

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
SCHOOL-BASED CONSULTATION
CIEP 479—001 and 002
SPRING 2020**

Instructor: Dr. Markeda Newell

Class Hours: TH 10:00-12:30

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Course Description: The purpose of this course is to two-fold. First, 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 all also consider consultative collaborative teaming models of service delivery. Students will also develop an understanding of the research-base that informs consultation practice. 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 consultant in school-based settings.

Essential Course Objectives:

- ✓ Learning to apply course material (to improve thinking, problem solving, and decisions)
- ✓ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- ✓ Acquiring skills in working with others as a member of a team

Important Course Objectives:

- ✓ Learning fundamental principles, generalizations, or theories
- ✓ Developing skill in expressing oneself orally or in writing

Minor Course Objectives:

- ✓ Gaining factual knowledge (terminology, classifications, methods, trends)
- ✓ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- ✓ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

- ✓ Learning how to find and use resources for answering questions or solving problems
- ✓ Developing a clearer understanding of, and commitment to, personal values
- ✓ Learning to analyze and critically evaluate ideas, arguments, and points of view
- ✓ Acquiring an interest in learning more by asking questions and seeking answers

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they 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.

NASP STANDARDS ALIGNED WITH COURSE

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

7. An understanding of consultation as a method of service delivery for school psychologists, and the essential link between data, formative assessment, progress monitoring and consultation (NASP/ISBE Standard 1)
8. Development of proficiency in school-based interventions for academic, behavioral, and social difficulties (NASP/ISBE Standard 1, NASP/ISBE Standard 3, NASP/ISBE Standard 4)

American Psychological Association Division 13 (Consulting Psychology)

- ✓ **Self-Awareness and Self-Management.** Consultants will reflect on their beliefs and values that influence their interactions with clients.
- ✓ **Relationship Development.** Consultants will build substantive, working relationships with clients in order to collaboratively solve problems.
- ✓ **Assessment.** Consultants will use data to inform their decision-making during the consultation process to identify the problem, monitor progress, and evaluate outcomes.
- ✓ **Process Consultation.** Consultants will demonstrate a co-equal collaborative approach to consultation in which the consultee and clients are involved in all aspects of the consultative process.
- ✓ **Intervention.** Consultants will design and implement interventions that are by data and the evidence-base on the best interventions to address the target problem for that client in that context.
- ✓ **Knowledge of Theory.** Consultants will an understanding of theory and practice related to consultation.
- ✓ **Multicultural Awareness.** Consultants will understand different populations and demonstrate competence in consulting in multicultural contexts.

METHODS OF INSTRUCTION: This course will consist of readings, videos, lectures, small group discussions, role-plays, school-based practicum assignments, and class-based assignments.

CLASS COMMUNICATION: Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola email 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. I will not send emails to personal email accounts.

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. I assume students will 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 help you with this. Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: The School of Education, as part of a Jesuit, Catholic University, espouses the following mission: Our mission is social justice, but our responsibility is social action through education. Throughout CIEP 479, you learn to collaborate with educators, parents, children, and community members to advance the education and mental of children in school-based setting. In doing so, you will ensure that all children are provided a high-quality, fair education that can help them succeed as adults. Thus, the skills you learn will advance the mission of the LUC SOE. Here is the link to the LUC SOE Conceptual Framework:
www.luc.edu/education/mission/.

The assignments for this course will demonstrate your ability to meet Conceptual Framework Standard 2: Candidates apply culturally responsive practices that engage diverse communities.

DIVERSITY: In concert with the mission statement for the SOE; faculty, academic activities, and learning environments will be sensitive to and driven by awareness of and respect for individual, cultural, social and economic diversity.

DISPOSITION: Dispositions in the areas of professionalism, inquiry, and social justice will be assessed at the end of this course. Professional dispositions are assessed in order to ensure students are developing the professionalism, temperament, and competence to effectively interact with and serve others. The Disposition rubric for school psychology is located in the Student Handbook.

STUDENTS RIGHTS and RESPONSIBILITIES: Please follow this link (www.luc.edu/education/syllabus-addendum/) to learn more about your rights and responsibilities regarding:

- ACCESSIBILITY
- ETHICSLINE REPORTING HOTLINE
- ACADEMIC HONESTY

- ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES:

LIVETEXT. You will have two reports that must be submitted to LiveText at the end of this course. The Individual Report must be submitted to Domain 1: Problem-Solving Case Report. The Classwide Report must be submitted to Domain 2: Consultation and Collaboration Case. Each report will be graded using the Livetext rubrics in Appendix A. Note: The grade for the course and the score on the Livetext rubric are separate. If you receive a “Does Not Meet Standard” in any area on the Livetext rubric then you must revise and resubmit the report, but the course grade will not change. Both reports must be submitted to LiveText **by 07-01-20.**

Everyone should have a LiveText account that is active. If you need assistance with the LiveText, you can find more information here: about [LiveText](#).

REQUIRED TEXT AND READINGS

No text required. All required readings available on SAKAI.

RECOMMENDED TEXT AND READINGS

Rathvon, N. (2008). (2nd ed.) *Effective school interventions: Evidence-based strategies for Improving student outcomes*. New York: Guilford Publications.
(ISBN 978-15722309678)

COURSE REQUIREMENTS & EVALUATION PROCEDURES: Assignments must be completed on time and submitted via Sakai on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date.

Course Requirements:

- 1. Professional Behavior and Communication.** You are expected to attend every class and arrive on time. If you must be absent for class due to illness or emergency, notify me before the class meeting. You are responsible for handing in any assigned work on the day that it is due unless you have made other arrangements with me. Be sure to obtain notes of materials missed from another class member. Please be advised that your attendance and participation in class is considered part of your grade. **Missing class due to interviews and practicum related meetings does not qualify as an excused absence. Students who have more than one absence or are regularly late to class are subject to failing the course at the instructor’s discretion.**
- 2. Classroom Participation.** Active participation is expected. The kinds of experiences you will receive in class are not ones that can be “made up” or compensated for by any amount of reading or writing of papers. Participation will be measured by participation in class discussions and completion of in-class activities/assignments.

Participation is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and contributions also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.

Although we may occasionally use computers for in-class activities, laptops can be a distraction to you and/or others. I ask that unless you are actively taking notes or have course readings for reference, please put your laptop away in class in order to actively participate. If I notice you are using your laptop for non-class activities during class time, I will ask you to stop bringing it to class. In addition, it is expected that students treat class members with respect, be considerate and limit actions that other may find distracting (e.g., talking to other class mates) and bring all necessary materials to every class.

3. **Consultation Case I (Individual).** Students will complete 1 individual consultation case. Requirements for the case are explained below (see Appendix A for Rubric).
 - a. *Consultation Case Requirements.* Students will identify a teacher in need of consultation regarding a 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

Submit the following materials for Consultation Case I via SAKAI:

Product	Due Date
Audio recordings of Problem Identification and Problem Analysis Interviews	2-20-20 Turn in to Dropbox in Sakai
Consultation Report Draft Due	2-27-20 Turn in to Dropbox in Sakai
Consultation Report	3-26-20 Turn in to Assignments in Sakai
Teacher Contracting Agreement (signed)	

Consultation Protocol	
Treatment Integrity and Acceptability Checklists	

Requirements for Consultation Case I Documents:

- **Consultation Process Protocol:** Students will develop a **protocol** to guide them through the consultation process. The protocol can be based on either of the following protocols:
 - Rosenfield (2008) instructional consultation
 - Kratochwill & Bergan behavioral consultation model
 - Kratochwill (2008) problem-solving consultation model
 - Sheridan conjoint consultation model
 - Self-developed protocol
 - ***All protocols must address multicultural and social justice context.**

- **Consultation Report:** After completing the consultation case, students will write a consultation report of the case. Reports must be typed, single-spaced using block formatting. The case report will include the following sections.
 - Student Background Information
 - Reason for Consultation
 - Description of Classroom Context & Teacher/Teaching Characteristics
 - Problem Identification Interview Summary
 - Must include operationalization of target problem(s)
 - Must include 1-2 hypotheses
 - Summary of Problem Analysis Data and Interpretation of Data
 - At least **2 classroom observations** must be conducted
 - At least **3 baseline data** points must be collected
 - Exception: Behavior is harmful to self or others
 - Must include statement on whether hypotheses are supported or not supported
 - Description of Intervention Plan
 - Must include explanation of how the intervention addresses the targeted problem(s)
 - Intervention must be implemented for **at least 4 weeks**
 - Implementation of the intervention must be observed at least 50% of the sessions using a treatment integrity checklist
 - Summary of Formative and/or Summative Data
 - Single-case design must be used to graph and report results
 - Must calculate Percentage of Non-overlapping data points (PND)
 - Intervention acceptability (teacher) must be evaluated
 - Consultation Decisions and Next Steps
 - Must include a statement on whether the intervention is working
 - Explain recommended next steps

- **Audio Recording:** You will need to obtain *consent* during contracting from the teacher to audiotape the consultation sessions. You will meet with the child’s teacher for at least 3-4 sessions throughout the consultation process. For Case I, you are required to tape the problem identification and problem analysis interviews only, and you **must** turn in **recordings of the problem identification and problem analysis interviews (through the discussion of data collection procedure)**.

4. Consultation Case II (Classwide). Students will complete 1 classwide consultation case. Requirements for the case are explained below (see Appendix A for Rubric).

- a. *Consultation Case Requirements.* Students will identify a teacher in need of consultation regarding his/her 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

Submit the following materials for Consultation Case II via SAKAI:

Product	Due Date
Audio for Problem ID and Problem Analysis	4-02-20 Submit audio files to Dropbox in Sakai
Consultation Report II	4-30-20 *Turn in all products to Assignments in Sakai
Teacher Contracting Agreement (signed)	
Consultation Protocol	
Treatment Integrity and Acceptability Checklists	

Requirements for Consultation Case II Documents:

- **Consultation Process Protocol:** Students will develop a **protocol** to guide them through the consultation process. The protocol can be based on either of the following protocols:

- Rosenfield (2008) instructional consultation
 - Kratochwill & Bergan behavioral consultation model
 - Kratochwill (2008) problem-solving consultation model
 - Ecological or systems consultation model
 - Self-developed protocol
 - ***All protocols must address multicultural and social justice context.**
- **Consultation Report:** After completing the consultation case, students will write a consultation report of the case. Reports must be typed, single-spaced using block formatting. The case report will include the following sections.
- Reason for Consultation
 - Description of Classroom Context & Teacher/Teaching Characteristics
 - Problem Identification Interview Summary
 - Must include operationalization of target problem(s)
 - Must include 1-2 hypotheses
 - Summary of Problem Analysis Data and Interpretation of Data
 - Data must be collected at the classwide level
 - At least **2 classroom observations** must be conducted
 - At least **3 baseline data points** must be collected
 - Exception: behavior is harmful to self or others
 - Must include statement on whether hypotheses are supported or not
 - Description of Intervention Plan
 - Must include explanation of how the intervention addresses the targeted problem(s)
 - Intervention must be classwide and/or focused on teacher behavior/skills/knowledge
 - Intervention must be implemented for at least **4 weeks**
 - Implementation of the intervention must be observed at least 50% of the sessions using a treatment integrity checklist
 - Summary of Formative and/or Summative Data
 - Formative data must be analyzed using single-case or another appropriate design
 - You may collect summative data, if appropriate
 - Must calculate Percentage of Non-overlapping data points (PND)
 - Intervention acceptability (teacher) must be evaluated
 - Consultation Decisions and Next Steps
 - Must include a statement on whether the intervention is working
 - Explain recommended next steps
- **Audio Recording:** You will need to obtain *consent* during contracting from the teacher to audiotape the consultation sessions. You will meet with the child's teacher for at least 3-4 sessions throughout the consultation process. You are required to tape the problem ID and problem analysis interviews and submit the audio files by 4-02-20.

Course Evaluation. Students will be evaluated on the following basis:

Assignments	Points
➤ Class Participation	20
➤ Consultation Case Report I	40
➤ Consultation Case Report II	40

Grading:

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

COURSE OUTLINE			
Date	Topic	Readings	Assignments and Due Dates
1-16-20	No Class		
1-23-20	Competency-Based Consultation: Foundations	<ul style="list-style-type: none"> • Review Syllabus and Course Requirements • Ingraham (2014) Studying multicultural aspects of consultation. • Newell, Tindall, Reed & Zwolski (2019). School-Based Consultation. • Newman, D., McKenney, E., Silva, A., Clare, M., Salmon, D., & Jackson, S. (2017). A qualitative meta-synthesis of consultation process research: What we know and where to go. <p><i>Optional:</i></p> <ul style="list-style-type: none"> • Newell (2016). Consultation-based intervention services for racial/ethnic minorities. 	
1-30-20	Relationship Development Contracting School-Based Consultation: Academic	<ul style="list-style-type: none"> • Kampwirth & Powers Chapters 4-5 • Rosenfield, S. (2014). Best Practices in Instructional Consultation and Consultation Teams. • McGivern, Ray-Subramanian, & Auster (2014) Best Practices in Establishing Effective Helping Relationships • Gettinger, M. & Stoiber, K. (2009). Effective teaching and effective schools. In T.B. Gutkin & C.R. Reynolds (Eds.) <i>The handbook of school psychology</i> (4th Ed.- pp. 769-790). Hoboken, NJ: Wiley. <p style="text-align: center;">ISPA NO IN-CLASS MEETING: LECTURE WILL BE VIDEO</p>	
2-6-20	School-Based Consultation: Social-emotional and Behavioral	<ul style="list-style-type: none"> • Hughes, Kolbert, & Crothers (2014). Best Practices in Behavioral/Ecological Consultation. • McKenney, E., Mann, K., Brown, D., & Jewell, J. (2017). Addressing cultural responsiveness in consultation: An empirical demonstration. • Nickolite, A. & Doll, B. (2008). Resilience applied in schools: Strengthening classroom learning environments for learning • Pham, A., Goforth, A., Chun, H., Castro-Olivo, S., & Costa, A., (2017). Acculturation and help-seeking behavior in consultation: A sociocultural framework for mental health service. 	

		<p><i>Optional:</i></p> <ul style="list-style-type: none"> Doll, B., LeClair, C., & Kurien, S. (2009). Effective classrooms: Classroom learning environments that foster school success. In T.B. Gutkin & C.R. Reynolds (Eds.) <i>The handbook of school psychology</i> (4th Ed.- pp. 791-807). Hoboken, NJ: Wiley. Dufrene, B., Zoder-Martell, K., Dieringer, S., & Labrot, Z. (2016). Behavior analytic consultation for academic referral concerns. 	
2-13-20	Problem Analysis	<ul style="list-style-type: none"> Christ and Aranas (2014) Best practices in problem analysis Chafouleas, S., Sanetti, L., Jaffery, & Fallon, L. (2012). An evaluation of a classwide intervention package involving self-management and a group contingency on classroom behavior of middle school students Newell, M. & Newell, T. (2011). Examining the selection and evaluation of data during problem-solving consultation. 	Listen to audio of problem analysis interview
2-20-20	Plan Implementation: Interview and Linking Assessment-Intervention	<ul style="list-style-type: none"> Sandoval (2014) Generating interventions in consultation Batsche, Castillo, Dixon, & Forde (2008). Best practices in linking assessment to intervention <p style="text-align: center;">NASP NO IN-CLASS MEETING: LECTURE WILL BE VIDEO</p>	<i>Case I Problem ID and Problem Analysis Audio Recordings Due</i>
2-27-20	Plan Evaluation: Individual Consultation Plan Evaluation: Classwide/Group Consultation and Generalization	<ul style="list-style-type: none"> Brown, Steege, & Bickford (2014). Best practices in evaluating the effectiveness of interventions using single-case methods Riley-Tillman & Eckert (2001). Generalization programming and school-based consultation: An examination of consultee’s generalization of consultation-related skills 	Review Bergan & Kratochwill (1990) Plan Evaluation Interview <i>Consultation Case Report 1 Draft Due in Dropbox</i>
3-05-20	Spring Break—No Class		
3-12-20	Mid-Semester Supervision Meetings—No In-Class Meeting		
3-19-20	Mid-Semester Supervision Meetings—No In-Class Meeting		
3-26-20	Review	<p>Review and Role-Play:</p> <p>Interviewing Techniques, Data Collection and Explanation Linking Hypothesis, Data, and Intervention</p>	<i>Consultation Case Report 1 Due</i>

4-02-20	Team-Based Consultation	<ul style="list-style-type: none"> • Burns, Kanive, & Karich (2014). Best Practices in Implementing School-Based Teams within MTSS • Dowd & Dowd-Eagle (2016). School-Based Teams • Algozzine, Horner, Todd, Newton, Algozzine, & Cusumano (2016). Measuring the process and outcomes of team problem-solving. • Review APA TeachTeamwork Modules: http://www.apa.org/education/k12/teach-teamwork.aspx 	<i>Audiotapes for Case II Problem ID and Problem Analysis due</i>
4-09-20	Team-Based Consultation	<ul style="list-style-type: none"> • Knotek (2003) Bias in problem solving and the social process of student study teams: A qualitative investigation • Esquivel et al. (2008). Involved parents' perceptions of their experiences in school-based team meetings • Rubinson (2002). Lessons learned from implementing problem-solving teams in urban high schools. <i>Journal of Educational and Psychological Consultation</i>, 13(3), 185-217. • Doll, Haack, Kosse, Osterloh, Siemers, & Pray (2005). The dilemma of pragmatics: Why schools don't use quality team consultation practices. • Rosenfield, Newell, Benishek, Zwolski (2018). Evaluating K-12 problem-solving teams: Do they work? 	
4-16-20		NO IN-CLASS MEETING: Individual Supervision	
4-23-20		NO IN-CLASS MEETING Individual Supervision	
4-30-20		Final Exam Week	<i>Consultation Case Report 2 Due</i>

Appendix A

Course Rubrics

Domain #2
Individual Consultation Report

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Points
Client Background: 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).	2 points
Classroom/Teaching Context: 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.	3 points
Problem Identification: 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.	3 points
Problem Identification: 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.	4 points
Problem Analysis: 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.	3 points
Plan Implementation: 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	3 points
Plan Implementation: Intervention plan includes the following	Report includes information on all intervention plan components as well as	Report includes information on all intervention plan components.	Report includes information on less than half of the intervention	No components of the intervention plan are included.	4 points

<p>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.</p>	<p>components beyond what is required.</p>		<p>plan components are included</p>		
<p>Plan Implementation: Intervention must be implemented for at least 4 weeks</p>	<p>Report includes information indicating intervention was implemented for more than 4 weeks.</p>	<p>Report includes information indicating intervention was implemented for 4 weeks.</p>	<p>Report includes information indicating Intervention was implemented for 2 weeks or less.</p>	<p>Intervention was not implemented at all.</p>	<p>3 points</p>
<p>Plan Evaluation: Formative (progress monitoring) data must be collected during implementation and graphed using an AB single-case graph</p>	<p>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)</p>	<p>Report includes information indicating progress monitoring data was collected and graphed on an AB single-case graph</p>	<p>Report includes information indicating progress monitoring data was collected but it was not graphed using AB single case graph</p>	<p>Progress monitoring data was not collected.</p>	<p>4 points</p>
<p>Plan Evaluation: Consultant collected treatment integrity data on 50% of the intervention sessions and treatment acceptability data was collected from consultee</p>	<p>Report includes information on treatment integrity (more than 50% of sessions) and/or more than one type of integrity and treatment acceptability.</p>	<p>Report includes information on treatment integrity (50% of the sessions) and treatment acceptability.</p>	<p>Report includes information on treatment integrity (less than 50% of the sessions) or treatment acceptability.</p>	<p>Treatment integrity and treatment acceptability data was not collected.</p>	<p>3 points</p>
<p>Social Justice: Consultant explained and/or addressed how improving target concern will advance equity and/or equality for the student.</p>	<p>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.</p>	<p>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.</p>	<p>Report includes information on inhibitors to equity and/or equality, but no actions were taken to remedy the inequity or inequality.</p>	<p>Consultant did not address equity or equality.</p>	<p>4 points</p>
<p>Next Steps: Consultant explained next steps (i.e., continue, modify, or restart).</p>	<p>Report includes next steps as well as information on steps that consultant is already starting to take.</p>	<p>Report includes next steps (i.e., continue, modify, restart).</p>	<p>N/A</p>	<p>Report does not include next steps.</p>	<p>2 points</p>
<p>Writing: Report is free of grammatical and spelling errors. Content is clear and coherent</p>	<p>Report is error-free.</p>	<p>Report has few grammatical, spelling, and writing errors.</p>	<p>Report has some grammatical, spelling, and writing errors.</p>	<p>Report has several grammatical, spelling, and writing errors.</p>	<p>2 points</p>
<p>Total Assessment</p>	<p>At least all but one section rated as Exceeds Standard. No section rated as Partially Meets</p>	<p>All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially</p>	<p>All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No</p>	<p>Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.</p>	<p>40 points</p>

	Standard or Does Not Meet Standard.	Meets Standard or Does Not Meet Standard.	section rated as Does Not Meet Standard.		
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	

Domain #2
Classwide Consultation Report

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Points
Classroom/Teaching Context: 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.	3 points
Problem Identification: 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.	3 points
Problem Identification: 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.	4 points
Problem Analysis: 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.	3 points
Plan Implementation: 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	4 points
Plan Implementation: 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.	4 points
Plan Implementation: 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.	3 points

<p>Plan Evaluation: Formative (progress monitoring) data must be collected during implementation and graphed using an AB single-case graph</p>	<p>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)</p>	<p>Report includes information indicating progress monitoring data was collected and graphed on an AB single-case graph</p>	<p>Report includes information indicating progress monitoring data was collected but it was not graphed using AB single case graph</p>	<p>Progress monitoring data was not collected.</p>	<p>4 points</p>
<p>Plan Evaluation: Consultant collected treatment integrity data on 50% of the intervention sessions and treatment acceptability data was collected from consultee</p>	<p>Report includes information on treatment integrity (more than 50% of sessions) and/or more than one type of integrity and treatment acceptability.</p>	<p>Report includes information on treatment integrity (50% of the sessions) and treatment acceptability.</p>	<p>Report includes information on treatment integrity (less than 50% of the sessions) or treatment acceptability.</p>	<p>Treatment integrity and treatment acceptability data was not collected.</p>	<p>3 points</p>
<p>Social Justice: Consultant explained and/or addressed how improving target concern will advance equity and/or equality for the students.</p>	<p>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.</p>	<p>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.</p>	<p>Report includes information on inhibitors to equity and/or equality, but no actions were taken to remedy the inequity or inequality.</p>	<p>Consultant did not address equity or equality.</p>	<p>4 points</p>
<p>Next Steps: Consultant explained next steps (i.e., continue, modify, or restart).</p>	<p>Report includes next steps as well as information on steps that consultant is already starting to take.</p>	<p>Report includes next steps (i.e., continue, modify, restart).</p>	<p>N/A</p>	<p>Report does not include next steps.</p>	<p>2 points</p>
<p>Writing: Report is free of grammatical and spelling errors. Content is clear and coherent</p>	<p>Report is error-free.</p>	<p>Report has few grammatical, spelling, and writing errors.</p>	<p>Report has some grammatical, spelling, and writing errors.</p>	<p>Report has several grammatical, spelling, and writing errors.</p>	<p>3 points</p>
<p>Total Assessment</p>	<p>At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.</p>	<p>All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.</p>	<p>All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.</p>	<p>Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.</p>	<p>40 points</p>
<p>Overall</p>	<p>Exceeds Standard</p>	<p>Meets Standard</p>	<p>Partially Meets Standard</p>	<p>Does Not Meet Standard</p>	

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 reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they 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.

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

- www.luc.edu/education/syllabus-addendum/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), 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: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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***.