Case Study

HEADING (Identifying Info)

Name, birthdate, age, grade, teacher

Relevant Background Information: and Definition of Problem:

√ It is not necessary to present a complete psycho educational assessment report. Instead, focus on describing the presenting problem or referral question.

√ Descriptions of the problem must be in observable measurable terms.

√ Briefly describe the current level of performance and the expected level. The expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc, depending on the referral question.

√ You must provide baseline data that is directly related to the identified problem. The data collected must be collected in a reasonable manner along relevant dimensions.

√ Remember that you will be comparing your outcome data to the baseline data at the end of the intervention
  ○ Guiding questions:
    ▪ Is the problem specific, observable, and measurable?
    ▪ Does it pass the so what test?
    ▪ Does the problem lend itself to repeated measurement over time?
    ▪ Have baseline data been collected?

Analysis of problem, Generation of Hypotheses and Brainstorming of interventions:

√ Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking answers to the identified problem.

√ Skill deficit or Motivational deficit?

√ Discuss your hypotheses as the possible reasons for the problem and its occurrence. That is, present reasons about “why” the behavior is occurring as well as consider factors contributing to the problem. Interventions can only be developed when hypotheses are developed.
  ○ Guiding questions:
    ▪ When does the problem behavior occur in what environments, and are there antecedents and consequences?
    ▪ Is the goal set reasonable yet ambitious?
    ▪ Is the behavioral description of the problem rewritten in the future tense with the level or performance changed to reflect desired outcomes (i.e., rewritten as replacement behavior)?
    ▪ Can the student reasonably obtain the goal in a 4-6 week period of time?
    ▪ Is the goal ambitious enough that, if met, the teacher will be satisfied that the student is making adequate progress towards becoming successful in school?
Selection of intervention(s):

√ Using the data you developed and your hypotheses, develop the goals for the intervention.
√ Goals and interventions should be planned so that they can be implemented and have a high probability of success.
√ The areas of intervention and goals must be consistent with regard to the problem analysis.
√ The goals should be stated in explicit, measurable terms.
  ○ Guiding questions:
    ▪ Does the intervention align with the hypothesis and ultimately with the problem in question?
    ▪ Is the intervention a technique and not a place or person?
    ▪ Can the intervention be implemented with available resources?

Clarification of intervention:

√ Specify how the intervention was implemented.
√ Describe the intervention related to each goal in 3. Components of the intervention must be explained in sufficient detail that the reader would be able to put a similar intervention in place.
√ The intervention steps must be manageable and realistic given the available resources.
√ A description of how the intervention is being monitored also should be included.
√ The intervention can be direct or indirect.
  ○ Guiding questions:
    ▪ Does the plan reflect all components mentioned in the goal?

Collaborative efforts

√ Describe how relevant members of the client(s)’ environment were included in the case from step 1 on.
√ Describe the role of each participant and what supports were in place for the participants.
√ If attempts at collaboration were partially successful or unsuccessful, there should be an explanation of the attempts made and the potential effects.
√ Consent is not considered to be collaboration.

Intervention Implementation and Evaluation of Intervention Effectiveness:

√ Data should be provided to illustrate the success of the intervention in addressing each goal.
√ Data should be provided directly related to the change in behavior or skills by comparing the baseline data or assessment data with the outcome data.
√ Data should be transformed from raw forms to allow determination of change.
√ Progress towards meeting goals should also be discussed.
  ○ Describe the progress,
  ○ How it was monitored
  ○ Was it implemented according to the intervention plan,
  ○ Factors that may have impeded progress,
  ○ Possible modifications, and
  ○ Whether the problem has been solved or requires further or different intervention.