Name: Jaime Flowers  
Email: jaime.flowers@sfasu.edu  
Phone: #1119  
Office: HS 213  
Office Hours: Monday 11am-3pm, Tuesday 2:30pm-4:30pm  
Department: Human Services and Educational Leadership  
Class meeting time and place: Tuesday 4:30-7:00  
Credits: 3

Course Description
The course teaches techniques of individual case consultation in educational settings. The primary focus of the course is on individual case consultation and specifically, consultative services to teachers, parents, administrators, and allied mental health workers as well as other ancillary professionals for whom one-to-one consultation would be beneficial as well as team collaboration on an individual case. Class meetings will include lectures, discussions, and group activities (i.e. application of techniques discussed). Students are encouraged to actively participate in the class discussion and analysis of the readings. The syllabus/schedule are subject to change.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. The Principle of Integrity:
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

General/EEO:
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned throughout the course in an applied manner.

The Master of Arts program in School Psychology at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program's philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Assigned readings, experiences, papers, presentation, and participation are designed to foster these core values.

Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:
1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and 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 they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. **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.

3. **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.

4. **Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental 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.

5. **Domain 5: School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

6. **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive
7. **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.

8. **Domain 8: Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact 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 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.

9. **Domain 9: Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

10. **Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

**Program Learning Outcomes (PLO): Program Specific**

1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and 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 they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. **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
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6. **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

7. **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.

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**Student Learning Outcomes**

1. Within a school-based consultation/referral process the student can develop appropriate strategies to gather useful information and, with the consultee, develop appropriate intervention strategies.
2. The students demonstrate knowledge of the models, processes and interventions characteristic of effective consultation.
3. Students will be able to apply consultation concepts to problems involving instruction and behavior management.
4. Students will be able to construct a professional consultant's report and present graphical data evidencing positive impact on the learner/client.
5. Students will use appropriate assessment techniques given the problems in a given case. These include interviewing, functional behavior assessments, standard behavior charts, instructional analyses, and other appropriate strategies.
6. Students will be able to use the problem identification process to construct behavioral and instruction interventions appropriate to school-based problems.
7. Students will utilize appropriate data collection and evaluation procedures to evidence positive impact on the learner.
8. Students will demonstrate ethical conduct in practicing consultation.
9. Students will demonstrate knowledge of supervision and management of personnel implementing behavior change programs.

**Texts**


**Course Requirements**

1. **Exam (100 points):** A final exam will be given and is worth 100 points. The exam will come from the lecture notes and readings presented up to the point of the exam. Question formats could include essay, short answer essay, long answer essay, true and false or multiple-choice.
2. **Quizzes (20 points each/120 points):** There is 6 quizzes in this class. The quizzes are based on the reading and are each 20 points.
3. **Lecture quizzes (10 points/100 points total):** Students will complete a quiz on the lecture and video PowerPoints.
4. **Behavior Consultation Report & Consultation Report Parts (100 points):** Students will complete a behavior consultation case and report, based on a referral from their practicum site. Students will conduct a problem identification interview with the teacher and collect observation data, including functional assessment data, at the school. Based on the information collected the student will design an intervention, implement the intervention, and collect progress monitoring data on intervention effectiveness. Finally, students will write a consultation report that contains a summary and graphical representations of the data. A consultation report template will be provided. *(NASP Domain Assessed: Domains 1, 2, 4, 8, 10)*

   a. **Problem Validation:** Students will submit problem validation and identification data, including completed interview forms and direct observation forms. *(NASP Domain Assessed: Domain 1, 2, 8).*

   b. **Problem Identification:** Students will submit a summary of assessment data, including a hypothesis statement of the function of the target behavior. *(NASP Domain Assessed: Domain 1, 2, 8).*

   c. **Intervention:** Students will submit a technological intervention protocol including antecedent and consequent procedures for changing the target behavior. *(NASP Domain Assessed: Domain 1, 2, 4, 8).*

   d. **Final Report:** Students will submit a completed consultation report, including a summary of all previous consultation pieces, as well as a visual representation of baseline and treatment data. Percentage of all nonoverlapping data (PAND) should be calculated and reported to evidence impact on the learner. *(NASP Domain Assessed: Domain 1, 2, 4, 8).*

   e. **Ethical Considerations:** Students will identify ethical guidelines and standards that are of concern and may be applied to their individual cases *(NASP Domain Assessed: Domain 10).*

5. **Participation (50 points):** Participation points will be earned by regular attendance, being prepared for classes (having read the assigned material), taking part in classroom discussions, treating all course participants in a collegial manner, and turning objectives and reports in on time. A maximum of 50 points can be earned (3.33 points per class session).

**Evaluation and Assessments (Grading):**

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<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Exam</td>
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<tr>
<td>Quizzes (6, 20 points each)</td>
<td>120</td>
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<tr>
<td>Lecture Quizzes (10 points)</td>
<td>100</td>
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<tr>
<td>Behavior Consultation Report</td>
<td>100</td>
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<tr>
<td>Participation</td>
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<td><strong>Total</strong></td>
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<td>WEEK</td>
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<tr>
<td>1 1/23</td>
<td>Syllabus</td>
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<tr>
<td>2 1/30</td>
<td>Intro to school based consultation</td>
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<tr>
<td>2/6</td>
<td>Review</td>
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<tr>
<td>2/13 NASP</td>
<td>Multi-culturalism in school consultation</td>
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<tr>
<td>2/20</td>
<td>Review</td>
</tr>
<tr>
<td>2/27</td>
<td>Instructional Consultation &amp; Mental Health Consultation</td>
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<tr>
<td>3/5</td>
<td>Review</td>
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<td>WEEK 7: SPRING BREAK 4/11-4/15</td>
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<tr>
<td>3/19</td>
<td>Review</td>
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<td>3/26</td>
<td>Behavioral Consultation &amp; Social Cognitive Theory Consultation</td>
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<td>4/2</td>
<td>Review</td>
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<td>4/9</td>
<td>Adlerian (AC) and Solution-Focused Consultation (SFC) &amp; Organizational and Systems Consultation</td>
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<td>4/16</td>
<td>Review</td>
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<td>4/23</td>
<td>Assessment Considerations for Consultation</td>
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<tr>
<td>4/30</td>
<td>Review</td>
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</table>
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies

Important course related policies:

**Course Grades (Including WH), Policy 5.5**

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person
to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

***Other SFA Policy Information

Course Policy:
All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me

IX. Additional Information:
**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – **Code of Ethics and Standard Practices for Texas Educators.**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

X: Resources

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Job Crisis Text Line: Text HELLO to 741-741

XII. Other Relevant Course Information:

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are
responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions.
The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

**Section 1: Elements of an Effective Case Study**

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<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).</td>
<td>Demographic information does not include sufficient information.</td>
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<tr>
<td>1.2</td>
<td>Assessment, intervention, and/or consultation practices consider unique individual characteristics.</td>
<td>Assessment, intervention, and/or consultation practices do not consider unique individual characteristics.</td>
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<tr>
<td>1.3</td>
<td>Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.</td>
<td>Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.</td>
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<tr>
<td><strong>1.4</strong></td>
<td>☐ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).</td>
<td>☐ The steps of the problem-solving process are not followed.</td>
</tr>
<tr>
<td><strong>1.5</strong></td>
<td>☐ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).</td>
<td>☐ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.</td>
</tr>
<tr>
<td><strong>1.6</strong></td>
<td>☐ Personal identifying information of the case study subject is redacted from the report.</td>
<td>☐ Personal identifying information is not redacted from the report.</td>
</tr>
</tbody>
</table>

**RATING**

| ☐ EFFECTIVE | ☐ NEEDS DEVELOPMENT |

Comments:
### Section 2: Problem Identification

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong></td>
<td>Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]).</td>
<td>Data are not gathered from multiple sources.</td>
</tr>
<tr>
<td><strong>2.2</strong></td>
<td>The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).</td>
<td>The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).</td>
</tr>
<tr>
<td><strong>2.3</strong></td>
<td>Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).</td>
<td>Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated.</td>
</tr>
<tr>
<td><strong>2.4</strong></td>
<td>Adequate baseline data are graphed to depict the discrepancy between the case's performance relative to an appropriate comparison.</td>
<td>Baseline data are not graphed OR Baseline data include fewer than three data points OR Expected level of performance is not included in the graph (i.e., aimline or goal line).</td>
</tr>
</tbody>
</table>

**RATING**

- EFFECTIVE
- NEEDS DEVELOPMENT

**Comments:**
## Section 3: Problem Analysis

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3.1</td>
<td>☐ The problem behavior is hypothesized as a skill or performance deficit AND ☐ Data are used to test the hypothesis.</td>
<td>☐ There is no hypothesis regarding skill or performance deficit. OR ☐ Data are not used to test the hypothesis.</td>
</tr>
</tbody>
</table>

| 3.2 | ☐ Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. | ☐ Multiple hypotheses are not developed OR ☐ Hypotheses are untestable. |

| 3.3 | ☐ Each hypothesis is stated in observable/measurable terms. | ☐ Hypotheses are not stated in observable/measurable terms. |

| 3.4 | ☐ Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis. | ☐ Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis. |

| 3.5 | ☐ A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s). | ☐ A conclusive statement formally describing the cause of the problem is not included OR ☐ Does not lead to a logical intervention. |

### Rating

| Rating | EFFECTIVE | NEEDS DEVELOPMENT |

**Comments:**
## Section 4: Intervention

<table>
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<tr>
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<th>Effective</th>
<th>Needs Development</th>
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</thead>
</table>
| **4.1** | □ A single evidence-based intervention is implemented and linked to preceding sections. | □ Intervention is not evidence-based.  
OR  
□ Is not linked to preceding sections  
OR  
□ Multiple interventions are implemented simultaneously. |
| **4.2** | □ Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified. | □ Acceptability of the intervention by one or more stakeholders is not verified. |
| **4.3** | □ The intervention is replicable:  
   □ Intervention components are clearly described (i.e., independent variable)  
   AND  
   □ Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.) | □ The intervention is not replicable:  
   □ Intervention components are not described (i.e., independent variable)  
   OR  
   □ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.) |
| **4.4** | Skill or performance goals are:  
   □ Described using the same metric as the dependent variables  
   AND  
   □ Achievable based on research or other data. | Skill or performance goals are:  
   □ Described using a different metric as the dependent variables  
   OR  
   □ Not achievable or not linked to research or other data. |


Section 4: Intervention (Continued)

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</thead>
<tbody>
<tr>
<td>4.5</td>
<td>☐ Progress is monitored and graphed for data based decision making (formative evaluation).</td>
<td>☐ Progress is not monitored.</td>
</tr>
<tr>
<td>4.6</td>
<td>Treatment integrity/fidelity data are:</td>
<td>Treatment integrity/fidelity data are not:</td>
</tr>
<tr>
<td></td>
<td>☐ Collected and reported AND ☐ Used in the interpretation of intervention efficacy.</td>
<td>☐ Collected or reported OR ☐ Used to describe intervention efficacy.</td>
</tr>
</tbody>
</table>

**RATING**

<p>| | | |</p>
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<tr>
<td></td>
<td>☐ EFFECTIVE</td>
<td>☐ NEEDS DEVELOPMENT</td>
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Comments:
### Section 5: Evaluation (Summative)

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</table>
| 5.1 | A single graph is depicted for the target behavior and includes the following elements:  
   - Baseline data  
   - Goal/Target indicator or aim line  
   - Treatment/progress monitoring data with a trend line. | A single target behavior is presented on multiple graphs, or relevant graphs are not included.  
   The following components are not included in the graph:  
   - Baseline data  
   - Goal/Target indicator or aim line  
   - Treatment/progress monitoring data with a trend line. |
| 5.2 | Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions. | Insufficient data are collected to meaningfully interpret the results of the intervention. |
| 5.3 | Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective. | Visual or statistical analyses were not used  
   OR  
   The Intervention was ineffective. |
| 5.4 | Strategies for generalizing outcomes to other settings are described. | Strategies for generalizing outcomes to other settings are not described. |
| 5.5 | Strategies for follow-up are developed. | Strategies for follow-up are not developed. |

**RATING**

|   | EFFECTIVE | NEEDS DEVELOPMENT |

**Comments:**
INDIVIDUAL FEEDBACK ON THE CASE STUDY

Name of Reviewer:

How clearly does this case study demonstrate competency in the ten NASP domains?

<table>
<thead>
<tr>
<th>Not At All Clear</th>
<th>Very Clearly</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td></td>
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Recommended Reading for the Case Study


