style-type: none"> • Student background information • Reason for consultation • Description of classroom context & teacher/teaching characteristics • Summary of problem identification

	<ul style="list-style-type: none"> o Include operationalization of target problem(s) o Include 1-2 hypotheses <ul style="list-style-type: none"> • Summary of problem analysis and interpretation of data o Collect (or consultee collects) at least 3 baseline data points (unless behavior is harmful to self/others) o State whether hypotheses are/are not supported • Description of intervention plan o Describe intervention and explain how it addresses the targeted problem(s), including evidence base for selected intervention o Consultee implements intervention for at least 4 weeks o [If feasible for consultant to observe the intervention] <ul style="list-style-type: none"> Consultant observes intervention at least 50% of the time with treatment integrity checklist & reports on results o [If not feasible for consultant to observe the intervention] <ul style="list-style-type: none"> Consultant/consultee create a treatment integrity checklist, consultee completes checklist for at least 2 weeks of implementation, & consultant analyzes and reports on integrity data • Summary of formative and/or summative data <ul style="list-style-type: none"> o Use single-case design to graph and report results
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	<p>Calculate percentage of non-overlapping data points (PND)</p> <ul style="list-style-type: none"> o Evaluate teacher's acceptability of intervention using a checklist & report on results <p>• Consultation decisions and next steps</p> <ul style="list-style-type: none"> o State whether the intervention is working o Explain recommended next steps
Treatment integrity and acceptability checklists (20 points)	Students will turn in their treatment integrity checklist and intervention checklist

CLASS WISE 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:

- o Contracting and rapport building
- o Problem identification interview
- o Problem analysis interview
- o Plan implementation
- o 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)	<p>Students will develop a protocol to guide them through the consultation process.</p> <p>The protocol must address multicultural and social justice context. The protocol can be based on any of the following:</p> <ul style="list-style-type: none"> • Rosenfield's (2008) instructional consultation model • Kratochwill & Bergan's (1990) behavioral consultation model • Kratochwill's (2008) problem-solving consultation model • Ecological or systems consultation models • Self-developed protocol
Consultation report (400 points)	<p>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):</p> <ul style="list-style-type: none"> • Reason for consultation • Description of classroom context & teacher/teaching characteristics

	<ul style="list-style-type: none"> • Summary of problem identification <ul style="list-style-type: none"> o Include operationalization of target problem(s) o Include 1-2 hypotheses <ul style="list-style-type: none"> • Summary of problem analysis and interpretation of data <ul style="list-style-type: none"> o Collect data at class wide level <p>Collect (or consultee collects) at least 3 baseline data points (unless behavior is harmful to self/others)</p> <ul style="list-style-type: none"> o State whether hypotheses are/are not supported <ul style="list-style-type: none"> • Description of intervention plan <ul style="list-style-type: none"> o Describe intervention and explain how it addresses the targeted problem(s), including evidence base for selected intervention o Consultee implements intervention for at least 4 weeks o [If feasible for consultant to observe the intervention] Consultant observes intervention at least 50% of the time with treatment integrity checklist & reports on results o [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, & consultant
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	<p>analyzes and reports on integrity data</p> <ul style="list-style-type: none"> • Summary of formative and/or summative data <ul style="list-style-type: none"> o Use single-case design to graph and report results <p>Calculate percentage of non-overlapping data points (PND)</p> <ul style="list-style-type: none"> o Evaluate teacher's acceptability of intervention using a checklist & report on results <ul style="list-style-type: none"> • Consultation decisions and next steps <ul style="list-style-type: none"> o State whether the intervention is working o Explain recommended next steps
Treatment integrity and acceptability checklists (20 points)	Students will turn in their treatment integrity checklist and intervention checklist

EVALUATION & GRADING PROCEDURES

Grades will be assigned based on your collective performance on graded assignments, including engagement. The components of one's grade are as follows:

Assignment	Points Possible
Class Participation (7 points per class)	100
Self & Anti-Racist consultation reflection	100
Videos of peer consultation roleplays, graph, & write-up	300
Consultation Case: Signed teacher agreement	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 checklist	20
TOTAL	1000

Grades will be given using the following scale:

Grade	%
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

COURSE OUTLINE

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments
August 31 st , 2021	Introduction, Course Overview, Norm Setting	<ul style="list-style-type: none"> Syllabus 	
September 7 th , 2021	Consultation models: academic	<ul style="list-style-type: none"> 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 	
September 14 th , 2021	Consultation Relationship Building Working Relationships Contracting with Consultees Problem Identification Intro	Newman & Rosenfield (Ch. 3, 5, & 6)	<p>The self & anti-racist consultation reflection</p> <p>Determine partners for peer role plays and problem behavior you'd like to change</p>
September 21 st , 2021	Test Kit Boot Camp and Problem Identification	Newman & Rosenfield (Ch. 4 & 7)	
September 28 th , 2021	Problem Analysis Stage		<i>Conduct Zoom Interviews</i>
October 5 th , 2021	Intervention Planning Stage	Newman & Rosenfield (Ch. 8)	
October 12 th , 2021	NO CLASS	Enjoy your fall break!	<p>Consultation case: Contracting agreement signed by teacher, audio recording of problem identification interview</p> <p>Due by October 12th</p>
October 19 th , 2021	Plan implementation	Newman & Rosenfield (Ch. 10)	

October 26 th , 2021	Plan evaluation		
November 2 nd , 2021	Parent Consultation Post-Intervention Planning & Closure	Newman & Rosenfield (Ch. 9)	
November 9 th , 2021	Challenges and future directions Resistance from teachers		Peer Role Play Write-Up & Graph
November 16 th , 2021	Systems-level change: Understanding school culture	Newman & Rosenfield (Ch. 2)	
November 23 rd , 2021	NO CLASS		
November 30 th , 2021	Individual Supervision Meetings		
December 7 th , 2021	Class Wrap Up		Consultation case: Consultation process protocol, report, treatment integrity and acceptability checklists (due by noon on *Wed 12/8*)
December 14 th , 2021	NO CLASS	Finals Week	

Loyola University Chicago
School of Education
Syllabus Addendum

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. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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 best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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: [LiveText](#).

Syllabus Addendum Link

- <https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.