Guidelines for Ed.S. Case Studies

The case studies to be presented as part of your final examination for the Ed.S. must include **an academic and a behavioral intervention case study**. As you choose each case, remember that this is an interventions/problem solving case study. Case studies that focus primarily on a traditional psychoeducational assessment for eligibility should not be included unless you have put an intervention into place and collected sufficient data to demonstrate a positive impact. One case study should focus on academic concerns and the other case study should focus on behavioral/social-emotional concerns. Students are evaluated across the following 7 areas (see rubric on the subsequent page that will be utilized to assess each case).

Area 1: Background and Context
There should be a focus on describing the presenting problem or referral question and describing the problem in observable measurable terms. Current level of performance and the expected levels should be described. The expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc., depending on the referral question. Cultural and environmental factors should be embedded within this discussion.

You must provide baseline data that is directly related to the identified problem. The data collected must be collected in a reasonable manner along relevant dimensions. Remember that you will be comparing your outcome data to the baseline data at the end of the intervention and evaluating it on positive outcomes for child and family

Area 2: Description and Analysis
Assessment methods used (as applicable) should be summarized. These should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking answers to the identified problem. Discuss your hypotheses as the possible reasons for the problem and its occurrence. That is, present reasons about "why" the behavior is occurring as well as other factors contributing to the problem. You should be cognizant of cultural context and how that might influence the student's behavior.

Area 3: Data Linked with Goals
Using the data you developed and your hypotheses, develop the goals for the intervention. Goals and interventions should be planned so that they can be implemented, have a high probability of success, and are practical for the educational context. The areas of intervention and goals must be consistent with regard to the problem analysis. The goals should be linked to the targeted areas of concern. The goals should be stated in explicit, measurable terms. Ethical concerns for goal implementation should be discussed here.

If more than one type of data are collected, indicate the primary data collection method and the secondary data collection method. For example, I completed a reading intervention and am collecting data on words read correctly (primary data collection) and attitudes toward reading (secondary data collection). Another example would be if I am completing a social skills group I may collect data on appropriate social exchanges with peers on the playground (primary data collection) and scores on a feelings thermometer (secondary data collection).

Area 4: Description of the Intervention
Specify how the intervention was implemented. Describe the intervention related to each specific goal. Components of the intervention must be explained in sufficient detail that the reader would be able to put a similar intervention in place. You should describe how the intervention was chosen for the student given their specific needs (e.g., age, gender, ethnic background, language). The intervention steps must be manageable and realistic given the available resources. A description of how the intervention is being monitored also should be included (see also Area 7, Positive Impact on Families) and any ethical issues that

arose with the intervention implementation. The chosen intervention must be grounded in evidence and have at least 3 research studies providing evidence for the intervention (please provide references).

Area 5: Collaborative Efforts

Describe how relevant members of the client(s) environment were included in the case at the various points; e.g., any collaborative activities from Areas 1-4. Describe the role of each participant and what supports were in place for the participants. If attempts at collaboration were partially successful or unsuccessful, there should be an explanation of the attempts made and the potential effects. You can also describe collaborative efforts if ethical issues arose with the intervention or other areas of the case.

Area 6: Outcome Data

Data should be provided to illustrate the success of the intervention in addressing each goal. Data should be provided directly related to the change in behavior or skills by comparing the baseline data with the outcome data. The display of data and analysis must include the following:

--A-B design with time-series data
--At least 3 baseline points and at least 5 intervention points collected at least once a week
      --Baseline and intervention data must be collected on the same measure
--Provide graphs of the data with all items clearly labeled
--Analyze the data using GAS (goal attainment scaling using a 5-point scale; see below for example), PND (percent of non-overlapping data), and visual –analysis (including level, trend, overlap, slope, variability)

Goal Attainment Scaling
Goal: Get rid of behavioral attendant

Level of Attainment	Goal 1 Safety: Get rid of 1:1 attendant **Uses call light**	Goal 2 Independence: **Independently Go to Therapy**
Much more than expected + 2	Uses call light 5 of 5 opportunities during the day	I independently navigate to 4 therapies a day
Somewhat more than expected + 1	Uses call light 4 of 5 opportunities during the day	I independently navigate to 3 therapies a day
Expected level of outcome 0	Uses call light 2-3 of 5 opportunities during the day	I independently navigate to 2 therapies a day
Somewhat less than expected - 1	Uses call light 1 of 5 opportunities during the day	I independently navigate to 1 therapy a day
Much less than expected - 2	Uses call light 0 of 5 opportunities during the day	I independently navigate to therapies a day 50

Guidelines for Ed.S. Case Studies

Area 7: Positive Impact on Families and Children
Positive impact must be examined across both academic and behavioral/social-emotional case studies. This means that positive impact to assess goals *must* be discussed and you must reflect and evaluate whether positive impact was made. Describe the progress; how it was monitored; factors that may have impeded progress; impact of cultural and/or environmental factors; possible modifications and whether the problem has been solved or requires a further or alternative intervention. Within your evaluation, if your outcome data does not reveal a positive outcome, discuss any follow up (ethical decision making) that occurred.

A <u>data-based and narrative discussion</u> should occur on overall impact on the family and child and utilize data and anecdotal information to evaluate. Below is the evaluation scale that will be used to inform the rubric on the following page in assessing each case.

EVALUATION SCALE

1 = Far Below Expectations: Candidate does not meet expectations for the specialist level of training or entry into the profession. Needs a substantial amount of additional practice and supervision of respective criterion.

2 = Below Expectations: Candidate does not yet meet expectations for the specialist level of training or entry into the profession. Needs some additional practice and supervision of respective criterion.

3 = Acceptable: Candidate meets expectations for the specialist level of training and entry level competency in the profession. Is able to practice independently as a school psychologist.

4 = Above Expectations: Candidate exceeds expectations for the specialist level of training and possesses competency of an independently practicing school psychologist.

5 = Far Above Expectations: Candidate far exceeds expectations for the specialist level of training and possesses competency of an independently practicing school psychologist.

Guidelines for Ed.S. Case Studies

STUDENT NAME:			DATE:	

Area 1. Background and Context
Comments:

Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5

Area 2. Description and Analysis
Comments:

Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5

Area 3. Link data with goals
Comments:

Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5

Area 4. Specific Description of the Intervention
Comments:

Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5

Area 5. Collaborative efforts
Comments:

Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5

Area 6. Outcome Data
Comments:

Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5

Area 7. Positive Impact on Families and Children
Comments:

Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5

*TOTAL SUMMATIVE SCORE:
COMMENTS

Guidelines for Ed.S. Case Studies

To pass the case study and Ed.S. exam, students must obtain a minimum mean score of "3" or higher across 7 domains and include GAS and PND data.