

**Education P24  
Practicum in School Psychology  
Fall 2006 and Spring 2007**

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**Course Description:**

The purpose of Education P24, Practicum in School Psychology, is to provide opportunities for the development of professional skills as a school psychologist through supervised practice. The overall goal of this experiential course is for students to master basic competencies required for the delivery of psychological services as a school psychologist. Learning experiences will include assessment, intervention, prevention, counseling, and consultation activities. Under faculty and school system staff supervision, students will learn to assume psychological service delivery responsibilities, and with increasing independence, respond to the diagnostic and intervention needs of students. In keeping with the SOE conceptual framework, students are expected to use data-oriented problem solving skills in the design and implementation of services to children. Students are expected to demonstrate reflective decision-making skills and to base their decisions on empirical evidence of effectiveness and utility.

**Course Requirements:**

Hours: Students will be assigned to a practicum site for the William and Mary calendar year. Practicum placements are typically for 1 ½ days per week (i.e. 12 hours) at the practicum site. The particular days of the week are to be collaboratively determined by you and your site-based supervisor. Some of the work you have to (or wish to) accomplish will need to be done beyond your regularly scheduled days. You will need to manage your own personal schedule accordingly.

Professional Department:

- *Be reliable.* Be present consistently and on time. Do what you have promised and complete it before it is needed. Administer and score all standard instruments according to the directions.
- *Be useful.* Look for opportunities to take on tasks within your skill range.
- *Be congenial.* You will be helpful to the extent that you can relate effectively to the children and adults in your practicum setting.
- *Comply with the school district's routines and procedures.* Wear appropriate identification, sign in and out of buildings as required, enter and leave through approved entrances, cooperate with fire drills, etc.
- *Be sensitive* to the culture, ethnicity, race, gender, age, and lifestyle of those individuals with whom you work.
- *Know your limits* of professional and personal competencies.
- *Apply relevant legal and ethical guidelines.*

Practicum Log: Keep a Practicum Log in the Excel file format found on blackboard. This will be explained to you in practicum class. **You must provide a copy of your log and your reflection on the week's activities to your university supervisor each week.**

Practicum Timeline: With your site-based supervisor, you will establish goals and timelines for each semester's experiences. Review the required activities for each semester and consider any unique opportunities that exist at your site. Write a timeline for accomplishing these tasks within each semester. Write a letter of introduction to send to the faculty at your school(s) explaining your role in the coming year. Both the timeline and letter must be turned into your university supervisor.

Supervision Meetings: On-campus class attendance is required on specified dates. Additionally, you will be expected to meet bi-weekly with your university supervisor during the practicum experience. Students are to meet with their field-based supervisor for face-to-face supervision at least one hour per week throughout both the fall and spring semesters.

**Specific Activities – Fall Semester***(1) Data-based Decision-Making and Assessment:*

- (a) Complete a **valid** WISC-IV administration with a non-clinical, volunteer child. The validity of the administration will be determined by the accuracy in administration and scoring. You will not be assigned to a practicum site until you have achieved a valid administration. You are responsible for securing a volunteer for this assignment.
- (b) Correctly administer various subtests of the WISC-IV to the university practicum supervisor. You will not be assigned to a practicum site until you have demonstrated accurate administration procedures.
- (c) Complete at least one full psychoeducational assessment of a child referred for assessment through your practicum site. Practicum students should follow the steps outlined in the "Processing Referrals" handout that is provided in the Assignment Guidelines section of this syllabus, even if this is not the procedure typically used by the field-based supervisor. Practicum students should participate in all meetings related to this assessment case and they should present the results at the eligibility meeting.
- (d) Complete an informal functional behavioral assessment (FBA). This informal assessment should focus on the child in the context of his/her classroom and should be combined with one of your assessment or intervention cases. Use the basic steps involved in an FBA, using this opportunity to reflect upon instructional, behavioral and environmental factors which may impact the student's performance.

*(2) Evidenced-Based Intervention (linked to Assessment):*

- (a) Behavioral/Emotional Intervention: Provide intervention (at least 4-6 contacts) for an individual child. These sessions must be audiotaped for your review and supervision. You must complete the Intervention Case Study (see Assignment Guidelines) that may be included in your electronic portfolio.
- (b) Academic Intervention:
  - Attend as many different types of meetings as you can, even when you are not a participant. Keep track of these meetings in your practicum log. Select one of these meetings and reflect upon the dynamics of the meetings (see Assignment Guidelines).
  - In the process of attending the meetings:
    - Focus on how your assigned school approaches student problem identification and intervention (e.g. Do the teams use a student deficit model or consider the student's problem in the context of classroom? Do team members integrate what they know about both behavior and academics as they review and plan intervention?)
    - Begin to identify a "point of entry" that will allow you to work collaboratively with one or more team members (when possible, either in the context of a student assistance team or child study team). Your goal will be to pair with a staff member or a team in preparation for second semester requirements (Part II of Academic Interventions). You may also begin to identify possible students that may be selected for your second semester instructional assessment.
    - Collect and organize materials for both instructional and behavioral interventions that would be applicable to students in your school. You should compile/review materials for instructional strategies in reading, word recognition, reading fluency and comprehension, as well as writing and math strategies. In addition, you should compile/review materials for high frequency behavioral problems (e.g. attention on task, hyperactivity, oppositional behavior, etc.).

*(3) Professional Development:*

- (a) Attend at least one professional conference at the local, regional, state, or national level.
- (b) Volunteer to be a member of a building or district level committee. Attend all committee meetings (be careful – they might meet on a day/night you're not in the district). Participate in the committee process. This activity may extend into the spring semester, depending on the work of the committee. You must submit a paper/log describing the committee activities and processes (see Assignment Guidelines for further directions).
- (c) Be prepared to discuss a topic of interest at group supervision that you have identified through either attending a conference or through participation in building level meetings. This topic should be relevant to your practicum experience. Examples include review of new policies/procedures, innovative practices, or best practice topics as they relate to your experience in your schools.
- (d) Review the district Policy/Procedure for Mandated Reporting. Discuss the policy with your supervisor. Write a short summary of the district policy and procedure (see Assignment Guidelines for further directions).

- (e) Complete the following elements of your Student Electronic Portfolio: Professional Statement, intended Table of Contents, and drafts of the narrative for each of the 11 competency sections.

### **Specific Activities - Spring Semester**

#### *(1) Data-Based Decision Making and Assessment:*

- (a) Complete at least two full psychoeducational assessments. Practicum students should follow the steps outlined in the "Processing Referrals" handout that is provided in the Assignment Guidelines section of this syllabus, even if this is not the procedure typically used by the field-based supervisor. The practicum student should participate in all meetings related to this assessment case and he/she should present the results at the eligibility meetings.
- (b) Conduct a formal FBA of a student (this can be either in conjunction with your counseling case or with the student you've selected for your instructional assessment). Each district may have its own procedure for completing the FBA, so consult with your supervisor regarding the process. The basic steps of the FBA should include: 1) describe and verify the seriousness of the problem, 2) define the problem in behavioral terms, 3) collect information on possible functions of the problem behavior, 4) analyze information using data triangulation, 5) operationalize the function(s) of the behavior, 6) decide on appropriate replacement behaviors, 7) develop a proposed Behavior Intervention Plan (BIP) based on the defined function of the student's behavior. See FBA project description in Assignment Guidelines for complete directions.

#### *(2) Evidenced-Based Intervention (linked to Assessment):*

- (a) **Academic Intervention**  
 Instructional Assessment: Function as a case manager, working with a staff member identified from your work during first semester (you will also be working directly with the student's classroom teacher) and complete an instructional assessment (IA) on a child in one or more areas of academic difficulty. Instructional assessment is a process of data collection—as opposed to one assessment instrument-- which allows you to sample skills from the student's curriculum to determine instructional needs. IAs are different from curriculum-based assessments in that you are comparing the student's progress to his/her own base-line rather than to local norms.
- You will collect and chart instructional data, identify academic (reading, writing, math) strategies as well as classroom strategies (behavioral/emotional and environmental).
  - Answer the following five questions: 1) what does the student know? 2) what can the student do? 3) how does the student think? 4) how does the student approach what he or she is unsure of? 5) what does the student need instructionally?
  - Working with the classroom teacher utilize the instructional strategies that you compiled during the first semester, to address the specific needs of the student.
  - Chart base-line and student progress.
  - Case reflection: answer the following at the conclusion of your assessment/intervention:
    - 1. Reflect upon how teachers and family view the child's strengths and weaknesses.
    - 2. Did the information from the IA change how the student was instructed in the classroom?
    - 3. How did/could your instructional assessment impact the student's IEP goals?
    - 4. How did/can your data be a part of the child study/student assistance team process?

The specific steps you should follow in completing the IA are outlined in the Assignment Guidelines.

- (b) **Behavioral/Emotional Intervention:**
- (1) Provide intervention (at least 4-6 contacts) for an individual child **or** group of children. If you complete an individual intervention, then follow the procedures outlined for fall semester. The intervention can take the form of co-leading a counseling group with other school personnel. This group should be short-term that deals with one specific issue (divorce, friendship, social skills, etc.). For the group counseling option you are required to provide a written summary of introductory activities, weekly summary for each group session, and final group counseling summary report (see Assignment Guidelines for further directions). Complete the Intervention Case Study.
- (2) Provide consultation to a classroom teacher/building principal regarding the issue of student behavior through the implementation of positive behavioral supports at a classroom or building level. Your services should not be "pull-out" counseling or other individual treatment removing the child from the classroom. You will observe the child and the environment to identify the dimensions of the problem (collecting behavioral data) and utilize findings from an informal functional behavioral assessment. You will work with

the teacher to identify one problem to focus on and discuss multiple alternative solutions. You will assist the teacher in as necessary in implementing the solution. You will collect data on the effectiveness of the intervention and meet with the teacher to monitor progress. (See Assignment Guidelines for further directions).

*(3) Professional Development:*

- (a) Attend at least one professional conference at the local, regional, state, or national level.
- (b) Review the district's crisis intervention policy/plan. Based on what you know of "best practices," critique the plan. Be sure you reference your resources for "best practices." You are expected to turn in a written summary of the district's plan including the district's definition of a crisis and your analysis of whether all appropriate components are covered in the plan (see Assignment Guidelines for further directions).
- (c) Complete a Student Electronic Portfolio

**Policies and Procedures:**

- (1) *Snow:* If the school system is closed for both students and school staff, practicum students are excused from practicum that day (no make-up day is required). If schools are closed for students, but school staff members are expected to attend work, practicum students are to go to their practicum site **IF THEY CAN SAFELY DO SO**. If it is impossible for the practicum student to safely reach his/her school on these days, the student must arrange to make-up the day(s) he/she misses.
- (2) *Sick days:* Practicum students are responsible for notifying school personnel (your field-based supervisor and/or the psychological services director) and your university supervisor if illness or other emergency causes them to miss a practicum day. Arrangements must be made to make up the days missed. Extended absences due to illness may result in a course grade of "I" (Incomplete).
- (3) *Supervision:* Students are to meet with their field-based supervisor for face-to-face supervision at least one hour per week throughout both the fall and spring semesters. Students will meet with their university supervisors as directed by the university supervisor. Students who receive fall semester supervision from Dr. Lavach will receive spring semester supervision from Dr. Ward. Students who receive fall semester supervision from Dr. Ward will receive spring semester supervision from Dr. Lavach. Students are responsible for bringing a copy of their weekly log for the university supervisor to keep and for coming to supervision sessions prepared with questions and topics to discuss.
- (4) *Report writing:* Students are responsible for writing at least three psychological reports. University supervisors must be given a copy of the first draft of the report **at least 10 working days before the eligibility meeting is scheduled**. Students must remember the confidential nature of the reports and guard this confidentiality throughout the writing, printing, and editing process.

**Grading:**

The practicum is graded on a Pass/Fail basis. Evaluation of performance is conducted cooperatively between the university and field-based supervisors. In addition to receiving a satisfactory Practicum Evaluation report from the field-based supervisor (i.e., Likert-scale ratings of  $\geq 3$ ), the practicum student must:

- arrive on time for all group and individual practicum meetings,
- complete and submit all assignments by their specified due dates, and
- demonstrate competency development through the electronic portfolio submission.

If any of these requirements are not met, the student will not pass practicum.

# **GUIDELINES FOR ASSIGNMENTS**

## Psychoeducational Assessment

### Processing Referrals

(Students must adhere to these steps in order, regardless of whether or not this is the typical procedure used by psychologists working at their practicum site)

#### 1. Review background information

- read the child's file (take notes)
- develop a chronology to where the child is now (e.g., list dates/places for attending each grade, dates/places for testing/special education placement)
- include social, medical, previous testing, *description of interventions tried*, current grades, etc.
- note any problem behaviors, excessive absences, need for glasses/hearing aides/etc.
- develop a set of questions that remain unanswered

#### 2. If triennial re-evaluation, determine the services the child currently receives.

- investigate the nature of these services (how many hours per week, pullout or inclusion model, focus of instruction, teacher/student ratio during special services, etc.)
- read the child's IEP

#### 3. Teacher/Parent Interview

- determine from them what questions they would like to have answered from this evaluation
- seek answers to questions that arose from steps 1 and 2 (record review). Clarify anything that was contradictory or confusing in the record.
- find out about current functioning (academic and behavioral)
- get specific descriptions of interventions tried in the classroom and/or at home (Is the child receiving appropriate instruction?)
- if you are confused about something, ASK (be specific)

#### 4. Observe the child in the classroom

- this step can actually be done concurrently with steps 1-3.
- Determine a priori (in consultation with your supervisors) what type of observation (e.g., TIES, time sampling, running narrative, etc) is best suited for this child to answer the specific questions that arose in Steps 1-3 above.
- Gather information regarding the appropriateness of instruction/intervention

#### 5. Based on ALL of the above information; develop an assessment battery in consultation with both of your supervisors

- testing should not begin until steps 1-4 have been completed and you have discussed the data collected with your supervisors
- prior to testing you should develop hypotheses based on the data you have already collected (i.e. average ability, below average achievement, etc.) and share a beginning Information Summary Sheet and Theme Sheet prepared with your supervisors prior to testing.

#### 6. Evaluate/Test

- Have your field-based supervisor spot-check all record forms for accuracy of administration & scoring.

#### 7. Complete Assessment Information Summary Sheet and Theme Sheet.

- Discuss the revised Information Summary Sheet and Theme Sheet with your supervisors. Do any questions remain unanswered or have any new questions arisen? If so, collect more data (test, interview, observe, etc.)

#### 8. Report Results

- The report content should answer the referral question and should directly reflect the content of the Theme Sheet.
- Any conclusions should be supported with two pieces of additional evidence.
- Provide a report draft to your university supervisor first (before giving a copy to your field-based supervisor).
- Be sure to allow at least one week for both supervisors to review and edit the report.

## **Functional Behavioral Assessment**

Functional behavioral assessment (FBA) is a method used to determine and understand the cause of a behavior, the relationship between the behavior and the environment in which it occurs, and appropriate replacement behaviors that will provide the same outcome as the problem behavior.

### Steps of FBA

- Describe and verify the seriousness of the problem behavior.
- Define the problem behavior (requires observation in multiple settings)
- Collect data on the function(s) of the problem behavior (interview, direct observation)
- Analyze information using data triangulation.
- Operationalize the function(s) of the behavior in a summary statement.
- Determine appropriate replacement behaviors
- Develop and implement a BIP

Students must complete and turn in the following for the FBA assignment:

1. Functional assessment teacher interview
2. Functional assessment parent interview
3. Functional assessment student interview
4. Observation data (in chart and graph): this data will be used as baseline data
5. Data Triangulation Chart
6. Summary statement of the function of the behavior
7. Competing Pathways Chart
8. Behavior Intervention Plan Planning Form
9. Evaluation plan for the Intervention

## **Individual Intervention Intervention Case Study Format**

Each student is required to include as part of his/her Student Electronic Portfolio a case study write-up that documents the intervention project that the student completed during as part of the practicum course.

The case study shall address each of the following areas:

- a) Provide background and context of the problem.
  - Problem is identified in observable, measurable terms
  - Present level of performance vs. expected level of performance is described
  - Discuss cultural context variables
  - Baseline data are collected
- b) Provide description and analysis of the problem.
  - Assessment methods used
  - Interpretation of baseline data
  - Discussion of hypotheses generated
- c) Link problem analysis data with goals for intervention. Goals should be stated as objectives that the client will achieve through the intervention.
- d) Provide specific descriptions of the intervention and steps for implementation of the intervention. This information should be presented in a way that the reviewer can determine your goal(s), process, activities, outcomes, modifications made at each session, plans for next session, and reflection on each session.
- e) Discuss collaboration efforts with family, school, and/or community-based individuals.
- f) Provide outcome data and a discussion of the results of the intervention. (e.g., change in behavior/skills; progress towards goals).

**The case study must be submitted in a single-spaced typed format. A maximum length of 10 pages (minimum 11 pt. print and 1 inch margins) will be accepted.**

### **Team Meeting Analysis**

1. List the types of meetings you attended with dates.
2. For each meeting listed in #1, provide a brief summary of the purpose of the meeting, the people in attendance, and the structure of the meeting.
3. Select one of the meetings you attended and write a summary of that meeting in which you reflect upon the dynamics of the meeting. These dynamics may include
  - Goal of the meeting
  - Appointed leader of the meeting and his/her style
  - Existence of a “hidden” leader in the meeting
  - The roles of each member of the meeting
  - Did each member receive an opportunity to actively participate?
  - What support was provided to the parents?
  - Did the meeting flow?
  - Was time spent effectively?
  - Would you have handled anything differently? What? Why? How?
  - What would you change about the dynamics of the team if you could? Why?

### **Committee Membership Analysis**

You are to volunteer to be a member of a building or district level committee.

Your written analysis should include

- Explanation of the committee
- Committee members and their titles
- Dates of meetings and jobs accomplished at each meeting
- Your evaluation of whether the committee accomplished its goal/objective.
- Reflection on the committee process.

### **Mandated Report Assignment**

Review the district Policy/Procedure documents for Mandated Reporting

- Your written analysis should include
- A short summary of the policy
- Input from your supervisor
- Overview of the steps you are required/expected to take when you suspect abuse.
- Any “unwritten” policy or procedure
- Recommendations from your supervisor based on his/her experience

## School Psychology Electronic Student Portfolio

At the College of William & Mary the School Psychology Student Electronic Portfolio is used to evaluate the development of student competencies across the three years of graduate study. At the end of the three years of graduate study, the completed Student Electronic Portfolio provides beginning school psychologists with a Professional Portfolio that communicates professional beliefs and accomplishments. If kept current, the Professional Portfolio can help graduates showcase their accomplishments to prospective employers and guide lifelong professional development.

The Student Electronic Portfolio that is required during the second year of graduate study includes both reflective statements about goals and achievements as well as representative work product samples and letters of recommendation. Evidence of competencies across 11 critical professional skills must be included. The Student Portfolio is a creative and personal product.

Below is a list of suggestions for sections to include in a Student Electronic Portfolio. Because the Student Electronic Portfolio is designed to be creative and personal, students should feel free to use some or all of these suggestions in any order; however, sections for all 11 competencies must be included. Each student should also experiment with his/her own section headings to incorporate experiences and achievements that are unique to him/her.

For the Practicum course requirements, each second year student must produce a Student Electronic Portfolio by the end of the year-long course. By the end of Fall Semester, the Student Electronic Portfolio for each student must include his/her two to three page Professional Statement section, a copy of the intended Table of Contents (what section headings the student plans to use and in what order) as well as drafts of the narrative sections for each of these intended sections (must include the 11 competencies). Students should seek formative feedback and suggestions from their university practicum supervisor throughout the year.

### Required and Suggested Student Electronic Portfolio Sections

#### Professional Statement (required):

Two to three pages only. This section **MUST** be included in every student's portfolio and it should be listed as the first section in the Table of Contents. Topics students might consider including in this section include--(a) the student's theoretical orientation, (b) development of the field of school psychology (how school psychology is unique and vital to the schools), (c) where you see the field going and how you are prepared to meet these demands, (d) challenges being faced by U.S. schools/student, (d) the most important things you have learned in graduate school, (e) the experiences/classes/assignments/ people who have impacted you or your thinking about school psychology, (f) accomplishments that you are proud of, (g) areas of professional interest or areas of beginning expertise. Remember, you need not include all of these topics in your statement and you are not limited to these topics. You may include other topics you feel are important. Most importantly, the professional statement must be integrated (not a mere collection of unconnected paragraphs) and must highlight how your personal strengths/interests/expertise fit the roles/functions of school psychologists and how these roles/functions benefit students and school communities.

#### Transcript (required):

Describe the undergraduate and graduate programs from which you have graduated (or will graduate). Your major, national ranking of the university/colleges you attended, national accreditation (e.g., NASP accreditation), any licenses or certifications, GPA (overall and within major), etc would be appropriate. Any honors theses/papers you completed as an undergraduate or graduate could be mentioned here.

#### Competencies (required):

The 11 competencies listed below are critical for your development as a school psychologist. You must include in your portfolio evidence that you are developing competencies in each of the following 11 competencies:

- A. Data-based decision making and accountability.
- B. Consultation and collaboration.
- C. Effective instruction and development of cognitive/academic skills.
- D. Socialization and development of life skills.
- E. Student diversity in development and learning.
- F. School & school organization, policy development and climate.
- G. Prevention, crisis intervention and mental health.
- H. Home/School/Community collaboration.
- I. Research and program evaluation.
- J. School psychology practice and development.
- K. Information technology.

For each of these competencies, you should provide a brief narrative about how you meet it. Remember that a single activity or assignment may be used to demonstrate development of more than one competency. The *W&M School Psychology Practicum Student Evaluation Form* provides examples of how these 11 competencies can be operationalized. Additionally,

sample student portfolios are available to review in the Reserve section of the LRC. Be sure to include course syllabi and relevant assignments/products from key courses in an appendix to document your achievement in these areas.

**Evaluations of my work (required):**

This section's narrative should highlight what others say about your professional work. Include a brief narrative that describes what your strengths are according to these "others" (can extract key phrases). Letters of recommendation from professors and practicum supervisor(s), principals, teachers with whom you have consulted, parents with whom you have worked, and etc. should go here. Include copies of your completed Practicum and Intern Evaluation Forms in this section. **Do not** include graded assignments in this section. Graded assignments can be used to document the development of specific professional competencies and are, therefore, more appropriately referenced in the Competencies section of your portfolio.

**Resume (suggested):**

Provide an up-to-date curriculum vita or resume.

**Future Goals (suggested):**

Describe both your short-term (next year) and long-term (five to seven years) professional goals. What skill areas in the field of school psychology are you particularly interested in developing? What professional experiences do you want to have? How do you envision a plan for lifelong professional learning (how do you plan to "stay current")?

**Awards, Scholarships, Honors (suggested):**

Provide a brief description of each.

**Appendices (required):**

This section contains items (e.g., sample work products, syllabi, etc) that you discuss in each of your portfolio sections. Be sure you have directed the reader to the appropriate Appendix.

## Instructional Assessment

Instructional assessment is a form of CBA that is designed to assess the instructional needs of individual students to create the conditions necessary to optimize and maintain learning. The purpose of IA is to (a) ensure a match between what the student knows and needs and what the teacher teaches, (b) provide corrective feedback, and (c) monitor progress. IA examines the student's prior knowledge of pre-requisite skills needed to master the content, evaluates the differences between what the student knows and what the student is expected to do, and analyzes the kinds of errors that the student makes. This process can be used in all academic areas to provide the information needed to create powerful, effective remediation strategies.

### The IA Model (Rosenfeld, Gravois, and Gickling)

To create an instructional match, IA attempts to answer five basic questions:

1. what does the student know?
2. what can the student do
3. how does the student think?
4. how does the student approach what he or she is unsure of?
5. what does the teacher do now?

### Steps for Instructional Assessment

1. Identify student level of functioning, based on five questions listed in IA model.
2. In the process of above, establish rapport with student and teacher.
3. Define presenting problem and identify focus of your instructional assessment.
4. Develop chart and indicate base-line data.
5. Identify potential environmental variables.
6. Identify potential behavioral/emotional variables through FBA.
7. Collaborate with teacher on specific strategies to implement. Match instruction to student needs.
8. Implement strategies and engage in on-going communication with teacher.
9. Continue reporting data on chart.
10. Revisit IA model questions. Adjust strategies when necessary; focus on working from the instructional level of the child.
11. Continue charting data and communication with teacher.

Students will need to turn in the following materials for this assignment:

1. Informal FBA identifying possible behavioral and/or environmental factors that could be impacting student achievement.
2. Instructional assessment components:
  - a. Base-line data/charting data
  - b. Set of procedures that were used to sample skills from the student's curriculum to determine instructional needs
  - c. Strategies used to develop specific skills to increase student's level of functioning.
  - d. Case reflection.

## Group Counseling

The expectation for this assignment is that you will be conducting the group with another person. Most often this will be your supervisor, school counselor, special education teacher, or school social worker.

You will need to document your group counseling/intervention activities:

1. Overview of the group counseling activity
  - Purpose of the group
  - How members of the group were chosen (describe the needs assessment)
  - Description of each member of the group and why he/she was selected for participation (include any relevant information such as teacher concerns, behavioral needs, academic functioning, family background, social relations, prior data gathered)
  - Specific objectives for the group members in behavioral, measurable terms.
  
2. Weekly progress notes: documentation of sessions. (Below is an example of how you can document this information.

	Week 1	Week 2	Week 3	Week 4
Goal/Objective of session.				
Group members present				
Activity/Session Content				
Evaluation of the session (include any data)				
Reflections				
Plans for next session				
Need for follow-up with teachers/parents?				

3. Summary Report: Did the group meet its objectives?
  - Collect data
  - Analyze data and compare with pre-intervention data
  - Conclusions on success of group
  - Explanations for final outcome

## **Positive Behavioral Supports Collaboration**

Provide short-term consultation to a classroom teacher/building administrator regarding the issue of student behavior through the implementation of positive behavioral supports at a classroom or building level.

The following are examples of the types of activities that can be used for this requirement:

- Adapting the instructional environment for a student in an attempt to avoid the need to refer that student for special education services.
- Inclusion of a student with special needs into a new or challenging class or activity.
- Maintaining a student with special needs who is having difficulty in a placement so that a move to a more restrictive environment could be averted.
- Supporting a teacher with a problematic student in his/her class.
- Helping a building/classroom develop PBS model of intervention.

Your written product should include:

1. Background to the problem
2. Summary of the results of initial interviews and observations
3. Results of any class wide assessments
4. Problem Definition
5. Baseline Data (Graphed)
6. Function of the behavior(s)
7. Replacement behavior
8. Intervention implemented
9. Post Intervention Data (Graphed)
10. Conclusions (was the consultation successful? Why? Why not? What would you do differently?)
11. Recommendations for the future

You are also expected to develop a handout for the teacher to support his/her use of PBS.

## **Analysis of Crisis Intervention Policy**

Review the district's crisis intervention policy/plan.

Based on what you know of "best practices," critique the plan.

You are expected to turn in a written summary of the district's plan including:

- the district's definition of a crisis
- your analysis of whether all appropriate components are covered in the plan
- at least 3 sources that helped you determine "best practice"