

# **Comprehensive Case Presentation Rubric**

## **Background Information**

An acceptable presentation would have evidence that the intern had carefully considered the multifaceted environment that influences the child, the evaluation, and the solutions to the problem. This evidence would be found in the written material presented in the case report and in the intern's discussion of the nature of the problem. The intern will have reflected on the referral statements and conferred with the affected school staff, child, peers, and family members. The intern will have made a sincere attempt to determine how the referred child might be affected by family background, by the teacher's choices in constructing classroom climate, by the teacher's expectations, by the atmosphere of the school in relationship to accepting differences in children, and how the child fits into the rest of the class. The intern will also have reflected on who is to be the client for this case, because the answer to that question will underpin the ethics in the process and shape many of the procedures. The intern presents evidence that the identification of the nature of the problem went beyond a simple acceptance of the statement on the referral form.

## **Collaboration with the Problem Solving Team**

As an effective team member, the intern will provide evidence of how the problem solving team functioned in all phases of the case, and how the intern participated as appropriate. The composition and name of the problem solving team will differ among the AEAs and districts in which UNI interns are employed, and may be referred to as Building Assistance Teams, Problem Solving Teams, or Solution-Focused Teams. For purposes of this case study, any collaborative problem solving team in which the intern participates, at any level of the problem solving process will be referred to as a "problem solving team." An acceptable presentation will show evidence that team members collaborated on the definition of the problem, the selection of evaluation procedures, the interpretation of the various data sets, the design of the intervention, the assignment of monitoring responsibilities, and the communication with the teacher, child, parents, and school administrators. The intern may not be responsible for conducting all activities, but evidence of the intern's input and participation is presented.

## **Reflective Practice Driven by Theory and Research**

The intern will demonstrate that the case proceeded with careful reflection of the theoretical perspective the intern has chosen as the base. An acceptable presentation will show the intern has clearly identified a theoretical perspective from which to proceed and can defend the choice against the alternatives. The intern may reflect succinctly on the ethics for practice within the theoretical perspective, can show how the choices of evaluation procedures follow the theoretical perspective, can identify the elements of the intervention design that are predicated from the theoretical perspective, and can discuss the research strategies that could assess the effectiveness of practice derived from the perspective.

### **Evaluation Procedures Tied to Problem Definition**

It is important that the procedures used to gather information upon which evaluation decisions will be based will have a high probability of leading to meaningful understandings of the nature of the problem and can lead to intervention designs that reflect a reasoned relationship to how such identified difficulties can be remediated. An **acceptable** presentation would be one in which the intern would be able to show how each procedure was chosen to address the possibilities identified in the problem definition. No procedure would have been conducted as simply part of a routine battery, and each set of data can be discussed for relationship to a problem definition element and can be related to the intervention design. It is admissible that a procedure can be defended as necessary to eliminate a possibility from further consideration. The intern should be able to discuss how informal, curriculum-based, and/or standardized techniques are used to confirm or disconfirm the hypothesized relationships in the problem identification. It is important that the procedures chosen were accurately administered and scored, and can be shown to be valid for the characteristics of the client. The intern will also be able to discuss accurately the technical reliability and validity of the procedures chosen.

### **Intervention Tied to Evaluation Data and Effectiveness Research**

The school psychologist is committed to designing and conducting interventions that have been shown to be effective. For this professional and ethical reason, the school psychologist checks the research literature for support for the intervention design. Where the preponderance of the evidence does not support the planned intervention for the client being served, the school psychologist redesigns the intervention. If there is no reported research on the effectiveness of the design, the school psychologist recommends a research procedure to monitor the effects of the design for the client. An **acceptable** presentation will show a relationship between available research and the choice of the intervention. The intern will also have considered whether the research was well conducted or whether it should be viewed as needing further experimentation. If the latter, the intern will be able to suggest what design changes need to be made in the way the research is being conducted.

UNIVERSITY OF NORTHERN IOWA – SCHOOL PSYCHOLOGY PROGRAM  
Comprehensive Case Presentation Evaluation

Student \_\_\_\_\_ Evaluator \_\_\_\_\_ Semester/Year \_\_\_\_\_

In evaluating the comprehensive case study, reviewers consider the eleven NASP Domains of School Psychology Training and Practice. Evaluation areas the corresponding NASP domains include:

**Background Information and Ecological Context of the Referral**

School Structure, Organization, and Climate  
Student Diversity in Development and Learning  
Home/School/Community Collaboration

**Collaboration with the Problem Solving Team**

Interpersonal Communication, Collaboration, and Consultation  
Home/School/Community Collaboration

**Reflective Practice Driven by Theory and Research**

Legal, Ethical Practice, and Professional Development  
Research and Program Evaluation

**Diagnostic Procedures Tied to Problem Definition**

Data Based Decision Making and Accountability

**Intervention Tied to Diagnostic Data and Effectiveness Research**

Research and Program Evaluation  
Effective Instruction and Development of Cognitive/Academic Skills  
Socialization and Development of Life Competencies

## **Background Information**

The stated reason for referral is specific and clearly tied to behaviors of concern. Problem identification went beyond a simple acceptance of the statement on the referral form.

The environment was considered in understanding the student concerns. For example, class climate, teacher expectations, and/or peers' acceptance of differences are a part of the assessment and interventions.

The intern talked with the affected school staff, child, peers, and family members when considering the referral and identifying the problem.

There is discussion of how the student might have been affected by family and cultural background, the teacher's choices in constructing his/her classroom climate, the teacher's expectations, the school's acceptance of differences in children, and the peer group's acceptance of the student.

There is reflection on who is the client for this case, as the answer to this question underpins the ethics in the process and shapes many of the procedures.

There is a definition of the prevalent model of service delivery on site and discussion of how it impacted the intern's participation in addressing the referral concerns.

### **Collaboration with the Problem Solving Team**

There is discussion of how the Student Assistance Team functioned in all phases of the case – problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with parents, teacher, administration and student.

As appropriate, there is evidence of the intern's role as a member of the Student Assistance Team in all phases of the case as discussed above.

There is evidence of the intern's participation in the Student Assistance Team's collaboration on problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with parents, teacher, administration and student.

There is evidence that the intern and team ensured that parents and other adults, as appropriate, are encouraged to be active, equal members of the problem solving team.

### **Practice Driven by Theory and Research**

The intern indicates the one or more theoretical perspectives used in addressing the referral concerns and how the client is defined in the model(s).

There is discussion of why the indicated theoretical perspective(s) was chosen. The intern is able to defend his or her choice against alternative models.

Evidence is presented that the choices of evaluation procedures followed the theoretical perspective(s) used.

### **Evaluation Procedures Tied to Problem Definition**

There is justification of how each evaluation procedure addressed the identified problem. If the procedure was not particularly helpful, the intern discusses why it was not helpful and what might have been a better choice.

There is a discussion of the psychometric properties of the evaluation tools that were used and the implications of this for data interpretation.

There is explanation of how the evaluation procedures used were valid for the characteristics of the client, e.g. racial, gender, and cultural characteristics.

A clear link is established between the evaluation procedures chosen and both problem definition and intervention design.

There is description of how both informal, curriculum-based, and/or standardized techniques were used to confirm or disconfirm hypothesized relationships in the problem identification.

### **Intervention Tied to Evaluation Data and Effectiveness Research**

There is a logical connection between the conclusions reached as a result of the evaluation and the choice of intervention(s).

Research literature is cited that supports the use of the intervention used in this particular case. If a limited literature is available, there is discussion of how this influenced the development of the intervention.

There is evidence that the intervention was implemented according to the literature and the integrity of intervention implementation was continually monitored.

There is documentation of a plan for ongoing data collection throughout implementation of the intervention.

There is evidence of ongoing data monitoring and of any necessary alterations to the intervention in response to this data.

## **Reflective Practice**

There is evidence that the intern has considered the unique characteristics of the individual student and family, including cultural background, in planning and implementation of evaluation and interventions.

There is evidence that the intern has considered the logical flow through the entire referral, evaluation, and intervention process.

Ethical considerations have been considered and addressed, as appropriate.

The report includes discussion of what the student learned from the case study. The intern should discuss what he or she learned about collaboration, assessment, intervention planning and implementation, and about her or her own professional characteristics. Discuss how this learning will affect future practice.

# Comprehensive Case Presentation Evaluation Form

University of Northern Iowa  
School Psychology Program

Intern: \_\_\_\_\_ Semester/Year \_\_\_\_\_

Evaluator: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

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- |                     |  |
|---------------------|--|
| 1 – Unsatisfactory  | Performance in this area reflects a lack of critical knowledge and skill.  |
| 2 – Developing      | Skills in this area are still developing. Performance is minimally acceptable, either or both in quantity and quality.                             |
| 3 – Competent       | Skills in this area reflect sufficient mastery for independent practice. Satisfactory quality of work, average level of synthesis and application. |
| 4 – High Competent  | Skills in this area are very well developed and performed above average. Knowledge and skills are applied to new areas.                            |
| 5 – Exceptional     | Extraordinarily high achievement. Unusually complete mastery of skill for a student at the internship level.                                       |
| NA – Not Applicable | The skill does not apply to this particular case.  |

## Domains of School Psychology Training and Practice

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| <b>1. Data-Based Decision-Making and Accountability</b><br>Able to define current problem areas, strengths, and needs through assessment, and measure the effects of the decisions that result from the problem solving process                        | 1 2 3 4 5 NA |
| <b>2. Consultation and Collaboration</b><br>Able to listen well, participate in discussions, convey information and work together with others at an individual, group and systems level  | 1 2 3 4 5 NA |
| <b>3. Effective Instruction &amp; Development of Cognitive/Academic Skills</b><br>Able to develop challenging but achievable cognitive/academic goals, provide information about ways to achieve these goals, and monitor progress toward these goals  | 1 2 3 4 5 NA |
| <b>4. Socialization and Development of Life Skills</b><br>Able to develop challenging but achievable behavioral/affective/adaptive goals, provide information about ways to achieve these goals, and monitor progress towards these goals              | 1 2 3 4 5 NA |
| <b>5. Student Diversity in Development and Learning</b><br>Aware of, appreciates, and works with individuals and groups from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds   | 1 2 3 4 5 NA |
| <b>6. School and Systems Organization, Policy, and Climate</b><br>Able to understand school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring and inviting places | 1 2 3 4 5 NA |
| <b>7. Prevention, Crisis Intervention, and Mental Health</b><br>Has knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs  | 1 2 3 4 5 NA |
| <b>8. Home/School/Community Collaboration</b><br>Has knowledge of family influences that affect students' wellness, learning, and achievement, and able to form partnerships between parents, educators, and the community                             | 1 2 3 4 5 NA |
| <b>9. Research and Program Evaluation</b><br>Knows current literature on education and child development, able to translate research into practice, and conduct investigations relevant to their own work  | 1 2 3 4 5 NA |
| <b>10. School Psychology Practice and Development</b><br>Takes responsibility for developing as professional and practices in ways which meet all appropriate ethical, professional, and legal standards   | 1 2 3 4 5 NA |
| <b>11. Information Technology</b><br>Has knowledge of information sources and technology relevant to work and access, evaluate, and utilize this in ways that safeguard or enhance quality of services   | 1 2 3 4 5 NA |

### **Data-Based Decision-Making and Accountability**

Has knowledge of varied models and methods of assessment	1	2	3	4	5	NA
Uses models and methods of assessment as part of a systematic process to collect data and other information	1	2	3	4	5	NA
Translates assessment results into empirically-based decisions about service delivery	1	2	3	4	5	NA
Provides a logical connection between the conclusions reached as a result of the evaluation and the choice of intervention(s).	1	2	3	4	5	NA
Evaluates outcomes of services provided	1	2	3	4	5	NA
Presents case information in a way that logically flows through the entire referral, evaluation, and intervention process.	1	2	3	4	5	NA

### **Consultation and Collaboration**

Has knowledge of behavioral, mental health, collaborative and/or other consultation models	1	2	3	4	5	NA
Able to apply behavioral, mental health, collaborative and/or other models of consultation to particular situations	1	2	3	4	5	NA
Collaborates effectively with others in planning and decision-making	1	2	3	4	5	NA

### **Effective Instruction and Development of Cognitive/Academic Skills**

Has knowledge of learning processes and techniques to assess these processes	1	2	3	4	5	NA
Develops appropriate cognitive and academic goals for students	1	2	3	4	5	NA
Implements interventions to achieve identified goals	1	2	3	4	5	NA
Evaluates effectiveness of interventions	1	2	3	4	5	NA

### **Socialization and Development of Life Skills**

Has knowledge of human developmental processes and techniques to assess these processes	1	2	3	4	5	NA
Develops appropriate behavioral, affective, adaptive and social goals for students	1	2	3	4	5	NA
Implements interventions to achieve identified goals	1	2	3	4	5	NA
Evaluates effectiveness of interventions which may include consultation, behavioral assessment/intervention, and counseling	1	2	3	4	5	NA

### **Student Diversity in Development and Learning**

Has knowledge of individual differences, abilities, and disabilities	1	2	3	4	5	NA
Has knowledge of the potential influence of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic factors	1	2	3	4	5	NA
Demonstrates sensitivity and skills needed to work with diverse individuals	1	2	3	4	5	NA
Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs	1	2	3	4	5	NA

### **School and Systems Organization, Policy Development, and Climate**

Has knowledge of general education, special education, and other educational and related services	1	2	3	4	5	NA
Understands schools and other settings as systems	1	2	3	4	5	NA
Works with others to create and maintain a safe, supportive, and effective learning environment	1	2	3	4	5	NA

### **Prevention, Crisis Intervention, and Mental Health**

Has knowledge of how human development and psychopathology influences human behavior	1	2	3	4	5	NA
Contributes to prevention and intervention programs that promote mental health and physical well-being	1	2	3	4	5	NA

**Home/School/Community Collaboration**

Has knowledge of family systems and how families influence student development, learning, and behavior	1	2	3	4	5	NA
Involves families in education and service delivery	1	2	3	4	5	NA
Works effectively with families, educators, and community members	1	2	3	4	5	NA

**Research and Program Evaluation**

Cites research literature supporting use of an intervention or discusses how a lack of literature influences implementation	1	2	3	4	5	NA
Implements an intervention according to the literature	1	2	3	4	5	NA
Monitors the integrity of intervention implementation	1	2	3	4	5	NA

**School Psychology Practice and Development**

Practices according to ethical, professional and legal standards	1	2	3	4	5	NA
Considers and addresses ethical concerns related to the case	1	2	3	4	5	NA
Reflects on what was learned from the case and how this will impact future practice	1	2	3	4	5	NA

**Information Technology**

Has knowledge of information sources and technology relevant to the case presented.	1	2	3	4	5	NA
Accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance quality of services	1	2	3	4	5	NA

Additional Comments:

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