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

Prerequisites: None

I. Course Description: (brief paragraph)

Following primary coursework, School Psychology candidates initiate assessments, consultations, and treatments for students with handicapping conditions (as well as students who are in the pre-referral stages of assessment and treatment) in the general areas of learning problems and emotional/behavioral disorders. During this course, candidates interact with field-based school psychologists, special educators, educational diagnosticians, and related special education and psychological services personnel. Candidates become directly involved in psychoeducational assessments, and engaging in the RIOT model of record review, observation, interview, and testing. This course requires 300 hours of practical experience in a school. This course will prepare the students for practicum the following semester. Case studies and related reports regarding the assessment and treatment of students are reviewed by class cohorts, professors, and field supervising psychologists and diagnosticians. Class time will be divided between traditional didactic lecture, seminar discussions, and face-to-face supervision of individual case studies. Field-based supervisors and program faculty will conduct face-to-face supervision of individual cases. Activities and individual supervision will average 10-15 hours of time commitment outside of class meeting times each week.

The School Psychology program is committed to the scientist/practitioner model. Integral to this model of professional preparation is the expectation that candidates will gain critical content knowledge related to current research and theory in the field while engaging in the application of knowledge to real world issues and concerns. Although practicum stands alone as an independent course, it remains closely tied to other school psychology courses and reflects general program competencies, skills, knowledge, and dispositions. Practicum supervision is conducted on a weekly basis, and it entails guided discussions utilizing decision-making processes, including traditional and functional assessment, data-based intervention, and a wide range of consultation strategies.

The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/
Program Learning Outcomes
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.
This course reflects the following core values of the College of Education:
- 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 mission of the 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.
This course also supports the mission of the Human Services Department.

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.

NASP Domains addressed by this course:
Domain 1: Data-Based Decision Making
- School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- 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
use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Domain 3: Interventions and Instructional Supports

- School psychologists have knowledge of 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, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 4: Mental and Behavioral Health Services and Interventions

- School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

Domain 8: Equitable Practices for Diverse Student Populations

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, backgrounds and across multiple contexts.
- Understanding and respect for diversity in development and learning, advocacy for social justice, are foundations for all aspects of service delivery.

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 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, and analysis to support effective practices at the individual, group, and/or systems levels.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Psychoeducational Assessment: Students will complete at minimum one portion of three separate psycho-educational assessments. At least 2 of the psycho-educational assessments must be assessing different disabilities. Students will be referred these cases at their school sites. Students will then 1 portion of the psycho-educational assessment, assist in writing the report and attend the IEP meeting. Write-ups will include a rationale for administering the test, the results of the test, an interpretation of test results, and academic or behavioral recommendations based on these results. De-identified reports should be submitted as part of the final portfolio.

IEP Meeting Observation: In order to finish the requirements for this course, you must attend at one IEP meeting during the semester, and provide a de-identified one page write up of the observation.

Logs: In order to complete the requirements for this course, you must submit weekly logs detailing practicum activities. The practicum experience entails 10-15 hours of school psychology field experience per week with appropriate documentation provided. Time2Track is required for all practicum logs. This assignment is not graded, but you must submit logs totaling 150 hours, signed by the field-based supervisor, in order to pass the course.

Supervisor evaluations: The site-based supervisor and university-based supervisor will complete evaluation rubrics of student performance at mid-semester and end-of-semester. These evaluations are not part of the final grade, but in order to pass the course, all items must be scored at a 3 or higher at end-of-semester. Any student that obtains an item score of 2 or below will receive a remediation plan that will be created by the university-based supervisor in coordination with the site-based supervisor and the candidate. An item score of 2 or below on the final evaluation will result in the candidate retaking the practicum course until target competency is demonstrated.

Attendance: Attendance and participation in all class meetings are expected. Class absences will result in a 5% reduction in grade for each absence. More than 3 absences will result in class failure. The class will meet on a regular (weekly) basis for two and a half hours.

Texas Eligibility Presentation: Students will form groups to examine an eligibility category in Texas. This presentation will examine each prong of an eligibility and the assessment procedures that can be used to evaluate the prong. Assessment procedures should follow the RIOT (record review, interview, observation, testing) method. Students will complete the worksheet provided which will be distributed to classmates.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
</table>
Three psych-educational reports 100
IEP meeting observation 100
8 discussion board 80
Eligibility Presentation 100
Eligibility Worksheet 50

**Ungraded Assignments**
Logs
Supervisor Evaluations

Total Points 580

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Class Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/29</td>
<td>Introduction to fieldwork</td>
<td></td>
<td>Practicum paperwork Syllabus agreement</td>
<td>Zoom</td>
</tr>
<tr>
<td>9/5</td>
<td></td>
<td></td>
<td>Last week to turn in practicum paperwork</td>
<td>D2L</td>
</tr>
<tr>
<td>9/12</td>
<td>Curriculum Evaluation/Reading Assessment</td>
<td>Ch. 10 &amp; 11</td>
<td>DB 1</td>
<td>Zoom</td>
</tr>
<tr>
<td>9/19</td>
<td>Written Language Evaluation</td>
<td>Ch. 12</td>
<td>DB 2</td>
<td>D2L</td>
</tr>
<tr>
<td>9/26</td>
<td>Math Assessment</td>
<td>Ch. 14 &amp; 15</td>
<td></td>
<td>Zoom</td>
</tr>
<tr>
<td>10/3</td>
<td>Neuropsychological Assessment</td>
<td>Ch. 16</td>
<td>DB 3</td>
<td>D2L</td>
</tr>
</tbody>
</table>
| 10/10  | Rating Scale Assessment              | Ch. 18     | IEP Meeting Observation Due
Logs Due Supervisor midterm evaluation due | Zoom           |
| 10/17  | Clinically Interviewing              | Ch. 21     | DB 5                                                      | D2L            |
| 10/24  | LD assessment                        | Ch. 22     | Logs due                                                  | Zoom           |
| 10/31  | EBD assessment                       | Ch. 24     | Assessment 1 DB 6                                         | D2L            |
| 11/7   | ADHD Assessment                      | Ch. 25     | DB 7                                                      | Zoom           |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


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

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, 936-468-3004 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
Student Code of Conduct: Policy 10.4

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFA values students’ mental health and the role it plays in academic and overall student success. 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:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IX: ZOOM Policy

Attending class via ZOOM is reserved for students who have been admitted to the program under “ZOOM Admission”. These students have stated this in their initial application materials and have been approved by the SPPF.
For this course:

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom.
- Some courses and meetings may be required on campus. Students will be notified at the start of each semester dates they will be required to be on the Nacogdoches campus.
- Students will be responsible for all course assignments.
- In the event of a technology issue of the instructor’s/university’s fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student’s fault occurs, the course policy for class absences will be followed, according to the syllabus.
- In the event a non-approved student attends a class meeting via ZOOM, he or she will be counted absent and the attendance policy for this course, found on page 4 of this syllabus, will apply.
Practicum Evaluation Form
(Adapted from Oklahoma State University)

Field Based Supervisor Assessment

To be completed by the field supervisor regarding the candidate under their supervision.

Date: ____________                               Graduate Student: ______________________________________________

Field Supervisor: _____________________________       Practicum Site: __________________________________

Directions: The field supervisor completes this form as a method for evaluating the candidate’s level of competency. This form must be completed and returned to the candidates’ university supervisor mid-semester and prior to the end of the semester (Spring). Please provide your estimate of the candidate’s progress in regard to his/her knowledge and skills in relation to other M.A. or Specialist level practicum students. Keep in mind that a satisfactory completion of the practicum signifies that the student has completed an important requirement toward qualifying for practicum experience, in which the student will function more independently. Candidates must obtain scores for each item at or above expected levels (3 or above) in order to have successfully performed in that area by the end of the practicum. Any candidate that obtains an item score of 2 or below will receive a remediation plan that will be created by the university-based supervisor in coordination with the field-based supervisor and the candidate. An item score of 2 or below on the final evaluation will result in the candidate retaking the practicum course until target competency is demonstrated.

Use the following scale:
1 = below expected level for a candidate (unacceptable): The candidate has not demonstrated the characteristics/disposition or ability to perform the task when provided with experience and supervision and is in need of more intense direct supervised assistance and additional planned activities.

2 = approaching expected level for a candidate (approaching): The candidate has demonstrated some of the skill or characteristics/dispositions or has demonstrated the skill but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to perform the task or demonstrate the characteristic.
3 = at the expected level for a candidate (target): The candidate has competently demonstrated the characteristic/disposition or ability to perform the task. More experience may be beneficial but is not needed for competency attainment.

4 = above expected level for a candidate (exemplary): The candidate has demonstrated strong skill or characteristic/disposition development and can independently perform the task with no supervision.

**Area #1 Professional Identity and Professional Behavior (NASP VIII (8.2))**

Evaluate candidate regarding professional behavior.

___1. Uses theory to guide practice.
___2. Uses research to guide practice.
___3. Interacts appropriately with students.
___4. Interacts appropriately with families.
___5. Interacts appropriately with staff.
___6. Accurately perceives his/her own strengths or areas needing improvement.
___7. Knows when to seek assistance.
___8. Responds well to feedback.
___9. Demonstrates an ability to initiate activities.
___10. Arrives to practicum on time.
___11. Arrives to meetings on time.
___12. Is motivated to improve (e.g., checks his/her own work for errors).
___13. Responds appropriately to the feelings of others.
___14. Is able to withstand adverse events/stressful experiences without getting overwhelmed.
___15. Has gained the trust of students.
___16. Has gained the trust of parents.
___17. Has gained the trust of staff.

Average score: ______

**Area #2: Data-Based Decision Making and Accountability (NASP II)**

Evaluate candidate regarding the completed comprehensive assessment:

___1. Interviews (teachers, parents and students).
___2. Administers tests of cognitive ability.
___3. Scores tests of cognitive abilities.
___4. Interprets tests of cognitive abilities.
___5. Administers tests of academic achievement.
___6. Scores tests of academic achievement.
___7. Interprets tests of academic achievement.
___9. Uses broad-band rating scales (e.g., Behavior Assessment System for Children).
___10. Uses objective measures of personality (e.g., MMPI-A, Beck Depression Inventory).
___11. Reviews relevant permanent products/records about the child.
___12. Conducts systematic direct observation of the student in the classroom/natural setting.
___13. Conducts assessments of the instructional/classroom environments.
___14. Generates data-based recommendations as a result of the assessment.
Average score: ______

Area #3 Progress in Intervention – Consultation and Collaboration (NASP III; NASP IV (4.2))
Evaluate the candidate regarding consultation
______1. Has knowledge of evidence-based behavioral interventions.
______2. Has knowledge of evidence-based social skills interventions.
______3. Adapts practical interventions for consultee use.
______4. Uses data to plan interventions.
______5. Uses data to evaluate interventions.
______6. Develops culturally sensitive collaborative relationships.
______7. Is aware of the strengths of consultation.
______8. Is aware of the limitations of consultation.
______10. Has knowledge of research related to developing collaborations between families and schools.

Average score: ______

Area #4 Effective Instruction – Direct intervention of cognitive/academic skills (NASP IV (4.1))
Evaluate the candidate regarding development and implementation of direct interventions.
______1. Has knowledge of evidence-based academic interventions.
______2. Has knowledge of multi-tiered approach to prevention/intervention.
______2. Develops plans that are preventative/proactive (e.g., modifies antecedent conditions).
______3. Uses data to monitor student progress.
______4. Develops interventions that are linked to assessment results.
______5. Employs research-based interventions whenever possible.
______6. Identifies appropriate goals for students based upon current performance, response, and need.

Average score: ______

Area #5 Prevention and Crisis Intervention (NASP V (5.2))
Evaluate the candidate regarding prevention and crisis intervention.
______1. Understands how school-level (e.g., resources, climate, policies, procedures) variables influence prevention/intervention activities.
______2. Understands how family (e.g., roles, relationships, structure) level variables influence prevention/intervention activities.
______3. Understands how community (e.g., agencies, neighborhoods, peer groups) level variables influence prevention/intervention activities.
______4. Understands the influence of human development on human behavior.
______5. Understands the influence of psychopathology on human behavior.
______6. Has knowledge of best practices in crisis intervention.
______7. Understands the school crisis plan.
______8. Consults with administration on the school crisis plan, as appropriate.

Average score: ______

**Area #6 Progress in Program Evaluation and Applied Research (NASP VIII (8.1))**
Evaluate candidate regarding ability to evaluate programs and applying research.
______1. Seeks opportunities to learn more about evidence-based practices.
______2. Shares knowledge about evidence-based practices (e.g., through presentation, handouts for parents and staff, and other means).
______3. Outcomes/goal attainment for students.
______4. Implementation (treatment integrity).
______5. Satisfaction of stakeholders (e.g., students, staff, parents).
______7. Group intervention programs.

Average score: ______

**Area #7: Progress in Demonstration of Professional Ethics and Knowledge of Legal Issues (NASP VIII (8.2))**
Evaluate candidate regarding professional ethics and legal issues.
______1. Evaluates assessments (e.g., reliability, validity and fairness).
______2. Respects individual differences (e.g., racial, sexual, social, and ethnic differences).
______3. Is aware of biases.
______4. Informs stakeholders (e.g., children, parents and staff) of their legal rights and responsibilities.
______5. Knows public policies that affect the practice of school psychology.
______7. Knows consequences for not following legal mandates.

Average score: ______

**Area #8 Progress in Culture and Diversity (NASP VII)**
Evaluate candidate regarding diversity issues
______1. Is aware of how his/her own culture background may impact practice.
______2. Is aware of how ecological systems (e.g., culture, family, biology, developmental processes, and the learning environment) impact learning.
______3. Knows the culture of the children and families that he/she directly serves.
______4. Knows the social background of the children and families that he/she directly serves.
______5. Is sensitive to diversity issues in assessment.
______6. Is sensitive to diversity issues in intervention.
______7. Is sensitive to diversity issues in prevention.
______8. Is sensitive to diversity issues in evaluation.
______9. Is sensitive to diversity issues in research activities.
______10. Informs others about the impact of diversity on the functioning of students.
11. Advocates for the needs of individuals with diverse backgrounds.

Average score: ______

**Area #9: Progress In Communication and Information Technology (NASP VIII (8.2))**

Evaluate candidate regarding ability to communicate and adequate use of technology

1. Demonstrates written communication skills by means of assessment and other reports.
2. Demonstrates oral communication skills by means of presentations, such as presentations of assessment, reports at team meetings, or in-service presentations.
3. Demonstrates appropriate use of technology in communication (e.g., e-mail and other communication or presentation material).
4. Is able to critically evaluate information obtained from different media, including the internet.
5. Is able to use information technology to locate evidence-based strategies.
6. Is able to use information technology to make informed decisions.
7. Is able to use information technology to solve problems.
8. Makes appropriate use of software to analyze the results of assessments.
9. Makes appropriate use of software to analyze the results of interventions.

Average score: ______

**Area #10: School and Systems Organizations (NASP V (5.1))**

Evaluate candidate understanding of school and systems organization.

1. Understands how special and general education services are organized and related.
2. Identifies several activities that support the improvement of systems (e.g., PBIS).
3. Takes systems perspectives on planning prevention/interventions programs.
4. Identify and understand district wide sources of data.

Average score: ______

**Area #11: Home/School Collaboration (NASP VI)**

Evaluate candidate knowledge of and incorporation of home/school collaboration possibilities.

1. Has knowledge of research related to family systems.
2. Has knowledge of research related to evidence-based strategies to support family influences on children’s learning.
3. Has knowledge of research related to evidence-based strategies to support family influences on children’s socialization.
4. Has knowledge of research related to evidence-based strategies to support family influences on children’s mental health.
5. Involves family systems when developing recommendations for intervention.

Average score: ______
Area #12: Socialization and Development of Life Skills (NASP IV (4.2))
Evaluating candidate knowledge of socialization and development of life skills.

1. Has knowledge concerning assessment of externalizing disorders.
2. Has knowledge concerning assessment of internalizing disorders.
3. Has knowledge of multiple approaches to therapy to address social emotional targets.
4. Can use Functional Behavioral Assessment or Analysis to guide intervention development to increase prosocial behavior.
5. Can use Functional Behavioral Assessment or Analysis to guide intervention evaluation to increase prosocial behavior.
6. Understands the importance of screening to support wellness, mental health, and life competencies.
7. Understands the importance of system wide instruction to support wellness, mental health, and life competencies.

Average score: ______

Evaluation of Candidate's Strengths and Areas Needing Improvement.

Please list the candidate’s strengths:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Please list areas of improvement for the candidate:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Suggestions for improving the candidate’s proficiency:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Supervisor’s Signature

Date

Revised December 4, 2019
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

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
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</thead>
<tbody>
<tr>
<td><strong>1.1</strong></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>1.2</strong></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>1.4</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>1.5</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>1.6</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>
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<th>Effective</th>
<th>Needs Development</th>
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<tbody>
<tr>
<td>2.1</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>2.2</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>2.3</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>2.4</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:**

Revised December 4, 2019
Section 3: Problem Analysis

<table>
<thead>
<tr>
<th>Section</th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The problem behavior is hypothesized as a skill or performance deficit <strong>AND</strong> Data are used to test the hypothesis.</td>
<td>There is no hypothesis regarding skill or performance deficit. <strong>OR</strong> Data are not used to test the hypothesis.</td>
</tr>
<tr>
<td>3.2</td>
<td>Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment.</td>
<td>Multiple hypotheses are not developed <strong>OR</strong> Hypotheses are untestable.</td>
</tr>
<tr>
<td>3.3</td>
<td>Each hypothesis is stated in observable/measurable terms.</td>
<td>Hypotheses are not stated in observable/measurable terms.</td>
</tr>
<tr>
<td>3.4</td>
<td>Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.</td>
<td>Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis.</td>
</tr>
<tr>
<td>3.5</td>
<td>A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).</td>
<td>A conclusive statement formally describing the cause of the problem is not included <strong>OR</strong> Does not lead to a logical intervention.</td>
</tr>
</tbody>
</table>

| Rating | EFFECTIVE | NEEDS DEVELOPMENT |

Comments:
## Section 4: Intervention

<table>
<thead>
<tr>
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<th>Effective</th>
<th>Needs Development</th>
</tr>
</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)

<table>
<thead>
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<th>Effective</th>
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</tr>
</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. OR Progress data are not graphed.</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**

- **EFFECTIVE**
- **NEEDS DEVELOPMENT**

**Comments:**
## Section 5: Evaluation (Summative)

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<tr>
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<th>Effective</th>
<th>Needs Development</th>
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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  
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>5</td>
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<tr>
<td>2</td>
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</table>
Recommended Reading for the Case Study


