Preparing Your Case Study for the NCSP Application: Tips for Applicants

1. As you choose your case study, remember that this is an intervention/problem solving case study. Case studies that focus on a traditional psychoeducational assessment for eligibility generally are not good choices unless you have put an intervention into place.

2. Follow the directions in the NCSP application booklet carefully.

3. To aid the Board in reviewing your case study, it is helpful if you divide your presentation into the six key areas listed in the case study directions in the application booklet. Labeling these sections also is helpful.

4. As you address each of the six areas, be sure to include discussion about the subparts listed for several of the areas.

5. Be sure to proof read and spell check your case study.

6. Be sure that any graphs, tables, or figures are labeled.

7. Be sure to note the following as linked to the six areas:

Area 1: Background and Context

- It is not necessary to present a complete psychoeducational 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.

Area 2: Description and Analysis

- 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.
- 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.
Area 3: Link Data with Goals

- 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.

Area 4: Specific Description of the Intervention

- Specify how the intervention was implemented.
- Describe the intervention related to each goal in Area 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.

Area 5: 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.

Area 6: Outcome Data and Discussion of Results

- 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, factors that may have impeded progress, possible modifications and whether the problem has been solved or requires further or different intervention.