*UConn School Psychology Program • Pre-Internship Portfolio Rubric*

**DEVELOPMENTAL RUBRIC: INTERVENTION CASE STUDIES**

This rubric addresses the following program goals, objectives, and competencies:

**3: Interventions and Instructional Support to Develop Academic Skills.** Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students’ cognitive and academic skills. (NASP 2.3)

Students will demonstrate the ability to:

* establish and maintain effective relationships with the recipients of (school) psychological services (APA)
* develop evidence-based intervention plans specific to the service delivery goals (APA).
* implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables (APA).
* demonstrate the ability to apply the relevant research literature to clinical decision making (APA).
* modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking (APA),
* evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation (APA).

**4: Interventions and Mental Health Services to Develop Social and Life Skills**. Students will demonstrate knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students’ social, emotional, and behavioral health and well-being. (NASP 2.4)

Students will demonstrate the ability to:

* establish and maintain effective relationships with the recipients of (school) psychological services (APA)
* develop evidence-based intervention plans specific to the service delivery goals (APA).
* implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables (APA).
* demonstrate the ability to apply the relevant research literature to clinical decision making (APA).
* modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking (APA),
* evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation (APA).

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| **Essential Components Across Academic Interventions, Counseling Cases, and Behavior Interventions (Tier 1, 2, & 3)** | | | | |
|  | **0 – Absent** | **1 - Developing** | **2- Proficient** | **3-Exemplary** |
| Describe student strengths/interests | Student strengths/interests are not described and/or are not considered in intervention development. | Student strengths/interests are partially described, and/or considered in intervention development. | Student strengths/interests are sufficiently described and considered in intervention development. | Student strengths/interests are expertly described and considered in intervention development. |
| Summarize concerns | A precise problem statement is provided that includes (a) few elements (e.g. 0-1) with sufficient detail, (b) minimal link back to extant and initially collected data sources, and/or (c) misses or inappropriately identifies a hypothesis regarding function(s) of problem. | A precise problem statement is provided that includes (a) some elements (e.g. 2-3) with sufficient detail, (b) some link back to extant and initially collected data sources, and/or (c) identification of a hypothesis regarding function(s) of problem somewhat supported by data. | A precise problem statement is correctly provided that (a) includes most elements (e.g. 4-5) with sufficient detail, (b) lins back to extant and initially collected data sources, and (c) identification of a hypothesis regarding function(s) of behavior supported by data. | A precise problem statement is expertly provided that includes (a) all elements (who, what, where, when, why, how often) with sufficient detail, and (b) link back to extant and initially collected data sources (e.g., ODRs, CBM, grades, attendance, interviews, self-report, record review, observations, etc.) with description of similarities and differences, and (c) detailed identification of hypothesis regarding function(s) of behavior supported by detailed data. |
| Develop data collection methods for student outcomes | Data collection methods missing. | Data collection methods are provided but not sufficiently specified, and/or do not facilitate progress monitoring of relevant student outcomes. | Data collection methods are specified and generally appropriate, but may not facilitate regular progress monitoring of relevant student outcomes. | Data collection methods are specified and appropriate, and facilitate regular progress monitoring of relevant student outcomes. |
| Interpret baseline data | No interpretation of baseline or progress monitoring data is present. | Baseline data are addressed, but interpretation is lacking clarity or accuracy. | Baseline data are addressed. Interpretation of data is mostly clear and accurate. | Baseline data are addressed and interpretation of data is clear and accurate. |
| Select intervention and rationale for selection | Intervention is not identified OR is identified but not appropriate. Rationale for treatment plan/ intervention not linked to concerns. | An intervention is identified, but is not the most appropriate for the case, and rationale for intervention is somewhat linked to concerns. | An intervention is identified and is appropriate for the case, and rationale for intervention is linked to concerns. | An intervention is identified that is highly appropriate for the case, and rationale for intervention selection is explicitly and logically linked to concerns. |
| Develop an intervention plan to address the primary problem | An evidence-based intervention includes very few of the following: (a) a specific timeline for progress monitoring based on best practices, (b) a logistical action plan with timelines, (c) short-term SMART goals based on baseline data, (d) long-term SMART goals based on baseline data, and (e) components that align with best-practice interventions for the identified concern (e.g., behavior support plans include prevention, teaching/replacement, reinforcement, and consequence strategies). | An evidence-based intervention plan includes some (e.g., 2) of the following: (a) a specific timeline for progress monitoring based on best practices, (b) a logistical action plan with timelines, (c) short-term SMART goals based on baseline data, (d) long-term SMART goals based on baseline data, and (e) components that align with best-practice interventions for the identified concern (e.g., behavior support plans include prevention, teaching/replacement, reinforcement, and consequence strategies). | An evidence-based intervention plan includes most of the following: (a) a specific timeline for progress monitoring based on best practices, (b) a logistical action plan with timelines, (c) short-term SMART goals based on baseline data, (d) long-term SMART goals based on baseline data, and (e) components that align with best-practice interventions for the identified concern (e.g., behavior support plans include prevention, teaching/replacement, reinforcement, and consequence strategies). | An evidence-based intervention plan is described in detail, and includes all of the following with sufficient detail: (a) a specific timeline for progress monitoring based on best practices, (b) a logistical action plan with timelines, (c) short-term SMART goals based on baseline data, (d) long-term SMART goals based on baseline data, and (e) components that align with best-practice interventions for the identified concern (e.g., behavior support plans include prevention, teaching/replacement, reinforcement, and consequence strategies). |
| Train implementers (if applicable) | A plan for training relevant implementers and additional data collection is not provided. | A plan for training relevant implementers is provided, but it is unclear or not complete. | A brief plan for providing appropriate training to relevant implementers is provided. | A detailed plan for providing training (e.g., modeling, role play and feedback) to relevant implementers is provided . |
| Communicate with relevant school stakeholders (i.e. school, family, community) | Evidence of communication with relevant stakeholders not described. Strategies for generalizing  skills to other settings are not addressed. | Evidence of irregular (e.g. less than monthly) communication with relevant stakeholders described.  Strategies for generalizing  skills to settings are partially addressed and a plan is documented. | Evidence of semi-regular (e.g. monthly) communication with relevant stakeholders described. Strategies for generalizing  skills to settings are mostly addressed and a plan is documented. | Detailed plan described for regular (e.g. weekly to every other week) communication with relevant stakeholders regularly (e.g., weekly to every other week). Strategies for generalizing skills to other settings are addressed and a plan is documented, if applicable. |
| Intervention Process Factors and Logistics Described  **[FOR COUNSELING CASES ONLY]** | Two or more of the logistics and process factors listed in the “Proficient” category is missing. | One of the logistics and process factors listed in the “Proficient” category is missing. | The following logistics and process factors of the counseling intervention are documented: (a) Clear and concise description, (b) -Number, location, and duration of sessions, (c)  -Materials needed, (d) Communication of plan with parents and teachers, (e) How rapport is gained and maintained, and (f) How limits of confidentiality are discussed | In addition to meeting items listed in the “Proficient” category, supplemental information such as process notes, intervention materials, worksheets, activity summaries, etc. are included. |
| Evaluate treatment fidelity | Fidelity data not collected or only qualitative data reported. Treatment integrity tool used not provided. Tool and method of collecting fidelity data not described. | Minimal data are reported, with tool and method of fidelity data collection somewhat described, and/or not aligned with the intensity of the case. | Fidelity data were collected semi-regularly (e.g., bi-weekly). Tool, method and frequency of fidelity assessment reasonably described and aligned with the intensity of the case. | Fidelity data were collected regularly (e.g., weekly). Toll and method of collecting fidelity data well described, and frequency of fidelity assessment fully aligned with the intensity of the case, and further implementation support was provided if indicated. |
| Summarize progress monitoring data | Progress monitoring data missing. | Progress monitoring data collected irregularly (e.g., monthly) during the case study. Data may not be presented in graphical form. | Progress monitoring data taken semi-regularly during the case study (e.g., weekly to every other week). Data presented clearly and in graphical form. Data evaluated between baseline and intervention phases. | Progress monitoring data taken regularly throughout the course of the case study (e.g., weekly to daily). Data presented clearly and in graphical form. Level, trend, and variability described for baseline and intervention phases. |
| Decisions about intervention change | Decisions about intervention change are not provided (e.g. not based on data, no rationale for change). | Decisions about intervention change are made, but not fully appropriate based on interpretation of student outcome and treatment integrity (e.g. intervention changed completely versus small adjustments, no change despite poor outcomes and fidelity). | Decisions about intervention change are made, and are generally appropriate based on interpretation of student outcome and treatment integrity data. | Decisions about intervention change are made, and are appropriate based on accurate interpretation of student outcome and treatment integrity data. |
| Style, Clarity, & Communication | Case study includes many (communication errors (as listed in Exemplary column) . | Case study includes several communication errors (as listed in Exemplary column). | Case study includes minimal communication errors (as listed in Exemplary column). | Case study is organized, easy to understand, meaningful, and edited (i.e. free of errors, formatted appropriately). |