

## Case Study Rubric (Mental Health, Educational, Consultation)

Steps	Criteria	Comments
<p><b>1. Problem Definition</b> Is there a problem?</p>	<p>There is a clearly defined problem demonstrated by baseline data in comparison to typical peers, or either national or local school standards and expectations. This data should define the difference between what the child is expected to do and what the child is actually doing.</p>	<p>Baseline Data may be obtained via observation, record collection (e.g. disciplinary referrals), the use of whole or specific items on instruments such as commercial checklists, or school psychologist/counselor devised measures.</p>
<p><b>2. Problem Analysis</b> Why is the problem happening?</p>	<p>Problem is investigated considering child and contextual factors and relying on multiple data sources. Possible explanations for identified problems are generated (hypotheses) and <i>Additional</i> data is collected to confirm or reject hypothesized causes and factors</p>	<p>Data may be obtained by: observation, record review, assessment data, stakeholder (parent/teacher/child) interview, current or past assessment information, curriculum based measures, functional behavioral assessment, etc..</p>
<p><b>3. Intervention Plan</b> What can be done about the problem?</p>	<p>Base on the confirmed hypotheses an intervention plan is devised that is consistent with treatment/intervention standards in the field, and/or evidenced based practices in the literature. A specific measurable goal is established that is challenging but achievable.</p>	<p>The plan may involve collaborative elements (with individual responsibilities detailed), may require addressing treatment integrity if implementation is not by the school psychologist. Goal should include estimated timelines.</p>
<p><b>4. Implementation and progress monitoring</b> Is the intervention working?</p>	<p>Progress is monitored throughout the intervention, and data is frequently reviewed. Adjustments are made, if needed, to the intervention or the goal.</p>	<p>Visually displayed data can be easier to review. Changes in intervention or goal should be noted on timelines to determine impact on progress.</p>
<p><b>5. Evaluation</b> Did the intervention work?</p>	<p>Data is collected frequently and systematically, and is analyzed to determine the outcome of the intervention. Follow up/disposition of case determined based on outcome.</p>	<p>Possible methods include visual analysis (non overlapping data points, trend lines), or effect size, or meeting/exceeding goal. If goal is not met, determine whether to adjust or change intervention, if met determine whether to devise new goal, fade intervention, etc.</p>