5342 Anchor Assignment: EBP Case Study

(Extensive Support Needs, 100 points, Individual)

The purpose of this assignment is to research, apply, and implement (if possible) an evidence-based practice (EBP) to support the academic, social, communication, and/or behavior skills of a student with extensive support needs.

This assignment is

1. Research-based: You will develop your intervention following guidelines for research-based implementation steps. You will cite appropriate sources as you create the product and plans for your case study.
2. Applied: You will translate the EBP into classroom practice for a specific student, develop a product and write an implementation, reinforcement and data collection plan. You will then implement the EBP with your identified student, based on your plan.

All requirements for this assignment will be demonstrated in an APA-style written report. We will be learning about these EBPs throughout the course. The steps to complete this assignment will be scaffolded in synchronous and asynchronous sessions. You may not successfully pass the course without receiving a grade of 73% or better on the course anchor assignment even if your overall score is a passing grade.

Complete a typed report about your project, following the outline below. Follow APA style for formatting and references. Submit your report uploaded as an attached file or link to Google/One drive folder to Canvas. Please combine your documents into a single file or into a single Google or One drive folder with files labeled in order. For help go to Adobe Helpdesk. Write your report with these sub-sections (like a mini-research study):

1. **Follow APA format for your report (deductions only):**
    a. Use the following headings to organize your report
        i. Title page
        ii. Purpose or Introduction
        iii. Participants
        iv. Research Base and Methods
        v. Results: Implementation and Outcomes
        vi. References
        vii. Appendices
    b. See writing guidelines in the syllabus.
    c. See OWL at Purdue APA formatting and style guide.

d. Start your paper with a cover page. Make your title descriptive of your project.
e. Bias-free language is required. For most assignments, you should use people-first language unless you are working with students/families who prefer identity-first language.

Helpful Resources for this Assignment

- AFIRM Modules (see list of EBPs) and Resources from Class
  - Step-by-step guides
  - Data collection and planning forms
  - Implementation Fidelity Checklists (to give general outline of implementation plans--You need to individualize these, include reinforcement plans, and include prompting as appropriate)
- Rubric: See Canvas
- 5342 EBP Case Study Mentor Teacher Permission.pdf
- 5342 EBP Case Study Parent Permission .pdf

Case Study Step or Written Report Section	What do I do?	How do I write this up?	Week to Complete This
Title Page	Create an APA style title page	Follow APA guidelines for student papers	Final Draft
Purpose	Introduce the case study written report	See Purpose (deductions if missing)	Final Draft
Participants (CalTPA Cycle 1 Support: Focus Student 2)	Identify a Focus Student and **obtain signed permission** Gather Background Information Determine a Target Skill or Behavior	See Participants (10 points) See Determine a Target Skill or Behavior.	Week 4 Weeks 4-5 Week 5
Select an EBP	Choose an EBP from the list provided Learn more about the EBP by reviewing specific resources and going back to any weeks we covered this in class	See Select an evidence-based practice	Weeks 6-7

Case Study Step or Written Report Section	What do I do?	How do I write this up?	Week to Complete This
Research Base and Methods (CalTPA Cycle 1 Support: Focus Student 2)	Describe your selected EBP, rationale for choosing it, and how your product and plans follow the guidelines	See Research Base and Methods (20 points)	Weeks 8-10
Write an IEP goal	Write a complete IEP goal for the target skill or behavior. **Collect baseline data for this IEP goal, if you plan to implement the EBP**	See Write an IEP goal (5 points)	Weeks 8-10
Create an Original Product	Follow guidelines to create a product that aligns with the EBP. Develop the product and then write about this in the Research Base and Methods Section	See Create an original product. See Research Base and Methods (20 points)	Weeks 8-10
Develop an implementation, reinforcement, and data collection plan	Follow EBP guidelines Individualize this for your case study student Create the plans and then write about this in the Research Base and Methods Section	See Write a step-by-step implementation, reinforcement, and data collection plan. See Research Base and Methods (20 points)	Weeks 8-10
Implement the EBP and collect data	Follow your implementation, reinforcement, and data collection plan Aim for at least 5-10 days of implementation Take notes and collect data during implementation	See Results: Implementation and Outcomes (15 points)	Weeks 11-13

Case Study Step or Written Report Section	What do I do?	How do I write this up?	Week to Complete This
Results: Implementation and Outcomes	Describe your implementation Analyze outcomes Discuss response from participants Reflect on the process	See Results: Implementation and Outcomes (15 points)	Weeks 11-13
Generalization, Transfer, and Maintenance Plan (CalTPA Cycle 2 Support)	Plan for next steps and higher order thinking	See Generalization, Transfer, and Maintenance Plan (10 points)	Weeks 11-13
References	Write a Reference list in APA format; include all APA in-text citations from your report	See References (deductions only)	Weeks 8-10 (with Research Base and Methods section)
Appendices	Copy of Original Product Implementation, Reinforcement, and Data Collection Plan Data Collection Sheets	See Appendices (40 points)	Weeks 8-10 Complete data collection sheets as you implement the plan; include **completed** sheets in the Appendix

Assignment Steps and Report Guidelines

1. **Purpose (deductions if missing)**
    a. Introduce your report by stating its purpose (e.g., "The purpose of this report is to demonstrate the use of [evidence-based practice] with a student with [type of disability] who has needs in" [specify the academic, social, or communication skill you are targeting]).

2. **Participants[1] (10 points)**
    a. **Identify a focus student with extensive support needs who**
        i. Has more than one identified disability (e.g., intellectual disability and orthopedic impairment, autism and speech and language impairment, autism and intellectual disability, emotional/behavioral disorder and SLI, etc., and/or
        ii. received and/or is receiving related services (e.g., GATE, occupational therapy, speech/language services) due to identified needs in the IEP
        iii. If you are an intern/STSP/PIP, you can use a student from your own class. If you are not a teacher of record, you can network with classmates, personal/professional contacts, or develop a case study using one of the videos provided for fieldwork observations (e.g., Axel, Thaysa, Samuel, or Kelsey). Examples of academic needs will be in one of the core areas: literacy (reading, writing, pre-literacy skills), mathematics, science, or in academic vocabulary. Social/communication skills might include: improving speech or using AAC to communicate; conversation skills; asking for help; friendship skills (sharing, turn-taking, playing with a friend); following a schedule; etc.
        iv. If you are not in a setting, your focus student will be Thaysa, Axel, Samuel, or Kelsey.
        v. Gather as much background information on the videos that you can.
    b. Obtain permission to work with the student
        i. 5342 EBP Case Study Mentor Teacher Permission.pdf
        ii. 5342 EBP Case Study Parent Permission .pdf

    c. **Gather sufficient background information**, so that you know the student's assets, learning needs, and present levels of performance (PLOP) in **academic areas, behavior, communication, and social skills.** Consult the following sources:
        i. Supervising/mentor teacher
        ii. additional instructional support personnel (e.g., general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, behaviorists)
        iii. Caregivers, families and/or legal guardians

[1] Aligns with CalTPA Cycle 1: Focus Student 2

iv. Review student's IEP, which may include history of services, student background, and adaptations (accommodations and/or modifications)
v. Review student work and available assessment or survey data
vi. Observe the student
vii. Talk with the student
viii. Conduct informal surveys to determine assets, interests, and preferences
ix. Gather enough preliminary information about the student and their skill levels so that you can examine the results, analyze the student's learning, and target a specific skill area that the student needs to work on.

d. Focus Student: Discuss in Narrative Format in your report (subheadings recommended):

i. Describe the focus student. Protect student confidentiality by using first name only, or a pseudonym.
ii. Age, grade, disability classifications, race/ethnicity, classroom setting and environment
iii. English language proficiency levels, including reclassified ELs or English only
iv. Cultural and linguistic resources and funds of knowledge (i.e., knowledge and skills derived from cultural experience)
v. Social identity (student's expressed self-concept derived from a social group that is evident through peer and/or adult interactions inside or outside of school)
vi. History of IEP services (i.e., how student qualified for services)
vii. Developmental considerations (e.g., social-emotional, physical, sensory)
viii. assistive technology and/or augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development as appropriate
ix. *Briefly summarize* present levels of performance **in all areas** (assets and needs)
x. ***Use substantial detail*** to describe present levels, assets, needs, prior experiences, and interests **related to the target skill or behavior**.

xi. Identify related services in relation to the identified skill (this will be followed through the Methods, Implementation Plan, and Reflection)

e. Be sure to discuss student using the following guidelines
    i. Use asset-based, bias-free, objective, and observable language for all details about the student.

f. <u>Other Participants</u>
    i. Describe yourself as the researcher: Your background, credentials held, teaching or classroom experience.
    ii. School personnel or parents/family members who will participate in the instruction

3. <u>Determine a Target Skill or Behavior.</u>

a. Write this in the last part of the **<u>Participants</u>** section. Due to the limited amount of time, you will **<u>select only one specific skill in an area of need</u>** to focus on for the evidence-based practice, implementation plan, etc. Examples include (but definitely not limited to):
    i. Reading: Developing letter-sound correspondence, reading functional sight words with visual supports, or following a written recipe with visual supports
    ii. Writing: Writing or typing first and last name accurately or a composing a 5-sentence summary of a chosen text or event
    iii. Math: Developing 1:1 correspondence with functional items, sorting and matching, Addition and/or subtraction skills, etc.
    iv. Vocational/functional skills: Developing career awareness or self-determination skills, Logging in to virtual class independently, completing age-appropriate chores at home, learning how to independently brush teeth, wash hands, use the restroom, clean up, etc.
    v. Behavior: Following a daily schedule, communicating wants or needs, self-regulating emotions, transitioning between preferred and non-preferred activities, etc. while reducing interfering behaviors from baseline
    vi. Social skills: Playing with a sibling using age-appropriate skills and games; practicing social distance skills with family members and then with others, Playing or interacting with peers through Zoom, FaceTime, Facebook Messenger Video, etc.
    vii. Communication skills: Asking for help, Communicating wants or needs using AAC, etc.

4. **Select an evidence-based practice**
    a. Based on the target skill or behavior, select an EBP from the list below that has been shown to be effective in teaching the target skill.
    b. Note that we will be learning about most of these EBPs throughout the course. When available, links are provided to the AFIRM module website, in order to support further research and application of these EBPs.
    c. **If you need additional support finding evidence-based sources for your selected EBP**, please email me or schedule an office hours appointment.

Evidence-based Practices	
Systematic instruction IRIS | Page 4: Explicit, Systematic Instruction Remember: Just about each of these EBPs utilizes systematic instruction and includes each step/component.	Explicitly teaching social skills & communication skills Must utilize/refer to: • What About Eye Contact? • Neurodiversity Affirming 'Social Skills' Support for Autistic Children - Part 1: The Big Ideas - Play. Learn. Chat. • A Friend for Henry by Jenn Bailey and Mika Song / Children's Story Time Read Aloud
Antecedent-based interventions	Social narratives/Social Stories™
Augmentative & alternative communication (with systematic instruction/implementation) IRIS | Page 4: Explicit, Systematic Instruction AIM Module: Speech Generating Devices	Assistive technology (with systematic instruction/implementation)
Task analysis	Video modeling
Systematic academic vocabulary instruction	Incidental teaching/ Naturalistic Intervention

Peer-mediated intervention and instruction	Peer support networks
Self-determination skills and self-management **Recommended only if you have already or are currently taking EDU 5320 Transition through Family and Professional Collaboration	Technology Aided Instruction and Intervention
Prompting, Time Delay, chaining, shaping, and fading Consider that **all implementation plans should embed prompting.**	

2. **Research Base and Methods (20 points)**
    a. As you write up this section, **cite at least 2 research-based resources** to support the practice. Use APA in-text citations[2].
    b. Describe the evidence-based practice you chose for the case study **and why** you chose this particular practice[2]. Provide an analysis of how the EBP relates to the target skill or behavior for your identified student.
    c. Describe how your implementation plan and product follow the research-based guidelines and steps, as well as how you applied what you learned to create these for your focus student. Describe any adaptations and/or changes you made that differ from methods described in the research.
    d. Describe how your plan and product incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of your plan and product[2].
    e. Describe how you developed the actual product (i.e., systematic instruction lesson, visual schedule, task analysis, video-based model, social narrative, etc.). Be as specific as possible: List materials you used, any software (e.g., Boardmaker), teachers/others you consulted, etc.

5. **Write an IEP goal (5 points):**
    a. Write an IEP goal for the target skill/behavior.
    b. The goal must be related to implementation of the EBP and the identified area of need.

[2] Aligns with CalTPA

c. **Actual Implementation: Collect baseline data for this goal.** You will need it for the Results section.
    i. Baseline data must be the same as EBP data (e.g., frequency, rate, duration, prompting levels, etc.)
    ii. Use the data collection sheet from Step 7: Write a step-by-step implementation, reinforcement, and data collection plan.
d. Goal must be observable and measurable. Be sure to meet all the components for IEP goals
    i. By (date)
    ii. Conditions
    iii. Specific behavior/skill
    iv. Accuracy
    v. Consistency/proficiency
    vi. Specific Evaluation procedure/data collection method
    vii. **Template #1:** Given _____ (condition; e.g., teaching strategies, direct instruction, modeling, peer tutoring, etc.), student will _____ (behavior/skill) to/with/for _____ (accuracy) to/with/in/for _____ (consistency) as measured by _____ (specific data collection method).
        1. For specific data collection: Teacher observation is vague. Be specific about the type data to be collected (e.g., task analysis, rubric score, observation checklist, test score or written work samples, ABC data sheet, interval/time sampling, event frequency, duration, prompting data sheet, etc.)
    viii. Template #2: Graphic/visual
e. Make sure each component is meaningful and clear, not vague
f. Avoid the "Tyranny of the 80%"

6. **Create an original product (15 points).**
    a. Examples include: write a systematic instruction lesson plan for academics; create adapted materials to go with a lesson plan, write a social narrative or Social Story™, make a visual schedule, create a task analysis with visual supports and data collection sheet, create a video model, etc.
    b. Products must be **your original work,** and cannot be from Pinterest, Teachers Pay Teachers, AFIRM modules, etc.
    c. You may use icons from Boardmaker, SymbolStix, Proloquo2go, etc., screenshots/images from a Google image search, actual photos, graphic icons. If

you do not have the rights to the images, make sure you do not post your product on any site on which you can earn money.

d. The **original product will be Appendix A** in your report.

7. **Write a step-by-step implementation, reinforcement, and data collection plan (15 points).**
    a. Follow the guidelines from the research-based resources you cited in the Research Base and Methods Section. These documents must be your original work.
        i. You should use the resources available, like the Step-by-Step Implementation Guide from the AFIRM module. **But, these must be individualized** for your focus student, original product, classroom settings, other participants, etc. The general steps will be the same (e.g., collect baseline data, introduce story to learner, etc.), but how you write this in your plan should be original.
    b. **Implementation and reinforcement plan:** The implementation steps should be in paraprofessional/parent-friendly language.
        i. Steps should be detailed enough, yet concise and **bulleted** so that they are easy to follow. Include steps for providing appropriate reinforcement (e.g., type of reinforcement, schedule of reinforcement, etc.)
    c. **Data collection sheets (10 points):** Develop your own data collection sheet or utilize/modify an existing data collection sheet to accompany the implementation plan.
        i. If you are able to implement the plan with your own student, then indicate the days, times, duration, and outcomes of this implementation. This will likely be accomplished on the data collection sheets.
    d. These are Appendices at the end of your report.

8. **Results: Implementation and Outcomes (15 points)**

Implement this EBP in an actual classroom, home, career, and/or community setting. Maybe it is through virtual instruction (small group, 1:1, or parent training). Describe implementation and outcomes following the points below. **If you are unable to implement the plan,** then describe the points in terms of how you **would** put these into practice. **Approximately one paragraph (4-5 sentences per paragraph) per bullet point**.

a. Describe the setting in which it was implemented: when, where, duration, characteristics of the setting, individuals involved, etc.
b. Explain how you facilitated and/or collaborated with instructional support personnel to sustain student engagement and the role(s) they play in supporting instruction. How effective was the collaboration?

i. At a minimum, address the roles of the paraprofessional and the related services provider identified in the Participants section

c. Analyze the outcomes of implementation, taking into consideration the IEP goal, baseline vs. intervention data, implementation fidelity, etc. Include in your discussion references to data collection or work samples.
   i. Hint: An accomplished response will include a graph or table to support visual analysis of the data.

d. Discuss the response to the EBP from all involved: Student, classroom personnel, general education teachers, related services providers, parents/family members.
   i. How did getting to know your students' assets and learning needs
      1. support the affirmation and validation of the students' cultural and linguistic backgrounds?
      2. allow students to access and engage with the EBP and related materials?

e. Discuss what you learned from this case study and how it will inform your teaching practice.

9. Generalization, Transfer, and Maintenance Plan (10 points)

a. CalTPA Cycle 2 support for Higher Order Thinking
b. Explain how you will support the student with generalizing the skills to other settings, people, and other skills. Be very specific about each of these. You may use a table to demonstrate your response.
c. Explain or outline steps to ensure the following (see slide presentation from Week 14)
   i. Multiple exemplars
   ii. Train loosely
   iii. Negative examples
   iv. Vary reinforcement schedule and fade to more natural reinforcement
   v. Mediating stimulus
   vi. Prompt Fading

10. References, Style, & Mechanics (Deductions only)

a. Alphabetized list of references cited, using APA format.
b. Use the APA manual (7th Edition) or the OWL at Purdue APA formatting and style guide.
c. In-text citations using APA style
d. Strengths-based and bias-free language used throughout

11. Appendices

a. **Appendix A. A copy of the original product you created (15 points)**: Attach or include a copy of your systematic instruction lesson plan, Social

Story/social narrative, visual schedule, task analysis, self-determination lessons, 5-Point Scale, planning forms from the AFIRM module, or whatever you created.

b. **Appendix B. Implementation and Reinforcement Plan (15 points):** Attach or include a copy of the implementation plan you wrote.
c. **Appendix C. Data Collection Sheets (10 points):** If you or the student's parent/family member were able to implement the plan and collect data, include the completed form(s) in the appendix. If the plan was not implemented, include a blank copy of the form.

Implementation Plan Example: Naturalistic Intervention

Step 1. Planning

1. 1.1. Identify routines and/or activities to target selected behavior
    a. Here the specific routines and activities for my focus student: [specific details]
2. 1.2 Determine naturally occurring reinforcers during routines/activities
    a. List specific reinforcers.
3. 1.3 Collect baseline data during identified routines and/or activities
    a. Be specific about what type of data collection
4. Continue with all Planning Steps

Step 2. Using

1. 2.1 Arrange environment to elicit target behavior
    a. Specific details related to your focus student
2. Continue with all Using Steps

Step 3. Monitoring

1. Collect and analyze data on target behavior
    a. Specific details related to your focus student
2. Continue with all Monitoring Steps

Step 1: PMII Planning
1.1 Identify times when social interactions naturally occur
Here I am typing out my details about social interactions.
Beginning of class
Snack break
Lunch time
Walking in between classes
1.2 Identify and recruit peers
See Peer Selection Checklist
Peer #1: Here's how they meet requirements for PMII
1.3 Prepare for session
Session during their homeroom study block
Materials include …. (specific details for your case)
1.6 Use role plays with peers
Describe exactly what this would look like
Include how you reinforce correct peer performance (behavior specific verbal praise)