



BCET Certification Video Series The Case Study

Viewing Guide

Part 1: Getting Started - The Five Elements of The Case Study

Part 2: Presenting Problem

Part 3: Formal & Informal Assessment

Part 4: Academic & Non-academic Interventions and Closing Remarks

TIPS FOR WATCHING:

- Utilize a T-chart as a note taking template so that you can track what instruction is provided re: **content** of the Case Study and what is provided re: **process** for writing and submitting the Case Study
- Use the elapsed time information on the video to mark where an essential question from the Viewer's Guide is addressed, or to note your own questions re: process or content.
- Often questions you may raise at one point during the video will be addressed elsewhere in the presentation.
- Questions from workshop participants will be addressed during the presentation if they refer to PRINCIPLES, but not specific cases.

* * * * *

Part 1 - Getting Started [49 minutes]

Essential Questions

1.1 Overview:

- The Case Study process utilizes many critical thinking and writing skills that we as educational therapists teach our own clients. What is Ann's list of these skills?
- How does the BCET process benefit the profession as a whole? List the reasons suggested on the video in the opening segment, both personal and professional (e.g., Board Certification ensures quality control -- the highest level of qualification in the profession).
- What are the personal benefits to the candidate in writing a Case Study? How does Marion reinforce those personal benefits at the end of Part 4?
- How does the Case Study process reflect our ongoing practice of "individualized intensive interventions"? Why is it important to "formalize" in your own mind the elements of a Case Study?
- What points does Ann make about task analysis, and how does this analysis relate to the Case Study?

AET Certification Video

with Ann Kaganoff and Marion Marshall

1.2. Buy-in

- How do I best "buy in" to the BCET process?
- What are my own personal reasons for "buy-in"?
- Where am I on the BCET journey at the time of my first viewing of the video?

1.3. Case Study Chair and Case Study Readers

- What are the responsibilities of the Case Study Chairperson? [list 3 - 4]
- How is each Case Study evaluated?
- When selecting a "good" case, what elements should be considered?
- What might not be a "good" case?
- What is the value of feedback from the Readers? What opportunities does the case writer have for feedback? (before, during & after)
- Who is the current AET Case Study Chair? [not necessarily the person mentioned in the video]
- What resources are available to you to support your Case Study compilation and composition?
- How are re-writes handled? Are there any benefits to having to submit a re-write? (Re-submits are read by a different team of Readers -- No one on the team of Readers knows that your "re-submit" version has been revised and resubmitted).

1.4. Basic Requirements for Case Selection:

- How might you develop a plan for selecting your case? List the considerations noted in the video.
- Do you have sufficient and complete records? Record keeping from the outset of your Educational Therapy career is CRITICAL, as you will find when you embark on the Case Study.
- Have you been with this client for a minimum of one year, and for enough time to have observed significant transitions, notable progress or lack of progress which can be documented through retesting?
- If you have been with client for over 4-6 years, can you select a transition point where you can write up the case to that date, such that the Readers will be able to see an overall arc of development of your skills as an ET?

1.5. Selecting a Successful Case

- What characteristics does Ann note that make a "good" case?
- In what ways should the case you select represent you "well" as an educational therapist?
- If you are a special education teacher, what are the constraints in selecting a case from your pool of special education students?

AET Certification Video

with Ann Kaganoff and Marion Marshall

1.6. Primary Reasons a Case Study is not passed

- There are a number of reasons that result in Readers not passing a case -- What are they?
- How can you as a candidate use the "reasons a Case Study is not passed" as a guide for how to be a successful writer of a Case Study?
 - ✓ Why is it important to follow the outline exactly?
 - ✓ What assumptions are made by the Readers about the writing level of the candidate?
- Why is the *AET Code of Ethics* important?
- Why does the Case Study guide (available from the AET office) make only excerpts from case studies available as models for writers, rather than intact case studies?

1.7. Getting Started

- What are the key steps for getting started?
- How does Marion describe the optimal mind-set for getting started? (Hint: *YOU CAN DO THIS!*)
- List key tips for being (and staying) organized.
- Why do you need 3-5 years of practice as an ET before attempting a Case Study?
- What strategies might one employ to get the Case Study done?
- Is there a suggested length of time from start to finish? What is a realistic period for YOU that might provide a guideline for completion?
- Can a current BCET read your Case Study in advance of formal submission to the Chairperson? What might you expect if you ask?
- What is "working data" and how might you use it?

1.8. The Five Elements of the Case Study and Their Point Value

- What are the FIVE elements of the Case Study and how are they weighted?
- What is the essential guiding question(s) for the first section of your Case Study (Presenting Problem)?
- Why did Ann add anxiety as part of the Presenting Problem?

END PART ONE [49 minutes]

AET Certification Video

with Ann Kaganoff and Marion Marshall

Part 2 – Presenting Problem [17 minutes]

Essential Questions

2.1 Presenting Problem

Why is it essential to a successful Case Study to argue that "*Educational therapy is the best course of action because...*" ?

2.2. Background Information

- What are three critical elements of Section II and how are they weighted?
- What executive function strategies, critical thinking skills and metacognitive analysis are necessary for Case Study analysis in this section?
- What is meant by a "verbal snapshot" and how do you keep this description "clinical"?
- Identify examples of significant factors that are included in the background information. Why is it important that the birthdate, age and school grade required under the background information section refer to the client at the **beginning** of your involvement, not at the **end**?
- What are some examples of "incomplete information"?
- From where or from whom do clinical impressions of a client come?
- How might the Case Study writer obtain a complete "intake form"?
- Ann provides some valuable "business practice" information as she discusses the Case Study requirements. What suggestions does she offer that can help inform your practice?
- How does the Case Study writer incorporate information from Allied Professionals into the Background Information?

END OF PART 2 [17 minutes]

AET Certification Video

with Ann Kaganoff and Marion Marshall

Part 3 – Formal & Informal Assessment [25 minutes]

Essential Questions

3.1. Assessment, Part A: Formal Assessment

- What existing assessment data can the writer use to inform the Case Study and how do you demonstrate understanding of the data?
- What does Marion mean by "draw a timeline" for incorporating testing/evaluation data into the Case Study story?
- Are age and grade equivalents useful for reporting evaluation data? Why or why not?
- What writing or rhetorical technique(s) do Marion and Ann recommend to Case Study writers?
- How can the Case Study writer account for and follow-up on apparently discrepant data?
- What sources might you pursue to support your writing?

Sources cited to inform the writing process:

- A. Guidelines for Conducting Standardized Assessment, *The Educational Therapist*, April/May 2013
- B. Beyond the Scores: Examining the Context and Purpose of Assessment, *The Educational Therapist*, September/October 2013
- C. Sharing Assessment Findings: Writing A High Quality Report, *The Educational Therapist*, Spring 2015
- D. *Common Ground* by Priscilla Vail

3.2. Assessment, Part B: Informal Assessment

- What suggestions does Ann offer for including relevant informal assessments?
- There are some key words or terms that Ann uses to illustrate the ET's role as a "witness" to a learner's journey. What are some of these words?
- What strengths might be reported more effectively through informal assessment?
- What suggestions does Ann offer in terms of a repertoire of diagnostic teaching tasks?
- What should be done about clients who come to us with no data?
- What considerations for educational therapy and other interventions must the Case Study writer include within the assessment section?

End of Part 3 [25 minutes]

AET Certification Video

with Ann Kaganoff and Marion Marshall

Part 4 – Academic & Non-academic Interventions and Closing Remarks [30 minutes]

Essential Questions

4.1. Psycho-educational Interventions. Section A: Academic

- How do the background and assessment information sections inform your choices for intervention and how will you prioritize your discussion in this section?
- List several ways in which you can demonstrate a firm link between assessment and intervention.
- What cautions does Ann note about the use of "ready-made" programs and how you describe the use or modification of such programs?
- What types of interventions must be included in your Case Study?
- What suggestions do Marion and Ann offer in terms of tracking, cuing and monitoring changes over time?
- What "learning behaviors" does Marion suggest that must be described?
- Give examples of how you should note your decision-making process and how you shifted priorities as a result of changing issues, interventions and outcomes. What was your decision process when you had to change direction?
- Why does Marion say it is important to include discussion of the interventions that did **not** work?

4.2. Psycho-educational Interventions. Section B: Non-Academic

- How are Sections A and B similar in terms of case analysis and in terms of how you describe interventions and outcomes?
- How does Marion reinforce the utility of your time line in this section?
- How should you highlight and emphasize the psycho-educational elements, and why?
- Give examples of specific difficulties the educational therapist may have in tracking events in a client's life that you may not be able to observe directly. Why are they important to the Case Study?
- What are some examples of **qualitative data** that are relevant in interpreting and documenting progress and outcomes?
- How does Ann emphasize the importance of relations with parents (of school age clients)?
- How do you know there has been a change as a result of interventions? How do you know if your data analysis is valid?

4.3. Summary and Conclusions

- How does Ann define Educational Therapy? And what additional language does Marion offer to further delineate the practice of the ET?
- What examples from your own practice (or case) can you think of that provide evidence

AET Certification Video **with Ann Kaganoff and Marion Marshall**

of this definition?

- What information can you impart to the Readers in your "if only" section?
- How does Marion describe the importance of self-reflection regarding your own practice as an educational therapist, both during the actual case and also as you make the journey through the write-up of the Case Study?
- How can you use the final concluding summary to make this aspect of personal growth explicit to yourself and to the Readers?

End of Part 4 [30 minutes]

* * * * *

TIPS FOR WRITING:

This Final Note to Case Study Writers is shared from an Anonymous Reader

(date unknown)

Before you submit your Case Study, take time to walk in the shoes of your volunteer AET board certification committee reviewers (i.e., the Readers). Pretend you are responsible for reading and scoring your own Case Study. Look at the clock before you start. Jot down the time. Get out the Case Study Outline form and note the point values for each section. Recall that your score will be based on your coverage of the areas specified under each heading and subheading.

The point is simply this. Your Case Study is scored in exactly the way presented above (i.e., on the outline). First we read to see if you have used each outline heading and subheading. Next we read to see if your text matches the heading it is written under. You would be surprised how often it doesn't. Applicants get carried away wanting to tell too much and they tell it in the wrong places. Then we document missing or misplaced information, questionable interventions, ethical considerations such as critical subjective language or identifying information that mistakenly may have been included. Continuing, we evaluate the mechanics of a well-written paper (sentence structure, format, spelling errors, awkward language, run-on sentences, typing errors, etc.). This affects the overall professionalism of your Case Study. Finally, we tally the score.

A well-written, appropriately organized and sequenced Case Study which follows the AET outline usually takes 1-3 hours to score.

September 2015

Viewer's Guide compiled by Dr. Ann Kaganoff, Marion Marshall, Laura Doto