



## School Psychology Credential Program

*Signature Assignment for EDP 579*

*Clinic Case Study*

### **Student Learning Outcome(s) Assessed:**

SLO #1: Knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

SLO #3: Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

### **Description of the Signature Assignment**

Candidates provide assessments and interventions to a school child with behavioral deficits over the course of at least weeks in a manner congruent with a Response to Intervention (RtI) service delivery model. At the conclusion of their case study they write a summary report that details the assessments and interventions they used and their results. The school psychology report writing rubric (RWR) is used to assess the quality of the summary report. See attached RWR.

### **Directions for Students**

After operationalizing a student area of need and collecting baseline, you will provide direct or indirect intervention to the student for at least 6 weeks. You will collect on-going progress monitoring data and assess treatment integrity. You will prepare a summary report and present it to the student's parent(s) or teacher. The report will be completed two weeks prior to presenting the report to the parent(s)/teacher in order to be reviewed by the professor. The report will be assessed via the *CSULB Report Writing Rubric*, posted on Beach Board.

### **Scoring Rubric:**

See attached CSULB Report Writing Rubric for criteria, point values and rubric.

## RtI Report Writing Rubric (RWR)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### \_\_\_\_ (1) *Problem Identification*

- All relevant student and context characteristics included with appropriate detail.
- Multiple and appropriate sources of information are used.
- Student's strengths described.
- Prioritize and operationalize weaknesses in terms of a gap from expected level of performance.
- Goal is appropriate given baseline (i.e., same metric, attainable/ambitious etc.)
- Based on the data, the most appropriate target behavior is selected.

### \_\_\_\_ (2) *Problem Analysis*

- Multiple sources of information are used to analyze the problem.
- Prior response to interventions is considered (BEA, past intervention plans).
- Data-based hypotheses about why the problem (gap) occurred are generated.
- Hypotheses are actionable.

### \_\_\_\_ (3) *Plan Development*

- A detailed description of the intervention that includes specific goal(s), who/what/ when/why of the implementation.
- Plans for progress monitoring and intervention fidelity checks are in place.
- The intervention is evidence-based, congruent with the hypotheses and proportional to student need.
- The interventions are consistently related to the target behavior.

### \_\_\_\_ (4) *Assessment Methodology/Results*

- Assessments are administered correctly.
- Assessments are linked to referral concern.
- Results are reported correctly and in easily understood terms, including adequate detail about the measurement tool/strategy and score interpretation.
- All assessments have good reliability, validity and are likely to inform intervention.
- Data are graphed/tabled when possible

### \_\_\_\_ (5) *Cultural Competence*

- Assessment methodology appropriately matched to cultural linguistic diversity (CLD) background of student.
- Intervention is matched to CLD background and ability of the student.

### \_\_\_\_ (6) *Plan Evaluation*

- Data-based and detailed descriptions of the interventions (frequency, duration, etc.) in past tense.
- Description of student response to the intervention (descriptive and PM)
- Describe intervention duration/intensity and any fidelity data.
- Chart progress monitoring data correctly
- Explicitly refer to PM data and chart in the report.
- Correct evaluation of success of intervention based on PM data.

\_\_\_\_ (7) *Conclusion*

- Succinct restatement of problem, intervention and outcome; suggestions for further interventions are sufficiently detailed to be implemented, creative, evidence-based, feasible, and related to converging assessment data;
- Conclusions about special education eligibility are suggested when appropriate.
- Student post-intervention functioning described in relation to grade level standards (met, approaching, far below).

\_\_\_\_ (8) *Report Writing* (A. Intervention Plan: \_\_\_\_/4; B. Summary-Evaluation Report: \_\_\_\_/4)

- Language is used skillfully to communicate complex ideas and information;
- Transitions are facilitated smoothly with appropriate headings and subheadings;
- The report is always focused and organized;
- Statements are substantiated,
- The writing is grammatically correct and error free;
- People-first language is used.
- Writing consistently has an active tone.
- Limited use of jargon and all acronyms are spelled-out at first.

### Legend

Total Points	College of Education Assessment Scale Equivalent
4	Exceeds
3	Meets Expectation
2	Meets Some Expectations
1	Unacceptable
0	Did Not Submit

Case Study Intervention Plan Score: \_\_\_\_\_  
Case Study Summary-Evaluation Report Score: \_\_\_\_\_

Note: the following scores are reported on the data collection template:

Problem-Solving Score (Average of Items 1-3; 6) \_\_\_\_/4

Report Writing Score (Average of Item 8 A/B) \_\_\_\_/4