Instructor: Daniel McCleary, Ph.D., NCSP, LSSP, LP
Pronouns: He/Him/His
Office: Human Services 215
Office Phone: (936) 468-3940
Other Contact Information: NA

Course Time & Location: R 7:15-9:45 virtual
Office Hours: M: 8:00-10:30
W: 8:00-10:30
Credits: 3
Email: mcclearydf@sfasu.edu

Prerequisites:
This course is hybrid and meets virtually via Zoom.

I. Course Description:
“A post-practicum field placement requiring supervised exposure to best practices in school settings.”

In pursuit of the Master’s degree, students must complete a total of 1,200 hours of supervised service delivery. 600 hours are to be completed in the fall semester and 600 hours in the spring semester. Placements may include public or private schools. Field-based supervisors must provide 2 hours per week of direct supervision for each intern. In addition, the intern must complete at least 300 direct contact hours during the entire internship experience; demonstrate competence on all Internship Evaluation Form items, as rated by the field-based supervisor; and effectively complete an academic and behavioral case study.

SPSY 5352 “School Psychology Internship” (3 credits) typically meets once each week (Wednesday) in 150-minute segments for 17 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each week to prepare outside of classroom hours.

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

All students must adhere to the SFA Way:

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

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

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

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

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

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

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

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

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

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

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

Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:
1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

3. **Domain 3: Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

4. **Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental 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 health promotion, and evidence-based strategies for creating safe and...
supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

7. **Domain 7: Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

8. **Domain 8: Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

9. **Domain 9: Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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

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

1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
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**Student Learning Outcomes (SLO): Course Specific**

1. Perform tasks of a Licensed Specialist in School Psychology (LSSP) such as assessment, consultation, and intervention procedures. [PLO-1, 3, 4; NASP-1, 3, 4]
2. Possess standards of professionalism associated with the job title of LSSP Intern. [PLO-10; NASP-10]
3. Be knowledgeable and implement organization of materials associated with LSSP Intern title. [PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
4. Demonstrate knowledge and skills of NASP Domains as evidenced by internship evaluation data. [PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10]

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

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

1. **Syllabus Agreement Form (Pass/Fail):** As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. **Attendance (Pass/Fail):** Students must attend class on the designated calendar days. On these days, monthly logs and individual supervision logs must be submitted as part of one’s participation grade. In addition, students are expected to discuss their case study and engage in case conceptualization with each other.

3. **Program Verification Form (Pass/Fail):** Interns are responsible for ensuring the program receives documentation of all logs, insurance forms, contracts, case studies, and evaluations. All documents must be submitted to the instructor of record who will then verify that each item has been received in full. Once all of the items have been received the instructor will sign and date at the bottom of the form. This completed documented must be submitted to the course instructor by 7:15 of the last day of class. Failure to submit the completed form will result in a failing grade. It is the student’s responsibility to maintain these records and coordinate scheduling in advance.

4. **Insurance (Pass/Fail):** Each student shall submit current professional liability insurance by the first class period (1/18/24). *No hours may be logged until insurance and contract forms have been submitted.*
5. **Contracts (Pass/Fail):** Each student shall submit a signed contract between SFASU and the field placement(s) and between the student and supervisor(s) by the first class period (1/18/24). Field-based supervisor must be working within the district an equivalence of 2 days per week. Contract forms are posted on D2L. *No hours may be logged until insurance and contract forms have been submitted.*

6. **Academic Case Study (Pass/Fail):** Students shall complete at least 1 academic intervention during the semester. The case study shall be written in accordance with APA guidelines. The case study will be evaluated using the attached rubric adapted from NASP. In addition, the case study must be submitted in electronic form through the Dropbox function on D2L.

7. **Psychoeducational Assessment Report with Recommendations (Pass/Fail):** Each student shall submit a de-identified comprehensive evaluation report, including appropriate recommendations.

8. **Evaluations (Pass/Fail):** Each student will have midterm and final evaluations submitted on their behalf by their respective field-based supervisor. All supervisor evaluations must be turned in by the due date in order to pass the course. Extenuating circumstances must be communicated to the instructor prior to the due date. All midterm evaluations and all final evaluations must be submitted on time (3/7/24 and 5/9/24). Evaluation forms are posted on D2L. *Any student that receives an evaluation, that was submitted on time, and that contains an item score of 2 or below on the midpoint evaluation during the Spring semester 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 in the Spring semester will result in the student failing the internship course regardless of whether a remediation plan was in place or not.*

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal by e-mail to the instructor prior to the class period proceeding the next class. The appeal shall state support for the student’s choice, citing passages from the required texts that clearly and logically support the student’s position. The instructor will provide feedback via e-mail.

*All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.*

**IV. Evaluation and Assessments (Grading):**

**Grading Policy**

1. Syllabus Agreement Form            Pass/Fail
2. Attendance                           Pass/Fail
3. Program Verification Form            Pass/Fail
4. Insurance                           Pass/Fail
5. Contracts                           Pass/Fail
6. Academic Case Study                 Pass/Fail
7. Psychoeducational Report            Pass/Fail
8. Evaluations                         Pass/Fail

**Grades**
In order to PASS the course students must turn everything in on time, attend designated class days, submit an effective case study across all areas on the NCSP rubric, submit an effective psychoeducational assessment report across all areas on the rubric, and meet criteria for the internship evaluation form ratings.

**Attendance:** If a student fails to attend more than two class periods without prior approval from the instructor the student will fail the course.

**Posting Grades**
Grades will be posted on D2L after everyone has completed the assignment. Student performance cannot be reported or discussed on the phone or through email.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Perform tasks of a Licensed Specialist in School Psychology (LSSP) such as assessment, consultation, and intervention procedures. | Class discussion and activities | -Case Study  
-Evaluation  
-Psychoeducational Report | [PLO-1, 3, 4; NASP-1, 3, 4] |
| Possess standards of professionalism associated with the job title of LSSP Intern. | Class discussion and activities | -Case Study  
-Evaluation  
-Psychoeducational Report  
-Attendance | [PLO-10; NASP-10] |
| Be knowledgeable and implement organization of materials associated with LSSP Intern title | Class discussion and activities | -Case Study  
-Evaluation  
-Psychoeducational Report | [PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10] |
| Demonstrate knowledge and skills of NASP Domains as evidenced by internship evaluation data. | Class discussion and activities | -Case Study  
-Evaluation  
-Psychoeducational Report | [PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10] |
<table>
<thead>
<tr>
<th>Core Curriculum Objectives</th>
<th>Course Assignments</th>
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</thead>
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| **Critical Thinking** (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information) | -Case Study  
-Evaluation  
-Psychoeducational Report                                      |
| **Communication** (effective development, interpretation and expression of ideas through written, oral, and visual communication) | -Case Study  
-Evaluation  
-Psychoeducational Report                                      |
| **Empirical and Quantitative Skills** (manipulation and analysis of numerical data or observable facts resulting in informed conclusions) | -Case Study  
-Evaluation  
-Psychoeducational Report                                      |
| **Teamwork** (ability to consider different points of view and to work effectively with others to support a shared purpose or goal) | -Case Study  
-Evaluation  
-Psychoeducational Report  
-Attendance |
| **Personal Responsibility** (ability to connect choices, actions, and consequences to ethical decision-making) | -Syllabus agreement form  
-Insurance  
-Contracts  
-Site visit  
-Program verification form  
-Case Study  
-Psychoeducational Report  
-Evaluation  
-Attendance |
| **Social Responsibility** (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) | -Case Study  
-Evaluation  
-Psychoeducational Report  
-Attendance |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Exam/Assignment</th>
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<tr>
<td>*1</td>
<td>1/18</td>
<td>Course introduction/syllabus</td>
<td>Syllabus</td>
<td>Syllabus Agreement Form DUE</td>
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<td></td>
<td></td>
<td>Site review</td>
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<td>INSURANCE DUE</td>
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<td>Individual supervision assignments</td>
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<td>CONTRACTS DUE</td>
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<td>Professional liability insurance</td>
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<td>School contracts</td>
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<td>2</td>
<td>1/25</td>
<td>BP SSFS Ch. 1-3</td>
<td>Harrison et al. (2023)</td>
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<td>Evaluating Educational Interventions Ch.1-3</td>
<td>Riley-Tillman et al. (2020)</td>
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<td>Harrison et al. (2023)</td>
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<td>Riley-Tillman et al. (2020)</td>
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<td>Harrison et al. (2023)</td>
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<td>Riley-Tillman et al. (2020)</td>
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<td>5</td>
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<td><strong>NASP</strong></td>
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<td>*7</td>
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<td>BP SSFS Ch. 16-18</td>
<td>Harrison et al. (2023)</td>
<td>Set site visit dates</td>
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<td>8</td>
<td>3/7</td>
<td>BP SSFS Ch. 19-22</td>
<td>Harrison et al. (2023)</td>
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<td>9</td>
<td>3/14</td>
<td><strong>SPRING BREAK</strong></td>
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<td>10</td>
<td>3/21</td>
<td>BP SSFS Ch. 23-25</td>
<td>Harrison et al. (2023)</td>
<td>Psychoeducational Report DUE</td>
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<td>3/28</td>
<td><strong>UNIVERSITY HOLIDAY</strong></td>
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<td>*12</td>
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<td>13</td>
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<td>Harrison et al. (2023)</td>
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<td>*17</td>
<td>5/9</td>
<td>BP SSFS Ch. 41</td>
<td>Harrison et al. (2023)</td>
<td>Final Evaluations Due Program Verification Due</td>
</tr>
</tbody>
</table>

*All papers are to be submitted in current APA format through Desire2Learn. All papers are due at the start of the designated class period.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Readings:**

**Recommended Readings:**


Additional reading assignments may be assigned during class.

**QClassroom Statement:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and

**QClassroom Statement:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

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

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

VIII. Student Ethics and Policy

Institutional Absences *(HOP 04-110)*

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/students-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/students-resources/institutional-absences).

Code of Student Conduct and Academic Integrity

- The Code of Student Conduct and Academic Integrity *(HOP 04-106)* outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

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

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

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

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

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

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

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

- **Other important course-related policies:**
  **Other SFA policy information is found in the Handbook of Operating Procedures (HOP)**
***Other SFA Policy Information

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

IX: Resources

On-campus Resources:
   o The Dean of Students Office (Rusk Building, 3rd floor lobby)
     www.sfasu.edu/deanofstudents
     936.468.7249
dos@sfasu.edu
   o SFASU Counseling Services • www.sfasu.edu/counselingservices
     Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
   o SFASU Human Services Counseling Clinic •
     www.sfasu.edu/humanservices/139.asp
     Human Services Room 202 • 936-468-1041
   o The Health and Wellness Hub “The Hub”
     Location: corner of E. College and Raguet St.
     ▪ To support the health and well-being of every Lumberjack, the Health
       and Wellness Hub offers comprehensive services that treat the whole
       person – mind, body and spirit. Services include:
       ❖ Health Services
       ❖ Counseling Services
       ❖ Student Outreach and Support
       ❖ Food Pantry
       ❖ Wellness Coaching
       ❖ Alcohol and Other Drug Education
     www.sfasu.edu/thehub
     936.468.4008
     thehub@sfasu.edu
   ▪ Crisis Resources:
     ❖ Burke 24-hour crisis line 1(800) 392-8343
     ❖ National Suicide Crisis Prevention: 9-8-8
     ❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
     ❖ Crisis Text Line: Text HELLO to 741-741

X. Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students,
professional colleagues, school officials, parents, and members of the community and shall
safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession,
shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good
moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall
extend just and equitable treatment to all members of the profession. The Texas educator, in
accepting a position of public trust, shall measure success by the progress of each student
toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling
responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are

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

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

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

You are eligible to request a Preliminary Criminal History Evaluation if:

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

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

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

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

3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

XI. Other Relevant Course Information:

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

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions.
Program Verification Form (Spring)

The following documents must be given to the instructor of record. The student will initial next to each item that has been submitted in full and then sign and date at the bottom of the form. Once receipt of all items has been received the instructor will sign and date at the bottom of the page. This completed documented must be submitted to the course instructor at or before the start (7:15 PM) of the last class. Failure to submit the completed form, indicating successful completion of all items listed below, will result in a failing grade. It is the student’s responsibility to maintain these records and coordinate scheduling in advance.

_____ Valid insurance (coverage dates and student/intern status)

_____ Agency and University contract (signed by all parties, including the provost)

_____ Field-based supervisor and LSSP intern contract (signed by all parties)

_____ Signed documentation of all 1200+ intern hours (including signed individual and group supervision logs)
    _____ Signed documentation of 300+ direct service internship hours

_____ Evaluation – Midsemester

_____ Evaluation – Final

_____ Psychoeducational Report

_____ Academic Case Study

________________________________________________________________________

Instructor Signature                          Date

________________________________________________________________________

LSSP Intern Signature                        Date
<table>
<thead>
<tr>
<th><strong>Psychoeducation Assessment Report with Recommendations Rubric</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
</tr>
<tr>
<td>Reason for referral is clearly stated.</td>
</tr>
<tr>
<td>Demographics of the case are adequately described (e.g., age, type of class/school, grade, disability, etc.).</td>
</tr>
<tr>
<td>Record review, interviews, observation, and prior testing (RIOT) information is presented in a logical manner that is related to the referral question.</td>
</tr>
<tr>
<td><strong>Assessment Selection</strong></td>
</tr>
<tr>
<td>Appropriate assessments were selected that are relevant to the referral question.</td>
</tr>
<tr>
<td>Appropriate assessments were selected that are appropriate for the student’s unique characteristics (e.g., age, race, culture, language, motor abilities)</td>
</tr>
<tr>
<td>Assessments are appropriately explained.</td>
</tr>
<tr>
<td><strong>Assessment Results</strong></td>
</tr>
<tr>
<td>Assessment scores are accurately reported.</td>
</tr>
<tr>
<td>Assessment score descriptors are accurately reported.</td>
</tr>
<tr>
<td>Student’s behavior during assessment is reported in relation to the purpose of the evaluation.</td>
</tr>
<tr>
<td>Assessment scores are reported in tables.</td>
</tr>
<tr>
<td>A statement of the validity of the assessment results is provided.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td>Information is summarized in a logical manner with any discrepancies explained in a logical manner.</td>
</tr>
<tr>
<td>Student’s strengths and weaknesses are noted.</td>
</tr>
<tr>
<td>Summary of information addresses the referral question.</td>
</tr>
<tr>
<td>Evaluation results are linked to special education eligibility.</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
</tr>
<tr>
<td>Evidence-based recommendations are provided that are logically connected to the findings of the evaluation.</td>
</tr>
<tr>
<td>Evidence-based recommendations are appropriate for the student’s unique individual characteristics (e.g., age, race, culture, language, motor abilities).</td>
</tr>
<tr>
<td>Evidence-based recommendations are appropriate for the setting(s).</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Report is error free (e.g., typos, grammar, sentence structure, pronouns).</td>
</tr>
<tr>
<td>Report is accessible (e.g., absent of jargon, requires a low reading grade level to understand).</td>
</tr>
<tr>
<td>Graphs are clearly labeled, adhering to professional practices for presenting data/assessment results.</td>
</tr>
<tr>
<td>Personal identifying information is redacted.</td>
</tr>
<tr>
<td>District/campus identifying information is redacted.</td>
</tr>
</tbody>
</table>
CASE STUDY RUBRIC (adapted from NASP’s NCSP Rubric)

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 identify and address unique individual characteristics.</td>
<td>Assessment, intervention, and/or consultation practices DO NOT identify and address 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>Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.</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 sufficiently 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. The following are missing: Record Review, Interview, Observation, Testing.</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.). AND The difference between actual and expected levels of performance is explicitly stated.</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>Baseline data are graphed AND Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND Use an appropriate comparison standard.</td>
<td>Baseline data are not graphed AND/OR Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR Do not use an appropriate comparison standard.</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><strong>3.1</strong></td>
<td>The problem behavior is hypothesized as a skill or performance deficit.</td>
<td>The problem behavior is not hypothesized as a skill or performance deficit.</td>
</tr>
<tr>
<td><strong>3.2</strong></td>
<td>Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND All hypotheses are testable.</td>
<td>Multiple hypotheses are not developed AND/OR Hypotheses are untestable.</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>Hypotheses are stated in observable/measurable terms.</td>
<td>Hypotheses are NOT stated in observable/measurable terms.</td>
</tr>
<tr>
<td><strong>3.4</strong></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 AND/OR Appropriate sources of data are not used to confirm or reject each hypothesis.</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>A conclusive statement that formally describes the cause of the problem is included AND Leads to a logical intervention.</td>
<td>A conclusive statement formally describing the cause of the problem is not included AND/OR Does not lead to a logical intervention.</td>
</tr>
<tr>
<td><strong>RATING</strong></td>
<td><strong>EFFECTIVE</strong></td>
<td><strong>NEEDS DEVELOPMENT</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong></td>
<td>A single evidence-based intervention is implemented AND Is linked to preceding sections.</td>
<td>Multiple interventions are implemented simultaneously. AND/OR The intervention is not evidence-based. AND/OR The intervention is not linked to preceding sections of the report.</td>
</tr>
<tr>
<td><strong>4.2</strong></td>
<td>Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.</td>
<td>Acceptability of the intervention by one or more stakeholders is not verified.</td>
</tr>
<tr>
<td><strong>4.3</strong></td>
<td>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.)</td>
<td>The intervention is not replicable: Intervention components are not described (i.e., independent variable) AND/OR Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)</td>
</tr>
<tr>
<td><strong>4.4</strong></td>
<td>A skill or performance goal is stated. AND Described using the same metric as the dependent variables AND Is linked to baseline data AND Achievable based on research or other data.</td>
<td>A skill or performance goal is NOT stated. AND/OR Is not described using the same metric as the dependent variables AND/OR Is not linked to baseline data AND/OR Is not achievable based on research or other data.</td>
</tr>
<tr>
<td></td>
<td>Effective</td>
<td>Needs Development</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>4.5</td>
<td>□ Progress is monitored AND □ Progress monitoring data are presented.</td>
<td>□ Progress monitoring data are not presented.</td>
</tr>
<tr>
<td>4.6</td>
<td>Treatment integrity/fidelity data are: □ Reported AND □ Used in the interpretation of intervention efficacy.</td>
<td>Treatment integrity/fidelity data are not: □ Reported AND/OR □ Are not used in the interpretation of intervention efficacy.</td>
</tr>
</tbody>
</table>

**RATING**

□ EFFECTIVE

□ NEEDS DEVELOPMENT

Comments:
## Section 5: Evaluation (Summative)

<table>
<thead>
<tr>
<th>5.1</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A single graph is depicted for the target behavior and includes the following elements:</td>
<td>A single target behavior is presented on multiple graphs AND/OR</td>
<td>Relevant graphs are not included. AND/OR</td>
</tr>
<tr>
<td>□ Baseline data AND □ Goal/Target indicator or aim line AND □ Treatment/progress monitoring data with a trend line.</td>
<td>The following components are not included in the graph:</td>
<td>Baseline data AND/OR Goal/Target indicator or aim line AND/OR Treatment/progress monitoring data with a trend line.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.2</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate intervention data are collected to meaningfully interpret the results of the intervention:</td>
<td>Insufficient intervention data are collected to meaningfully interpret the results of the intervention.</td>
<td></td>
</tr>
<tr>
<td>□ At least 7 data points collected over AND □ A minimum of 6 weeks</td>
<td>□ Less than 7 data points collected over AND/OR □ Less than 6 weeks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.3</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.4</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for generalizing outcomes to other settings are included.</td>
<td>Strategies for generalizing outcomes to other settings are not included.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.5</th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for follow-up are included.</td>
<td>Strategies for follow-up are not included.</td>
<td></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 Clearly

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

Very Clearly
Recommended Reading


SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for SPSY 5352, Spring 2024. My class meets on __________ (days) at __________ (time).

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus.
I agree to be prepared for and attend class each day.

________________________________________
Printed Name

________________________________________
Signed Date