# Syllabus

**Course Information:**
PSYC 5388 / 5389 School Psychology Internship
Fall 2010 / Spring 2020
Tuesdays as outlined below
Location:  TBD

| | |
|---|---|
| **Instructor Information:** | Megan Swisher, PhD |
| **Office hours:** | Before or after class by appointment |
| **Telephone:** | (214) 289-1860 |
| **Email address:** | mswisher@uttyler.edu (preferred method of contact) |

## Course Catalog Description
A minimum of 600-clock hours per semester of supervised experiences in an appropriate setting. Experiences include assessment, intervention, behavior management, and consultation for children representing a range of ages, populations, and needs. The internships must meet the criteria for a school psychology internship established by the Texas State Board of Examiners of Psychologists.

## Student Learning Outcomes
By the end of this course, the students should demonstrate knowledge and competency in the following areas:

- Professional practices
- Direct and indirect services for children, families and schools
- Systems level services
- Foundations of school psychological service delivery

## Course Requirements
A. The Texas State Board of Examiners of Psychologists (TBSEP) establishes the criteria for licensing of psychologists in the state of Texas. The following is a summary of the LSSP internship criteria:

- 1,200 hour internship, of which 600 must be in a public school.

- Supervised by a qualified supervisor (i.e., an LSSP with a minimum of three years of experience providing psychological services in the public schools). A licensed psychologist must supervise any internship or experience outside of a public school.

- Internships may not involve more than two sites (a school district is considered one site).

- Internships may be obtained in not less than one or more than two academic years (an academic year is August to May).

- Applicants must be designated while on site as interns (i.e., wear an ID badge and/or be referred to as a School Psychology Intern).

- Direct, systematic supervision must involve a minimum of one face-to-face contact hour per week or two consecutive face-to-face hours once every two weeks with the intern. NASP guidelines require two hours per week supervision, which is our training standard.

B. Students must maintain contact with the instructor by email and engage in any required discussions through Canvas. Additionally, students must attend and participate in three class meetings, either in person or via Zoom. (The meeting dates will be forthcoming.)

C. The internship must include direct intern application of assessment, intervention, behavioral management, and consultation for children representing a range of ages, populations and needs. The minimum requirements are listed in the following table.

| ACTIVITY | Number |
|---|---|
| **Evaluation**<br>(conducting all phases including reports) | |
| Emotional Disturbance (ED) Evaluation<br>(At least one must be an initial or re-evaluation, and depending on the district, the other may be part of the RTI process) | 2 |
| Learning Disability (LD)<br>(At least one must be an initial or re-evaluation, and depending on the district, the other may be part of the RTI process) | 2 |
| Functional Behavioral Assessment (FBA) | 1 |
| Manifestation Determination Review (MDR) | 1 |
| Intellectual Disability (ID) | 1 |
| Autism (AU) | 1 |
| Early Childhood (any disability category) | 1 |
| Participation in ARDs and/or MDRs | 7 |
| *Depending on the district, an evaluation for ADHD may replace one of the ED or LD evaluations; however, please consult with the site and university supervisor first. | |
| **Intervention**<br>(including IEP and Progress Notes) | |
| Counseling groups | 2 |
| Individual counseling cases | 2 |
| Crisis intervention | 1 |
| **Consultation**<br>(including documentation) | |
| Pre-referral consultation-assistance team involvement | 3 |

| | |
|---|---|
| Teacher consultations | 3 |
| Parent consultations | 3 |
| Behavior Intervention Plans (BIPs) | 3 |
| **Training** | |
| Conducting your own Power Point in-service training (research/present a topic) | 1 |
| Attendance at training program/in-service | 3 |
| **Supervision** | |
| Two hours per week (one alone with primary supervisor) | Weekly |

**Fall Semester:**
All materials to be submitted are due no later than Tuesday, December 4th. These include logs, summaries of activities completed during the semester, and an end of semester evaluation form to be completed by the site supervisor and emailed by the site supervisor directly to mswisher@uttyler.edu.

**Spring Semester:**
During the second semester of internship (PSYC 5389), interns are required to submit a portfolio of their work several weeks in advance of the end of the semester. The portfolio should be very well organized and include evidence that the student has successfully completed required internship activities and demonstrated knowledge and skills in the NASP Domains of Competency (see below).

The material should be saved and submitted in two formats.

1) Hardcopies will be submitted in a binder with the intern's name and internship years on the cover and on the title page and with the log of hours immediately following the cover page. The portfolio should be divided into labeled sections. Each section should contain the document, product, or description of activity specified below (approval signatures should be on all official documents, although the client's name should be blacked-out to protect confidentiality).

2) The contents will also be submitted via an electronic Adobe pdf portfolio. Signed documents should be scanned as pdf documents, and the organization of the electronic portfolio should match that of the binder. The electronic portfolios will be submitted to the class through Canvas platform.

The portfolios will be evaluated by the school psychology faculty to determine how well the intern meets competency to function at an entry-level job in school psychology upon graduation. If there are areas where the intern has not demonstrated competency, the faculty will meet with the intern and remedial work will be required.

<u>Criteria used to evaluate the portfolio products appear below.</u>

| Portfolio Sections |
|---|
| 1. **ED Reports** – A copy of the signed ED evaluation reports and documentation of participation in the ARD involving programmatic decisions. At minimum this section should provide evidence of the intern's competency in NASP domains 2.1, 2.4, 2.7 and 2.10. |
| 2. **LD Reports** – A copy of the signed LD evaluation report and documentation of participation in the ARD involving programmatic decisions. At minimum this section should provide evidence of the intern's competency in NASP domains 2.1, 2.3, and 2.10. |
| 3. **FBA and BIP** – A copy of the FBA and BIP or behavioral IEP and progress report. At minimum this section should provide evidence of the intern's competency in NASP domains 2.1, 2.3, 2.4 2.6, 2.7 and 2.10. |
| 4. **MDR Report** – A copy of an MDR report and documentation of participation in the MDR ARD involving programmatic discipline and intervention decisions. At minimum this section should provide evidence of the intern's competency in NASP domains 2.1, 2.6, 2.7 and 2.10. |
| 5. **Counseling and Crisis Intervention** – (a) copy of a counseling report (progress notes) and/or IEP with progress report, and (b) crisis intervention report. At minimum this section should provide evidence of the intern's competency in NASP domains 2.4, 2.7, and 2.10. |
| 6. **Pre-referral Consultation/Student Assistance Team Involvement** – a report/minutes/form/ description of the intern's involvement and collaboration in activities designed to offer student intervention prior to referral for testing. At minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.2, 2.3, 2.4, 2.6, and 2.8. |
| 7. **Teacher/Parent Consultation reports** – (a) a description of a parent consultation (such as a meeting with the parent to provide information, make recommendations, review progress, or develop interventions) is required. At minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, and 2.9. |
| 8. **In-Service and Research** – (a) an outline of the intern's in-service is required. At minimum this section should give evidence of the intern's competency in NASP domains 2.9 and 2.11. The intern may provide the participants with evaluation forms in order to include a summary of how the intern's presentation was evaluated by the participants. |
| 9. **Diversity experience** – a statement/description of diversity experience. At minimum this section should give evidence of the intern's competency in NASP domain 2.5. |
| 10. **Professional exam** – documentation of NASP exam score |

## Evaluation of Internship

The instructor will make <u>on-site visits as needed</u> to lend support to the intern and the field site supervisor and to monitor quality. The <u>interns are expected to bring their up-to-date logs and list of accomplished minimum requirements to the evaluation visits</u>. The intern is evaluated on his or her ability relative to knowledge and skills in each of the 11 NASP Domains listed in the table below and six professional work characteristics/dispositions (i.e., demonstrates professional responsibility, fosters collegiality, embraces diversity, demonstrates commitment to learning, maintains professional and personal integrity, and responds appropriately to supervision). A form to evaluate the intern's performance is provided to the intern and field site supervisor. Evidence is required for the rating assigned. The form is to be completed by the field site supervisor during the course of the semester, and discussed with the university instructor in the presence of the intern during the end-of-semester

visits, when possible.  Three-way phone conferences may be used to accommodate for students whose  internships  are a distance from the university.

**GRADING CRITERIA:** These internships are graded on a Credit/No-Credit basis based on the ratings of the field-based clinical supervisor and the university coordinator.

## NASP Domains

**2.1. Data-Based Decision-Making and Accountability:** Has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; uses such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

**2.2. Consultation and Collaboration:** Has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations; collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.

**2.3. Effective Instruction and Development of Cognitive/Academic Skills:** Has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions (such as instructional interventions, consultation).

**2.4. Socialization and Development of Life Skills:** Has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills; in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions, including, consultation, behavioral assessment/intervention, and counseling.

**2.5. Student Diversity in Development and Learning:** Has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**2.6. School and Systems Organization, Policy Development, and Climate:** Has knowledge of general education, special education, and other educational and related services; understands schools and other settings as systems; works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**2.7. Prevention, Crisis Intervention, and Mental Health:** Has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; provides or contributes to prevention and intervention programs that promote the mental health and physical wellbeing of students.

**2.8. Home/School/Community Collaboration:** Has knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**2.9. Research and Program Evaluation:** Has knowledge of research, statistics, and evaluation methods; evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**2.10. School Psychology Practice and Development:** Has knowledge of the history and foundations of his/her profession, of various service models and methods, of public policy development applicable to services to children and families, and of ethical, professional, and legal standards; practices in ways that are consistent with applicable standards, is involved in his/her profession, and has the knowledge and skills needed to acquire career-long professional development.

**2.11. Information Technology:** Has knowledge of information sources and technology relevant to his/her work; accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

## University Policies:

## Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

## State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

## Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

## Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

## Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

## Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

## Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

## CEP Vision and Mission and Program Standards

### Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

### Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills.  The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of  enhancing learning, service, and scholarship

Intern's Name_____

## School Psychology Internship Activities-Minimum Requirements

**Assessment** (conducting all phases-including reports & participate in 7 ARDs)

| Category | Initials | Ethnicity/SES | Testing Date | Report Date | ARD Date |
|---|---|---|---|---|---|
| ED (initial) | | | | | |
| ED | | | | | |
| LD | | | | | |
| LD | | | | | |
| FBA | | | | | |
| FBA | | | | | |
| MDR | | | | | |
| MDR | | | | | |
| ID | | | | | |
| Autism | | | | | |
| Early Childhood | | | | | |

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

| Category | Initials | Start | End | Topic |
|---|---|---|---|---|
| Counseling Group | | | | |
| Counseling Group | | | | |
| Individual Case | | | | |
| Individual Case | | | | |
| Crisis Intervention | | | | |

Intern's name_____

**Consultation**

| Category | School/Location | Initials/Topic | Date |
|---|---|---|---|
| Pre-referral Consult | | | |
| Pre-referral Consult | | | |
| Pre-referral Consult | | | |
| Teacher Consultation | | | |
| Teacher Consultation | | | |
| Teacher Consultation | | | |
| Parent Consultation | | | |
| Parent Consultation | | | |
| Parent Consultation | | | |
| BIP | | | |
| BIP | | | |
| BIP | | | |
| Conducting In-service | | | |
| Training Attendance | | | |
| Training Attendance | | | |
| Training Attendance | | | |

## Other ARDs where I both attended and participated

| Date | Purpose | Initials |
|---|---|---|
|  |  |  |
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|  |  |  |
|  |  |  |

*Total ARDs participated in:_____*

# Log of Student Characteristics

Code**:**  Gender: M=male, F=female;
          Ethnicity: A=Asian, B=Black, C=Caucasian, H=Hispanic
          SES: L=Low SES; M=Medium SES, H=High SES

| Initials | Gender | Ethnicity | SES | Grade | School | Eligibility | Service Provided |
|---|---|---|---|---|---|---|---|
| Example: JR | M | H | L | 9 | HPHS | ED | Counseling |
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# School Psychology Internship Log

Week of _____ Intern's name _____

| ACTIVITY | | Number of Hours by Day | | | | |
|---|---|---|---|---|---|---|
| | | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Testing | | | | | |
| | Indiv Counseling | | | | | |
| | Grp Counseling | | | | | |
| | Report Writing | | | | | |
| | Reviewing Records | | | | | |
| | Consultation | | | | | |
| | Beh Intervention | | | | | |
| | Parent Conference | | | | | |
| | Teacher Conference | | | | | |
| | ARD | | | | | |
| | Pre-Referral | | | | | |
| | Inservice | | | | | |
| | Orientation | | | | | |
| | Supervision | | | | | |
| | Other | | | | | |
| | Comments | | | | | |
| | **Totals** | | | | | |
| | **Cumulative Total** | | | | | |

Week of _____ Intern's name _____

| ACTIVITY | | Number of Hours by Day | | | | |
|---|---|---|---|---|---|---|
| | | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Testing | | | | | |
| | Indiv Counseling | | | | | |
| | Grp Counseling | | | | | |
| | Report Writing | | | | | |
| | Reviewing Records | | | | | |
| | Consultation | | | | | |
| | Beh Intervention | | | | | |
| | Parent Conference | | | | | |
| | Teacher Conference | | | | | |
| | ARD | | | | | |
| | Pre-Referral | | | | | |
| | Inservice | | | | | |
| | Orientation | | | | | |
| | Supervision | | | | | |
| | Other | | | | | |
| | Comments | | | | | |
| | **Totals** | | | | | |
| | **Cumulative Total** | | | | | |

Supervisor's verifying signature _____

# Final School Psychology Internship
## Number of Documented Hours

Intern's name: _____

| ACTIVITY | | Total Number of Hours |
|---|---|---|
| | Testing | |
| | Individual Counseling | |
| | Group Counseling | |
| | Report Writing | |
| | Reviewing Records | |
| | Consultation | |
| | Behavior Intervention | |
| | Parent Conference | |
| | Teacher Conference | |
| | ARD | |
| | Pre-Referral | |
| | Inservice | |
| | Orientation | |
| | Supervision | |
| | Other | |
| | Other | |
| | Other | |
| | Final Total | |
| | Comments | |

Intern's Signature _____

Supervisor's Verifying Signature_____Date_____

**Criteria for Evaluating Portfolio Products**

Student: _____ Semester/Year: _____

1=not well developed/not present; 2=present, but partially developed; 3=adequately developed; 4=well-developed

Half-points are assigned for each competency if check is on line between whole intervals. These scores are then added to determine overall level of competency for each product.

ED Report: Total Score=_____

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 2.1 | 1. Evaluation meets 5 components of best practices:<br><br>a. Review of records (e.g., previous evaluations, previous interventions, educational and academic history, etc.),<br>b. Observations (e.g., across settings, time sampling procedures, etc.),<br>c. Interviews (e.g., parent, teacher, student, private service providers),<br>d. Standardized Rating Scales (parent, teacher, caregiver),<br>e. Standardized Self-Report measures (if applicable based on age) | | | | |
| 2.1 | 2. Report identifies the student's strengths, factors which impact behavior, and identifies the student's needs | | | | |
| 2.1,2.4 | 3. Report provides research-based recommendations (based on strengths and needs identified) for direct interventions (counseling, social skills, etc.), instruction, accommodations/modifications | | | | |
| | 4. Report is clearly and professionally written | | | | |
| 2.1,2.4, 2.7 | 5. Report identifies and explains disability/no disability – shows data-based diagnostic decision-making based on knowledge of psychopathology and typical development | | | | |
| 2.10 | 6. Report identifies and explains disability/no disability – shows knowledge of IDEA criteria and applicable laws for eligibility determination | | | | |
| 2.4 | 7. Report leads to the development of behavioral, affective and social goals as applicable to the case (if eligible, leads to IEP) | | | | |
| 2.4 | 8. Evaluation includes a behavioral assessment (identifies behaviors interfering with educational performance) | | | | |

LD Report: Total Score=____

|  |  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 2.1,2.3 | 1. Evaluation includes norm-referenced cognitive and academic achievement measures (follow-up measures used if nonunitary clusters or if inconsistency in performance)<br><br>2. Evaluation includes criterion-referenced and/or curriculum-based measures (or review of such data if administered in RtI process)<br><br>3. Evaluation includes interviews, observations, and review of records (e.g., cumulative, attendance, grades, etc.) |  |  |  |  |
| 2.1,2.3 | 4. Report identifies the student's learning competencies, factors which impact achievement (challenges to the learning process), and identifies the student's needs |  |  |  |  |
| 2.1,2.3 | 5. Report provides research-based recommendations for academics (e.g., reading, math, writing) based on strengths and needs identified<br><br>6. The RTI process and results of interventions are documented (prior Tier 1 and Tier 2, and if available, Tier 3 interventions discussed) |  |  |  |  |
|  | 7. Report is clearly and professionally written |  |  |  |  |
| 2.1,2.3, 2.10 | 8. Report identifies and explains disability/no disability – shows data-based diagnostic decision-making based on patterns of cognitive processing and academic deficits |  |  |  |  |
| 2.1,2.10 | 9. Report identifies and explains disability/no disability – shows knowledge of IDEA criteria and applicable state laws for eligibility determination |  |  |  |  |
| 2.3 | 10. Report leads to the development of instructional interventions, accommodations/modifications, and academic goals/IEP as applicable to the case |  |  |  |  |

=FBA and BIP: Total Score= _____

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 2.1,2.4 | FBA consists of:<br><br>1. Observations<br><br>2. Interviews<br><br>3. Review of records (prior evaluations, discipline referrals, etc.)<br><br>4. Rating scales if applicable | | | | |
| 2.1,2.4 | FBA identifies maintaining variables:<br><br>5. Antecedents<br><br>6. Consequences | | | | |
| 2.1,2.4 | 7. FBA identifies patterns of behavior and hypothesized function | | | | |
| 2.1,2.3, 2.4,2.7 | BIP identifies:<br><br>8. Target behaviors<br><br>9. Replacement behaviors | | | | |
| 2.1,2.4, 2.6,2.7, 2.10 | BIP provides appropriate:<br><br>10. Antecedent interventions<br><br>11. Consequence interventions | | | | |

MDR Report/ARD: Total score= _____

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 2.1 | MDR consists of:<br><br>1. Review of data (evaluations, discipline history, BIP, IEP, info from parents, etc.)<br><br>2. Review of incident report (description of incident)<br><br>3. Interviews (e.g., parent, student, teachers, assist. principal) | | | | |
| 2.6,2.10 | MDR addresses "direct and causal" for each of the two required IDEA questions (knowledge of legal requirements):<br><br>4. failure to implement IEP<br><br>5. disability condition | | | | |
| 2.1,2.6 | 6. Participation in ARD that uses data-based decision-making process for final | | | | |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| | determination of "relatedness" | | | | |
| 2.7 | 7. Recommendations are made for addressing behavior – intervention/prevention | | | | |

Counseling: Total score= _____

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| | Counseling as a "related service" is being offered. | Yes | No | | |
| 2.4 | Counseling records include:<br><br>1. IEP with goals and objectives, and/or counseling evaluation provided<br><br>2. Progress notes show on-going counseling intervention – minimum of six sessions<br><br>3.Progress notes describe counseling strategies being applied | | | | |
| 2.4,2.7 | 4. Techniques (based on theoretical and evidence-based techniques) being used are discussed in narrative | | | | |
| 2.4,2.10 | 5. Progress in counseling is documented on related service IEP (fulfill legal requirements) | | | | |

Crisis Intervention: Total Score=_____

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 2.7 | 1.Narrative which describes crisis situation | | | | |
| 2.7 | 2.Narrative describes involvement based on the crisis (e.g., collaboration with others in the aftermath of a crisis) | | | | |
| 2.7 | 3. Techniques/skills used in the crisis situation are presented. | | | | |

Consultation: Participation on Problem-Solving Teams/Student Assistance Teams (PST/SAT) Total Score=_____

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 2.2,2.6 | 1.Narrative supporting documents provides information related to collaborative problem-solving on a school PST/SAT | | | | |
| 2.1,2.2 | 2.Review of records and progress information regarding academics and/or behavior (data used for decisions) | | | | |
| 2.1,2.2, 2.3,2.4 | 3.Recommendations are made for interventions at Tier 1, 2 or 3– an intervention is designed | | | | |

| 2.8 | 4.Parent involvement if applicable | | | | |
|-----|-----------------------------------|---|---|---|---|

Consultation: Teacher Consultation Project Total Score=__

| 2.1,2.2, 2.3,2.4, 2.6 | Consultation project includes: | 1 | 2 | 3 | 4 |
|-----|-----------------------------------|---|---|---|---|
| | 1.Background information | | | | |
| | 2.Problem identification/operational definition | | | | |
| | 3.Problem analysis/Baseline data | | | | |
| | 4.Intervention plan/Description of intervention | | | | |
| | 5.Data collected in intervention | | | | |
| 2.9 | 6.Graph or table of results | | | | |
| | 7.Evaluation of intervention | | | | |
| 2.8 | 8.Parent involvement if applicable to consultation project; If not, parent consultation and separate documentation provided | | | | |

In-Service Training: Total Score=__

| | | 1 | 2 | 3 | 4 |
|-----|-----------------------------------|---|---|---|---|
| | Narrative describes why topic selected and composition of participants | | | | |
| 2.9 | 1.Use of research findings in the professional literature/or legal references in IDEA and Commissioner's Rules to support training objectives | | | | |
| 2.11 | 2.Use of technology (power-point, websites, interactive sites) | | | | |

Diversity Experience: Total Score=__

| | | 1 | 2 | 3 | 4 |
|-----|-----------------------------------|---|---|---|---|
| 2.5 | 1. Narrative explains how diversity variables are integrated into decision-making and/or designing interventions. Narrative provides data for number of cases and disability categories (This is required in your internship documentation – just note numbers up to this point.) The important issue here is to indicate how diversity variables were incorporated into decision-making and /or intervention design for a particular case (e.g., ELL) or for several cases. | | | | |

# School Psychology Internship Log Record of Supervision Hours

| DATE | TIME | TOPICS |
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Signature of Intern                                         Signature of Site Supervisor

Printed Name                                                 Printed Name