PowerPath PROFESSIONAL CERTIFICATION REQUIREMENTS

Case Study Review and Submission Form

Name	**Program**
Personal Mailing Address	**Email address**
City, State, Zip	**Phone #**

Certification Timeline & Requirements

BEFORE Level I. . .

1. **Read the User's Guide!** Review all PowerPath materials.
2. Complete 2 intakes and screenings, Steps 1-3, with 1 non-client and 1 client suspected of having learning difficulties.
3. Install PowerPath software and enter data from intakes and screenings. Generate Individual Reports for both individuals screened.
4. Bring the 2 Individual Reports to Level I training.

Attend Level I

BEFORE Level II. . .

1. Screen all clients with 4 key PowerPath screenings: Vision, Auditory, Attention Difficulties & Scotopic Sensitivity. Enter data and generate a report for each client for these screenings. Review and annotate Individual Reports with client and create Crib Sheets with all clients.
2. Introduce clients to Personal Learning / Employment Plan process. Using the Facilitator's Guide, ask clients the prescribed questions and complete PL/EPs with all clients between PP Level I and II.
3. Bring to Level II, minimum of 10 clients' screening forms, annotated Reports, Crib Sheets and at least 2 weeks of continuous PL/EPs.
4. Bring Service Summary (dates from Level I to II) and listing of Participants to Level II training.
5. Begin and maintain Learning Journal. Bring Journal to Level III.

Attend Level II

BEFORE Level III. . .

1. Select 2 clients reading below 5.0. Work with clients to complete 2 full case studies and bring case studies to Level III which include:
   - Full PowerPath intake and all screenings including APS
   - A complete Individual Report for each client

   Edit report prior to printing to adjust strategies to better fit clients.
   - Review and annotate report with client, create a Crib Sheet, and then follow through with at least consecutive 3 PL/EPs.
2. Complete 2 case study forms and review case studies using the check list on the inside of this form. Submit a form with your √'d review & an documentation for 2 clients at Level III.
3. Conduct 2 Share the Power Trainings - one must include clients. Bring evaluations to Level III.
4. Bring Service Summary (dates from Level I to III) and listing of Participants to Level III training.
5. Continue and maintain Journal. Bring Journal to Level III.

Attend Level III

BEFORE Level IV . . .

1. Conduct 2 SMARTER Sessions - bring documentation to IV.
2. Review readings on CLD and complete 2 CLD Interviews with Culturally and Linguistically Different clients - bring to IV.
3. Bring a minimum of 5 different clients PLPs with Crib Sheets to Level IV.
4. Bring Service Summary (dates from Level I to IV) and Listing of Participants to Level IV training.
5. Continue and maintain Journal. Bring Journal to Level IV.

Attend Level IV

After Session IV . . . Due by ______________________ (negotiated with Trainers)

1. Submit 2 complete case studies on CLD clients including APS and CLD interviews. Use review for and submit √ Case Study Review Form with case studies.

POWERPATH CERTIFICATION IS VALID FOR 2 YEARS

CASE STUDY REQUIREMENTS

The following documents must be completed or developed*with client:*

- Personal Profile Folder or CLD Interview Form
- Diagnostic Screening Forms, including Attention Difficulties, Scotopic Sensitivity & APS
- Entire Response Booklet, including completed Personal Feedback Form & signed Release of Information Form
- Annotated Individual Report
- Partnership Contract
- Referral forms
- Crib Sheet
- 3 PLPs or PEPs for 3 consecutive weeks, including comments by the participant
- Completed Certification Case Study Submission Form for each case
- Include a letter from client about what they gained from implementing PowerPath
- A letter from you about what you learned by using PowerPath with this client.

Please review the case study you are submitting. As you read through each of the following criteria, place a √ next to the items which you find to be in compliance. Use 'N/A' for items not relevant to your case study.

The Personal Profile Folder

_____ All of the responses, on both sides of the **Personal Profile Folder,** are filled-in or otherwise noted.

_____ The CLD Interview was used when participant indicated English was not home language.

_____ Comments made by the participant were added next to questions on the folder -- indicating additional pertinent information was collected.

The Diagnostic Screenings: Information Processing, AD, and VSS Screenings

_____ The circle under each test item was filled-in to indicate correct responses.

_____ The *Plus Lens Test* has been accurately scored -- remembering that actually reading the line of E's is the wrong answer. Correct responses (in this case, not being able to see the E's) have their circles filled in.

_____ The '10 Decibel Rule' was used and any increases in decibels were noted on the form.

____ Incorrect responses were noted by writing down exactly what the participant said in the following tests: *Reading of Single Words*, *Motor Free*, *Random Numbers*, *Words in Context*

____ *Visual Motor Integration* items were scored using the criteria listed in the **Test Plates**.

_____ All correct responses have been totaled for each test and placed in the "Total Correct" box.

_____ For each test a 'Strength - Challenges' box has been filled in re: the Total Correct score.

_____ A 'Visual Profile' has been made by connecting the filled in Strength - Challenge boxes.

_____ The checklists were completed for both the *Attention Difficulties* and *Visual Stress Syndrome Screenings.*

_____ The APS was administered (and scored accurately) to individuals scoring below 4.0 reading level on Reading of Single Words.

The Response Booklet

_____ On the *Reading of Single Words*, each correct response has been noted by a √ -- and any incorrectly read word has been written down exactly as it was read by the participant.

_____ The *Reading of Single Words* test was discontinued after 5 consecutive errors in **one column**.

_____ The **Diagnostic Error Analysis** has been completed -- each of the samples were reviewed according to the guidelines in the **User's Guide** and the inside cover of the **Response Booklet.**

_____ Visual and Auditory errors are coded and totaled in the *Diagnostic Error Analysis* box. These numbers placed into the Visual Errors and Auditory Errors boxes on the Diagnostic Screening Form.

_____ The *Auditory to Motor* test was discontinued after 5 consecutive errors.

_____ Banana words were used correctly (7/10 errors in first 10 words) but NOT included in the scoring.

_____ The **Personal Feedback Form** indicates that key *PowerPoints* were followed, i.e., using the participant's own words (showing that the words on the form are a recap of your conversation), no 'educational' jargon is present, strengths are noted, form was written in a style the participant can read (printing vs. cursive), etc.

_____ The original **Personal Feedback Form** has been torn out of the **Response Booklet** and given to the participant, but a copy was kept and submitted as part of the case study.

_____ The **Release of Information** form was completed and signed by the participant so that his / her materials and screening results could be submitted as a case study.

Individual Report

_____ The Browse/Edit option was used to **modify the Individual Report** — either adding additional strategies or removing strategies that were not applicable for the specific participant.

_____ The **Individual Report was annotated using the participant's own words**. The words chosen for the annotations demonstrate that a dialog was used with questions posed to engage the participant and involve him/her in the discussion about the screening results. Quotes were also used to note the participant's verbatim comments during the dialog.

_____ **Strategies that were noted** (highlighted or commented upon in writing, etc.) **were also listed on the Crib Sheet** and then used to build the **Personal Learning Plan**.

_____ The **Partnership Contract** was written with the participant — using their own words and written in a style that the participant could read (i.e., printing vs. cursive, etc.).

_____ The **Partnership Contract** was written for short time period (1 - 4 weeks depending on the participant's degree of learning difficulties).

____ **Referral Forms** were completed with the participant. Auditory referrals were made only after the participant had been retested. Retesting dates and results are shown on the **Diagnostic Screening Form**.

The Crib Sheet

_____ The **Crib Sheet** lists the accommodations / strategies that were selected from the Individual Report by the participant. Page numbers were listed identifying the page that the strategy came from in the Report.

_____ The **Crib Sheet** was written in the participant's own words (restating the strategy) and written so the Participant could read the strategies he/she selected to use as part of the Personal Learning Plan.

Personal Learning Plans or Personal Employment Plans

_____ The **PLP was clearly written** (both in style of printing and vocabulary) with the participant — in words the participant can read and understand. The PLP / PEP has been kept simple for easy understanding and to ensure the participant's success.

_____ The **Facilitator's Guide** and questions were obviously used to create the PLP / PEP.

_____ The *Long-Term Goal* and *Short-Term Goal* repeated what the participant had previously stated in the intake interview (**Personal Profile Folder**) and on the **Partnership Contract**. The goal(s) go beyond "to get my GED" or "to read better" and describe <u>why</u> the participant wants to achieve the goal. The *Short-Term Goal* is even more specific as to what can be accomplished this week/month.

_____ The **participant's strengths** were listed including such attributes as effort, attitude, skills, personal traits.

_____ The **skills and subskills** had additional words listed that described the skill in everyday terms - with a graphic organizer drawn on the backside of the PLP/PEP noting the relationship of the skill and sub-skills.

_____ Specific areas from the APS were targeted as subskills under 'Reading' and/or "Decoding".

_____ The **Strategies (accommodations)** listed on the **PLP / PEP** correspond to those listed on the **Crib Sheet** <u>and</u> to those strategies that were highlighted or commented on in the **Individual Report.**

_____ The **Resources / Materials** listed on the PLP / PEP reflect not only the learning materials (workbooks) but also the additional learning tools (such as highlighters, overlays, cards, computers, etc.) . These resources are cited in the Tasks / Steps as to when the participant is to implement them to accommodate learning / training.

_____ The **Tasks or Steps** are <u>numbered</u> and <u>sequenced</u> for the participant to follow. Materials that were listed such as workbooks, books, computer programs (etc.) are listed along with the pages to be completed and timelines for completion.

_____ **Task timelines** were decided by the participant — and checked by him/her when completed.

_____ When the PLP was finished, each set of tasks was reviewed by the participant and comments were noted under "How I did" and "What I learned".

_____ A HAND WRITTEN (OR DICTATED) LETTER is included FROM PARTICIPANT ABOUT THEIR EXPERIENCES WITH POWERPATH - WHAT DID THEY LEARN FROM THE PROCESS; WHAT HAS HELPED; WHAT WAS DIFFERENT ABOUT THE EXPERIENCE, ETC.

_____ A letter is included from the instructor/counselor about his/her experience using PowerPath with this participant.

Help us by letting us learn with you.......

What was the most difficult aspect of learning the ***PowerPath Process?***

What could have been done to make it easier?

How did the participant respond to the:

Personal Profile
Diagnostic Screening
Attention Difficulties and Scotopic Sensitivity Screenings
The Individual Report
The Partnership Contract
The Personal Learning Plan

What did you add to the PowerPath Process that made it better?

How have you already implemented PowerPath?

What other plans does your program have for further implementing PowerPath?

Who will be administering the:

Personal Profile or CLD Interview?
Diagnostic, Attention Difficulties & Visual Stress syndrome Screenings?
Review of the Individual Report(s)?
Partnership Contract?
Implementing / Writing the PLP/PEP with the participant?

Will you be coaching others on how to use PowerPath?
If yes, who will you be coaching? Is there anything we can do to help you?

How can PowerPath's administrative reports -- i.e., the Service Summary be helpful to you and your program?

Thank you for helping us continue to build our Collective Wisdom!

Certification and ReCertification -

All *PowerPath* Certificates are valid for two years.
To renew certification, download requirements and Certification Renewal Form from www.powerpath.com
Recertification includes submitting additional case studies, a Service Summary and Listing of Participants in System Reports, and attending an update seminar.

Submit this form* (all 4 pages) with each case study.
Final Certification Documentation can be sent to:
***PowerPath* Certification**
The TLP Group
PO Box 21510
Columbus, OH 43221
Please allow 10-12 weeks for processing. Certificates are issued twice annually.
**** Make additional copies of this form as needed for each case study***