

# Information for EBD Program Portfolio & Orals

## *EBD Concentration Portfolio Checklist*

Portfolios are individually designed by candidates for the Emotional Behavioral Disabilities (EBD) concentration. This portfolio is a compilation of your graduate work.

*The portfolio should at a minimum have the following:*

- Graduate Program Outline;
- Personal statement (updated to reflect current goals);
- Curriculum vitae or resume
- Case studies, video tapes, etc. which demonstrate ability qualifications;
- Evaluations (external, internal, practicum instructor check-ins, etc.);
- Letters of recommendations;
- Course grades and course products, which demonstrate knowledge qualifications in the 10 program competency areas;
- Descriptions of the products you completed and reflections of the progress met in each competency area.

10 Core Competencies	Product	Reflection
1. Understanding Emotional and Behavioral Problems		
2. Functional Assessment / Positive Behavior Supports		
3. Pro-social Skills and Positive Learning Opportunities		
4. Emotional Disability Assessment		
5. Family Ecosystems		
6. Collaborative Teaching and Consulting		
7. Training Others and Capacity Building		
8. Transition Planning		
9. Cultural Diversity		
10. Social Policy Affecting Students with Emotional and Behavioral Disabilities and Their Families		

Comments

## Orals Meeting

### *Personal Statement (approximately 10 minutes)*

A brief presentation on: a) why you entered the program; b) your major points of learning; and c) what you intend to do in the future. (approximately 5 minutes)

### *Project presentation (approximately 20 minutes)*

From your portfolio, present ONE program, curriculum, evaluation, intervention from any of the 6 practicum domains.

### *Questions (approximately 20 minutes)*

*At orals students must be prepared to answer the following questions related to the major competency areas of the EBD concentration. The orals committee will select one or two questions to ask.*

1. **PLANNING AND IMPLEMENTING INSTRUCTION IN AN INCLUSIONARY CLASS SETTING.** IDEA requires a focus on "access and success in the general education curriculum." You have been asked to give a fifteen-minute presentation to undergraduate college education majors about planning and implementing instruction in an inclusionary setting. Discuss how you would promote students with ED having access and success in inclusionary class settings. What would you tell them what the key elements are? Justify your choice of elements and provide some examples from your own experience (e.g., portfolio).

2. **COLLABORATIVE TEAMING & CONSULTATION.** Developing relationships with parents, colleagues and students is at the heart of being a successful consulting teacher. You have had opportunities in your internship to learn and practice collaborative skills and reflect on your ability to interact with a variety of people in a variety of settings.

Would you please cite an example and tell us the story of how you worked collaboratively to move forward a challenging/ difficult situation? Describe how your actions supported the student and allowed for positive interactions amongst team members.

3. **FAMILY/PARENT INVOLVEMENT.** The new provisions of IDEA '97 and '04 specifically strengthen the important role of the family in the IEP process. Please identify a particularly challenging family/ professional situation that you were involved in. Discuss ways you engaged (and/or in hind site should have engaged) IEP members in supporting the needs of the student and involving the family. In what ways were socio-cultural issues important and how did this affect the way in which you worked with the family and the team?

4. **POSITIVE BEHAVIOR SUPPORTS.** Discuss how you would develop positive behavior supports for a student who presents challenging behaviors and is returning from an alternative school placement. Include supports that reflect prevention, teaching and response strategies. What strategies would specifically help to make the transition go more smoothly? Provide examples from your own experiences.

5. **ED ASSESSMENT:** You need to make a special education eligibility decision regarding a student who is quite depressed and has not been able to focus on her work. Her teachers indicate that she does not turn in homework and is failing several of her classes. How would you go about

determining whether this student meets criteria for special education eligibility, particularly under the category of emotional disturbance? What are the some of the unique challenges associated with assessment and eligibility for students with ED?

6. POLICY/LAW: A student in your school who is on an IEP has been suspended for 10 days due to aggressive behavior. What would you suggest should occur at this point in time? Specifically, what is the process that you would go through, who should be involved, what types of information should be collected and why?

7. TRAINING OTHERS/CAPACITY BUILDING: Provide at least one example of how you have helped to build the capacity of your school system to support students with ED. What were some of the challenges and how did you address them?

8. TRANSITION: Please consider a situation where a student with emotional and behavioral challenges is transitioning to a regular public school environment from an alternative setting. As either the sending school or the recipient school, what ideal processes would you want to implement, what is the time frame, and what supports would you want in place? If possible, describe an actual experience that you have had regarding such a transition process.