

**XXXX School District
Psychological Evaluation
~CONFIDENTIAL~**

Name: XXX
Teacher: Ms. XXXX
Grade: K
School: Elementary School
Gender: Male

Date of Birth: 11/22/2003
Chronological Age: 5-11
Date(s) of Evaluation: 11/3 and 11/06/2009
Examiner: School Psychology Intern

Reason for Referral:

XXX is a five-year-old male who currently attends kindergarten at Silver Spring Elementary School. He was referred to the evaluation team by his teacher due to concerns raised by his classroom teacher regarding unsafe and defiant behaviors at school. XXX also appears to have some difficulty remaining on task and following adult instructions while in the classroom setting. Currently, XXX receives special education services for speech/language and resource. This evaluation is designed to provide information related to will give us insight into XXX's learning style and abilities, and will assist in educational and behavioral planning.

Comment [s1]: Any strengths?

Comment [s2]: What areas of resource?

Comment [s3]: Always avoid using the first person (e.g., "us")

Comment [s4]: Nic summary of the reason for referral.

Comment [s5]: Great – I am happy to see observations, interviews and progress monitoring tools!

Assessment Procedures:

Teacher Interview- XXXX, Kindergarten Teacher
Classroom Observations
Wechsler Preschool and Primary Scale of Intelligence, 3rd Edition (WPPSI-III)
Woodcock Johnson III-Tests of Achievement (WJ-III)
Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)
Conners' Parent Rating Scale-Revised
Conners' Teacher Rating Scale-Revised
Functional Behavioral Assessment
Review of Records

Review of Records:

XXX is a five-year eleven-month old male who is in Kindergarten and began attending Elementary School at the start of this school year. Previously, XXX attended preschool at XXXX, where he was identified as needing speech and language services. At this time, he is due for a three-year re-evaluation. As of the writing of this report, school has been in session for 46 days. A review of records indicates that XXX has been absent 3 times and tardy 32 times this year. Per social history, XXX goes to a day care facility after school and remains there until 10:30 or 11pm each night because his mother works late. He is put to sleep for a "nap" at 8:30pm, and then is woken up when his mother arrives to take him home. The social history, given to the social worker by XXX's

Comment [s6]: Nice job citing the source of your information

mother, states that XXX often has difficulty falling back to sleep when he arrives home at night. She also reported that XXX often does not eat breakfast in the morning before attending school. XXX has two older siblings and two younger siblings. Mom has noticed that XXX does not like to be told he is wrong or has made a mistake in front of others. He will often refuse to write, read, or even color if he perceives that a sibling is better than him at the task. Mother indicated that XXX responds very well to praise and shuts down when he is offered corrections.

Comment [s7]: During the social history... did the mother share any of her child's strengths with the SW?

Teacher Interview:

Per teacher interview, XXX's teacher, Ms. XXXX, reports that XXX's strengths include his intellect and his physical agility. She also reports that his participation in the classroom is good, as he raises his hand and volunteers to answer questions when he is on task and attending to lesson. She believes that he has the potential to be successful in the regular education setting with additional supports, and is hopeful that this evaluation will lead to success in the classroom for XXX.

Comment [s8]: YEAH!

Ms. XXXX is currently concerned regarding XXX's unsafe, defiant, and off-task behaviors in the classroom, as well as his frequent tardiness. On several occasions, XXX has run from the classroom or out of the school building, and on two occasions 9-1-1 needed to be called to safely get him back into the building. This often occurs when he is given an individualized directive from a teacher. Ms. XXXX is concerned because she feels this behavior has been increasing recently. She also indicates that XXX often has difficulty transitioning between activities and environments. During difficult transitions, XXX will often find a confined space to be in, such as under the classroom easel or in the coat closet. Often times having a predicable routine will help to ease transitions for students, therefore she is concerned about his chronic tardiness. Because XXX arrives at varying times of the morning, he does not participate in a predictable routine each day. XXX also appears to be tired upon arrival to school, and often questions when snack time will be, stating that he is hungry. On several occasions, he has been sent to the nurse's office to take a nap and get snack.

Comment [s9]: Does it matter what type of direction? Academic? Behavioral?

Comment [s10]: I would start with the environmental variables that support success and then follow with times in which he is more likely to experiences difficulties.

During circle time on the carpet, Ms. XXXX has noticed the XXX has difficulty keeping his body still, attending to the material being presented, and keeping his hands to himself. He participates and attends much better when sitting in a chair near the rug, rather than on the rug. XXX sometimes opts to sit in the chair without being asked, at which times he is often successful. However, if XXX is asked by an adult to sit in the chair rather than on the carpet, he becomes upset and defiant. Ms. XXXX also expressed concern because XXX does not know all his letters and numbers and is having some difficulty with reading.

Comment [s11]: I would start with this sentence... begin with times he is more successful and follow with those that are more difficult for him.

Comment [s12]: Given this, I would like to know a bit more about instruction such as the following:
(1) curriculum used (if any)
(2) time allotted to instruction in literacy
(3) Instructional procedures for literacy (e.g., small group, large group ect)
(4) How his skills compare to others in his class
(5) When is literacy (e.g., first part of the day...the time he misses? Ect)

Socially, XXX often chooses to play by himself, or observes the other students playing from his seat, but does not join them. At times, he has approached peers that were playing with blocks and knocked down their buildings, then walked away. Ms. XXXX is concerned about such behaviors because XXX has not appeared to make any friends within the classroom.

Comment [s13]: Ashley, this is very well written and comprehensive. I have a definite picture of this child based on the information shared

Assessment Results:

Functional Behavioral Assessment:

A functional behavioral assessment (FBA) is a process in which information is gathered via various methods, including direct observation of an individual. Data relating to the environment, the individual's behaviors, and the consequences of their behaviors are collected and analyzed. This is done to get a global picture of situations, settings, and interactions that may cause or "trigger" appropriate, as well as inappropriate, behaviors. This assessment analyzed the intent as well as the purpose served by the exhibited behaviors.

Comment [s14]: GOOD! I like to see that you are focusing on what triggers appropriate as well as inappropriate behaviors!

XXX's teacher, Ms. XXXX, reports that XXX exhibits the following behaviors during the school day:

Comment [s15]: Did you use a specific FBA interview form? If so, please indicate that.

- **Unsafe Behavior:** leaving a supervised area without permission of a teacher, or refusing to transition with the rest of his class (i.e. running out of a classroom without permission or refusing to come in from the playground when his class is transitioning)
- **Defiant Behavior:** not doing what is asked of him
- **Off Task Behavior:** not paying attention or participating in classroom activities. Eyes off teacher, not participating, engaged in another activity. (When he is asked "What are we talking about?" and responds, "I don't know".)

Direct Observation-School Psychologist Intern:

XXX was observed ([indicate date of observation](#)) while working independently on a maze. He was seated at a table of peers. He completed his maze then began coloring it, as instructed. At one point, he stood up and announced that he was done, then sat down and kept coloring. It appeared that this was an impulsive behavior, as XXX got neither adult attention nor peer attention in response to this behavior. Talking out at this time did not seem to be a concern, as other students were also chatting. When XXX finished his coloring, he stood up, pushed in his chair, and handed his paper to the teacher. He then followed the teacher's instructions to choose an activity for free time. He chose to play with blocks with another male student. The children played cooperatively, building towers with blocks and then driving toy cars and trucks into them to knock them down. No arguments were observed while XXX was interacting with his peer, however it was noted that he appeared to be enjoying peer attention.

XXX was observed during carpet time ([indicate date of observation...rather than "another morning"](#)), ~~another morning~~. He was sitting in a chair rather than on the carpet with peers. His teacher explained to me that he chose to sit on the chair on his own. The classroom aid was sitting at another table, but in close proximity to XXX. He was given verbal praise for sitting quietly and listening well. He sat facing the teacher and appeared to be paying attention. The teacher read a story to the class about how to make pizza, and asked several questions about the story and the students' pizza preference. XXX raised his hand and volunteered to answer many questions. He was called on several times and

provided appropriate answers. At times, he played with paper that was on the table in front of him and twice leaned on the table and put his head down. He also stood up and leaned on the table at one point. Although he was moving about in his seat, he continued to attend to the story, as evidenced by his ability to appropriately answer several questions addressed to the [group](#). XXX was given verbal praise when answering questions correctly. The aid offered XXX the opportunity to move to the carpet and join his peers, but he said no and chose to remain in the chair. At the end of the story activity, XXX was given a paper feather as part of the school-wide rewards system. He showed his feathers to a peer. The teacher rang a bell, signaling that the students should return quietly to their seats. Most students complied with this request, but XXX kept talking and playing with his feather. He eventually returned to his seat without additional prompts. The class then began a game of Simon Says. XXX was able to follow along with the game and was one of the most successful students. During the game, he moved his body more than other students, moving in circles behind his chair, jumping in place, and bouncing continuously. At the end of the game, the class was instructed to take their seats quietly and line up for a transition. XXX sat quietly at his table while waiting to be called to line up. XXX seemed to perform with success in the classroom when choosing to sit away from the group and when able to expel some of his energy by moving his [body](#).

Comment [s16]: Very well stated...nice job backing up your interpretation😊

XXX was also observed ([what subject/activity](#)) in the classroom on [X/X/10another morning](#). This observer arrived in the room and was informed by the classroom aid that XXX had come to school late and was having difficulty transitioning into the classroom routine. He was hiding in the coat closet at the time. The teacher was using planned ignoring of this behavior so as to not give XXX attention. He crawled out of the closet toward the rug, where his peers were doing the morning routine, then turned around and crawled back in. He spent about 5 more minutes hiding in the closet, then came out and went to the carpet to join his peers. He walked by two students on the carpet, leaned his face very close to theirs, and growled at them. The children reacted in a scared manner, jumping back away from him. Again, this behavior was ignored [by the teacher](#). He then settled down on the carpet and joined the group quietly. When circle time was over, the next activity was explained to the children and they were directed to go to their centers. XXX's group was called to go to their table. XXX did not proceed to the table as his peers did, but rather went and squeezed his body behind an easel in the classroom. He whispered peers' names through the easel, however most of them did not pay attention to this behavior for very long, as they settled into their work. He then came out and rejoined his group at his center. He opened his binder, but did not begin working. He was calling a peer's name and fidgeting with his pencil. An aid came to the table and asked XXX if he needed help with his work, to which he replied no. He continued [avoid working on his assignment to not engaging in his work](#), but was sitting quietly at the table and not being disruptive. The aid came back to his table and began engaging with his peers and helping them with their work. When asked by the aid why he hadn't started his work yet, XXX initiated his assignment. Once he began working, he was quickly given positive praise by the aid, who said, "I love how neatly you are working." When the aid walked away from XXX's table, he began to talk with a peer. Again, the aid returned and complimented XXX's work, and he went back to the task at hand. The teacher then

Comment [s17]: Classroom observations need data! If the observations are for an FBA...I would be collecting information on the TB's (e.g., defiance, noncompliance ect). If it is for general achievement...I would look at and report data related to on-task / academic engaged time. See Shapiro book pg 88 for a review😊

approached and gave him a paper feather, which is part of the school-wide rewards system. Once given the feather, he continued to color quietly at his center. When XXX completed his work, he was allowed to make a choice for free time. He didn't choose to play with other peers, but rather remained in his seat and put his binder on his head. He remained under his binder for about a minute, and then stood up. He walked to the edge of the room and quietly observed his peers playing. He did not attempt to join in, rather he only talked to the peer who was sitting at his table nearby. When asked to clean up, XXX karate-kicked his chair twice before cleaning up. The teacher then addressed the whole class, directing them to "Go to your tables," which XXX complied with. He quickly got out of his seat, which resulted in peers paying attention to him and watching him. The behavior was ignored by the teacher. Once XXX sat down, he was selected to put the "all finished" check mark next to center time on the board. He did so, and was given verbal praise for being helpful.

Summary Statements:

Observing XXX in his classroom revealed several summary statements regarding his behaviors. It was determined that:

- During transition times, XXX seeks out confined spaces, such as the closet or easel, in order to avoid overwhelming sensory input.
- XXX engages in off-task and unsafe behavior to gain adult and peer attention.
- When XXX is asked to do something by an adult, he may respond with defiant behavior and running from the environment in order to avoid being compliant with the adult request. At times when his behavior is unsafe or disruptive to the classroom, this results in additional adult attention.
- When XXX is given an individualized direction, he tends to not follow the direction in order to avoid complying with the instruction/direction. At times, the demand is removed resulting in task avoidance. At other times, his behavior results in additional adult attention.

Behavioral Observations:

XXX was removed from his classroom in order to complete a cognitive assessment. He was willing to participate in the evaluation process and was able to build rapport with the examiner. Throughout the evaluation, XXX was attentive and made appropriate eye-contact. He was given frequent opportunities for breaks, which he sometimes accepted. He was able to work for about 20-25 minutes before accepting the offer for a break. During testing, XXX sometimes spoke to himself about the task at hand. During the Block Design subtest, XXX was asked to use blocks to recreate a design that was presented to him via picture. He would say, "Yes!" in excitement when getting portions of a design correct. He also said, "This looks like a diamond, but that's not right." He appeared to put forth effort during this task by working until time was up. During subtests that required verbal responses, XXX had a difficult time remaining still. He was allowed to wiggle in his seat and move about the room. While walking around the room, he continued to be responsive to questions posed by the examiner. On tasks that required XXX to attend to pictures, he often sang to himself or made noises while working. Rather than being distracting, these behaviors seemed to help XXX concentrate, as

Comment [s18]: Your writing is very strong...it is easy to read and includes well constructed sentences that include meaningful information.

Comment [s19]: Ashley, you have a lot of information in your observations both related to the individual student as well as responses by peers and adults. In general, I don't do narrative observations but rather present them in a quantitative format (e.g., % of time actively engaged in assignment, % of assignment completed accurately, % of time student received adult attention for on-task behavior, % of observation period the student received attention for off-task behavior ect). I think it will be highlight the same information but can be done so quickly and succinctly.

Comment [s20]: Very nice job providing summary statements that include a trigger, the behavior, and a consequence.

demonstrated by his on-task behavior during the assessment process. Based on XXX's behavior during the evaluation process, this appears to be a valid assessment of his ability.

Wechsler Preschool and Primary Scale of Intelligence – 3rd Edition (WPPSI-III):

Index / Subtest	Standard / Scaled Score	95% Confidence Interval	Percentile Rank	Range
Verbal	95	89-101	37th	Average
Information	9			
Vocabulary	8			
Word Reasoning	11			
Performance	103	96-110	58th	Average
Block Design	12			
Matrix Reasoning	8			
Picture Concepts	12			
Processing Speed	88	81-98	21st	Low Average
Symbol Search	9			
Coding	7			
Full Scale IQ	96	91-101	39th	Average

(Index Standard Scores are based on an average of 100 and a standard deviation of 15. Scores between 90 and 109 are considered to be within the Average range.)

The Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI-III) is an individually administered standardized test that measures an individual's cognitive functioning. XXX was administered 8 subtests of this assessment in order to get composite scores in the areas of Verbal, Performance, and Processing Speed abilities. XXX's general cognitive ability is estimated to be within the Average range of intellectual functioning, as measured by the Full Scale IQ (FSIQ). His overall thinking and reasoning abilities exceed those of 39% of same-age peers (FSIQ=96; 95% confidence interval= 91-101). His full-scale IQ score is comparable to that of same-aged peers.

XXX performed significantly better on perceptual-organizational tasks rather than processing speed tasks. This is unusual and may become noticeable in his daily activities at home or in school.

The Verbal IQ (VIQ) is derived from the combination of three subtest scores and is an estimate of verbal reasoning and comprehension, acquired knowledge, and attention to verbal stimuli. XXX's verbal abilities, as measured by the VIQ, are in the Average range and exceed those of 37% of his peers (VIQ=95, 95% confidence interval=89-101). His VIQ score is comparable to that of his peers. XXX's performance on the three core verbal subtests contributing to the VIQ is somewhat variable, although it is not especially unusual.

Comment [s21]: What is the base rate? This is a 15 point split so it is not more than 1 standard deviation so does the base rate support this (somebody checked out the WPPSI so I can't look it up in the manual!).

The Performance IQ (PIQ) is derived from the combination of three subtest scores and is an estimate of fluid reasoning, spatial processing, perceptual-organization, and visual-motor integration. XXX's perceptual-organizational and nonverbal reasoning abilities, as measured by the PIQ, are in the Average range and exceed those of 58% of his peers (PIQ=103; 05% confidence interval=96-110). His PIQ score is comparable to that of his peers. XXX's performance on the three core performance subtests contributing to the PIQ were somewhat variable, although the magnitude of different in performance is not unusual among children his age.

The Processing Speed Quotient (PSQ) provides an estimate of XXX's ability to quickly and correctly scan, sequence, and discriminate simple visual information. XXX's processing speed abilities, as measured by the Processing Speed Quotient, are in the Low Average range and above 21% of his peers (PSQ=88; 95% confidence interval=81-98). His PSQ score is below that of many same-aged peers. Because learning often involves a combination of routine information processing (such as reading) and complex information processing (such as reasoning), relative weaknesses in the speed of processing routine information may make the task of comprehending novel information more time-consuming and difficult for XXX. This, this relative weakness in simple visual scanning and tracking may leave him less time and mental energy for the complex task of understanding new material.

XXX performed better on the Picture Concepts subtest (scaled score=12), where he was asked to look at several rows of pictures and choose an item that was similar in each row, than he did on the other subtests he was given. Picture Concepts measures abstract categorical and fluid reasoning abilities. This represents a personal strength for XXX, and may be built upon to further his development.

XXX performed similarly on tasks requiring rapid processing of simple or routine information. This indicates that XXX's fine-motor skills, short-term memory, learning ability (Coding=7), and attention to detail, mental control (Symbol Search=9) are equally developed.

Comment [s22]: Overall, very nice summary and description of the WPSI©

Woodcock Johnson III-Tests of Achievement (WJ-III)

XXX was administered the WJ-III by the resource teacher. He was given the test in two sessions due to his inability to attend to the task for long periods of time. Ms. X reported that XXX was extremely oppositional during testing, refusing to follow directions, scribbling on tasks rather than completing them, and talking back to the examiner. The math fluency section of the test was unscorable, due to the fact that XXX did not attempt to answer the questions and instead scribbled with his pencil on the paper. In all other academic areas, XXX was found to fall in the .01 to 2 percentile. This does not appear to be an accurate portrayal of what XXX is able to do based on his behaviors during testing, therefore these scores are not thought to be a valid assessment of XXX's achievement at this time.

Because XXX often resists paper and pencil tasks, the resource teacher used manipulatives to assess XXX's ability to do math. She administered the same problems as the math fluency test, however she asked XXX to calculate the answers using manipulatives rather than writing the answer down. He scored at a 4.1 yr old level when he was administered the test with this accommodation. This is not a valid score because the test administration was not standardized; however it gives insight into how variable XXX's achievement can be based on the task he is asked to perform.

Comment [s23]: THANK YOU for indicating that...I was getting nervous!!

Comment [s24]: Early numeracy probes (e.g., quantity discrimination, missing number ect) would be a quick and easy way to gather some additional information related to his math skills

Comment [s25]: Great! I am glad you have DIBELS as part of the assessment given concerns regarding his reading skills and the difficulty associated with the WJ being invalid. The CTOPP might also be a good option if you are exploring SLD in the area of basic reading skills.

Dynamic Indicator of Basic Early Literacy Skills (6th Edition) (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The assessment was administered in November of 2009 and scores were compared to fall benchmark goals. Two measures of early literacy skills were evaluated including (1) letter naming fluency and (2) initial sound fluency.

The Letter Naming subtest, which requires students to name capital and lowercase letters quickly and accurately, is a good predictor of later reading skills. XXX performed in the Some Risk range when compared to the fall benchmark goals. He experienced more difficulty recognizing the lowercase letters "b", "d", and "p", often substituting these letters for one another.

Comment [s26]: Great observation!

The Initial Sound Fluency subtest assesses a student's ability to recognize and produce the initial sound in an orally presented word. The examiner presents four pictures to the child, names each picture, then asks the child to identify the picture that begins with the sound produced orally by the examiner. XXX fell in the At Risk range on this task. XXX frequently became distracted by the pictures and began to tell stories about them, rather than participating in the testing. Because this is a timed test of fluency, this affected XXX's overall score.

Comment [s27]: Based on your clinical observations....did he typically provide the correct answer even though it took extra time (e.g., beyond the 5 seconds per item?)

Conners' Rating Scales-Revised:

The Conners' Parent and Teacher Rating Scales are norm-referenced instruments used to compare XXX's current behavior to that of a nationwide sample of same-aged, same-gendered peers. The Conners' Rating Scale was given to both XXX's parent and teacher to assess the presence or absence of symptoms associated with Attention-Deficit Hyperactivity Disorder (ADHD) at home and in the classroom. It is stressed that only a qualified medical professional can diagnosis ADHD, and that this report was generated to share information only.

Comment [s28]: Particularly timely given our class discussions☺

Scores on the Conners' Rating Scales are reported in T Scores (M=50; SD=10). T-Scores over 65 are considered clinically significant.

Results from the Conners' Parent Rating Scale (10/26/09) completed by XXX's mother suggest that XXX's current behavior at home is clinically significant for Oppositional (T=73), Cognitive Problems/Inattention (T=81), and Psychosomatic (T=66), Conners' Global Index: Emotional Lability (T=67) and DSM-IV Inattentive (T=67). The score for Social Problems (T=58), Conners' ADHD Index (T=61), Conners' Global Index: Total (T=56) and DSM-IV Total (T=59) approached the level of clinical significance. All other subscales were in the expected range.

Comment [s29]: Maybe consider a sentence or two describing any terms that parents may not know (e.g., emotional lability)

Some of the items which mom endorsed as describing XXX "very much" included: "Avoids, expresses reluctance about, or has difficulties engaging in tasks that require sustained mental effort (such as schoolwork or homework)", "Loses temper", "Temper outbursts", "Touchy or easily annoyed by others", "Gets upset if someone rearranges his things", "Spelling is poor", and "Easily frustrated in efforts".

Comment [s30]: Nice job highlighting examples of items that received the highest endorsement

Items which mom endorsed as describing XXX "pretty much" included: "Angry and resentful", "Difficulty doing or completing homework", "Fights", "Has trouble concentrating in class", "Does not seem to listen to what is being said to him", "Needs close supervision to get through assignments", "Does not follow through on instructions and fails to finish schoolwork, chores or duties in the workplace (not due to oppositional behavior or failure to understand instructions)", "Irritable", "Headaches", "Actively refuses to comply with adults' requests", "Fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities", "Has difficulty waiting in lines or awaiting turn in games or group situations", "Cannot grasp arithmetic", "Has sloppy handwriting", "Blames others for his mistakes or misbehaviors", "Demands must be met immediately-easily frustrated", "Feels inferior to others", "Mood changes quickly and drastically", and "Easily distracted by extraneous stimuli".

Comment [s31]: I am not sure you need this... I think sharing info about the highest endorsed items is sufficient...but that is just my perspective.

Results from the Conners' Teacher Rating Scale (11/2/09) completed by XXX's teacher suggest that XXX's current behavior at school is clinically significant for Oppositional (T=90), Cognitive Problems/Inattention (T=90), and Hyperactivity (T=79), Social Problems (T=82), Conners' ADHD Index (T=81) Conners' Global Index: Restless-Impulsive (T=79), Conners' Global Index: Emotional Lability (T=72), Conners' Global Index: Total (T=81), DSM-IV: Inattentive (T=87), DSM-IV Hyperactive-Impulsive (T=79) and DSM-IV: Total (T=83). The score for Anxious-Shy (T=62) and Perfectionism (T=61) approached the level of clinical significance. XXX's behavior in school is in the elevated range on all subscales.

Some of the items which the teacher endorsed as describing XXX "very much" included: "Defiant", "Restless in the "squirmy"sense", "Excitable, impulsive", "Fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities", "Sassy", "Is always "on the go" or acts as if driven by a motor", "Avoids, expresses reluctance about, or has difficulties engaging in tasks that require sustained mental effort (such as schoolwork or homework)", "Restless or overactive", "Fails to finish things he starts", "Does not seem to listen to what is being said to him", "Actively defies or refuses to comply with adult requests", "Leaves seat in classroom or in other situations in which remaining seated is expected", "Inattentive, easily distracted", "Has difficulty organizing

tasks or activities”, “Has difficulty sustaining attention in tasks or play activities”, “Has difficulty waiting his turn”, “Not reading up to par”, “Fidgeting”, “Disturbs other children”, “Talks excessively”, “Argues with adults”, “Cannot remain still”, “Lacks interest in schoolwork”, “Has poor social skills”, “Has difficulty playing or engaging in leisure activities quietly”, “Fidgets with hands or feet or squirms in seat”, “Short attention span”, “Loses things necessary for tasks or activities (e.g., school assignments, pencils, books, tools, or toys)”, “Only pays attention to things he is really interested in”, “Distractibility or attention span a problem”, “Mood changes quickly and drastically”, “interrupts or intrudes on others (e.g., butts into others’ conversations or games)”, “Poor in arithmetic”, “Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand directions)”, “Easily distracted by extraneous stimuli”, and “Restless, always up and on the go”.

Comment [s32]: Wow! That is a lot of items. I would only share a few...this is a little overwhelming if I am a parent reading it!

Items which the teacher endorsed as describing XXX “pretty much” included: “Forgets things he has already learned”, “Appears to be unaccepted by group”, “Feels easily hurt”, “Temper outburst; explosive, unpredictable behavior”, “Is an emotional child”, “Does not know how to make friends”, “Sensitive to criticism”, “Runs about or climbs excessively in situations where it is inappropriate”, “Demands must be met immediately-easily frustrated”, and “Spiteful or vindictive”.

Results from the Conners’ Parent and Teacher Rating Scales suggest that XXX may be at risk for ADHD. His behavior falls in the clinically significant range for Oppositional, Cognitive Problems/Inattention, Conner’ Global Index: Emotional Lability and DSM-IV: Inattentive across multiple settings. Per the parent rating scale, XXX’s behavior also indicates a clinically significant score on the Psychosomatic scale.

Conclusions:

XXX is 5 year old kindergartener who was reevaluated in order to determine current needs in the educational environment. The results indicate that XXX’s general cognitive abilities, as estimated by the WPPSI-III, fall in the Average range when compared to a national sample of same-age peers (FSIQ=96). XXX’s general verbal abilities were in the Average range (VIQ= 95) and his general performance abilities were in the Average range (PIQ= 103). Reasoning using pictures is a personal strength for XXX. XXX’s processing speed abilities were in the Low Average range (PSQ=88), meaning that visual scanning and tracking may take him extra time and leave him with less mental energy for the more complex task of understanding new materials.

~~XXX scored in the 2nd percentile or lower on all achievement tasks on the WJ-III~~
-Due to his behaviors during testing, these scores are not believed to be a valid indicator of the knowledge XXX has acquired. Information garnered from his behaviors during testing, however, indicate that XXX performs better when tasks are interactive rather than paper-and-pencil based. Although these results are not valid, based on XXX’s pattern of behavior, it is likely that he refused to complete these tasks appropriately because they were hard for him and he didn’t want an adult to see him struggle. Therefore, it may be true that XXX is not performing at grade-level at this time.

Comment [s33]: I am not sure I would start with a statement about his skills being in the 2nd percentile since they are not valid...

DIBELS scores indicate that XXX is likely to benefit from additional strategic interventions targeting early literacy skills. His behavior during the DIBELS assessment also indicates that behavioral and environmental interventions will likely be necessary to help XXX perform to the best of his ability within the school setting.

Comment [s34]: This is phrased nicely...

Results from the Conners' Parent and Teacher Rating Scales suggest that XXX may be at risk for ADHD. His behavior falls in the clinically significant range for Oppositional, Cognitive Problems/Inattention, Conner' Global Index: Emotional Lability and DSM-IV: Inattentive across multiple settings. Per the parent rating scale, XXX's behavior also indicates a clinically significant score on the Psychosomatic scale. Please note that the results of this assessment are used only as a screening tool and are not used to diagnose ADHD.

XXX is likely to be capable of completing grade level tasks with accommodations, however it may take him somewhat longer than same-aged peers. Also, he may benefit from environmental modifications that will help him to increase attention and compliance with adult directives.

Comment [s35]: Overall, nice summary of the assessment findings.

Recommendations

- Upon arrival to school, XXX's teacher should ask him if he is tired or hungry. If he is, he should receive school breakfast or be allowed to take a nap in the nurse's office. XXX's basic needs should be met prior to asking him to learn. The amount of time XXX is out of the classroom to sleepiness or hunger should be tracked so we can use the data in the future to determine how much educational time he is missing.
- Because XXX responds to correction by shutting down or running from the environment, it will be important to praise XXX for exhibiting appropriate behaviors. This should be done by praising XXX orally, provided non-verbal cues such as high-fives, thumbs up, or pats on the back, and by handing out paper feathers, which are part of the school-wide PBIS rewards system.
- XXX's time with the resource teacher should be increased to 1 hour per day in order to provide intensive academic support due to the amount of instruction XXX has missed. During this time, the resource teacher should use informal assessment tools in order to determine which skills XXX has mastered. The Kindergarten Readiness Checklist can be used to determine how XXX is performing compared to grade-level expectations.
- Per teacher interview, XXX has a difficult time during transitions from one activity or setting to another. Because of this, XXX may benefit from the use of a visual schedule, showing what will happen throughout his day. When an activity is completed, the picture can be removed and he can move on to the next activity.

Comment [s36]: Good!

Comment [s37]: Good! Controlled choices might also be a good options for him.

- XXX may also benefit from the use of a visual countdown for the last five minutes of each activity, showing him how much time he has left before transitioning.
- XXX may benefit from the use of a visual First/Then chart, which shows a non-preferred task followed by a more preferred task. For example, “first we will do writing workshop, then we will have choice.”
- Participating in morning routine will help ease XXX’s transition from home to school. Having a predictable environment upon his arrival to class (which already exists within his classroom) will likely decrease behaviors such as hiding in the closet upon arrival to school. In order for XXX to participate in morning routine each day, his on-time arrival to school is imperative.
- When approaching XXX, it is important to remember that he gets defiant when he’s told what to do. Rather than saying, “It’s time to go home. Go get your coat and backpack”, one could say, “School is almost over. What should we do now, XXX?” This will allow XXX the autonomy he needs to succeed while also ensuring he is participating in the necessary parts of the school day.
- XXX will likely benefit from the ability to utilize manipulatives within the classroom for math tasks. At times when XXX becomes oppositional about providing answers via paper-and-pencil, he may benefit from being given the opportunity to answer orally or work with a partner who does the writing. This will ensure that XXX is still completing class materials rather than avoiding the task all together by refusing to complete it.
- XXX may benefit from the availability of a confined space for him to do his work, as he tends to seek out confined areas, such as under/behind the easel and in the coat closet. Allowing him to do his work in a beanbag chair with a clipboard in the corner may help to reduce environmental stimuli and increase focus on school work. He may also benefit from a workspace sectioned off with a tri-fold cardboard divider which will reduce visual stimuli.
- XXX appears to have excess energy that is sometimes leading to his off-task and unsafe behaviors. XXX may benefit from additional time to be active, such as being allowed to participate in warm-up laps around the gym during another class’s physical education time.
- XXX’s teacher should be aware that it may take him longer to complete his work than same age peers. It will be helpful to XXX to be allowed to take incomplete work home or do it at another time throughout the day. When asking XXX questions orally, allow time for him to formulate a response rather than providing the answer for him.

Comment [s38]: Good!

- XXX may benefit from a classroom-wide Skillstreaming intervention. Specific skills, such as how to join a group and how to initiate a conversation with peers can be taught. The curriculum involves follow-up activities that the teacher can continue to utilize within the classroom to reinforce skills.
- XXX will benefit from daily participation in the SRA reading group with the reading specialist. SRA is an intensive evidence-based reading intervention that focuses on letter sounds, blending, and phonemes.

Comment [s39]: Good!

Results of this assessment, along with the results of other assessments, will be used by the IEP team to determine additional recommendations.

Comment [s40]: I am curious...did he re-qualify for services? If so, under what category?

XXXXXXXX, MA
 School Psychology Intern
 Rhode Island College

Comment [s41]: Overall this is a very well written report. It was a pleasure to read something that required minimal to no grammatical feedback. You tone was good and you cited the source of your information. My only constructive feedback is related to (1) gaining some additional information related to the instructional environment including time allotted to literacy, instructional methods used during that time, when literacy instruction is (and if he is always missing it), how he compares to his peers in terms of his literacy performance ect and (2) DATA for your behavioral observations!

Rubric:

Multi-faceted: 4/4

Progress-Monitoring: 4/4

Accurate interpretation: 4/4 (double check base rate)

Recommendations linked to assessment: 4/4

Report writing: 3.75/4 (a few more strengths would be good...I have a sad picture of this little Kindergartner and I would like to see him better balanced in terms of strengths☺).

9.875/10 = A☺

Artifact 1: Assessment Case and Report	1	2	3	4
Selected multi-faceted, comprehensive and culturally valid assessment tools (2.1 & 2.8)	Incorporated only one culturally valid assessment measure assessing either individual <i>or</i> environmental variables	Incorporated at least 2 culturally valid assessment measures assessing either individual <i>or</i> environmental variables	Incorporated at least 3 culturally valid assessment measures assessing individual <i>and</i> environmental variables	Incorporated at least 4 culturally valid assessment measures assessing individual <i>and</i> environmental variables
Incorporated non-traditional or progress monitoring assessment measures (2.1)	Did not use any non-traditional assessment/progress monitoring tools			Used at least one non-traditional assessment including CBM, DIBELS ect.; or progress monitoring observations (i.e., behavioral)
Accurate interpretation of assessment results (2.1 & 2.8)	Misinterpreted assessment results or did not identify key strengths or weaknesses (e.g., did not identify something as a weakness in interpretation when needed)	Accurately identified weaknesses based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues	Accurately identified at least one strength and weakness based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues	Accurately identified <i>multiple strengths and weaknesses</i> based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues
Formulated several recommendations directly linked to assessment results and based in best practice (2.3 & 2.7)	In conjunction with team and family, identified at least 1 recommendation related to assessment results and based in best practice	In conjunction with team and family, identified at least 2 recommendations related to assessment results and based in best practice	In conjunction with team and family, identified at least 3 recommendations that were directly linked to assessment results and based in best practice	In conjunction with team and family, identified at least 4 recommendations that were directly linked to the assessment results and based in best practice
Report Writing	Multiple grammatical errors; overly technical language, and/or focused on weaknesses.	Language was jargon free and strength focused. Several grammatical errors.	Language was jargon free and strength focused. Only a few minor grammatical errors.	Language was jargon free and strength focused. Report flowed well and was “easy to read.”
Score = ___ / 2 = ___ (out of 10 possible pts)				

Comment [s1]: 4/4

Comment [s2]: 4/4

Comment [s3]: 4/4 – please double check base rate

Comment [s4]: 4/4

Comment [s5]: 3.75/4 A few more strengths would be good...I have a sad picture of this kindergartner and I would like to see him better balanced in terms of strengths©

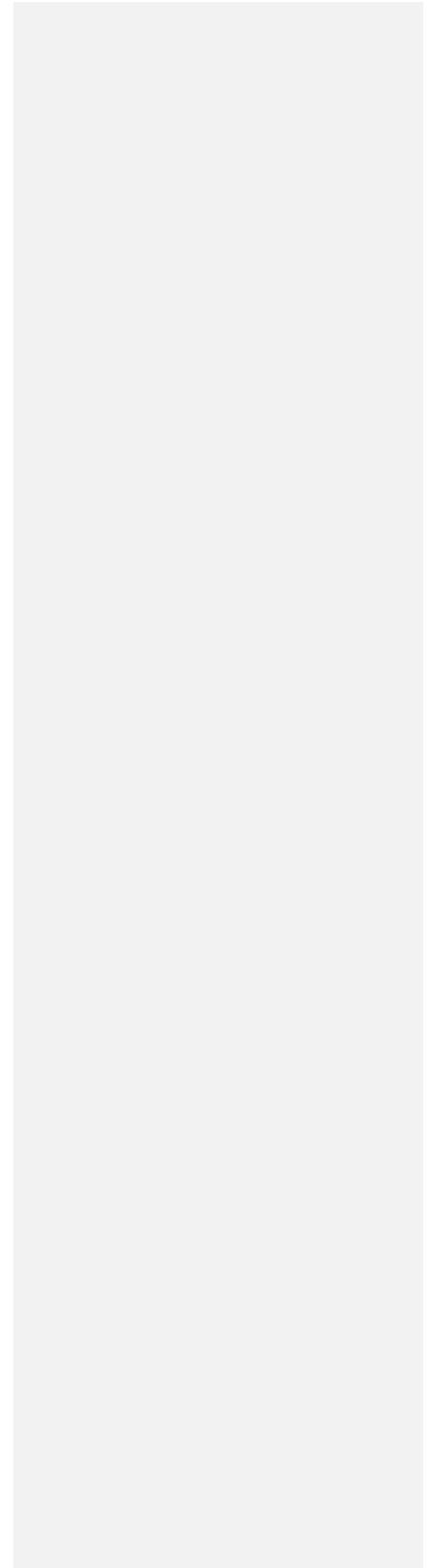
Overall this is a very well written report. It was a pleasure to read something that required minimal to no grammatical feedback. You tone was good and you cited the source of your information. My only constructive feedback is related to (1) gaining some additional information related to the instructional environment including time allotted to literacy, instructional methods used during that time, when literacy instruction is (and if he is always missing it), how he compares to his peers in terms of his literacy performance ect and (2) DATA for your behavioral observations!

RTI Artifact:

The Effect of SRA: Early Interventions in Reading

on DIBELS Nonsense Word Fluency

Rhode Island College



Presenting Issue

John Doe is a six year old first grade student who is described by his teacher as a sweet, hard working boy. He was identified by his classroom teacher as having difficulty reading. At the beginning of the school year, the first grade teacher administered the Rigby reading assessment to the whole class in order to determine their reading levels.

The benchmark for the beginning of first grade is a level 3; ~~and however~~ John Doe's performance fell at level ~~was at a~~ zero ~~which was the~~ ~~—This made him the~~ lowest score ~~student~~ in the class. John was then placed into the intervention reading group within the classroom using the Trophies reading series. Because John was behind in reading, the goal of the intervention was to increase John's ability to name letters, know their sounds, and to blend phonemes to pronounce words, as measured by DIBELS Nonsense Word Fluency Probes.

Assessment

Because John attends a Title 1 school, he was screened by the Title 1 reading teacher to determine his eligibility for reading services. The Title 1 reading teacher was able to determine that John was only able to name 11 letters and he knew only 4 letter sounds. John qualified to receive reading services from the reading teacher.

Before beginning service, John was administered the beginning of the year benchmark assessment of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). John scored a 23, which is in the At-Risk range for Letter Naming Fluency. The benchmark for first graders at the beginning of the year is 37 or greater. He scored in the Emerging range with a score of 17 on Phoneme Segmentation Fluency. The benchmark for students at the beginning of the year is 35 and above. Finally, he scored an 8 on

Comment [U1]: Nice job starting with strengths.

Comment [U2]: Nice job giving the backdrop for this...I would not have know what level he should have been at to be consistent with the benchmark

Comment [U3]: Great – very clear definition of the target goal and what you hope to increase

Nonsense Word Fluency, again placing him in the At-Risk range. The benchmark for Nonsense Word Fluency for the fall of first grade is 24 and above. John was given DIBELS progress monitoring probes weekly to measure his progress in the area of Nonsense Word Fluency. Baseline data was collected for three weeks before the SRA group began. John scored 8 Correct Letter Sounds (CLS) per minute on Week 1, 8 CLS on Week 2, and 11 CLS on Week 3. After the SRA intervention began, progress monitoring continued weekly to assess progress.

Throughout the year, John's progress was also monitored using the Rigby reading assessment, which is a universal screener used for all students. At the mid-year Rigby assessment, typical first graders should be reading at a level 10. John made some progress and was reading at a level 4 in January. On the mid-year DIBELS assessment, John scored a 33 on Phoneme Segmentation Fluency, which ~~fellis still~~ in the Emerging range. He scored 34 CLS per minute on the Nonsense Word Fluency assessment, which is also in the Emerging range. At this time of year, the first grade benchmark for Nonsense Word Fluency is 50 CLS per minute. When given the Oral Reading Fluency assessment, John scored a 9, which ~~places~~ him in the Some Risk range. Because John was still below level, he was to continue in the Trophies intervention reading group within the classroom and with the SRA reading intervention group with the Title 1 reading teacher.

Evidence-Based Intervention

John qualified to join a group of three other students to participate in the Science Research Associates (SRA): Early Interventions in Reading group. He was eligible to receive one hour of Title 1 service a day, five days a ~~week~~, in addition to the Trophies

Comment [U4]: Wow! One hour daily is a lot of support!

reading curriculum (1 hour per day) in the classroom and the Trophies intervention reading group (20 mins/day, 3 days/week) in the classroom. The goal of SRA was to increase John's ability to name letters, know their sounds, and to blend phonemes to pronounce words.

SRA Early Interventions in Reading is designed to be used in addition to the classroom's core reading program. Based on recent research, SRA is designed to bring struggling first and second grade students to grade level in one year using lessons that include daily activities focusing on phonemic awareness, letter-sound correspondence, word recognition and spelling, fluency, and comprehension strategies (Mathes, 2005). The lessons are designed to be presented in a small group (Jordan, 2006); in this case they were delivered by a Reading Specialist to a group of 5 students. The content of the daily lessons is designed to offer a minimum amount of new information each day, making sure to provide a consistent review and practice of previously taught skills. The lesson dialogue provides clear instructional delivery that keeps extraneous "teacher talk" to a minimum. SRA incorporates three critical instructional techniques across each lesson: appropriate pacing- a rapid interchange between teacher and students, keeping student engagement high; immediate error correction- which includes scaffolding, leading the student to use what they already know to arrive at the correct answer; and teacher each skill to 100% independent mastery. All skills are taught explicitly and sequentially, advanced skills are broken down into smaller, more manageable amounts, and students receive immediate positive feedback to their responses. Appropriate scaffolding techniques are built into the program (Jordan, 2006).

Home School Collaboration

Comment [U5]: So JD received 11 hours of reading per week?

Comment [U6]: Are other skills targeted in the group as well or does it just focus on letter-sound correspondence and blending?

Comment [U7]: Never mind...here is my answer☺

Comment [U8]: How much research support does the SRA program currently have? Are there empirical studies published in peer reviewed journals that highlight its effectiveness related to the alphabetic principle?

John's family was involved in his reading intervention from the beginning. His mother was brought in to meet the team who would be working with John, including the classroom teacher, the reading teacher, and the school psychology intermyself. John's mother was provided with a reading log that was to be signed by a family member anytime they read with John. The log included a place for the family member to record the name of the book, the time spent reading, any comments, and a signature. The log went home with John each day in his "bookbag," in which the reading teacher provided reading material for John at the appropriate level. John's mother was also attendedbrought in quarterly meetings to review John's progress. At these times, she was updated as to John's classroom performance, performance in reading group, and his performance on DIBELS progress monitoring. Ms. X Mom attended kept all of these appointments as-scheduled appointments.

Although John's mom was very invested in John's reading progress and wanted to assist at home, she was facing some medical issues which required frequent hospitalization. Because of this, sometimes John's older brother or father also participated by would do his reading with him, and traek this oncompleting the reading log. The whole family really joined together to support John and assist with his reading progress when his mother was unavailable to do so. However, John's father worked second shift and therefore was not always home after school to complete the reading with John. Therefore, the reading log was only completed and returned to the reading teacher 62% of the time.

Evaluation

Comment [U9]: Did the team ask her about the reading that was occurring at home? Be careful of the tone...it sounds more like the school simply informed the mother rather than seeking out and incorporating her participation as a key member of the team.

Comment [U10]: I don't know that I would say "only" 62% of the time! Given the health of the mother and work schedule of the father, 62% sounds a lot better than "only!"

DIBELS spring benchmark was administered to the John. He scored a 58 on the Nonsense Word Fluency probe. The benchmark for 1st grade at this time of year is 50 correct letter sounds per minute, which indicates that John is achieving the benchmark after receiving the intervention.

Comment [U11]: Fabulous!

Effect Size

An effect size was calculated to determine the impact of the SRA intervention on Nonsense Word Fluency. The effect size was 14.5, suggesting a very large effect associated with the intervention (Cohen, 1992). Baseline data revealed an average of 9 correct letter sounds per minute. Treatment data averaged 34.13 correct letter sounds per minute. Data indicates a significant increase in the number of correctly read letter sounds per minute.

Comment [U12]: Next year we are planning to change the way we calculate effect sizes so we are more conservative (seeing an effect size this large is a little crazy!). We will take a pooled standard deviation (the standard deviation of all data points...not just those in the baseline). Using the more conservative approach, you still have a GREAT effect size of 1.62! Great job!

Comment [U13]: Perfect – this is exactly what I was looking for in terms of presentation of data!

Perceptions of Goal Attainment

Goal Attainment Scaling (GAS) (Kiresuk, Smith, & Cardillo, 1994) was used to assess the reading teacher's perception regarding the attainment of intervention goals. The teacher was present during the SRA sessions, as she delivered the instruction. She also gave periodic assessments via the SRA curriculum. The teacher's rating on the GAS was a +2, suggesting that she perceived the intervention was effective in attaining intervention goals.

Comment [U14]: Thank you for citing this correctly! I think one of the models was incorrect and I LOVE that you took the initiative to make sure it was accurate!

Perceptions of Effectiveness

The reading teacher completed an abbreviated version of the Behavior Intervention Rating Scale- Revised (Sheridan & Steck, 1995) to rate the acceptability and effectiveness of the intervention. The abbreviated BIRS-R is a 10 item instrument that uses a 6-point Likert scale (1 represents "strongly disagree"; 6 represents "strongly

agree”) and consists of two factors: acceptability and effectiveness. The overall mean effectiveness rating was 4.7 suggesting that the reading teacher viewed the intervention as moderately effective.

Perceptions of Acceptability

The reading teacher completed an abbreviated version of the Behavior Intervention Rating Scale- Revised (Sheridan & Steck, 1995) to rate the acceptability and effectiveness of the intervention. The abbreviated BIRS-R is a 10 item instrument that uses a 6-point Likert scale (1 represents “strongly disagree”; 6 represents “strongly agree”) and consists of two factors: acceptability and effectiveness. The overall mean acceptability rating was 5.7, suggesting that the reading teacher viewed the intervention as highly acceptable.

Comment [U15]: Excellent job presenting the outcome data!

Summary

John was administered the SRA: Early Interventions in Reading intervention, which is an intervention designed to be used in addition to in-class reading groups. SRA is designed to bring struggling first and second grade students to grade level in one year using lessons that include daily activities focusing on phonemic awareness, letter-sound correspondence, word recognition and spelling, fluency, and comprehension strategies (Mathes, 2005). John worked in a small group with the reading teacher for one hour per day, five days per week. His ability to pronounce letter sounds was measured using DIBELS Reading Fluency Probes. He increased from 8 correct letter sounds per minute to 58 letter sounds per minute. The 1st grade benchmark for Spring is 50 correct letter sounds per minute, thus John met the benchmark by spring. Data is presented in graph form in Appendix A.

Limitations

The use of single-case design research limits one's ability to generalize these results to other cases. The SRA intervention was designed to be given 5 times per week. Due to uncontrollable circumstances, such as staff/student absences, or schedule changes, this was not always the case. According to the reading teacher's attendance log, the intervention was provided to John with 92% fidelity.

Comment [U16]: Great – this is fabulous data!

Discussion

The data collected offers preliminary support that the use of SRA Early Interventions in Reading in conjunction with a core classroom reading curriculum, as an effective means to increase Nonsense Word Fluency. The reading teacher perceived the intervention as moderately effective and highly acceptable, indicating that progress was made towards the benchmark goals. Although the effect of the intervention was large, the effectiveness rating of the intervention was lowered because the student is still performing significantly below his peers in the regular education classroom setting, as measured by Trophies reading assessments and Rigby benchmark assessments. Utilizing DIBELS Progress Monitoring probes aided in the collection of objective data, which could then be used as a tool for data-based decision-making. Weekly consultation was provided to the classroom teacher and reading teacher, which may have led to increased fidelity in implementing the SRA intervention and the Trophies Intervention Group in the classroom. Providing positive feedback and sharing progress with the student may have led to increased motivation on his part, thus increasing his engagement in reading-related activities. Also, although John's mother and father were invested in his reading progress and were happy with the efforts of the school, consistent implementation at home was

Comment [U17]: I see this happen a lot. What were his spring ORF benchmark scores?

Comment [U18]: Yes...I bet it did☺

~~more difficult due to they were unable to read with the student at home as much as we all would have liked due to~~ medical issues and work schedules.

Because DIBELS allows the student to say letter sounds, this measurement did not measure the students ability to blend sounds. Another progress monitoring tool, such as DIBELS Oral Reading Fluency, should be used in the future to determine his ability to apply his knowledge of letter sounds to blending whole words.

Comment [U19]: Yes – a very meaningful metric that combines several earlier skills. Very good suggestion.

References

Add Cohen

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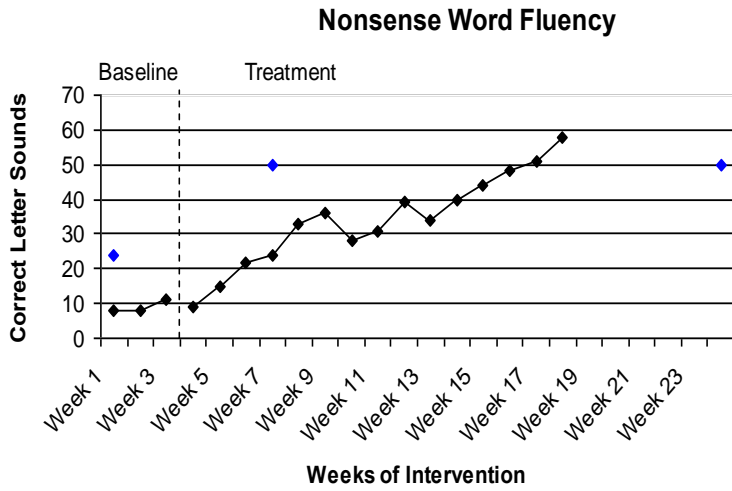
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Kiresuk, T. J., Smith, A., & Cardillo, J. E. (1994). Goal attainment scaling: Applications, theory and measurement. Hillsdale, NJ: Erlbaum.

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Sheridan, S.M., & Steck, M. (1995). Acceptability of conjoint behavioral consultation: A national survey of school psychologists. *School Psychology Review*, 24, 633–647.

Appendix A:

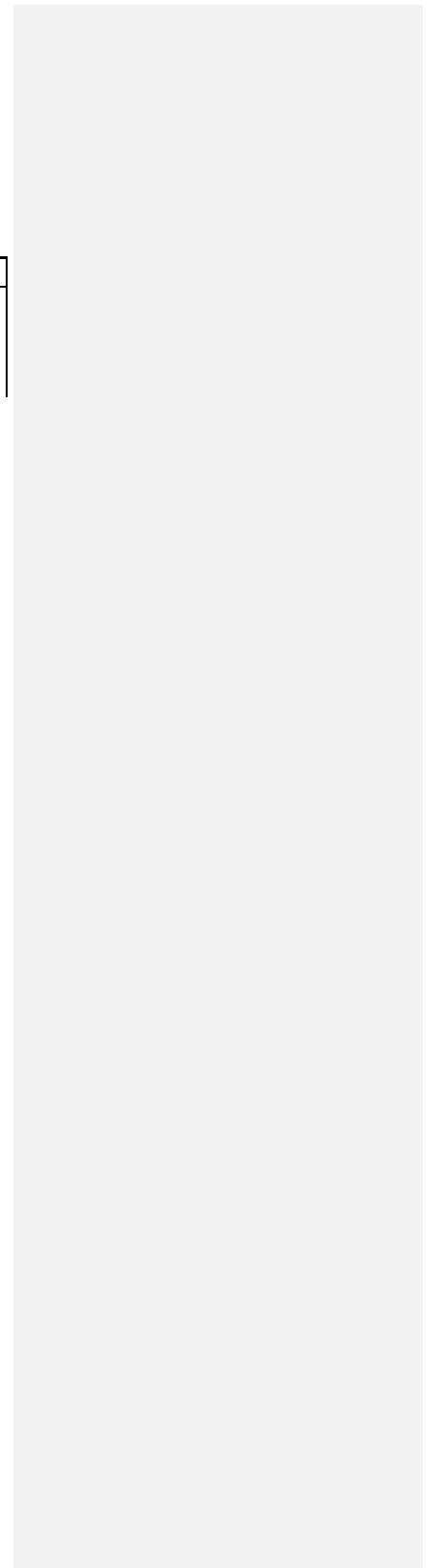


Appendix B:

SRA: Early Interventions in Reading-Correct Letter Sounds per Minute	
Pre	Post
8	
8	
11	
	9
	15
	22
	24
	33
	36
	28
	31
	39
	34
	40
	44
	48
	51
	58

Appendix C:

-2	-1	0	+1	+2
Reading ability is significantly worse	Reading ability is slightly worse	No progress	Reading ability is slightly better	Reading ability is significantly better



Appendix D:

FINAL PERCEPTIONS FORM

Teacher: Ms. X (Reading Teacher)

Please complete the following 10-item questionnaire to evaluate your reactions to the intervention that was implemented to help your student/child at school and/or home. Please evaluate the intervention by circling the number that best describes your agreement or disagreement with each statement.

	Strongly Disagree		Slightly Disagree		Slightly Agree		Strongly Agree
1. The intervention produced a lasting improvement in the child's behavior.	1	2	3	4	5	6	
2. The intervention improved the child's behavior to the point that it did not noticeably deviate from other classmates' behavior.	1	2	3	4	5	6	
3. The child's behavior will remain at an improved level even after the intervention is discontinued.	1	2	3	4	5	6	
4. Using this intervention not only improved the child's behavior in the classroom, but also in other settings (e.g., other classrooms, home).	1	2	3	4	5	6	
5. When comparing this child with a peer before and after use of the intervention, the child's and the peer's behavior were more alike after using the intervention.	1	2	3	4	5	6	
6. This intervention produced enough improvement in the child's behavior so that the behavior no longer is a problem.	1	2	3	4	5	6	

- 7. Other behaviors related to the problem behavior also are likely to be improved by the intervention. 1 2 3 **4** **5** 6
- 8. This was an acceptable intervention for the child's problem behavior. 1 2 3 4 5 **6**
- 9. The intervention did not result in negative side-effects for the child. 1 2 3 4 5 **6**
- 10. The intervention would be appropriate for a variety of children. 1 2 3 4 **5** 6

First Grade: Three Assessment Periods Per Year

Comment [U20]: I am curious how he did on the spring benchmark for ORF... was he still "some risk" or did his performance increase/decrease?

DIBELS Measure	Beginning of Year Months 1 - 3		Middle of Year Months 4 - 6		End of Year Months 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
LNF	0 - 24 25 - 36 37 and above	At Risk Some Risk Low Risk	Not administered during this assessment period.		Not administered during this assessment period.	
PSF	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established
NWF- CLS	0 - 12 13 - 23 24 and above	At Risk Some Risk Low Risk	0 - 29 30 - 49 50 and above	Deficit Emerging Established	0 - 29 30 - 49 50 and above	Deficit Emerging Established

RTI: Academic and/or Instructional Case	1	2	3	4
Operational Definition of presenting issue (2.3 & 2.7)	Did not identify or define a presenting issue related to academic functioning or instruction	Identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g., interrupt)	Identified presenting issue defined either in measurable terms or stated as positive (e.g., improve reading)	Identified/operationally defined the presenting issue in clear, measurable and observable terms. Issue is stated as a positive (e.g., raise hand to speak)
Assessment (2.3 & 2.7)	Did not conduct any assessment	Conducted an assessment via direct <i>or</i> indirect measures that evaluated either individual <i>or</i> environmental / curricular / instructional variables.	Conducted an assessment via direct <i>or</i> indirect measures that evaluated individual <i>and</i> environmental / curricular / instructional variables.	Conducted a thorough assessment via direct <i>and</i> indirect measures that evaluated individual <i>and</i> environmental / curricular / instructional variables (e.g., universal screening, strategic monitoring with CBM).
Evidence-based Intervention (2.3 & 2.7)	Did not implement an intervention to address the academic/instructional needs of the student(s).	Implemented an intervention that is not directly linked to assessment findings <i>and</i> lacks empirical support.	Implemented an intervention that is either directly linked to assessment findings <i>or</i> has empirical support.	Implemented an intervention that is both directly linked to assessment findings <i>and</i> has empirical support.
Evaluated the effectiveness of the intervention (2.1)	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one outcome measure (e.g. effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures (e.g. effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all three outcome measures (e.g., effect sizes, GAS, and BIRS).
Information Technology (2.11)	Intern did not use technology and information sources to create a poster highlighting the development, evaluation, and delivery of a case. No poster presentation.			Intern will use technology and information sources to create a poster highlighting the development, evaluation, and delivery of a case. Posters will be presented at a conference (e.g., RIC, NASP ect).

Comment [U1]: 4/4 – very nice job defining your target behavior (e.g., letter-sound correspondence and blending phonemes).

Comment [U2]: 4/4 Nice job indicating the type of instruction received as well as the time devoted to reading (a whopping 11 hours it seemed!). You also provided direct assessment data of the student's skill (DIBELS). While I realize that his performance was the lowest in the class for the fall RIGBY, I would have liked more information on what percentage of the class was meeting benchmark and if reviewing/re-teaching content to the whole class was necessary.

Comment [U3]: 3.5/4 While I imagine there is empirical evidence support the SRA programs, I would have liked to see strong research support based on publications in peer-reviewed journals... which I did not see cited

Comment [U4]: 4/4 – perfect! It was accurate and presented very clearly. Great job!

Comment [U5]: 4/4. Great job on your poster and presenting it at the FSEHD research conference!

Overall grade = 9.75/10.

Counseling Artifact

Clients: 2 Second Grade Females

Site: XX Elementary School

Background Information:

Mrs. XXX ~~attended~~ came to Target Team because some students in her class were having difficulty interacting with one another in an appropriate manner. There were a number of discipline referrals from her classroom, but most of them were from 4 particular students who appeared to be having difficulties during class, lunch, and recess. Teacher reports of the incidents as well as anecdotal information were available. It appeared that these students were engaging in inappropriate behaviors resulting in adult and peer attention and work avoidance. In order to address this problem, a social skills group was formed to focus on ways to gain attention appropriately as well as how to ask for help when faced with difficult or confusing work. Based on students' self-report during the first group, they agreed that they have difficulty making and keeping friends, especially at school.

Comment [s1]: How many ODR's within the past month and what percentage come from the 4 students? Try to be a bit more specific.

Comment [s2]: Good – very clear link between the need and the skills you targeted.

Comment [s3]: Nice job providing a brief and relevant background for the group and its members

Presenting Needs:

1. Decrease inappropriate physical contact
2. Improve social interactions
3. Increase ability to handle frustration

Comment [s4]: I might consider cutting this one and embedding it into social interactions or modifying it to fit more directly with classroom survival skills (e.g., Increase ability to see adult assistance appropriately...)

Definitions:

-Inappropriate Physical Contact: Any touching of another person with ones own body or object without permission, i.e. hugging or sitting on lap without asking.

Comment [s5]: Great – this is observable and measurable

-Social Skills: Increase students' skill set during interactions with peers and adults.

Specifically, students will learn how to initiate and maintain conversations, how to join in, how to share, and when and how to apologize.

Comment [s6]: Good – very clear operational definition

-Classroom Survival Skills: Increase students' skill set for how to ask for help and ask a question in the classroom setting.

Comment [s7]: Good – I like the skill of "asking for help" given the background information. I might modify goal three to have a more direct link to this. If you want to keep LT goal number 3 as is (handling frustration), I might add another short term goal related to the skill of managing emotions. Your skill of asking for help is a great antecedent and classroom survival skill that may prevent feelings of frustration...but probably not all the time. Chances are that the kids may still experience those emotions and would benefit from skills targeting effective ways to handle them. (e.g., recognizing and handling feelings ect)

Treatment Plan:

Long Term Goals:

1. Develop essential social skills that will enhance the quality of interpersonal relationships with both peers and adults.
2. Develop skills that will allow students to self-advocate for their educational needs.

Short Term Objectives:

1. Increase students' ability to introduce themselves to peers and adults.
2. Increase students' ability to start and end a conversation appropriately.
3. Increase students' skill to join in and play a game appropriately.
4. Increase students' ability to identify situations in which they should apologize, and increase their ability to do so appropriately.
5. Increase students' ability to ask for help, ask a question, and follow instructions.

Comment [s8]: Good – there is a very clear link between your short term and long term goals. Very nice job!

Interventions:

1. Through a social skills group using the Skillstreaming in the Elementary School Curriculum, teach Friendship Making Skills to address social skills deficits with peers.
2. Through a social skills group using the Skillstreaming in the Elementary School Curriculum, teach Classroom Survival Skills to address asking for help and asking a question.

Research

“We exhort or admonish a student to behave. Seldom would we admonish a student to read instead of teaching the necessary skills”

William Morse

According to research done by Wentzel and Wigfield (1998), social and emotional skills are critical to the development of a healthy child. Children who exhibit weak social and emotional skills are particularly at risk for developing problems in school. Additional research has also shown that the family and school environments are the two most important environments in which children learn social and emotional skills (Weissberg, et. al., 1991). The skills that develop in each of these environments can determine whether children go on to develop healthy or unhealthy relationships throughout their lives. Thus, it is important for school personnel to take advantage of opportunities in the school setting to teach positive social and emotional skills.

Extensive research supports the benefits of social skills training with students experiencing behavioral difficulties in school settings (Marzano, 2003). The Skillstreaming curriculum itself has over 20 years of research supporting its use. Skillstreaming has had effects in many areas such as lessening aggressive behavior and

Comment [U9]: I like this quote – very fitting

increasing helping behaviors, independence, career planning, and overall social interactions. Teaching social skills focuses on providing students with strategies for controlling how they react to and interact with others in their environment. In a number of studies, there was a link between social skills and academic achievement. Skillstreaming was identified as a “noteworthy program” (Marzano, 2003). In a study conducted by Reed (1994) in urban Ohio, adolescents treated with Skillstreaming showed more improvement in social skills than the control group did. The Behavioral Institute for Children and Adolescents ran a study that implemented Skillstreaming in 5 elementary schools. The results indicated that discipline referrals were reduced by 76% and suspensions were reduced by one-third. Suspension recidivism was also reduced by 50% after one year. Skillstreaming has been shown to work with a variety of populations, including children, adolescents, and students diagnosed with depression, asperger’s or conduct disorders. Therefore, as a school district and as a school psychologist, it is an asset to have the materials and skills needed to present such a curriculum.

Comment [U10]: Fabulous – this is exactly what I was looking for in terms of evidence supporting your intervention. Well done!

Intervention Implementation:

Once the second grade teacher identified 4 students in need of intervention, as discussed above, consent forms were sent home for parents to sign. Three consent forms were returned, however one parent called the day before group started to rescind her permission, stating only that she had, “changed her mind.” The group, therefore, consisted of two female second grade students. The students met with the school psychology intern once or twice per week, depending on scheduling. The group lasted approximately 30 minutes and ran for 6 weeks. Each group focused on one specific skill

from the Skillstreaming materials that was chosen in consultation with the classroom teacher to meet the needs of these specific students. Each session was presented in the same manner, first by modeling the skill, then allowing for role-play and feedback. Sessions were ended with a discussion on transfer of training so the students could brainstorm how to apply this skill in their lives. Although homework was not formally assigned, students were encouraged to practice the skills learned and report back to group about their usage.

Comment [U11]: Great!

Methods for Evaluating Progress

A pre- and post-survey was completed by the group members to assess a change in attitude, knowledge, and behavior related to the skills that were taught in group. A Goal Attainment Scale (GAS) was given to the classroom teacher to measure overall progress towards identified goals. The group intervention was also evaluated using the abbreviated Behavior Intervention Rating Scale-Revised (BIRS-R), which measures Effectiveness and Acceptability of the intervention.

Perceptions of Goal Attainment

The GAS (Kiresuk, Smith, & Cardillo, 1994) is a one-item measure that uses a 5 point scale ranging from -2 (situation is significantly worse) to +2 (goal fully met). The classroom teacher frequently sees her students in social situations and has in the past been the person to submit some office discipline referrals regarding negative social interactions of the students in the group. The teacher was asked to complete 2 GAS scales for each student; one measuring progress towards Friendship Building Skills and one measuring progress toward Classroom Survival Skills, as defined in the

Skillstreaming materials. Student #1 received a rating of +1 on each of the GAS scales, indicating that the teacher saw the intervention as effective in both areas. Student #2 received a +1 rating for Friendship Building skills, indicating that this was an effective intervention in that area. In the area of Classroom Survival Skills, Student #2 received a +2, indicating that the teacher found the intervention to be highly effective in meeting that goal for that student. The mean rating of the four GAS scales is 1.25, indicating that the teacher found the intervention to be effective in meeting the goals set forth, overall (Appendix A).

Comment [U12]: Great – this is directly connected to your long term goals

Another option would have been to do one GAS per skill taught to evaluate your short term goals and then taking the mean of the GAS measures connected to friendship skills to evaluate LT goal 1 and the mean GAS scores for the classroom survival skills to measure LT goal 2

Behavior Intervention Rating Scale-Revised (BIRS-R)

Perceptions of Effectiveness

The classroom teachers also completed an abbreviated version of the Behavior Intervention Rating Scale – Revised (Sheridan, & Steck, 1995) to rate the acceptability and effectiveness of the intervention used with the group. The abbreviated BIRS-R is a 10 item instrument that uses a 6-point Likert scale (1 represents “strong disagree; 6 represents “strongly agree”) and consists of two factors: acceptability and effectiveness. Mean ratings for the BIRS-R factors are reported in the Table below.

<i>Mean Ratings on Behavior Intervention Rating Scale (BIRS)</i>		
	BIRS Effectiveness Factor	BIRS Acceptability Factor
Classroom Teacher Rating	4.7	6.0

An analysis of the information collected on the BIRS-R for the group members indicated that the teacher thought the intervention was effective in improving behavior and making the students’ behaviors more similar to that of their peers. However, it also indicated that

while behaviors were more similar to that of typical peers, they still significantly deviated from that of typical peers, which lowered the rating on the effectiveness scale. Overall, the teacher still perceived the intervention as moderately effective, rating it a mean of 4.7.

Perceptions of Acceptability

The acceptability factor garnered a mean ranking of 6.0, indicating that the intervention was perceived as highly acceptable to the teacher. All items assessing acceptability received a ranking of 6, indicating that the teacher strongly agrees that the intervention was acceptable for the children's behavior, did not result in negative side-effects, and would be appropriate for a variety of children (Appendix B).

Student Pre- and Post-Survey Effect Size

The effect size was calculated by using the mean of both students' pre- and post-surveys.

The effect size was calculated to be 1.13, indicating that the intervention was highly effective (Cohen, 1988). Baseline data revealed an average rating of 2.05 on the pre-intervention survey. Treatment data garnered an average rating of 2.95 for the items on the post-intervention survey. Data indicates that the students involved reported a significant increase in Friendship Building Skills and Classroom Survival Skills (Appendix C).

Summary:

A teacher reported that several students in her classroom were having trouble with social interactions with peers and were often avoiding assignments they didn't understand or felt were difficult, rather than appropriately asking for help. It was decided that a group would be started to target Friendship Building Skills and Classroom Survival Skills

Comment [U13]: Generally I present Effect Sizes first b/c the others are all based on perceptions versus this one is based on "harder" data.

Comment [U14]: I got 1.09

Comment [U15]: Given you only had two students in the group – I would have also calculated effect sizes for each student.

Student 1 ES = .8
Student 2 ES = 1.27

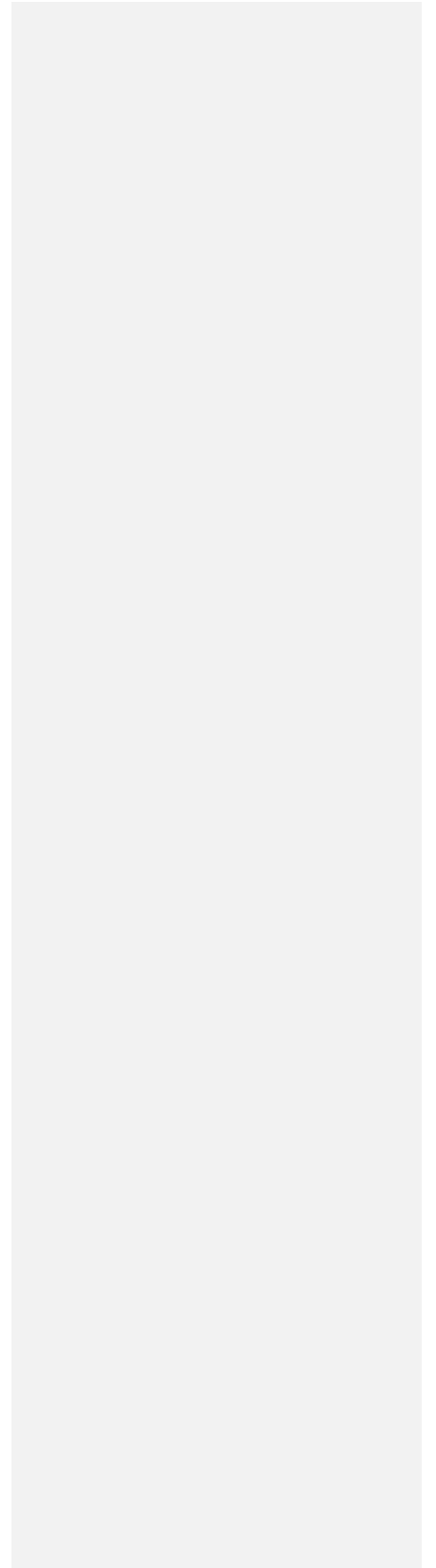
Comment [U16]: Overall, excellent job evaluating the effectiveness of the group!

Comment [U17]: Any reason you did not also look at ODR's for inappropriate physical contact? It is identified as a presenting concern and you allude to ODR's as part of the reason for the referral...I would have liked to see if, in addition to an increase in the knowledge and use of friendship and classroom survival skills, there was a decrease in inappropriate physical contact...just a thought

utilizing the Skillsteaming curriculum. Skillstreaming is an evidence-based method for explicitly teaching social skills to students. It has been linked to positive behavioral and academic outcomes for participants in many research studies. The long-term goals for this group were to develop essential social skills that will enhance the quality of interpersonal relationships with both peers and adults and develop skills that will allow students to self-advocate for their educational needs. The short term objectives were to increase students' ability to introduce themselves to peers and adults, increase students' ability to start and end a conversation appropriately, increase students' skill to join in and play a game appropriately, increase students' ability to identify situations in which they should apologize, and increase their ability to do so appropriately, and increase students' ability to ask for help, ask a question, and follow instructions. These objectives were chosen in conjunction with the classroom teacher, who identified these specific needs for the students. Each Skillstreaming session was presented in the same manner, first by modeling the skill, then allowing for role-play and feedback. Sessions were ended with a discussion on transfer of training so the students could brainstorm how to apply this skill in their daily lives. Homework was not formally assigned, but students were encouraged to practice skills and bring stories about their progress back to the group.

The data collected offers support for Skillsteaming as an effective intervention to approach Friendship Building Skills and Classroom Survival Skills. The group was deemed to be effective via a number of measures, including BIRS-R, GAS, and pre- and post-self reports completed by each group member. The BIRS-R, completed by the classroom teacher, indicated that the intervention was moderately effective and highly

acceptable. This was consistent with her overall GAS rating of the intervention, which also showed that the intervention was viewed as effective. The students' pre- and post-surveys showed an effect size of 1.13, indicating once again that the intervention was highly effective.



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Appendix A

Student #1

-2	-1	0	+1	+2
Friendship Building Skills are significantly worse	Friendship Building Skills are slightly worse	Friendship Building Skills, as defined in the Skillstreaming curriculum, remain the same	Friendship Building Skills are slightly better	Friendship Building Skills are significantly better

-2	-1	0	+1	+2
Classroom Survival Skills are significantly worse	Classroom Survival Skills are slightly worse	Classroom Survival Skills, as defined in the Skillstreaming curriculum, remain the same	Classroom Survival Skills are slightly better	Classroom Survival Skills are significantly better

Student #2

-2	-1	0	+1	+2
Friendship Building Skills are significantly worse	Friendship Building Skills are slightly worse	Friendship Building Skills, as defined in the Skillstreaming curriculum, remain the same	Friendship Building Skills are slightly better	Friendship Building Skills are significantly better

-2	-1	0	+1	+2
Classroom Survival Skills are significantly worse	Classroom Survival Skills are slightly worse	Classroom Survival Skills, as defined in the Skillstreaming curriculum,	Classroom Survival Skills are slightly better	Classroom Survival Skills are significantly better

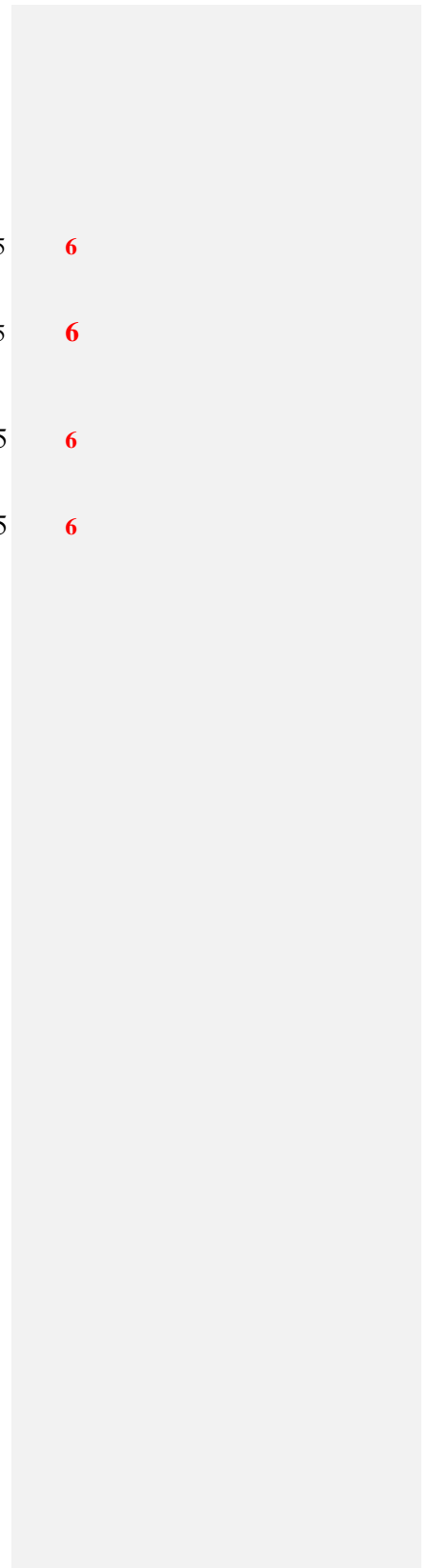
FINAL PERCEPTIONS FORM

Teacher: Mrs X (Classroom Teacher)

Please complete the following 10-item questionnaire to evaluate your reactions to the intervention that was implemented to help your student/child at school and/or home. Please evaluate the intervention by circling the number that best describes your agreement or disagreement with each statement.

	Strongly Disagree		Slightly Disagree		Slightly Agree		Strongly Agree
1. The intervention produced a lasting improvement in the child's behavior.	1	2	3	4	5	6	
2. The intervention improved the child's behavior to the point that it did not noticeably deviate from other classmates' behavior.	1	2	3	4	5	6	
3. The child's behavior will remain at an improved level even after the intervention is discontinued.	1	2	3	4	5	6	
4. Using this intervention not only improved the child's behavior in the classroom, but also in other settings (e.g., other classrooms, home).	1	2	3	4	5	6	
5. When comparing this child with a peer before and after use of the intervention, the child's and the peer's behavior were more alike after using the intervention.	1	2	3	4	5	6	
6. This intervention produced enough improvement in the child's behavior so that the behavior no longer is a problem.	1	2	3	4	5	6	

7. Other behaviors related to the problem behavior also are likely to be improved by the intervention.	1	2	3	4	5	6
8. This was an acceptable intervention for the child's problem behavior.	1	2	3	4	5	6
9. The intervention did <u>not</u> result in negative side-effects for the child.	1	2	3	4	5	6
10. The intervention would be appropriate for a variety of children.	1	2	3	4	5	6



Appendix C

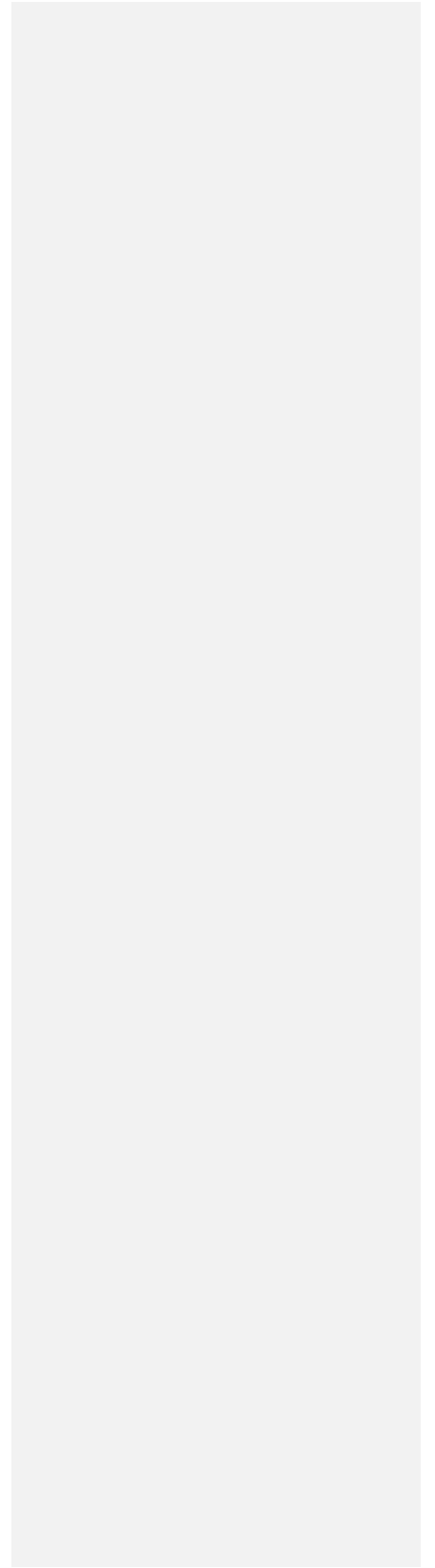
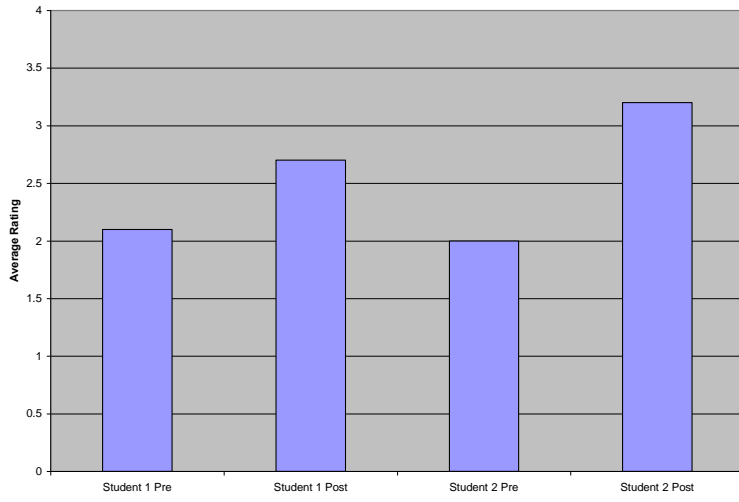
Pre- and Post-Surveys

Students were asked to rate the following items on a scale of 1 to 4.

1=Never 2=Sometimes 3=Often 4=Almost Always

1. If I don't know how to do something, I ask for help.
2. I am comfortable asking my teacher a question when I don't understand material or instructions.
3. I am comfortable introducing myself to other kids.
4. I am comfortable introducing myself to adults.
5. I am comfortable starting conversations with others.
6. I am comfortable ending conversations with others.
7. I am comfortable joining peers in an activity that has already started.
8. When I play games, I play by the rules.
9. I share with others.
10. I apologize to others when I have done something wrong.

Question #	Student #1 Pre	Student #1 Post	Student #2 Pre	Student #2 Post
1	2	3	2	4
2	2	3	2	4
3	1	2	1	2
4	2	2	1	3
5	1	3	1	3
6	2	2	2	3
7	3	3	2	3
8	3	4	4	4
9	3	3	3	3
10	2	2	2	3
Mean:	2.1	2.7	2.0	3.2



Counseling Case	1	2	3	4	
Operational Definition of presenting issue (2.4)	Treatment plan did not identify, define, or frame a presenting issue in behavioral terms.	Treatment plan did one of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan did two of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan identified presenting issue, operationally defined it, and framed it in behavioral and measurable terms.	Comment [U1]: 4/4
Identified goals/objectives (2.4)	Treatment plan did not identify any goals, objectives or desirable outcomes.	Treatment plan identified at least 1 long term goal <i>or</i> 1 short term objectives indicating a desirable outcome.	Treatment plan identified at least one long term goal <i>and</i> 2 short term objectives indicating a desirable outcome.	Treatment plan identified at least one long-term goal and 3 short-term objectives indicating a desirable outcome.	Comment [U2]: 4/4
Evidence-based Intervention (2.4)	Did not implement an intervention	Implemented an evidence-based intervention for at least 1 of the short term objectives on the treatment plan	Implemented an evidence-based intervention for at least 2 of the short term objectives on the treatment plan	Implemented an evidence-based intervention for 3 short term objective indicated on the treatment plan.	Comment [U3]: 4/4 – great job highlighting the empirical support
Evaluated the effectiveness of the intervention (2.1)	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one outcome measure (e.g. effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures (e.g. effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all three outcome measures (e.g., effect sizes, GAS, and BIRS).	Comment [U4]: 4/4
Treatment Plan and Progress Summary	Summary report included 1 of the 5 key components (e.g., presenting issue, goals/objectives, intervention description, progress, effectiveness of TX.)	Summary report included 2 of the 5 key components (e.g., presenting issue, goals/objectives, intervention description, progress effectiveness of TX.)	Treatment plan included 3 of the 5 key components (e.g., presenting issue, goals/objectives, intervention description, and effectiveness of TX.)	Treatment plan / Summary included presenting issues, goals/objectives, brief description of intervention or curriculum used to meet objectives, progress, and analysis of the effectiveness of the intervention (e.g., graph/table)	Comment [U5]: 4/4
Score = / 2 = (out of a possible 10 pts)					Overall 10/10. Great job!

Functional Behavioral Assessment

Student: Jane X
Date of Report: 3/25/10
Date of Birth: x/x/xx
Age: 6
School: Whiteknact
Grade: K
Teacher: Mrs. XXX
School Psychology Intern:

Reason for Referral:

Jane was referred to the evaluation team due to her lack of speech in the classroom. Her teacher is concerned because Jane infrequently interacts verbally with peers or adults, but is capable of speaking. Jane's dad reports that she is very verbal at home, but rarely talks to people outside of the household. She also progressed slowly when learning to write her first name. Although Jane listens to what is being taught, she has difficulty completing work independently. This evaluation, in conjunction with others, will be used to determine if Jane qualifies for additional supports to assist her at school.

Methods of Data Collection:

Teacher Interview
Direct Observation-School Psychology Intern
Parent Information Provided at Referral Meeting

Data/Observation Summary:

A functional behavioral assessment (FBA) is a process in which information is gathered via various methods, including direct observation of an individual. Data relating to the environment, the individual's behaviors, and the consequences of their behaviors are collected and analyzed. This is done to get a global picture of situations, settings, and interactions that may cause or "trigger" appropriate, as well as inappropriate, behaviors. This assessment analyzed the intent as well as the purpose served by the exhibited behaviors.

An interview was conducted with Jane's teacher, Mrs. XXX. She reports that Jane exhibits the following behaviors during the school day:

- Lack of Spontaneous Social Verbal Communication: characterized by not initiating verbal interactions with adults and peers
- Lack of Functional Verbal Communication: characterized by not initiating verbal interactions with adults when her needs must be communicated

Comment [U1]: Nice clear description of an FBA

- Lack of Educational Verbal Communication: characterized by non-participation in verbal assignments such as reading aloud, not answering questions orally when called on in class, and not asking for help with an assignment if needed

Comment [U2]: Nice job defining the target needs

Mrs. XXX is concerned that the lack social communication may grow to affect Jane's interactions with peers. At this time, she is socially accepted, however if this behavior continues, there is concern that students may not choose to interact with her any longer. It is also of concern that Jane does not always communicate when her needs are not being met. For example, if Jane is hurt or needs to use the bathroom, she sometimes does not notify the adult in the room. Lack of educational verbal communication is also an area of concern, because student understanding is often assessed through verbal means before a formal assessment is given. If Jane does not advocate for herself when she does not understand an assignment and does not demonstrate knowledge or lack thereof when the teacher calls on her to answers questions, she may fall behind academically. Although this is an issue that can be handled fairly easily in Kindergarten, it will become more important for Jane to utilize her verbal skills for academic success as the educational demands increase as she progresses in her educational career.

Direct Observation-School Psychologist Intern:

Jane was observed in the classroom setting during carpet time. Jane was sitting on the carpet while peers took turns sharing their writing with the class. Jane changed her seat several times, scooting back and forth on the carpet between peers. She sat with good posture and appeared attentive to the story, as her eyes were on the reader. At the end of the activity, another student was given a paper to hand out. She was instructed to choose students who were sitting and waiting quietly on the carpet ask them to get ready for recess. Jane sat very still and quiet with her finger to her lip, signaling silence. The peer chose multiple students who were not sitting as quietly as Jane, and Jane was the last student to be picked to line up. Once in line, Jane was accidentally poked in the eye by another student. She did not seek out an adult; rather an adult saw her crying and holding her eye, and asked her to come talk about what had happened. When asked a direct question, Jane was able to provide an answer. When asked yes/no questions, such as "Would you like to go to the nurse?" she responded with a head nod, not verbally. Jane was able to use her words to describe what had happened to the nurse when prompted. After taking care of her eye, she was able to rejoin her classmates.

Jane was also observed on another occasion within the classroom. She was sitting on the carpet while the teacher read the class a story about careers. Again, Jane sat with good posture and was quiet. She appeared attentive, as she directed her eyes towards the teacher and peers when they were speaking. The teacher asked the class what they wanted to be when they grew up, and Jane raised her hand to answer. Several other students were called on first, and then it was Jane's turn. When called on, she did not answer the question. The teacher allowed her time to respond, but she did not say anything. She was prompted to use her words, but she did not. In order to allow Jane to participate, the teacher began asking her yes/no questions, such as "Do you want to be a

fire fighter?” Jane was able to respond to such questions with a head nod, and communicated that she would like to be a teacher. When the reading teacher came into the room, Jane was called to work at a table with her and a group of 5 other students. Jane had a big smile on her face as she walked to join the group. Upon sitting, Jane put her finger to her lip again to signal that she was being quiet. The students took turns reading sight words from flashcards presented by the reading teacher. When it was Jane’s turn, she read the words, but when she didn’t know a word, she didn’t say anything or ask for help. At such times, the teacher would say the word and ask her to repeat it. Although she was speaking and participating, she spoke very softly so only the teacher could hear her. The reading teacher then provided instructions to the group to move on to the next activity. They were asked to take out books, sit up straight, put feet on the floor, and pull in their chairs. Jane followed all directions. The group was asked to open their books, and each student was to take a turn reading one page aloud. When it was Jane’s turn, she did not read. She was prompted, but did not say anything. She was offered help, but shook her head indicating that she did not want help. She responded to direct questions by nodding. When the story was finished, each student was asked to choose their favorite page, and then read it aloud to the group. Jane was willing to participate in this activity and read her favorite page aloud. Again, she utilized a soft voice so it was difficult for those around her to hear clearly. The reading teacher asked the group if anyone had not gotten a chance to read their favorite page out loud yet. One peer said, “Jane didn’t read!” The teacher explained that she had read, and moved on. Jane did not say anything and remained quietly seated. The next activity was to make rhyming words. The word “cat” was given, and Jane volunteered a rhyming word. She said “mat.” When told that she was correct, she had a big smile on her face. Later, as the word “mat” continued to come up in the activity, she smiled every time it was said.

Overall, Jane is attentive to her surroundings as evidenced by her eye contact with those who are speaking and her facial expressions regarding conversations happening around her. Jane appears to be proud of herself when she gives appropriate answers orally to teachers. Jane appears to enjoy positive adult attention, as evidenced by her facial expressions.

Comment [U3]: Good – nice job supporting your hypothesis with observable behaviors

During the observation, Jane’s on-task behavior was tracked using time sampling. She was on-task 98% of the time. On one occasion, Jane did not voice that she needed adult assistance when hurt. Jane communicated using words 4 out of 7 (57%) opportunities. She utilized non-verbal communication methods, such as nodding, in the other 3 instances.

Comment [U4]: Great data – very relevant given your concerns!!

Summary Statements:

The observation and interview process produced a number of summary statements regarding Jane’s behavior:

- During large group instruction on the carpet, Jane can indicate that she wants to participate by raising her hand, but does not use her words when called on. This

results in teacher prompts to shake her head and answer yes/no questions. This results in adult attention and the ability to participate in class without speaking.

- When Jane is in pain, she does not utilize verbal communication to notify the teacher; rather she will cry and wait for the teacher to notice her. Crying results in adult attention and getting her need met without the use of words.
- If Jane has to use the rest room, she sometimes does not communicate this need with the teacher, resulting in an **accident** and avoidance of speaking.
- When Jane is in a small group, she is more likely to use verbal language for educational purposes, such as when asked to read. This results in positive adult attention.
- At times, when asked to participate in verbal communication with an educational basis in small groups, Jane will choose not to, resulting in avoidance of task.
- When groups of peers are chatting socially in the classroom, Jane generally chooses to sit quietly and follow directions. This results in adult attention and avoidance of peer interactions.

Comment [U5]: How do adults respond to this? Peers?

Recommendations:

- Jane may benefit from the use of social contracting, which is a means by which the teacher can point out what Jane is doing right in regards to her communication. Jane earns stars for engaging in verbal and nonverbal communication with adults and peers, and earns positive adult attention by engaging in behaviors that we would like to see **increase**.
- Jane should be reinforced with high levels of “fish”, which are part of the schoolwide behavior intervention plan, and verbal praise when she is communicating **verbally**. Jane should receive verbal positive feedback every time she uses her words.
- Jane should continue to utilize visual bathroom cards that she can hand to the teacher when she needs to utilize the rest room. Non-verbal communication in this manner should also be reinforced. Jane would benefit from explicit re-teaching of how and when to use these cards, as she has had accidents since their implementation. Jane should also be reassured that it is ok to get up in the middle of an activity or lesson to get the card if it is an emergency.
- Jane may benefit from doing a check-in each morning with a trusted adult one on one. Encouraging Jane to talk about a topic that interests her would get her comfortable with speaking more freely in the school environment, without being overwhelmed in front of a whole classroom full of people. As Jane becomes more comfortable with this, she can select a classmate to come with her. The next step could be to bring the trusted adult into the classroom and do check-ins one on one in the classroom environment.
- Adults should avoid asking Jane yes/no questions when possible. She should be encouraged to answer open-ended questions using her words. If, after a

Comment [U6]: Great – this is clearly linked to the assessment

Comment [U7]: Good – this is simple and easily embedded into the classroom

reasonable time, she does not answer, an opportunity for her to answer by shaking her head yes or no should be provided. Jane may benefit from the use of a rewards system where she gets a small prize for each time she provides a verbal response rather than shaking her head. This way, she is able to participate in the academic environment by responding either verbally or nonverbally, but responding verbally receives a stronger reinforcer.

Comment [U8]: Or...how about time with an adult in which she receives 1-on-1 attention as the "small prize"

- Before transitioning to first grade, Jane should be allowed to visit with her future teacher and spend time in the classroom during a nonacademic activity, such as snack time. This will allow Jane to begin bonding with her new teacher and experience a taste of what first grade will be like, without overwhelming her with the academics they are completing at this time of the year.
- When Jane refuses to complete an academic task in front of peers, the teacher may consider having her do the activity later if time allows, so she is not escaping the work **itself**.
- In instances where the teacher notices that Jane is crying and needs to approach her, she should be told that when something is wrong or she is hurt, she should seek out an adult for assistance. Jane may benefit from explicitly being taught and practicing this **skill** at a time of calm so she will be better prepared to utilize it when something is wrong.
- Jane's parents may wish to place a tag with Jane's name, address, and phone number on it somewhere on her person. In the event of an emergency if Jane becomes separated from adults, the authorities will have a way of determining who she is and contacting her parents, in the event that she is unable to share that information with them.

Comment [U9]: Good!

Comment [U10]: Good – in the event there is a skill deficit related to "asking for help" I like the idea of teaching the skill a lot!

Evidence-Based Intervention

The intervention chosen was social contracting. Both the parent and teacher were instructed in how to implement the intervention. The teacher was to provide positive feedback to Jane 4 times per day. A sample of the social contracting card used with Jane can be found in Appendix A. During each period of time, Jane was able to earn up to 3 stars. If Jane verbally communicated with a peer or adult during the given time period, she earned 3 stars. If she used non-verbal communication, such as nodding, she earned 2 stars. If Jane didn't communicate at all during the time period being assessed, she earned

1 star. Regardless, Jane was given positive adult attention four times per day utilizing the social contract. If she was communicating, she was given verbal praise and she earned 2 (non-verbal) or 3 (verbal) stars, if she had not communicated during that time, she was still told, “I know you can do it, let’s try harder this time.” At each check-in time, Jane was to be reminded of her goal to utilize her voice to communicate. A goal was set for Jane to try to earn 80% of available stars each day. The teacher collected baseline data for the first week by filling out the social contracting card each day without Jane knowing or getting feedback. The chart in Appendix B shows the percentage of stars earned daily.

Each day, a slip was sent home to Jane’s dad indicating whether she has met her goal or not. Dad was instructed to focus only on the positive. Therefore, if Jane met her goal, Dad was free to give praise or rewards. If she did not meet her goal, her father was to say, “That’s alright, let’s try harder tomorrow to use our **words**.”

Comment [U11]: Good!

At the end of each school day, if Jane had met her goal, she was able to bring her contract to a chosen adult to show them. This reinforcer served a dual purpose; although Jane liked the adult attention, she also was able to use this time as an opportunity to utilize her words within school, as she is more likely to speak in small groups and with preferred **adults**. Jane chose the nurse as her check-in person, and chose 2 other adults in the building as back-ups in case the nurse was unavailable.

Comment [U12]: Good!

The evidence base indicates that contracting can be particularly effective in rewarding students for engaging in desired behaviors. They are also effective across settings, as multiple people can provide ratings of the students behavior using the point system incorporated in the contract. Because students and parents are both involved in the writing of the contract, personal investment in the intervention can be increased Yell,

et al., 2009). Parents and teachers will work together to support the child's learning and behavior (Cooper et al., 2007). This also increases home-schools collaborations, which would serve to create more positive parent-child relations as parents recognize their child's efforts. Also, this intervention encourages more parental involvement in the child's school program (Heward & Dardig, 1978). Using behavioral contracts could also serve as a catalyst for more positive parent-child interactions, as the parent is instructed to provide positive feedback to the student at home (Stuart, 1971). Contracts can also help to develop personal relationships between teachers and students, and between teachers and parents. Because the contract specifies the behavior and the reward, this can sometimes be helpful with parents that need guidance in managing their children (Wolery et al., 1988)

Effectiveness of Intervention

The effectiveness of the intervention was measured by calculating the percentage of points Jane earned each day (Appendix B) and by asking the teacher to complete a Goal Attainment Scale (GAS) (Appendix C). The effect size was also calculated to measure the magnitude of change from the baseline to the treatment phase. The teacher was also asked to complete an abbreviated Behavior Intervention Rating Scale-Revised (BIRS-R) (Appendix D) to measure the effectiveness and acceptability of the intervention.

The teacher rated the effectiveness of the intervention as a +1 on the GAS scale. This indicates that the intervention was effective in increasing the student's communication, but that the increase was less than 50%. The effect size was 5.48, which indicates that the intervention was highly effective. The BIRS-R completed by the

Comment [U13]: Great job Ashley. This is all strongly linked from your target need to the assessment to the intervention. I don't have any constructive feedback...which is rare for me on behavioral cases:)

Comment [U14]: I got 4.86 as your effect size using the data in the table. How did you arrive at this value?

teacher showed that she felt the intervention was highly effective, providing a mean rating of 5 on the effectiveness scale. She also believed it was highly acceptable, providing a mean rating of 6 on the acceptability scale. Overall, the outcome measures indicate that the intervention was very effective in increasing Jane's communication behaviors.

Summary

The goal of this intervention was to increase communication behavior. Non-verbal communication behaviors were defined as body movements made for communicative purposes that did not involve the use of oral language, such as nodding. Verbal communication was defined as verbal output by the student to another person. The results of the FBA indicated that Jane was avoiding speaking, which was resulting in adult attention. Her teacher was concerned about her lack of speech in school because it may lead to difficulties with peers and difficulty in assessing how well Jane ~~is understanding~~ understands academic material. Therefore, ~~increasing, increasing~~ her comfort and willingness to communicate in the school setting was of importance. In order to increase her communication throughout the school day, she was put on social contracting, which was an opportunity for her to earn positive adult feedback throughout the day by engaging in the pro-social behaviors of communicating non-verbally and verbally. Because the ultimate goal was to make Jane feel comfortable enough to speak at school regularly, the reinforcer for communicating verbally was stronger than the reinforcer for communicating non-verbally. The intervention appeared to be highly effective based on the 5.48 effect size and the rating of 5 on the BIRS-R on the effectiveness scale. The teacher also perceived the intervention as being highly

acceptable, as she rated it a 6 on the acceptability scale of the BIRS-R. Visual inspection of the graph showing percentage of points earned per day also shows improvement.

Appendix A

Jane

DATE: / /

3 stars = verbal interaction 2 stars = non-verbal interaction 1 star = no interaction

Arrival	★ ★ ★
Morning Meeting	★ ★ ★
Writing Workshop	★ ★ ★
Snack	★ ★ ★
Choice Time	★ ★ ★
Total	

Goal = 12 stars (75%)

For Home:

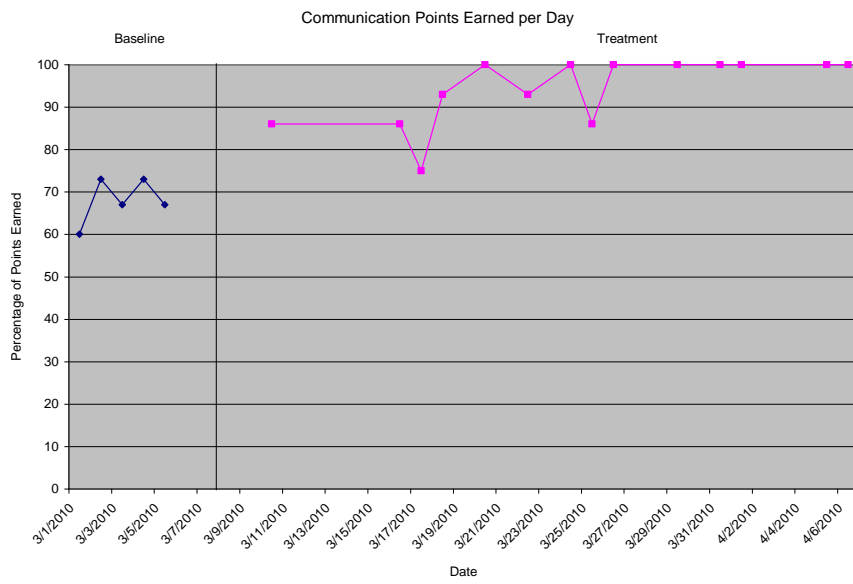
Jane

DATE: / /

Met Goal?

YES NO

Appendix B



Appendix C

Date	Baseline	Intervention
1-Mar	60	
2-Mar	73	
3-Mar	67	
4-Mar	73	
5-Mar	67	
10-Mar		86
16-Mar		86
17-Mar		75
18-Mar		93
22-Mar		93
24-Mar		100
25-Mar		86
26-Mar		100

29-Mar 100
 20-Mar 100
 31-Mar 100
 1-Apr 100
 5-Apr 100
 6-Apr 100

Appendix D

Communication decreased by more than 50%	Communication decreased by less than 50%	Communication Behavior remained the same	Communication increased by less than 50%	Communication increased by more than 50%
-2	-1	0	1	2

Appendix E

FINAL PERCEPTIONS FORM

Teacher: Mrs. X (Kindergarten Teacher)

Please complete the following 10-item questionnaire to evaluate your reactions to the intervention that was implemented to help your student/child at school and/or home. Please evaluate the intervention by circling the number that best describes your agreement or disagreement with each statement.

	Strongly Disagree		Slightly Disagree		Slightly Agree		Strongly Agree
1. The intervention produced a lasting improvement in the child's behavior.	1	2	3	4	5	6	
2. The intervention improved the child's behavior to the point that it did not noticeably deviate from other classmates' behavior.	1	2	3	4	5	6	
3. The child's behavior will remain at an improved level even after the intervention is discontinued.	1	2	3	4	5	6	
4. Using this intervention not only improved the child's behavior in							

the classroom, but also in other settings (e.g., other classrooms, home).	1	2	3	4	5	6
5. When comparing this child with a peer before and after use of the intervention, the child's and the peer's behavior were more alike after using the intervention.	1	2	3	4	5	6
6. This intervention produced enough improvement in the child's behavior so that the behavior no longer is a problem.	1	2	3	4	5	6
7. Other behaviors related to the problem behavior also are likely to be improved by the intervention.	1	2	3	4	5	6
8. This was an acceptable intervention for the child's problem behavior.	1	2	3	4	5	6
9. The intervention did <u>not</u> result in negative side-effects for the child.	1	2	3	4	5	6
10. The intervention would be appropriate for a variety of children.	1	2	3	4	5	6

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Artifact 2: Consultation	1	2	3	4
Operational Definition of presenting issue (2.2)	Did not identify or define a presenting issue	Identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g., interrupt)	Identified presenting issue defined either in measurable terms or stated as positive (e.g., improve reading)	Identified/operationally defined the presenting issue in clear, measurable and observable terms. Issue is stated as a positive (e.g., raise hand to speak)
Conducted FBA (2.2)	Did not conduct a FBA	Conducted a FBA via direct <i>or</i> indirect measures that evaluated either individual <i>or</i> environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA	Conducted a FBA via direct <i>or</i> indirect measures that evaluated individual <i>and</i> environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA	Conducted a thorough FBA via direct <i>and</i> indirect measures that evaluated individual <i>and</i> environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA
Evidence-based Intervention (2.2)	Did not implement an intervention	Implemented an intervention that is not directly linked to FBA and does not have empirical support.	Implemented an intervention that is either directly linked to FBA <i>or</i> has empirical support.	Implemented an intervention that is both directly linked to FBA <i>and</i> has empirical support.
Evaluated the effectiveness of the intervention (2.1)	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one outcome measure (e.g. effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures (e.g. effect sizes, GAS, BIRS)	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all three outcome measures (e.g., effect sizes, GAS, and BIRS).
Summary Report	Summary report included of the 4 key components (e.g., TB, FBA, TX, Graph)	Summary report included 2 of the 4 key components (e.g., TB, FBA, TX, Graph)	Summary report included 3 of the 4 key components (e.g., TB, FBA, TX, Graph)	Summary report included target behavior, results of FBA, description of intervention and analysis of the effectiveness of the intervention (e.g., graph/table)
Score = <u> </u> / 2 = (out of 10 possible pts)				

Comment [U1]: 4/4

Comment [U2]: 4/4

Comment [U3]: 4/4

Comment [U4]: 4/4 Double check your effect size...I got a different number...

Comment [U5]: 4/4

Great job Ashley 10/10

Research and Program Evaluation Artifact

The primary goal of the Love and Logic Program is to help parents, teachers, and other adults who work with children develop practical strategies for reducing behavior problems, increasing motivation, and giving kids skills that lead to life-long responsibility and resiliency. Love and Logic parent program focuses on developing highly supportive families, parents who establish open communication with their children, appropriate standards for behavior, positive discipline, positive relationships between children and adults other than parents, high achievement, motivation, and aspirations, learning to use empathy with others, decisions making skills, self esteem, and a positive view of the world and the future. The Love and Logic parent curriculum is based on theoretical and empirical roots in two areas. The first is studies that examine basic principles of learning and conditioning, including cognitive or social learning theories (e.g., Bandura, 1977; Pavlov, 1927; Rescorla, 1988; Thorndike, 1905; Skinner, 1953; Watson & Reyner, 1920). The second principle is research examining human emotional needs and their relationship to motivation (e.g. Glasser, 1969; Maslow, 1954; Ng, 1980; and Rogers, 1961). There are five basic principles that guide the Love and Logic parent program, which are:

1. Preserve and enhance the child's self concept
2. Teach children how to own and solve the problems they create
3. Share the control and decision making
4. Combine consequences with high levels of empathy and warmth

5. Build the adult-child relationship

In order to implement this program, the resources needed were Title 1 funding, space to hold the training, projector, curriculum and training materials, childcare providers for parents who attend, and refreshments for parents and children. In order to get these needs met, a meeting was held between the school psychologist and the Assistant Director of Curriculum. In schools that receive Title 1 funding, parents of students who receive services are required to sign a ~~contract~~ ~~paet~~ (?) at the beginning of the school year delineating what responsibilities the parent and the school agree to for the course of the school year. Some parent responsibilities include making sure their student knows and follows rules, encouraging their child to do their best, making sure the student attends school promptly and regularly, and building self-esteem through acknowledging good effort and grades. One of the school's responsibilities is to offer strategies and workshops that will help parents to help their children at home. Because the principals and staff at schools in the district were concerned about tardiness, absenteeism, and negative behaviors in school, Title 1 funding was secured in order to provide parents with the opportunity to attend the Love and Logic training to increase their ability to make their students responsible citizens who comply with homework completion, getting ready and going to school on time each day, and taking pride in their academics. The materials for the training were ordered, and the trainer was able to review the materials and prepare to present. The next step was for the school psychologist to meet with a principal to determine if space and technology were available to conduct the presentations after school hours. Space was secured in a library at an elementary school in the district from 6 to 7:30pm each Thursday, along with a projector, television, and DVD player.

Comment [U1]: This can be connected to the persuasion principle of consistency

Childcare was also provided by staff who volunteered their **time**. While the parents attended the training, children were able to watch a movie in a classroom while being supervised by adults.

Comment [U2]: Wow! In EP? I am impressed!

Invitations explaining the program were sent home to parents of students in Title I schools. Once responses were received from parents, 7 training sessions were presented to the parents who accepted the invitation. The school psychology intern provided speakers for the DVD presentation presented on the laptop, and assisted with set-up and clean up for each session. Also, the intern was an active participant in the training sessions. The intern also distributed and compiled data from pre and post intervention surveys to determine the effectiveness of the **intervention**. This data collection allowed for a measure the parents' initial perception of their children's

Comment [U3]: Yeah! I love that you all collect data wherever you go😊

behaviors and their initial perception of their own parenting **skills** before ~~and after~~ the intervention and ~~was to~~ compare ~~d-it~~ to the immediate perceptions after the completion of the 7th training session. Additional ways that ~~effectivnesseffectiveness~~ of this

Comment [U4]: Was it connected to knowledge and use of skills?

intervention could have been measured are analyzing tardiness and attendance **reports** along with discipline referral data for students whose parents attended the trainings to determine if there was an improvement made after the intervention. The post-test could also be given some time in the future in order to determine if the effects of the intervention were long-**lasting**.

Comment [U5]: Yes, especially given part of the rationale for using the funds was connected to this

When attempting to put this training together to benefit parents and children in the district, a professional issue that was encountered was that because the district doesn't currently have a contract, staff have been asked by the union to only perform necessary job functions that they are under contract to **perform**. Doing this training during the

Comment [U6]: good

Comment [U7]: ah...here it is😊 I was wondering how this worked

school day would have taken away valuable time that needed to be devoted to other job tasks, and it also would have been difficult for many of the working parents who registered for the training to attend during the daytime, limiting the number of parents who could attend. In order to work out these issues, it was important to find a solution that worked for the presenter, the union, the district and the parents. In order for the classes to happen at night, the presenter would need to be paid for the time spent presenting in order to not violate union policy at this time. Because of that, a case needed to be made to the district that this was a valuable cause to put money into. In order to solve this problem, several steps were taken. First, a solution that would work for many of the involved parties was presented (pay the presenter for time worked outside of school hours). The solution, because it was a financial decision, needed to be presented to the district in a way that showed the program was worthwhile to **implement**. In order to do this, research was **presented**, showing that students with more involved parents and parents with more effective parenting skills performed better academically. Also, preliminary studies that have been done on Love and Logic show improved parenting after participation in the **training**. Another step that was taken to ensure that all parties needs were met was that the program would be evaluated for its success in East Providence at the conclusion of the classes. This way, the district would know if it was an effective way to spend funds in the future, or if the program should be discontinued. By engaging in this process, systems level change can be implemented in a manner that suits all parties.

At this time, information is available based on pre- and post-intervention data completed by parents. They were asked to rate their perception of their children's'

Comment [U8]: good!

Comment [U9]: Informational power base

Comment [U10]: Great!

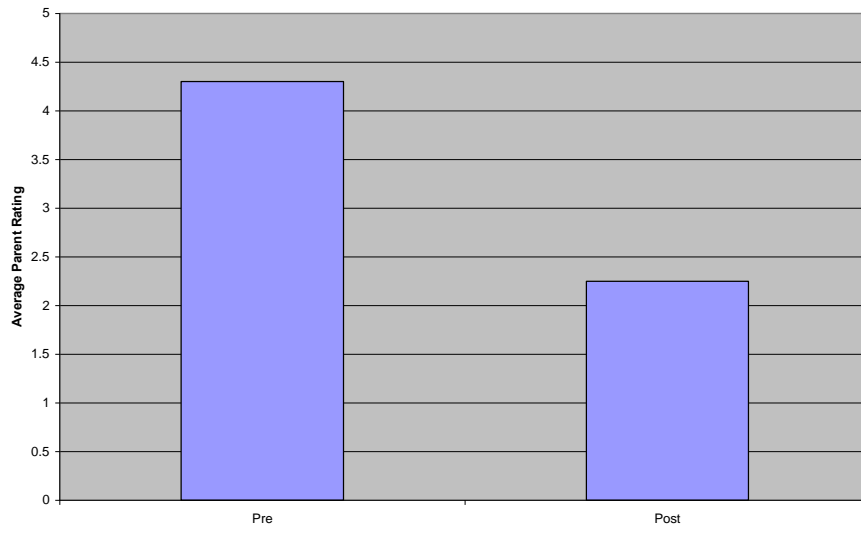
Comment [U11]: Yep!

behaviors and their perception of their own parenting at the beginning of the first training session. They then completed the same survey at the end of the last training session. Samples of the pre- and post-test are available for review in Appendix A. Data was compiled for each question, and in all but one area parents reported improvement. The area that did not show improvement was “My child makes good decisions and behaves responsibly.” This behavior went from an average rating of 3.5 at the beginning of training to a 3 at the end of training. The hypothesis for why this occurred is that the parents were trained to allow their children more autonomy and responsibility in the program. Therefore, parents were hovering less and providing more reminders to their children. The Love and Logic program emphasizes the fact that children must be allowed to make bad decisions at times in order to learn from their mistakes and become more responsible for their own behaviors. Because of this, it is expected that there would be a decrease in responsibility as parents backed off and allowed their children to make mistakes. If the survey was repeated in the future to determine if the effects of the intervention were long lasting, it is my hypothesis that area would show an increase at that time.

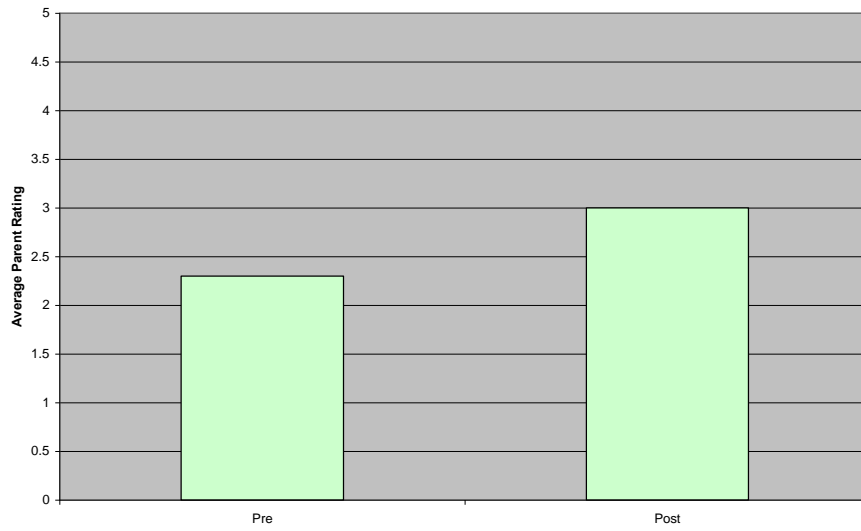
The graphs for each area measured are below. Graphs in blue are areas where the goal was to decrease the behavior being measured, whereas graphs in green were behaviors for which we sought an increase.

Child Behaviors:

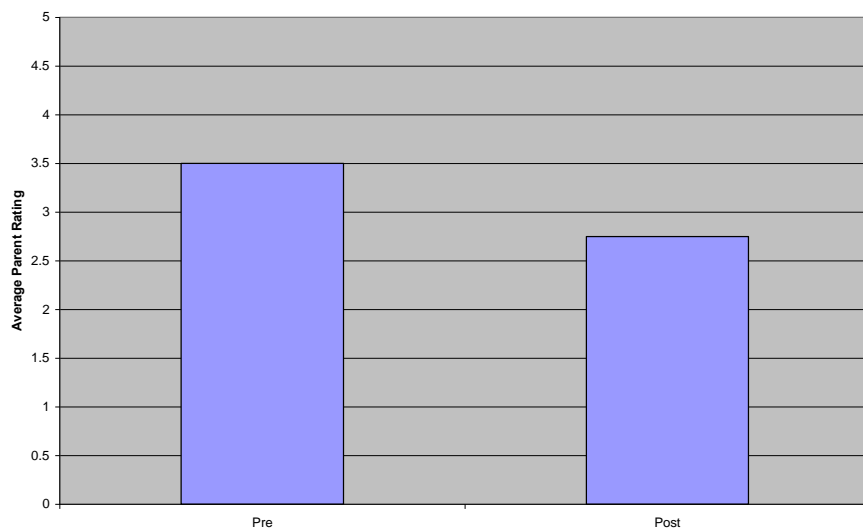
Argues/Talks Back



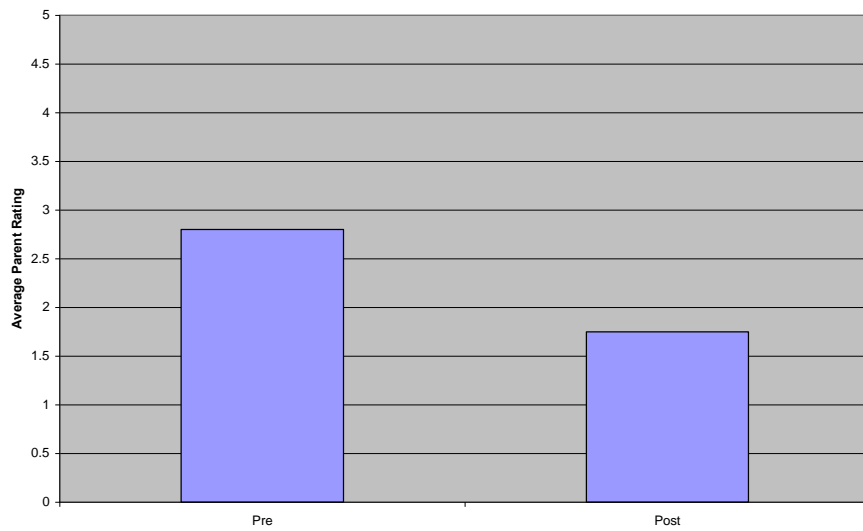
Completes Chores



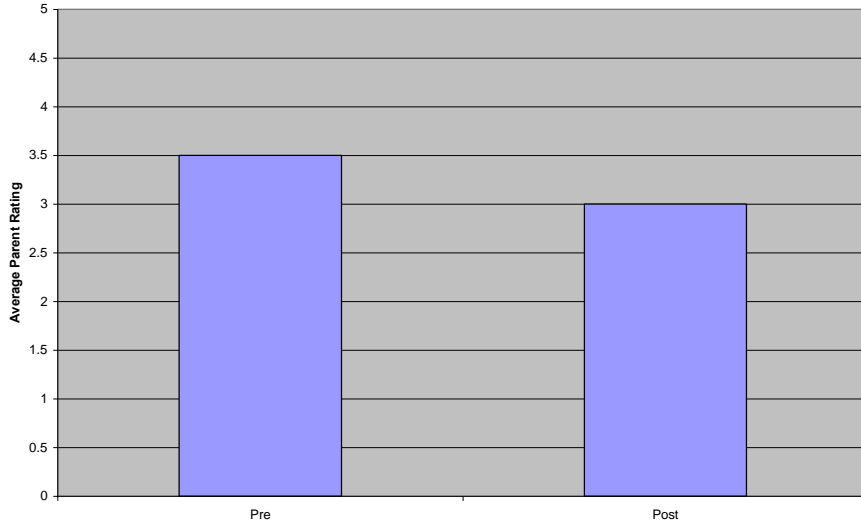
Dawdles



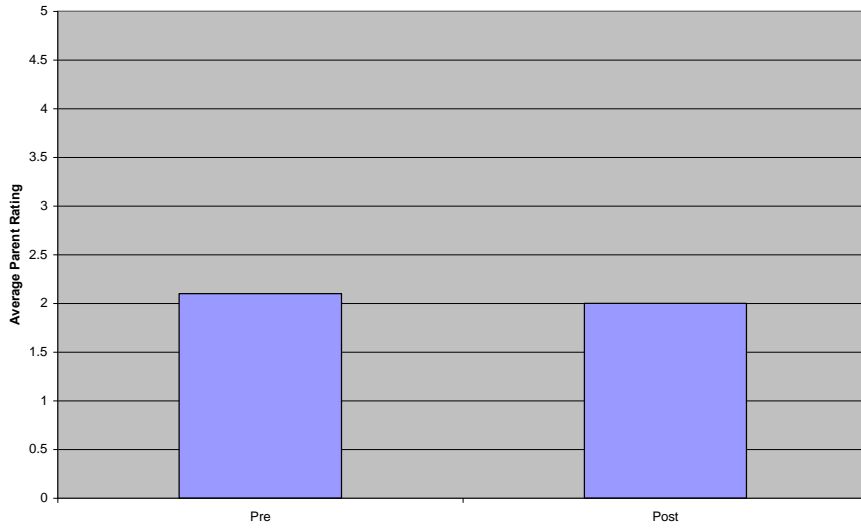
Tantrums or Fits



Good Decisions/Behaves Responsibly

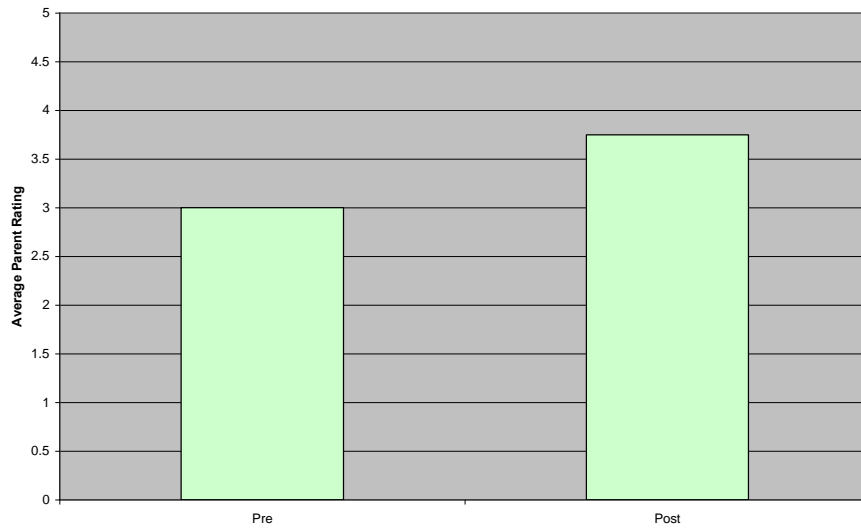


Acts Poorly at Meals

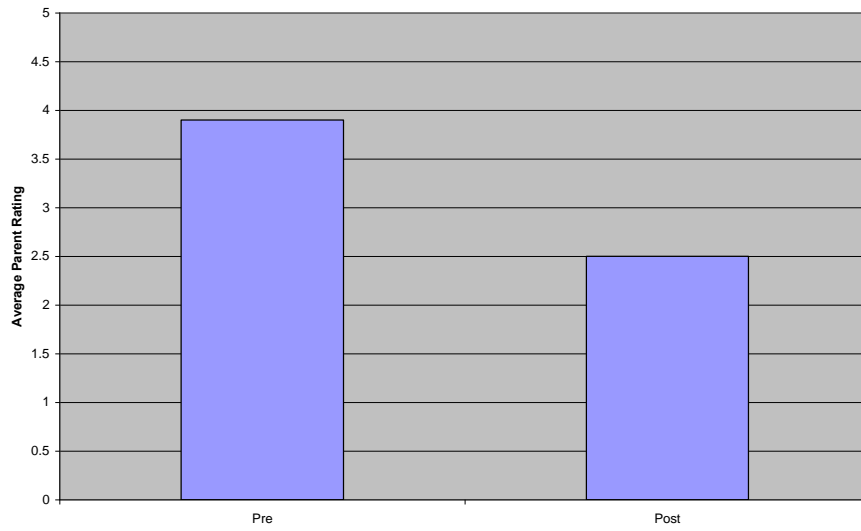


Parent Behaviors:

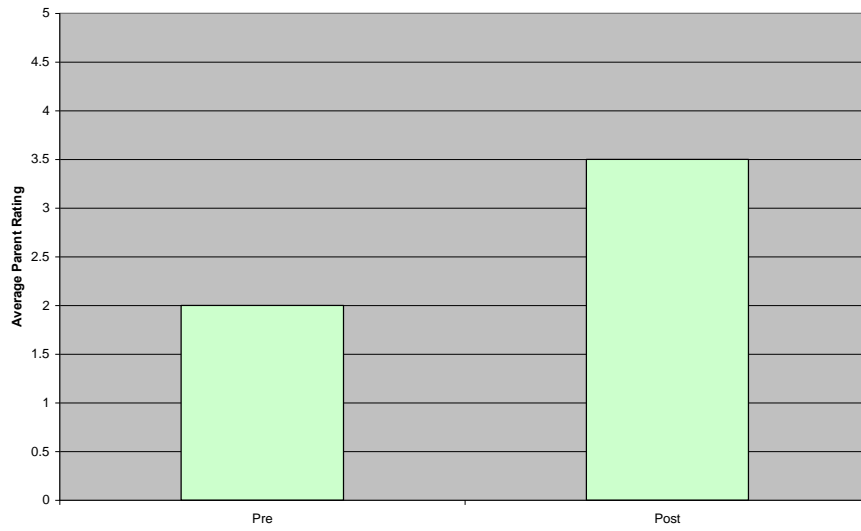
Have Fun Parenting



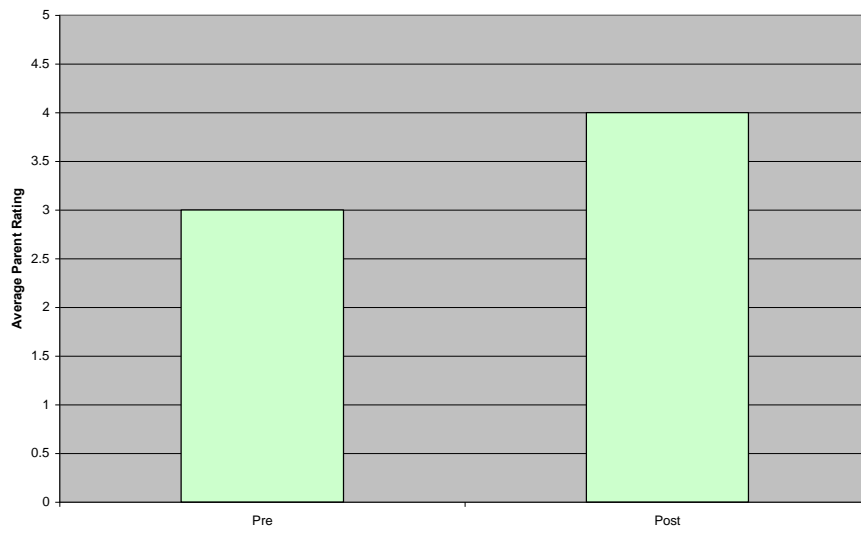
Feel Stressed Out



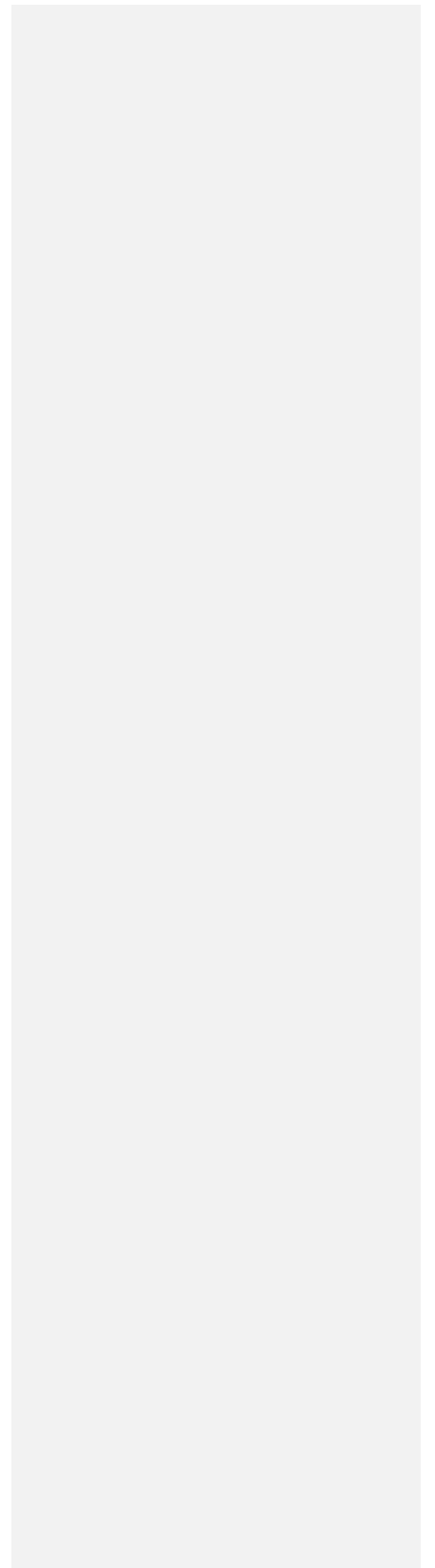
Stay Calm when Disciplining



Let Kids Solve Their Own Problems



Summary



Love and Logic is a parent training program that helps parents to learn to share responsibility and control in order to help them develop into young adults who can make their own decisions. It focuses on giving children the ability to make appropriate decisions on their own and allowing them to suffer the natural consequences when they make poor decisions. This empowers children to make decisions based on their own values and ideals, rather than making decisions only because they fear punishment.

In order to run this program, we needed to be able to get creative about how to get funding during a difficult economic time in East Providence. Due to contract issues, it was a delicate balance between doing what was good for students and parents versus making sure contract and union rules were followed during a tenuous time. In order to run the program at night, funding was needed to pay the trainer. Although the program could have been run during the school day without costing money, it wouldn't have been in the best interest of the students and parents because less of them could have attended due to work schedules, and the trainer would have been taking time away from other district responsibility to prepare and run the training. Because we felt the program was valuable, we were able to find a way to get funding from a source that had money available. The Assistant Superintendent of curriculum was supportive of using Title 1 money for this program because under the Title 1 compact, the school is responsible for offering parents strategies and workshops for helping their children at home. The parent training program that was implemented was designed to help parents increase their child's ability to be responsible and compliant, assisting the parent with their compact responsibilities which include getting their student to attend school each day in a timely fashion and understanding and following rules both at home and at school.

Once the program was approved and implemented, data collection was an important measure of how effective the intervention was. This information was desired by the district because they want to know if they should implement the training again in the future, and if the money spent on the program was worth it. As the data shows, this program was effective in the East Providence School District.

In the future, I would recommend offering the program to more parents and measuring how the attendance, tardiness and discipline referrals students involved are effected compared to those students whose parents did not get the training. Also, I would recommend administering the Love and Logic survey to parents a third time 6 months to a year after program completion to determine if the effects of the training endure over time.

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Appendix A

Becoming a Love and Logic Parent

Before Program Questionnaire

Thanks for joining us! Soon you'll be hearing plenty of easy-to-learn and powerful skills for raising responsible kids and having more fun in the process.

Will you help us by completing the following questionnaire? The information you provide will NOT be shared with anyone, and your participation is completely voluntary. If you choose to participate, we will also ask you to complete a similar questionnaire after the last class. To help us match your first and second questionnaires, please include your name in the following blank. Name: _____

Circle how much you agree with the following statements about your child or children.

My child (or children)...

Argues or talks back

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Completes chores without reminders and without pay

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Dawdles and makes it hard for me when we're getting ready to go somewhere

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Throws tantrums or "fits" (at home or in public)

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Makes good decisions and behaves responsibly

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Acts poorly during meals

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Circle how much you agree with the following statements about yourself as a parent.

With my child (or children) I find myself...

Having fun being a parent

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Feeling really stressed-out

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Staying calm when I have to discipline

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Letting my kids solve their own problems

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Posttest Questionnaire

Becoming a Love and Logic Parent

After Program Questionnaire

Thanks for participating in our class!

On the first day, you completed a questionnaire, which asked you some questions about how your kids act and how you feel as a parent. To evaluate the effectiveness of this program, we'd appreciate your help once more. Again, the information you provide will NOT be shared with anyone, and your participation is completely voluntary. To help us match this questionnaire with your first one, please include your name in the following blank. Name: _____

Circle how much you agree with the following statements about your child or children.

My child (or children)...

Argues or talks back

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Completes chores without reminders and without pay

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Dawdles and makes it hard for me when we're getting ready to go somewhere

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Throws tantrums or "fits" (at home or in public)

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Makes good decisions and behaves responsibly

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Acts poorly during meals

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Circle how much you agree with the following statements about yourself as a parent.

With my child (or children) I find myself...

Having fun being a parent

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Feeling really stressed-out

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Staying calm when I have to discipline

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Letting my kids solve their own problems

1-----2-----3-----4-----5
Strongly Disagree Strongly Agree

Identify the most valuable thing you learned in this class, and explain why you feel this way.

Describe a parenting situation you handled successfully with Love and Logic.

Program Policy & Professional Practice	1	2	3	4
Description of program or policy (2.6)	Limited or no description of program/policy	Thorough description of the program/policy. No description of intern role is discussed.	Thorough description of the program/policy and discussion of a <i>passive role</i> the intern played in the development, implementation, or evaluation.	Thorough description of the program/policy and discussion of the <i>active role</i> the intern played in the development, implementation, or evaluation.
Legal/Ethical/Professional (2.10)	No discussion of an ethical, legal, or professional issue			Thorough discussion of a legal, ethical or professional issue related to either the development, implementation, or evaluation of the program/policy
Strategies for facilitating system's level change (2.10)	No discussion of strategies he/she would use to influence system's level change	Identified at least 1 strategy used/would use to facilitate or influence change related to the ethical, legal, or professional issue.	Identified at least 2 strategies used/would use to facilitate or influence change related to the ethical, legal, or professional issue.	Identified at least 3 strategies used/would use (e.g., reciprocity) to facilitate or influence change related to the ethical, legal, or professional issue.
Program/policy evaluation (2.9)	No discussion of program/policy evaluation	Discussed 1 evaluation procedure that can be/was used to evaluate the effectiveness of the program at the initial, intermediate, or long-term level	Discussed 2 evaluation procedures that can be/were used to evaluate the effectiveness of the program at the initial, intermediate, or long-term level	Discussed 3 evaluation procedures that can be/were used to evaluate the effectiveness of the program at the initial, intermediate, and long-term level
Summary Report	Summary included 1 of the components (e.g., description, ethical/legal issue, strategies, and evaluation procedures).	Summary included 2 of the components (e.g., description, ethical/legal issue, strategies, and evaluation procedures).	Summary included 3 of the components (e.g., description, ethical/legal issue, strategies, and evaluation procedures).	Summary report included description of program/policy, ethical/legal issue, strategies to influence change, and evaluation procedures.
Score = ____ / 2 = ____ (out of a possible 10 pts)				

Comment [U1]: 4/4

Comment [U2]: 4/4 – good example...I was wondering about the union piece

Comment [U3]: I saw social power connected to information as well as consistency (via contracts). You all were not exposed to this so it is not exactly a fair rubric item this year...but I can't change the rubric mid year due to NASP data collections...

Comment [U4]: 4/4

Comment [U5]: 4/4

Overall, 9.5/10 Great job!