Training Social Work Students in a Practicum Setting

Maier
TRAINING SOCIAL WORK STUDENTS
IN A PRACTICUM SETTING

by

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Linda L. Maier
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LITERATURE REVIEW

There has been an increasing interest in developing effective training programs which train personnel to become proficient practitioners. The ability to successfully train personnel has also been a means of upgrading the quality of programs. This interest has been directly related to the issue of accountability and increasingly stringent laws. Many federally and/or state funded programs have been discontinued due to a lack of clear documentation of their effectiveness. A number of systems have isolated the components necessary to demonstrate the effectiveness of programs.

Several disciplines have been under attack recently due to their inability to demonstrate their procedures have been effective at producing a desired change in their client's behavior. Psychotherapy has received considerable criticism due to this inability to demonstrate results (Haley, 1969; Stuart, 1970). The social work field has also been criticized not only because of inability to demonstrate results but also because of their methods of training social work professionals. The major criticisms have been outlined as a lack of specification of goals and a lack of evaluation procedures (Sharlin and Goldman, 1975).
Behavior modification techniques have been employed in the area of personnel training. Several elements utilized in these techniques have generated considerable attention. The most outstanding features of behavior modification techniques are: 1) that they could be implemented successfully in applied settings; 2) that they are related to socially important issues; 3) that they concentrate on observable behaviors; and 4) that they produce well documented results (Wolf, Risley and Baer, 1968).

There has been research using behavior modification techniques in development of effective programs. Several elements of programs have been analyzed to determine what factors lead to a program's success or failure. Goal specification (Chapman, 1973; Goldiamond, 1974) and evaluation procedures (Bullough, 1975; Brown, 1975) have been specified as critical in a program and in teacher training (Mohan and Hull, 1975; Kazdin, 1974; Sharlin and Goldman, 1975).

Program success appears to be directly related to several elements contained within its structure. Chapman conducted a study which compared twelve school programs in the following general areas: 1) presence of goals; 2) input data; 3) program modification systems; 4) methods; and 5) frequency of feedback. The successful programs had the following variables in common: 1) presence of goal statements; 2) presence of measures of goals; 3) student
observation of goal related data; 4) student's recording data; and 5) an authority observing data.

It has been suggested that self-monitoring is an effective method of reducing the amount of time required on the part of the instructor when training students. Kazdin conducted an experiment where the dependent variables were self-monitoring, monitoring by others, and specification of goals on the student's academic behavior. The results of this study indicated that: 1) self-monitoring was an effective tool in instructing students; 2) monitoring one's own behavior or having another monitor one's behavior were equally effective; 3) providing performance goals or feedback augmented the effects of self-monitoring; and 4) the act of self-recording led to behavior change (Kazdin, 1974).

It has frequently been evident that college students have not been taught how to monitor their own behavior. Goldiamond designed an "In-Between-Sessions-Worksheet" which has been used with his clients in therapy. The following six areas were included on the worksheet: 1) statement of subgoals; 2) statement of relationship of subgoals to goals of terminal repertoire; 3) understanding of programming variables; 4) client comments on subgoals/programs; 5) next steps in programs; 6) justification; and 7) tentative agenda for coming sessions (Schwartz and Goldiamond, 1975).
This worksheet was designed to teach his clients self-monitoring and program planning skills. The "In-Between-Session-Worksheet" was also designed as a feedback system for the therapist and the client. If there were any "problems" or if either felt that the program was not progressing adequately then they could compare the worksheets for discrepancies and formulate program modifications.

Research has shown that feedback techniques can be very effective at perfecting already existing skills and shaping novel behaviors. Drabman and Lahey conducted an experiment with a ten year old child in a classroom. The results indicated that performance feedback alone increased academic performance. Although disruptive behavior was not directly treated, a decrease in its occurrence was shown. The number of positive comments toward the subject by peers and the teacher also increased (Drabman and Lahey, 1974).

Feedback procedures have been shown to be effective evaluation procedures. There have been a large number of studies conducted on the effects of feedback. Feedback has been demonstrated to function as a reinforcer to attendants (Panyan, Boozer, and Marion, 1970); to increase academic performance (Kazdin, 1974); to increase academic behaviors with a reduction in disruptive behaviors and an increase in positive comments made by peers.
and the teacher (Drabman and Lahey, 1974); to increase the efficiency of training and the immediacy with which information was attained by officers in Sweden (Sjodin and Gresecker, 1974); and increase interpersonal effectiveness (Farrell, 1973).

Most university classes are taught using a lecture format. This does not provide direct experience for the student. The student has often been unable to actually practice the skills they have read about in the classroom. Corrective feedback on their performance has also been limited due to a lack of opportunity for instructors to observe their behavior in vivo. Experimental evidence has been gathered to support the hypothesis that role-playing could be an effective instructional technique. It has been shown that student's taught behavior modification skills through role-playing have learned "better" than students taught strictly through the lecture method (Gardener, 1972).

Role-playing has also been used to teach behavior modification skills in the classroom. A multiple baseline design was used as the instructional technique to teach these skills. The results indicated that role-playing was an effective procedure to teach teachers to reduce disruptiveness in their classrooms across a wide range of lesson formats. They also found that there was an increase in the number of correct arithmetic problems per day (Jones and Eimer, 1975).
There have been trends to train students to use assertive training techniques. Two male subjects were rated by means of a video tape on their capacity for assertive interactions. The training method involved rehearsal of standard assertive situations which were unrelated to the subjects real life problems. The subjects acquired the assertive behavior techniques rapidly during training. The improvements were also shown to generalize to the subjects' real-life situations which had not been rehearsed (Eisler, 1974). Five severely disturbed subjects were taught assertive techniques through role-playing. The subjects responded less compliantly and more quickly with less disruptions following training. A control group showed no change. A ten month follow-up indicated that the patients maintained their gains (Field, 1975).

In addition to the above experiments using feedback, additional changes have been demonstrated to occur through role-playing instruction. Moral judgement was taught to fifth grade students (Travis, 1974) and empathy for dying patients was taught through role-playing methods (Barton, 1975).

The program described in this specialist project utilized a combination of the components found to promote program success. Goal specification (see Appendix A), feedback techniques (see Appendix B), evaluation procedures (see Appendix D), and role-playing instructional
methods (see Appendix A) were combined to increase the
effectiveness of the training procedure.
METHOD

Subjects

The subjects were two undergraduate female social work students participating in a 240 hour practicum experience. The subjects were placed in the Project HELP program by their field supervisor in the Social Work Department at Western Michigan University.

Setting

The setting was the Project HELP tutorial program at Western Michigan University. The program was designed to serve two major functions: 1) to train undergraduate students in the field of educational psychology and 2) to provide a tutorial service for the Kalamazoo area. Clients were taught primarily reading and mathematics in small groups. Children from 5 to 18 years of age were eligible for services. A token economy was used to increase motivation. Parents received reports on a weekly basis which indicated the progress their child was making.

Class Organization

This training program was designed to teach two social work students the skills necessary for the maintenance of the Project HELP program and skills related to the social work field. A class was conducted two
hours each day. The students were required to read texts, complete daily logs, participate in role-playing sessions, participate in small group discussions, and evaluate the performance of their superiors and co-workers.

Readings

The following texts were used during the training program. A study guide and lecture outline was composed for each text.

Preparing Instructional Objectives, (Mager, 1962). This text was chosen to teach the students to specify their written and verbal language in more specific terms. This book was used to teach the students to specify goals for themselves and for their clients. The book also served as an introduction to developing treatment programs.

Goal Analysis, (Mager, 1972). This text was used to teach the students how to identify goals and how to specify their language in more precise terms.

Managing Behavior I, Behavior Modification: The Management of Behavior, (Hall, 1971). This text was chosen to introduce the students to behavioral intervention techniques. The book was used to describe data collection techniques, graphing procedures, behavioral designs, and reliability procedures.

Managing Behavior II, Behavior Modification: Basic Principles, (Hall, 1971). This text was used to introduce
the students to behavioral terminology. The primary purpose was to help the students to speak in specific terms and to be able to relate more effectively with the psychology students with whom they would be working.

*Don't Say Yes When You Want To Say No*, (Baer and Fens- terheim, 1976). This text was used to introduce the students to assertive training techniques. The book also suggests several intervention strategies which could be used during their experience at Project HELP.

*How To Win Friends And Influence People*, (Carnegie, 1975). This text was used to introduce the students to procedures to develop "professional skills." The book suggests procedures to encourage people to work more effectively with each other, ie., professional skills.

"Systematic Desensitization," *Behavior Therapy, Techniques and Empirical Findings*, (Rimm and Masters, 1974). This portion of the book, Chapter 2, was chosen to introduce the students to the procedures used in relaxation therapy.

*The Directory of Community Resources in Kalamazoo*, (Stenesh, ed., 1976). This book compiles a list of all the local agencies and their functions in the Kalamazoo area. This book would be used when people called for services which Project HELP could not provide. The student would then locate and refer the caller to that agency.
Introduction to Training Program

The social work student was an essential staff member in the Project HELP program. Each social work student was assigned one-half of the clients as a case load. The social work student was responsible for maintaining communication with their client's parents, teachers, and/or agency representatives. (The social work student may also have functioned as a client advocate and worked with their client's social behaviors.) It was essential that the social work student continually maintain communication between the community, the tutorial staff and the Project HELP staff.

Attendance

The social work students were required to complete a 240 hour practicum experience. Although the student's hours may have varied from week to week, generally the student attended the project from 2:00 to 6:00 Monday through Thursday (Fall and Winter). During the Spring and Summer terms the student attended 30 hours a week. The daily hours were contracted for at the beginning of the semester.

Evaluation

The students were evaluated according to a competency based model. The Community Coordinator observed
and evaluated each student’s competency on each of the objectives. Evaluation meetings were scheduled on a monthly basis. The student received feedback and suggestions at this time. Frequent feedback was also given continually during the class sessions.

Social work student log

The social work students ideally would be able to perform most of the required skills (see Appendix A) by the second semester. The second semester the social work students would function on a relatively independent basis. In order to increase their ability to monitor their own behavior according to the goals they wished to master, a log system was developed. The log was adapted from Goldiamond’s "In-Between-Sessions-Worksheet" (see Appendix C). The student and Community Coordinator completed a log each week. The logs were compared at the weekly social work student meetings. Discrepancies were compared and revisions were made at this time.

Pre-post tests

The social work students were given a pre-test the first day of class. The pre-test (see Appendix E) was designed to sample the skills that would be acquired during the semester. If a student had demonstrated understanding of a concept (ie., a correct response to a question and
correct responding to oral questioning by the Community Coordinator) they would be exempt from instruction in that area. The students were given a second test, intermediate test (see Appendix E), the third week of the semester. This test was given to determine which skills the social work students had acquired at this point in the semester. A post-test (see Appendix E) would be given the fifth week of the semester to determine the skills learned at this point.

**Social work student checklist**

A Social Work Student Checklist was devised to provide frequent, written feedback to the social work students. This list was composed of the skills the students would acquire during the first semester. The Community Coordinator completed the checklist on each student on a monthly basis. The information was communicated to the students on an individual basis. Suggestions for improvement were provided when necessary.
RESULTS

Pre-Post Tests

A pre-test was given (60 questions) which sampled the skills that would be acquired during the training program. The results indicated minimal knowledge of the material. The social work students demonstrated a basic knowledge of the social work student's job role. (There was an initial interview with the student prior to test administration which covered this issue.)

An intermediate test (13 items) was administered which resulted in mastery of the material previously covered and no attempt was made to answer the items not taught.

The social work students will be given a post-test when the training program has been concluded. This test also samples the skills which will be taught during the training program.
DISCUSSION

The results of the pre-test and intermediate test indicated that the material taught up to this point in the training program had been mastered. The Community Coordinator also observed the students in vivo. This data was compiled by means of the Social Work Student’s Checklist (see Appendix B). The students demonstrated skill in all areas which had been taught and did not demonstrate skill in areas which were not covered.

The social work student log provided the Community Coordinator with feedback on what goals had been achieved as well as how the students perceived their performances. The students achieved their goals each week (or transferred them to the following week) and appeared to perceive themselves as skilled in the areas which they had completed. In addition to this, the social work students were able to engage in behavior to achieve these goals with minimal prompting from the Community Coordinator. This self-monitoring behavior appeared to reduce the amount of prompting required for the students to achieve their goals. These data were subjective, therefore, it is recommended that more systematic duration data be taken in the future to determine if time could be saved by using a log.
In addition to the above suggestions, it is recommended that more application oriented questions be included on the pre- and post-tests. Application questions would require the student to respond to a given situation according to the skills they had acquired.

It is also recommended that persons replicating this study should attempt to devise more systematic measuring procedures. This would be necessary to determine what specific variables contributed to the acquisition of these skills.
Goal Specification

**Goal I: job role and program description**

The student will demonstrate the ability to effectively explain the Project HELP program's procedures, all staff member's job roles, the procedures of the program, and their responsibilities to the clients.

**Subgoal I: job role and program description**

Given the following handouts: the social work goals, the parent handbook, and the course syllabus, the student will state their job role, the procedures of the program, and their responsibilities to the clients.

**Study guide: parent handbook**

1. Describe the ethical code (lecture).
   
   Answer: One does not contact persons outside of the Project HELP program regarding any client. One always maintains confidentiality.

2. Describe the dress code (lecture).
   
   Answer: One does not wear jeans, t-shirts, or midriff tops. Shoes must be worn at all times.

3. Describe the emergency procedures. Fire (7), natural disaster (7), and medical emergencies (6).
   
   Answer: Fire: 1) A head count is taken, 2) The tutor and child will leave the building at the nearest exit.
3) A staff member will check the rooms and restrooms to insure everyone has left the building.

Natural disaster: Tornado Watch or Warning
1) Someone will be assigned as a "lookout."
2) An announcement will be made on WKZO suggesting that the parents pick up their child.
3) A head count will be taken.
4) All the children will be taken to the fall-out shelter (1st floor Wood Hall).

Medical emergency: 1) Someone stays with the child
2) We will not move the child.
3) The program director or the Community Coordinator will be contacted.
4) A person with first aid training will administer first aid.
5) The project HELP staff will call the child's physician and determine if emergency care is necessary.
6) In the case where emergency attention is necessary the Delong ambulance service will be called.
7) Parents will be contacted.
8) A staff member will accompany the child with the child's folder and the Project's insurance numbers.

4. Describe the Project HELP hierarchy, (3).

Answer:

Director
Neil Kent

Program Director
Kathleen Krumhkus

Educational Technologist
Mike Masters

Community Coordinator
Linda Maier

Head Monitor

Social Work Students

Monitor

Clients

Tutors
Study guide: course syllabus

1. Be able to describe briefly the tutors duties.
   
   Answer: They tutor the clients and take data on their performances.

2. Be able to state three behaviors the tutors will be consequated for.

   Answer: They must 1) complete Parent-Tutor reports 2) attend daily 3) test daily and weekly

Subgoal 2: job role relationships

Given one hour of discussion with the Head Monitor and the Community Coordinator, the student will state how their job role related to the educational portion of the program.

Goal II: terminology

The student will demonstrate the ability to speak and write in behaviorally specific terms.

Subgoal 1: behaviorally specific terminology

Given the following texts: Writing Behavioral Contracts; and Goal Analysis, the student will write all assignments in behavioral terms.

Study guide: Writing Behavioral Contracts

1. Read and complete all exercises in the text.
2. Be prepared to write a contract with a client given the situation and the problem.

No answer.

3. Be able to state the necessary components of a contract.

Answer: 1) Name, 2) behavior to be worked on, 3) contingencies, 4) dates, 5) reward, 6) signatures.

4. Be able to discuss two situations where renegotiations would be necessary.

Answer: 1) The goals were too large.
2) The contingencies were ineffective.

5. Describe two situations at Project HELP where contracting with a client would be an appropriate procedure.

Answer: 1) Weight control, 2) Attendance.

Study guide: Goal Analysis

1. Complete all exercises in the text.

No answer.

2. Define performance analysis (7), task analysis (7), and goal analysis (9-11).

Answer: A performance analysis is used to determine whether there is an important difference between what someone is already able to do and what it is intended for him to do.

A task analysis is a careful description of what the competent person does or is supposed to do when he is doing his job.

A goal analysis' purpose is to define the undefinable, to tangibilize the intangible and to clarify our abstract goals.

3. Be able to define and recognize "fuzzies".

Answer: Fuzzies are unclear goals.
4. Be able to define performances.

Answer: A performance is an activity that is directly visible or audible (overt) or directly assessible. An invisible or internal (covert) activity can be considered a performance if it is directly assessable.

5. Be able to state each of the five steps in goal analysis.

Answer: 1) Write goal
2) Write performance which would cause you to agree that the goal has been achieved.
3) Delete duplications and unwanted items.
4) Write a complete statement for each performance, describing the nature, quality, or amount you consider acceptable.
5) If someone achieved or demonstrated each of these performances, would you be willing to say he had achieved the goal? When yes can be answered, the analysis is finished.

Subgoal 2: behavioral terminology

The student will demonstrate a basic knowledge of behavioral terminology in written and oral terms following the completion of the following text: Managing Behavior II.

Study guide: Managing Behavior II

Be able to define the following:

1. Positive Reinforcement

Answer: The technique of applying something good contingent upon the desired behavior.

2. Primary and secondary reinforcers.

Answer: Primary - consequences which satisfy certain biological needs. Secondary - events which have acquired reinforcing power through pairing with primary or secondary reinforcers.
3. Negative reinforcers
Answer: Taking away an aversive stimulus upon the desired behavior.

4. Continuous Reinforcement
Answer: Reinforcement is given after every response.

5. Intermittent Reinforcement
Answer: Reinforcement was given approximately every three to five times a response occurs.

6. Extinction
Answer: The withdrawal of reinforcement until the behavior returns to low levels.

7. Why must reinforcement and punishment follow a response immediately to be effective?
Answer: If a behavior was followed immediately by reinforcement or punishment, that behavior would be likely to increase or decrease. If it was not followed immediately another undesired behavior may be reinforced or punished.

8. What would be the behaviors displayed by a child who had not learned to react positively to praise, affection, attention, etc.?
Answer: The child's behavior preceding these social behaviors would not increase.

9. Why are tokens reinforcing? What procedure would you use to increase how rewarding they were to a child?
Answer: They were paired with primary or secondary reinforcers. I would pair the tokens with primary or secondary reinforcers.

10. Why is reinforcer sampling necessary?
Answer: To determine which activities, objects, etc., would be reinforcing to a particular child.

11. Why is feedback important?
Answer: To help the child discriminate between correct and incorrect responding.
12. Why should one accentuate the positive?
Answer: To increase motivation and/or emphasize a child's correct behaviors.

13. Why does extinction often result in an initial increase in behavior?
Answer: The child does not realize that the reinforcers are no longer available and continues to attempt to obtain the reinforcers.

14. Is punishment effective? When should punishment be used?
Answer: Punishment may often be only temporary. Punishment should be used only when the child endangers himself or others.

15. Why must prompts be given frequently at first and gradually faded?
Answer: Prompts would be given frequently at first to teach a new behavior, they can be faded when the child acquired these skills.

16. Why are signals important? (lecture)
Answer: Signals indicate when the children should respond.

Subgoal 3: letter writing

The student will compose letters to parents, teachers, and/or agencies upon the request of the Community Coordinator. The letters must be written in specific terms and be reviewed prior to leaving the Project HELP office.

Goal III: social work student's contract

The student will complete a behaviorally specific contract between themselves, their social work advisor and the Project HELP program.
Subgoal 1: contract

The student will contract with the Project HELP program to learn and develop their skills in various areas outlined in the social work goals handout.

Subgoal 2: purpose

The social work contract will be an agreement which will aid the Community Coordinator in evaluating the student's performance at the end of their involvement with the program.

Goal IV: instructional program

The student will demonstrate a basic knowledge of instructional methods appropriate in teaching children.

Subgoal 1: Corrective Reading/Language System

Given two hours of discussion with the Head Monitor and/or the Community Coordinator and instructional materials related to the Corrective Reading/Language System, including the procedures used in the program, the skills taught in each system, and basically the evaluation procedure used, the student will state the above material in specific terms.

Corrective Reading/Language System description, (CRLS)

The Corrective Reading/Language system (CRLS) was

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designed by the Becker and Engelmann Corporation. The CRLS currently has not been published.

The CRLS is a remedial reading system which is divided into two basic tracks of instruction. The two tracks are Decoding and Comprehension.

The Decoding track teaches children to read at three levels. Level A is composed of 160 lessons. It is designed for non-readers. The following skills are taught in Level A:

1) the sounds letters make
2) sounding out skills
3) word reading
4) word writing
5) sentence reading
6) sentence writing
7) teaching irregular words

Level B is composed of 140 lessons. This level is an extension of the Level A track. The following skills are taught in Level B:

1) irregular words
2) word endings
3) passage reading

Level C is composed of 140 lessons. The same skills are taught in Level C as in Level B except they are more advanced.
The Comprehension Track teaches comprehension and spelling skills at three different levels. Level A is composed of 60 lessons. This level teaches the following skills:

1) basic comprehension skills.
2) deduction and induction skills
3) analogy skills
4) vocabulary building skills
5) statement inference (answering questions related to statements)

Level B is an extension of Level A. The skills taught in Level A are continued in Level B. The following skills are also taught in Level B:

1) parts of speech (nouns, adjectives, verbs, etc.)
2) analyzing contractions
3) writing skills (combining sentences and editing skills)
4) following sequenced instruction skills

Level C is composed of 140 lessons. Level C is an extension of Level B skills. In addition to these skills the following skills are taught at this level:

1) analyzing arguments (fallacies, false conclusions, etc.)
2) reading for information

These programs are designed for 45 minute periods and there are placement tests for each track. The place-
ment tests indicate what skills a child has learned, thus where the child needs to begin in the program.

**Subgoal 2: role playing**

The student will role play one lesson from each program during the first two weeks (with the tutors) and be able to demonstrate a basic knowledge of the procedures used.

**Goal V: instructional program**

The student will demonstrate a basic knowledge of the mathematics program. The student will state the skills taught in the program and basically how the skills are taught and evaluated.

**Subgoal 1: mathematics instruction**

Given one hour of discussion with the Community Coordinator, the student will state the skills taught, the methods of teaching the skills and the basic evaluation procedures used in teaching mathematics.

**Subgoal 2: error patterns**

Given an hour of instruction and discussion related to error patterns in mathematics, the student will be able to locate error patterns observed during testing.
Goal VI: incentive procedure

The student will demonstrate the ability to state the incentive procedure, collect and record incentive forms, and inform the appropriate staff members of the information.

Incentive program description

Each week an incentive form will be sent home with the clients. During the intake interview the parents agreed to reward their child for "working hard" during the past week of tutoring. The parents are informed of whether or not their child has "worked hard" by means of the Parent-Tutor reports. Various activities and/or material reinforcers may be rewarded. The purpose of this reward system is to encourage the parents to reinforce their child for working hard during the week. It is important that the child "know" that his/her parents support his/her work and are concerned about their progress.

It is the social work student's responsibility to insure that the child is receiving the reward that was listed on the incentive sheet. This can be determined by asking the child. If there is any doubt a phone call to the parents may be necessary. It is also important that the parents are rewarding their child with a reasonable and reinforcing reward. At times the reward may appear to be too expensive or the child may report that
he/she did not enjoy the activity. In either case the parents must be informed and additional suggestions will need to be made.

In addition to the incentive program at home it is important that the incentive program at Project HELP be monitored. The social work student will be responsible for observing what behaviors are being reinforced, and whether this is too frequent or not frequent enough, and if in fact the child is receiving a variety of effective reinforcers. The social work student may determine this through observation. The social work student also has the responsibility to locate reinforcers which require contacting persons in the community.

**Subgoal 1: incentive form**

The student will gather incentive forms from their clients, keep records of the rewards, relate this information to the Community Coordinator at the weekly social work meeting and record and inform the monitors of any necessary information.

**Subgoal 2: student contact**

The student will talk with each client once a week to determine if they are receiving the reward stated on the incentive form.
Subgoal 3: incentive activities

The student will coordinate incentive activities for their clients during project time. The student will call or visit one place a month for an incentive (or more frequently if requested by the client's monitor) activity.

Goal VII: test administration

Given the Woodcock Reading Mastery Test and the Key-math Diagnostic Arithmetic Test, the student will demonstrate proficiency in administration, scoring, and interpretation of these tests.

Subgoal 1: discussion

Given two hours of instruction related to norm referenced testing, evaluation procedures, validity, scoring procedures, and test interpretation, the student will briefly explain the necessity of testing and be able to score and interpret information from these tests.

Pre/post testing description

As a method of providing the Project HELP staff with an estimate of where the client is performing, standardized tests are given. Unfortunately these instruments are not always reliable methods of measuring a student's ability. Some variables which affect the tests' reliabil-
ity are: 1) the tests are designed to be given with at least six months between the pre- and post-test, 2) the skills tested do not always constitute those that were taught in the program, and 3) any test will be influenced by variables such as noise, student attitude, the examiner, etc. Although these factors affect the tests they are given because they are based on national norms. This will provide the staff with a general idea of what skills the child has acquired at this time. A trained staff member will then have an idea of where instruction should begin.

To establish more specifically where a child should be placed in the program, informal tests are given. These informal tests will provide the Educational Technology staff with information on which skills the child needs to acquire and thus which program he/she needs to be placed in.

Each client will be given standardized and informal tests following the intake interview or on the first day of enrollment in the program. Each client will be given the Woodcock Reading Mastery Test and the Keymath Diagnostic Arithmetic Test plus the placement test for the Decoding and Comprehension programs.

Subgoal 2: role-playing

Given two hours of role-playing the administration of the Woodcock and the Keymath, the student will be able to administer the tests proficiently.
Study guide: Woodcock Reading Mastery Test manual

1. What type of responses are reinforced? What reinforcers are allowed? (pg. 13-4)

   Answer: Responding is reinforced. Non-discursive reinforcers are given which do not inform the student of correct or incorrect responses.

2. Define basal and ceiling levels. (pg. 14-6)

   Answer: Basal is the level where the child has answered consecutive answers correctly. Ceiling is the point where the child has made errors on 5 consecutive answers.

3. Generally, you can disregard starting points. Most of the clients you will be testing will begin at the first item on each subtest. (pg. 16-7)

4. How are correct and incorrect responses recorded? (pg. 17) Be sure all incorrect responses are recorded in the space next to the number. This will help the examiner to evaluate the errors that were made after the test was given.

   Answer: "1" indicates a correct response, "0" indicates an incorrect response.

5. If there are two incorrect responses preceding 15 correct responses—what would the score be? (pg 17-8)

   Answer: 17

6. Generally if a child is able to read at all they are
able to identify letters (Letter Identification). It is beneficial if the examiner would ask for letter sounds instead. This would be repetitious thus many are left unread. Be sure that with vowels and letters like "c" that have two sounds, that the client gives both sounds. (pg. 19)

7. If the student is unable to read they generally will not be able to complete the Word Comprehension or Passage Comprehension subtests. The examiner is not allowed to read these sections to the client.

8. Read "Completing the Interpretation Page" section carefully. Be able to explain where each column of numbers is located. (pg. 26-38)

9. Define reliability. (pg. 56)
   Answer: The degree to which a measuring procedure gives consistent results.

10. Define validity. (pg. 60)
    Answer: The degree to which a test predicts what it was designed to measure.

11. Study the tables on pages 94-109.

**Study guide: Keymath Diagnostic Arithmetic manual**

1. Define basal and ceiling levels.
   Answer: The basal would be 3 consecutive correct responses. The ceiling would be 3 consecutive incorrect responses.
2. If the client gets one wrong and two right and then on wrong--what is the score? (pg. 7)
   Answer: 3

3. How are correct and incorrect responses recorded? (pg. 8-9)
   Answer: Correct is indicated by a "✓", incorrect is indicated by filling in the circle.

4. How are the raw scores calculated? (pg. 9)
   Answer: Raw scores are calculated by adding the number of correct responses.

5. Skim the objectives on pages 35-44.


7. Be able to use the charts on pages 50-3.

Goal VIII: Corrective Reading/Language System placement tests

Given the placement tests from the Corrective Reading/Language system, the student will administer, score and interpret the information obtained from these tests.

Subgoal 1: administration

Given instruction on the administration, scoring and interpretation of the placement tests, the student will state the purpose of these tests, be able to score and interpret the results of these tests.
Subgoal 2: role-playing

Given one hour of role-playing the administration of these tests, the student will administer the placement tests.

Goal IX: staff evaluation--professional skills checklist

The student will demonstrate professional behavior as defined on the Professional Skills Checklist and accurately access their co-workers' skills. The student will then communicate this information to the staff members.

Staff evaluation description

Each student may complete a staff evaluation form on their co-workers. The Professional Supervisory Skills Checklist will be completed on each staff member who works with the student. Supervisory staff will include the Community Coordinator and the Project HELP program director. The Staff Performance Review will include the remaining social work students. Additional staff may be evaluated if the student wishes.

The purpose of these evaluations are to increase communications between staff members and to provide descriptive feedback to each other in developing each others professional skills. Each student should attempt to be honest when completing these evaluations. Following the completion of these checklists the student will need to
arrange an appointment with that person. Each person should attempt to describe the other person's positive behaviors first. The areas needing improvement should be approached in a descriptive and non-punitive manner. Following the meeting the section entitled Evaluation of Review must be completed. Each person should write his/her reactions to the preceding meeting. The reactions must be honest. After completion of this section the people should share their reactions and if a new approach is needed they should plan an alternative method.

Hopefully these meetings will result in improved communication between the staff members and each person will be more prepared to assist the other in developing the skills in the areas they feel need improvement.

**Subgoal 1: Professional Supervisory Skills Checklist**

The student will complete the Professional Skills Checklist on each staff member who supervises the student. The student will then communicate this information to the staff member.

**Subgoal 2: Staff Performance Review**

The student will complete a Staff Performance Review on all staff members who work directly with the student. The student will then communicate this information to the staff member.
Goal X: **intake interviews**

The student will demonstrate the ability to conduct intake interviews with parents, clients and agency representatives.

**Intake procedure checklist**

I. Preparation for intakes
   A. Sign-up for intake
   B. Read all information obtained from initial contact
   C. Determine tutor availability and starting dates
   D. Obtain the following:
      1. interview forms
      2. pamphlets
      3. parent handbook
      4. Parent-Tutor form
      5. incentive forms
   E. Sign-up for interview room
   F. Obtain test kits

II. Introduction
   A. Describe where tutoring occurs, explain and show the store, office, introduce staff, etc.
   B. Generate warm setting (introduce yourself and others, offer coffee, engage in small talk, attempt to stimulate child's interest in attending Project HELP).
C. Session times: 4-6, M-Th, number of weeks in WMU's semesters.

D. Must obtain teacher approval. Attempt to correlate programs and maintain frequent contact.

E. Diagnosis to determine ball park scores. Informal tests to place in our academic program.

F. Briefly explain Decoding A & B (teaches by Phonics approach) and Comprehension A & B (teaches word usage, spelling, inductive and deductive thinking, etc.) Math (Wilson's taxonomy and work sheets and SRA kits).

G. Explain small group tutoring and benefits to program and child (e.g., attention skills, individual attention, frequent responding, data collection, responding to teacher signals, etc.)

H. Explain schedule--i.e., tutoring, breaks, homework sessions

I. Explain motivation system (store, activities, positive approach) NOTE: explain incentive program in terms of client (i.e., tokens, points, activities only, feedback only, etc.)

J. Explain and show a P-T report, incentive forms, and explain content of initial and final report

IV. Information and forms

A. Ask questions (pages 1-3) in a positive, informal manner. Attempt to secure specific and detailed
information. Allow and encourage the child to respond when appropriate.

B. Explain the release forms and allow the parent ample time to read them before signing.

C. Explain billing directly from WMU. Explain that we will send them a voucher prior to their receiving a bill. Discuss tuition fees. Agree and sign the tuition form.

D. Explain that a social work student will be assigned to their child and will be calling approximately every two weeks to check on their progress.

E. Determine starting date. Offer direct observation of tutoring when appropriate.

F. Give the parents a pamphlet and a parent handbook and encourage them to call if they have any questions regarding procedures.

G. Ask that the parents call if their child will be absent or late. Ask them to inform us of any change of address or phone number.

**Subgoal 1: program explanation**

After four hours of role-playing and direct observation of intake interviews, the student will be able to effectively explain the Project HELP program to the adult and child and complete all items listed on the Intake
Procedure Checklist.

Subgoal 2: enrolled client procedure.

Given an enrolled client, the student will inform the appropriate staff members of this information, record all relevant data, and assemble a file on the client.

Subgoal 3: tutor assignment

Given an enrolled client, the student will inform the Educational Technologist and assist in the assignment of a tutor.

Subgoal 4: staff communication

Given an enrolled client, the student will discuss with the Community Coordinator the status of the new client including billing information, days attending, tutor assignment, etc. The student will communicate this information within one day following the enrollment of the client.

Goal XI: program explanation

The student will demonstrate the ability to explain the Project HELP program in a concise manner, and interview all relevant persons connected with the client.

Subgoal 1: summary

The student will observe and record data on the client.
in the tutoring session at least one day prior to a teacher interview. The student will present a written summary (as outlined in the teacher interview procedure) to the Community Coordinator.

**Teacher interview procedure**

I. Preparation

A. Complete teacher interview form (see Appendix D)
   1. Call teacher for appointment
   2. Inform him/her of the client you wish to discuss
   3. Explain that Project HELP (PH) is a tutorial program and you would like to correlate the two programs.
   4. Make an appointment and ask directions
   5. If necessary, inform of release of information form signed by parents

B. Enter all information available on the client on the teacher interview form
   1. Obtain test results and general demographic data (client's file)
   2. Obtain from the client's monitor:
      a. the current programs used
      b. materials used
      c. skills worked on
      d. communications
C. Obtain PH pamphlets to give to the teacher
D. Obtain sample Parent-Tutor (P-T) report

II. Interview

A. Introduce yourself at office and state purpose of visit. Ask directions to room.

B. Introduce yourself to teacher. (Be sure you know—or introduce—everyone present.)

C. Tell the teacher about PH and give him/her some pamphlets.
   1. tutorial program—5 to 18
   2. small group tutoring (3-5), advantages:
      attending, cooperation, individual, tutor attention, generalizes to classroom etc.
   3. referrals made by teachers, parents, agencies, etc.
   4. tutoring held Monday-Thursday (summer mornings) by semester-explain.
   5. explain breaks, explain incentive program—PH and home.
   6. tutors undergraduate psychology students, trained for two weeks on assessment and teaching techniques.
   7. tutor reading and math primarily but other areas possible.
   8. standardized tests given initially for ballpark scores. Placement test given for program

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placement. State names of tests and explain results.

D. Explain the initial and final report. Ask if she/he would like to receive a copy.

E. Explain P-T's and describe information they contain. Ask if (s)he would like a copy.

F. Explain that the social work students will be calling him/her approximately every two weeks to determine if he/she is satisfied with the skills and materials covered in tutoring as outlined by the P-T's.

G. Complete the Teacher Interview Form through questioning the teacher. BE SPECIFIC.

1. specific skills worked on in math
2. specific skills in reading
3. materials used in math and child's level
4. materials used in reading and child's level
5. any skills needing work in other areas
6. materials used with these skills
7. behavior problems. Antecedents and consequences
8. attempt to define what the teacher would prefer the child to do.

Subgoal 2: teacher interview

The student will accompany the Community Coordinator
to the teacher interviews for their clients. The student will take notes and discuss the interview with the monitors. The student will write a summary in the client's file that day.

Subgoal 3: observation

The student will observe the tutor-client interaction at least 10-15 minutes per day for five days following a teacher interview and record their observations in the client's file. The social work student will determine if the teacher's suggestions are being carried out in the tutoring session. The following day the student will check with the chart to insure that the information has been read by the client's monitor.

Subgoal 4: role-playing

Given a handout on the teacher interview procedure and three to four hours of role-playing, the student will conduct teacher interviews proficiently. (The student will be observed at least once prior to conducting an interview without supervision.)

Subgoal 5: feedback

The student will demonstrate the ability to use feedback from parents and teachers in monitoring and/or suggesting revisions in previous educational plans. The
The student will observe tutor-client interactions to insure that all areas requested by parents and teachers are being taught.

**Goal XII: interviewing skills**

The student will demonstrate the ability to interview children and adults to obtain information.

**Subgoal 1: client interview**

The student will talk with each of their clients at least once per week to determine their attitude toward the program, their tutor, school, etc.

**Subgoal 2: teacher consultation**

The student will call their client's teachers bi-weekly (or more frequently upon request) to inform the teacher of materials and skills worked on, to determine if they are receiving P-T reports and if they are useful, to check on the progress of the client in school, and to answer any questions.

**Subgoal 3: parent/guardian consultation**

The student will call the client's guardian bi-weekly (or more often if requested) to determine their satisfaction with the skills being taught and their attitude toward the program, to relate new information and to answer any questions.
**Bi-weekly contact suggestions**

Initially the social work student should attempt to engage in small talk. Some suggestions are 1) topics that were previously discussed, 2) how you've enjoyed working with the child, 3) the weather, 4) reports from the teacher or staff on the child's performance, etc.

The following are general areas and suggested questions to ask parents and teachers. There are additional areas of concern which may arise but these are too numerous and specific to clients to cover them in this handout. Some of these areas would be 1) attendance problems, 2) billing errors, 3) transportation problems, or 4) concerns from teachers, etc.

**Parents and Teachers**

**I. Receiving Parent-Tutor Reports**

A. Are you receiving the P-T reports?

B. Are they clear and easy to understand?

C. Do you feel that the skills being taught are adequate?

D. Are there any additional skills you would like to see taught?

**Parents**

**II. Incentive Forms**

A. Are you receiving the incentive form?

B. Are you having any difficulty choosing rewards?
C. (child's name) seemed to really enjoy (activity) last week. (s)he told me all about ____________.

D. Can you think of any activities your child would like to engage in with his/her tutor?

Parents and Teachers

III. General Questions

A. Have you noticed a more positive attitude toward learning or school in general?

B. Clarify or relate information from the teacher and/or parent

C. Has your child mentioned how (s)he likes his/her tutor?

D. Has (s)he talked about Project HELP? Positive? Negative?

E. How do you feel about Project HELP's work with your son/daughter?

F. Are there any other areas you would like us to work on? Academically? Behaviorally? Do not promise to work on these areas but promise them to look into it.

G. Do you have any questions?

Subgoal 4: tardiness phone calls

The student will call the client's parents or guardian to determine the reason for tardiness (15-20 minutes late) or absenteeism. The information will be recorded in the
client's file and recorded on the chart.

Subgoal 5: parent-tutor conference

The student will demonstrate the ability to interview a parent/guardian at the Parent-Tutor conference. The student will assist the tutor in interviewing the parents.

Parent-tutor (P-T) conference description

Parent-Tutor conferences will be held at the beginning and end of each semester. The conferences will be held on Thursday evenings. The initial conference will be held to inform the parents of the program and skills their child will work on. The final conference will be held to discuss their child's progress. In addition to these topics the conference will provide an excellent opportunity for the social work student to discuss any problems, intervention strategies, incentive programs, etc., with the parents. Due to the fact that the social work student is the mediator between the school, home and Project HELP, they often will have acquired information that the parents need to be aware of.

Another goal and/or responsibility of the social work student is to monitor the conversations between the parents and the tutor(s). The social work student may be more sensitive to areas of conversation which may offend a parent.
They will also be aware of methods to "smooth" the conversation if this occurs.

It is the responsibility of the social work student to inform the parents of parent-tutor conferences (in written form) one week prior to the parent-tutor conference. The day of the conference the social work student will contact the parents by phone to determine if they plan to attend the conference. This information will be recorded in each client's file.

Goal XIII: educational plan

The student will demonstrate the ability to use input from teachers and parents in the cooperative development of an educational and/or social plan. The student will use feedback from parents and teachers in monitoring and/or suggesting revisions for educational/social plans.

Subgoal 1: parent's/guardian's educational preference

Given information related to areas needing work (from parents and/or teachers), the student will relate this information to the Educational Technologist.

Subgoal 2: educational plan revisions

Given feedback from the parents and/or teachers and observational data that requires a change in the educational or social plan for a client, the student will inform the
Community Coordinator and determine the action to be taken.

**Goal XIV: observational data**

The student will demonstrate the ability to gather observational data to determine the effectiveness of an educational and/or social plan.

**Subgoal 1: observation**

The student will observe their client-tutor interactions at least two hours per week.

**Subgoal 2: data sheets**

The student will complete an observational data sheet on each client. The student will complete a daily observer sheet. The client information sheet (see Appendix D) must be completed on each client one week following enrollment.

**Goal XV: data recording**

The student will collect, interpret and record data. The student will demonstrate the ability to effectively use the charting system, and evaluate the effectiveness of a procedure.

**Subgoal 1: conversation data**

The student will record data from interviews or conferences in the client's file. The student will record
any revelant data from phone calls or informal conversations in the client’s file.

Subgoal 2: charting

The student will record the client information on the client chart. The student will initial the chart when any information was received on their clients and check for initials daily.

Subgoal 3: communication of information

The student will demonstrate the ability to obtain information and communicate information to parents, agencies, and other persons associated with the clients.

Goal XVI: staff consultation

The student will demonstrate the ability to consult with staff members regarding educational and/or behavioral plans.

Subgoal 1: social work meeting

The student will record and bring data including phone calls made, incentives received and observations made of the tutoring sessions to the social work staff meeting. The social work students will meet once a week with the Community Coordinator. The scheduled time will be announced at the beginning of the term.
Subgoal 2: Project HELP staff meeting

The student will attend a weekly Project HELP staff meeting once a week. The scheduled time will be announced at the beginning of the term.

Subgoal 3: issues book

The student will prepare for each meeting prior to the scheduled time. Any duties assigned will be listed in the issues book which will contain the agenda items for the meeting.

Description of issues book

The issues book is a notebook in which the agenda for weekly staff meetings are planned. On the occasions when there are issues that the social work student would like to discuss with other staff members these items may be placed on the agenda under the appropriate meeting.

Goal XVII: intervention plan

The student will demonstrate the ability to develop, implement, and evaluate an intervention plan designed to effect behavior change.

Intervention description

The social work student will implement an interven-
tion to change one or more client's behavior(s). Generally these behaviors will be social behaviors unless there is another area of interest. Some common social behaviors requiring change may be increasing appropriate verbalizations, decreasing inappropriate verbalizations, weight control, increase social interaction, survival skills (household skills, grooming skills), increase appropriate male-female interaction skills, and/or increase school related behaviors (eg., increase completion of homework, decrease acting out behaviors). The student may wish to chose more than one behavioral intervention depending upon the time required to implement the procedure.

Each student will complete an intervention proposal and a report describing the intervention and the results. The intervention proposal will be due at different times during the experience depending upon when the student will attend the program. If the student attends during the Summer/Fall or Fall/Winter semesters, the proposal will be due the Monday of the fourth week of the second term. If the student attends during the Winter/Spring or Spring/Summer terms the proposal will be due the fifth week (Monday) of the first term. The final report will be due the week prior to the final week of the term.

The proposal will be designed to include all the information needed for the final report with the exception of the results and subjective observations. The follow-
ing information must be included in the proposal:

1. Client's name
2. Social work student's name
3. Date
4. Behavior to be changed (specifically defined in terms of observable behavior, when and where the behavior will be observed, and how often it will be observed.)
5. Consequences (positive rewards, negative-punishment, extinction, short-term rewards, long-term rewards)
6. Recording method (continuous, event, duration, interval, time sampling or placecheck)
7. Design (reversal, multiple baseline or changing criteria)
8. Behaviors recorded (include all behaviors recorded, i.e., one may record tutor behavior as well as client behavior in order to change client behavior)
9. Behaviors graphed or feedback system (method of informing the client and others of client progress. This should include who, how, when and where feedback will be provided)
10. Length of baseline and phases (this will largely be dependent upon the length of the term and the number of phase changes to be implemented.
The report will include all of the above information plus the following:

11. Results (this section should report what happened in terms of average increase or decrease in behavior in each phase, and/or the average increase or decline of behavior during the study.)

12. Subjective observations (this should include any observations that were made but were not supported by data, and if appropriate why you feel that the data may be inaccurate.)

13. Recommendations (this should include your recommendations for further work with this client, also include any changes in procedure that need to be made if the intervention is continued.)

Subgoal 1: intervention procedure

Given instruction and discussion on intervention plans, including methods of data collection, plotting data, observation techniques, evaluation procedures, and report writing, the student will design an effective intervention plan to change behavior.

Subgoal 2: intervention techniques

Given the following text: Managing Behavior I-Hall, the student will design an effective technique to record data and a valid design to evaluate the effectiveness of the plan.
Define the following:

1. Continuous recording
   
   Answer: This is often referred to as an anecdotal record. One writes down everything that occurs.

2. Event recording
   
   Answer: This would be a frequency count of events as they occurred.

3. Duration recording
   
   Answer: The elapsed time of a specific behavior would be recorded.

4. Interval recording
   
   Answer: A data sheet would be divided into time intervals. The observer records the occurrence of behavior during the intervals.

5. Time sampling
   
   Answer: A data sheet would be divided into intervals but continuous recording would not be required. The observer would record the occurrence of a behavior every ten seconds for instance.

6. Define baseline behavior and why baseline data is recorded.
   
   Answer: Baseline would be recording behavior as it occurred with no manipulations. The observer may then compare this data with data obtained following a manipulation to determine if a change had occurred due to the manipulation.

7. Give two reasons why graphing is important.
   
   Answer: 1) a feedback devise, 2) to show visually any change in behavior.

8. Define mean.
   
   Answer: The mean would be the average of two or more numbers.
Subgoal 3: **intervention-discussion**

Given three to five hours of discussion on the possibilities for interventions and probable procedures, the student will design an intervention strategy appropriate to the problem.

Subgoal 4: **intervention implementation**

Given an accepted intervention strategy, the student will implement the procedure. The plan will include the collection of data, plotting the data on a graph, consulting with the client, parent or guardian, and staff, and interpretation of the data (results).

Subgoal 5: **intervention report**

Given the information collected during the intervention, the student will write a report in behaviorally specific terms. This report will include the intervention strategy, the results of the plan, and the recommendations for future work.

Goal XVIII: **legal issues**

The student will demonstrate a basic understanding of the legal issues related to clients who receive services in a tutoring program.
Subgoal 1: legal issues-Project HELP clients

Given one hour of discussion related to the legal rights of clients specifically in the Project HELP program, the student will state the rights of clients and the procedures necessary to insure their legal rights are met.

Subgoal 2: legal issues-behavior modification

Given one-half hour of instruction related to the legal rights of clients in regard to behavior modification techniques and areas directly related to psychology and social work fields, the student will be able to state and discuss these issues.

Lecture outline:

I. Project HELP client rights
   A. Forms
   B. Confidentiality

II. Behavior Modification
   A. Legal restraints
   B. Legal trends

Goal XIX: assertive training

The student will demonstrate the ability to discuss and use assertive training techniques outlined by Dale Carnegie when interacting with adults and children.
Subgoal 1: assertive training implementation

Given selected sections from the following texts: Don't Say Yes When You Want To Say No, (Baer and Fensterheim, 1975), and How To Win Friends And Influence People, (Carnegie, 1936), the student will be able to discuss and use these techniques when interacting with clients and/or adults.

Study guide: Don't Say Yes When You Want To Say No

1. Define assertion as apposed to aggression.
   Answer: Assertion means stating your desires and needs. Aggression means that desires and needs are demanded.

2. Complete the inventory on pages 50-1. Be Honest.

3. Describe an assertion problem you have. Follow the steps on pages 56-61.

4. Chose a situation to role-play and have three alternative behaviors that you could perform.

Study guide: How To Win Friends and Influence People

1. Be able to discuss each chapter and how it may relate to the social work profession or Project HELP.

2. Chose a situation and be able to role-play a response Carnegie would advocate.

Subgoal 2: role-playing

Given two hours on instruction, discussion and role-playing, the student will demonstrate the ability to use these techniques appropriately.
Goal XX: systematic desensitization and contracting

The student will demonstrate the ability to use and train basic relaxation procedures and contracting procedures when appropriate.

Subgoal 1: systematic desensitization--role-playing

Given a handout on systematic desensitization techniques and an hour of role-playing, the student will demonstrate the ability to use these techniques when appropriate.

Subgoal 2: contracting techniques

Given a lecture on contracting techniques, the student will demonstrate the ability to explain, implement, and evaluate a contracting system with a client.

Study guide: Systematic Desensitization (Rim and Master, 1974)

1. Be able to list five behaviors that the social work student could use a relaxation procedure with a client in the Project HELP program.
   Answer: Any anxiety producing behavior, i.e., speaking in front of large groups, fighting behavior, etc.

2. Be familiar with the relaxation procedure.

3. Given a list of the body parts to be relaxed, the student will role-play this skill with another student.

4. Given a hypothetical problem, the student will develop a hierarchy to use with the student.
   Answer: An example would be public speaking. 1)
speaking with one person. 2) speaking with two people. 3) speaking with five people. 4) speaking in front of ten people, etc.

5. Define thought stoppage. (lecture)

Answer: Thought stoppage means to continually covertly say "stop" following or interrupting an undesired thought.

Goal XXI: empathy techniques

The student will demonstrate the ability to use empathy techniques when interacting with the clients and adults. Empathy will be determined through observation by the Community Coordinator.

Subgoal 1: empathy techniques-discussion

Given an hour of discussion related to empathy techniques, the student will use these techniques when appropriate.

Subgoal 2: empathy techniques-role-playing

Given one hour of role-playing, the student will use empathy techniques appropriately.

Goal XXII: flow charting

The student will demonstrate the ability to use flow charting techniques in relation to applied setting.

Subgoal 1: flow charting-discussion
Given one hour of instruction and discussion related to flow charting techniques, the student will state when flow charting would be an appropriate technique and demonstrate the ability to read a flow chart correctly.

Subgoal 2: charting situations

Given a situation related to an applied population where flow charting would be appropriate, the student will flow chart the problem.

Study guide: flow charting

1. Be able to draw, and explain how each flow chart symbol is used. (handout and lecture)
2. Be able to read (follow) a flow chart.
3. Be able to flow chart the following problem or similar problem: (lecture)

Billy has not been completing his homework. The teacher decided to implement the following plan: If Billy completes accurately 90% or more of his homework he will receive a smile face on his paper and praises from the teacher. If Billy does not achieve 90% accuracy he must correct the problems he missed and turn in the paper again. If he corrects these problems he will receive the reward. If less than 90% is correct he must go through the chain again.
Goal XXIII: agency location

The student will demonstrate the ability to locate and refer clients to appropriate agencies in the area given the Directory of Community Resources in Kalamazoo County, 1976.
APPENDIX B

Social Work Student Schedule

The social work students were taught the above skills according to the following time schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introduction: social work student's job role, Project HELP job roles, hours, requirements, training procedures, discussion.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Read syllabus, read parent handbook, discussion.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Read <em>Writing Behavioral Contracts</em> (½), begin contracts (read previous contracts).</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Read <em>Writing Behavioral Contracts</em> (½), contracts.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Read course syllabus.</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Read <em>Goal Analysis</em> (½), chart information. (client chart and the Child Development Center's chart), complete contract.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Read <em>Goal Analysis</em> (½), role-play program with the tutors.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Read <em>Managing Behavior II</em> (½), and discuss terms, discuss behavior management techniques.</td>
</tr>
<tr>
<td>Week</td>
<td>Day</td>
<td>Task</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Discuss and complete the Professional Skills Checklist, discuss log and complete for this week.</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>Read the Corrective Reading/Language System handout and discuss, meet with the educational technology staff and discuss program.</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Discuss math program and procedures, discuss incentive programs—home and Project HELP.</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Role-play contact procedures—home, schools, agencies; begin calling absent/late clients, assign clients.</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Read the Woodcock and Keymath manuals and discuss testing procedures.</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>Review the Woodcock and Keymath and role-play administration.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Discuss test reliability, validity, etc., informal test and role-play.</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Intake procedure handout and discuss.</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Role-play intake procedure.</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>Role-play intake procedure.</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Meet with the Educational Technology staff and Community Coordinator to discuss job roles.</td>
</tr>
<tr>
<td>Week</td>
<td>Day</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
<td>Tutor-client observation procedure.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Read <em>How To Win Friends And Influence People</em>, discuss how Carnegie's procedures relate to interacting with people at Project HELP.</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>Read <em>How To Win Friends And Influence People</em>, and discuss letter writing, discuss thought stoppage.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Discuss communication procedures.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Systematic desensitization procedures and handout.</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Systematic desensitization-role-play.</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>Flow chart lecture and discussion, flow chart a problem.</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Community agencies, empathy training.</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Empathy training-role-play, discuss contracting.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Contracting procedures.</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>Assertive training-<em>Don't Say Yes When You Want To Say No</em>.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Assertive Training.</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Teacher interview procedure, discuss and role-play.</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>Teacher interview procedure, role-play.</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>Classroom observation procedures.</td>
</tr>
<tr>
<td>Week</td>
<td>Day</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>Observe classrooms.</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>Observe classrooms.</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>Observe classrooms.</td>
</tr>
<tr>
<td>10</td>
<td>37</td>
<td>Managing Behavior I and intervention procedure.</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>Managing Behavior I and intervention procedure.</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>Discuss data collection and proposals and discuss intervention possibilities.</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>Begin post-testing and contacting previous clients and agencies.</td>
</tr>
<tr>
<td>11</td>
<td>41-4</td>
<td>Continue post-testing and contacts entire week, begin intake interviews and teacher interviews and classroom observations.</td>
</tr>
<tr>
<td>12</td>
<td>44-7</td>
<td>Continue above procedures until the semester ends.</td>
</tr>
</tbody>
</table>

Client Schedule

The following schedule outlines the activities and procedures which an enrolled client would experience in the Project HELP program during a semester. The social work student schedule above was correlated with this schedule.

The Community Coordinator and the social work students are responsible for enrolling clients, maintaining contact...
with all persons outside of the Project HELP program and maintaining communication between the Educational Technology staff and the persons involved with the client.

1. Initial contact regarding a client.
2. Information about the program dispensed. Information gathered about the client (intake forms).
3. Scheduled time posted.
4. Social work student sign for time and place in issues book for Project HELP meeting.
5. Educational Technologist contacted for availability of tutors and starting dates.
6. Referral mentioned at Project HELP staff meeting.
7. Intake interview (see intake forms and procedures).
8. Client enrolled: client's name and relevant information entered on client chart.
9. Information entered on the Child Development Center's chart.
10. Observational data notebook and client file completed.
11. Teacher interview conducted (see teacher interview procedure and checklist).
13. Client observed by social work student prior to and following teacher interview.
14. Teacher/parent and/or agency requested behaviors begin to be taught.

15. Client's name and relevant information recorded on phone card file.


17. Billing sheet sent (WMU and parents).

18. Incentive form sent each Thursday with the Parent-Tutor report.

19. Client performance, contacts with parents, teachers, or relevant agencies contacts for each client are established on an individual basis.

20. One week prior to the Parent-Tutor conferences parents are individually contacted in written form stating the date and time of the conference. The day of the conference the parents are contacted by phone to determine if they will be attending.

21. If the parents cannot attend another time will be scheduled.

22. Parent-Tutor conferences held. Initial reports completed and given/sent to all relevant persons.

23. Two weeks prior to final P-T conferences the Project HELP staff will make recommendations regarding the continuation of each client.

24. Final reports are given/sent to the parents/teachers/agencies.
25. During the P-T conferences the social work student or other staff members will inform the parents of the Project HELP staff's recommendations.

26. Those who are definitely returning will be included on the enrollment list for the following term.

27. Post-tests are scheduled the week prior to the final week of tutoring. The test information will be compiled on a list of pre- and post-test scores by the social work students.
Social Work Student Checklist

I. Letters

1. specific terms used
2. clear and concise (no unnecessary words)
3. positives included (compliments and acknowledgements)
4. used business format
5. spelling correct
6. punctuation correct
7. all necessary information included

II. Contracts

1. all goals and activities included
2. specific and concise terms

III. Instructional Methods

1. can use and define terms related to teaching correctly:
   a. basic facts, algorithm, operation, error patterns
   b. sight work instruction, phonics (decoding) instruction
   c. vowel diphongs (diagraphs), diagraphs, blends
   d. decoding A and B phonics skills, comprehension
   e. signalling, blending, "say it fast," etc.
   f. frequent testing (probes), positive feedback, correction procedures

IV. Incentives

1. initials chart for incentives
2. call once a month for activity
3. records kept in observation file
4. information related at social work meeting
5. information related to PH staff
6. client's engaging in activities and receiving rewards
V. Testing
1. define "norm-referenced," "validity," and "reliability"
2. scores tests accurately
3. interprets tests accurately
4. explains necessity of giving tests
5. administers tests correctly
6. makes no corrections during testing

VI. Corrective Reading/Language System Placement Test
1. administers correctly
2. scores correctly
3. states purpose of test accurately

VII. General Procedures
1. explains job roles
2. states parents' roles
3. states responsibilities to client
4. reads social work syllabus
5. CDC course manual

VIII. Professional Skills Checklist
a. completes "Supervisory Profession Skills Checklist" on Community Coordinator and "Staff Performance Review" on other social work students

IX. Intakes
1. schedules intake interviews
2. follows intake interview procedure
3. explains all information on intake forms
4. asks all pertinent questions
5. completes all forms
6. positive informative, friendly courteous manner
7. checks availability of tutor and starting dates
8. assembles POR file and Observation file
9. obtains reasonable billing agreements

X. General Activities
1. completes at least two observation sheets on each client per week
2. observes and records data one day prior to teacher interview
3. writes summaries for teacher interview
4. observes tutor-client interactions 5 days following teacher interview for 10-15'
5. insures that all teacher and parent requested skills are taught
6. talks with each client daily
7. calls teachers bi-weekly - follows general P-T forms
8. calls parents bi-weekly - follows general P-T forms
9. records all teachers and parents data
10. calls late clients (15-30'late) - records data
11. relates all essential information to staff
12. observes clients at least two hours per week
13. completes observation data sheets
14. completes daily observer sheets (at least two per week)
15. uses charts appropriately
16. uses communication form correctly in POR file
17. attends social work staff meetings
18. brings observation folder with all appropriate information filled out
19. attends Project HELP meeting and CDC staff meeting
20. uses issues book appropriately
21. designs appropriate intervention plan
22. read Managing Behavior I
23. submit behaviorally specific proposal
24. collects data correctly
25. plots data correctly
26. consults appropriately with clients and parents and with staff
27. write behaviorally specific final draft
28. states legal rights of clients
29. states legal restraints on behavior modification techniques
30. defines assertive training
31. complete checklist
32. read selections from Don't Say Yes When You Want to Say No, When I Say No I Feel Guilty, and How to Win Friends and Influence People
33. demonstrate assertive training technique
34. demonstrate relaxation procedures
35. contract with a client
36. use empathy appropriately
37. flow charts correctly
38. read flow chart correctly
39. flow charts problem correctly
40. locate agencies in Directory of Community Resources in Kalamazoo County
41. visit agencies in Directory of Community Resources in Kalamazoo County (1976)
### APPENDIX C

Social Work Meeting Agenda Sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>Behavior</th>
<th>Information</th>
<th>Action</th>
<th>Needed</th>
<th>Made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Contact</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Contact</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Agency</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Contact</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Tutoring</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Session</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Incentive</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Home</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Incentive</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>PH</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Social</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Behaviors</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
## APPENDIX C

### Social Work Student Log

<table>
<thead>
<tr>
<th>Terminal Goal</th>
<th>Subgoals</th>
<th>Extent to Which Subgoals Were Met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subgoals</th>
<th>Procedures</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX D

Daily Observer Sheet

Client's Name: ____________________ Date: ____________________

Tutor(s) Name: ____________________ Time: ____________________

Observer: ______________________________________________________

I. Skills Parents requested: ______________________________________

II. Skills teacher(s) requested: __________________________________

III. Additional skills requested: __________________________________

Flow-chart Procedure:

Skills Tests? no Test date 

yes

Taught? no Inform Community Action? no End Coordinator 

yes 

Follow Form 

Requested Skills Taught? _________________________________________

Reinforcement:

Descriptive: ________________ Positive: ________________ 

Eye Contact: ________________ Enthusiastic: ________________ 

Points: ________________ Long Term Sr: ________________ 

When: ________________ Criterion: ________________ 

Where: ________________ Travel Release: ________________ 

Premack: ________________ Activities, Break: ________________
Social Interaction:

Client interact with other clients? _______ Positive?___
Client interact with staff? _______________ Positive?___
Tutor interact with other clients? _______ Positive?___
Tutor interact with staff? _________________ Positive?___
Client making negative statements (PH or staff)? ________
Tutor? ___________________________________________________________________
Tutor meeting dress code? ____________________________________________
On task behavior? _________________________________________________
Client (80% of time)? ___________________________________________________________________
Tutor (80% of time)? ___________________________________________________________________
Off-task behaviors? _________________________________________________
Tutor's behavior preceding R? ___________________________________________________________________
Following R? ___________________________________________________________________

Academics:
Client request assistance with homework? ________________
Client following directions? ________________
Following signal? ___________________________________________________________________
Attending? ___________________________________________________________________
Guessing frequently? ___________________________________________________________________

Data To Be Reviewed At Staff Meeting:
Positives: _____________________________________________
Negatives: _____________________________________________

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## Teacher Interview Form

<table>
<thead>
<tr>
<th>Client</th>
<th>Age</th>
<th>Grade</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Teaching Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Teaching Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Phone</td>
<td>Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointment Date</td>
<td>Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Client's Program:**

**Current Program(s):**

**Materials:**

**Skills Being Worked On:**

**Communications:**

**TEST INFORMATION:**

Keymath (Grade/age scores or percentiles):

**Strengths:**

**Weaknesses:**

Reading Test: Date:

**Strengths:**

**Weaknesses:**

Grade/age scores or percentiles:

**CLASSROOM INFORMATION:**

P-T's yes/no Initial/Final Reports yes/no

Skills worked on in math:

Skills worked on in reading:

Math Materials: Level

Reading Materials: Level

Additional Skills Needing Work:

Additional Materials:

Teacher's Method of Instruction: (gathered from previous discussion)

Behavior Problems:

Areas occur:

Antecedents:

Consequences:

Alternate Behavior Desired:

Additional Comments:
APPENDIX E

Pre-Test

1) Rewrite the following letter in behaviorally specific terms and following a business letter format:

Writing to: Joann Smith
c/o DSS
333 Dector St.
Grand Rapids, MI

You would like to inform Ms. Smith that one of our clients, John Doe, has been coming late to the program for several weeks. You'd like to find out why and if there is anything you could do to help.

Note: You may need to fabricate additional information.

2) Please state one goal you would like to accomplish while attending Project HELP. Be behaviorally specific.

3) Define the following terms and give an example:

1) Basic facts
2) Vowel digraphs
3) Signaling
4) "say it fast"
5) Describe the comprehension A & B program.
6) Why is positive feedback essential?

4) Define: Validity

Reliability

80
5) List 5 possible activities for the home and Project HELP.

6) What is the purpose of administering the Decoding Placement and Language Placement Screening Test?

7) Explain 5 functions of the Social Work Student's job role.

8) Explain 5 functions of the Community Coordinator's job role.

9) What are 5 things the parents must consent to in order to enroll their child in the program?

10) List 2 purposes of completing the Professional Skills Checklist.

11) Define the purpose of the Project HELP logs and skills the social work student will obtain after completing these logs.

12) List the categories contained in the Project HELP logs and define each section.

13) List 10 purposes of the intake interview.

14) Why must the client be present at an intake interview?

15) What is the fee for all clients involved in agencies?

16) How often must a social work student observe their client?

17) How frequently are parents/teachers contacted?

18) List 3 steps a social work student must take prior to a teacher interview?

19) What 2 things must occur following each contact with
20) What materials must be brought to the social work meeting?

21) Define empathy vs. sympathy.

22) Briefly explain the teacher interview procedure.

23) Describe the terms assertive vs. aggressive.

24) List 3 components of systematic desensitization.

25) What does this symbol (□) mean in flow charting?

26) What procedure would you use for a child who did not talk frequently with other students. Briefly describe the design, data collection procedure, the behaviors you would like to increase and consequences.

27) What is the purpose of the issues book?

28) What 3 things must be remembered when contacting clients? (General behaviors)

29) Define the dress code for social work students.
Intermediate Test

1) Describe the social work student's job role.
2) Describe the dress code. Describe the moral code.
3) Rewrite this in behaviorally specific terms: (You may make up additional data.)
   The child is having trouble in reading. She skips words, messes around in class, draws pictures and has trouble adding.
4) Describe the Corrective Reading/Language Program—briefly:
5) Define contingent reinforcement.
6) Give an example and explain the terms "signaling" and "prompts."
7) Differentiate between aggression and assertion.
8) Explain test reliability and validity.
9) Describe the incentive program at Project HELP and at home.
10) List the general procedures entailed in a teacher interview.
11) Describe a multiple baseline design.
Post-Test

1) State one goal you have achieved while attending Project HELP. Be behaviorally specific.

2) Define the following terms and give an example:
   1) vowel digraphs
   2) positive feedback
   3) sight word instruction
   4) signaling
   5) validity

3) Explain the necessity of giving frequent tests.

4) Define "norm referenced."

5) Explain the parent's job role in the Project HELP program.

6) Explain 3 functions of the social work student's job role.

7) Explain 3 functions of the Community Coordinator's job role.

8) List 2 things parents must consent to in order to enroll their child in the program.

9) What was the purpose of completing the professional skills checklist.

10) What was the purpose of the "log."

11) List 5 purposes of the intake interview.

12) What types of questions does the interviewer ask the client?
13) Explain the procedure used when negotiating a contract.

14) What behaviors are observed in the classroom? (List 5)

15) List 5 questions asked when contacting parents and teachers.

16) What 2 steps need to be taken following a teacher interview?

17) What information is necessary for the social work meeting?

18) Define the difference between empathy and sympathy.

19) Explain the teacher interview procedure briefly.

20) Give an assertive response to the following situation: (Rewrite the "you" response.)

   Clerk: "There is no returns on these items. You have had this item for a month and that's too long."

   You: "But I've only had these shoes one month and they ripped apart."

21) Give 2 situations in Project HELP where systematic desensitization would be a useful procedure.

22) What does this symbol (\(\oplus\)) mean in flow charting.

23) What procedure would you use with a client who used an excessive amount of obscene language?

24) What is the purpose of the issues book?

25) What 5 things must be remembered when contracting with a client?
26) Define the dress code for social work students.
27) Define the moral code.
28) Explain the tornado procedure.
29) What is the purpose of initialing the client chart?
30) What one thing must the social work student do prior to an intake interview?
FOOTNOTES


REFERENCES


Barton, David C., Miles K., "The Use of Role Playing Techniques As An Instructional Aid In Teaching About Dying, Death and Bereavement," Omega: Journal of Death and Dying, Vol. 6 (3), 1975, 243-250.


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