

SCHOOL PSYCHOLOGY PROGRAM

PRACTICUM & INTERNSHIP HANDBOOK

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SCHOOL PSYCHOLOGY PRACTICUM INTERNSHIP HANDBOOK

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# I. PRACTICUM IN SCHOOL PSYCHOLOGY

The practicum experience is designed as an integrated and coordinated series of learning experiences that will provide students with opportunities to: (a) practice and expand on previously held knowledge and learned skills, (b) develop new skills and knowledge, and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent school psychologist. Students can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, others).

In accordance with the requirements for licensure as a Licensed Specialist in School Psychology (LSSP) by the State Board of Examiners of Psychologists in Texas (TSBEP), students are provided with a total of 320 clock hours of supervised experience in a local school district. Of those 320 hours, 160 can occur as a part of experiences within the campus clinic. Practicum students register for a total of six (6) semester hours of PSY 691. Credit for three (3) semester hours requires the student to work 160 clock hours in the clinic or a school environment.

Practicum is focused on providing opportunities for students to develop beginning technical and conceptual competencies in school psychological practice. The first semester of practicum focuses more on orienting the school psychology student to the organizational structure and role of schools. Practicum students must become familiar with target populations for school staff, display familiarity with special classes and programs, and know school policy and practices.

 A second focus is on data-based decision-making, with students beginning to administer and interpret commonly used cognitive, achievement, and social emotional measures as well as engage in informal information gathering methods (e.g., observational methods, interview techniques, data gathering from curriculum folder). In addition, students are expected to work directly with students or indirectly through teachers on necessary academic, social emotional and behavioral interventions to meet the needs of their case study students. Finally, students are expected to become familiar with the school-based decision making processes.

By the second semester of practicum, the focus of the practicum advances to more comprehensive service delivery. In addition, there is a stronger emphasis on generating comprehensive psychological reports based upon multiple data sources and more intensive intervention service delivery. In addition, students are expected to serve as systems-level professional resources, providing professional development to the staff or parents of their assigned school or organization.

## GOALS FOR PRACTICUM IN SCHOOL PSYCHOLOGY

The practicum student will gain skills and expand upon the knowledge acquired during formal training in the School Psychology Program at Texas A&M University - Commerce as described in the *Specialist in* *School Psychology Handbook,* including:

* + Data-Based Decision-Making and Accountability
	+ Consultation and Collaboration
	+ Interventions and Instructional Support to Develop Academic Skills
	+ Interventions and Mental Health Services to Develop Social and Life Skills
	+ School-Wide Practices to Promote Learning
	+ Preventive and Responsive Services
	+ Family–School Collaboration Services
	+ Diversity in Development and Learning
	+ Research and Program Evaluation
	+ Legal, Ethical, and Professional Practice

In your practicum training, a graded and cumulative series of learning experiences are provided. Through your actives within the school environment, you will have opportunities to achieve the following goals:

1. Understand the organizational structure of the school system.
2. Familiar with the position, responsibilities, and target populations for staff making up the Departments of Psychological Services, Pupil Personnel Services and Special Education.
3. Know school policy and practices.
4. Display familiarity with special classes and programs: Purpose, methods/services, type of children (e.g., ID, LD, ED/BD, Autism, etc.).
5. Familiar with informal information gathering methods including, but not limited to, observational methods, interview techniques, curriculum-based measurement, and data gathering from curriculum folder.
6. Able to administer and interpret commonly used formal psychoeducational assessment instruments (under minimal supervision) including, but not limited to, cognitive measures, academic achievement measures, adaptive behavior measures, visual-motor measures, behavior rating scales, and social-emotional/personality measures
7. Able to generate comprehensive reports based on multiple data sources.
8. Able to verbally present results and recommendations to parents, teachers, and agency representatives in individual and group situations.
9. Able to identify and implement appropriate psychoeducational interventions.
10. Able to develop and implement behavioral management plans and evaluate their effectiveness.
11. Able to consult with teachers about children with academic, emotional, and/or behavioral problems.
12. Able to provide professional development to school staff and/or families.
13. Able to present and defend scientific basis of practices.
14. Apply ethical decision making to work and research activities.

## PROCEDURES FOR APPLYING FOR THE PRACTICUM EXPERIENCE

Eligibility & Pre-requisites for Practicum

The following criteria exist for enrollment in Practicum (PSY 691):

* Students must be fully admitted to School Psychology Program and have a degree plan on file in the Department office.
* Successful completion of the following courses, with a grade of B or higher in PSY 573 and 576.

PSY 503 Abnormal Psychology

PSY 506 Professional School Psychology

PSY 507 Pharmacotherapy

PSY 535 Applied Behavioral Analysis

PSY 537 Advanced Therapeutic Intervention

PSY 545 Developmental Psychology

PSY 572 Psychological Assessment and Measurement

PSY 573 Intellectual Assessment

PSY 576 Psychological Assessment of Children and Adolescent

PSY 615 Principles of Consultation

PSY 635 School Based Interventions

SPED 528 Special Education Law

**The student is responsible for finding an appropriate practicum placement and should complete a formal application with the University Practicum Coordinator during the fall or spring semester prior to the desired practicum.** The following steps are necessary for applying:

1. Submit an Application: School Psychology practicum students must submit an application to the Department prior to enrolling in their field placement and provide all requested documentation in a timely and efficient manner. Current deadlines and procedures are posted on the Department website. See Application documents on p. 19 in this Handbook.
2. Provide proof of professional student liability insurance prior to beginning the internship experience: Practicum students are required to obtain professional liability coverage (insurance) during practicum and internship. This insurance specifically addresses psychological services provided by a school psychology practicum student. Most school psychology practicum will find professional liability insurance from the National Association of School Psychologists (NASP) or American Psychological Association (APA) easiest to obtain. These professional organizations require membership (student rate) in addition to a nominal fee for the coverage. You should purchase the coverage specifically for students. The benefit of joining these organizations goes far beyond simply buying insurance and is highly recommended by the School Psychology Program.

**IMPORTANT NOTE**: Purchase the insurance at least 6 weeks before your practicum semester so that coverage can begin on time. Proof of liability coverage, usually a certificate of insurance, must be provided with the application for practicum. Practicum students will not be able to see clients - collect direct service hours - if they do not have liability coverage.

1. Obtain Approval for Practicum Site:Students are responsible for making the initial contact and arrangements with potential field site placements. All contact information regarding the field site must be provided to the University Practicum Coordinator, see p. 20. Field placement sites **MUST** be approved by the Department (contact the University Practicum Coordinator).
2. Obtain a signed Site Contract: After the University practicum coordinator has approved selection of the practicum site. A contract between the university and the agency must be on file with the practicum application. This contract specifies the obligations of the university and of the agency in providing supervision, support, instruction, evaluation, in-service training, and release time for supervision. A copy of the contract is included in this manual (p. 20)
3. The practicum student must register for the appropriate three credit hour course (PSY 691) by advance registration.

## EXPECTATIONS DURING THE PRACTICUM EXPERIENCE

Attendance, Participation, Restrictions

* School Psychology Practicum students are expected to attend all class and supervision meetings (group, individual, on-site, off-site).
* Be prompt and be prepared.
* Students should develop a schedule with their field sites regarding attendance and come prepared to fully participate in the field site experience.
* Practicum students should plan to spend approximately 10 hours a week at their field sites.
* Supervisors and field sites must be notified in a timely manner if you will be delayed or will miss attendance. It is the responsibility of the trainee to arrange make-up supervision meetings.
* Consistent failure to attend class or supervision meetings in a timely manner or prepare assignments for review may result in the student being dropped from the class or receiving a failing grade.

Professional Demeanor

School Psychology practicum students should conduct themselves in a professional manner in dress and behavior at their field sites. Consult with your field site supervisor about appropriate dress. The school psychology practicum student’s professional demeanor must be consistent with the current ethical guidelines of the National Association of School Psychologists and the American Psychological Association.

Hour Logs

Students are required to submit a log of their experiences. The log promotes uniformity of experiences and provides evidence of earned hours/experiences in areas that align specifically with multiple standards domains. Hours are earned in the following categories: supervision, cognitive/assessment skills, school psychology practice and development, prevention, crisis intervention, and mental health, student diversity in development and learning, consultation, home/school/community collaboration, research and program evaluation, and socialization and development of life skills. Students must complete a minimum of 160 hours per semester. There are minimum hour requirements for each category totaling to 130 hours. The remaining 30 hours can be distributed across areas at the student’s discretion.

|  |  |
| --- | --- |
| **Content Area** | **Minimum Hours Required** |
| Supervision | **20** |
| Academic Skills | **15** |
| Professional Practice | **15** |
| Preventive and Responsive Services | **15** |
| Diversity in Development and Learning | **15** |
| Consultation | **10** |
| Family-School Collaboration | **10** |
| Research and Program Evaluation | **10** |
| Development of Social and Life Skills | **10** |
| School-wide Practices to Promote Learning | **10** |
| Total | **130** |

Activities

Responsibilities for School Psychology practicum students will usually include shadowing in the first few weeks of the first semester to gain more knowledge of the school system. By the midterm of the first semester the practicum student should be assisting with intervention/counseling (both individual and group, as well as behavioral management); consultation with teachers, parents, and other professionals; conducting the administration, scoring, interpretation, and assisting in report writing of psychological and psychoeducational diagnostic test batteries (including ED eligibility); participation in MDRs and ARD meetings, agency meetings, and in-service sessions; requested readings; and other activities appropriate for the particular agency. Attendance at professional association meetings may also be included. Minimum activities in each of the areas listed below are expected to be established across two semesters of practicum:

**Recommended Minimum Experiences**

 Activity Minimum

**Evaluation** (assisting all phases-including reports)

ED or AU (initial or re-evaluation) 1

LD (may include ADHD for an academic problem) 1

FBA 2

BIPs 2

Observation or Participation in ARDs and/or MDRs 3

**Intervention** (assisting and/or conducting-including IEP and Progress Notes)

Counseling groups or individual cases 2

Academic intervention group or individual 1

**Consultation** (assisting and/or conducting):

Pre-referral consultation-assistance team involvement 2

Teacher consultations (at least one academic and at least one behavioral) 2

Parent consultations 2

**Training**:

Conducting your own PowerPoint in-service training (research/present a topic) 1

Attendance at training program/in-service (regional or national) 2

Attendance at TAMUC SSP Program Symposiums 6

**Supervision**:

One hour/week (designated time with primary supervisor)

Portfolio Domains

For practicum, the portfolio is designed to allow you the best opportunity to engage in a wide variety of activities typical of the LSSP role. In practicum, you will be required to review your previously submitted domains as well as demonstrate your knowledge and skills in an additional 3 domains per semester. You will be required to submit 3 domain papers and corresponding artifacts as part of *each* Practicum in School Psychology course (PSY 691). We fully understand that each practicum placement is different and that you may not have the opportunity to engage in each of the activities listed in this document. However, as a NASP-approved training program we want to ensure that you and your field supervisors are aware of the diverse experiences we would like you to gain. In addition, although all experiences may not be possible you are required to demonstrate how your practicum experiences fit into the 10 NASP Domains of School Psychology Graduate Education and Practice. Finally, the practicum portfolio will serve as a valuable tool as you prepare to look for and interview for LSSP internship positions. For more information please see the *TAMUC Student Handbook: Specialist in School Psychology Program.*

## RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR

The field-based internship supervisor will:

1. Have at least three years unsupervised experience and hold a valid credential from the TSBEP as a Licensed Specialist in School Psychology (LSSP). For any portion of the practicum in a non-school setting, the supervisor must be a Licensed Psychologist (LP) with expertise and training appropriate for that setting.
2. Direct the overall practicum experience and ensure that the terms of the practicum contract are fulfilled. Supervisors must be competent in the areas of work they supervise and have direct knowledge of the student’s actual work gained through observations or recordings.
3. Sign all paperwork (contract, site agreement, progress notes, etc.)
4. Be responsible for no more than two practicum students at any given time.
5. Provide at least one hour per week of direct supervision for each practicum student.
6. Systematically evaluate the practicum student’s performance in regard to the specific training objectives of the University Program and the field-based site.
7. Complete student’s *Practicum Evaluation Form* twiceeach semester. This will be provided by the Practicum Student.
8. Contact the University supervisor if any significant problem occurs with the practicum student’s assignment.
9. Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

The University Practicum Coordinator must approve modifications to these supervision requirements.

## RESPONSIBILITIES OF THE UNIVERSITY-BASED SUPERVISORS

The University-based internship supervisor will:

1. Ensure that the district/agency has a commitment to the practicum as a training experience.

2. Provide a syllabus that outlines the activities and group supervision to be completed during the course and class meetings to monitor and ensure that the practicum experience is consistent with practicum goals and objectives.

3. Be responsible for no more than 12 practicum students at any given time.

4. Maintain an ongoing relationship with the practicum student and the student’s field-based supervisor and provide at least two field-based contacts (midterm and final) per semester for each student.

5. Be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or student.

6. Document that the practicum student is meeting University Program objectives in a manner that is consistent with current legal/ethical standards of the profession.

7. Document to the University when the student has completed all requirements of the practicum.

8. Evaluate the practicum student's course activities as a measure of competencies.

## PLANNING DOCUMENT AND RESPONSIBILITIES OF THE PRACTICUM STUDENT

The practicum student will:

1. Review with the field-based supervisor the conditions specified in the *Specialist in* *School Psychology Practicum & Internship Handbook* and *Site Contract*. Both parties must have a clear understanding of practicum duties, supervision, work hours, provision of materials, calendar of continuing education opportunities and staff meetings, etc.
2. Review *the Expectations during the Practicum Experience* and *Objectives for the Practicum* (pg. 8 and 14 of this handbook) with the field-based supervisor and jointly develop a practicum plan that specifies activities and duties that are consistent with the Program goals and objectives, including:
	1. A timeline of when the activities should occur
	2. The nature of the activities
	3. The number of the objectives and competencies addressed
	4. The approximate time or percent of time allotted for the activities.
3. Complete the *Practicum Log* on a regular basis. The log instructions are found beginning on p. 17 of this handbook.
	1. Have the log available for review by the field-based and University-based supervisors on a weekly basis.
	2. Have the completed logs turned in to the University-based supervisor at the end of each 160 hour semester.
4. Seek formal, written evaluation from the field-based supervisor twice each semester and submit the completed *Practicum Evaluation Form* (found on p. 30 of this handbook) to the University-based supervisor.
5. Notify the University-based supervisor in a timely manner of any major change of assignment(s), as well as problems or difficulties.
6. Attend class meetings for group supervision and professional development sessions held at the University each semester.
7. Submit 3 portfolio domain papers and corresponding artifacts for each semester of Practicum. For more information please see the *TAMUC Student Handbook: Specialist in School Psychology Program.*
8. Complete course assignments related to the minimum requirements.

## OBJECTIVES FOR PRACTICUM IN SCHOOL PSYCHOLOGY

 As evidence that the practicum student has met Program goals and objectives, she/he will demonstrate proficiency and knowledge at an introductory level as evaluated on the *Practicum Evaluation Form*.

The practicum student will obtain experience and demonstrate beginning to intermediate skills in the following areas:

1. Application of ethical and legal aspects of professional school psychology in the following areas:

1.1 Confidentiality, informed consent, and due process

1.2 Family Educational Right to Privacy Act

1.3 Texas State Board of Education Rules and Regulations

1.4 Federal and State laws related to education and psychology

1.5 Professional competence and standards for professional practice (NASP and APA)

1.6 Texas State Board of Examiners of Psychologists (TSBEP) rules and regulations for licensure as a Licensed Specialist in School Psychology.

2. Learning the operation, organization, and policy of the assigned district/campus or clinical setting through awareness of:

2.1 District facilities and key administrative personnel and their roles and functions

2.2 The roles and functions of other student service personnel

2.3 The roles and functions of support and related service staff

2.4 The roles and functions of the School Psychologist/Licensed Specialist in School Psychology

2.5 District policies and procedures for crisis prevention and intervention

3. Understanding of regular and special education policies and procedures related to the education of all students:

3.1 Referral for special education

3.2 Operation of the multidisciplinary team (ARD/IEP Team)

3.3 Placement in least restrictive environment

3.4 Development of individual education and behavior management plans

3.5 School discipline policies, including manifestation determination procedures

4. Identifying the characteristics of various instructional arrangements for all students by observation and collaboration in the following learning environments:

4.1 Regular education classroom

4.2 Special education resource room

4.3 Content mastery classroom or lab

4.4 Self-contained classroom for special education

4.5 Bilingual/ESL education classroom

4.6 Alternative learning environments

5. Awareness of the characteristics of exceptional learners by observation and/or implementation of direct/indirect services with the following populations:

5.1 Specific Learning Disabilities

5.2 Emotional Disturbance

5.3 Intellectual Disabilities

5.4 Visual Impairment

5.5 Auditory Impairment

5.6 Deaf-Blindness

5.7 Orthopedic Impairment

5.8 Other Health Impairment

5.9 Multiple Disabilities

5.10 Autism/Pervasive Developmental Disorder

5.11 Speech or Language Impairment

5.12 Non-categorical Early Childhood (including Developmental Delays)

5.13 Traumatic Brain Injury

5.14 Gifted and Talented (not a special education category)

6. Introductory practice in the selection, administration, scoring, and interpretation of psychoeducational tests for the evaluation of learning competencies and disabilities:

6.1 Integration of data from multiple sources and methods

6.2 Development of meaningful recommendations related to assessment findings

7. Demonstration of positive personal characteristics in the performance of duties in the following areas:

7.1 Adaptability

7.2 Communication skills (oral)

7.3 Communication skills (written)

7.4 Conscientiousness

7.5 Cooperation

7.6 Dependability/reliability

7.7 Independence

7.8 Motivation

7.9 Personal stability

7.10 Productivity

7.11 Professional ethics

7.12 Professional image/appearance

8. Direct observation and indirect/direct delivery of services to “at risk” populations in the following areas:

8.1 Developmental delays

8.2 Culture, gender, ethnic and age differences

8.3 Attention, behavior, social emotional and learning concerns

9. Administration, scoring, and interpretation of assessment instruments for the evaluation of the following populations:

 9.1 Emotionally disturbed

 9.2 Autism/Pervasive Developmental Disorder

 9.3 Behaviorally disordered

 9.4 Socially Maladjusted

 9.5 Intellectual and Learning Disabilities

10. Instructional remediation by assisting in the development of individual education plans for the following areas:

10.1 Reading

10.2 Mathematics

10.3 Written language

10.4 Listening comprehension

10.5 Oral expression

11. Direct and indirect consultation:

11.1 Problem solving and mediation

11.2 Conflict resolution

11.3 Functional behavior assessment and applied behavior analysis

11.4 Parent training/home intervention

11.5 Social skills training

11.6 Crisis management

11.7 Participation as a multidisciplinary team member

11.8 Collaborating with administrators and other personnel regarding program and systems needs

12. Home/school/community collaboration:

12.1 Knowledge of family strengths, systems, and influences

12.2 Involving families in education and service delivery

12.3 Collaborating with families, educators, and others in the community to provide services to children and adolescents

12.4 Engaging family systems through parent and child interviews to collect a developmental and family history

13. Counseling and intervention by:

13.1 Co-facilitating counseling groups

13.2 Conducting individual counseling sessions

13.3 Leading or co-leading in-services, seminars and/or workshops in behavioral or mental health related topics.

14. Interpersonal relationships and consultation skills essential for working with individuals in schools and alternative clinical settings by developing the following areas:

14.1 Interviewing techniques

14.2 Problem identification and goal setting

14.3 Negotiation

14.4 Reframing

14.5 Restating

14.6 Summarizing

14.7 Empathy

14.8 Risk-taking

14.9 Evaluation

14.10 Termination/closure

15. Development of positive behavioral and social interventions and outcomes:

15.1 Integrating behavioral, social and psychological techniques

15.2 Developing a personal style and theory of counseling and intervention

15.3 Assist with crisis intervention

16. Research and Program Evaluation

 16.1 Knowledge of research, statistics, and evaluation methods

 16.2 Translate research into practice

 16.3 Assist with conducting program evaluations

##

# II. FORMS FOR PRACTICUM IN SCHOOL PSYCHOLOGY

**TEXAS A&M - COMMERCE**

**SCHOOL PSYCHOLOGY PROGRAM**

###### PRACTICUM APPLICATION\*\*

Applicant Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Applicant Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 (city) (state) (zip code)

Application Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Expected Graduation Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I am applying for practicum for (semester)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(year)** \_\_\_\_\_\_\_\_\_\_\_

**I am making application for the following course:**

\_\_\_\_\_PSY 691 (1st 160 clock hours, *practicum)*

\_\_\_\_\_ PSY 691 (2nd 160 clock hours, *practicum*)

**I am planning for placement in the following setting(s):**

\_\_\_public school district \_\_\_university clinic

\_\_\_other (provide information below)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If you have made contact with a desired practicum site, provide the following information:**

Site Director/Supervisor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 (city) (state) (zip code)

Business Telephone ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\*NOTE: Proof of student liability insurance must be attached to this application.**

**TEXAS A & M - COMMERCE**

**SCHOOL PSYCHOLOGY PROGRAM**

###### PRACTICUM SITE APPROVAL FORM

Practicum Name ID#

Home Address

Home Phone ( ) Work Phone ( )

FAX Email

Practicum dates: Begin End

**Practicum Site and Supervisor**

School District or Agency

Supervisor Name

License or Certificate Held Expiration Date (please attach copy)

Years of Experience as an LSSP or School Psychologist

Internship Site Address

Supervisor Work Phone FAX E-mail

Special Education Director Name

Department Use Only

Approval Granted Yes or No

If No, Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature of Practicum University Coordinator

**SCHOOL PSYCHOLOGY PROGRAM**

**TEXAS A&M UNIVERSITY-COMMERCE**

###### SITE CONTRACT FOR PRACTICUM

In order to carry out the terms of supervision of specialist level school psychology practicum students, the following is understood and agreed to by the undersigned.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will serve as a graduate level practicum student in school psychology from Texas A&M University-Commerce. The practicum setting location is

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The practicum experience will begin on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (month, day, year) and end on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (month, day, year), for an approximate total of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hours.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will serve as field-based supervisor for the same period.

4. Field-based supervisors will:

* 1. Hold required certifications/degrees (i.e., the LSSP with three years unsupervised experience).
	2. Be responsible for all duties performed by the student while under supervision.
	3. Review test protocols, counseling records or notes, reports, etc., and observe the student’s professional skills.
	4. Co-sign all psychological reports/evaluations.
	5. Complete the *Practicum Evaluation Form,* and other evaluative forms as appropriate.
	6. Provide at least one hour of supervision weekly with the practicum student.
	7. Be available by appointment as requested by the practicum student.
	8. Be available for contact on emergency basis as needed.
	9. Contact the University supervisor as needed.

5. Activities appropriate for the Practicum in school psychology are found in the *Practicum & Internship Handbook* (on p. 8). Practicum students may, for example:

* 1. Assist with full individual evaluations, observations, case consultation and collaboration, parent collaboration and training, and other psychological services, as appropriate.
	2. Attend staff meetings, to include:
		1. In-service and professional development meetings of LSSPs and other school personnel.
	3. Plan and conduct workshops and in-service programs for teachers, Counselors, family members, and other personnel.
	4. Plan appropriate interventions for children referred for assistance, and participate in these interventions, including academic intervention, group and individual counseling and development of behavior plans, if appropriate.
	5. Observe and participate in campus pre-referral committees, ARDs, BIPs, and MDRs.
	6. Serve as a resource to the school staff appropriate to the practicum student’s level of training
	7. Attend professional development trainings provided by the university, and regional or national organizations.
	8. Other activities as appropriate deemed by the recommended minimum requirements in the *Practicum Handbook*.

6. The University Program will designate a faculty member to act as the University supervisor. Regularly scheduled contact with the practicum student will be held with the University supervisor who is also available for mediation of difficulties.

7. The University supervisor will notify the practicum student that he or she is responsible for:

a. Adherence to the administrative policies, rules, standards, schedules

 and practices of the school district/agency

b. Arrangements for his/her own transportation.

c. Informing the site supervisor of practicum student’s obligation to attend supervision and professional development sessions at the University.

d. Arrangements for the University supervisor to make a site visit twice each semester.

8. It is understood and agreed by and between the parties that the facility has

the right to terminate the field experience of an practicum student whose behavior or health status is detrimental to the clients/students in that facility. Further, the facility reserves the right to terminate the use of the facility by any practicum student, if, in the opinion of the field experience supervisor, the practicum student’s behavior is detrimental to the operation of the facility and/or to student or client care. Such action will not be taken until the grievance against any practicum student has been discussed with the practicum student, the school’s officials, and the University supervisor. The University supervisor maintains the right to terminate the Practicum in consultation with all parties when deemed necessary.

10. It is understood and agreed that the parties to this arrangement may revise or modify this *Practicum Site* *Contract* or the written plan for the field experience by written amendment upon mutual agreement by all parties.

**THIS CONTRACT SHALL BE EFFECTIVE WHEN EXECUTED BY BOTH PARTIES AND IN ACCORD WITH THE DAY AND YEAR WRITTEN IN #2 ABOVE.**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By:

School Psychology University Supervisor Field-Based Supervisor

Texas A&M University-Commerce

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Psychology Practicum Student

Texas A&M University-Commerce

By:

Coordinator / Director of Special Education

**TEXAS A & M - COMMERCE**

**SCHOOL PSYCHOLOGY PROGRAM**

###### INSTRUCTIONS FOR COMPLETION OF PRACTICUM HOUR LOGS

In order to provide a thorough description of practicum activities and to facilitate accountability in supervision for certification and licensure, the following procedures need to be followed in completing practicum logs.

As a general rule the two-semester sequence of practicum should be completed in the school setting. The first internship (PSY 691) is 160 clock hours, as is the second (PSY 691). Both practicum semesters should reflect activities that meet the objectives of the *Practicum* *Evaluation Form.*

Practicum students will:

1. Schedule required supervision times with both the university and field supervisors.
2. Maintain accurate records of activities in various categories to meet practicum objectives and to document supervision hours.
3. List daily activities by number of hours spent according to the activity code sheet provide in the *Microsoft Excel Sheet* provided by the University Practicum Supervisor.
4. Submit copies of their logs and signed summary forms to the University Practicum Supervisor by the announced deadline. Course credit will not be given until logs and summary forms are submitted and complete.
5. Document the subtotals of hours in each category and total logged hours on the practicum summary log form. The final total should be the same as that documented on the logs.

###### PRACTICUM HOURS LOG SUMMARY

**School Psychology Program**

**Texas A&M University-Commerce**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Student Name Semester/Year

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Practicum Site Beginning Date

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Site Supervisor Site Supervisor Phone

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor

 **Code** **NUMBER OF HOURS**

 Semester 1 Semester 2

S **–** Supervision \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

AS **–** Academic Skills \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

PP – Professional Practice \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**PRS**– Preventive & Responsive Services \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**DIV** – Diversity \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**CC –** Consultation & Collaboration \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**FSC** – Family-School Collaboration \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**RPE** – Research/Program Evaluation \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**SD** – Social & Life Skill Development \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

SWP – School-Wide Practices \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

 SUBTOTALS: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

 TOTAL NUMBERS OF HOURS \_\_\_\_\_\_\_\_\_\_\_\_

I/We certify that the student named above has worked under my/our supervision for the above named semester, and that the number of hours reported represents an accurate count of the work that this student did for this field-site practicum experience.

|  |  |  |
| --- | --- | --- |
| Signature of Person Approving the Field-Site Practicum Date  |  | Signature of Person Approving the Field-Site Practicum Date  |

###### PRACTICUM LOG CODING SYSTEM

**School Psychology Program**

**Texas A&M University-Commerce**

**CODE**  **ACTIVITIES**

**S Supervision**. Supervision provided by an appropriately credentialed psychologist acting as the university program representative.

This includes:

* **Field Supervision**. Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology with three years of experience. *Note: The site supervisor’s signature is required on the log to verify the other activities performed and listed.*
* **University Supervision**. Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit per semester is required; however, regular communication and meetings are expected and should be documented.
* **Symposia**. Attendance at the scheduled symposia is required and counts as supervision as part of the internship course.

**AS Domain 3 Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of bio- logical, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence- based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

* **Assessment**. Activities having as a primary focus on the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
* **Intervention**. Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, academic interventions, counseling for study skills, etc.

**PP Domain 10 Legal, Ethical and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

This includes:

* **Observation/Orientation**. Non-assessment and non-intervention related observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
* **Professional Development.** Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc.

**PRS Domain 7 Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi- tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

This includes:

* **Preventive and Responsive Service Implementation**. Activities of a non-assessment nature that involve observing, assisting, and/or directly working with the design, planning, implementation, and evaluation of prevention and intervention programs. Preferable activates will involve working face-to-face with students. These may include but are not limited group or individual treatments, direct instruction, or feedback to students.
* **Symposia.** (See above)

**DIV Domain 8 Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

This includes:

* **Observation/Orientation**. Non-assessment and non-intervention related observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
* **Professional Development.** Specific activities that focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc. for the purpose of enhancing sensitivity and skills related to diversity.

**CC Domain 2 Consultation and Collaboration.** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

 This includes:

* **Consultation**. Activities of a non-assessment nature that incorporate a model of consultation including but not limited to assistance with or directly consulting with teacher, staff, parents, agencies, etc. regarding intervention strategies, presentations, at staff development in services, meetings (ARDS), the dissemination of information, and other prevention/intervention activities.
* **Collaboration**. Activities involving observing, assisting, and/or directly working with others (colleagues, school staff, etc.) for the purpose of addressing individual, group, and system level concerns.

**FSC Domain 7 Family-School Collaboration.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

 This includes:

* **Home and Community**. Activities involving observing, assisting, and/or directly working with families and/or community agencies for the purpose of addressing student concerns (e.g., disseminating information to families, public relations, phone calls/conferences, emails, interactions with agency staff, etc).
* **Service Delivery**. Activities that involve the establishment and application of knowledge related to family systems and its influence on service delivery (e.g., ARDS meetings, presentations, readings, recommendations, etc).

**RPE Domain 9: Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

 This includes:

* **Research**. Participation in the design, data collection, analysis, and/ or interpretation of research findings (e.g., case studies, analyzing archival data, progress monitoring, etc.), conducting program evaluations, etc.
* **Symposia**. (See above)
* **Readings**. Reading peer reviewed literature on topics related to school psychology and student concerns, interrupting study findings, evaluating the usefulness of findings, and identifying implications for practice.

**SD Domain 4 Interventions and Mental Health Services to Develop Social and Life Skills. S**chool psychologists have knowledge of bio- logical, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

This includes:

* **Assessment**. Activities having as a primary focus on the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
* **Intervention**. Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, behavioral intervention, and counseling.

SWP Domain 5 School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

This includes:

* **Assessment**. Activities having as a primary focus on the gathering for needs assessments.
* **Intervention**. Activities having as the primary focus the development of school-wide practices to promote learning; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

###### PRACTICUM EVALUATION FORM

**School Psychology Program**

**Texas A&M University-Commerce**

(To be completed by Site Supervisor/Instructor)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student Name Semester/Year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Beginning Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address Ending Date

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Supervisor Today’s Date

Circle the number that indicates your evaluation of the student’s skills.

**1**-Very Poor **2**-Below Average **3**-Average **4**-Above Average **5**-Excellent **ND**-No Data

***Comment below areas in which the student receives a Very Poor or Below Average rating.***

|  |  |
| --- | --- |
| **Data-Based Decision Making and Accountability**Participates in interviews that are intentional and informed by the referral question and the interview exchange itselfAdministers and scores standardized tests appropriately, following protocolShows skill in conducting behavioral observations, collecting meaningful data in an organized fashionEffectively participates in the overall analysis, interpretation, and synthesis of assessment data from different sources (i.e., interviews, standardized tests/rating forms, behavioral observations, work samples, ect.), to arrive at a working case conceptualization Generates appropriate interventions that are clearly based on assessment dataImplements intervention procedures with integrityCollects and effectively interprets on-going data to measure intervention effectivenessObserves and/or articulates assessment process and recommendations verbally, as needed (e.g., IEP/ARD meetings)Writes clearly about assessment process and recommendations, as needed (e.g., report writing for eligibility determination)**Consultation and Collaboration** Assists with or independently conducts consultation with school professionals to make decisions or solve problemsAssists with or independently conducts consultation with parents and/or caregivers to make decisions or solve problemsEffectively works with other professionals (colleagues, school staff, etc.) during all stages of the problem-solving process (intervention or program design, implementation, and evaluation)Effectively communicates about cases with other professionals **Interventions and Instructional Support to Develop Academic Skills**Possesses or demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of cognitive and/or academic abilitiesPossesses or demonstrates knowledge of empirically-demonstrated instructional methods/interventions to support academic developmentPossesses or demonstrates sensitivity to biological, cultural, and social influences on learning in recommending academic intervention and support activitiesHas the skills to make academic intervention decisions that are clearly based on assessment dataUses ongoing assessment methods to evaluate the effectiveness of academic intervention and support activities**Interventions and Mental health Services to Develop Social and Life Skills**Possesses or demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of emotional, social, and/or functional skillsPossesses or demonstrates knowledge of empirically-demonstrated instructional methods/interventions to support emotional, social, and functional developmentPossesses or demonstrates sensitivity to biological, cultural, and social diversity when recommending intervention and support activities related to emotional, social, and functional skillsMakes emotional, social, and functional skills intervention decisions that are based on assessment dataUses ongoing assessment methods to evaluate the effectiveness of emotional, social, and functional skill interventions**School-Wide Practices to Promote Learning**Demonstrates knowledge about systems-level functioning Demonstrates knowledge about general and special education programmingDemonstrates knowledge about school-wide strategies to support academic, social, and emotional health of studentsWorks with others to promote the academic, social, and emotional health of students at a school-wide or system-wide level**Preventive and Responsive Services**Utilizes knowledge about resilience and risk factors related to academic, social, and emotional functioning in case conceptualization and treatment planningAssists with the provision of multi-tiered prevention programs related to academic, social, and/or emotional functioningAssists with crisis preparation, response, and/or recovery by utilizing evidence-based strategies**Family-School Collaboration Services**Demonstrates knowledge of family systems and culture to work effectively with students’ familiesHas knowledge and uses evidenced-based strategies to understand and support familial influences on student learning, socialization, and emotional functioningAssists in the development and provision of services that facilitate family and school partnerships for the academic and social/behavioral well-being of studentsAssists in the development and provision of services that facilitate interactions with community agencies for the academic and social/behavioral well-being of studentsExplains information to family members and/or guardians of students in a clear and approachable manner**Diversity in Development and Learning**Demonstrates knowledge of special considerations when working with diverse populations by seeking and applying evidence-based practices related to assessment, intervention, and/or evaluation activities with individuals of diverse characteristics from a variety of backgrounds (e.g., cultural, linguistic, socioeconomic, ect).  Actively participates in professional development activities which focus enhancing sensitivity and skills related to diversityDemonstrates respect and appreciation for human diversity**Research and Program Evaluation**Is knowledgeable and participates in research opportunities in the form of design, data collection, analysis, and/ or interpretation of research findingsReads peer reviewed literature on topics related to school psychology and student concernsInterprets research study findings, evaluates the usefulness of findings, and identifies implications for practice **Legal, Ethical, and Professional Practice**Exhibits interest and enthusiasm for workIs regularly prepared for work with the necessary materialsIs prompt in completing work and meeting deadlinesUses time productivelyIs punctual and gives adequate notice for any absencesMakes ethical decisionsDemonstrates honesty and integrityAppropriately uses supervisor feedbackParticipates in treatment planningIs adaptable and flexibleShows initiative and is dependableKeeps accurate, timely, and legal records, and is HIPAA/FERPA compliantDemonstrates knowledge of ethical/legal standards in practice**Interpersonal Skills**Establishes good rapport with supervisor, peers, and clientsWorks effectively with supervisor, classmates, and clientsAccepts constructive criticism graciously Shows courtesy to othersDemonstrates professional and personal maturityHas ability to manage stressIs aware of personal strengths and weaknesses | 1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND1 2 3 4 5 ND |

What are the student’s areas of strength?

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What are the student’s areas of weakness?

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**Overall, how would you rate the student’s professional/practicum performance?**

1 2 3 4 5

|  |
| --- |
| **1** - Student performance is **very poor**; student needs further training and close supervision. Do not permit student to function independently.**2 -** Student performance is **below average**. With further training and supervision, student is expected to develop satisfactorily. Close supervision is required.**3 -** Student performance is **average**. Moderate supervision is required.**4 -** Student performance is **above average**. Student can function independently with normal periodic supervision.**5 -** Student performance is **excellent**. Student is able to function independently with little supervision required. |

Additional Comments (***Needed if student is rated Very Poor or Below Average***):

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**Supervisor Signature Date**

**Student Signature Date**

***Student acknowledges having reviewed the document, without necessarily agreeing or disagreeing with its content.***

# III. INTERNSHIP IN SCHOOL PSYCHOLOGY

The professional internship occurs at the end of formal training in school psychology. It is considered the culminating experience in the student’s graduate preparation for the professional practice of school psychology. It provides the student with an opportunity to integrate the knowledge and skills obtained throughout the training program and to apply them as a professional in a supervised setting. The professional internship sequence (PSY790: Internship in School Psychology) is a full-time experience for a minimum of 1200 clock hours over a period of one year, or half-time for a minimum of 1200 clock hours over a period of no more than two years. This course consists of supervised experience in psychological settings, 600 of which must be in the public school setting, under the supervision of a Licensed Specialist in School Psychology (LSSP). Graded on a (S) satisfactory or (U) unsatisfactory basis. Prerequisite: Consent of instructor. Course is repeated for at least two but no more than four semesters of field experience, to meet degree requirements for internship.

 Interns are considered full members of the school/agency staff, and they participate with regular education and special education staff as members of multidisciplinary teams. Supervision and primary responsibility for the work of the student intern are with the assigned school district or agency. Field-based internship supervisors are appropriately credentialed by the Texas State Board of Examiners of Psychologists as Licensed Specialists in School Psychology with at least three years unsupervised experience. They provide a minimum of two hours per week of direct supervision for each intern, per NASP guidelines.

University School Psychology Program (Program) internship supervisors also provide an ongoing collaborative relationship with the field-based supervisor and intern. The university supervisor is a licensed psychologist and/or licensed specialist in school psychology (LSSP). A Memorandum of Agreement and contract are established between the intern and the internship site stipulating training objectives, supervision guidelines, the schedule of appointments, provision for participation in continuing education, and assurances that an appropriate work environment, including adequate supplies, material, office space, and services, will be provided. This agreement must be consistent with the Program goals and objectives, and the agreement must meet state regulations and ethical guidelines. The intern is eligible for employment during this internship year. Employment, however, in no way precludes the primary training aspect of the internship.

 The second semester of the internship (PSY 790) is a continuation of the supervised school-based experience, or placement may occur in an appropriate alternative setting (e.g., a child guidance clinic, mental health care center, etc.). The same standards that applied to the first semester of internship also apply to the second semester unless that portion of the internship is in a non-school setting. In those instances, a licensed psychologist whose credential is appropriate to the setting provides supervision. A minimum of 600 internship clock hours of the total 1200 clock hours, however, is required to be in a school setting.

## GOALS FOR THE INTERNSHIP IN SCHOOL PSYCHOLOGY

1. The intern will demonstrate proficiencies and knowledge acquired during formal training in the School Psychology Program at Texas A&M University - Commerce as described in the *Specialist in* *School Psychology Handbook,* including:

* + Data-Based Decision-Making and Accountability
	+ Consultation and Collaboration
	+ Interventions and Instructional Support to Develop Academic Skills
	+ Interventions and Mental Health Services to Develop Social and Life Skills
	+ School-Wide Practices to Promote Learning
	+ Preventive and Responsive Services
	+ Family–School Collaboration Services
	+ Diversity in Development and Learning
	+ Research and Program Evaluation
	+ Legal, Ethical, and Professional Practice

2. The intern will demonstrate competence in the practice of professional school psychology by:

* + Passing the National School Psychology Certification Exam administered by the Educational Testing Service
	+ Completing all contractual agreements with the internship site and completing all School Psychology Program requirements
	+ Applying for and receiving institutional certification from the University as having graduated with a Specialist in School Psychology (SSP) degree or are on a re-specialization degree plan
	+ Applying to the Texas State Board of Examiners of Psychologists (TSBEP) for licensure as a Licensed Specialist in School Psychology (LSSP)
	+ Applying to the National School Psychology Certification Board and receiving Nationally Certified School Psychologist (NCSP) status (optional)

## PROCEDURES FOR APPLYING FOR THE INTERNSHIP EXPERIENCE

Eligibility & Pre-requisites for Practicum

The following criteria exist for enrollment in Internship (PSY 790):

* Students must be fully admitted to School Psychology Program & have a degree plan on file in the Department office
* *Students must pass all comprehensive exams*
* Successful completion of the following courses with a B or better in PSY 573 & 576

PSY 503 Abnormal Psychology

PSY 506 Professional School Psychology

PSY 507 Pharmacotherapy

PSY 518 – Thesis (2 semesters)\*\*

PSY 535 Applied Behavioral Analysis

PSY 537Advanced Therapeutic Intervention

PSY 545 Developmental Psychology

PSY 572 Psychological Assessment and Measurement

PSY 573 Intellectual Assessment

PSY 576 Psychological Assessment of Children and Adolescent

PSY 612 – Psychological and Educational Statistics

PSY 615 Principles of Consultation

PSY 635 Advanced Behavior Assessment and Intervention

PSY 620 – Human Learning and Cognition

PSY 672 Diversity in Assessment and Therapy

PSY 691 (2 semesters) – Practicum

PSY 605 – Single Subject Design\*

SPED 595 Research Literature and Techniques\*

SPED 528 Special Education Law

SPED 586 – Inclusion: Strategies and Accommodations

**\*Thesis Option I**

**\*\* Thesis Option II**

**The student is responsible for finding an appropriate practicum placement and should complete a formal application with the University Internship Coordinator during the fall or spring semester prior to the desired practicum.** The following steps are necessary for applying:

1. Submit an Application: School Psychology interns must submit an application to the Department prior to enrolling in their field placement and provide all requested documentation in a timely and efficient manner. Current deadlines and procedures are posted on the Department website. See Application documents on p. 52 in this Handbook.
2. Provide proof of professional student liability insurance prior to beginning the internship experience: Interns are required to obtain professional liability coverage (insurance) during internship. This is insurance that specifically addresses psychological services provided by a school psychology intern. Most school psychology interns will find professional liability insurance from the National Association of School Psychologists (NASP) or American Psychological Association (APA) easiest to obtain. These professional organizations require membership (student rate) in addition to a nominal fee for the coverage. You should purchase the coverage specifically for students. The benefit of joining these organizations goes far beyond simply buying insurance and is highly recommended by the School Psychology Program.

**IMPORTANT NOTE**: Purchase the insurance at least 6 weeks before your internship semester so that coverage can begin on time. Proof of liability coverage, usually a certificate of insurance, must be provided with the application for practicum. Interns will not be able to see clients - collect direct service hours - if they do not have liability coverage.

1. Obtain Approval for Internship Site:Interns are responsible for making the initial contact and arrangements with potential intern site placements. All contact information regarding the field site must be provided to the University Internship Coordinator (p. 53). Internship sites **MUST** be approved by the Department (contact the University Internship Coordinator).
	1. Must be in public school setting or at least 600 hours must be obtained in a public school setting
	2. Must have at least one LSSP on staff
	3. Must have supervisor that has 3 years of unsupervised experience as an LSSP (does not have to be on staff)
	4. Must provide a variety of experiences

Obtain a signed Site Contract: After the University Internship Coordinator has approved selection of the internship site. A contract between the university and the agency must be on file with the internship application. This contract specifies the obligations of the university and of the agency in providing supervision, support, instruction, evaluation, in-service training, and release time for supervision. A copy of the contract is included in this manual (p. 54).

1. The intern must register for the appropriate three credit hour course (PSY 790) by advance registration.

## EXPECTATIONS DURING THE INTERNSHIP AND

## POST-INTERNSHIP YEAR

Attendance, Participation, Restrictions

School Psychology interns are expected to attend all class and supervision meetings (group, individual, on-site, off-site). Be prompt and be prepared. It is the responsibility of the trainee to arrange make-up supervision meetings. Consistent failure to attend supervision meetings in a timely manner or prepare assignments for review may result in the student being dropped from the class or receiving a failing grade.

Professional Demeanor

School Psychology interns should conduct themselves in a professional manner in dress and behavior at their field sites. Consult with your field site supervisor about appropriate dress. The school psychology intern’s professional demeanor must be consistent with the current ethical guidelines of the National Association of School Psychologists and/or the American Psychological Association.

National School Psychology Certification Exam

The student shall apply for and pass the National School Psychology Certification Exam administered by the Educational Testing Service, *prior to graduation day*.

Licensure

Following graduation, the graduate should apply to the National School Psychology Certification System to become a Nationally Certified School Psychologist (NCSP); and apply to the Texas State Board of Examiners of Psychologists (TSBEP) to take the Jurisprudence Exam for licensure as an LSSP. Following licensure as an LSSP, the graduate is required to practice under the supervision of an LSSP for one academic year (see TSBEP rule 465.38 4Aiii)

Hour Logs

Students will be expected to document their activities completed on internship. **Progress reports will be turned in on a monthly basis.** To receive a satisfactory grade for the semester students must document 600 hours (if full-time intern; 300 if part-time) of internship activities as specified on pg. 56-59. **Interns are required to submit logs, signed by their field site supervisor, at the end of each semester.**

Activities

Responsibilities for School Psychology interns will usually include shadowing in the first few weeks of the first semester to gain more knowledge of the school system. By the midterm of the first semester the intern should be assisting with intervention/counseling (both individual and group, as well as behavioral management); consultation with teachers, parents, and other professionals; conducting the administration, scoring, interpretation, and assisting in report writing of psychological and psychoeducational diagnostic test batteries (including ED eligibility); participation in MDRs and ARD meetings, agency meetings, and in-service sessions; requested readings; and other activities appropriate for the particular agency. Attendance at professional association meetings may also be included. Minimum activities in each of the areas listed below are to be established across two semesters of practicum:

**Recommended Minimum Experiences**

 Activity Minimum

**Evaluation** (conducting all phases-including reports)

ED (2 initial evaluations; may include ADHD for a behavioral problem) 3

LD (may include ADHD for an academic problem) 3

FBA 3

BIPs/MDR 3

ID 1

AU 1

Early childhood (any diagnosis) 1

Participation in ARDs and/or MDRs 10

**Intervention** (conducting-including IEP and Progress Notes)

Counseling groups or individual cases (any) 3

Academic Intervention 1

Crisis intervention 1

**Consultation** (conducting):

Pre-referral consultation-assistance team involvement 3

Teacher consultations (at least one academic and at least one behavioral) 3

Parent consultations 3

**Training**:

Conducting your own PowerPoint in-service training (research/present a topic) 1

Attendance at training program/in-service (regional or national) 3

Attendance at TAMUC SSP Program Symposiums 6

**Supervision**:

Two hours/week (one alone with primary supervisor) 2

Case Studies:

Texas A&M – Commerce School Psychology students submit two case studies during the internship year, to be submitted near the end of each semester of the internship. The case studies are one component of the program's performance-based assessment of students to ensure that our graduates have the skills necessary for the practice of school psychology. Students should work closely with their university supervisors in the planning and execution of the case studies. *Students are responsible for obtaining informed consent from parents for the internship case studies.* The University Internship Supervisor evaluates the case study. At each review, the intern will present an organized compilation of services provided to one student. Case studies will be graded using the Internship Case Study rubric on p. 71 of this handbook. Students will present the case review orally in a class meeting (to be determined) and in paper format to the University Internship Supervisor by the end of the semester.

Portfolio:

For internship, the portfolio will become comprehensive. During your first semester of internship, you will be required to review the 8 previously submitted domains as well as demonstrate your knowledge and skills of the remaining 2 domains in the 10 NASP Domains of School Psychology Graduate Education and Practice.\* You will be required to submit all 10 domain papers and corresponding artifacts as part of the second semester of the Internship in School Psychology course (PSY 790). For more information please see the *TAMUC Student Handbook: Specialist in School Psychology Program.*

## RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR

The field-based internship supervisor will:

1. Have at least three years unsupervised experience and hold a valid credential from the TSBEP as a Licensed Specialist in School Psychology (LSSP). For any portion of the internship in a non-school setting, the supervisor must be a Licensed Psychologist (LP) with expertise and training appropriate for that setting.

2. Ensure that the recommended minimum requirements are met by the development of an internship plan (using the Internship Skills/Competency Planning Document) with the intern that is consistent with the goals and objectives of the Program.

3. Be responsible for no more than two interns at any given time.

4. Provide at least two hours per week of direct supervision for each intern.

5. Systematically evaluate the intern’s performance in regard to the specific training objectives of the University Program and the field-based site.

6. Complete student’s *Intern Evaluation Form* each semester. This will be provided by the Intern.

7. Contact the University supervisor if any significant problem occurs with the intern’s assignment.

8. Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

## RESPONSIBILITIES OF THE UNIVERSITY-BASED SUPERVISORS

The University-based internship supervisor will:

1. Ensure that the district/agency has a commitment to the internship as a training experience.

2. Monitor and ensure that the internship plan is consistent with Program goals and objectives.

3. Be responsible for no more than 12 interns at any given time.

4. Maintain an ongoing relationship with the intern and the intern’s field-based supervisor and provide at least one field-based contact per semester for each intern.

5. Be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or intern.

6. Document that the intern is meeting University Program objectives in a manner that is consistent with current legal/ethical standards of the profession.

7. Document to the University when the student has completed all requirements of the internship.

8. Evaluate the intern's case studies as a measure of competencies.

## PLANNING DOCUMENT AND RESPONSIBILITIES OF THE INTERN

The intern will:

1. Review with the field-based supervisor the conditions specified in this *Handbook* and in the *Site Contract* and employment contract. Both parties must have a clear understanding of intern duties, supervision, work hours, assigned office space, secretarial support, provision of materials, calendar of continuing education opportunities and staff meetings, etc.
2. Review the *Expectations During the Internship & Objectives* (pg. 41 and 47 of this handbook) with the field-based supervisor and jointly develop an internship plan that specifies activities and duties that are consistent with the Program goals and objectives, including:
	1. A timeline of when the activities should occur
	2. The nature of the activities
	3. The number of the objectives and competencies addressed
	4. The approximate time or percent of time allotted for the activities.
3. Complete the *Internship Log* on a regular basis. The coding instructions are found on pg. 57 of this Handbook.
	1. Have the log available for review by the field-based supervisor on a weekly basis.
	2. Have the completed logs turned in to the University-based supervisor at the end of each 600 hour semester.
4. Take the NCSP certifying exam in the summer before or the fall of your internship.
5. Seek formal, written evaluation from the field-based supervisor each semester and submit the completed *Intern Evaluation Form* (found on p. 63 of this handbook) to the University Internship Supervisor.
6. Notify the University Internship Supervisor in a timely manner of any major change of assignment(s), as well as problems or difficulties.
7. Attend group supervision and professional development sessions held at the University each semester and complete all assignments outlined in the syllabus.
8. Submit 2 portfolio domain papers and corresponding artifacts for the first semester and all 10 domain papers and corresponding artifacts for the second semester. For more information please see the *TAMUC Student Handbook: Specialist in School Psychology Program.*

## OBJECTIVES FOR INTERNSHIP IN SCHOOL PSYCHOLOGY

 As evidence that the intern has met Program goals and objectives, she/he will demonstrate proficiency and knowledge at an *advanced* level as evaluated on the *Intern Evaluation Form*.

The intern will obtain experience and demonstrate proficiency in the following areas:

1. Application of ethical and legal aspects of professional school psychology in the following areas:

1.1 Confidentiality, informed consent, and due process

1.2 Family Educational Right to Privacy Act

1.3 Texas State Board of Education Rules and Regulations

1.4 Federal and State laws related to education and psychology

1.5 Professional competence and standards for professional practice (NASP and APA)

1.6 Texas State Board of Examiners of Psychologists (TSBEP) rules and regulations for licensure as a Licensed Specialist in School Psychology.

2. Learning the operation, organization, and policy of the assigned district/campus or clinical setting through awareness of:

2.1 District facilities and key administrative personnel and their roles and functions

2.2 The roles and functions of other student service personnel

2.3 The roles and functions of support and related service staff

2.4 The roles and functions of the School Psychologist/Licensed Specialist in School Psychology

2.5 District policies and procedures for crisis prevention and intervention

3. Understanding of regular and special education policies and procedures related to the education of all students:

3.1 Referral for special education

3.2 Operation of the multidisciplinary team (ARD/IEP Team)

3.3 Placement in least restrictive environment

3.4 Development of individual education and behavior management plans

3.5 School discipline policies, including manifestation determination procedures

4. Identifying the characteristics of various instructional arrangements for all students by observation and collaboration in the following learning environments:

4.1 Regular education classroom

4.2 Special education resource room

4.3 Content mastery classroom or lab

4.4 Self-contained classroom for special education

4.5 Bilingual education classroom

4.6 English as a Second Language classroom

4.7 Alternative learning environments

5. Awareness of the characteristics of exceptional learners by observation and/or implementation of direct/indirect services with the following populations:

5.1 Specific Learning Disabilities

5.2 Emotional Disturbance

5.3 Intellectual Disabilities

5.4 Visual Impairment

5.5 Auditory Impairment

5.6 Deaf-Blindness

5.7 Orthopedic Impairment

5.8 Other Health Impairment

5.9 Multiple Disabilities

5.10 Autism/Pervasive Developmental Disorder

5.11 Speech or Language Impairment

5.12 Non-categorical Early Childhood (including Developmental Delays)

5.13 Traumatic Brain Injury

5.14 Gifted and Talented (not a special education category)

6. Proficiency in the selection, administration, scoring, and interpretation of psychoeducational tests for the evaluation of learning competencies and disabilities:

6.1 Integration of data from multiple sources and methods

6.2 Development of meaningful recommendations related to assessment findings

7. Demonstration of positive personal characteristics in the performance of duties in the following areas:

7.1 Adaptability

7.2 Communication skills (oral)

7.3 Communication skills (written)

7.4 Conscientiousness

7.5 Cooperation

7.6 Dependability/reliability

7.7 Independence

7.8 Motivation

7.9 Personal stability

7.10 Productivity

7.11 Professional ethics

7.12 Professional image/appearance

8. Direct observation and indirect/direct delivery of services to “at risk” populations in the following areas:

8.1 Developmental delays

8.2 Situational adjustment difficulties

8.3 Environmental & Economic deprivation

8.5 Attentional disorders

8.6 Disrupted family systems

8.7 Drug/alcohol abuse and addiction

8.8 Culture, gender, ethnic and age differences.

8.9 Physical/sexual/emotional abuse

8.10 Adjudicated youth

9. Administration, scoring, and interpretation of assessment instruments, including sensory-motor, adaptive behavior, or other specific techniques for the evaluation of the following populations:

 9.1 Emotionally disturbed

 9.2 Autism

 9.3 Behaviorally disordered

 9.4 Socially Maladjusted

 9.5 Intellectual and Learning Disabilities

10. Instructional remediation by assisting in the development of individual education plans for the following areas:

10.1 Reading

10.2 Mathematics

10.3 Written language

10.4 Listening comprehension

10.5 Oral expression

11. Incorporation of nontraditional assessment techniques:

11.1 Criterion referenced testing

11.2 Curriculum-based assessment

11.3 Nonbiased alternative procedures for linguistically and culturally diverse students

11.4 Computer administered assessment

11.5 Specialized assessment (e.g., for visual-motor, memory, executive functions, or other cognitive skills)

12. Direct and indirect consultation:

12.1 Problem solving and mediation

12.2 Conflict resolution

12.3 Functional behavior assessment and applied behavior analysis

12.4 Parent training/home intervention

12.5 Social skills training

12.6 Crisis management

12.7 Participation as a multidisciplinary team member

12.8 Collaborating with administrators and other personnel regarding program and systems needs

13. Home/school/community collaboration:

13.1 Knowledge of family strengths, systems, and influences

13.2 Involving families in education and service delivery

13.3 Collaborating with families, educators, and others in the community to provide services to children and adolescents

13.4 Engaging family systems through parent and child interviews to collect a developmental and family history

14. Counseling and intervention by:

14.1 Facilitating or co-facilitating counseling groups

14.2 Conducting individual counseling sessions

14.3 Leading or co-leading in-services, seminars and/or workshops in mental health related topics.

15. Operation and organization of alternative educational and mental health systems for children and adolescents by:

15.1 Contacting local mental health and social service agencies to facilitate interventions

14.2 Making appropriate referrals for school, staff, students, and families

14.3 Familiarity with rules, regulations and standards applicable to the setting.

16. Interpersonal relationships and consultation skills essential for working with individuals in schools and alternative clinical settings by developing the following areas:

16.1 Interviewing techniques

16.2 Problem identification and goal setting

16.3 Reframing

16.4 Restating

16.5 Summarizing

16.6 Empathy

16.7 Risk-taking

16.8 Evaluation

16.9 Termination/closure

17. Development of positive behavioral and social interventions and outcomes:

17.1 Integrating behavioral, social and psychological techniques

17.2 Developing a personal style and theory of counseling and intervention

18. Research and Program Evaluation

 18.1 Knowledge of research, statistics, and evaluation methods

 18.2 Translate research into practice

 18.3 Plan and conduct program evaluations

# IV. FORMS FOR INTERNSHIP IN SCHOOL PSYCHOLOGY

**TEXAS A&M - COMMERCE**

**SCHOOL PSYCHOLOGY PROGRAM**

###### INTERNSHIP APPLICATION\*\*

Applicant Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Applicant Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 (city) (state) (zip code)

Application Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Expected Graduation Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I am applying for internship for (semester)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(year)** \_\_\_\_\_\_\_\_\_\_\_

**I am making application for the following course:**

\_\_\_\_\_PSY 790 (1st 600 clock hours, *internship)*

\_\_\_\_\_ PSY 790 (2nd 600 clock hours, *internship*)

**I am planning for placement in the following setting(s):**

\_\_\_public school district \_\_\_state agency \_\_\_state hospital/school \_\_\_university

\_\_\_private hospital/school \_\_\_other (provide information below)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If you have made contact with a desired internship site, provide the following information:**

Site Director/Supervisor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (city) (state) (zip code)

Business Telephone ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date NCSP Exam is scheduled to be taken (or date and score if completed)

**\*\*NOTE: Proof of student liability insurance must be attached to this application.**

**TEXAS A & M - COMMERCE**

**SCHOOL PSYCHOLOGY PROGRAM**

###### INTERNSHIP SITE APPROVAL FORM

Intern Name ID#

Home Address

Home Phone ( ) Work Phone ( )

FAX Email

Internship dates: Begin End

**Internship Site and Supervisor**

School District or Agency

Supervisor Name

License or Certificate Held Expiration Date

(please attach copy)

Years of Experience as an LSSP or School Psychologist

Internship Site Address

Supervisor Work Phone FAX E-mail

Special Education Director Name

Department Use Only

Approval Granted Yes or No

If No, Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Internship University Coordinator

**SCHOOL PSYCHOLOGY PROGRAM**

**TEXAS A&M UNIVERSITY-COMMERCE**

###### SITE CONTRACT FOR INTERNSHIP

In order to carry out the terms of supervision of specialist level school psychology interns, the following is understood and agreed to by the undersigned.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will serve as a graduate level intern in school psychology from Texas A&M University-Commerce. The internship setting location is

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The internship will begin on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (month, day, year) and end on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (month, day, year), for an approximate total of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hours.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will serve as field-based supervisor for the same period.

4. Field-based supervisors will:

a. Hold required certifications/degrees (i.e., the LSSP with three years unsupervised experience).

b. Be responsible for all duties performed by the student while under supervision.

c. Review test protocols, counseling records or notes, reports, etc. and observe the student’s professional skills.

d. Co-sign all psychological reports/evaluations.

e. Complete the *Intern Evaluation Form,* and other evaluative forms as appropriate.

f. Provide at least two hours of supervision weekly with the intern.

g. Be available by appointment as requested by the internship student.

h. Be available for contact on emergency basis as needed.

 i. Contact the University supervisor as needed.

5. Activities appropriate for the internship in school psychology are found in the *Internship Handbook*. Interns may, for example:

a. Complete full individual evaluations, case consultation and collaboration, parent collaboration and training, and other psychological services, as appropriate.

b. Attend staff meetings, to include:

(1) Inservice and professional development meetings of LSSPs and other school personnel.

 (2) Miscellaneous staff meetings when possible.

c. Plan and conduct workshops and inservice programs for teachers, counselors, family members, and other personnel.

d. Plan appropriate interventions for children referred for assistance, and participate in these interventions, including academic intervention, group and individual counseling and development of behavior plans, if appropriate.

e. Participate in campus pre-referral committees and ARDs.

f. Serve as a resource to the school staff appropriate to the intern’s level of

training.

g. Participate in crisis management training, prevention, and postvention.

h. Other activities as appropriate by the recommended minimum requirements.

6. The intern and administrative representative of the field-based site will negotiate a formal contract consistent with district/agency policy stipulating the following:

a. commitment to the internship as a diversified training experience

b. internship responsibilities, including campus assignments and roles

c. provision of supervision

d. provision for continuing education

e. travel expenses

f. work environment, e.g., office space, computer access, secretarial/clerical assistance

g. contract and salary

7. The University Program will designate a faculty member to act as the University supervisor. Regularly scheduled contact with the intern will be held with the University supervisor who is also available for mediation of difficulties.

8. The University supervisor will notify the intern that he or she is responsible for:

a. Adherence to the administrative policies, rules, standards, schedules and

practices of the school district/agency

b. Arrangements for his/her own transportation.

c. Informing the site supervisor of intern’s obligation to attend supervision and professional development sessions at the University.

d. Arrangements for the University supervisor to make a site visit twice each semester.

9. It is understood and agreed by and between the parties that the facility has

the right to terminate the field experience of an intern whose behavior or health status is detrimental to the clients/students in that facility. Further, the facility reserves the right to terminate the use of the facility by any intern student, if, in the opinion of the field experience supervisor, the intern’s behavior is detrimental to the operation of the facility and/or to student or client care. Such action will not be taken until the grievance against any intern has been discussed with the intern, the school’s officials, and the University supervisor. The University supervisor maintains the right to terminate the internship in consultation with all parties when deemed necessary.

10. It is understood and agreed that the parties to this arrangement may revise or modify this *Site Contract for Internship* or the written plan for the field experience by written amendment upon mutual agreement by all parties.

**THIS CONTRACT SHALL BE EFFECTIVE WHEN EXECUTED BY BOTH PARTIES AND IN ACCORD WITH THE DAY AND YEAR WRITTEN IN #2 ABOVE.**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By:

School Psychology University Supervisor Field-Based Supervisor

Texas A&M University-Commerce

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Psychology Practicum Student

Texas A&M University-Commerce

By:

Coordinator / Director of Special Education

**TEXAS A&M - COMMERCE**

**SCHOOL PSYCHOLOGY PROGRAM**

###### INSTRUCTIONS FOR COMPLETION OF INTERNSHIP LOGS

In order to provide a thorough description of internship activities and to facilitate accountability in supervision for certification and licensure, the following procedures need to be followed in completing internship logs.

As a general rule the two-semester sequence of internship should be completed in the school setting. The first internship (PSY 790) is 600 clock hours as is the second (PSY 790). Both internship semesters should reflect activities that meet the objectives of the *Intern* *Evaluation Form.*

Interns will:

* 1. Schedule required supervision times with both the University and field supervisors.
	2. Maintain accurate records of activities in various categories to meet internship objectives and to document supervision hours.
	3. List daily activities by number of hours spent according to the activity code sheet provide in the *Microsoft Excel Sheet* provided by the University Supervisor.
	4. Submit copies of their logs and signed summary forms to their University supervisor by the announced deadline. Course credit will not be given until logs and summary forms are submitted and complete.
	5. Document the subtotals of hours in each category and total logged hours on the practicum summary log form. The final total should be the same as that documented on the logs.

###### INTERNSHIP HOURS LOG - SUMMARY FORM

**School Psychology Program**

**Texas A&M University-Commerce**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern Name Semester/Year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site Beginning Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address Ending Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor Site Supervisor Phone

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor

 **Code** **NUMBER OF HOURS**

 Semester 1 Semester 2

**S –** Supervision \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

**AS –** Academic Skills \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**PD** – Professional Development \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**P/CI/MH** – Prevention, Crisis, etc. \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**DIV** – Student Diversity \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**CC –** Consultation & Collaboration \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**HSC** – Home/School/Community \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**RPE** – Research/Program Evaluation \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**SD** – Socialization & Life Skill Dev. \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**SWP** - School-Wide Practices \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

 SUBTOTALS: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

 TOTAL NUMBERS OF HOURS \_\_\_\_\_\_\_\_\_\_\_\_

I/We certify that the student named above has worked under my/our supervision for the above named semester, and that the number of hours reported represents an accurate count of the work that this student did for this field-site practicum experience.

|  |  |  |
| --- | --- | --- |
| Signature of Person Approving the Field-Site Practicum Date  |  | Signature of Person Approving the Field-Site Practicum Date  |

###### INTERNSHIP LOG CODING SYSTEM

**School Psychology Program**

**Texas A&M University-Commerce**

**CODE**  **ACTIVITIES**

**S Supervision**. Supervision provided by an appropriately credentialed psychologist acting as the university program representative.

This includes:

* **Field Supervision**. Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology with three years of unsupervised experience. *Note: The site supervisor’s signature is required on the log to verify the other activities performed and listed.*
* **University Supervision**. Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of two site visits per semester is required; however, regular communication and meetings are expected and should be documented.
* **Symposia**. Attendance at the scheduled symposia is required and counts as supervision as part of the internship course.

**AS Domain 3 Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of bio- logical, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence- based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

* Assessment. Activities having as a primary focus on the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
* Intervention. Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, academic interventions, counseling for study skills, etc.

**PD Domain 10 School Psychology Practice and Development.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

This includes:

* **Observation/Orientation**. Non-assessment and non-intervention related observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
* **Professional Development.** Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc.

**P/CI/MH Domain 6 Prevention, Crisis Intervention, and Mental Health.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi- tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

This includes:

* **Prevention and Intervention Implementation**. Activities of a non-assessment nature that involve observing, assisting, and/or directly working with the design, planning, implementation, and evaluation of prevention and intervention programs. Preferable activates will involve working face-to-face with students. These may include but are not limited group or individual treatments, direct instruction, or feedback to students.
* **Symposia.** (See above)

**DIV Domain 8 Student Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

* **Observation/Orientation**. Non-assessment and non-intervention related observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
* **Professional Development.** Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc. for the purpose of enhancing sensitivity and skills related to diversity.

**CC Domain 2 Consultation and Collaboration.** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs

* **Consultation**. Activities of a non-assessment nature that incorporate a model of consultation including but not limited to assistance with or directly consulting with teacher, staff, parents, agencies, etc. regarding intervention strategies, presentations, at staff development in services, meetings (ARDS), the dissemination of information, and other prevention/intervention activities.
* **Collaboration**. Activities involving observing, assisting, and/or directly working with others (colleagues, school staff, etc.) for the purpose of addressing individual, group, and system level concerns.

**HSC Domain 7 Home/School/Community Collaboration.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

 This includes:

* **Home and Community**. Activities involving observing, assisting, and/or directly working with families and/or community agencies for the purpose of addressing student concerns (e.g., disseminating information to families, public relations, phone calls/conferences, emails, interactions with agency staff, etc).
* **Service Delivery**. Activities that involve the establishment and application of knowledge related to family systems and its influence on service delivery (e.g., ARDS meetings, presentations, readings, recommendations, etc).

**RPE Domain 9 Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

 This includes:

* **Research**. Participation in the design, data collection, analysis, and/ or interpretation of research findings (e.g., case studies, analyzing archival data, progress monitoring, etc.), conducting program evaluations, etc.
* **Symposia**. (See above)
* **Readings**. Reading peer reviewed literature on topics related to school psychology and student concerns, interrupting study findings, evaluating the usefulness of findings, and identifying implications for practice.

**SD Domain 4 Interventions and Mental Health Services to Develop Social and Life Skills. S**chool psychologists have knowledge of bio- logical, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

This includes:

* **Assessment**. Activities having as a primary focus on the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
* **Intervention**. Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, behavioral intervention, and counseling.

**SWP Domain 5 School-Wide Practices to Promote Learning**. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

This includes:

* **Assessment**. Activities having as a primary focus on the gathering for needs assessments.
* **Intervention**. Activities having as the primary focus the development of school-wide practices to promote learning; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

###### INTERN EVALUATION FORM

**School Psychology Program**

**Texas A&M University-Commerce**

School Psychology Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions**

**Interns -** Please rate your competence level based on actual performance and/or information received from other school staff, families, students, etc. Each item should be rated independently by writing the number that best exemplifies your competencies.

**Supervisors** - Please rate the intern’s competence level based on actual performance and/or evaluation of reports written by the intern and on information received from other school staff, families, students, etc. Each item should be rated independently by writing the number that best exemplifies the intern’s competencies. **If a student is given a rating of 1, please provide comments supporting this rating.**

**1 – Improvement Needed**

**2 – Competent (Supervision Needed)**

**3 – Professionally Competent (Minimal Supervision Needed)**

**N/A – No Opportunity to Observe/Participate**

**1. Data Based Decision Making and Accountability**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Participates in interviews that are intentional and informed by the referral question and the interview exchange itself |  |  |
| Administers and scores standardized tests appropriately, following protocol |  |  |
| Shows skill in conducting behavioral observations, collecting meaningful data in an organized fashion |  |  |
| Effectively participates in the overall analysis, interpretation, and synthesis of assessment data from different sources (i.e., interviews, standardized tests/rating forms, behavioral observations, work samples, etc.), to arrive at a working case conceptualization |  |  |
| Generates appropriate interventions that are clearly based on assessment data |  |  |
| Implements intervention procedures with integrity |  |  |
| Collects and effectively interprets on-going data to measure intervention effectiveness |  |  |
| Articulates assessment process and recommendations verbally, as needed (e.g., IEP/ARD meetings) |  |  |
| Writes clearly about assessment process and recommendations, as needed (e.g., report writing for eligibility determination) |  |  |

Comments:

**2. Consultation and Collaboration**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Assists with or independently conducts consultation with school professionals to make decisions or solve problems |  |  |
| Assists with or independently conducts consultation with parents and/or caregivers to make decisions or solve problems |  |  |
| Effectively works with other professionals (colleagues, school staff, etc.) during all stages of the problem-solving process (intervention or program design, implementation, and evaluation) |  |  |
| Effectively communicates about cases with other professionals  |  |  |

Comments:

**3. Interventions and Instructional Support to Develop Academic Skills**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of cognitive and/or academic abilities |  |  |
| Demonstrates knowledge of empirically-demonstrated instructional methods/interventions to support academic development |  |  |
| Demonstrates sensitivity to biological, cultural, and social influences on learning in recommending academic intervention and support activities |  |  |
| Makes academic intervention decisions that are clearly based on assessment data |  |  |
| Uses ongoing assessment methods to evaluate the effectiveness of academic intervention and support activities |  |  |

Comments:

**1 – Improvement Needed**

**2 – Competent (Supervision Needed)**

**3 – Professionally Competent (Minimal Supervision Needed)**

**N/A – No Opportunity to Observe/Participate**

**4. Interventions and Mental Health Services to Develop Social and Life Skills**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of emotional, social, and/or functional skills |  |  |
| Demonstrates knowledge of empirically-demonstrated instructional methods/interventions to support emotional, social, and functional development |  |  |
| Demonstrates sensitivity to biological, cultural, and social diversity when recommending intervention and support activities related to emotional, social, and functional skills |  |  |
| Makes emotional, social, and functional skills intervention decisions that are based on assessment data |  |  |
| Uses ongoing assessment methods to evaluate the effectiveness of emotional, social, and functional skill interventions |  |  |

Comments:

**5. School-Wide Practices to Promote Learning**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Demonstrates knowledge about systems-level functioning  |  |  |
| Demonstrates knowledge about general and special education programming |  |  |
| Demonstrates knowledge about school-wide strategies to support academic, social, and emotional health of students |  |  |
| Works with others to promote the academic, social, and emotional health of students at a school-wide or system-wide level |  |  |

Comments:

**1 – Improvement Needed**

**2 – Competent (Supervision Needed)**

**3 – Professionally Competent (Minimal Supervision Needed)**

**N/A – No Opportunity to Observe/Participate**

**6. Preventive and Responsive Services**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Utilizes knowledge about resilience and risk factors related to academic, social, and emotional functioning in case conceptualization and treatment planning |  |  |
| Assists with the provision of multi-tiered prevention programs related to academic, social, and/or emotional functioning |  |  |
| Assists with crisis preparation, response, and/or recovery by utilizing evidence-based strategies |  |  |

Comments:

**7. Family-School Collaboration Services**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Utilizes knowledge of family systems and culture to work effectively with students’ families |  |  |
| Uses evidenced-based strategies to understand and support familial influences on student learning, socialization, and emotional functioning |  |  |
| Assists in the development and provision of services that facilitate family and school partnerships for the academic and social/behavioral well-being of students |  |  |
| Assists in the development and provision of services that facilitate interactions with community agencies for the academic and social/behavioral well-being of students |  |  |
| Explains information to family members and/or guardians of students in a clear and approachable manner |  |  |

Comments:

**1 – Improvement Needed**

**2 – Competent (Supervision Needed)**

**3 – Professionally Competent (Minimal Supervision Needed)**

**N/A – No Opportunity to Observe/Participate**

**8. Diversity in Development and Learning**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Demonstrates knowledge of special considerations when working with diverse populations by seeking and applying evidence-based practices related to assessment, intervention, and/or evaluation activities with individuals of diverse characteristics from a variety of backgrounds (e.g., cultural, linguistic, socioeconomic, etc.) |  |  |
| Actively participates in professional development activities which focus enhancing sensitivity and skills related to diversity |  |  |
| Demonstrates respect and appreciation for human diversity |  |  |

Comments:

**9. Research and Program Evaluation**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Participates in research opportunities in the form of design, data collection, analysis, and/ or interpretation of research findings |  |  |
| Reads peer reviewed literature on topics related to school psychology and student concerns |  |  |
| Interprets study findings, evaluates the usefulness of findings, and identifies implications for practice |  |  |

Comments:

**1 – Improvement Needed**

**2 – Competent (Supervision Needed)**

**3 – Professionally Competent (Minimal Supervision Needed)**

**N/A – No Opportunity to Observe/Participate**

**10. Legal, Ethical, and Professional Practice**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Exhibits interest and enthusiasm for work |  |  |
| Is regularly prepared for work with the necessary materials |  |  |
| Is prompt in completing work and meeting deadlines |  |  |
| Uses time productively |  |  |
| Is punctual and gives adequate notice for any absences |  |  |
| Makes ethical decisions |  |  |
| Demonstrates honesty and integrity |  |  |
| Appropriately uses supervisor feedback |  |  |
| Participates fully in treatment planning |  |  |
| Is adaptable and flexible |  |  |
| Shows initiative and is dependable |  |  |
| Keeps accurate, timely, and legal records, and is HIPAA/FERPA compliant |  |  |
| Demonstrates knowledge of ethical/legal standards in practice |  |  |

Comments:

**11. Interpersonal Skills**

|  |  |  |
| --- | --- | --- |
|  | *Intern Rating* | *Supervisor Rating* |
| Establishes good rapport with supervisor, peers, and clients |  |  |
| Works effectively with supervisor and clients |  |  |
| Accepts constructive criticism graciously  |  |  |
| Shows courtesy to others |  |  |
| Demonstrates professional and personal maturity |  |  |
| Has ability to manage stress |  |  |
| Is aware of personal strengths and weaknesses |  |  |

Comments:

**SUMMARY**

Strengths of intern:

Weaknesses of intern:

Suggestions to university training program:

Site Supervisor Date

Intern\* Date

University Supervisor Date

*\*The signature here only indicates that this evaluation was discussed with the intern. It does not indicate that the intern agrees with the report in part or in whole.*

###### INTERNSHIP SITE EVALUATION

**School Psychology Program**

**Texas A&M University-Commerce**

**(Adapted from Sam Houston State University)**

School Psychology Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please rate the following as they relate to your internship with 1 being poor and 5 being excellent.**

Supervision Received 1 2 3 4 5 Interactions with school personnel 1 2 3 4 5

Staff Development 1 2 3 4 5 Interactions with other interns 1 2 3 4 5

Expectations of you 1 2 3 4 5 Interactions with supervisor 1 2 3 4 5

Counseling Experience 1 2 3 4 5 Consultation Experience 1 2 3 4 5

Assessment Experience 1 2 3 4 5 Availability of tools needed 1 2 3 4 5

Availability of time needed 1 2 3 4 5 Availability of Supervisor 1 2 3 4 5

Overall rating of internship 1 2 3 4 5

Would you recommend this site to future interns? Why or why not?

Strengths of site:

Weaknesses of site:

Intern Date

###### INTERNSHIP CASE STUDY RUBRIC

**School Psychology Program, Texas A&M University-Commerce**

**(Adapted from NASP’s NCSP case study and Tufts University Guidelines, p. 62)**

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the Case Study. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. Therefore, the applicant should submit the Case Study in a format that addresses Sections 1-4 as reflected in the evaluation rubric below.

The Case Study format must be in a 12 point, Times New Roman font, word-processed document including charts and graphs.

Case studies will be graded on three dimensions:

1. Competency in using the problem solving process.

2. Competency in using data for decision-making and accountability to demonstrate intervention leading to measurable positive change.

Dimensions 1 and 2 are scored through the 4 steps of the problem-solving model.

3. Overall evaluation of competency in service delivery in addressing both problem solving and data aspects. Dimension 3 represents the comprehensive evaluation of the case study. Cases receiving an overall evaluation of “needs improvement” must be revised. If necessary, a new case study may be required.

Grading will follow these guidelines for Dimensions 1 and 2:

Very Effective – The case study presentation addresses all aspects of the area in a comprehensive and logical way. Performance reflects advanced understanding and skill attainment. Score 3

Effective – The case study presentation addresses most aspects of the area in a developmentally appropriate way. Performance reflects adequate understanding and skill attainment. Score 2

Needs Improvement – The case study presentation fails to address significant aspects of the area in a developmentally appropriate way. Performance reflects a need for improvement in understanding and/or skill attainment. Score 0 - 1

Grading for each section (1-4) and the overall evaluation is determined by adding the points awarded for Steps 1-4 as follows:

|  |  |
| --- | --- |
| Very Effective | A – 90% and above |
| Effective | B – 80 – 89% |
| Need Improvement | C – 79% and below |

**Section 1: Problem Identification**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Very Effective (3)* | *Effective (2)* | *Needs Development (1-0)* | *Comments* | *NASP Domain(s)* |
| A. Operationally Define the Referral Problem |
|  | The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms. | The student's behavior is operationally defined | The student's behavior is identified but not operationally defined |  | 1, 3, & 4 |
| B. Referral Problem is Collaboratively Defined |
|  |  | The problem is collaboratively defined. Parents/guardians and teachers are involved in the problem identification process | The problem is not collaboratively defined. Parents/guardians and teachers are not involved in the problem-idenfitication process. |  | 2 |
| C. Preliminary Data collection to Verify the Problem |
|  | The discrepancy between current and desired level ofperformance is explained | The behavior is operationally defined or quantified in terms of both current and desired levels of performance | The behavior is not operationally defined in terms of both current and desiredlevels of performance |  | 3, 4 |
|  | Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines | A baseline for the student behavior is established using sufficient data | A baseline for the student behavior is not established or has insufficient data |  | 1, 3, & 4 |
|  |  | The student behavior is identified as a skill and/or performance deficit | The student behavior is not identified as a skill and/or performance deficit |  | 1, 3, & 4 |

**Problem Identification Subtotal Score\_\_\_\_\_\_\_\_**

**Section 2: Problem Analysis**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Very Effective (3)* | *Effective (2)* | *Needs Development (1-0)* | *Comments* | *NASP Domain(s)* |
| A. Generate Hypothesis |
| 1) | Hypotheses are generatedthrough collaboration with teacher and/or parent | One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home | Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable |  | 1, 5, & 8 |
| B. Collect Data to Test the Hypothesis |
| 2) | There are multiple sources of data that converge on each proposed hypothesis | There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report | Appropriate data are not collected to confirm or reject the hypotheses |  | 1 |
| C. Fully Investigate the Referral Problem |
| 3) |  | Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural) | Hypotheses do not reflect an awareness of issues related to diversity (e.g.,physical, social, linguistic, cultural) |  | 5 |
| D. Develop Interventions From Hypothesis |
|  | Intervention(s) selection is based on data from systematic use of problem analysis and hypothesis testing to develop detailed, specific, and sound interventions | Intervention(s) selection is based on data from problem analysis and hypothesis testing | Intervention(s) selection is not based on data from problem analysis and hypothesis testing |  | 1 |

**Problem Analysis Subtotal Score\_\_\_\_\_\_**

**Section 3: Intervention**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Very Effective (3)* | *Effective (2)* | *Needs Development (1-0)* | *Comments* | *NASP Domain(s)* |
| A. Prepare Setting and Members to Implement Intervention |
|  | Intervention(s) is developed collaboratively including family, school, and community where appropriate.  | Intervention(s) is developed collaboratively including some stakeholders. | Intervention(s) is developed with limited stakeholders. |  | 2, 7 |
| B. Determine Criteria for Successful Outcome |
|  | Intervention is linkedto observable, measurable goal statement(s) based on problem analyses | Intervention is linkedto observable, measurable goal statement(s) | Intervention is not linked to observable, measurable goal statement(s) |  | 1, 3, & 4 |
| C. Implementation of Intervention |
|  |  | Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case designanalysis) | Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis) |  | 1, 3, & 4 |
|  |  | Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified | Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified |  | 5, 6 |
|  |  | Logistics of setting, time, resources and personnel are included in the intervention plan | Logistics of setting, time, resources and personnel are not included in the intervention plan |  | 2, 6 |
|  |  | Intervention selection considers unintended outcomes or limitations | Intervention selection does not consider unintended outcomes or limitations |  | 3, 4 |

**Intervention Subtotal Score\_\_\_\_\_\_**

**Section 4: Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Very Effective (3)* | *Effective (2)* | *Needs Development (1-0)* | *Comments* | *NASP Domain(s)* |
| A. Evaluate the Goals and Hypotheses |
| 1) | Response to intervention data are used to inform problem solving and decision making.  | Data are used to inform furtherproblem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention) | Data are not used toinform furtherproblem solving anddecision making |  | 1, 3, & 4 |
| B. Communicate the Outcome & Follow Up Plan |
| 2) | The intervention outcome as well as strategies for follow-up are developed and communicated to stakeholders | The intervention outcome and limited Suggestions for follow-up are developed and are communicated to stakeholders | Suggestions for follow-up are not developed and are not communicated to stakeholders |  | 1, 3, & 4 |

 **Evaluation Subtotal Score\_\_\_\_\_\_**

**Overall Case Study Total Score\_\_\_\_\_\_**

**Grade \_\_\_\_\_\_**

Dimension 3

Overall the Case Study is deemed:

|  |  |  |
| --- | --- | --- |
| Very Effective | Effective | Needs Development |

Comments:

**Goal Attainment Scale Progress Report**

Goal #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Benchmarks:

+2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

+1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 0 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| +2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| +1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  -1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  -2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

Time Frame: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_