

# Self-Assessment (See Appendix A-1)

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The self-assessment covers the six domain areas emphasized in the practicum course:

1. Assessment
2. Individual prevention & intervention
3. Small group & classroom
4. Whole school
5. Family & community
6. Policy & Law

The purpose of the self-assessment is to gauge your *knowledge* (e.g., from classes, books, etc.), *experience* (e.g., hands-on/real-world), and how *useful to you* each of these areas is within the realm of your current and professional lives. You will use this information to design your practicum projects and assess your progress. To that end, you complete the self-assessment at the beginning and end of the practicum.

Both times you complete the self-assessment you should **briefly** (i.e., no more than one to two pages) summarize the results. The specific format is up to you (e.g., narrative, outline), but you should present the findings in a way that clearly highlights any relative strengths and areas in need of improvement.

Domain areas in which you have the least knowledge and/or experience (and ideally those that are the most useful to you), should be emphasized in your projects. For example, if you have a relatively little experience in policy & law, you should design a larger project or multiple projects in this domain area. Similarly, if you already have a great deal of familiarity with small group & classroom interventions you would do less in this domain.



**Date due:** Self-assessments and summaries due  
first & last days of practicum seminar



**Possible points:** 5 points for each (total 10)



**Points awarded:** September (semester 1) \_\_\_\_\_  
December (semester 3) \_\_\_\_\_



**Form:** *Practicum self-assessment (A-1)*

# Practicum Self-Assessment

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	1 <i>Not much</i>	2 <i>A little</i>	3 <i>Some</i>	4 <i>A lot</i>			
<b>I. Assessment</b>							
<i>How well do you feel that you understand:</i>					<u>Knowledge</u>	<u>Experience</u>	<u>Usefulness</u>
1. General issues related to assessment (e.g. statistics, psychometrics, test construction)?					1 2 3 4	1 2 3 4	1 2 3 4
2. How to conduct a functional assessment?					1 2 3 4	1 2 3 4	1 2 3 4
3. How to use the following assessment methods:							
Observation					1 2 3 4	1 2 3 4	1 2 3 4
Interview					1 2 3 4	1 2 3 4	1 2 3 4
Record Review					1 2 3 4	1 2 3 4	1 2 3 4
4. How to administer behavioral screening tools (e.g. Achenbach, Behavioral and Emotional Rating Scale)?					1 2 3 4	1 2 3 4	1 2 3 4
5. How to score and interpret results from behavioral screening tools?					1 2 3 4	1 2 3 4	1 2 3 4
6. How to administer individual assessment measures for:							
Depression/Anxiety					1 2 3 4	1 2 3 4	1 2 3 4
ADHD					1 2 3 4	1 2 3 4	1 2 3 4
Social Skills					1 2 3 4	1 2 3 4	1 2 3 4
Conduct Disorder					1 2 3 4	1 2 3 4	1 2 3 4
Pervasive Developmental Disorder/Adaptive Behavior					1 2 3 4	1 2 3 4	1 2 3 4
7. How to score and interpret results from individual assessment measures for:							
Depression/Anxiety					1 2 3 4	1 2 3 4	1 2 3 4
ADHD					1 2 3 4	1 2 3 4	1 2 3 4
Social Skills					1 2 3 4	1 2 3 4	1 2 3 4
Conduct Disorder					1 2 3 4	1 2 3 4	1 2 3 4
Pervasive Developmental Disorder/Adaptive Behavior					1 2 3 4	1 2 3 4	1 2 3 4

	<u>1</u> <i>Not much</i>	<u>2</u> <i>A little</i>	<u>3</u> <i>Some</i>	<u>4</u> <i>A lot</i>			
					<u>Knowledge</u>	<u>Experience</u>	<u>Usefulness</u>
8. How to assess the following factors that influence child behavior:							
Classroom environment					1 2 3 4	1 2 3 4	1 2 3 4
School environment					1 2 3 4	1 2 3 4	1 2 3 4
Family/Home environment					1 2 3 4	1 2 3 4	1 2 3 4
Developmental Assets & Risk Factors					1 2 3 4	1 2 3 4	1 2 3 4
Learning Styles					1 2 3 4	1 2 3 4	1 2 3 4
Special Interests/Hobbies/Strengths					1 2 3 4	1 2 3 4	1 2 3 4

## II. Individual Prevention and Intervention

How well do you feel that you understand how to:

9. Use action planning (i.e. determining a long-range goal, sub-objectives, time frame, expected outcomes, summary of intervention)?					1 2 3 4	1 2 3 4	1 2 3 4
10. Develop and implement community-based individual interventions?					1 2 3 4	1 2 3 4	1 2 3 4
11. Establish personal learning plans?					1 2 3 4	1 2 3 4	1 2 3 4
12. Develop and implement positive behavioral supports (e.g. peer buddy, leadership opportunities, school mentor, adventure-based learning)?					1 2 3 4	1 2 3 4	1 2 3 4
13. Develop and implement behavioral reinforcement systems (e.g. contracts, contingency plans, point systems, positive behavior checks)?					1 2 3 4	1 2 3 4	1 2 3 4
14. Establish self-monitoring systems?					1 2 3 4	1 2 3 4	1 2 3 4
15. Use crisis management methods, including crisis de-escalation and post-crisis intervention (e.g. Crisis Prevention & Intervention)?					1 2 3 4	1 2 3 4	1 2 3 4

	<u>1</u> <i>Not much</i>	<u>2</u> <i>A little</i>	<u>3</u> <i>Some</i>	<u>4</u> <i>A lot</i>			
					<u>Knowledge</u>	<u>Experience</u>	<u>Usefulness</u>
16. Process with students (e.g. Life-Space Crisis Intervention)?					1 2 3 4	1 2 3 4	1 2 3 4
17. Develop Transition Plans?					1 2 3 4	1 2 3 4	1 2 3 4
18. Develop Coordinated Service Plans (Act 264)?					1 2 3 4	1 2 3 4	1 2 3 4
19. Develop social and behavioral objectives for a child's IEP or 504 Plan?					1 2 3 4	1 2 3 4	1 2 3 4
20. Set up and facilitate a child's Individual Student Support Team?					1 2 3 4	1 2 3 4	1 2 3 4

### **III. Small Group/Classroom**

*How well do you feel that you understand how to:*

21. Use affective curriculums in small groups or classroom (e.g. social skills, anger management, problem solving)?					1 2 3 4	1 2 3 4	1 2 3 4
22. Use conflict resolution programs in small groups or classroom?					1 2 3 4	1 2 3 4	1 2 3 4
23. Use positive classroom discipline systems?					1 2 3 4	1 2 3 4	1 2 3 4
24. Use classroom management, organization/community building programs (e.g. Responsive Classroom, Supportive Classroom, Nurturing Classroom)?					1 2 3 4	1 2 3 4	1 2 3 4
25. Use equity/anti-bias curriculums?					1 2 3 4	1 2 3 4	1 2 3 4
26. Lead small groups or classroom discussions around specialized issues (e.g. substance abuse, cutting, eating disorders, abuse, gangs)?					1 2 3 4	1 2 3 4	1 2 3 4
27. Use specific teaching strategies (e.g. Cooperative Learning, Differentiated Instruction, Multiple Intelligences) for meeting the needs of all learners/ability levels?					1 2 3 4	1 2 3 4	1 2 3 4

1	2	3	4
<i>Not much</i>	<i>A little</i>	<i>Some</i>	<i>A lot</i>

**IV. Whole School**

*How well do you feel that you understand:*

	<u>Knowledge</u>	<u>Experience</u>	<u>Usefulness</u>
28. How to develop, implement, and evaluate conflict resolution/peer mediation programs on a school-wide basis?	1 2 3 4	1 2 3 4	1 2 3 4
29. How to develop, implement, and evaluate school-wide discipline systems? (e.g. Discipline with Dignity, Cooperative Discipline)?	1 2 3 4	1 2 3 4	1 2 3 4
30. School-wide crisis intervention methods (e.g. planning room, resource areas, crisis team )?	1 2 3 4	1 2 3 4	1 2 3 4
31. Equity/anti-bias issues as they pertain to your school?	1 2 3 4	1 2 3 4	1 2 3 4
32. Methods to improve school climate (e.g. Circle of Courage, Mentoring)?	1 2 3 4	1 2 3 4	1 2 3 4
33. How to do whole school interventions on specific issues (e.g. suicide prevention, eating disorders, ADHD, self-harm)?	1 2 3 4	1 2 3 4	1 2 3 4
34. How to provide effective consultation and other training opportunities to colleagues?	1 2 3 4	1 2 3 4	1 2 3 4
35. How to provide in-service workshops and other training opportunities to school faculty and staff?	1 2 3 4	1 2 3 4	1 2 3 4

**V. Family/Community**

*How well do you feel that you understand:*

36. How to effectively collaborate with other agencies?	1 2 3 4	1 2 3 4	1 2 3 4
37. Community mediation practices (e.g. restorative justice)?	1 2 3 4	1 2 3 4	1 2 3 4
38. What family support agencies are available in your community?	1 2 3 4	1 2 3 4	1 2 3 4

1	2	3	4
<i>Not much</i>	<i>A little</i>	<i>Some</i>	<i>A lot</i>

	<u>Knowledge</u>	<u>Experience</u>	<u>Usefulness</u>
39. Family issues in supporting the needs of children with ED and how to establish a supportive role with these families?	1 2 3 4	1 2 3 4	1 2 3 4
40. How to work as part of a collaborative team?	1 2 3 4	1 2 3 4	1 2 3 4
41. How to identify and use family strengths and resources to address needs?	1 2 3 4	1 2 3 4	1 2 3 4
42. Your community's resources that relate to children with ED and their families (e.g. Parent-Child Center, Day Camps, Summer Camps)?	1 2 3 4	1 2 3 4	1 2 3 4

**VI. Policy/Law**

How well do you feel that you understand:

43. The state and federal laws related to:			
special education (IEP, 504)	1 2 3 4	1 2 3 4	1 2 3 4
disabilities	1 2 3 4	1 2 3 4	1 2 3 4
harassment	1 2 3 4	1 2 3 4	1 2 3 4
mandatory reporting	1 2 3 4	1 2 3 4	1 2 3 4
parental rights	1 2 3 4	1 2 3 4	1 2 3 4
suspension, expulsion (related to behavioral issues) & interim alternative education placements	1 2 3 4	1 2 3 4	1 2 3 4
44. Your school's harassment policy (e.g. procedures for reporting violations) and whether or not the faculty and students at your school know about the harassment policy?	1 2 3 4	1 2 3 4	1 2 3 4