



Board Certification Step One: The Case Study

BCET Application and Case Study Guide

The following Case Study Guide is provided to assist you in your preparation. In addition, **FREE video recordings** of the Case Study Workshop are available in the Members' Center on the AET website.

Case Study Submission Steps

1. To begin the process, email your completed [Letter of Intent](#) to the Case Study Coordinator at casestudycoordinator@aetonline.org.
2. Log in and Submit your Application Fee of \$100 by using the [online payment form](#).
3. Email the following to aet_membership@aetonline.org & casestudycoordinator@aetonline.org
 - o Form A (see below) Application Form
 - o Form D (see below) 1,000 Additional Direct Service Hours
 - o Verification of Master's Degree (transcript)
 - o Case Study

Specific Questions and Guidance

If you are uncertain about some procedural aspect of your case (e.g., what type of case to choose, how to present assessment or intervention data and analysis, etc.), contact the Case Study Coordinator at casestudycoordinator@aetonline.org. You may seek support and encouragement from current BCETs during the writing of the Case Study. Please note that **AET policy states that current BCETs may not read applicants' case studies**. This policy exists so that applicants will not interpret one BCET's well-meaning positive feedback as an indication that the official readers will approve your Case Study. You are encouraged to have a friend (not a BCET) proofread your Case Study before you submit it. While the use of technology tools like spelling and grammar checks are encouraged, the use of Generative AI is strongly discouraged as it does not align with ethical practice. The case study is intended to be a demonstration of your professional skills and your ability to communicate about a case.

Case Study Results

The Case Study Coordinator will notify you of the results of your Case Study submission. All efforts are made to notify you within **eight to ten weeks of submission**. However, response time may vary depending on a number of factors including the time of year, availability of readers, and the number of simultaneously submitted case studies.

Case studies may not pass for a variety of reasons. For example, a section may need to be rewritten for clarity, the submission does not follow the structure of the prescribed outline, parts of the outline are not addressed, an inappropriate subject was chosen for the Case Study, and/or the written analysis is insufficient. In the event that your initial submission does not pass, you may resubmit a revised version **within 12 months** of notification. If there are extenuating circumstances, contact the Case Study Coordinator. If the resubmitted Case Study does not pass, or is not resubmitted within **12 months**, you must begin the BCET process again.

FORM A: APPLICATION REQUIREMENTS AND APPLICATION FORM

Board Certified Educational Therapist (BCET®) membership is open to educational therapists who have been ET/P® Members of AET for at least one year.

Requirements are:

- Have a Master's degree approved by AET:
 - A Master's degree in educational therapy, special education, or general education
 - A Master's in a discipline that focuses on human development, has a clinical training component, focuses on an individual's strengths and needs, and meets AET's academic requirements
 - A Master's or a terminal degree related to the intended focus of educational therapy practice
- If an applicant has a Master's degree in a field not covered above, the Membership Committee will verify that:
 - The applicant's training qualifies them to purchase and administer B Level assessments. The applicant will sign a statement attesting that they meet these criteria.
 - The applicant has taken a course that includes research design, methodology, data collection techniques, statistical analysis, and ethical considerations or has authored research published in a peer-reviewed journal.
- Complete and document an **additional 1,000 hours** of clinical practice. You may begin to accrue these hours **only after** earning your ET/P®. On **Form D** please provide a brief summary of your activities leading to your 1000 direct service hours, including type of service, setting and methods of verification.
- Submit a formal case study that is approved by the Certification Board.
- **Passing the BCET® written examination**, which candidates are eligible to take upon successful completion of the Case Study. Instructions for preparing for and taking the examination can be found in **Step 2: The BCET Ethics Exam**.

If you have any questions about the Case Study evaluation process, please contact the Case Study Coordinator: casestudycoordinator@aetonline.org.

FORM A: APPLICATION FOR CASE STUDY REQUIREMENT OF BOARD CERTIFICATION

NAME / DEGREE(s)*

(*As you would like your credentials to appear on your certificate.)

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____ Cell Phone: _____

EMAIL _____

DATE OF ET/P MEMBERSHIP

Supervisor _____

SUBMITTED:

- ☐ Verification of Master's Degree
- ☐ Verification of Direct Service Hours
- ☐ Case Study
- ☐ Case Study Application Fee (\$100.00)

SIGNATURE _____ DATE

FORM B: INSTRUCTIONS FOR THE CASE STUDY:

I. CHOOSING AN APPROPRIATE CASE

Your Case Study serves as a way of demonstrating your skills as an educational therapist. Your presentation will describe the ways in which you address the academic, psychological, social-emotional, and behavioral aspects of the case. You must demonstrate the educational therapist's role(s) as evaluator, remediation specialist, consultant, advocate and case manager. It is best to present a case which exemplifies your approach as an educational therapist. You may wish to refer to the [*AET Code of Ethics*](#) for the definition of the role of Educational Therapist.

There are several points to keep in mind:

1. **You must have worked with the client for a minimum of 12 months.**
2. Your case may be one that is ongoing, or it must have terminated no more than five years prior to the submission of your case study.
3. Your case must include **formal normative testing**, including both cognitive and academic measures. Do not choose a client who has no formal testing data, since the readers look for information about how you interpret tests and how you develop the insights you gain from tests to set up an appropriate intervention plan. Cognitive testing must have been completed by a qualified professional.
4. You must have objective documentation of the client's progress. This could be in the form of post test scores, informal assessments, as well as academic grades. It is not enough to simply state that the client made great progress, as the readers will be looking for documentation which supports your conclusion.
5. It is often wise to choose a client who made progress. This simply makes your job of writing the Case Study a little easier. A client with whom you had good rapport and who clearly benefited from the work you did together will offer the best avenue for demonstrating your knowledge.
6. You may wish to avoid a case that is ongoing for three years or more, as the data may become somewhat unwieldy and may be more difficult to describe.
7. No matter how successful the case, there will be some questions which you cannot answer. Rather than simply not mentioning these questions, it would be better to bring them up yourself, and offer your ideas on possible answers. In this way you demonstrate the depth of your understanding of your client.
8. Use specific examples throughout the Case Study to help the readers really "see" your client and their behavior.

II. THE CASE STUDY OUTLINE (SEE FORM C)

The Case Study **MUST** be written according to the Case Study Outline to ensure the most objective evaluation possible. Case studies which deviate from this outline will be returned for rewriting. The outline has been kept simple and broad so that there is room for variations of style, philosophy, and educational practices. Be sure that you have the latest revision of the Case Study Outline to follow: **FORM C**

Remember to write for the reader. Be clear and concise and address the topic in each category. **Your case study will be scored based on the rubric below.** The outline also forms the basis for the written feedback comments which are provided to you by the Case Study Coordinator. Upon request a candidate may request oral feedback.

III. FORMATTING REQUIREMENTS

- 12 to 24 double-spaced pages of narrative with one-inch margins. Pages must be numbered.
- Use a 12-point font for narrative portions. Embedded tables/charts can be reduced to a 10-point font.
- Test data tables/charts should include the age at time of testing. They should be placed in an appendix and referred to within the narrative.
- **To ensure complete confidentiality, all identifying information regarding the client and the context MUST be eliminated.** Names of clients, schools and other professionals must be changed to initials. The city or geographic area must be referred to in general terms, e.g., a Midwest urban area, a West coast suburb, etc. Failure to eliminate specific references will prevent the committee from reviewing your application and evaluating your Case Study.
- **Print your name on the application form only, not on any page of the Case Study.** To ensure impartiality, the readers are not informed of your identity.
- Cases that exceed the length limits and/or do not follow the outline guidelines for formatting requirements will be returned for rewrite.

FORM C: CASE STUDY OUTLINE

I. PRESENTING PROBLEM

5 points

What is the primary issue of concern? Why is this client a candidate for educational therapy as opposed to other types of intervention? Who is the referral source?

II. BACKGROUND INFORMATION

15 points

Data gained from parents/other professionals/client must include:

A. **Objective data:** Date of birth, age, gender identity, brief physical description, school grade (if applicable). Other background information like race, ethnicity, cultural context, and/or socioeconomic status that may impact the client's experience or influence your choices made during this case (e.g., decisions based on cultural sensitivity), description of the child's personality, affect, and overall feelings about school, learning and their own abilities; intervention start and end date, frequency, duration, and (approximate) total number of sessions.

B. **Significant Factors** from birth, health and developmental history; behavioral characteristics; family constellation and family history, attitudes and expectations; school history; other interventions recommended or provided.

C. **Summary of Interviews** with teachers, therapists, other specialists, etc.

III. ASSESSMENT

25 points

A. Description of formal and informal evaluation techniques. Formal assessment data from an outside source must be reported separately and SYNTHESIZED by the applicant. All results must be reported using actual test scores and related discussion. Include the age at testing.

B. Based on the data, give a detailed explanation of why ET was needed. List the goals and describe how the assessment data informed your choices of both academic and non-academic goals. Explicitly describe any other recommendations that were made and why, including referrals for additional assessments and their results.

IV. **PSYCHOEDUCATIONAL INTERVENTIONS**

40 points

A. **Academic:** Detailed explanation of the approach to academic remediation to meet this client's needs and reach their goals. Plan must address **no more than 3** domains for intervention such as reading, oral language, written expression, mathematics, perception, cognition, memory, and/or executive functions (i.e., organizational or study skills, etc.)

B. **Non-academic:** In depth description of one or more psychosocial, behavioral or case management interventions, how this area was impacting the client's progress with remediation (obstacles may be identified with the client, the family, the school or with other professionals).

V. **CLOSING REMARKS**

10 points

A. Discuss the present status of this case. Describe how your interventions may or may not have affected specific outcomes with this client. Include a review of **pre- and post- quantifiable data**. Data must also include qualitative information such as client self-report, parent comments, and other descriptive data.

B. Summarize the way you, as an educational therapist, integrated the academic, psychological, social-emotional, and behavioral aspects of this case.

VI. **OVERALL WRITING**

5 points

A. Content is delivered in clear, effective language that supports the reviewer's ability to develop a solid understanding of who the client is, what their needs are, how the ET approached the case and why, and what the outcomes were.

B. Standard writing mechanics and conventions (i.e. spelling, punctuation, capitalization, grammar) were consistently used throughout the case study.

FORM D: VERIFICATION OF DIRECT SERVICE HOURS

This is to certify that **I have completed a minimum of 1000 direct service hours** (educational therapy sessions, conferences with family, school, and related professionals) on behalf of individuals with learning disabilities and learning problems after obtaining my ET/P status. These hours are separate from, and in addition to, those qualifying me for Professional membership. Please list below your place(s) of employment, dates of employment, and number of direct service hours completed. Summarize the nature of your educational therapy activities. Verification may include 1) Personal Records, 2) Signatures of Colleagues or Employers, or 3) Other Forms of Work Records. Use an additional sheet if needed.

PLACE OF EMPLOYMENT	DATES	NO. OF DIRECT SERVICE HOURS	SUMMARY OF ACTIVITIES LEADING TO TOTAL HOURS	VERIFICATION SOURCE

Total Number of Hours_____

Signature_____

Date