

PSYCHOLOGY DEPARTMENT CAL-POLY HUMBOLDT

SCHOOL PSYCHOLOGY PROGRAM

PORTFOLIO HANDBOOK

2024

Table of Contents

3	Portfolio Project Policy
6	Portfolio Overview
7	Potential Portfolio Products
8	Portfolio Plan Template
15	Portfolio Defense Format
17	Impact Analysis Overview
18	Impact Analysis Format
19	Impact Analysis Hypothesis Development
20	Impact Analysis: Appropriate Goals
21	Impact Analysis: Intervention Effectiveness
22	Impact Analysis: Treatment Integrity Protocols
22	Impact Analysis: Evidence Based Interventions
23	Impact Analysis Resources

Policy

School Psychology Portfolio Project

California state law requires that all students enrolled in a graduate degree program complete a thesis, a project, or a comprehensive examination as part of their degree requirements. Each candidate for the M.A. degree with a specialization in school psychology is required to complete Mini-Portfolio Project immediately prior to beginning the internship experience and a Final Portfolio Project for his or her M.A. culminating experience at the conclusion of the internship experience. The portfolio represents the presentation of students' education, training and development as a specialist-level professional school psychologist. The Cal-Poly Humboldt School Psychology Student Portfolio is designed to assist each graduate student to demonstrate evidence of sufficient experience and competence as a beginning school psychologist. The portfolio includes sections for describing and documenting education and training, as well as examples of work products, reflection papers, and evaluations of all aspects of training as a professional school psychologist. Opportunities to demonstrate competence will come from courses as well as practica and internship experiences. The rigor of the Mini-Portfolio Project and the Final Portfolio Project should be akin to a traditional Master's level thesis. Portfolios are maintained electronically using the portfolio management tool *Taskstream*.

Each student portfolio must demonstrate abilities that exemplify the goals for training established by the Cal-Poly Humboldt program. All standards for professional training contained in the California Commission on Teacher Credentialing *Standards of Program Quality and Effectiveness* (CCTC, 2020), and the National Association of School Psychologists *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2020) are embedded within program courses and field-based experiences. The portfolio serves the following three distinct purposes in the Cal-Poly Humboldt training program:

1. **Mini-Portfolio Project** (Formative Student Evaluation)

First, the portfolio is used for formative evaluation for each graduate student. As a formative tool, it must be able to document the changes in knowledge and professional expertise or understanding that take place during training. It is expected that initial work products will reflect less than perfect knowledge, understanding and skill. It is expected that beginning students will produce work that is less well developed than more advanced students and interns. Faculty, supervisors and professional colleagues able to review an individual's work over time will evaluate changes in quality or sophistication of professional work. Graduate students will also describe changes in their development, as they reflect on the increased understanding or skill that produce changes in the quality of their professional work over time.

In the 1st semester, each student will begin work on her/his portfolio project. A Cal-Poly Humboldt faculty member will serve as a mentor and advisor regarding each student's professional portfolio development. Guidance and feedback regarding the quality of each student's portfolio will be provided. It is the advisor's responsibility to make certain that each student develops a plan for completing work of sufficient quality and breadth during each semester of graduate training.

Students will enroll in 1 unit of Psychology 692 (Portfolio Project) during their 1st semester in the program, respectively. Students will also enroll in 6 units of Psychology 783 (Practica) during their 3rd and 4th semesters in the program, providing a field-based experience in the practice of school psychology that will offer an opportunity to learn all skills presented during formal coursework. **All Mini-Portfolio products must be submitted to TaskStream one month in advance of the scheduled defense date and students must notify the faculty on their committee via email at the time of submission. Each student's Mini-Portfolio committee consists of two members of whom must be current program faculty. Students must submit 12 portfolio products, with each product satisfying a maximum of 3 domains of practice. Two of these products must include an impact analysis. One impact analysis must describe an academic intervention and the other describe a behavioral intervention.**

Following successful completion of all program courses, 540 hours of practica, a *Taskstream Practice* Portfolio, and a successful oral defense of the Mini-Portfolio, a student will be recommended for an internship credential issued by the California Commission on Teacher Credentialing, as described above. **This defense will be a total of 30 minutes- 15 minutes of student presentation, 10 minutes of questions from the committee, and 5 minutes for deliberation and student notification of the outcome of his/her oral defense. All students must physically attend the oral defense of their Practice Portfolio Project. This defense is scheduled by faculty and occurs during finals week in the student's fourth semester. Students who are unsuccessful defending their practice portfolio will receive an "Incomplete" grade for PSYC 692 and be required to complete remediation assignments related to their portfolio products. The "Incomplete" grade will be changed with the registrar upon satisfactory completion of the remediation assignments and recommendation for the internship credential via the CTC will occur.**

2. Final Portfolio Project (Summative Student Evaluation)

During the internship, each student completes their Final Portfolio Project containing work products produced during the internship that demonstrate professional competence in each of the Cal-Poly Humboldt defined Domains of School Psychological Knowledge and Practice. These products are considered by the intern to be examples of their best work in each domain area. **All Final -Portfolio products must be submitted to TaskStream one month in advance of the scheduled defense date and students must notify the faculty on their committee via email at the time of submission. Each student's Final-Portfolio committee consists of two members of whom must be current program faculty. All students must physically attend the oral defense of their final Performance Portfolio Project. The final defense occurs by the last day of finals week of their final semester of internship.**

Prior to recommending a student for a California credential as a school psychologist and an M.A. degree in Psychology, a careful review of this entire portfolio will be made will be made the portfolio committee and students will present their portfolio during a public oral defense. **This defense will be a total of 60 minutes- 30 minutes of student presentation, 15 minutes of questions from the committee, and 15 minutes for deliberation and student notification of the outcome of his/her oral defense.** The intern's university supervisor/portfolio advisor will chair the committee. The Program Director or his/her designee will serve on all culminating review committees. Upon the successful completion of this examination, the M.A. degree will be awarded, and a recommendation submitted to the California Commission on Teacher

Credentialing that the student be issued a Pupil Personnel Services Credential with an authorization as a School Psychologist.

Students must submit a minimum of four portfolio products, with each product satisfying a maximum of 3 domains of practice. Two of these products must include an impact analysis. One impact analysis must describe an academic intervention and the other describe a behavioral intervention.

Students who do not successfully defend their portfolio project during their assigned defense time will receive “Incomplete” grades for PSYC 692 and PSYC 693-Comprehensive exam. These students must register for PSYC 692 and PSYC 693 during the summer session immediately following their original defense time. The formal defense must then occur before grades are due to the registrar during the summer session. Failure to successfully defend the portfolio within this timeline will result in “failure” grades for PSYC 692 and PSYC 693 and discontinuation of enrollment in the school psychology program.

Portfolio Overview

Mini-Portfolio/Initial Portfolio

Total Number of Products: 12

Product Acquisition Timeline: Semester 1 through semester 4

Required Impact Analyses: 1 academic; 1 behavioral

Products X Domain: Each product satisfies a maximum of 3 Domains of Practice

Defense: Final's week/4th semester; non-public

Committee: Two school psychology faculty members; Program Director default member

Internship-Portfolio/Final Portfolio

Total Number of Products: 4 at minimum

Product Acquisition Timeline: Internship/ Semester 5 & Semester 6

Required Impact Analyses: 1 academic; 1 behavioral

Products X Domain: Each product satisfies a maximum of 3 Domains of Practice

Defense: Final's week/4th semester; public

Committee: Two school psychology faculty members; Program Director default member

Potential Portfolio Products

Mini-Portfolio/Initial Portfolio

- Psychoeducational reports* from PSYC 616, 617, 651, 652, 608
- Research proposal/small n case design from PSYC 641
- Individual/group mental health intervention* from PSYC 659
- Case studies from PSYC 669
- Consultation project* from PSYC 607
- Special Populations Brochure from PSYC 608
- FBA & PBSP* from PSYC 655
- My Culture Paper from PSYC 676
- Research paper from PSYC 518
- School based interviews from PSYC 605, 606
- Psychoeducational reports* completed while on practicum
- Academic impact analyses* completed while on practicum (must follow Impact Analysis write-up format)
- Behavioral/social-emotional impact analysis* completed while on practicum (must follow Impact Analysis write-up format)

Internship-Portfolio/Final Portfolio

- Psychoeducational reports*- initial & triennial
- Individual counseling logs* & write-up (minimum of 5 sessions)
- Group counseling logs & write-up* (minimum of 5 sessions)
- Consultation with teacher logs & write-up* (minimum of 5 sessions not including closure)
- Schoolwide policy/program development logs & artifacts
- In-service presentation & artifacts (must be primary or co presenter)
- Pre-referral or intervention team logs*(must be an established member of the team)
- FBA and PBSP*
- Direct Crisis Intervention & Follow-up* (must include logs & write-up)
- Parent education training (must include scope, logs, & artifacts)
- Parent newsletter/mass media communication (must include scope and artifacts)
- Direct support: academic interventions* (must include logs & write-up)
- Academic impact analysis* (must follow Impact Analysis write-up format)
- Behavioral/social-emotional impact analysis* (must follow Impact Analysis write-up format)

***Note: Products must be sanitized to remove all identifying information pertaining to the student, teacher, and family.**

Portfolio Plan Template

The second year Portfolio Plan Template is to be completed during the fall semester of practicum and forwarded to your instructor for spring PSYC 692.

2nd Year Portfolio Plan Template (6/2022)

Use this template to describe the portfolio products that you intend to present during your mini defense in May. You must have a total of 12 products for your mini-defense, including 1 social-emotional/behavioral impact analysis and 1 academic impact analysis. Note 4 of these 12 products were already submitted during year 1.

Use the outline below to describe your remaining 8 products. Remember that each product can satisfy a maximum of 3 domains of practice and that all 10 domains of practice must be represented in your products.

Product 1

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Proposed Evaluator:

Proposed due date:

Product 2

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Proposed Evaluator:

Proposed due date:

Product 3

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Proposed Evaluator:

Proposed due date:

Product 4

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Proposed Evaluator:

Proposed due date:

Product 5

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Proposed Evaluator:

Proposed due date:

Product 6

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Impact Analysis								
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*Domains – 1. Psychological Foundations; 2. Educational Foundations; 3. Legal, Ethical, and Professional Foundations; 4. Data-Based Decision Making and Accountability: Assessment/Intervention/Evaluation of Cognitive and Academic Skills; 5. Data-Based Decision Making and Accountability: Assessment & Intervention for Socialization, Emotional, Behavioral, and Life Skills; 6. Consultation and Collaboration; 7. Mental Health; 8. Human Diversity in Development and Learning; 9. Family, School, and Community Collaboration; and 10. Research and Technology.

3rd Year Portfolio Plan Template (06/2022)

Your name:

Committee chair:

2nd committee member:

Anticipated defense date: **Spring Semester Final Exam Week- Time to be assigned**

Please provide clear descriptions of your products below. A minimum of 4 products are required including 1 social emotional/behavioral impact analysis and 1 academic impact analysis.

Product 1

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis.

Proposed deadline for submission

Product 2

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis.

Proposed deadline for submission

Product 3

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis.

Proposed deadline for submission

Product 4

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis.

Proposed deadline for submission

Product 5

Describe what this product is about.

Explain what domains would be covered by this product with a rationale.

Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis.

Proposed deadline for submission

In the following table, please mark a V for domains/impact covered by each of the proposed products.

	Products							
Domain*	Product 1	Product 2	Product 3	Product 4	Product 5	Product 6	Product 7	Product 8
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Impact Analysis								

*Domains – 1. Psychological Foundations; 2. Educational Foundations; 3. Legal, Ethical, and Professional Foundations; 4. Data-Based Decision Making and Accountability: Assessment/Intervention/Evaluation of Cognitive and Academic Skills; 5. Data-Based Decision Making and Accountability: Assessment & Intervention for Socialization, Emotional, Behavioral, and Life Skills; 6. Consultation and Collaboration; 7. Mental Health; 8. Human Diversity in Development and Learning; 9. Family, School, and Community Collaboration; and 10. Research and Technology.

Portfolio Defense Format

2nd Year Portfolio Defense Format (4/2019)

Each of you have a 30-minute time limit for your defense. Please follow the following format to ensure that you can complete your defense in the time allowed.

- 1) You will have 15 minutes for the presentation of your products with 10 minutes allowed afterwards for questions and 5 minutes for deliberation.
- 2) Following the 15-minute presentation and 10 minutes of questioning, you will be asked to leave the room for the committee to deliberate the results.
- 3) You are allowed a maximum of 10 power point slides with 28 point font.
- 4) Organize your products into 3 categories- Evaluation, Intervention, and Impact Analyses.
- 5) When discussing products in the Evaluation and Intervention categories, emphasize why you chose your products and how they satisfy the subsequent domains of practice.
- 6) Use 1 slide for each graph of your impact analyses. Be sure to include graphs of pre and post test data. Describe your intervention and its support from the literature. Share the impact of your intervention via PND calculation. Speculate how the intervention could be improved. Comment on the fidelity of the intervention. Review threats to internal validity.
- 7) Bring a printout of your product X domain table for the committee to review while you are presenting.

3rd- Year Portfolio Defense Format (4/2019)

You have 30 minutes to present your products. There will be 15 minutes of questions afterwards and then you will be asked to leave the room while the committee deliberates your progress. You will then be asked to rejoin the committee to learn of your results. The entire process will not exceed an hour.

Your presentation will be in power point format. There is no limitation on the number of slides. Please bring a copy of the table of the 10 domains of practice with your products indicated for the committee to refer to during your presentation.

General format:

- 1) Provide an overview of each of your products. Why did you choose each product? Which domains does the product satisfy? Highlight a noteworthy characteristic of your product.

2) Review your impact analyses. Be sure to include graphs of pre and post test data. Describe your intervention and its support from the literature. Share the impact of your intervention via PND calculation. Speculate how the intervention could be improved. Comment on the fidelity of the intervention. Review threats to internal validity.

Please remember that your committee has already reviewed your products, so please do not spend the majority of your time reiterating details from psychological reports.

3) Be sure to provide your committee members with a copy of the Product X Domain Table at the time of your defense.

Product X Domain Table

Domain*	1	2	3	4	5	6	7	8
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Impact Analysis								

*Domains – 1. Psychological Foundations; 2. Educational Foundations; 3. Legal, Ethical, and Professional Foundations; 4. Data-Based Decision Making and Accountability: Assessment/Intervention/Evaluation of Cognitive and Academic Skills; 5. Data-Based Decision Making and Accountability: Assessment & Intervention for Socialization, Emotional, Behavioral, and Life Skills; 6. Consultation and Collaboration; 7. Mental Health; 8. Human Diversity in Development and Learning; 9. Family, School, and Community Collaboration; and 10. Research and Technology.

Impact Analyses Overview

Introduction

Your impact analyses are intended to demonstrate your capacity to use problem-solving methods effectively to make data-based decisions that have a measurable positive impact on the student served. Practicum students and Interns must complete two case studies during the academic year: one on a social/emotional or behavioral intervention and the other on an academic/educational intervention. Each impact analyses culminates in a written report that is reflective of deep analysis of each case in a problem-solving framework.

Why impact analyses?

- It is a method that facilitates the meaningful & accurate assessment of evidence based & socially valid interventions & evaluating the effectiveness of them.
- It uses an AB design methodology (baseline data collection and intervention)
- It is well suited for RTI models at tiers 2 & 3 for students requiring greater support & intervention.
- It facilitates the use of empirically validated intervention and ongoing progress monitoring
- It provides a clear venue to demonstrate your competency at designing and evaluating an evidence-based intervention for an appropriately identified academic, behavioral, and/or social-emotional difficulty.

Effective case study reports have the following characteristics:

- explicitly outline and discuss the consultation and collaboration process used to achieve this intervention
- describe the research and/or theoretical support for the use of the intervention (or tools at various points of the problem-solving process)
- ensure that data is visually displayed to demonstrate positive impact

Examples of intervention cases appropriate for a case study:

- A 4th grade boy identified as underachieving in reading due to poor reading fluency.
- A middle school student with underdeveloped math calculation skills.
- A recently completed a re-evaluation of a 14 y/o girl (qualified under ED) who continues to engage in aggressive behavior; you are co-leading a group that teaches coping strategies (DBT skills) and she is planning to participate.
- A 2nd grade boy with ASD is having difficulty making friends and you have been asked to individually work with him on anxiety and social skills.
- A 7th grade student struggling with organizational skills.
- A kindergarten student suspected of having underdeveloped phonological awareness skills.
- Sophomore female student is missing 3 out of 5 days of school per week, struggling in math and experiencing anxiety. She has been referred for evaluation/IEP.
- A high school student on CICO because of noncompliant behaviors & missing assignments.

Impact Analysis Format

All impact analyses have a minimum of 8 data points, not including baseline or pretest.

- 1. Problem Identification: identify and define the problem**
 - a. The process or avenue by which problem was identified is described (i.e. screening? referral?) is articulated.
 - b. The problem is collaboratively and operationally defined.
 - c. A baseline for the student behavior/academic skill is established using sufficient data from more than one source (e.g. direct behavior observation, teacher rating, interview, standardized measure, etc.).
 - d. Discrepancy between current and desired level of performance is explained.
 - e. Student behavior is identified as a skill and/or performance deficit.

- 2. Problem Analysis: identify measurable goals**
 - a. Hypotheses are generated through collaboration with teacher and/or parent.
 - b. There are multiple sources of “data” that converge on each proposed hypothesis.
 - c. Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).
 - d. Goals are specifically linked to evidence-based instructional strategies.
 - e. Goals for Academic IA’s are included for each hypothesis and established via Benchmark or ROI formulas.
 - f. Hypotheses statements include the time, intervention, and desired outcome.

- 3. Intervention: develop & implement intervention (directly or indirectly)**
 - a. Intervention(s) selected is based on data from problem analysis, hypothesis testing, and review of research.
 - b. Intervention(s) selected is evidence-based.
 - c. Intervention(s) is developed in collaboration with school and family partners.
 - d. Intervention(s) reflects sensitivity to individual differences, resources, classroom, practices & other system issues.
 - e. Intervention integrity and fidelity of implementation is monitored and data are provided to ensure that it is implemented as designed. *Overall intervention fidelity is reported.*
 - f. Acceptability of intervention is considered and measured.
**Counseling Interventions must include a minimum of five (5) progress and/or session notes.*
**Consultation/collaboration and family/school/community products must include a minimum of five (5) progress and/or session notes.*

- 4. Evaluation: Use appropriate ongoing assessment & progress monitoring**
 - a. Progress monitoring data is charted and includes student performance trend lines, and/or goal lines.
 - b. Each hypotheses is addressed via visual analysis of the trendline, Percent Non-overlapping Data (PND) technique (or other indicator of effect size), comparison of pre-post-test means (when available), and effectiveness in meeting the goal.
 - c. Data are used to inform further problem solving and decision-making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).
 - d. Recommendations for future intervention (based upon collaborative examination of effectiveness data) are discussed

Impact Analyses: Hypotheses Development

Both your social-emotional/behavioral academic impact analyses will typically have more than one (1) hypothesis. Hypotheses statements include the time, intervention, and desired outcome. Each hypothesis must be individually presented in the Problem Analysis section and addressed in the Evaluation section of the impact analysis. Hypotheses are addressed via the analysis of quantitative data. *With Academic IAs, Goal statements will be listed before each hypothesis.* Goal statements are established via Benchmark or ROI formulas. Sample hypotheses statements follow.

Social-Emotional/Behavioral IA:

Problem Analysis Hypothesis statement

H1: After 9 counseling sessions utilizing the Trails to Wellness curriculum, there will be a 14-point decrease between the pre and post test scores of parent ratings on the MASC-2 Social Anxiety: Total score.

Evaluation Hypothesis statement

H1: After 9 counseling sessions utilizing the Trails to Wellness curriculum, there will be a 14-point decrease between the pre and post test scores of parent ratings on the MASC-2 Social Anxiety: Total score.

This hypothesis was not supported by the data as there was only a 6-point difference between the pre and post test scores of parent ratings on the MASC-2 Social Anxiety: Total score.

Academic IA:

Problem Analysis Goal and Hypothesis statement

G1: Beginning of the year strategic support benchmark for the DIBELS NWF is 41 CLS. Betty's pretest NWF-CLS is 23 (intensive support). Using the Default ROI (1.4), the goal is 39.8 CLS after a 12-week intervention.

H1: There will be an 18 sound increase in the DIBELS Nonsense Word Fluency CLS score after 12 sessions of UFLI intervention.

Evaluation Hypothesis statement

H1: There will be an 18 sound increase in the DIBELS Nonsense Word Fluency CLS score after 12 sessions of UFLI intervention.

This hypothesis was supported by the data as there was a 35-CLS increase between the DIBELS Nonsense Word Fluency pre and post-test data. All data collected exceeded the pre-test score, thus yielding a PND of 100%.

Academic Impact Analyses: Appropriate Goals.

Method 1: Benchmark Goal

- Identify the grade-level Strategic Support (yellow) benchmark scores for beginning/winter or winter/spring.
- Consider the time of year for your intervention. After 12 weeks of intervention, is it likely that the student will reach benchmark?
- Benchmark formula: $(\text{Benchmark wrcpm} - \text{student pretest wrcpm}) / \text{number of weeks in the intervention}$. The result is the ROI (rate of improvement).
- Example: DIBELS 2nd grade Beg Word Reading fluency – Words Read Correct data
 - $26 - 13 / 12 = 1.08$ words increased per week.
- Is this rate of improvement realistic given the student's related information?
- ROI's: Default = 1.4; Lower = 1.0; Higher = 1.6 – 1.8

Method 2: ROI Goal

- Which ROI will allow the student to close the gap during the length of your intervention?
- ROI's: Default = 1.4; Lower = 1.0; Higher = 1.6 – 1.8
- Goal = $(\text{ROI} \times \# \text{ weeks in intervention}) + \text{Pretest score}$
- Example $39.8 = (1.4 \times 12) + 23$
- Goal = 39.8 CLS after 12 weeks of intervention

Method 3: Intra-Individual Framework

- Identify student's current/previous ROI using 6-9 weeks of data.
- Intra Formula: Goal = $(\text{ROI } 6 \text{ to } 9 \times \# \text{ of weeks in intervention}) + \text{pretest score}$.
- Example $25 = (1.0 \times 12) + 13$
- Goal = 25 word reading fluency score after 12-week intervention.
- Is this goal realistic given the student's related information?
- Does this goal help to close the gap between benchmarks?

Impact Analyses: Determining Intervention Effectiveness

To determine the effectiveness of the impact analyses intervention, practicum students and interns may use the Percent Non-overlapping Data (PND) method. This method works for addressing effectiveness with different types of data collection. This method involves identifying the highest baseline point and comparing the number of intervention points that exceed the highest baseline point (non-overlapping) and calculating the proportion of non-overlapping to the total number of intervention points. There can be no intervention targets with zero baseline points and there must be a minimum of 8 data points.

Sample calculation: 8 data points collected in total. All data are WRCPM.

55 (baseline)

53

52

51

59

55

60

61

Three data points are ≤ 55 **not including the baseline**. Four data points are > 55 . $4/7 = 57\%$. This intervention had a PND of 57% suggesting minimal effect.

All practicum students and interns should strive for intervention success that is .80 or higher. Our effectiveness rating system for Percent Non-overlapping Data is as follows:

Percent Non-overlapping Data (PND) Effectiveness Rating Guide

.90+	Highly Effective
.70-.89	Moderately Effective
.50-.69	Minimally Effective
<.49 and below	Ineffective

Impact Analyses: Treatment Integrity Protocols/Fidelity Checklists

Both academic and social-emotional/behavioral impact analyses require Treatment Integrity Protocols. Examples of these protocols follow. See RTI Action Network for further examples. <http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols>.

Impact Analysis: Intervention Documentation

<http://www.rtinetwork.org/images/content/downloads/get%20started/interventionschart.pdf>

Impact Analyses: Evidence Based Interventions

What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Evidence Based Intervention Network <https://education.missouri.edu/ebi/>

Illinois School Psychologists Association: Menu of Interventions
https://www.ilispa.org/assets/docs/ResourceLibrary/Natalie%20Nordlund_Menu%20of%20Academic%20Interventions1.pdf

National Association of School Psychologists: Resources <https://www.nasponline.org>

Impact Analyses: Resources

NASP- Impact Analysis Resources

- Burns, M. K. (2010). Formative evaluation in school psychology: Fully informing the instructional process. *School Psychology Forum: Research in Practice*, 4, 22–33.
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- Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M., & Shadish, W. R. (2010). Single-case designs technical documentation. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.
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