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 practicum, candidates interact with field-based school psychologists, special educators, educational diagnosticians, and related special education and psychological services personnel. Candidates (practicum students) become directly involved in conducting traditional and functional assessments, taking reliability measures during direct-observation procedures, as well as developing and implementing intervention strategies. Practicum requires that candidates receive regular supervision and feedback as they progress through the 150-hour training experience. Case studies and related reports regarding the assessment and treatment of students are reviewed by class cohorts, professors, and field supervising psychologists. 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. Practicum 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.
The School Psychology programs at Stephen F. Austin State University are 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.

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

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:

1. Practical Knowledge: Demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. Content Knowledge: Students will demonstrate basic knowledge of the profession of school psychology, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.
3. Behavior Assessment: Identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
4. Pedagogical and Professional Knowledge, Skills, and Dispositions: The student demonstrates knowledge, skills, and professional work characteristics/dispositions and applies these effectively in practice during internship.
5. Application of Principles and Procedures: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice.

Student Learning Outcomes:

1. Master skills in the field of school and educational diagnostics [PLO 1, 2, 3, 4]
2. Obtain an orientation to schools as organizations [PLO 1]
3. Increase levels of practice with traditional and functional assessment techniques [PLO 1, 2, 3, 4]
4. Provide intervention addressing general learning problems in accordance with the instructed, modeled, and rehearsed strategies employed during didactic classes (e.g., EPS 560, EPS 502, & EPS 563). [PLO 1, 2, 3, 4]
5. Possess developed skills related to response-to-intervention systems and curriculum based assessment. [PLO 1, 2, 3, 4]

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**Important.**
Each student is responsible for providing appropriate documentation of contact hours and supervision. Each student is required to provide both the university-based supervisor and the site supervisor a list of the days/times the student expects to be present at the site (schedule). The university-based supervisor may visit the student on-site unannounced at any point in time or may contact the site-supervisor to see if the student is present. This will be factored into the professionalism portion of evaluation. Each student is required to be present for practicum from the beginning date of their supervision agreement until the ending date and these dates should be agreed upon by the student, the site-supervisor and the university-based supervisor.

**Paper work for Practicum (pass/fail):** Turning in valid insurance, agency and university contract, and the field-based supervisor and school psychology practicum contract

**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 formally graded but will be scored pass/fail based on completion. 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 are pass/fail assignments. However, 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 on the mid-semester evaluation 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 failing the practicum course and being dismissed from the program.

**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.

**Pass/Fail Assignments**
- Logs
- Practicum Paperwork
- Supervisor Evaluations

V. Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Course Calendar</th>
<th>SUBJECT</th>
<th>ASSIGNMENTS DUE</th>
<th>MODALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Syllabus review/Paperwork review</td>
<td>Zoom</td>
<td></td>
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<tr>
<td>1/30</td>
<td>Case Analysis</td>
<td>D2L</td>
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<tr>
<td>2/6</td>
<td>Case Analysis</td>
<td>Zoom</td>
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<tr>
<td>2/13</td>
<td>Case Analysis</td>
<td>NASP 2023</td>
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<tr>
<td>2/20</td>
<td>Case Analysis</td>
<td>D2L</td>
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<tr>
<td>2/27</td>
<td>Case Analysis</td>
<td>Zoom</td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>Case Analysis</td>
<td>Logs Due Supervisor midterm evaluation due</td>
<td>Zoom</td>
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<tr>
<td></td>
<td>3/19</td>
<td>Case Analysis</td>
<td>Zoom</td>
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<tr>
<td></td>
<td>3/26</td>
<td>Case Analysis</td>
<td>D2L</td>
</tr>
<tr>
<td></td>
<td>4/2</td>
<td>Case Analysis</td>
<td>Zoom</td>
</tr>
</tbody>
</table>
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses 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 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 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/

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).

**Witheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work 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, except as allowed through policy [i.e., Active Military Service (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.

**Student Code of Conduct: Policy 10.4**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU 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
www.sfasu.edu/humanservices/139.asp
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

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.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 (additional information available at http://www.tx.nesine.com/PageView.aspx?f=GEN_Tests.html. 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 a 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.

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. Revision for 2021 FALL SPRING SEMESTER: Due to COVID-19 some classes WILL be on ZOOM for everyone. See the tentative schedule for which classes are online versus in-person.

For this course:

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom. Camera video is required to be turned on.
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. This is for students who are required to attend in person. If the student is a ZOOM Admission student this will not apply.

IX. 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 assigned and presented during class, regardless of whether or not you attended class.

***Instructor contact with students may be increased to remediate student dispositions; provide additional guidance and support for behavioral and/or academic interventions; and to assist students’ with “clients” in crisis.***
SFA School Psychology

1. Evaluation Form

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 student’s university supervisor mid-semester and prior to the end of the semester (Spring). Please provide your estimate of the student’s progress in regard to their 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. Students 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 student that obtains an item score of 2 or below on the mid-semester evaluation will receive a remediation plan that will be created by the university-based supervisor in coordination with the field-based supervisor and the student. An item score of 2 or below on the final evaluation will result in the student failing the practicum course.

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.

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17. Has gained the trust of staff.

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.

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.

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.
   3. Develops plans that are preventative/proactive (e.g., modifies antecedent conditions).
   4. Uses data to monitor student progress.
   5. Develops interventions that are linked to assessment results.
   6. Employs research-based interventions whenever possible.
   7. Identifies appropriate goals for students based upon current performance, response, and need.

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.

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7. Understands the school crisis plan.
8. Consults with administration on the school crisis plan, as appropriate.

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.

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.

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.

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.
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.

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))
Evaluate 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.
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 ____________________
SFASU School Psychology

Practicum Evaluation Form & Practicum Case Study
[Adapted from Oklahoma State University]

**University Based Supervisor Assessment:**
Please evaluate the candidate’s performance during practicum in all areas compared to other students at this level. For each domain indicate whether the portfolio products provided indicate that performance during practicum was at the level of Unacceptable (1), Approaching (2), Target (3), or Exemplary (4). Performance during practicum is required to be at Approaching (2) or above in all areas for the practicum to be considered successfully completed.
Candidates must submit through their portfolio submission a comprehensive academic case study, a comprehensive behavioral case study, a comprehensive consultation case study, documentation of a social skills or counseling case study, and an initial/complete diagnostic assessment report with treatment recommendations. Included with these case studies must be, at minimum, assessment data, interventional data and outcome data. The assessment data must consist of formal and informal assessments (direct and indirect, assessment of performance, interviews, functional analysis, etc.) as appropriate for the case. The outcome data for each of the case studies must include the protocols for any intervention implemented within the case as well as any data collection methodologies. In additional data must be included to demonstrate a positive impact on student learning. Specifically data will be submitted that addresses treatment integrity, effect size, and the percent of non-overlapping data point from each case study.
Lastly, the candidates must submit a vita as well as any other products necessary to demonstrate the competencies assessed below.

<table>
<thead>
<tr>
<th>Candidate Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Practicum Site</td>
</tr>
<tr>
<td>Review Period</td>
</tr>
<tr>
<td>University Evaluator</td>
</tr>
</tbody>
</table>

Commented [DM1]: I’ve never seen this document before. Not sure if it is something Jill modified from OSU or what.
I’m also not convinced it is needed. The NCSP rubric should be used to evaluate the case study. Not sure why we would want two rubrics for the same assignment. It is very possible I’m missing something here though.
Rubric

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Approaching (2)</th>
<th>Target (3)</th>
<th>Exemplary (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate has not demonstrated the characteristics/disposition or ability to perform task when provided with experience and supervision and is in need of more intense direct supervised assistance and additional planned activities.</td>
<td>The candidate has demonstrated aspects of the skill or characteristic/disposition or has demonstrated the skill but 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.</td>
<td>The candidate has completely demonstrated the characteristic/disposition or ability to perform the task. More experience may be beneficial but is not needed to competency attainment.</td>
<td>The candidate has demonstrated strong skill or characteristic/disposition development and can independently perform the task with no supervision</td>
</tr>
</tbody>
</table>

Ratings

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists see such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

<table>
<thead>
<tr>
<th></th>
<th>Evaluation December</th>
<th>Evaluation May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A behavioral case study report (utilizing functional behavioral assessment methods) that links assessment data to recommendations which resulted in treatment/intervention data demonstrating an effective outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. An academic case study report that links assessment data to recommendations which resulted in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>treatment/intervention data demonstrating an effective outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Diagnostic assessment report links assessment data to recommendations which resulted in treatment/intervention data demonstrating an effective outcome.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.2 Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaboration, and/or other consultation models and methods and/or their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group and system levels.

<table>
<thead>
<tr>
<th></th>
<th>Evaluation December</th>
<th>Evaluation May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Consultation case study report including results, hypothesis statement, goals, strategies and outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Candidate demonstrates characteristics of effective communications, both oral and written.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Candidate demonstrates effective collaborative interactions with consultative stakeholders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Candidate utilizes problem solving strategies within the consultative framework.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.3 Effective Instruction and Development of Cognitive/Academic Skills:

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs; implemented interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include but are not limited to, instruction interventions and consultation.

<table>
<thead>
<tr>
<th></th>
<th>Evaluation December</th>
<th>Evaluation May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation December</td>
<td>Evaluation May</td>
</tr>
</tbody>
</table>
19

<table>
<thead>
<tr>
<th>Academic case study report demonstrates knowledge of empirically validated academic intervention strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic case study demonstrates effective use of data to support skill development and goal selection.</td>
</tr>
<tr>
<td>Candidate has an understanding of components of effective instruction and how to apply this understanding to academic intervention development.</td>
</tr>
</tbody>
</table>

2.4 Socialization and Development of Life Skill: School psychologists have knowledge of human developmental processes, techniques to assess those processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths and needs; implement interventions to achieve those goals; and evaluate the effectiveness of these interventions. Consultation, behavioral assessment/intervention and counseling are limited to, consultation, behavioral assessment/intervention and counseling.

<table>
<thead>
<tr>
<th>Behavioral case study report demonstrates skills with the assessment of internalizing and externalizing disorders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral case study report demonstrates an examination of Functional Variables associated with the target behavior (FBA data collected).</td>
</tr>
<tr>
<td>Behavioral case study report demonstrates effective use of data and treatment methods to support wellness, mental health and life competencies.</td>
</tr>
<tr>
<td>Candidate demonstrates an understanding of multiple approaches to therapy to address social-emotional difficulties.</td>
</tr>
</tbody>
</table>

Evaluation December | Evaluation May
<table>
<thead>
<tr>
<th>Targets (e.g., behavioral, cognitive-behavioral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Has knowledge of how to plan, implement and evaluate social skills groups (e.g., prosocial behavior, study skills, self-regulatory skills) using a comprehensive assessment approach</td>
</tr>
</tbody>
</table>

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender related, and linguistic factors in development and learning. School psychologists demonstrate the ability and to implement strategies selected and/or adapted based on individual characteristics, strengths and needs.

<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Both behavioral and academic case study reports demonstrate that assessment approach varies to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.</td>
<td>December</td>
<td>May</td>
</tr>
<tr>
<td>b. Both behavioral and academic case study reports provide recommendations that vary to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Diagnostic assessment report demonstrated that assessment approach varies to account for individual differences in culture/language, disability, or any other relevant aspect of diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Diagnostic assessment report provide recommendations that vary to account for individual differences in culture/language, disability, or any other relevant aspect of diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Candidate possesses adequate knowledge of issues of assessment consultation and intervention related</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.6 School and Systems Organization, Policy Development and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation December</td>
<td>Evaluation May</td>
</tr>
</tbody>
</table>

- **f.** Candidate has experience with and works effectively with various diverse population.

<table>
<thead>
<tr>
<th><strong>2.7 Prevention, Crisis Intervention and Mental Health:</strong> School psychologists have knowledge of human development and psychopathology and of associated biological, cultural and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation December</td>
</tr>
<tr>
<td>a.</td>
<td>Candidate is familiar with prevention and risk-reduction programs and activities (e.g., supports implementation of Positive Behavior Supports).</td>
</tr>
<tr>
<td>b.</td>
<td>Candidate is able to apply principles for responding to crises (suicide, death, natural disaster, violence, etc.)</td>
</tr>
</tbody>
</table>
c. Candidate has identified and consults with administration on school crisis plan.

d. Provides therapy to individuals and/or groups impacted by crisis situations (e.g., suicide, bullying, death).

### 2.8 Home/School Community Collaboration

School psychologists have knowledge of family systems, including family strengths and influences on student development, learning and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.

<table>
<thead>
<tr>
<th>Evaluation December</th>
<th>Evaluation May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Academic case study report demonstrates effective use of home/school collaboration</td>
<td></td>
</tr>
<tr>
<td>b. Behavioral case study report demonstrates effective use of home/school collaboration.</td>
<td></td>
</tr>
<tr>
<td>c. Candidate effectively communicates with parents/caregivers using appropriate language.</td>
<td></td>
</tr>
<tr>
<td>d. Candidate adequately evaluates parent/caregiver background and training needs.</td>
<td></td>
</tr>
</tbody>
</table>

### 2.9 Research and Program Evaluation

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

<table>
<thead>
<tr>
<th>Evaluation December</th>
<th>Evaluation May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Candidate appropriately selects and utilizes research to inform assessment, intervention and consultative activities.</td>
<td></td>
</tr>
<tr>
<td>b. Academic and behavioral case study reports present data within an</td>
<td></td>
</tr>
</tbody>
</table>
appropriate single-case design to allow for conclusions about the effectiveness of the intervention.

<table>
<thead>
<tr>
<th>2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate and utilize information sources and technology in ways that safeguard or enhance the quality of service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation December</td>
</tr>
<tr>
<td>a. Candidate utilizes, as evidenced from portfolio products, technology relevant to assessment, reporting and dissemination activities.</td>
</tr>
<tr>
<td>b. Candidate utilizes, as evidenced from portfolio products, technology relevant to interaction with professionals, parents and children.</td>
</tr>
</tbody>
</table>

### Impact on Student Learning

<table>
<thead>
<tr>
<th>Impact on Student Learning</th>
<th>Evaluation December</th>
<th>Evaluation May</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Behavioral case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Behavioral case study results are described based upon an appropriate interpretation method (e.g., effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Behavioral case study results are evaluated as effective by consumers’ examination of goal attainment through the use of goal attainment assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Academic case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Academic case study results are described based upon an appropriate interpretation method (e.g., effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Academic case study results are evaluated as effective by consumers’ examination of goal attainment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
attainment through the use of goal attainment assessments.

<table>
<thead>
<tr>
<th>g.</th>
<th>Consultation case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>h.</th>
<th>Consultation case study results are described based upon an appropriate interpretation method (e.g., effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>i.</th>
<th>Consultation case study results are evaluated as effective by consumers’ examination of goal attainment through the use of goal attainment assessments.</th>
</tr>
</thead>
</table>

| j. | See Intern Case Study Outcome Tables for direct evidence. |

**Evaluation**

Evaluation of performance is to be completed at the end of the practicum period by the university supervisor.

- This student has successfully completed the practicum experience and is recommended for additional experience and/or credentialing as appropriate. (Must have ratings of 2 or above on all assessed areas)

- This student needs to contract for completion of additional experiences, noted above rated below 2, before the practicum can be considered successfully completed.

- I have serious ethical and/or practice skill reservations regarding this student and would recommend that they repeat the practicum.

**Verification of Review**

By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

| Candidate Signature | Date |
| University Supervisor Signature | Date |

University Supervisor Date Practicum Student Date

*Signature indicates that the supervisor’s evaluation has been discussed between the supervisor and the student.*
**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS**

**REPORT ON CASE STUDY EVALUATION**

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>
</tr>
</thead>
<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>
</tr>
<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>
</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>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<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:**
## Section 3: Problem Analysis

<table>
<thead>
<tr>
<th></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 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>
<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 OR 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 OR Does not lead to a logical intervention.</td>
</tr>
</tbody>
</table>

RATING

- EFFECTIVE
- NEEDS DEVELOPMENT

Comments:
### Section 4: Intervention

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

**RATING**

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

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

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

**RATING**

- EFFECTIVE
- NEEDS DEVELOPMENT

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

Name of Reviewer:

How clearly does this case study demonstrate the intern’s ability to follow the behavioral problem solving model (i.e., problem identification, problem analysis, implementation, evaluation) and either demonstrate an effective case study as evidence by a PND of 70% or greater (Scruggs & Mastropieri, 1998) or by identifying factors that contributed to an ineffective outcome and making appropriate intervention recommendations based on the data?

Not At All Clear 1 2 3 4 5 Very Clearly
Recommended Resources


