

Stephen F. Austin State University

Perkins College of Education
 Department of Human Services
 EPS 655.020: School Psychology Practicum
 Fall 2019

Instructor: Daniel McCleary, Ph.D., LSSP, NCSP
 Licensed Psychologist
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Other Contact Information: NA

Course Time & Location: R 4:30-7:00 HST 318
Office Hours: W: 8:45-10:45; 3:00-4:30
R: 3:00-4:30
Credits: 3
Email: mcclearydf@sfasu.edu

Prerequisites:

I. Course Description:

This course will provide supervised experience in the assessment and intervention of children and families. During practicum, students interact with diverse populations of field-based school psychologists, special educators, educational diagnosticians, and related special education and psychological services personnel. Practicum students may become directly involved in conducting traditional and functional assessments, taking reliability measures during direct observation procedures, as well as developing and implementing intervention strategies. The course requires that students receive regular supervision and feedback as they progress through the 300 hour training experience. Field-based supervisors will provide an average of at least 1 hour of direct supervision per full-time week for each student. The university supervisor will provide 1 hour of group supervision per week. The university supervisor will serve as the contact point between the university and the field-based supervisors.

EPS 655 "School Psychology Practicum" (3 credits; required in Fall, Spring, and Summer) is required for all school psychology doctoral students. Students receive instruction, group supervision, and individual supervision. Typically, the class meets each week for 150-minute segments for 15 weeks. In addition, the instructor performs a site visit each semester. Students also meet with the instructor for one hour every other week to receive guidance on their field-based assignments. In addition to the aforementioned meetings, students are required to log 300 hours at their field placement. Preparation for class, will average at a minimum, eight hours of work each week.

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:

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:

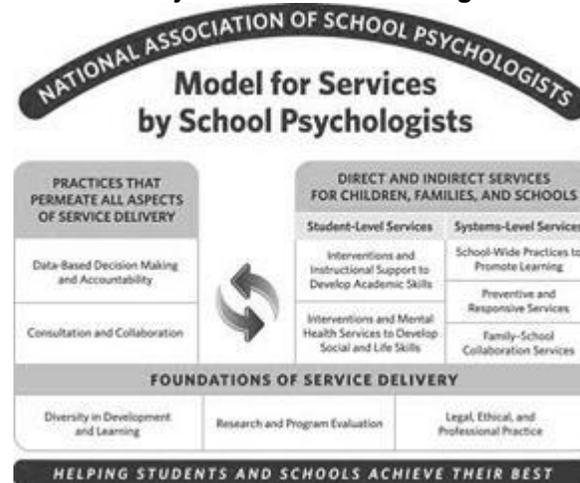
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches 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 applied 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 in previous program courses and those learned throughout the course in an applied manner.

The School Psychology Program 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. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.

Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:



1. **Domain 1: Data-Based Decision Making and Accountability.** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. **Domain 2: Consultation and Collaboration.** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
3. **Domain 3: Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
5. **Domain 5: School-Wide Practices to Promote Learning.** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
6. **Domain 6: Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
7. **Domain 7: Family–School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

8. **Domain 8: Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
9. **Domain 9: Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
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.

Program Learning Outcomes (PLO): Program Specific

1. **Data-Based Decision Making and Accountability.** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. **Consultation and Collaboration.** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
3. **Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. **Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
5. **School-Wide Practices to Promote Learning.** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
6. **Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
7. **Family–School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
8. **Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
9. **Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
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.

Student Learning Outcomes (SLO): Course Specific

1. Master skills in the field of school and educational diagnostics. [PLO-1, 2, 3, 4, 8, 9, 10; NASP-1, 2, 3, 4, 8, 9, 10]
2. Obtain an orientation to schools as organizations. [PLO-5, 6, 7, 8, 10; NASP-5, 6, 7, 8, 10]
3. Increase levels of practice with traditional and functional assessment techniques. [PLO-1, 2, 3, 4, 5, 8, 9, 10; NASP-1, 3, 4, 5, 8, 9, 10]
4. Provide intervention addressing general learning problems in accordance with the instructed, modeled, and rehearsed strategies employed during classes (e.g., EPS 560, EPS 502, and EPS 563. [PLO-1, 2, 3, 4, 5, 7, 8, 9, 10; NASP-1, 2, 3, 5, 7, 8, 9, 10]
5. Possess developed skills related to response-to-intervention systems and curriculum based assessment. [PLO-1, 2, 3, 4, 5, 8, 9, 10; NASP-1, 2, 3, 4, 5, 8, 9, 10]

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

Each student is responsible for providing appropriate documentation of contact hours and supervision. The university-based supervisor may visit the student on-site unannounced at any point in time. The student is responsible for buying a subscription to time2track.com and maintaining accurate records of all activities and supervision. Failure to purchase and activate the account and/or submit the required assignment(s) within the time2track system may result in course failure. Time2track must be purchased from www.time2track.com for a fee. All logs must include the title the student is using to represent herself/himself.

1. **Syllabus Agreement Form (Pass/ Fail):** As per Human Services 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. **Program Verification Form (Pass/Fail):** School Psychology Practicum Students are responsible for ensuring the program receives documentation of all logs, insurance forms, contracts, and evaluations. All documents must be submitted to the instructor of record who will then initial next to each item that has been received in full. Once all of the items have been received the instructor and the student will sign and date at the bottom of the form. This completed documented must be submitted to the course instructor by 4:30 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*.
3. **Portfolio/Case Study (100 points/22%):** Students shall complete at least 1 behavioral intervention during the semester. In order to complete a well-done study each student will need to meet with the instructor for at least one hour every other week to individually review progress and the steps that should be taken next (8 hrs). The portfolio/case study shall be written in accordance with APA guidelines. The case study will be evaluated using the attached rubric developed by NASP. A physical copy of the portfolio (see items 1-11 below for a list of components required for the portfolio) must be turned in to the instructor by the start of class (4:30) on the assigned due date. The case study will be returned to the student, but the rest of the portfolio will not be returned. In addition, the case study must be submitted in electronic form through the Dropbox function on D2L. Students must submit a three-ring binder with the following items in the order they appear below. The case study will be available for students to pick up after the materials have been graded, but the rest of the materials (items 2-12) will not be returned. Do not use plastic sleeves!
 - ___ 1. Case Study (see NCSP Case Study Review Rubric in the appendices)
 - ___ 2. A copy of your hand written consultation protocol
 - ___ 3. A copy of any materials used to collect data (e.g., data collection sheets, treatment fidelity sheets inter-rater agreement sheets)
 - ___ 4. A copy of your process evaluation form completed by consultee
 - ___ 5. A copy of your own process evaluation form completed by you (self-evaluation).

___6. A copy of three articles that apply to the case. Preferably each article will be related to the intervention procedure or target behavior. In some cases it may be appropriate to have the article related to the data collection system.

___7. A summary of each article. The article summary should be no more than one page and a copy of each article summary should be given to the consultee. Your summary should be jargon free and written in a manner that easily allows the consultee to understand the summary. Be sure to include the APA reference at the beginning of each summary so the consultee can locate the article if they want to read it at some other point.

___8. Weekly graphs that were discussed and shown to the consultee.

___9. Completed Consultation Formative Assessment Form (found on D2L)

___10. All 300+ documented hours of supervised experience must be included. This includes group supervision, individual supervision, and field experience logs.

___11. All student evaluations, contracts, and proof of insurance must be included.

4. **Formal Presentation (50 points/20%):** At the end of the academic semester, each student will present one of his/her behavioral interventions to the class. The presentation should be presented as if it were being presented at a *national conference*. All materials prepared for the presentation must be submitted to the instructor, to post on D2L, at least 2 hours prior to the presentation class period. If incorrect information is provided in the prepared materials and not corrected within 24 hours, 5 points will be lost per each additional 24 hour period until the materials are corrected and submitted. The presentation shall be within 25-30 minutes.
5. **Intervention Demonstration (50 points/11%):** Each student will receive a randomly selected behavioral skill for which the student will present and demonstrate a related evidence-based intervention. For example, defiance, biting, cursing, bullying, cyberbullying, study skills, time management skills, executive functioning skills, social skills for students with an emotional disturbance, social skills for students with an intellectual disability, school refusal (truancy/school phobia), defiance, etc. All materials prepared for the demonstration must be submitted to the instructor, to post on D2L, at least 2 hours prior to the presentation class period. No PowerPoint may be used in the demonstration. If incorrect information is provided in the prepared materials and not corrected within 24 hours, 5 points will be lost per each additional 24 hour period until the materials are corrected and submitted. The presenting student shall lead the course discussion over the assigned material for 35-45 minutes.
6. **Quizzes (80 points/18%):** Ten quizzes will be given during the semester. Each quiz is worth 10 points. Each quiz will cover content assigned for the day the quiz is given. The lowest two quiz grades will be dropped.
7. **Peer Evaluation (Pass/Fail):** Students will complete the peer evaluation form for each peer presentation or demonstration they participate in. The purpose of this form is to provide a critical analysis of one another's performance, in order to enhance each other's public speaking, group facilitation abilities, and collegiality. Comments must maintain a professional tone with the sole purpose of strengthening existing skills and providing suggestions for how to refine areas of growth. Remember, refinement statements should be written positively (i.e., the target behavior expected to be witnessed rather than what behavior to not engage in).
8. **Participation (100 points/22%):** Students are required to actively participate in discussion each week. Active participation includes providing valuable input to others such as intervention ideas or consultation advice. Active participation *excludes* working on other projects or interests. For example, if a student is observed working on an unrelated activity on a laptop/tablet or checking a personal electronic device that student shall *expect* a participation grade reduction. At the conclusion of each class period, students will record the participation grade they believe they earned for that period on the Student Participation Evaluation Form. The instructor will review each student's self-reported grade and adjust the grade if appropriate. The student's self-reported grade is not a guarantee that is

the grade that will be used for the class period. Failure to turn in the participation form at the end of class will result in a participation grade of 0. At the end of the semester, 10 class periods will be randomly selected to count towards the final participation grade. No credit will be given for absences. More than two absences will result in a full letter grade reduction.

9. Professionalism (Pass/Fail) Students will be evaluated based on their ability to exhibit professionalism once per semester.

Students will be evaluated each semester on Professional Dispositions by each faculty member. Students who receive low evaluations on professional and ethical behavior on the dispositions assessment will be placed on a Plan of Improvement. Students will be required to meet objectives designed by their faculty members in order to maintain their status in the School Psychology Program. Failure to meet objectives in the Plan of Improvement may result in termination from the program, practicum, or internship placement.

10. 300+ Supervised Hours (Pass/Fail): Each student shall log at least 300 hours of related school psychology duties pertaining to their respective field placement(s). Of the 300 hours, 120 must be from providing direct services. Students must also log and document 1 hour per week of individual supervision from their field supervisor. Also, students must log and document 1 hour per week of group supervision from a qualified LSSP supervisor (i.e., the instructor of this course). **Failure to submit documentation of 300 hours of experience, individual supervision, and group supervision documentation will result in failure of the course. No hours may be logged until insurance and contract forms have been submitted. All hours logged must be represented on time2track.com forms signed by both the university and field supervisors. All supervision documentation must be signed by both the student and the respective supervisor.** In addition, the student must include the title he/she is using in the field.

- Each student will keep a composite log of time allotted to tasks during the semester. This will be inspected by the field-based supervisor on a weekly basis or at whatever interval is established as convenient and appropriate by the field supervisor. The composite log will be brought to each group meeting with the practicum instructor for review as needed. Both the student and the field-based supervisor will verify the accuracy of this log at the semester's end. This record of student activity is required for the completion of course requirements. In addition to the composite log of time, students will also complete a log of professional activities. This log will include practicum field placement(s), client demographics, number of contacts per client, and client presenting concerns. *Starting Spring 2015, all students are required to log their hours using time2track.com. In addition, documentation will still need to be maintained for individual and group supervision.*

11. Site Visit (Pass/Fail): At minimum, one site visit will be made by the university-based supervisor. The School Psychology Practicum Student is responsible for coordinating the meeting date and time. In addition to strengthening the relationship between the SFA School Psychology programs and the surrounding community, the purpose of the site visit is to ensure a variety of appropriate and supervised experiences are provided for the School Psychology Practicum Student and that the School Psychology Practicum Student is performing his/her duties satisfactorily.

12. Case Presentations (Pass/Fail): During an hour of class, students will discuss their practicum experiences as part of group supervision. The intent of group supervision is for practicum students to present cases they are working on in the field, pose questions to colleagues regarding case conceptualization, and solicit feedback from colleagues about skills/techniques/interventions used. Each student shall come prepared to present and discuss at least one case per week.

Presentations should include the following information (at minimum):

- De-identified information
- Description of the presenting problem
- Description of the *problem identification* and procedures used in making this determination
- Description of the *problem analysis* and procedures used in making this determination

- Description of the *treatment implementation* and procedures used in making this determination
- Description of the *treatment evaluation* and procedures used in making this determination

These descriptions should include (at minimum):

- Description of the data collection procedures
- Analysis of the data, including a graph
- Analysis of the next steps in the process
- Description of the intervention
- Description of treatment data collection procedures
- Analysis of treatment data
- Interpretation of the data

- 13. Insurance (10 points/2%):** Each student shall submit current professional liability insurance by the third class period (9/12/16). No hours may be logged until insurance and contract forms have been submitted.
- 14. Contracts (20 points/4%):** Each student shall submit a signed contract between SFASU and the field placement(s) and between the student and supervisor(s) by the third class period (9/12/16). Contract forms are posted on D2L. No hours may be logged until insurance and contract forms have been submitted.
- 15. Evaluations (40 points/9%):** Each student will submit midterm and final evaluations from his/her respective field-based supervisor(s) and individual supervisor (as applicable). All supervisor evaluations must be turned in by the student by the due date in order to receive any credit. Extenuating circumstances must be communicated to the instructor prior to the due date. All midterm evaluations and all final evaluations submitted on time (10/17 and 12/12) will receive 20 points, respectively. Evaluation forms are posted on D2L. **Severe issues noted in evaluations may affect the overall course grade the student receives. The university-based and field-based supervisor will develop a remediation plan for any student who demonstrates significant skill deficits in practice.**

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 of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student's choice, citing passages from the required texts that clearly and logically support the student's choice. 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.*

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

IV. Evaluation and Assessments (Grading):

Grading Policy

- | | |
|-------------------------------|------------|
| 1. Syllabus Agreement Form | Pass/Fail |
| 2. Program Verification Form | Pass/Fail |
| 3. Portfolio (1 Intervention) | 100 points |
| 4. Formal Presentation | 50 points |
| 5. Intervention Demonstration | 50 points |

6. Quizzes	80 points
7. Peer Evaluation	Pass/Fail
8. Participation	100 points
9. Professionalism	Pass/Fail
10. 300+ Supervised Hours	Pass/Fail
a. 120 Direct Service Hours	Pass/Fail
11. Site Visit	Pass/Fail
12. Case Presentation	Pass/Fail
13. Insurance	10 points
14. Contracts	20 points
15. Evaluations	40 points
	<hr/>
	450 points

A = 90-100%	405-450 points
B = 80-89%	360-404 points
C = 70-79%	315-359 points
D = 60-69%	270-314 points
F = <60%	0-269 points

Attendance: Students are expected to attend ALL classes. Incompletes will be given under limited circumstances (e.g., personal situations, illness). The University/Human Services Department policy for incompletes will be used (consult these guidelines). Make-up procedures must be arranged immediately with the instructor of record. It is my intention to facilitate your success in this course. Please do not hesitate to contact me if you feel there are specific barriers preventing this goal.

Posting Grades

Grades will be posted on D2L. Student performance cannot be reported or discussed on the phone or through email.

V. Tentative Course Outline/Calendar: Other readings may be assigned

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards
Master skills in the field of school and educational diagnostics.	Class discussion and activities	-Case presentation -Intervention demonstration -Formal presentation -Quizzes -Behavioral presentation -Portfolio -Evaluation	[PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
Obtain an orientation to schools as organizations.	Class discussion and activities	-Case presentation -Intervention demonstration -Formal presentation -Participation -Professionalism -Behavioral presentation -Portfolio	[PLO-5, 6, 7, 8, 10; NASP-5, 6, 7, 8, 10]
Increase levels of practice with traditional and functional assessment techniques.	Class discussion and activities	-Formal presentation -Intervention demonstration -Portfolio -Evaluation	[PLO-1, 2, 3, 4, 5, 8, 9, 10; NASP-1, 3, 4, 5, 8, 9, 10]
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, and EPS 563).	Class discussion and activities	-Case presentation -Intervention demonstration -Formal presentation -Portfolio	[PLO-1, 2, 3, 4, 5, 7, 8, 9, 10; NASP-1, 2, 3, 5, 7, 8, 9, 10]
Possess developed skills related to response-to-intervention systems and curriculum based assessment.	Class discussion and activities	-Case presentation -Formal presentation -Intervention demonstration -Participation -Professionalism -Evaluation	[PLO-1, 2, 3, 4, 5, 8, 9, 10; NASP-1, 2, 3, 4, 5, 8, 9, 10]

Core Curriculum Objectives	Course Assignments
Critical Thinking (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information)	<ul style="list-style-type: none"> -Portfolio -Formal presentation -Academic presentation -Intervention demonstration -Quizzes -Participation -Peer feedback
Communication (effective development, interpretation and expression of ideas through written, oral, and visual communication)	<ul style="list-style-type: none"> -Portfolio -Formal presentation -Academic presentation -Intervention demonstration -Participation -Professionalism -Site visit -Program verification form -Peer evaluation
Empirical and Quantitative Skills (manipulation and analysis of numerical data or observable facts resulting in informed conclusions)	<ul style="list-style-type: none"> -Portfolio -Formal presentation -Intervention demonstration
Teamwork (ability to consider different points of view and to work effectively with others to support a shared purpose or goal)	<ul style="list-style-type: none"> -Academic presentation -Quizzes -Participation -Professionalism -Site visit -Program verification form -Peer evaluation
Personal Responsibility (ability to connect choices, actions, and consequences to ethical decision-making)	<ul style="list-style-type: none"> -Syllabus agreement form -Portfolio -Formal presentation -Academic presentation -Intervention demonstration -Quizzes -Participation -Professionalism -300+ hours -Insurance -Contract -Evaluation -Site visit -Program verification form
Social Responsibility (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities)	<ul style="list-style-type: none"> -Portfolio -Formal presentation -Academic presentation -Quizzes -Participation -Professionalism -300+ hours (120 direct) -Contract -Evaluation -Site visit -Program verification form -Peer evaluation

Tentative Course Schedule and Other Important Dates

Wk	Date	Topic	Required Reading	Assignment
1	8/29	Course introduction/syllabus Site review Supervision assignments Professional liability insurance School contracts Ch. 1	Syllabus Otten & Tuttle – A Case for Change	<i>Syllabus Agreement Form</i> Assign student behavioral intervention demonstration dates Assign intervention- <i>demonstration</i> skills
2	9/5	Troubleshoot paperwork, sites, and supervision Case presentations Ch. 3 Ch. 6	Otten & Tuttle – Teaching Social Skills Otten & Tuttle – Preventing Challenging Behavior	Quiz 1
3	9/12	Case presentations Ch. 5 DVD	Lopez et al.–Multicultural Process&Communication Consultation in the Schools	Quiz 2 <u>Problem Identification DUE</u> INSURANCE DUE CONTRACTS DUE
4	9/19	Case presentations Ch. 7 Ch. 2	Otten & Tuttle – Assisting w/ Exec. Funct. Tasks Burns et al. – Matching Intervention to Student	Quiz 3 <i>Student demonstration</i> <u>Problem Analysis</u>
5	9/26	Case presentations Ch. 9 Ch. 3	Otten & Tuttle – Reinforcing Desired Behavior Burns et al. – Group Interventions	Quiz 4 <i>Student demonstration</i> <u>Plan Implementation DUE</u>
6	10/3	Case presentations Ch. 11 Ch. 4	Otten & Tuttle – Individual Reinforcement Systems Burns et al. – School Behavioral Int.	Quiz 5 <i>Student demonstration</i>
7	10/10	Case presentations Ch. 12 Ch. 6	Otten & Tuttle – Using Undesirable Consequences Burns et al. – Classwide/small group	Quiz 6 <i>Student demonstration</i> Midterm Evaluations Due* Site visit scheduled
8	10/17	Case presentations Ch. 13 Ch. 8	Otten & Tuttle – Common Logical Undesirable Consequences Burns et al. – Behavioral Acquisition	Quiz 7 <i>Student demonstration</i> Assign formal presentation dates
9	10/24	TASP		
10	10/31	Case presentations Ch. 14 Ch. 15 Ch. 10	Otten & Tuttle – Conducting an FBA Otten & Tuttle – Designing BIPs Burns et al. – Behavioral Proficiency	Quiz 8
11	11/7	Case presentations Ch. 11	Burns et al. – Maintenance	Quiz 9
12	11/14	Case presentations Ch. 13	Burns et al. - Putting It All Together	Quiz 10 <u>Plan Evaluation DUE</u>
13	11/21	THANKSGIVING		
14	11/28	Case presentations		<u>Formal Presentation (2)</u> <i>Brown Bag</i>
15	12/5	Case presentations		<u>Formal Presentation (2)</u> Portfolio Due**
16	12/12	Finals		<u>Formal Presentation (3)</u> Professionalism Due Final Evaluations Due* Program Verification Due

*This assignment must be completed through Livetext/Watermark by your field-based supervisor

**The portfolio is to be submitted in APA format in class.

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

Required Texts:

- Burns, M. K., Riley-Tillman, T. C., & Vanderheyden, A. M. (2012). *RTI Applications: Academic and behavioral interventions* (Vol. 1). New York, NY: The Guilford Press.
- Lopez, E. C., Nahari, S. G., & Proctor, S. L. (Eds.). (2017). *Handbook of multicultural school psychology: An interdisciplinary perspective* (2nd ed.). New York, NY: Routledge
- Otten, K., & Tuttle, J. (2011). *How to reach and teach children with challenging behavior*. San Francisco, CA: John Wiley & Sons, Inc.

Recommended Texts:

- Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6th ed.). Belmont, CA: Brooks/Cole.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology*. Bethesda, MD: NASP.
- Joyce-Beaulieu, D., & Rossen, E. (2016). *The school psychology practicum and internship handbook*. New York, NY: Springer Publishing Company.
- Kratochwill, T. R., & Bergan, J. R. (1990). *Behavioral consultation in applied settings: An individual guide*. New York, NY: Plenum Press.
- Lane, K. L., Menzies, H. M., Bruhn, A. L., & Crnbori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. New York, NY: The Guilford Press.
- Sattler, J. M. (2014). *Foundations of behavioral, social, and clinical assessment of children* (6th ed.). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.
- Sheridan, S. M., & Kratochwill, T. R. (2007). *Conjoint behavioral consultation: Promoting family-school connections and interventions* (2nd ed.). New York, NY: Springer.
- Texas State Board of Examiners of Psychologists. (2017, July 5). *Act and rules*. Retrieved from http://www.tsbep.texas.gov/files/agencydocs/Rulebook_July_2017.pdf
- Walker, H. M., & Gresham, F. M. (Eds.). (2014). *Handbook of evidence-based practices for emotional and behavioral disorders: Applications in schools*. New York, NY: The Guilford Press.

Additional reading assignments may be assigned during class.

Required Accounts:

1. FEM Statement:

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of \$18.00.

2. LiveText/Watermark Statement:

This course uses the LiveText/Watermark 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. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

3. Time2Track.com Statement:

In this course you must purchase and utilize time2track.com logging forms and data management system. Failure to purchase the account and/or submit the required assignments using the time2track system and forms may result in course failure. Time2track must be purchased from www.time2track.com for a fee.

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, 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.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals

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

Withheld Grades: Policy 5.5

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

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

Faculty and/or supervisors shall also attend to students' professional behaviors in the end of semester feedback, which may influence the final grade at the discretion of the instructor/supervisor. Review attachment to determine the behaviors associated with professionalism, which provides an overview of expectations faculty have of all students.

Additional Information:

Code of Ethics for the Texas Educator:

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

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). 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 concerning this matter, contact Katie Snyder Martin 936-468-1740 or snyderke1@sfasu.edu.

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.

Research Points

Every student may earn 4 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 R-Point (2 hours of participation will get you 4 R points). Students must sign up for R-Points through the Department of Human Services SONA Systems Software <https://sfasuhumanservices.sona-systems.com/Default.aspx?ReturnUrl=%2f>. Any student with an objection to participating in psychological research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week of the semester before finals).

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.

Peer Feedback

	Rate from 0-5 (5 being the most)
The amount I learned	0-5
My level of engagement	0-5
My level of participation	0-5

Describe 1-3 things the presenter did well

Describe 1-3 recommendations for improving the demonstration/presentation

Intervention Demonstration Scoring Rubric

Category	Scoring Criteria	Total Points	Score
Preparation (5 points)	Presenter had a clear understanding of the information presented and provided current research both negating and supporting the intervention. (Minimum 7 research articles)	5	
Content (24 points)	<i>Introduction</i> is attention-getting, lays out the premise for the intervention, and establishes a framework for the rest of the presentation. There is an obvious <i>conclusion</i> summarizing the presentation.	4	
	Technical terms are well-defined in language a reasonable person could understand (e.g., parent at an ARD meeting).	2	
	Describes the target population of the intervention and how the information could be implemented within both a school and clinic setting (i.e., target population of intervention, students and circumstances that would be most and least impacted by the approach).	5	
	Presented ideas for further research on the approach(es) advocated. Presenter describes how she/he could implement one of the research ideas.	5	
	Presentation maintained the interest of the audience and overheads/ handouts /activities were appropriate and helpful to the audience.	3	
	Presentation materials were submitted 2 hours prior to class period.	5	
Presentation (21 points)	<i>Demonstration(s)</i> of the approach was provided (i.e., have the class experience receiving and or administering the intervention).	18	
	Information was well communicated and maintained a sense of professionalism (e.g., speaker maintains good eye contact with the audience, is appropriately animated, and uses appropriate language and visuals). Presentation is within the 35-45 time limit.	3	
Score	Total Points	50	

Area of Reinforcement:

Area of Refinement:

Formal Presentation Scoring Rubric

Category	Scoring Criteria	Total Points	Score
Organization (4 points)	Presenter had a clear understanding of the material presented and provided current information on the topic.	4	
Content (33 points)	<u>Introduction</u> is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	2	
	Technical terms are well-defined in language a reasonable person could understand (e.g., parent at an ARD meeting).	2	
	Presentation <i>actively engaged the audience and elicited discussion</i> from several participants.	15	
	Intervention procedures are understandable and data, including a graph , is presented in a clear manner.	12	
	There is an obvious <u>conclusion</u> summarizing the presentation and intervention outcome.	2	
Presentation (13 points)	Speaker maintains good eye contact with the audience, is appropriately animated (e.g., gestures, moving around, etc.), and maintains a sense of <i>professionalism</i> .	4	
	Presentation materials were submitted 2 hours prior to class period.	4	
	Presentation length is within 25-30 minutes.	5	
Score	Total Points	50	

Area of Reinforcement:

Area of Refinement:

Professional Dispositions

Name: _____ Rater: _____

Please rate your student on the questionnaire provided. Use the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the candidate's suitability for this field of work should be evaluated.

2 = Below Standard. Performance is below average. A student whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most students will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of students in this range meets normal expectations.

4 = Above Standard. Performance and judgment of students in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other students.

N = Not Observed. This rating should be used when the activity in question is not part of class or placement expectations or the rater has not had the opportunity to observe or rate the student on the item.

Acceptable performance on these professional work characteristics is an important component of our students' evaluation. Please review each item carefully.

1. Respect for Human Diversity

- | | |
|---|-------------|
| a. Student is sensitive to racial issues. | 1 2 3 4 5 N |
| b. Student is sensitive to cultural issues. | 1 2 3 4 5 N |
| c. Student is sensitive to the needs of all learners. | 1 2 3 4 5 N |
| d. Student is sensitive to people of all sexual orientations. | 1 2 3 4 5 N |
| e. Student professionally encourages inclusion in school settings. | 1 2 3 4 5 N |
| f. Student is aware of the challenges that diversity issues may pose in the schools | 1 2 3 4 5 N |

2. Effective Communication Skills

- | | |
|---|-------------|
| a. Student's written work is free of spelling errors. | 1 2 3 4 5 N |
| b. Student's written work is free of grammatical errors. | 1 2 3 4 5 N |
| c. Student's spoken language is free of grammatical errors. | 1 2 3 4 5 N |
| d. Student can clearly express ideas in writing. | 1 2 3 4 5 N |
| e. Student can clearly express ideas verbally. | 1 2 3 4 5 N |
| f. Student can explain complex ideas in simple language. | 1 2 3 4 5 N |
| g. Student expresses him/herself using professional language. | 1 2 3 4 5 N |

3. Effective Interpersonal Relations

- | | |
|---|-------------|
| a. Student demonstrates understanding of others' points of view. | 1 2 3 4 5 N |
| b. Student is empathetic of others. | 1 2 3 4 5 N |
| c. Student is supportive of others. | 1 2 3 4 5 N |
| d. Student resolves conflict situations in a professional manner. | 1 2 3 4 5 N |
| e. Student approaches others for assistance when needed. | 1 2 3 4 5 N |

4. Ethical Responsibility

- | | |
|--|-------------|
| a. Student demonstrated knowledge of ethical guidelines of the profession. | 1 2 3 4 5 N |
| b. Student can apply ethical guidelines to situations within practice. | 1 2 3 4 5 N |
| c. Student does not exceed areas of competence in professional practice. | 1 2 3 4 5 N |

5. Self-Awareness, Self-Evaluation, and Self-Reflection

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Student adapted to the academic demands of the program. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student is aware of the potential impact of personal values and beliefs on clients, peers, and faculty. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student independently identifies problem situations. | 1 | 2 | 3 | 4 | 5 | N |
| d. Student engages in problem solving to address problem situations. | 1 | 2 | 3 | 4 | 5 | N |
| e. Student has adapted to the emotional demands of the program. | 1 | 2 | 3 | 4 | 5 | N |

6. Initiative and Dependability

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student is organized. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student meets important deadlines. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student anticipates the needs of students/clients. | 1 | 2 | 3 | 4 | 5 | N |

7. Openness to Processes of Training and Instruction

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student welcomes performance feedback. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student receives feedback in a thoughtful and reflective manner. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student actively seeks to resolve issues raised by trainers. | 1 | 2 | 3 | 4 | 5 | N |

The questions below should be completed only if applicable.

8. Resolution of Issues or Problems that Interfere with Professional Development

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student responded professionally to negative feedback or reprimand. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student successfully completed a remediation plan. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student sought out assistance in dealing with a critical professional issue. | 1 | 2 | 3 | 4 | 5 | N |
| d. Student entered and completed therapy to resolve issues or problems. | 1 | 2 | 3 | 4 | 5 | N |

Do you have any comments about this student that you would like to add?



NCSP CASE STUDY REVIEW RUBRIC

****The following review rubric is used by reviewers when evaluating the portfolio****

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.

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

	Effective	Needs Development
1.1	<input type="checkbox"/> Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	<input type="checkbox"/> Demographic information does not include sufficient information.
1.2	<input type="checkbox"/> Assessment, intervention, and/or consultation practices consider unique individual characteristics.	<input type="checkbox"/> Assessment, intervention, and/or consultation practices do not consider unique individual characteristics.
1.3	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	<input type="checkbox"/> Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.
1.4	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	<input type="checkbox"/> The steps of the problem-solving process are not followed.
1.5	<input type="checkbox"/> 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).	<input type="checkbox"/> Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	<input type="checkbox"/> Personal identifying information of the case study subject is redacted from the report.	<input type="checkbox"/> Personal identifying information is not redacted from the report.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	<input type="checkbox"/> Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]).	<input type="checkbox"/> Data are not gathered from multiple sources.
2.2	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	<input type="checkbox"/> 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).
2.3	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included OR <input type="checkbox"/> The difference between actual and expected levels of performance is not explicitly stated.
2.4	<input type="checkbox"/> Adequate baseline data are graphed to depict the discrepancy between the case's performance relative to an appropriate comparison.	<input type="checkbox"/> Baseline data are not graphed OR <input type="checkbox"/> Baseline data include fewer than three data points OR <input type="checkbox"/> Expected level of performance is not included in the graph (i.e., aimline or goal line).
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	<input type="checkbox"/> The problem behavior is hypothesized as a skill or performance deficit <p style="text-align: center;">AND</p> <input type="checkbox"/> Data are used to test the hypothesis.	<input type="checkbox"/> There is no hypothesis regarding skill or performance deficit. <p style="text-align: center;">OR</p> <input type="checkbox"/> Data are not used to test the hypothesis
3.2	<input type="checkbox"/> Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment.	<input type="checkbox"/> Multiple hypotheses are not developed <p style="text-align: center;">OR</p> <input type="checkbox"/> Hypotheses are untestable.
3.3	<input type="checkbox"/> Each hypothesis is stated in observable/measurable terms.	<input type="checkbox"/> Hypotheses are not stated in observable/measurable terms.
3.4	<input type="checkbox"/> Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.	<input type="checkbox"/> Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	<input type="checkbox"/> A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).	<input type="checkbox"/> A conclusive statement formally describing the cause of the problem is not included <p style="text-align: center;">OR</p> <input type="checkbox"/> Does not lead to a logical intervention.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 4: Intervention

	Effective	Needs Development
4.1	<input type="checkbox"/> A single evidence-based intervention is implemented and linked to preceding sections.	<input type="checkbox"/> Intervention is not evidence-based. OR <input type="checkbox"/> Is not linked to preceding sections OR <input type="checkbox"/> Multiple interventions are implemented simultaneously.
4.2	<input type="checkbox"/> Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.
4.3	<input type="checkbox"/> The intervention is replicable: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention components are clearly described (i.e., independent variable) AND <ul style="list-style-type: none"> <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.) 	<input type="checkbox"/> The intervention is not replicable: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention components are not described (i.e., independent variable) OR <ul style="list-style-type: none"> <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	Skill or performance goals are: <ul style="list-style-type: none"> <input type="checkbox"/> Described using the same metric as the dependent variables AND <ul style="list-style-type: none"> <input type="checkbox"/> Achievable based on research or other data. 	Skill or performance goals are: <ul style="list-style-type: none"> <input type="checkbox"/> Described using a different metric as the dependent variables OR <ul style="list-style-type: none"> <input type="checkbox"/> Not achievable or not linked to research or other data.

Section 4: Intervention (Continued)

	Effective	Needs Development
4.5	<input type="checkbox"/> Progress is monitored and graphed for data based decision making (formative evaluation).	<input type="checkbox"/> Progress is not monitored. OR <input type="checkbox"/> Progress data are not graphed.
4.6	Treatment integrity/fidelity data are: <input type="checkbox"/> Collected and reported AND <input type="checkbox"/> Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: <input type="checkbox"/> Collected or reported OR <input type="checkbox"/> Used to describe intervention efficacy.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 5: Evaluation (Summative)

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

Comments:

INDIVIDUAL FEEDBACK ON THE CASE STUDY

Name of Reviewer:

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

Not At All Clear

1

2

3

4

Very Clearly

5

Recommended Reading for the Case Study

- Burns, M. K. (2010). Formative evaluation in school psychology: Fully informing the instructional process. *School Psychology Forum: Research in Practice*, 4, 22-33.
- Christ, T.J. (2014). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 159-176). Bethesda, MD: National Association of School Psychologists.
- Daly, III, E. J., Witt, J. C., Martens, B. K., & Dool, E. J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26, 554-574.
- Eckert, T. L., Dunn, E. K., Rosenblatt, M. A., & Truckenmiller, A. J. (2008). Identifying effective school-based reading interventions: A review of the brief experimental analysis literature. *School Psychology Forum: Research in Practice*, 2, 16-28.
- Hawkins, R. O., Morrison, J. Q., Musti-Rao, S., & Hawkins, J. A. (2008). Treatment integrity for academic interventions in real world settings. *School Psychology Forum: Research in Practice*, 2, 1-15.
- Hixson, M., Christ, T. J., & Bradley-Johnson, B. (2014). Best practices in the analysis of progress-monitoring data and decision making. *Best practices in school psychology V* (pp. 2133-2146). Washington, DC: National Association of School Psychologists.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71, 165-179.
- Howell, K. W., Hosp, J. L., & Kurns, S. (2014). Best practices in curriculum-based evaluations. In A Thomas & J Grimes (Eds.). *Best practices in school psychology V* (pp. 349-362). Bethesda, MD: National Association of School Psychologists.
- Hunley, S., and McNamara, K (2010) Tier 3 of the RTI Model Problem Solving Through a Case Study Approach Thousand Oaks, CA: Corwin and Bethesda, MD: National Association of School Psychologists.
- Jones, K. M., & Wickstrom, K. F. (2010). Using functional assessment to select behavioral interventions. In G. Peacock, R. A. Ervin, E. J. Daly III, & K. W. Merrell (Eds.), *Practical handbook of school psychology: Effective practices for the 21st century* (pp. 192 – 210). New York: The Guilford Press.
- Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M. & Shadish, W. R. (2010). Single-case designs technical documentation. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.
- Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. Hoboken, NJ: John Wiley & Sons.
- Methe, S. A., & Riley-Tillman, T. C. (2008). An informed approach to selecting and designing early mathematics interventions. *School Psychology Forum: Research in Practice*, 2, 29-41.
- Riley-Tillman, T. C., & Walcott, C. M. (2007). Using baseline logic to maximize the value of educational interventions. *School Psychology Forum: Research in Practice*, 1, 87-97.
- Upah, K. R. F. (2014). Best practices in designing, implementing, and evaluating quality interventions. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 209 - 224). Washington, DC: National Association of School Psychologists.
- VanDerHeyden, A. M., & Witt, J. C. (2014). Best practices in can't do/won't do assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 131 - 140). Washington, DC: National Association of School Psychologists.
- Zaslofsky, A. F., & Volpe, R. J. (2010). Graphing single-case data in Microsoft Excel 2007. *School Psychology Forum: Research in Practice*, 4, 15-24.

Program Verification Form

The following documents must be given to the instructor of record. The instructor will initial next to each item that has been received in full. Once all of the items have 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 (4:30) of the last 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.

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

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

_____ Field-based supervisor and school psychology practicum student contract (signed by all parties)

_____ Signed documentation of all 300+ practicum hours (including signed individual and group supervision logs)

_____ Signed documentation of 120+ direct service practicum hours

_____ Evaluation – Midsemester

_____ Evaluation - Final

Instructor Signature

Date

School Psychology Practicum Student Signature

Date

Student Participation Evaluation Form

EPS 655

Evaluation of my class participation **Name:** _____

Participation will be evaluated in two aspects: Preparation for Class and Whole Class Interaction. You may earn 10 points per class. See syllabus for detailed information.

Criteria	Points
<i>Preparation for Class</i>	
I read carefully, look up unfamiliar vocabulary, and make annotations in my text. I review my notes from prior classes and make connections. I develop my own ideas about the text.	5
I read the texts, look up unfamiliar vocabulary, and prepare for discussion.	4
I read the texts.	3
I did not read all of the required texts.	2
I did not read any of the required texts.	0

Criteria	Points
<i>Interaction: Whole Class Work</i>	
I contribute my <i>own</i> ideas and respond to my peers <i>and</i> the instructor's comments throughout the class period; however, I do not <i>dominate</i> the class discussion. My speech maintains a sense of <i>professionalism</i> .	5
I participate and listen to the instructor and others most of the time.	3.5
I participate occasionally, but I am interested. I use <i>crass</i> language.	2
I do not usually participate in class discussions.	1

Date	Student Total
8/29	PC: ___ + WCW: ___ = ___ //
9/5	PC: ___ + WCW: ___ = ___ //
9/12	PC: ___ + WCW: ___ = ___ //
9/19	PC: ___ + WCW: ___ = ___ //
9/26	PC: ___ + WCW: ___ = ___ //
10/3	PC: ___ + WCW: ___ = ___ //
10/10	PC: ___ + WCW: ___ = ___ //
10/17	PC: ___ + WCW: ___ = ___ //
10/31	PC: ___ + WCW: ___ = ___ //
11/7	PC: ___ + WCW: ___ = ___ //
11/14	PC: ___ + WCW: ___ = ___ //
11/28	PC: ___ + WCW: ___ = ___ //
12/5	PC: ___ + WCW: ___ = ___ //
12/12	PC: ___ + WCW: ___ = ___ //

SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for EPS 655, Fall 2019. My class meets on _____ (days) at _____ (time) in room _____.

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