Professional Practice Portfolio
& Formative Folio

Case Study Guide

Integrated 2010 NASP Training Skill Demonstration
Reflections

California State University, East Bay
Child Clinical / School Psychology Program
Introduction

Data-based practice and Outcome processes are the future direction of School Psychology. We have integrated best-practice, data collection, and evaluation of service & learning in the Internship and the Portfolio to reflect this direction. The following Professional Practice Portfolio Case Studies Guide provides 1) descriptions for field-based activities, 2) structure and format to describe your roles/activities, 3) skill competencies required for school psychology work, 4) measurement of impact of your work, and 5) lists of required documents and artifacts to demonstrate NASP skill competency. Be sure to review each case study carefully with your supervisor.

You will develop a Professional Portfolio with 10 sections, one for each NASP Training Skill. Each section/skill area has a specific case study. You will use the Case Study Guide as your template to describe the case and answer the related questions. Note that NASP Standard descriptions and subskill reflection questions are included in each case study. Subskill reflection questions are highlighted. You will be evaluated on how well you respond to all questions and case requirements; however highlighted questions are most directly related to the Portfolio evaluation rubric. Note that some sections are for Interns only, as specified.

Faculty will review all descriptions, question responses, data, and other documents and artifacts to evaluate Competency Met or Competency Not Met. A Competency Met evaluation indicates that trainees have demonstrated knowledge, skill, and practice consistent with NASP Training Skill expectation. A Competency Not Met evaluation indicates that trainees are required to provide additional revisions and evidence of learning to demonstrate competency. Interns will receive feedback on submitted drafts throughout the year and are expected to revise and edit sections to demonstrate competency. Advanced Fieldworkers are expected to review key assignments during the second year to develop case study sections for Formative Folio, due in the spring of the second year.

NASDAQ skill competency, as demonstrated in the Professional Portfolio, is expected for completion in the Program and recommendation for the Pupil Personnel Services Clear Credential. We wish you success in your learning and service.

CSUEB (F 2014-2015)
Section 1

Data-Based Decision Making Case Study

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.

Select an assessment or intervention case with extensive data collection. The focus is on your role in using the data to identify need (e.g., goal development), determine necessary services, support implementation of related service, and measure how the service is helping the student.

Student ___________________________  Grade _________  Age _________

Your Role _________________________  (e.g., assessor, counselor, team member...)

1. Reason for Referral / Presenting Problem

2. Assessment Methods (RIOT: Record Review- Interviews- Observations- Test)
   - How did you demonstrate a variety of data collection and assessment methods to identify strengths and needs?

3. What was the specific student profile? Connect specific measures, levels/scores, and strengths and weaknesses in all relevant areas (cognitive, academic, social-emotional, behavioral).

4. What needs and services did you identify based on the profile and on ICEL: Instruction, Curriculum, Environment, and Learner?

5. -How did you use data and profile information to develop and implement effective services? Here, detail two recommendations/goals, based on the profile, to implement and evaluate for effectiveness.

6. -How did you evaluate service effectiveness, based on goals, progress, & outcomes? Include specific measures (e.g., reading fluency, positive target behavior fluency, or use of I statements). How did you measure the impact on student learning or functioning?

   Connect the following: (a) profile- strengths/weaknesses, (b) goals, (c) service/intervention, and (d) measurement of student response to implemented intervention.

7. Very briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s Data-based Decision Making standards.

Documents to Include:
   Assessment report or extensive data collection summary with student profile
   Summary of RIOT and ICEL
   Evidence of applied recommendations/goals
   Outcome data and service evaluation

CSUEB (F 2014-2015)
Section 2

Consultation Collaboration Case Study
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.

Select a consultation case with a teacher to demonstrate your collaborative problem solving skills and consultation methods. Meet for at least four sessions documenting the Problem Solving Model and evaluating consultee satisfaction and the impact of your consultation on the student. Include a brief summary of your interactions for each session.

Student(s) ___________________________ Grade _________ Age _______
Consultee __________________________ Your Role _______________________
Number of sessions __________

1. What is the Presenting Problem and level of Consultee concern? (1-4, 4= highest). How did you explore data for the Problem?
   - RIOT: Record Review Interviews Observations Test
     What is the problem situation?

2. How did you determine why it is happening - Problem Analysis?
   - ICEL: Instruction Curriculum Environment Learner
     What’s going on that might explain the problem situation.

3. - What are the varied methods of consultation/collaboration that you applied? Cite and explain specific consultation models used.

4. Plan Development: - How did you collaborate and communicate to set measurable goals and to develop & plan interventions? Consider how you worked with the consultee to select interventions and decision making. Note theories, strategies, and evidence-based sources.

5. How did you use consultation methods to support, monitor, and modify interventions?
6. Plan Evaluation: How did you evaluate student change and consultee satisfaction with service? What specific data did you use to compare pre-consultation levels (e.g., behaviors, performance, or consultee concern) with post-consultation levels? What were the outcomes?

What were positive consultee, student, and classroom/school changes, based on data? Give a formal consultee evaluation rating form (i.e., Brown MHC text Appendix D, p. 248).

7. Very briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP's Consultation and Collaboration standards.

Documents to Include:
Brief summary- 1 page per session- of your interactions for each session (Problem Situation, questions you posed, data gathered, hypotheses, goals set or actions planned, and outcomes).
Pre-Post data collection regarding presenting problem
Consultee Satisfaction Evaluation
Section 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.

Select an intervention case that highlights your ability to problem solve, develop academic skill goals (for reading, writing, or math), implement/ support evidence-based academic intervention, and evaluate effectiveness. Refer to Problem Solving model diagram.

Student ____________________________ Grade __________ Age _________

Your Role (e.g., assessor, counselor, consultant, interventionist)

-What is the presenting academic problem? What is the level of concern- teacher, parent, student (1-4, 4 = highest) Include baseline and normative data.

Number of weeks of intervention __________

A. Problem Solving Model

1. Problem Identification (What’s the Problem?):
   - What are the biological, cultural, developmental, or social factors influencing the student’s learning? Use RIOT: Record Review Interviews Observations Test

Problem Definition:

What the problem looks like?

For example, “Records indicate that the student was struggling to complete assignments. Teacher and parent interview highlighted her very slow reading rate. In class observations, she escaped turns to read by frequently pushing her book off of her desk. Teacher progress monitoring and STAR testing data indicate low reading fluency (10 words a minute) and low reading comprehension (10% accuracy). Keep in mind the student’s current level vs. expected level to determine if a problem exists. What evidence-based tools were used to define the problem?

2. Problem Analysis (Why is it occurring?):

What are some possible reasons for the problem?

Gather ICEL data: Instruction Curriculum Environment Learner. How does each area impact learning and learning challenges? Include an ICEL x RIOT table, with examples below, to summarize key reasons for the problem.
<table>
<thead>
<tr>
<th>Instruction</th>
<th>Review</th>
<th>Interview</th>
<th>Observe</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summarizing records of what/how information/skills taught</td>
<td>Asking about how teaching is working for student</td>
<td>Noting instructional methods. Seeing what happens when teaching happens</td>
<td>Considering teacher’s reflection/evaluation measurement of how instruction is going</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Identifying content and materials</td>
<td>Asking about the fit b/t curriculum &amp; student</td>
<td>Seeing how curriculum is applied/differentiated</td>
<td>Finding out student’s mastery of material/skill</td>
</tr>
<tr>
<td>Environment</td>
<td>Finding information re: placement, setting, background</td>
<td>Asking teacher and student(s) about setting influences</td>
<td>Seeing classroom organization, management, comfort, resources/ incentives</td>
<td>Comparing data on behaviors/learning across settings</td>
</tr>
<tr>
<td>Learner</td>
<td>Summarizing progress in grade-level standards, grades, or other benchmarks</td>
<td>Asking student, parent, and teacher about likes/dislikes, strengths/weaknesses, needs, goals</td>
<td>Capturing evidence of competencies applied in academic, social, and behavioral areas. Seeing classroom task performance.</td>
<td>Behavior rating scales from all sources, formal and informal assessment</td>
</tr>
</tbody>
</table>

3. **Intervention Planning** (What should be done?):
**Exploring Alternative Goals and Solutions.**

- What evidence-based curriculum and instructional strategies did you apply to support learning? Be specific and cite literature.

- What were measureable, observable, and quantifiable goals? How did you measure them?

4. **Intervention Evaluation and Progress Monitoring** (How is it working?):
(See CBA Progress Monitoring CASE, EPSY 6720, as an example)

Monitoring fidelity of intervention.
How did you determine if the intervention was implemented as planned (intervention integrity)?

- What data did you use to assess the effectiveness of the intervention?

Requantifying the problem.
- What is the evidence of change and progress toward goals and presenting problem?

B. Impact of Intervention: Effect Size  (Interns only Required)

- Use the following Effect-Size outline/worksheet to determine the impact of your intervention.
What did you measure?

(Example measures: words read per minute, correct words spelled, or correct math calculations per minute)
Percentage of Nonoverlapping Data PND (Effect Size) Worksheet

Baseline Values
(At least 3 measured points required before applying the intervention)

1 _______
2 _______
3 _______
4 _______
5 _______

Highest Baseline Value ___________

Intervention Values
(At least 6 measured points required during the intervention, 8 recommended)

1 _______
2 _______
3 _______
4 _______
5 _______
6 _______
7 _______
8 _______

Number of Intervention Points that Exceed the Highest Baseline ______

Percentage of Intervention Points that Exceed Highest Baseline ______
(Number of points exceeding highest baseline divided by number of intervention points)

\*What does your PND indicate regarding the effect of your intervention on student cognitive and academic skills?\* Discuss when interventions should change, based on data.

PDN > 90%          Highly Effective
70-89%              Moderately Effective
50-69%              Mildly Effective
< 50%               Ineffective

C. Disposition
Very briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s Interventions and Instructional support standards.

Documents Included:
- ICEL x RIOT Table
- RtI/CBM assessment (e.g., types of curriculum base measures, screeners)
- Baseline and Intervention data for each
- PND Effect Size Worksheet
Percentage of Nonoverlapping Data

The percentage of nonoverlapping data (Scruggs et al., 1987) is perhaps the most straightforward and easy to compute of all the SCD effect sizes. First, the most extreme positive baseline data point (highest if the desired effect is an increase, such as reading fluency, and lowest if the desired effect is a reduction, such as incidence of self-injurious behavior) is identified and a straight line from that point is drawn through the intervention data as shown in Figure 6.1. The number of data points above or below the line, depending on the direction of the desired effect, is divided by the total number of intervention data points. The example in Figure 6.1 contains 10 intervention points, seven of which are above the highest baseline point of 38 WCPM. Because the desired effect is increased WCPM, intervention points that exceed the value of the highest baseline point are considered nonoverlapping. Thus, the PND for Figure 6.1 is 70%.

![Graph showing baseline and intervention data with a line indicating nonoverlapping data]

FIGURE 6.1. Sample data to compute the PND.
Section 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.

Select a counseling or intervention case that highlights your ability to problem solve, develop social emotional goals (for behavior, social skills, emotional functioning, or attention), implement evidence-based strategies, and measure the impact on student progress. A Behavior Support Plan will be developed as part of the student’s interventions.

Student ____________________________ Grade _________ Age _________

Your Role (e.g., assessor, counselor, consultant, interventionist)

What is the presenting problem? What is the level of concern by teacher, parent, student (1-4, 4= highest)? What is the baseline of the presenting problem?

Number of weeks of intervention/sessions ____________

A. Problem Solving Model

1. **Problem Identification** (What’s the Problem?):

   - What are the biological, cultural, developmental, or social factors influencing the student’s learning and life skills? Briefly list and connect to student’s functioning.

   **Problem Definition:**

   What the problem looks like?
   Use RIOT: Record Review Interviews Observations, Test data to operationalize the problem.

2. **Problem Analysis** (Why is it occurring?):

   What are some possible reasons for the problem?
   Gather ICEL data: Instruction Curriculum Environment Learner. How does each area impact learning and learning challenges? For example, “The client appeared nervous by engaging in rapid speech and lack of eye contact, particularly during math instruction.”

   Use ABC Observation.
   What is the possible function of client’s behaviors/concerns?

3. **Summarize information (sections 1 & 2) in an FBA. (Use the form included.)**
## Functional Behavioral Assessment Summary*

*A FBA Analysis is required for suspension past 10 days in a school year or when expulsion is being considered. (An additional Manifestation Determination is required if expulsion is considered)*

<table>
<thead>
<tr>
<th>Student</th>
<th>Date(s) of FBA data collection</th>
<th>Date of Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff conducting FBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior resulting in this FBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Manifestation Determination IEP meeting (required in addition to FBA if expulsion is considered):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavior frequency:
- [ ] behavior has occurred only one time
- [ ] behavior has occurred on multiple occasions

### Analysis of behavior:
- **This behavior has now resulted in:**
  - [ ] Cumulative suspension beyond 10 days in a school year
  - [ ] Recommendation for an involuntary placement change
  - [ ] Recommendation for expulsion

### Analysis of this behavior was based on:
- [ ] interviews with __________________________ at __________________________
- [ ] review of records, consisting of:  
  - [ ] health
  - [ ] discipline
  - [ ] other: __________________________

### Hypothesis of function of this behavior for this student:
__________________________

### Analysis of why this is the probable function:
__________________________

If unclear, state why: __________________________

### FBA has identified these current predictors or triggers for this behavior and these consequences the student achieves by this behavior (antecedent and consequence analysis):
__________________________

### Estimate of need for behavior support:
- [ ] extreme
- [ ] serious
- [ ] moderate
- [ ] needing attention, early stage intervention
- [ ] monitoring of behavior needed only; no formal behavior plan is deemed necessary at this time.

### Rationale:
__________________________

### What factors in the school environment and/or instruction and/or interactions should be altered to prevent the behavior from reoccurring (which will be presented to IEP team for inclusion in a behavior plan)
__________________________

### Any other recommended additional services to address the problem behavior?
- [ ] goals & objectives to be developed in IEP (next IEP meeting date and goal area(s)) __________________________
- [ ] in-school services for inclusion in IEP: (next IEP date and recommended services) __________________________
- [ ] off-campus agencies and providers to be specified in IEP (next IEP meeting date and agencies/providers to discuss)
__________________________

- [ ] services for parents to be discussed at IEP meeting (recommended services) and IEP meeting date __________________________
- [ ] other service or communication provision (recommended services or communication exchanges and IEP meeting date) __________________________

### Recommended environments where a behavior plan should be used (to be presented to IEP team):
__________________________

### Results of FBA
See IEP date _____ for the Behavior Support Plan which will be developed to address behavior analyzed in this Functional Behavioral Assessment. This plan describes what staff will do to support alternative behavior. If this behavior required an FAA (California Education Code for serious behavior: assaultive, self-injurious, severe property damage or other pervasive maladaptive behavior) and a Positive Behavioral Intervention Plan is recommended, see IEP dated _____ for full data analysis and PBIP or: if no plan is to be developed as established by the IEP team on: (date) _____, complete the following:
If a behavior support plan is NOT to be developed as a result of this assessment, the IEP team's final rationale

The IEP team has determined that if a behavior plan is NOT to be developed as a result of this assessment, a formal behavior support plan will be developed if:
Problem behavior □ continues or □ escalates

Date of IEP in which behavioral goals to monitor future behavior will be (or have been) developed:

---

FBA-Disciplinary Context, Summary Report Diana Browning Wright, with input from Teri Ede, PENT CADRE member, 2006

4. Intervention Planning (What should be done?):
   - What evidence-based curriculum and instructional strategies did you apply to support social-emotional and mental health functioning? Be specific and cite literature.

Integrate data and planning (sections 1-4) in a BSP (Use the form included.)
**Behavior Support Plan**

*For Behavior Interfering with Student's Learning or the Learning of His/Her Peers*

This BSP attaches to:  □ IEP date:  □ 504 plan date:  □ Team meeting date:

**Student Name**  **Today’s Date**  **Next Review Date**

1. The behavior impeding learning is *(describe what it looks like)*
2. It impedes learning because
3. The need for a Behavior Support Plan  □ early stage intervention  □ moderate  □ serious  □ extreme
4. Frequency or intensity or duration of behavior  □ reported by  □ and/or  □ observed by

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**PREVENTION  PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

<table>
<thead>
<tr>
<th>Observation &amp; Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the predictors for the behavior?</strong> <em>(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>What supports the student using the problem behavior?</strong> <em>(What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?)</em></td>
<td></td>
</tr>
</tbody>
</table>

5. Remove student’s need to use the problem behavior

6. What environmental changes, structure and supports are needed to remove the student’s need to use this behavior? *(Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)*

7. Who will establish?  Who will monitor?  Frequency?

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**ALTERNATIVES  PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT**

<table>
<thead>
<tr>
<th>Observation &amp; Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team believes the behavior occurs because:</strong> <em>(Function of behavior in terms of getting, protest, or avoiding something)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Accept a replacement behavior that meets same need</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What team believes the student should do INSTEAD of the problem behavior?</strong> <em>(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)</em></td>
<td></td>
</tr>
</tbody>
</table>

8. What team believes the student should do INSTEAD of the problem behavior?

9. Accept a replacement behavior that meets same need

10. What teaching Strategies/Necessary Curriculum/Materials are needed? *(List successive teaching steps for student to learn replacement behavior/s)*

Who will establish?  Who will monitor?  Frequency?
What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11.

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior  ☐ reinforcer for general increase in positive behaviors

By whom?  Frequency?

---

**EFFECTIVE REACTION**  PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

12.

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends

Optional:
4. Any necessary further classroom or school consequences

---

**OUTCOME**  PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do X behavior (line 9)</th>
<th>For the purpose of y (line 8)</th>
<th>Instead of Z behavior (line 1)</th>
<th>For the purpose of y (line 8)</th>
<th>Under what conditional conditions</th>
<th>At what level of proficiency</th>
<th>As measured by whom and how</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Option 1: Increase General Positive or Decrease Problem Behavior

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
<th>Measured by whom and how</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Option 2: Increase General Positive or Decrease Problem Behavior

<table>
<thead>
<tr>
<th>By when</th>
<th>Who</th>
<th>Will do what, or will NOT do what</th>
<th>At what level of proficiency</th>
<th>Under what conditions</th>
<th>Measured by whom and how</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The above behavioral goal(s) are to:

☐ Increase use of replacement behavior and may also include:

☐ Reduce frequency of problem behavior  ☐ Develop new general skills that remove student’s need to use the problem behavior
### Observation and Analysis Conclusion:

Are curriculum accommodations or modifications also necessary? Where described: .........................  □ yes  □ no
Are environmental supports/changes necessary? ..................................................................................  □ yes  □ no
Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ..................  □ yes  □ no
Are both teaching of new replacement behavior AND reinforcement needed? .................................  □ yes  □ no
This BSP to be coordinated with other agency’s service plans? .............................................................  □ yes  □ no
Person responsible for contact between agencies ..................................................................................  □ yes  □ no

### Communication  PART V: COMMUNICATION PROVISIONS

Manner and content of communication

|---|---------|------------------------------------------------------|-------------------|------------------------|------------|------------------------------------------|

### Participation  PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- □ Student
- □ Parent/Guardian
- □ Parent/Guardian
- □ Educator and Title
- □ Educator and Title
- □ Educator and Title
- □ Administrator
- □ Other
- □ Other
B. **Intervention Evaluation**: Progress Monitoring and Intervention Impact

1. **Baseline Needs**

- What were basic needs of the student? What data helped to identify the needs? Record “Pre-Intervention” levels of behavior, performance, and problem intensity & concern on the *Outcomes Evaluation* form, below.

2. **GAS**

Complete the *Goal Attainment Scale (GAS)* form, attached. What are three measurable, attainable, positive goals? How did you know that they are meaningful and essential for student learning?

3. **Monitoring fidelity of intervention.**

How did you determine if the intervention was implemented as planned (intervention integrity)?

4. **Anchoring Target Behaviors and Tracking Progress**

What would it look like if the student showed the target behaviors at the following levels? How will you measure progress toward goals (e.g., Daily Report Cards, rating scales, teacher observation of frequency, etc.)?

Apply goals, target behaviors, and measurements to the GAS form. See the following example.

<table>
<thead>
<tr>
<th>Levels</th>
<th>“Example” of Behaviors by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2 Much less than expected</td>
<td>Yelling 8 times daily, 2 verbal threats of hitting</td>
</tr>
<tr>
<td>-1 Somewhat less than expected</td>
<td>Yelling 6 times daily, 1 verbal threat of hitting</td>
</tr>
<tr>
<td>1 Expected outcome (Baseline)</td>
<td>Yelling 4 times daily, 0 use of feeling words</td>
</tr>
<tr>
<td>+1 Somewhat more than expected</td>
<td>Yelling 2 times daily, 1 use of feeling words</td>
</tr>
<tr>
<td>+2 Much more than expected</td>
<td>Yelling 0 times daily, 3 uses of feelings words</td>
</tr>
</tbody>
</table>
Goal Attainment Scale (GAS): Progress/Summary Report for Counseling/Intervention Cases

Name _______________  # of Sessions _____  Date: ________

Type of Counseling Intervention/s
__ Individual  __ Group  __ Teacher Consultation  __ Parent Consultation  __ Other (______________________________)

Specific Therapy/Strategies/Approaches

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Goal __________________________________________________________________________</td>
</tr>
<tr>
<td>#2 Goal __________________________________________________________________________</td>
</tr>
<tr>
<td>#3 Goal __________________________________________________________________________</td>
</tr>
<tr>
<td>#4 Goal __________________________________________________________________________</td>
</tr>
</tbody>
</table>

Goal Attainment Scale Rating

<table>
<thead>
<tr>
<th>Indicate GAS level (-2 to +2)</th>
<th>Goal #1</th>
<th>Goal #2</th>
<th>Goal #3</th>
<th>Goal #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less than expected     (-2)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Somewhat less than expected (-1)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Expected outcome (1)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Somewhat more than expected (+1)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Much more than expected (+2)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

Specific Evidence of Goal Attainment and Success of Specific Approaches:

Recommendations

Signature ____________________

CSUEB (F 2014-2015)
CCSP Outcomes Evaluation for Behavior Support Plans and Academic or Behavioral Interventions

Trainee: __________________________ Date: __________
Student:_______________________ Age:______ Date of Referral:__________
Grade:_____ School:____________________    Date of Service:___________

Concern/Reason for Service:
- Completing work
- Reading
- Following Directions
- Peer relations
- Impulsivity
- Math
- Spelling
- Motivation
- Social Skills
- Inattention
- Hand Writing
- Comprehension
- Aggression
- Memory
- Language/Speech
- Emotional__________________
- Other___________________________________________________________________________________

Briefly describe the problem:

<table>
<thead>
<tr>
<th>Pre-Intervention:  Date of Evaluation ___________</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Current classroom grades</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Child’s behaviors in comparison to peers’</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Child’s academic level in comparison to peers’</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Engagement with peers</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Overall engagement in the classroom</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(Low) 1 2 3 4 (High)</td>
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<tr>
<td>Intensity of the problem</td>
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<tr>
<td>Frequency of the problem</td>
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<tr>
<td>Duration of the problem</td>
<td>□</td>
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</tr>
<tr>
<td>Level of concern by teacher</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Level of concern by parent</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Level of concern by the student</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Number office referrals ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>If academics Words per minute__________</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Post-Intervention:  Date of Evaluation ___________</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<tr>
<td>Current classroom grades</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Child’s behaviors in comparison to peers’</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Engagement with peers</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Child’s academic level in comparison to peers’</td>
<td>□</td>
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<td>□</td>
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</tr>
<tr>
<td>Overall engagement in the classroom</td>
<td>□</td>
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<tr>
<td>(Low) 1 2 3 4 (High)</td>
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<tr>
<td>Intensity of the problem</td>
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<tr>
<td>Frequency of the problem</td>
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<tr>
<td>Duration of the problem</td>
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<tr>
<td>Level of concern by teacher</td>
<td>□</td>
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<tr>
<td>Level of concern by parent</td>
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<tr>
<td>Level of concern by the student</td>
<td>□</td>
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<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Number office referrals ________</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>If academics Words per minute__________</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
5. Intervention Effectiveness

- What data did you use to assess the effectiveness of the intervention to promote social–emotional functioning and mental health? *(Connect data to goals)*

Requantifying the problem.
What is the evidence of change and progress toward goals and presenting problem?

6. Impact of Intervention: Effect Size *(See Effect Size format and overview, above)*

Interns only Required

Use the following Effect-Size outline to determine the impact of your social emotional intervention. *(Example measures: expression of I-statements during a counseling session and weekly goal-attainment values from GAS monitoring) Include raw data.*

### Baseline Values
(At least 3 measured points required before applying the intervention)

1 _______
2 _______
3 _______
4 _______
5 _______

Highest Baseline Value ____________

### Intervention Values
(At least 6 measured points required during the intervention, 8 recommended)

1 _______
2 _______
3 _______
4 _______
5 _______
6 _______
7 _______
8 _______

### Percentage of Nonoverlapping Data PND (Effect Size)

Number of Intervention Points that Exceed the Highest Baseline _______

Percentage of Intervention Points that Exceed Highest Baseline _______

*Number of points exceeding highest baseline divided by number of intervention points*

<table>
<thead>
<tr>
<th>PDN</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 90%</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>70-89%</td>
<td>Moderately Effective</td>
</tr>
<tr>
<td>50-69%</td>
<td>Mildly Effective</td>
</tr>
<tr>
<td>&lt; 50%</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>
What does your PND indicate regarding the effect of your intervention on student social-emotional functioning and life skills?

---

7. Disposition
Very briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s Interventions and Mental Health Services standards.

Documents to Include:
- ABC Observation
- FBA
- BSP
- GAS
- Brief Session Summary (for each counseling or intervention contact)
- Weekly Monitoring Data/Graph
- Outcome Evaluation Sheet
- PND Worksheet
Section 5

School-Wide Practices to Promote Learning (Parts 1 & 2 of School-Wide Project: (1) Problem Identification and (2) Evidence-Based Responses)

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.

This section is the first step of a three-part project. Here, you are to identify a school-wide problem at one of your schools—via RIOT data collection; research how others have addressed the problem; and present your data findings to school stakeholders. Note that a School-Wide Project Proposal is due week 10 of Fall quarter. Prepare the Proposal during the fall quarter. Proposal Questions: What is the Problem? What Data will you seek? Collaborators, Timeline, & Resources?

Problem Solving Model

1. Problem Identification (What’s the Problem?):

Identify a key area (behavior, attendance, health) that impacts school-wide student learning (reading, math, retention, grades) at a school-wide level. Begin identifying a problem the first week of fall quarter.

2. Problem Analysis (Why is it occurring?):

What are some possible reasons for the problem?

What data did you collect (consider RIOT sources: Record Review, Interviews, Observations, Test)? List all sources and specific system data. Who are key stakeholders?

How do they perceive the problem?

-What did you learn about school system structure, resources, organization and theory? List specific details (e.g., who did you talk to, what resources did you use/read?). Consider general and special education.

3. Intervention Planning (What should be done?):

-What are evidence-based strategies identified in the literature that address the school-wide problem to support student learning and development? Be specific in listing strategies, theories, and previous research outcomes. Be sure to apply your literature to Section 9.

4. School-Wide Problem Presentation

Briefly share parts 1-3 with school stakeholders. Use a very basic PowerPoint to show the data. Emphasize the need to intervene, as you will follow up with strategy development in Portfolio Section 9. Summarize how they responded.
5. NASP Knowledge/ Skill Competence Case Application

How did you demonstrate the following? (Give a detailed example of each area.)

1. **Field Discoveries:** - knowledge of school and systems structure, organization, and theory; general and special education. *Indicate which level of Tier Support.*

2. **Literature Review:** - evidence-based school practices that promote academic outcomes, learning, social development, and mental health

3. **Promotion Planning:** - strategies and skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. **Disposition** Briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s School Wide Practices standards.

**Documents to Include:**

*School-Wide Project Proposal (Due *Fall, Week 10*)

- What is the Problem?
- What Data will you seek to understand the problem at the school level?
- Collaborators?
- Timeline?
- Resources?

Part 1: List of data sources with specific archival, observation, and interview data.

Part 2: List of relevant cited research, interventions, or reviews of theory and practice (e.g., Best Practice articles).
Section 6

Prevention and Responsive Service Case Study
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.

Select one of the two options: Option 1: Identify a School-wide Crisis event or a crisis concern; Option 2: Identify a crisis case in which short term intensive supports were provided. Identify and discuss the application of the PREPaRE model and evidence based strategies to crisis response.

1. Problem and Strategies
Briefly define in behavioral or measurable terms the school-wide crisis event or crisis case.

2. Resources and Collaboration
What existing school and community services could support the crisis concern?

3. Use resources from EPSY 6820 to discuss and apply the PREPaRE Model to crisis case

PREPaRE Model

(P) prevent and prepare for psychological trauma
-What did you do to prevent and prepare for the crisis trauma?

- How did you establish a cohesive multidisciplinary crisis team that operates within a common framework (based on the Incident Command System)

(R) reaffirm physical health
-How did you reaffirm physical health and safety? Specify and explain what you did?

E evaluate psychological trauma risk
-What did you do to evaluate risk for psychological trauma? Specific tools or measures used?

P provide interventions
-Describe evidence-based interventions for crisis event. How did you apply interventions?

A and

R respond to psychological needs
-How did you respond to social-emotional and psychological needs? What did you do?
E examine the effectiveness of crisis prevention and intervention
What were the effects of crisis supports? What did you do to examine the effects of crisis prevention and intervention?

3. Promotion and Ongoing Support
- How do the strategies address risk (probability of negative future outcome), promote protective assets (individual and environmental supports to cope with stress) and foster resiliency (application of competencies in the capacity to recover from setbacks or crisis)?

Consider how you:
- Promoted recovery and a return to learning through school-wide, classroom-based, and individualized interventions (use the 3 Tier model in discussion)
- Provided care-for-the-caregivers or school staff
- Aligned crisis prevention and intervention with existing service delivery models
- Supported ongoing positive behavior and school climate

4. NASP Knowledge/Skill Competence (See Portfolio Rubric Evaluation)

How did you demonstrate the following? (Give a detailed example of each area.)

1. Risk & Resiliency Promotion: knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities

2. Planning for Effective Services Promoting Well Being: skills to collaborate and provide services that enhance learning, mental health, safety, and physical wellbeing, through protective and adaptive factors, for effective crisis preparation, response, and recovery

5. Disposition Very briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s Preventive and Responsive Services standards.

Documents to Include:
- Reference list identifying the chosen strategies as evidence-based.
- Develop a 1-2 page informational handout for parents or educators/staff to include factual information about the crisis topic, what to do in regards to prevention, intervention and response, and a list of helpful resources (including 2-3 online resources, 2-3 books, 2-3 community resources).
- CIRF (Confidential Incident Report Form) if there was a relevant event, crisis, or required consultation for an issue. If follow-up support is needed, a CFF (Confidential Follow-up Form) should be submitted.
CONFIDENTIAL Incident Reporting Form (CIRF)

Mandatory Reporting/Crisis Documentation

Date Recorded______________ Level of Concern: __ Highest (crisis), __ Moderate, __ Low

Professional-in-Training ___________________________ University Supervisor____________________

Phone ____________________________ Email ________________________________

Pupil Name ___________ Grade _____ Date(s) of Incident(s) ________________

School ____________________________ District ________________________________

Field Supervisor Name ____________________________ Phone Contact____________________

Email ________________________________

1. Brief Description of Situation (2-3 sentences. Include all parties involved)

2. Risks/Needs (How did you identify level of concern?) What is the type & level of risk (e.g., abuse, neglect, harm to self/harm to others)?

3. Current/Possible Strengths, Supports, and Community Resources

4. Brief Summary of Support, Action, Referral, 5150, and/or *Reporting

5. Plan for Follow-up Support

*Date/Time of call to CPS (If suspicion of abuse/neglect) ____________

________________________________________

*Date CPS Report submitted (If suspicion of abuse/neglect) __________ Name of Caseworker

*Other Agencies contacted (e.g., police) ________________________________

Date/Time of Communication with District Supervisor with University Supervisor ____________Date/Time of Communication

CSUEB (F 2014-2015)
CONFIDENTIAL Follow-up Form (CFF)

Follow-up to Mandatory Reporting/Crisis Documentation Incident

Date Recorded_____________  Current Level of Concern: _Highest (crisis), _Moderate, _Low

Professional-in-Training______________________________

Phone ___________________________  Email ___________________________

1. Summarize Field Supervisor Recommendations  Brief Description (2-3 sentences)

2. Summarize Actions Taken or Not Taken by CPS/Agency/Case Worker

3. Do you have a Release of Information with Hospital, Therapist, etc? What’s your Plan?

4. What are Current Strengths, Supports, and Community Resources?

5. What Follow-up Support and Plan are in Place?

6. What were (potential/actual) Ethical Dilemmas? Note How you dealt with them.
Family-School Collaboration Case Study

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.

Select a case or program for which you supported a family and fostered family-school collaboration. The idea is to help a family (families) become more connected to the school and more involved in student learning. Therefore, you will need to develop a plan and document how you communicated/supported their connectedness with the school. You will collect data at the beginning and at the end of the case to evaluate service effectiveness.

**Student________________________________________ Grade ___________ Age __________

Referral Issue

Your Role (e.g., assessor, counselor, consultant, interventionist)

Level of Parent, Teacher/Administrator, and Student Concern (1-4, 4=high)

1. Case Reflections

**Family Research:** How have you demonstrated knowledge of principles and research related to family systems, strengths, needs, and culture

What are key family system factors, family strengths/needs, and culture experiences for this family, based on relevant research? How did these factors influence student learning, socialization, and mental health?

**Intervention Strategy:** What are some evidence-based strategies you used to support learning & mental health?

Identify two structural or psychological barriers at the family, educator, or family-school relationship level that you addressed in your strategy (Christenson, 2004)? See barrier table, below and briefly describe for your case.  __________________________  __________________________

2. Planning and Development

**Family-School Partnership:** How did you develop collaboration and partnership between family and school?

a. How did you recognize and communicate the importance of parents’ participation in their students’ learning?

b. What level of parent involvement did you target? See Epstein’s list of six types, below.
Parent Involvement Level _______________________________________________________

What strategies did you develop and plan to address this level of parent involvement? How did you foster problem solving based on family concerns, goals, and past experiences?

c. What culturally responsive services and interventions did you develop collaboratively? How did you move beyond stereotypes and judgments about families to establish clearer background and empathy?

d. What community organizations or services are relevant for supporting the partnership?

3. Evaluation   Interns Only

**How did you evaluate the effectiveness of the strategies for family school collaboration?**

List specific student and family measures and data (e.g., parental level of connectedness with the school as a partner, experience of respect, trust or support; student level of performance, Daily Report Cards, or social-emotional adjustment). **See ratings below.**

Use anchored parent and student ratings, academic or behavioral student data, and questionnaires.

Parent Pre- Collaboration Measures/Values

Student Pre-Collaboration Measures/Values

Parent Post- Collaboration Measures/Values

Student Post-Collaboration Measures/Values

Compare pre- and post-collaboration values to determine the effectiveness of the partnership. Use mean comparisons,

4. Disposition

Very briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s Family School Collaboration standards.

**Documents to Include:**

Brief Summary of Parent and Stakeholder meetings/communication
Pre- and Post- Intervention data with questions
Report of Specific Student and Family Measures and Data (e.g., parental level of connectedness with the school as a partner, experience of respect, trust or support; and student level of performance, Daily Report Cards, or social-emotional adjustment). Use rating anchored parent and student ratings, academic or behavioral student data, and questionnaires.
Table 1

Barriers for Families, Educators, and the Family–School Relationship

<table>
<thead>
<tr>
<th>Relationship Barriers</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Barriers</td>
<td>Lack of role models, information, and knowledge about resources.</td>
</tr>
<tr>
<td></td>
<td>Lack of supportive environment and resources (e.g., poverty, limited access to services).</td>
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<td></td>
<td>Economic, emotional, and time constraints.</td>
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<tr>
<td></td>
<td>Child care and transportation.</td>
</tr>
<tr>
<td>Psychological Barriers</td>
<td>Feelings of inadequacy; low sense of self-efficacy.</td>
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<tr>
<td></td>
<td>Adopting a passive role by leaving education to schools.</td>
</tr>
<tr>
<td></td>
<td>Linguistic and cultural differences, resulting in less “how to” knowledge about school policies and practices and the parental role in education.</td>
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<tr>
<td></td>
<td>Suspicion about treatment from educators.</td>
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<tr>
<td></td>
<td>Perceived lack of responsiveness to parental needs or desires.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Barriers</td>
</tr>
<tr>
<td>Lack of funding for family outreach programs.</td>
</tr>
<tr>
<td>Lack of training for educators on how to create and sustain partnerships with families.</td>
</tr>
<tr>
<td>Limited knowledge of data-based approaches.</td>
</tr>
<tr>
<td>Time constraints.</td>
</tr>
<tr>
<td>Psychological Barriers</td>
</tr>
<tr>
<td>Ambiguous commitment to working with parents as partners.</td>
</tr>
<tr>
<td>Use of negative communication about students’ school performance and productivity.</td>
</tr>
<tr>
<td>Use of stereotypes about families, such as dwelling on family problems as an explanation for students’ performance.</td>
</tr>
<tr>
<td>Stereotypic views of people, events, conditions, or actions that are not descriptive of behavior, but portray a casual orientation.</td>
</tr>
<tr>
<td>Doubts about the abilities of families to address schooling concerns.</td>
</tr>
<tr>
<td>Wary of interacting with families or fear of conflict.</td>
</tr>
<tr>
<td>Narrow conception of the roles families can play related to socializing learners.</td>
</tr>
</tbody>
</table>

(Christenson, 2004)
(Table 1 continued)

Family–School Relationship

Structural Barriers

- Limited time for communication and meaningful dialogue.
- Communication primarily during crises.
- Limited contact for building trust within the family–school relationship.
- Limited skills and knowledge about how to collaborate.
- Lack of a routine communication system.
- Limited understanding of the constraints faced by the other partner.

Psychological Barriers

- Partial resistance toward increasing home–school cooperation.
- Lack of belief in a partnership orientation to enhance student learning/development.
- A blaming and labeling attitude permeates the home–school atmosphere.
- A win-lose rather than a win-win attitude in the presence of conflict.
- Tendencies to personalize anger-provoking behaviors by the other individual.
- Psychological and cultural differences that lead to assumptions and “build walls.”
- Limited use of perspective taking or empathizing with the other person.
- Limiting impressions of child to observations in only one environment.
- Assumption that parents and teachers must hold identical values and expectations.
- Failure to view differences as strengths.
- Previous negative interactions and experiences between families and schools.
- Failure to recognize the importance of preserving the family–school relationship across time.

(Christenson, 2004)
Epstein’s Six Types of Parental Involvement

Select a targeted level of planning and intervention:

**TYPE 1- PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

**TYPE 2- COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

**TYPE 3- VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

**TYPE 4- LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

**TYPE 5- DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

**TYPE 6- COLLABORATING WITH THE COMMUNITY:** Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community.


SAMPLE PARENTAL QUESTIONS FOR PRE-POST AND INTERN EVALUATION

Parent Involvement, Connectedness, and Respect in School

Sample Pre/ Post Questions  (Add your own questions to match your case)

<table>
<thead>
<tr>
<th></th>
<th>Very Poorly</th>
<th>Somewhat Poorly</th>
<th>Somewhat Well</th>
<th>Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How has the school supported you in being involved with your child’s daily learning?</td>
<td></td>
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<tr>
<td>2. How has the school supported you in being involved with the school, for example working with teachers or other parents?</td>
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<tr>
<td>3. How connected have you felt to the school?</td>
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<tr>
<td>4. How respected have you felt at school, based on your culture, language, or other important background?</td>
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<tr>
<td>5. How has school collaboration helped you address your concerns?</td>
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</tbody>
</table>
Sample Parent Evaluation of Intern

After your support services, ask the parent(s) to rate their experience of involvement, connection, and respect. The following are sample items. *Add a question specific to the case (e.g., **Student Learning**: The Trainee helped my child receive counseling services she needed).

<table>
<thead>
<tr>
<th><strong>Support for Parental Involvement</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Psychology Intern <strong>did not address</strong> my involvement in my child’s learning or how to be involved at the school.</td>
<td>The School Psychology Trainee <strong>helped me</strong> to be a little more involved with my child’s learning.</td>
<td>The School Psychology Trainee <strong>helped me</strong> to be more involved in my child’s learning <strong>and to</strong> understand how I might get involved at the school.</td>
<td>The School Psychology Intern <strong>really helped me</strong> be involved in my child’s learning and to have a role in making decisions at the school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Parental Connection</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>After working with the School Psychology Intern <strong>I don’t feel less connected</strong> with my child’s school.</td>
<td>After working with the School Psychology Intern <strong>I don’t feel any difference</strong> in my connection to the school.</td>
<td>After working with the School Psychology Intern <strong>I feel a little more connected</strong> to my child’s school.</td>
<td>After working with the School Psychology Intern <strong>I feel much more connected</strong> to my child’s school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Respect</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I did not feel respected by the School Psychology Intern</strong></td>
<td>I felt <strong>a little respected</strong> by the School Psychology Intern</td>
<td>I felt <strong>a respected</strong> by the School Psychology Intern and felt heard</td>
<td>I felt very <strong>respected</strong> by the School Psychology Intern and it really made a difference.</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Case Outcome</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The School Psychology Intern <strong>did not help my child</strong>...</td>
<td>The School Psychology Intern was a little helpful in my child’s...</td>
<td>The School Psychology Intern helped my child...</td>
<td>The School Psychology Intern really helped my child...</td>
<td></td>
</tr>
</tbody>
</table>
### Section 8:

**Diversity in Development and Learning Case Study**

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.

Select a counseling, assessment, consultation, or other intervention case in which you focus on specific challenges or experiences at the level of individual difference. Specifically, consider a case that highlights your work to seek equity, demonstrate cultural sensitivity or collaborate to increase multicultural goodness-of-fit between the student and her/his learning environment. Use the examples of cultural competence from Arra (2010), attached, to help you consider the skills you have demonstrated.

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<table>
<thead>
<tr>
<th>Student ______________________________</th>
<th>Grade __________</th>
<th>Age __________</th>
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**Referral Issue**

**Your Role (e.g., assessor, counselor, consultant, interventionist)**

**Level of Parent, Teacher/Administrator, and Concern (1-4, 4= high)**

#### 1. Case Review

- **What were the key individual differences, abilities, cultural and linguistic experiences, and other diverse characteristics for the student, family, or school in the case?**

- **How did these characteristics impact the student?**

**Literature:** - What are relevant principles and research related to diversity factors for children, families, and schools including factors related to culture, context, and individual and role difference?

- How did you become more aware and knowledgeable on the specific diversity issues in student development and learning? (e.g., I looked at data on...I talked with....I read article on...)

Identify three (3) of Arra’s (2010) Cultural Competencies that you demonstrated. *(See 35 listed.) List how you demonstrated each (e.g., I demonstrated respect for values that clash with the dominant culture by...).*

1. ______________
2. ______________
3. ______________
How did you bridge differences between your own cultural identity and privileges and your student’s/family background in the case?

2. Evidence-Based Strategies

- How did you use evidence-based, responsive strategies to enhance services? What were the outcomes, with data, of your services in student learning?

Detail best Practice approaches to problem identification and intervention planning (ecological, strength-based, or culturally based). How did you move beyond a deficit approach? Consider ICEL: Instruction, Curriculum, Environment, and Learner.


- How did you advocate for social justice?

Specify what student challenges and experiences you targeted.
Was there prejudice or inequity?
How did you address these experiences to promote equity?

- How did you evaluate the effectiveness of the services?
What data do you have to demonstrate your impact on the student and your promotion of equity?

4. Disposition

Very briefly describe how you demonstrated one Program Disposition or Aptitude (other than Social Justice) and how that relates to NASP’s Diversity and Development standards.

Documents to Include:

  Session Summary
  Communication Summary: Include communication and action with teachers, parents, administrators, and students
  List of documented resources (e.g., services and supports) and relevant literature (e.g., articles, text chapters, or conference handouts)
Examples of Cultural Competence (Arra, 2010)

Question

1. Skill in working with others (e.g., patience, good judgment).
2. Skill in demonstrating sensitivity toward the culture of school personnel involved in consultation.
3. Skill in responding flexibly with a range of possible solutions that reflect sensitivity to cross-cultural issues.
4. Knowledge of the culturally related factors that may affect accurate assessment of the “problem” in the problem-solving sequence.
5. An understanding of cultural differences of groups within the United States.
6. Knowledge about a specific cultural groups’ attitudes toward disabilities.
7. An awareness of what is considered important about education by the members of a cultural group.
8. Knowledge of how culture determines values and behaviors.
9. An understanding and appreciation of cultural differences.
10. Knowledge of the impact of culture on learning and behavior.
11. An understanding of the pervasive impact of culture on individual and group behavior.
12. An understanding of the need to retain one’s cultural identity.
13. Respect for other cultures and peoples.
14. An appreciation for the strengths brought to the American culture by peoples from diverse backgrounds.
15. Knowledge of survival skills and life demands that accompany the culturally different child.
16. An awareness that tolerance for diversity and acceptance of differences need to be modeled all the time.
17. Skill in modeling tolerance.
18. Same skills as those of a well-trained, competent school psychologist might have: (a) strong sense of responsibility for a job well done for clients, patients, students, community and (b) interesting intellectual or cultural or artistic manifestations of different cultures.
Examples of Cultural Competence (Cont.)

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>19. Respect and appreciation for the socioeconomic and cultural background of the child and his or her family.</td>
</tr>
<tr>
<td>20. An ability to communicate and demonstrate an understanding of the culture in question.</td>
</tr>
<tr>
<td>21. Sensitivity to culturally and linguistically diverse populations.</td>
</tr>
<tr>
<td>22. Demonstration of personal qualities reflecting the absence of overt and covert hostility to various culturally different groups.</td>
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<tr>
<td>23. Skill in behaving in a professionally appropriate and culturally synchronous manner.</td>
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<tr>
<td>24. An ability to engage in continued professional development in this area.</td>
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<tr>
<td>25. An ability to advocate for clients.</td>
</tr>
<tr>
<td>26. Skill in recognizing the limits of their own knowledge and skills so that they can seek consultation or referral to other professionals as needed.</td>
</tr>
<tr>
<td>27. Demonstration of a willingness to work with culturally diverse groups.</td>
</tr>
<tr>
<td>28. Have a sense of values, strengths, and limitations of one's own culture.</td>
</tr>
<tr>
<td>29. Awareness that one needs to distinguish between cultural practices that may be harmful and those that are culturally different.</td>
</tr>
<tr>
<td>30. An ability to establish a professional and comfortable relationship with a client in a way that respects and is congruent with the child's culture.</td>
</tr>
<tr>
<td>31. Knowledge of when to refer the assessment to someone with more experience with that culture.</td>
</tr>
<tr>
<td>32. An awareness of roles parents play in child's country of origin.</td>
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<tr>
<td>33. An understanding of differences in child rearing practices due to cultural differences.</td>
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<tr>
<td>34. Respect of other values that clash with dominant culture.</td>
</tr>
<tr>
<td>35. An awareness of the value placed on education by the client or parents of the client.</td>
</tr>
</tbody>
</table>
Section 9

Research/ Program Evaluation Case Study (Part 3 of School-Wide Project: 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.

Following the strategy implementation in section 6, develop a research question to evaluate the impact of the T1 and T2 evidence-based strategies. Analyze pre-post data and present findings to school stakeholders.

1. Action Research Question and Design

- Summarize research questions, designs, measures, data collection strategies used in previous evaluations of relevant evidence-based strategy effectiveness? *Link good design to the literature.*

Develop at least one specific question about the effectiveness of the strategies for T1 and T2 (e.g., How did the T1 PBIS feedback impact overall student referrals for winter quarter? How did the eight-week T2 reading intervention support ELL student reading comprehension?).

Research Questions

T1

T2

Share your questions with Stakeholders before analyzing the data.

2. Procedures  (Second-year: explain how you will do the following)

List specific procedures, measures, data points, analysis (e.g., PND Effect Size, mean comparison, or correlation)

Procedures
*What did you do to answer your intervention evaluation research questions?*

Measures
*How did you measure the effectiveness of the strategies?*

Data/Data Points
*Report raw pre-post data*
Analysis

-How did you know decide the effectiveness?

3. Strategy Effectiveness/Conclusion (Interns Only)

-How did the program/intervention support effective practices at the group level (T1) and individual level (T2)?

What were cultural, familial, linguistic, or social factors that influenced the strategy effectiveness?

How did you adjust or respond to these factors?

4. Present Findings (Second-years: Present insights, plans, and initial processes)

Briefly present your project findings (across sections 5 & 9) to stakeholders at a school. Collect presentation ratings.

5. NASP Skill Competence

How did you demonstrate the following? (Give an example of each area.)

1. Research Design, Measurement, & Analysis: -knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods

2. Application of Research to Practice: -skill to apply evaluation/analysis of the project to support effective practices at the individual, group, and/or systems levels

6. Disposition

Very briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s Data-based Decision Making standards.

Documents to Include:

- Session Summary
- Raw Pre-Post Data
- Analysis Print Out (e.g., graphs/charts)
- Project Presentation Rating Forms
- Present findings to school stakeholders Spring week 9
- Presentation Evaluation
Section 10

Legal, Ethical Case Study

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.

Select a case that presented an actual or vicarious (Supervisor’s) ethical or legal challenge. Be sure that there is sufficient background and professional involvement in the case so that you can apply ethical decision making collaboratively with your supervisor or another professional. Apply the NASP Ethical Principals and Program Dispositions, attached. (One Case)

Student ______________________ Grade ____  Age ______

Your Role (e.g., assessor, counselor, consultant, interventionist)

Brief description of the dilemma, ethical/legal challenge, or problem.

Apply and describe each of the following steps to your case, described above.

A. Decision Making Model

1. Gather information from "stakeholders" and define potential ethical issues or dilemmas.

2. Review appropriate ethical and legal guidelines as they apply to resolution of issues.
   a. Use the NASP Principles for Professional Ethics (2010), below, to select sections, principles, and standards relevant to a specific case dilemma or potential area of challenge.
   b. Apply Special Educational or Constitutional law, as appropriate to identify actual or potential threats to student or parent rights

- What are the key, relevant principles and standards from NASP's Principles for Professional Ethics? What laws apply? List and describe.

3. Determine rights, responsibilities, and well-being of all parties involved.

   How do you apply the hierarchy of your duty to protect in this case? Client, Public, Profession, & Professional

4. Formulate possible alternate decisions for each issue raised.

5. Evaluate the various possible consequences of each decision.

6. Estimate the probability of occurrence of each consequence.

7. Review information with affected parties.

8. Implement the decision.

9. Monitor, review, and follow up the decision.
B. NASP Skill Competence

How did you demonstrate the following? (Give a detailed example of each area.)

1. Professional Background: knowledge of the case-relevant history and foundations of school psychology

2. Service Delivery: multiple service models and methods to provide support in your case

3. Application of Ethics: ethical, legal, and professional standards
What did you do to increase professional respect and ethical responsiveness in the case?

4. Professional Identity Development: professional identity and effective practice as school psychologists. What did you learn in the case about your role, professional identity, and the expectations others have for you? Be specific regarding your progress toward future practice.

C. Disposition/ Professional Practice

Briefly describe how you demonstrated one Program Disposition or Aptitude and how that relates to NASP’s Legal and Ethical standards.

-What are some ways you attempted to change how you showed your professionalism and disposition/aptitude?

Documents to Include:

CIRF (Confidential Incident Report Form) if there was a relevant event, crisis, or required consultation

Brief summary of sessions (with dates), goals, strategies, or communication/consultation in the case
I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

Principle I.1. Autonomy and Self-Determination (Consent and Assent)
Principle I.2. Privacy and Confidentiality
Principle I.3. Fairness and Justice

II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Principle II.1. Competence
Principle II.2. Accepting Responsibility for Actions
Principle II.3. Responsible Assessment and Intervention Practices
Principle II.4 Responsible School-Based Record Keeping
Principle II.5 Responsible Use of Materials

III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

Principle III.1. Accurate Presentation of Professional Qualifications
Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities
Principle III.3. Respecting Other Professionals
Principle III.4. Multiple Relationships and Conflicts of Interest

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

Principle IV.1. Promoting Healthy School, Family, and Community Environments
Principle IV.2. Respect for Law and the Relationship of Law and Ethics
Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision
Principle IV.5. Contributing to the School Psychology Knowledge Base
Professional Dispositions

1. Integrity
Student is honest and ethical in dealing with people and situations. In addition, she/he is consistent and sincere. She/he understands, and abides by, ethical codes of conduct for the profession.

2. Empathy
Empathy is the ability to understand another person's feelings or perspective and to effectively communicate appropriate caring. Empathy requires sensitive, non-judgmental responses that reflect attention to others’ motives, intentions, values, and needs.

3. Commitment to Social Justice and Democracy
Student has a commitment to respect and value cultural diversity and individual differences. She/he is committed to supporting those who seek services without discrimination or prejudice. Student demonstrates cultural competence in working with individuals of diverse backgrounds and life styles.

4. Flexibility and Resourcefulness
Student is Not rigidly bound to one way of viewing the world or any situation. He/she is able to adapt to changing conditions of a situation. He/she also is able to be resourceful in finding or generating innovative solutions, given limited resources.

5. Tolerance for Ambiguity
The student shows ability to appropriately accept uncertainty. Student can look beyond the concrete concepts and communications and understand that there might be multiple meanings and expectations for situations.

Clinical Aptitudes

1. Accepting Feedback
The student is able to hear feedback without defensiveness. He/she makes mistakes and incorporates suggestions from supervisors and instructors to correct or improve performance.

2. Awareness of one's impact upon others
The student is aware of the impact of physical presence and verbal/ non-verbal communications upon others.

3. Active engagement in personal and professional growth
The student actively embraces personal and professional growth. This involves the desire and willingness to learn and to accumulate personal, professional, and academic knowledge and skill.

4. Collaboration, support, leadership
The student is able to be a supporter as well as a leader in collaborative teamwork.

5. Appropriate risk taking and acceptance of learning challenges
The student demonstrates willingness to take appropriate risks and accept the challenges of new learning.

6. Ability to interact with others without inappropriate intrusion of personal ego needs
The student recognizes his/her social emotional needs and does not let these needs interfere with professional work with clients, professionals, or other students.

7. Understanding of cultural and diversity factors as they impact counseling and human interactions
The student seeks to understand the clinical/professional implications of differences in race, culture, gender, language, sexual orientation, and physical-, mental- & emotional challenges.
<table>
<thead>
<tr>
<th>Class</th>
<th>Quarter to Begin compiling materials</th>
<th>Key Assignment</th>
<th>Portfolio Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 6783 Curriculum Based Assessment</td>
<td>Spring, 1st Year</td>
<td>Assess academic skill baseline, develop academic intervention, and progress monitor</td>
<td>3-Academic</td>
</tr>
<tr>
<td>EPSY 6023 Research</td>
<td>Spring, 1st Year</td>
<td>Begin a lit review related to a school-wide problem</td>
<td>5-School-Wide Services</td>
</tr>
<tr>
<td>EPSY 6770 2nd Year Supervision</td>
<td>Fall and Winter, 2nd Year</td>
<td>Conduct a comprehensive assessment applying the problem-solving model for Data Based Decision Making, implementing support for a related goal, and progress monitoring a specific goal with Goal Attainment Scaling (GAS).</td>
<td>1-Data-Based Decision Making</td>
</tr>
<tr>
<td>EPSY 6669 Mental Health Consultation</td>
<td>Fall, 2nd Year</td>
<td>Conduct quarter-long problem-solving consultation with a teacher</td>
<td>2-Consultation Collaboration</td>
</tr>
<tr>
<td>EPSY 6785 Ethics</td>
<td>Winter, 2nd Year</td>
<td>Apply ethical decision making to a school-based dilemma and reflect on application of law and ethics</td>
<td>10-Ethical Professional Legal</td>
</tr>
<tr>
<td>EPSY 6912 Social/Emotional Assessment</td>
<td>Winter, 2nd Year</td>
<td>Conduct a social emotional assessment and develop an intervention plan including FBA, BSP, goal attainment, and progress monitoring</td>
<td>4-Life Skill (Social Emotional)</td>
</tr>
<tr>
<td>EPSY 6764 Systems</td>
<td>Winter, 2nd Year (Orientation- Fall, 2nd Year)</td>
<td>Develop a school-wide action research project proposal (Problem Identification, IRB, and plans for implementation)</td>
<td>5 &amp; 9-School-Wide Services, Research</td>
</tr>
<tr>
<td>EPSY 6783 Crisis</td>
<td>Winter, 2nd Year</td>
<td>Develop a plan to apply PREPaRE to a school crisis</td>
<td>6-Responsive Services</td>
</tr>
</tbody>
</table>
*Students are expected to compile materials early when assignment is due in preparation for EPSY 6205 Advanced PPS (Spring, 2nd year).

<table>
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<th>Key Assignment</th>
<th>Portfolio Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 6770 2nd Year Supervision</td>
<td>Spring, 2nd Year</td>
<td>Identify an intervention or assessment case in which parent support and involvement are essential. Collaborate to help parents improve student learning and overcome barriers to meaningful connection with the school.</td>
<td>7-Family-School Collaboration</td>
</tr>
<tr>
<td>EPSY 6770 2nd Year Supervision</td>
<td>Spring, 2nd Year</td>
<td>Identify an assessment or intervention case in which a student’s cultural, linguistic, or other significant background factor impacts learning or development. Develop goals, plans, and supports to develop strengths and demonstrate cultural competence.</td>
<td>8-Diversity in Development and Learning</td>
</tr>
</tbody>
</table>

*Students are expected to compile materials early when assignment is due in preparation for EPSY 6205 Advanced PPS (Spring, 2nd year)*