



School Psychology
Master of Arts and
Certificate of Advanced Study Program
Internship Guidelines for Field
Supervisors

(August 2019)

Faculty
Kimberly M. Daniel, Ph.D.
Darla M. Scott, Ph.D.
Jennifer M. West, Ph.D.

INTERNSHIP

At Bowie State University (BSU), the internship (SPSY 805 & 807) field experience comes at the end of the completion of all coursework, practicum activities, successful completion of the comprehensive examination, and final approval of the faculty. It is expected to be a coordinated effort between Bowie State University, the field site, and the school psychology intern. It provides the intern with an opportunity to apply knowledge and skills obtained through coursework, practicum, and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. Full time emersion into the field experience allows the intern to begin to integrate information, continues to build knowledge and moves them towards independence to begin practice as an early career school psychology specialist.

The BSU school psychology program strives to expose candidates via coursework, training, and practica to activities that highlight the nine standards outlined to operate a specialist school psychology program as prescribed by the National Association of School Psychologists (NASP)*. It is expected that the internship will be *diverse* and continue to provide activities that will address the training standards listed below.

Standard	Description
I	SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE
II	PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: DATA BASED DECISION MAKING AND ACCOUNTABILITY
III	PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION
IV	DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES
V	DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS
VI	DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – FAMILY-SCHOOL COLLABORATION
VII	FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING
VIII	FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE
IX	PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

* Model for Comprehensive and Integrated School Psychological Services 2010

While specific activities are prescribed (see below), the intern and the field supervisor(s) will be expected to collaborate and outline specific goals and objectives for the internship based on needs and interests.

School Psychology candidates are expected to work in a school setting for a full academic year (**at least 1200 clock hours**) or over two years where at least 600 hours are dedicated to working in a school setting. Whether working over one academic year in a school setting or two academic years in a school setting and other field placement, candidates are expected to work on a consistent schedule as identified through their contract with the local education agency (LEA) or another field site. School psychology candidates will receive three academic credits each upon completion of SPSY 805 and SPSY 807 for a total of six academic semester credit hours for the internship experience.

By the conclusion of the internship year, it is expected that the school psychology candidate will have developed and nurtured a sufficient amount of skills and maturity to be employed as an early career school psychologist.

OBJECTIVES AND COMPETENCIES GAINED UPON COMPLETION OF INTERNSHIP

- Gain a comprehensive understanding of the roles and day-to-day issues school psychologists face.
- Integrate knowledge and skills obtained through formal coursework into practice in a school setting under supervision.
- Describe the roles and functions of school prevention, intervention and special education teams.
- Demonstrate knowledge and skill in using a variety of tools used for psycho-educational, social-emotional, and behavioral assessments. Activities should incorporate methods such as standardized assessments, informal assessments, curriculum based assessments, interviews, and observations.
- Demonstrate skills-based competencies related to counseling to include rapport building, communication, interviewing, data collection and analysis, goal setting, intervention development and evaluation.
- Demonstrate proficient skill in providing consultative services to educational personnel and families.
- Use the problem-solving approach to develop and implement empirically supported intervention designs.
- Demonstrate the importance of linking empirically supported interventions to data collection/assessment outcomes and design monitoring procedures to determine the effectiveness of interventions.
- Develop a basic understanding of strategies helpful in promoting a positive school climate and school safety.
- Develop an appreciation for the culture of schools; an awareness of how cultures differ from district to district or school to school; and the types of professional behaviors that facilitate the provision of high quality services.
- Demonstrate an understanding of school systems and regulations that govern general and special education (e.g., IDEIA, State/Local laws, NCLB/ESSA, FERPA and Section 504).
- Develop an understanding and use of NASP/ APA ethical guidelines, confidentiality issues and mandated reporting.
- Incorporate collaborative approaches (with schools, families, and communities) throughout all areas of school psychology practice.
- Develop beginning level competencies to work with students and/or families of diverse cultures, races, ethnicities, languages, gender or religious affiliations.

- Exhibit ethical, legal, and professional conduct that is consistent with best practice.

PROFESSIONALISM AND ETHICAL CONDUCT EXPECTED OF INTERNS

The School Psychology candidate is expected to demonstrate professional behavior throughout their tenure on the internship. Acting professionally includes:

- Dressing in professional attire.
- Demonstrating courteous and respectful behavior towards children and adults.
- Respecting the knowledge, skills, and experiences of colleagues and supervisors.
- Following school policies. For example, checking into school appropriately and asking how to use equipment or materials.
- Being punctual to work, appointments, and meetings.
- Maintaining professional language.
- Demonstrating an energetic, enthusiastic, and cooperative disposition.
- Staying calm and positive in tough situations and crises.
- Taking responsibility for their actions in a well-mannered way.
- Being intentional in learning about and practicing in an ethical and legal manner.
- Being intentional in learning about diverse populations and practicing in a sensitive manner.
- Keeping the lines of communication open with field and university supervisor/s.

RESPONSIBILITIES

UNIVERSITY RESPONSIBILITIES:

1. Assist internship candidates in finding an appropriate site(s) in which to complete the internship.
2. Establish a collaborative relationship with the field site supervisors.
3. Provide internship sites/field supervisors with a written description of Bowie State's Internship Guidelines and expectations.
4. Meet with intern candidates as a group (schedule will be determined each year) for follow-up, training, review, presentations, etc.

[Monthly full day internship/supervision meetings will be scheduled at BSU for the 2019-2020 school year. This schedule may be altered as deemed appropriate by the University Supervisor. Evening meetings will be scheduled as needed. Additionally, interns may communicate with the university supervisor as needed via technology, email or phone conference.]

5. Observe the candidate at their internship site at least twice during the year. (If direct observation is not possible, other arrangements will be made.)
6. Collaborate with the site supervisor(s) to discuss issues/concerns regarding supervisory matters.
7. Assign internship grades based on evaluation of the total internship experience, carefully consider input from field supervisor.
8. Be available for consultation, as needed.
9. Be available for meetings with field supervisors and candidates to address concerns as needed.

SITE/FIELD SUPERVISOR RESPONSIBILITIES:

1. Be fully credentialed as a school psychologist in the school where the intern will be supervised or be appropriately credentialed as a supervising psychologist in a non-school setting.
2. Be familiar with the Bowie State University School Psychology Internship Guidelines.
3. Meet with the intern candidate and outline duties/experiences to be gained and competencies to be developed. This information should be reflected in the **Internship Agreement** form and signed/returned to the University coordinator within a month of beginning the internship.
4. Arrange for the candidate to gain School Psychology experiences as outlined in the internship guidelines.
5. Observe school psychology candidate in a variety of settings (e.g., classroom, diagnostic, consultation, counseling, professional development, team) and provide feedback.
6. Provide at least **two** hours of **face to face** supervision per full week. The interaction between the supervisor and intern should focus on developing and enhancing the intern's skills and monitoring progress on objectives and goals.
7. Provide opportunities for the intern to engage in professional development activities.
8. **Allow the intern release time to attend university meetings.**
9. Complete **one internship evaluation per semester/term**. [For the intern completing their entire internship in the school setting, an evaluation should be completed mid-year and at the end of the school year. For the intern completing their internship in two settings (at least 600 clock hours each), an evaluation should be completed for each setting]. These evaluations are to be shared and explained to the intern, and when completed, submitted to the university/internship coordinator to be filed in the candidate's record. **Evaluations should be signed by the field supervisor and intern**. The intern's signature indicates that they have reviewed the evaluation, even if they do not agree with the evaluation.
10. Ensure that the candidate is totally aware of and adheres to all established institutional rules and regulations as they apply to the overall job function of the school psychologist. Report all occurrences of non-compliance to the university supervisor immediately.

11. Check and verify the SCHOOL PSYCHOLOGY INTERNSHIP LOG maintained by the intern.

SITE/AGENCY RESPONSIBILITIES:

1. Assign the intern to a site supervisor who is appropriately credentialed in the school system or agency where they work. Site supervisors should have at least three years of experience and be employed as a regular employee.
2. Assign a site supervisor who is responsible for no more than **two (2)** full time school psychology interns.
3. Complete a written contractual agreement with the intern, specifying the period of appointment and terms of compensation.
4. Provide a secured and adequate work space for the intern along with access to office supplies, assessment materials, phone, etc.
5. Provide the intern with a schedule of activities (e.g., school calendar, in-service meetings, staff meetings, etc.) typically given to all other agency school psychologists/personnel.

SCHOOL PSYCHOLOGY INTERN RESPONSIBILITIES:

1. Be familiar with the Bowie State University School Psychology Internship Guidelines.
2. **Secure student education liability insurance (e.g., Forrest T. Jones and Company or American Professional Agency, Inc.). Secure student education liability insurance (e.g., Forrest T. Jones and Company or American Professional Agency, Inc.). See [link](#) under the NASP website.**
3. Follow the contract as prescribed by the school system/agency.
4. Meet with the field supervisor(s) and outline duties/experiences to be gained and competencies to be developed. This information should be reflected in the **Internship Agreement** form and signed/returned to the University coordinator within a month of beginning the internship.
5. Complete required activities as described below.
6. Have at least two hours of face to face supervision with supervisor(s) once a week.
7. Attend regularly scheduled professional development activities.
8. Attend scheduled university/supervision meetings.

[Monthly full day internship/supervision meetings will be scheduled at BSU for the 2019-2020 school year. This schedule may be altered as deemed appropriate by the University Supervisor. Evening meetings will be scheduled as needed. Additionally, interns may communicate with the university supervisor as needed via technology, email or phone conference.]

9. Become aware of and adhere to all established institutional rules and regulations as they apply to the overall job function of the school/agency psychologist.

10. Maintain accurate school psychology internship logs.
11. Comply with all institutional rules and regulations in a professional manner, such as:
 - a. Confidentiality
 - b. School Hours
 - c. Dress and grooming
 - d. Attendance and absence
 - e. Report writing formats and procedures
 - f. Special Education team protocol
12. Complete and submit all required documentation in a timely fashion each semester.
13. Take the School Psychology Praxis exam during the internship year.
14. Refer to themselves as **School Psychology Intern** from Bowie State University.
15. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.

INTERNSHIP: REQUIRED ACTIVITIES*

As indicated above, some of the activities are prescribed by the university; however, the internship experience should be diverse. The intern and the field supervisors will be expected to collaborate and outline goals and objectives for the internship specific to their identified needs and interests.

***NASP expects that student interns demonstrate knowledge and skills in all 10 focal areas of training during the internship year. The activities (in part) are designed to provide supporting data of the intern's efforts to do so.**

RESPONSIBILITIES OF THE SITE SUPERVISOR

The site supervisor is responsible for the intern's work within the context of what is expected for the school and school district/township or agency. The candidates will rely on the site supervisor with respect to issues (questions/concerns) regarding procedural or bureaucratic aspects of the school district/internship site. The University supervisor is responsible for contacting the site supervisor in the middle and the end of the semester regarding the intern's progress. The site supervisor will be requested to complete a written evaluation of the intern at the end of each semester.

ASSIGNMENTS BELOW ARE REQUIRED BUT NOT LIMITED TO THE FOLLOWING EXPERIENCES.

	ASSIGNMENTS	DATES COMPLETED AND DOCUMENTATION REQUIREMENTS
	<p>During the internship year, each Bowie State University School Psychology candidate will be expected to document his or her work through an Internship Exit Portfolio which includes the assignments briefly described below. Each assignment will have an accompanying scoring guide or rubric. Please see class syllabus for more details.</p>	
<p>NASP 2010 Standard 8 Element 2</p>	<p>1. Submit a Professional Identity packet comprised of a Personal Mission Statement, Professional Resume, a list of Professional memberships, a brief description of your participation in Professional training/development and a summary of how you <u>practiced skills during the internship</u> reflecting the 10 NASP training standards.</p> <p>*(Note: Each Candidate is required to attend at least one professional conference). Upload by Friday May 1, 2020</p>	<p style="text-align: center;">DATE COMPLETED</p> <p>COPY OF CERTIFICATE OF ATTENDANCE</p> <p>TASKSTREAM</p>
<p>NASP 2010 Standard 5 Elements 1 and 2</p>	<p>2. Submit a summary of your participation on a School-Wide or Systems-Level Prevention/Intervention Team /Team Project (not a special education team). Candidate will be expected to participate on a school or system-wide prevention/intervention team or committee (e.g., Positive Behavior Support, climate, discipline, safety, curriculum, student service team, child study team, crisis management, instructional consultation team, Peer support , Suicide prevention, etc.) and document practices and/or strategies developed and implemented to respond to a grade level(s) or school-wide issue(s). See class syllabus for more details.</p> <p>Upload by Friday May 1, 2020</p>	<p style="text-align: center;">DATE COMPLETED</p> <p>TASKSTREAM</p>
<p>NASP 2010 Standard 2, 3,7</p>	<p>3. Complete and upload two comprehensive assessment evaluations into Taskstream. [Note: To ensure interns are getting a diverse set of experiences and have sufficient time to complete other required activities, it is recommended that interns complete no more than 25 -30 assessments, overall, during the internship. Adjustments should be considered if candidate is not considered (at least competent) after completing assessments].</p> <p>With the guidance of the site supervisor, interns are to conduct at least two comprehensive evaluations (initial and/or re-evaluation) to upload into Taskstream. One of the evaluations should assess a student suspected of having an Autism Spectrum Disorder or Emotional/Behavioral Disorder, Intellectual Disability, Multiple Disability or Neurological complication. The evaluations should be comprehensive and include information on the following: 1) the referral concern(s), 2) comprehensive review of records,</p>	<p>1. _____ DATE COMPLETED</p> <p>2. _____ DATE COMPLETED</p> <p>SUBMIT COPY OF COMPLETED REPORTS TO UNIVERSITY SUPERVISOR</p>

	<p>3) a summary of developmental history or background information (from a parent, guardian and/or teacher interview), 4) a classroom/building observation, 5) a cognitive assessment or review of earlier cognitive assessments; and/or data collected from informal assessments such as CBA/CBM's, Benchmark assessments, etc., 6) a summary of past and/or current interventions, 7) social/emotional/behavioral and/or adaptive behavioral assessment, 8) assessment results, 9) a comprehensive interpretation based on information collected during the evaluation; 10) summary and 11) relevant recommendations.</p> <p>Interns are encouraged to rely primarily on the supervision of their site supervisor. The reports should be signed by the intern and site supervisor. These evaluations should comply with the policies and procedures set forth by the district/agency.</p> <p>The intern will present results of the evaluations to the school/agency team <u>and</u> to the participants at the university/supervision meetings.</p> <p>Interns must write a follow-up summary regarding the final actions/outcomes for the student resulting from the referral.</p> <p>A final hard copy of the reports should be submitted at the end of the semester to the university supervisor; however, <u>identifying information should be changed prior to submission.</u></p> <p>Upload assessment one by Friday, December 13, 2019 Upload assessment two by Friday, March 20, 2020</p>	<hr/> <p>DATE OF PRESENTATION</p> <p>-----</p> <p>DATE OF PRESENTATION</p> <p>TASKSTREAM</p>
<p>NASP 2010 Standard 4 Element 2 Standard 7</p>	<p>4. Conduct a short-term individual counseling or group counseling session(s)</p> <p>Interns will conduct a short-term individual or group counseling series. With guidance from their site supervisor, candidate will outline concerns, define goals and objectives for the series, devise lesson/treatment plans, keep brief session notes, and design a process for measuring progress and evaluating impact. Interns will summarize their experience in writing and prepare a brief presentation for the supervision class. Please remove all student identifying information.</p> <p>Upload by Friday, May 15, 2020</p>	<hr/> <p>DATE COMPLETED WRITTEN SUMMARY WITH EXAMPLE OF A LESSON PLAN AND PROGRESS NOTES.</p> <p>TASKSTREAM</p>
<p>NASP 2010 Standards 2,3,4,6,7, 8.1-2</p>	<p>5. Complete the Direct Intervention Project to address Academic Issues (NASP Case Study-Academic)</p> <p>Interns must complete a case study addressing an academic concern. Interns should work with their site supervisor and school personnel to help identify a potential intervention project. The intern should also meet with the university</p>	<hr/> <p>DATE COMPLETED</p> <p>CLASS PRESENTATION</p>

	<p>supervisor throughout the project to review progress and clarify concerns. Specific details about the project will be outlined in the Direct Intervention Project Handout-see below. Interns will have to present either this project or the behavioral intervention project at the final intern meeting. More details will be delineated in class.</p> <p>Upload by Friday, May 15, 2020</p>	<p>PAPER</p> <p>TASKSTREAM</p>
<p>NASP 2010 Standards 2,3,4,6,7, 8.1-2</p>	<p>6. Complete the Direct Intervention Project to address Social/Emotional/ Behavioral Issues (NASP Case Study-Behavioral)</p> <p>Interns must complete a case study addressing a behavioral concern. Consider the appropriateness of collecting and/or analyzing FBA data. Interns should work with their site supervisor and school personnel to help identify a potential intervention project. The intern should also meet with the university supervisor throughout the project to review progress and clarify concerns. Specific details about the project will be outlined in the Direct Intervention Project Handout-see below. Interns will have to present either this project or the academic intervention project at the final intern meeting. More details will be delineated in class.</p> <p>Upload by Friday, May 15, 2020</p>	<hr/> <p>DATE COMPLETED</p> <p>CLASS PRESENTATION</p> <p>PAPER</p> <p>TASKSTREAM</p>
<p>NASP 2010 Standard 9</p>	<p>7. Maintain an internship log and submit at the end of each semester with candidate evaluation forms (Supervisor's and Self-Rating)</p> <p>Interns will maintain and <u>turn in an electronic log</u> of activities performed during the internship period that document the date, time, and brief description of all activities associated with internship. Such activities include: attending problem-solving team meetings; consultation and counseling activities; assessment activities (including CBM benchmarking); intervention implementation; participation in meetings/workshops; conducting school observations; shadowing the school psychologist; university supervision meetings, report writing teacher/parent interviews, relevant research, etc. The logs should be turned in at the end of each semester/term. All logs require review and signature of site supervisor.</p> <p>Turn in/email -Fall Supervisor Evaluation and Self-Evaluation – Friday, December 13, 2019 Turn in/email in Fall Logs-January 17, 2020</p> <hr/> <p>Turn in/email-Spring Supervisor's Evaluation and Self- Evaluation Friday, May 15, 2020 Turn in Last Day of class scheduled in June 2020</p>	<hr/> <p>DATE COMPLETED (SEMESTER 1)</p> <hr/> <p>DATE COMPLETED (SEMESTER 2)</p> <p>SEE APPENDIX _____</p>

At the discretion of the university supervisor, due dates may change.

Program Approval and National Certification:

Our program is fully approved by the National Association of School Psychologists. Once you complete the requirements of the program, you will be able to apply for the Specialists' certificate and your NCSP. The university supervisor will assist you with the details.

It is recommended that you preview early the NASP website and review all the forms necessary to complete the NCSP application process.

<https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>



**COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING
SCHOOL PSYCHOLOGY
SPSY 805/807 INTERNSHIP IN SCHOOL PSYCHOLOGY**

INTERNSHIP CONTRACT

The internship (SPSY 805 & 807) field experience comes at the end of the completion of all coursework, practicum activities, successful completion of the comprehensive examination, and final approval of the faculty. It is expected to be a coordinated effort between Bowie State University, the field site and the school psychology intern. It provides the intern with an opportunity to apply knowledge and skills obtained through coursework, practicum and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. Full time emersion into the field experience allows the intern to begin to integrate information, continues to build knowledge and moves them towards independence to begin practice as an early career school psychology specialist.

The BSU school psychology program strives to expose candidates via coursework, training, and practica to activities that highlight the nine standards outlined to operate a specialist school psychology program as prescribed by the National Association of School Psychologists (NASP)*. It is expected that the internship will be *diverse* and continue to provide activities that will address the training standards listed below.

NASP Standard Matrix

Standard	Description
I	SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE
II	PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: DATA BASED DECISION MAKING AND ACCOUNTABILITY
III	PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION
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VIII	FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE
IX	PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

* Model for Comprehensive and Integrated School Psychological Services 2010

Intern Information-contract cont.	
Name: _____	
Complete Address: Address: _____ City/State/ Zip _____	
Phone Number:	
List Below Names of Organizational Memberships:	
Internship Site/ Information	
Site Location and Address: Address _____ City/State/ Zip _____	
Period of Appointment: Start Date: _____ Intended End Date: _____	
Will intern be compensated for duties? Yes* _____ No _____	
*If yes, identify compensation/Salary _____ per _____	
Supervisor Information	
<i>Primary Field Supervisor*</i>	
Name: _____ Work Phone: _____	
Work email: _____	
Office Address: _____	
<u>Certification/Licensure Status</u> (Please check all that apply)	
____ State Certified or Licensed School Psychologist	
____ State Licensed Psychologist	
____ NCSP	
____ Other (please specify) _____	
Years of experience: _____ (please complete. This is needed for program approval).	
<i>*Please copy and attach information if there is a second supervisor.</i>	

The internship site agrees to:

- a. assign the intern to a site supervisor who is appropriately credentialed in the school system or agency where they work. Site supervisors should have at **least three years** of experience.
- b. assign a site supervisor who is not responsible for more than **two (2)** full time school psychology interns.
- c. become familiar with the Bowie State University Internship guidelines.
- d. provide at least two hours of face to face supervision per full week for the intern.
- e. provide opportunities or allow release time for the intern to engage in professional development and research activities.
- f. allow the intern release time to attend scheduled university supervision meetings and professional development trainings.
- g. provide a secured and adequate work space for the intern and provide access to office supplies, assessment materials, phone, etc.
- h. provide the intern with a schedule of activities (e.g., school calendar, in-service meetings, staff meetings, etc.) typically provided to all other agency school psychologists/personnel.
- i. support the intern in completing the internship assignments delineated in this document.

Signatures below indicate that the site/agency, university, and school psychology intern agree with the terms of the contract.

Date: _____

Signature: _____
(site/agency representative)

Title: _____
(site/agency representative)

Signature: _____
(BSU University Coordinator)

Signature: _____
(BSU School Psychology Intern)

COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING
SCHOOL PSYCHOLOGY
SPSY 805/807 INTERNSHIP IN SCHOOL PSYCHOLOGY

INTERNSHIP PLAN

Directions: Complete the following plan after collaborating with your site supervisor(s). This plan should be completed at the **beginning of the first semester of the internship and reviewed/updated at the beginning of the second semester**. (If intern is completing two 600-hour internships at two different sites, the plan should be completed for each site).

DATE: _____ **SCHOOL YEAR:** _____
(e.g., 2019-2020)

SCHOOL PSYCHOLOGY INTERN: _____

NAME AND ADDRESS OF INTERNSHIP SITE:

1. BRIEFLY DESCRIBE DUTIES AND ACTIVITIES*

*(ADD ATTACHMENTS IF NECESSARY)

2. LIST COMPETENCIES TO BE DEVELOPED (Identify three to five areas to strengthen. Be specific you may indicate that you want: to strengthen skills in school-family collaboration; to improve listening skills during consultation; or to develop better strategies for intervention monitoring):

APPROVALS:

School Psychology Intern: _____ Date
Field Supervisor: _____ Date
University Coordinator: _____ Date

While specific activities are prescribed (see internship handbook) for candidates, the intern and the field supervisor(s) will be expected to collaborate and outline specific goals and objectives for the internship based on needs and interests and delineate them in an internship plan.

**School Psychology Program
SPSY 805
FALL 2019
Midterm: Internship Evaluation**

Name _____ Site _____

Semester/Year: _____ Field Supervisor _____

University Supervisor _____

This evaluation form should be completed by the primary internship supervisor(s) **midway through the internship experience**. [See syllabus for details.] The ratings provided on this form are intended to guide the intern and the school psychology program in evaluating the candidate's progress during the internship. Please use the following rating scale in evaluating the intern on each of the dimensions below.

University Supervisors:

	Name	Phone	Email
Program Coordinator Course Instructor	Dr. Kimberly Daniel	301-860-3169	kdaniel@bowiestate.edu

Rating Scale:

- N/A** **Not applicable.** Candidate was not observed practicing this skill. /Skill may not be appropriate for practice in this setting. /Student had no opportunity to use skill.
- 1** **Unsatisfactory:** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2** **Developing:** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3** **Competent:** Candidate's skills in this area reflect sufficient mastery. Candidate practices independently with occasional guidance, as needed.
- 4** **Highly Competent:** Candidate's skills in this area are very well developed and performed at an above average level. Candidate practices independently.

A. Professional Conduct -Standard 8-Element 2; Standard 9					
1. Demonstrates excellent interpersonal and social skills	1	2	3	4	N/A
2. Punctual (to work, appointments and/or meetings)	1	2	3	4	N/A
3. Presents a professional appearance	1	2	3	4	N/A
4. Follows through with tasks and responsibilities in a prompt, well-organized manner	1	2	3	4	N/A
5. Displays initiative and resourcefulness	1	2	3	4	N/A
6. Demonstrates resiliency during stressful situations	1	2	3	4	N/A
7. Adapts successfully to changes	1	2	3	4	N/A
8. Demonstrates consideration for diversity and/or social justice issues during consultation, evaluation, and intervention activities	1	2	3	4	N/A
9. Manages time efficiently	1	2	3	4	N/A
COMMENTS:					
B. School Psychology Practice- Standard 8-Element 2; Standard 9					
1. Demonstrates a desire to help children and families	1	2	3	4	N/A
2. Practices according to ethical, professional, and legal standards	1	2	3	4	N/A
3. Understands and adheres to standard operational procedures	1	2	3	4	N/A
4. Demonstrates knowledge of general education, special education, and other educational and related services	1	2	3	4	N/A
5. Participates in a school-wide prevention/ intervention team or activity.	1	2	3	4	N/A
6. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA)	1	2	3	4	N/A
COMMENTS:					
C. Evaluation and Diagnostic Skills -Standard 2; Standard 9					
1. Demonstrates adequate listening skills at team meetings	1	2	3	4	N/A
2. Collects information from a variety of data sources as needed (e.g., behavioral observations, review of records, parent/teacher interview; CBA's, CBM's, cognitive assessments, behavioral/social-emotional scales and/or non-traditional assessments)	1	2	3	4	N/A
3. Properly selects appropriate diagnostic instruments	1	2	3	4	N/A
4. Establishes rapport with students	1	2	3	4	N/A
5. Administers assessments according to standardized procedures (or documents exceptions for special cases)	1	2	3	4	N/A
6. Scores assessments according to standardized procedures (or notes exceptions)	1	2	3	4	N/A
7. Includes confidence intervals and percentile ranks (for global scores) when possible	1	2	3	4	N/A

8. Integrates, interprets and conceptualizes all data sources in a meaningful way	1	2	3	4	N/A
9. Makes recommendations based on data and referral question	1	2	3	4	N/A
10. Demonstrates an ability to conceptualize and outline an approach to managing an evaluation request	1	2	3	4	N/A
11. Effectively communicates assessment results orally	1	2	3	4	N/A
12. Written reports contain major components (e.g., Reason for Referral, Review/Background Information, Validity Statement, List of Assessment Procedures, Observations, Assessment Results, Summary/Conclusions, Recommendations)	1	2	3	4	N/A
13. Effectively communicates assessment results in writing	1	2	3	4	N/A
14. Demonstrates knowledge of legal and ethical issues relevant to conducting assessments and evaluating students	1	2	3	4	N/A
15. Demonstrates a sensitivity to working with individuals and families from diverse backgrounds with respect to data collection, assessment and evaluation	1	2	3	4	N/A
COMMENTS:					
D. Collaboration, Problem Solving, Consultation Skills and Intervention- Standard 2; Standard 3, Standard 9					
1. Demonstrates effective communication and listening skills	1	2	3	4	N/A
2. Demonstrates understanding of basic models of consultation	1	2	3	4	N/A
3. Uses a variety of data sources to assist in the analysis of the identified academic or behavioral concern	1	2	3	4	N/A
4. Documents use of data sources utilized during consultation process	1	2	3	4	N/A
5. Successfully uses consultation model on a problem with a behavioral or academic concern.	1	2	3	4	N/A
6. Summarizes consultation procedures in writing	1	2	3	4	N/A
7. Effectively designs, implements, and consults during FBA (functional behavioral assessment) and BIP (behavioral intervention planning) meetings	1	2	3	4	N/A
8. Demonstrates ability to design, implement, and progress monitor prevention or intervention strategies to support effective practices that address academic issues.	1	2	3	4	N/A
9. Demonstrates ability to design, implement, and progress monitor prevention or intervention strategies to support effective practices that address social/emotional/behavioral issues.	1	2	3	4	N/A
10. Demonstrates sensitivity towards working with school personnel, families and students from diverse backgrounds with respect to consultation and intervention.	1	2	3	4	N/A
COMMENT:					

E. Counseling, Crisis Management and Responsive Services -Standard 4-Element 2; Standard 5-Element 2; Standard 9					
1. Demonstrates ability to establish rapport with client	1	2	3	4	N/A
2. Conducts problem identification interview(s) and communicates findings verbally and in writing	1	2	3	4	N/A
3. Defines counseling goals and objectives based on information collected from interview and other data sources and develops a treatment plan aligned with those goals and objectives	1	2	3	4	N/A
4. Effectively provides counseling services to individual student or group	1	2	3	4	N/A
5. Effectively uses progress notes to document counseling sessions	1	2	3	4	N/A
6. Demonstrates knowledge of legal and ethical issues relevant to counseling situations, settings, and clients	1	2	3	4	N/A
7. Uses empirically supported counseling strategies that are aligned with the identified concern and are sensitive to diverse student populations.	1	2	3	4	N/A
8. Collaborates with school personnel, families and/or community agencies to promote a safe school environment	1	2	3	4	N/A
9. Demonstrates knowledge of crisis intervention protocol in the school system.	1	2	3	4	N/A
COMMENTS:					
F. Family School Collaboration- Standard 6; Standard 9					
1. Demonstrates evidence in considering a parent's perspective when engaging in problem-solving activities.	1	2	3	4	N/A
2. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents regarding student progress, etc.)	1	2	3	4	N/A
3. Demonstrates a sensitivity to considering family issues regarding culture and diversity.	1	2	3	4	N/A
4. Is knowledgeable about community resources to assist children and families	1	2	3	4	N/A
COMMENTS:					

G. Integration of Technology-Standard 8-Element 1					
1. Intern is aware of the ethical guidelines regarding the use of technology in their local school district. They consult with appropriate personnel regarding proper use of, distribution, storage, and/or destruction of data.	1	2	3	4	N/A
2. Intern uses psychological assessment software appropriately	1	2	3	4	N/A
3. Intern uses software/technology to assist with making professional presentations, preparing documents, and/or writing up assessment reports	1	2	3	4	N/A
4. Intern uses software/technology to help set up a schedule, organize information, collect data, and/ or summarize data.	1	2	3	4	N/A
COMMENTS:					
H. Supervision and Professional Growth - Standard 8-Element 2; Standard 9					
1. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level	1	2	3	4	N/A
2. Incorporates constructive criticism into daily practices and routines	1	2	3	4	N/A
3. Keeps supervisor informed of unusual events and activities, as well as routine matters	1	2	3	4	N/A
4. Actively seeks assistance from supervisor when needed	1	2	3	4	N/A
5. Works independently without supervision, when possible	1	2	3	4	N/A
6. Participates in professional development activities such as special training sessions, seminars, workshops, webinars, and/or staff conferences	1	2	3	4	N/A
COMMENTS:					

Signature of Field Supervisor

Date

Intern Comments:

Signature of Intern*

Date

Signature of University Supervisor

Date

**School Psychology Program
SPSY 807
SPRING 2020
FINAL: Internship Evaluation**

Name _____ Site _____

Semester/Year: _____ Field Supervisor _____

University Supervisor _____

This evaluation form should be completed by the primary internship supervisor(s) at the **end of the internship experience**. The ratings provided on this form are intended to guide the intern and the school psychology program in evaluating the intern's performance over the full term of their experience. Please use the following rating scale in evaluating the intern on each of the dimensions below.

University Supervisors:

	Name	Phone	Email
Program Coordinator Course Instructor	Dr. Kimberly Daniel	301-860-3169	kdaniel@bowiestate.edu

Rating Scale:

- 1** **Unsatisfactory:** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2** **Developing:** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3** **Competent:** Candidate's skills in this area reflect sufficient mastery. Candidate practices independently with occasional, guidance as needed.
- 4** **Highly Competent:** Candidate's skills in this area are very well developed and performed at an above average level. Candidate practices independently.

A. Professional Conduct -Standard 8-Element 2; Standard 9				
1. Demonstrates excellent interpersonal and social skills	1	2	3	4
2. Punctual (to work, appointments and/or meetings)	1	2	3	4
3. Presents a professional appearance	1	2	3	4
4. Follows through with tasks and responsibilities in a prompt, well-organized manner	1	2	3	4
5. Displays initiative and resourcefulness	1	2	3	4
6. Demonstrates resiliency during stressful situations	1	2	3	4
7. Adapts successfully to changes	1	2	3	4
8. Demonstrates consideration for diversity and/or social justice issues during consultation, evaluation, and intervention activities	1	2	3	4
9. Manages time efficiently	1	2	3	4
COMMENTS:				
B. School Psychology -Practice -Standard 8-Element 2; Standard 9				
1. Demonstrates a desire to help children and families	1	2	3	4
2. Practices according to ethical, professional, and legal standards	1	2	3	4
3. Understands and adheres to standard operational procedures	1	2	3	4
4. Demonstrates knowledge of general education, special education, and other educational and related services	1	2	3	4
5. Participates in a school-wide prevention/intervention team or activity.	1	2	3	4
6. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA)	1	2	3	4
COMMENTS:				
C. Evaluation and Diagnostic Skills -Standard 2; Standard 9				
1. Demonstrates adequate listening skills at team meetings	1	2	3	4
2. Collects information from a variety of data sources as needed (e.g., behavioral observations, review of records, parent/teacher interview; CBA's, CBM's, cognitive assessments, behavioral/social-emotional scales and/or non-traditional assessments)	1	2	3	4
3. Properly selects appropriate diagnostic instruments	1	2	3	4
4. Establishes rapport with students	1	2	3	4
5. Administers assessments according to standardized procedures (or documents exceptions for special cases)	1	2	3	4
6. Scores assessments according to standardized procedures (or notes exceptions)	1	2	3	4
7. Includes confidence intervals and percentile ranks (for global scores) when possible	1	2	3	4
8. Integrates, interprets and conceptualizes all data sources in a	1	2	3	4

meaningful way	
9. Makes recommendations based on data and referral question	1 2 3 4
10. Demonstrates an ability to conceptualize and outline an approach to managing an evaluation request	1 2 3 4
11. Effectively communicates assessment results orally	1 2 3 4
12. Written reports contain major components (e.g., Reason for Referral, Review/Background Information, Validity Statement, List of Assessment Procedures, Observations, Assessment Results, Summary/Conclusions, Recommendations)	1 2 3 4
13. Effectively communicates assessment results in writing	1 2 3 4
14. Demonstrates knowledge of legal and ethical issues relevant to conducting assessments and evaluating students	1 2 3 4
15. Demonstrates a sensitivity to working with individuals and families from diverse backgrounds with respect to data collection, assessment and evaluation	1 2 3 4
COMMENTS:	
D. Collaboration, Problem Solving, Consultation Skills and Intervention-Standard 2; Standard 3, Standard 9	
1. Demonstrates effective communication and listening skills	1 2 3 4
2. Demonstrates understanding of basic models of consultation	1 2 3 4
3. Uses a variety of data sources to assist in the analysis of the identified academic or behavioral concern	1 2 3 4
4. Documents use of data sources utilized during consultation process	1 2 3 4
5. Successfully uses consultation model on a problem with a behavioral or academic concern.	1 2 3 4
6. Summarizes consultation procedures in writing	1 2 3 4
7. Effectively designs, implements, and consults during FBA (functional behavioral assessment) and BIP (behavioral intervention planning) meetings	1 2 3 4
8. Demonstrates ability to design, implement, and progress monitor prevention or intervention strategies to support effective practices that address academic issues.	1 2 3 4
9. Demonstrates ability to design, implement, and progress monitor prevention or intervention strategies to support effective practices that address social/emotional/behavioral issues.	1 2 3 4
10. Demonstrates sensitivity towards working with school personnel, families and students from diverse backgrounds with respect to consultation and intervention.	1 2 3 4
COMMENT:	

E. Counseling, Crisis Management and Responsive Services Standard 4-Element 2; Standard 5-Element 2; Standard 9				
1. Demonstrates ability to establish rapport with client	1	2	3	4
2. Conducts problem identification interview(s) and communicates findings verbally and in writing	1	2	3	4
3. Defines counseling goals and objectives based on information collected from interview and other data sources and develops a treatment plan aligned with those goals and objectives	1	2	3	4
4. Effectively provides counseling services to individual student or group	1	2	3	4
5. Effectively uses progress notes to document counseling sessions	1	2	3	4
6. Demonstrates knowledge of legal and ethical issues relevant to counseling situations, settings, and clients	1	2	3	4
7. Uses empirically supported counseling strategies that are aligned with the identified concern and are sensitive to diverse student populations.	1	2	3	4
8. Collaborates with school personnel, families and/or community agencies to promote a safe school environment	1	2	3	4
9. Demonstrates knowledge of crisis intervention protocol in the school system.	1	2	3	4
COMMENTS:				
F. Family School Collaboration-Standard 6; Standard 9				
1. Demonstrates evidence in considering a parent's perspective when engaging in problem-solving activities.	1	2	3	4
2. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents regarding student progress, etc.)	1	2	3	4
3. Demonstrates a sensitivity to considering family issues regarding culture and diversity.	1	2	3	4
4. Is knowledgeable about community resources to assist children and families	1	2	3	4
COMMENTS:				
G. Integration of Technology- Standard 8-Element 1				
1. Intern is aware of the ethical guidelines regarding the use of technology in their local school district. They consult with appropriate personnel regarding proper use of, distribution, storage, and/or destruction of data.	1	2	3	4
2. Intern uses psychological assessment software appropriately	1	2	3	4
3. Intern uses software/technology to assist with making professional presentations, preparing documents, and/or writing up assessment reports	1	2	3	4
4. Intern uses software/technology to help set up a schedule, organize information, collect data, and/ or summarize data.	1	2	3	4

COMMENTS:				
H. Supervision and Professional Growth -Standard 8-Element 2; Standard 9				
1. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level	1	2	3	4
2. Incorporates constructive criticism into daily practices and routines	1	2	3	4
3. Keeps supervisor informed of unusual events and activities, as well as routine matters	1	2	3	4
4. Actively seeks assistance from supervisor when needed	1	2	3	4
5. Works independently without supervision, when possible	1	2	3	4
6. Participates in professional development activities such as special training sessions, seminars, workshops, webinars, and/or staff conferences	1	2	3	4
COMMENTS:				

Signature of Field Supervisor

Date

Intern Comments:

Signature of Intern*

Date

Signature of University Supervisor

Date

**SCHOOL PSYCHOLOGY
INTERNSHIP HOURS SUMMARY page**

Please complete each semester

IDENTIFYING INFORMATION

Intern: _____ **ID No:** _____

Course No: _____ **Semester:** _____

Name of Site and Address: _____

Site Supervisor: _____ **Phone Number:** _____

TOTAL CONTRACTED HOURS

Total: Internship Site Hours (Semester 1) *: _____
(add weekly hours)

Internship Site Hours (Semester 2) *: _____
(add weekly hours)

Total Site Hours (both semesters) *: _____
(at least 1200 clock hours)

Internship Supervision Hours (Semester 1) _____

Internship Supervision Hours (Semester 2) _____

Total Supervision Hours (Both Semesters) _____

Intern Signature: _____ **DATE:** _____

Site Supervisor Signature: _____ **DATE:** _____

* includes full day university supervision meetings

TOTAL AFTER-CONTRACTED HOURS-Optional

Total hours: * _____

Intern signature: _____ **DATE:** _____

Site Supervisor Signature: _____ **DATE:** _____
(optional)

* includes after-hours university supervision sessions

Signature of University Coordinator **DATE** _____

NOTES

Bowie State University
Weekly
Internship Logs: 2019-2020

Intern Name: _____ Page ____ of ____ Week of: _____

Record Daily Hours						
	Monday	Tuesday	Wednesday	Thursday	Friday	Sat./Sun.
Observation						
Team Planning Meetings						
Record Reviews						
Consultation Activity						
Counseling class/group/individual						
Assessment preparation, review and/or administration						
Teacher/Staff Interview						
Parent Interview/Calls						
Report Scoring, preparation, writing						
Special Education Meeting (e.g., IEP)						
Counseling/Intervention preparation and monitoring						
Workshop/In-services/Training						
Supervision						
Other: List						
Other: List						
Total Hours						

Total Supervision hours/week: _____
 (at least 2 hours/week)

Total On-Site hours/week (M-F): _____
 (include supervision hours)

Special Notes:

(date)	8:00	8:16	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	4:00	4:15	4:30	4:45	5:00			
O																																								
TM																																								
RR																																								
CNST																																								
CNSL																																								
AR/A																																								
TI																																								
PI																																								
IEP																																								
INV/C																																								
RW																																								
W																																								
SU																																								
OT																																								

O = Observation; TM = Team Meeting; RR = Record Review; CNST = Consultation; CNSL = Counseling; AR/A = Assessment Review/Admin.; TI = Teacher Interview; PI = Parent Interview; IEP = IEP Meeting; INV/C = Intervention-Consultation Prep./Monitoring; RW = Report Writing; W = Workshop; SU = Supervision; OT = Other

SAMPLE DAILY INTERN RECORD FORM

Special Notes: _____

APPENDIX
**Academic and Behavioral
Direct Intervention Projects
SPSY 805-807
Internship
2019-2020**

All intern candidates are expected to conduct two direct intervention projects (i.e., **NASP required case studies**) throughout the internship. Selection of cases for intervention projects should be determined as soon as reasonably possible. Interns should collaborate with their site supervisor(s) for guidance as well as meet with their university supervisor throughout the project to review progress and clarify concerns. Interns are required to complete two projects during their internship: one addressing academic issues and the other addressing social-emotional-behavioral issues. Each project should be completed within six to eight weeks. Interns will use the structured-systematic problem-solving process to guide development, implementation, analysis, and monitoring of the intervention. Additionally, each project will be summarized in a paper.

Requirements:

Paper Requirements:

<u>Title Page:</u>	Running head –APA Style
<u>Abstract page:</u>	APA style (no more than 125 words)
<u>Font:</u>	Size 12-point Type: Times New Roman
<u>Margins:</u>	1-inch top, bottom, and sides
<u>Spacing:</u>	Double Space
<u>Numbering:</u>	Number <u>all</u> pages—right upper corner
<u>Citations and References</u>	APA style

Literature Review Interns must conduct a brief literature review related to their topic (e.g., reading decoding skills, helping with homework, social skills using PBIS, classroom management, cutting, selective mutism, Autism and ABA vs TEACH, etc.). The review should include information on the latest research (or lack of research) on the topic, current practices/best practices to date and outline research based strategies (if available). [Note: if there is a paucity of research on an intervention, the review should support that and state that the project will study the effectiveness of a personally designed intervention based on the most up to date practices and

research available. **Sources must be cited throughout the paper and listed in the reference section.**

Background

Give a brief background and a description of the subject involved in the study (no personally identifiable information). Background should include information regarding age, gender, grade, description of concerns, history of previous supports, notation of special education disability types of services (if applicable). Describe any information that would be noteworthy to assist in better understanding the subject.

Methods and Procedures

Describe method and procedures and include the following:

1. Document entry and contracting activities
2. Document Problem Identification Strategies

This is where a **comprehensive description** of the problem is delineated. Use a variety of techniques to assist in fully understanding the problem (e.g., interviews, benchmark data, CBA data, data from systematic observations, review of records or work samples, etc.). Consult with other educational personnel and **indicate** how this was accomplished. You must attempt to and document **collaboration activities with parents**. The problem should be written in **observable-measurable** terms based on data that was either collected or reviewed. Describe where the student is **functioning presently** and describe where they **should be functioning** (ask teachers, compare to typical peers, compare to a benchmark, use local norms). Make sure **baseline data** is collected. Baseline data can help you write the problem in an observable, measurable form. [Remember: The data used during your intervention will be compared to the data collected during baseline. Hence, the assessment approach should be the same before and after the intervention.]

3. Document Problem Analysis Steps

This is where one (or more) hypotheses about why the problem is occurring is described. Consider several sources of data to assist in generating the hypothesis (e.g., interviews, benchmark data, CBA data, data from systematic observations, review of records or work samples, testing, FBA, motivational assessment scales etc.). You can certainly pull from the data you collected in the problem identification section. **Why** is the student failing academically or behaviorally? Consider not only the problems with the student but problems with the task, instructional approach, environment, setting, or lack of cultural awareness. Hence, consider what all the possible factors are that may be contributing to the problem. **Remember to clearly state/list your hypotheses.**

4. Document Intervention Implementation Steps

Using the information collected through the data review and problem analysis, state the **goals** for the study. For example, “George is currently reading on the average of 25% of the words on a grade level reading list.” “By the end of six weeks, he will be reading 40 percent of the words on a grade level reading list.” Next, **develop or select your intervention(s) based on information collected through problem analysis and research on best practice.** (Note: citations and references should be included in paper and PowerPoint or Poster). For example, it was discovered during the analysis that George hates reading, has poor decoding strategies, is often absent during his reading block due to behavioral problems, doesn’t practice much reading at home, and has difficulty with vision. Hence, the intervention might include strategies to address each area. That is:

- work with the parent to get vision checked and corrected, if needed

- look for a researched based strategy to assist with proper instruction in decoding. [Describe how the strategy(ies) will be implemented and who will implement it. Describe training procedures for the person implementing the intervention.]

- put together a behavioral chart with positive reinforcements to encourage appropriate behavior in the reading class

- use appropriate computer games that provide practice, reinforcement and fun to help him remain motivated.

You should **collaborate with critical stakeholders (teacher/parent)** to assist in putting together the intervention. This **should be documented.**

The intervention design, data collection method, and persons directly involved with the intervention should be described in such a fashion that **the intervention can be replicated.** Additionally, outline the activities implemented to ensure **treatment integrity.**

5. Document Evaluation and Progress Monitoring Procedure

Progress monitoring procedures should be delineated. How often will data be collected? What data collection tools/measures will be utilized? **Do your tools include the tool(s) you used to collect baseline?** Use **graphs or charts** to visually present data. Does the **outcome data** suggest that changes need to be made in the intervention design? Was the goal met? Should the goal be re-adjusted? Did you **collaborate** with parents and school personnel and share results? Make additional decisions? Describe limitations and follow up plans. Describe what you learned from this process.

6. Document Considerations for Diversity Procedures

Your paper should summarize how you collaborated with key stakeholders in an effort to consider how the student's family dynamics, gender, ethnicity, culture, social-economic status, language, religion, gender identity/sexual orientation, interests, disability, etc. (as applicable) were addressed in the major phases of the consultation/intervention process. [Please document extent of parental involvement or lack of involvement in the paper].

7. Document Impact of Intervention

While using graphs to demonstrate progress monitoring, you will use Goal Attainment Scaling, Trend Line Inspection and Percentage of Non-overlapping data (PND) to assist in describing and documenting overall impact of the intervention on the student. You should clearly indicate in your paper and presentation the extent to which the goal was or was not attained. Additional evidence of impact may also be requested for the project.

8. Document Summary, Conclusions and Limitations

Your paper should have a section that briefly summarizes your project and results and identifies limitations of the study. Finalize with concluding remarks.

Class Presentation

Candidates will present one of the projects during the final class meeting to the school psychology faculty. The presentation can be in the form of a PowerPoint or a Poster Board activity. Details for the presentation format will be delineated in class.

Examples of Data Collection Sources for both Academic and Behavioral Projects

- Academic:
 - Review of Homework completion rates
 - Review of Formal/Informal Test Data
 - Review of DIBELS data/Benchmarks
 - Review of Curriculum Based Assessment (or Measurement data)
 - Academic checklist
 - Review of group assessment scores
 - Review of grades and report cards
 - Review of Behavioral data
 - Review of Former Interventions and Progress
- Behavioral:
 - Review of academic data
 - Behavior Sheets/Checklists
 - Functional Behavior Assessments
 - Systematic Observation Data
 - Review of School referrals
 - Review of Parent checklists
 - Review of report card behavior grades/comments
 - Review of Former Interventions and Progress

Example of concerns stated in observable, measurable terms:

e.g., **Concern: Homework completion**

(Based on the average of looking at homework completion for the past three weeks)

“Jeffrey completes his homework on the average of 30 percent of the time.” or

“Jeffrey only completes 25% of his homework correctly.”

e.g., **Concern: Getting out of seat without permission (Based on 5 systematic observations)**

“Tammy gets out of her seat (without permission) on the average of 5 times in a 50minute period.”

e.g., **Concern: Letter recognition**

“Monica only recognizes 6 out of 26 lower case letters and 21 out of 26 upper case letters.”

Example of goals stated in observable/measurable terms:

e.g., “Jeffrey will complete 75 percent of his homework correctly in 4 weeks.”

e.g., “Monica will demonstrate accurate recognition of 26 lower case letters at the end of 8 weeks in 3 out of 4 consecutive sections.”

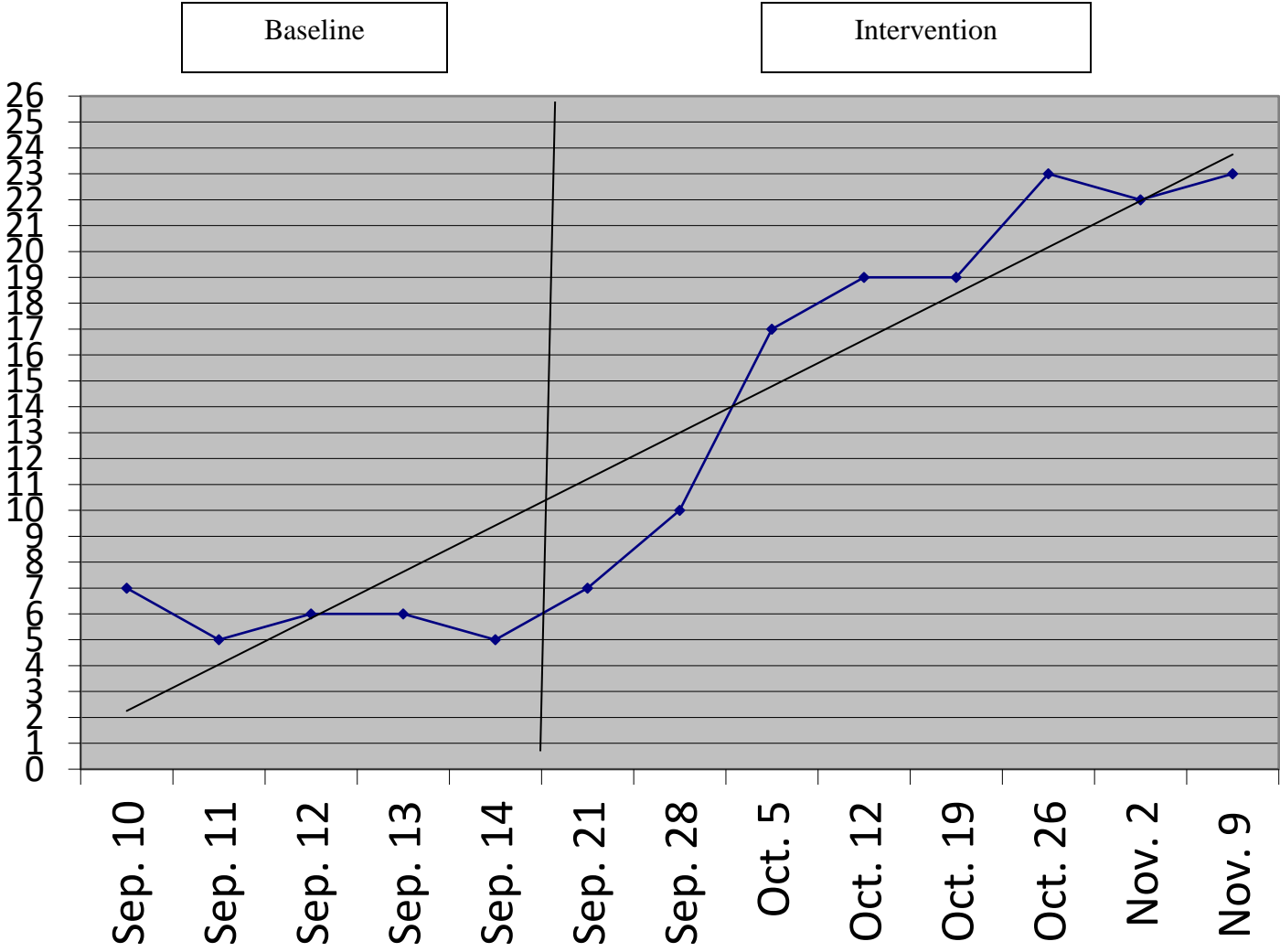
e.g., “Unless given permission, Sam will get out of his seat no more than once in a 50minute period on 4 out of 5 consecutive days.”

Example of graphing baseline and intervention data:

e.g., **Concern: Letter recognition**

“On the average, Monica recognizes 6 out of 26 lower case letters.

Monica's Lower-Case Letter Recognition Data



Example of Goal Attainment Scaling (GAS)

*GAS Description Monica- Lower Case Letter Recognition Data

Target Behavior: Monica will improve letter recognition to 16 or above lower-case letters at the end of an 8-week intervention period.

Score	
+2 Significant gain	Improvement in letter recognition above 16 letters
+1 Moderate gain	Improvement in letter recognition between 11- 16 letters
0 Minimal Knowledge	Baseline Area letter recognition 6-10 letters
-1 Moderate decline	Decline in letter recognition between 3-5 letters
-2 Significant decline	Decline in letter recognition between 0-2 letters

	Number of lower case letters recognized on the weekly assessment	GAS area
Baseline	6/26	0
Week 1	6/26	0
Week 2	8/26	0
Week 3	12/26	+1
Week 4	10/26	0
Week 5	15/26	+1
Week 6	18/26	+2
Week 7	18/26	+2
Week 8	19/26	+2

GAS Weekly Progress Graph

Week	1	2	3	4	5	6	7	8
+2						x	x	x
+1			x		x			
0	x	x		x				
-1								
-2								

Impact:

- Overall Goal Attainment number at the end of 8 weeks of intervention is a +2 (significant gain).
- Trendline on graph indicates student progress is moving in a positive direction.

Calculating Effect Size using Percent of Non-overlapping Data

$$7/8 = .88$$

Sources of Treatment Integrity:

Please identify sources used to ensure treatment integrity.

Example(s):

- use of standardized training practices
 - use of standardized implementation of treatment
 - use of ongoing observations
 - use of self-monitoring sheets
 - use of frequent data collection and documentation
-