<table>
<thead>
<tr>
<th><strong>Jimmy</strong></th>
<th>Jimmy is eight years old and referred for evaluation of aggressive, destructive behavior in the home, social withdrawal, and possible suicide attempts. The school reports that he does not socialize with other children and rarely talks to others at school. When Jimmy speaks, he whispers with one-word responses or covers his mouth. Previous assistance has included visits to the school counselor, speech and language therapy, Chapter One reading, an outpatient clinic evaluation, and family counseling. Jimmy is currently undergoing an inpatient evaluation at the Child Study Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joyce</strong></td>
<td>Joyce is a 15-year old girl placed in a residential setting by court order. In the past she has run away, experienced difficulties in school, exhibited aggression towards others, and has threatened suicide. In a structured setting she is able to handle the freedom and responsibility that comes in an “open campus” program. Previous efforts, including hospitalization, have not resulted in successful efforts to serve Joyce in a public school setting. These difficulties may be related to her family and home situation. Joyce is currently placed in a residential treatment center.</td>
</tr>
</tbody>
</table>
Content Outline: Program 2

Supporting Web Site:  http://www.coe.missouri.edu/vrcbd

Opening Scenario Challenge to the User

The Student is undergoing an evaluation in a special child evaluation center to understand his or her behavioral, social, and learning needs in a variety of settings. We need to determine what information is needed to assess the student for educational planning and placement.

Information within the Program

I. Definitions
   A. The Federal Definition
   B. The Coalition Definition
   C. DSM – IV Classification System
   D. State Labels

II. Assessment Process
   A. Screening/Prereferral
   B. Building Level Assistance
   C. Formal Team Assessment
   D. Planning and Placement

III. Approaches and Instruments
   A. Behavior Rating scales and Checklists
   B. Social Interaction Assessment Methods
   C. Objective Self-Report Instruments
   D. Academic and Cognitive Functioning
   E. Projective Tests
   F. Preference and Interest Inventories
   G. Direct Behavioral Observation

IV. Placement Options
   A. Regular Classroom with Support
   B. Resource Program
   C. Part-time Special Class
   D. Special Class
   E. Special School
   F. Residential/Hospital Setting

V. Related School Services
   A. Audiology
   B. Physical Therapy
   C. Recreation
   D. School Health
   E. Classroom Aide
   F. Speech & Language
   G. Counseling & Guidance
   H. Occupational Therapy
I. Psychological Services
J. School Social Work Services
K. Transportation
L. Rehabilitation Counseling

VI. Agency Support Services
A. Mental Health
B. Social Services
C. Juvenile Justice
D. Crisis Centers/ Crisis Lines
E. Vocational Rehabilitation

Embedded Activities within the Program

This is the main menu for Jimmy.

The main menu is identical for Joyce.

I. Meet Jimmy (Joyce) – user is provided an explanation of the assessment and planning process, introduced to the student and his/her situation, and receives a challenge for applying the assessment and planning process.

II. Procedural Information – user accesses procedural information providing necessary knowledge for the assessment and planning process.
III. Student Records – user accesses available information for the student.

IV. Assessment Activities – user observes and interviews the student and resource persons and then writes a teacher referral to the team to request a formal evaluation for the student. In the referral the student lists prior modifications undertaken to assist the student and identifies needs for additional assessment.

V. Planning Process – user receives information from a multidisciplinary conference on the student and then determines student meets criteria for an emotional/behavioral disability, writes goals and support plans, and recommends an educational placement for the student.
Information Provided for Each Case Student (varies across Jimmy and Joyce)

I. Student Records
   A. Developmental/ Medical History
   B. Social History
   C. School Records
   D. Behavioral Rating Scales/ Social Skills Ratings
   E. Psychoeducational Testing
   F. Clinical Information

II. Observations – 4-6 child videos for each student (varies across Jimmy and Joyce)

III. Interviews with student and resource person (principal, probation officer, and/or social worker)

IV. Multidisciplinary Conference segments

Break-off Tools for Observation Practice

This program is located on the CD as a stand-alone program. Practice and implementation forms are provided in the resource section of the CD.

Learn and Practice Observation Procedures:
   Event Recording
       3 practices
   Duration Recording
       3 practices
   Latency Recording
       2 practices
   Interval Recording
       3 practices
   Time Sampling Recording
       3 practices
   A-B-C Recording
       3 practices
**User Records Saved at Specified Computer Location**

Names in bold are folder names.

<table>
<thead>
<tr>
<th>Jimmy Records</th>
<th>Joyce Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jimmy Userpath.txt</td>
<td>Joyce Userpath.txt</td>
</tr>
<tr>
<td>Jimmy Placement.txt</td>
<td>Joyce Placement.txt</td>
</tr>
<tr>
<td><strong>Jimmy Assessment:</strong></td>
<td><strong>Joyce Assessment:</strong></td>
</tr>
<tr>
<td>Jimmy Assessment Needs.txt</td>
<td>Jimmy Assessment Needs.txt</td>
</tr>
<tr>
<td>Jimmy Previous Mods.txt</td>
<td>Jimmy Previous Mods.txt</td>
</tr>
<tr>
<td>Jimmy Questions.txt</td>
<td>Jimmy Questions.txt</td>
</tr>
<tr>
<td>Principal Questions.txt</td>
<td>Social Worker Questions.txt</td>
</tr>
<tr>
<td><strong>Jimmy Eligibility:</strong></td>
<td><strong>Joyce Eligibility:</strong></td>
</tr>
<tr>
<td>Criteria 1.txt</td>
<td>Criteria 1.txt</td>
</tr>
<tr>
<td>Criteria 2.txt</td>
<td>Criteria 2.txt</td>
</tr>
<tr>
<td>Criteria 3.txt</td>
<td>Criteria 3.txt</td>
</tr>
<tr>
<td>Criteria 4.txt</td>
<td>Criteria 4.txt</td>
</tr>
<tr>
<td>Criteria 5.txt</td>
<td>Criteria 5.txt</td>
</tr>
<tr>
<td><strong>Jimmy Notes:</strong> (in all note categories: academics, behavior, affective, daily living, home situation, problem solving, recreation, social skills, transition, other)</td>
<td><strong>Joyce Notes:</strong> (in all note categories: academics, behavior, affective, daily living, home situation, problem solving, recreation, social skills, transition, other)</td>
</tr>
</tbody>
</table>

**User Records Saved at Specific Locations for Observation Practice**

Saved in one file as Observation & Practice Data.txt

**Instructional Resources Located on the Program 2 CD (Jimmy, Joyce)**

I. Assessment Users’ Guide — step-by-step directions to guide users through activities on CD

II. Observation User’s Guide for the CD “Observation Practice” — step-by-step directions to guide users through activities on CD

III. Problem Solving Matrix for Assessment and Planning Process Activities

IV. For the Instructor — implementation suggestions for trainers
   a. Orienting Yourself to the Materials
   b. Technology Pre-requisites for Users
   c. Content Pre-requisites for Users

**Instructional Procedures**
Supplemental Program: Classroom Observation for Teachers

This is a newer version of the Classroom Observation Practice program that comes on the Assessment and Planning CD. This program is on a new CD named: Classroom Observation for Teachers.

**Learn and Practice Observation Procedures:**
- Event Recording
- Duration Recording
- Latency Recording
- Interval Recording
- Time Sampling Recording
- A-B-C Recording

**Case Study:** Do interval coding for a target student and classroom peers on alternating intervals; interpret your data, and write observation summary and recommendations.

**Reliability Testing:** Collect observation data and receive reliability testing results.

**User Records for Classroom Observation for Teachers**

Saved in one file as ClassroomObservation HTML File

**Instructional Resources Located on the Classroom Observation for Teachers CD**

I. Generic Observation Forms
II. Practice Observation Forms
III. Classroom Observation for Teachers Handout
IV. Observation Procedures.pdf
V. For Instructors Only: Classroom Observation Answer
Expert Map of Case Content and Procedures