

Psychology 267: INTERNSHIP IN SCHOOL PSYCHOLOGY
F - 5:00PM - 7:50 PM – S2 238
Syllabus for Fall 2019

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 Office Hours: by appointment

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 Email consultation any time

Course Description: The course provides university and school-based supervised internship in school psychology. The student will participate in a supervised fieldwork experience including consultation, intervention design, prevention, assessment, and evaluation of school psychological services. The quantity and quality of the fieldwork experience must meet the accreditation standards for school psychology internships of the California Commission on Teacher Credentialing and National Association of School Psychologists. The student will provide the Psychology Department at California State University, Fresno, operating through the Fresno State Professor/Supervisor, with information necessary to evaluate the student's fieldwork performance.

Prerequisites: Students must have a PPS Internship credential from the California Commission on Teacher Credentialing for internships in CA and appropriate paperwork for other states.

Prior to internship placement, the Fresno State Professors/Supervisors shall determine that the student is prepared in terms of the following:

adaptability	maturity	independence
motivation	conscientiousness	personal stability
ethical conduct	professional conduct	responsibility
cooperation	professional skills	communication skills
professional judgment	knowledge of the field	

Texts:

- Thomas, A. & Grimes, J. (2014). *Best practices in School Psychology VI*. Bethesda, MD: National Association of School Psychologists
- Armistead, L., Williams, B., & Jacob, S. (2011). *Professional ethics for school psychologists: A problem-solving model casebook (2nd Ed.)*. Bethesda, MD: National Association of School Psychologists

Course Goals and Learning Outcomes: The student will:

1. adhere to the ethical standards espoused by the American Psychological Association, the National Association of School Psychologists, and the California Association of School Psychologists, with conduct becoming a professional psychologist (to be assessed through oral reports and written evaluations from field supervisors and personnel);
2. demonstrate collaboration and consultation, including interpersonal skills necessary to work effectively with students, parents, school personnel (e.g., teachers, administrators, school secretaries, school aides, and custodians), field-based supervisors, peers, and the Fresno State School Psychology Professors/Supervisors (to be assessed through oral reports and written evaluations from field supervisors and personnel);
3. demonstrate the ability to communicate effectively through both written and verbal processes (to be assessed through class presentations, on site observations, and case reports);
4. perform in a professional manner as documented by the Fresno State Professor/Supervisor and Field Based Supervisors (s) (to be assessed through on site observation, class discussion and individual supervision, and written evaluations);
5. demonstrate the ability to engage in data-based decision making for the identifying strengths and needs in understanding problems, and measuring progress and accomplishments; and collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services (to be assessed through class

- presentation, on site observations, and case reports);
6. demonstrate the ability to, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve these goals, and evaluate the effectiveness of interventions (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
 7. demonstrate the ability to assess and design direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills (to be assessed through class presentations, case reports, individual supervision, and written evaluations);
 8. demonstrate 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 (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
 9. demonstrate knowledge of general education, special education, and other related services; and work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations);
 10. demonstrate knowledge of human development, psychopathology, and associated biological cultural, and social influences on human behavior; provide and contribute to prevention and intervention programs that promote the mental health and physical well-being of students, including crisis response (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
 11. demonstrate knowledge of family systems, influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations);
 12. demonstrate knowledge and understanding of research, statistics, and evaluation methods; translate research into practice, plan and conduct investigations for case studies and program evaluations for improvement of services (to be assessed through class case presentations and evaluations from field and university supervisors); and
 13. demonstrate a receptive attitude toward learning (as indicated by attendance in the University based course and field experience, as well as timely completion of assignments).

FAILURE TO COMPLY WITH ANY OF THE ABOVE WILL RESULT IN A REVIEW OF THE STUDENT'S CONTINUATION IN THE SCHOOL PSYCHOLOGY PROGRAM. FURTHERMORE, PLACEMENT IN AN INTERNSHIP/FIELDWORK ASSIGNMENT SHALL NOT CONSTITUTE A GUARANTEE THAT THE STUDENT MAY CONTINUE IN AN INTERNSHIP/FIELDWORK PLACEMENT (See Internship Agreement).

COURSE GOALS LINKED TO NASP 2010 STANDARDS

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services

Domain 7: Family–School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

Course Policies: Cell phones should be turned off before coming to class. Talking in class while the

professor or someone else is talking is unacceptable. You may work together on assignments; however, written work that is turned in must be your own. **There will be NO laptops or tablets on the tables in class (open or closed) unless we are doing an assignment that requires the internet.** This is a discussion class.

Multicultural Services: Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

Program Policies:

Insurance: Each student is required to obtain professional liability insurance within one month of the placement. Evidence of payment must be presented to the Fresno State Professor/Supervisor. Insurance can be obtained at special student rate through insurance carriers who have agreements with the National Association of School Psychologists or the American Psychological Association. The Fresno State Professor/Supervisor will provide assistance in securing insurance. You must have this insurance in addition to any insurance the Fieldwork site may provide for you. Each student is required to present evidence of personal automobile insurance coverage.

Internship Agreements: The university written agreement and district contract must be turned in to the University Professor along with the internship credential.

Intern's Responsibilities: The student shall perform the duties specified in the internship agreement and those duties must conform to ethical standards. The intern will maintain a log of all duties performed including Fresno State and Field Supervision hours (see attached). The log is due on the dates noted in the Course Schedule. The student will assist the university supervisor in making contact with the Field Supervisor(s) by providing telephone numbers and addresses, as well as directions to the site. **LATE LOGS OR OTHER ASSIGNMENTS, TARDINESS, AND/OR UNEXCUSED CLASS ABSENCES WILL BE CONSIDERED GROUNDS FOR A PROGRAM REVIEW AND DETERMINATION OF THE STUDENT'S READINESS FOR INTERNSHIP PLACEMENT AT THIS TIME.**

Internship/Field Based Placements should be selected to provide a full range of professional experiences. In order to meet current NASP/NCATE standards for California State University, Fresno and to obtain the School Psychology Credential, students must complete a minimum of 1200 hours of field-based experience. Placement is normally for two semesters - 4 days per week in the schools and supervision on Fridays – approximately 40 hours per week. The alternative is half time for two years.

School sites primarily concerned with assessment are not acceptable as field based site placements. For school psychology students, responsibilities should include the following:

- prevention activities
- consultation, intervention design, implementation, evaluation
- assessment and report writing
- knowledge of community resources
- behavioral observations in natural settings
- individual and group counseling
- evaluation of services
- in-service training conducted and/or received by the student

The field experience (practicum and/or internship) must be completed in at least two of three settings (preschool, elementary school, middle school, and/or high school). At least one hundred (100) clock hours of fieldwork shall be with at least ten pupils of a racial/ethnic background different from that of the credential candidate (Section 44225 (b) (4) and 44225 (q), CA Education Code).

Field Based Supervisor's Responsibilities: The Field Based Supervisor(s) will meet with the student on a regularly schedule basis for two hours per week with full-time interns; one hour per week with half-time (20 hr) interns. These meetings must be documented in the student's work log. The Field Based supervisor must sign off on the intern's log cover sheets to verify accuracy. It is the intern's responsibility to ensure that Field-Based supervisors sign off.

The Field Supervisor(s) will complete an evaluation form at the end of the semester and send it to the Fresno State Professor/Supervisor. The Field Based Supervisor(s) and Fresno State Professor will contact one another at least once per month basis to review the student's progress. The Field Based Supervisor should also notify the Fresno State Supervisor of any problems or difficulties with the intern.

Fresno State Professor/Supervisor Responsibilities: The Fresno State Professor/Supervisor will meet with the interns weekly for continued professional development; some classes may be conducted online. Activities will include student, professor, and guest presentations, discussion of assigned readings, and cases. Individual appointments will be utilized to discuss specific caseloads, problems, and progress. The Fresno State Professor will also visit the placement sites at least once during the course of the semester if feasible. The Fresno State Professor will evaluate the intern's verbal and written reports, interventions, and counseling activities, and the evaluations at termination of the internship/fieldwork placement. The Fresno State Professor/Supervisor will give the student evaluative feedback as deemed necessary, by written and verbal communication. An internship/fieldwork experience may be terminated by the Fresno State Professor/Supervisor in consultation with the Field Based Supervisor(s) at any time for probably cause. Reasons for termination include but are not limited to: problems in interpersonal relationships in the field, unethical conduct, lack of preparation for the experience, and inadequate knowledge and skill level. The student will be given an opportunity to present his/her case to the Fresno State and Field Based Supervisors.

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodations for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. Refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/FresnoStateresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. Copies used in this course have been provided for private study, scholarship, and/or research. Other uses may require permission from the copyright holder. The user of the work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page. <http://www.lib.Fresno.Stateresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

Emergency: In the event of an emergency, call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble at the South East corner of the band practice field. Do not leave the assembly point until advised to do so by emergency response personnel. At the assembly point report to emergency responders any missing persons or physically challenged persons requiring rescue. If you have concerns about other emergencies or if you have special circumstances relevant in the event of an emergency, please speak to the instructor after class.

COURSE REQUIREMENTS:

a) 2 assessment reports (P – 1.1, 1.2, 1.3, 1.4, 2.3, 9.1)

- All assessments must contain classroom observations with data. **Observations must have data and a statement relating observation to the referral concern.**
- All assessments must contain evidence of parental input.
- Over the course of 2 semesters you should submit assessments that include the following: (Indicate which criteria each report meets; reports can meet more than one criteria)
 - One report should be RTI/MTSS compliant, incorporating CBM/DIBELS or behavioral intervention data
 - One assessment must reflect culturally or linguistic diversity (Indicate the report you are submitting to meet this requirement and HOW culture, language, or diversity impacted the assessment. Must be more than “Larry P so gave adaptive measure . .
 - One should be of a student assessed for ID or ED
 - One must be an initial special education evaluation
 - Interns are encouraged to expand their assessment experiences as opportunities are available to include students with autism, OHI, and TBI.
- Utilize district templates for assessment reports. Reports should meet your district guidelines, but must include background information on student and referral questions, results of intervention, counseling, or assessment, and recommendations. Recommendations must go beyond special education placement; these should be appropriate recommendations to assist the student regardless of eligibility
- **Please remove all individual identifying information. Use only first names or initials or XXX.** All information regarding cases will be strictly confidential among class members.
- Include a **one to two page reflection paper** with each **assessment** and the **IEP** meeting, discussing concerns, questions, what went well, and what you could have done differently. **Reports without a reflection will not be accepted.**
- Do not turn in a second report until you have received feedback on the first one. Late reports will not be accepted without prior notification.

- b) **(P – 4.4) A mental health project.** Choose one of the following:
- A counseling case study report
 - Individual or group counseling case.
 - Counseling reports will include background information, goals, plan, and progress to date. Pre and post or progress DATA are to be included.
 - Involvement in a prevention or intervention program, such as bully-prevention, a threat assessment with follow-up, an in-service, or assisting in developing and initiating PBIS.
 - Describe the project and your role / training. Program evaluation data are encouraged.
- c) **Response to Intervention Project.(P– 1.5, 2.3)**
- 1 individual or small group intervention project: academic or behavioral;
 - *Make this a realistic intervention* – that is, one you might actually do as a school psychologist. You should not be doing all or even most of the implementation. You are the consultant.
 - Include background information, referral questions, hypothesis, assessment/ baseline data (GRAPHED), and intervention plan. It is expected that a minimum of 1 month / 6 weeks preferred of intervention data will be collected. If a formal behavior plan is developed for a special education or 504 student, include a copy.
 - Evidence of home school collaboration in planning is required; parental involvement in implementation is desired. You should plan to begin interventions for 2 children each semester as children move, are expelled, are absent, and may not be available for the entire intervention.
 - Interventions will be evaluated using the NCSP case study form. See attached.

Work Logs:

These are to be handed in monthly ON THE DATES LISTED. Use the EXCEL sheet for the cover sheet; please do not calculate by hand. The logs have been designed to allow you to document your work by area; that is, consultation, assessment, etc. This will permit both you and I to maintain a running account of how much time you are spending in each area and to work with your field supervisor to revise your schedule as needed. The goal is to ensure a well-rounded and comprehensive internship experience.

LOG and SUMMARY SHEET INSTRUCTIONS:

1. Log ALL internship related activities, including lunch, driving time, report writing at home, phone calls to parents, supervisors, thesis work, etc. including those completed during evenings and weekends. (Yes, we assume you WILL be doing most of your report writing during evenings and weekends.) School psychology is NOT an 8 to 5 job. See table below for average and minimum goals for hours. You should be logging at least 32 hours per week but not more than 200 per month.
2. Logging does not mean it is automatically ok to complete during 8-5 (e.g., thesis data collection) - any atypical activities (e.g., meetings, workshops, thesis work) must be approved by your field supervisor. There are great variations in what is allowed by districts re time to work on thesis, workshops, etc. We would encourage taking part in as many in-service and other professional development activities as possible during this year. We anticipate that virtually all thesis/project work will be completed on your own time (i.e., evenings and weekends).
3. **Be sure to log time with field supervisors, consulting with us, and Friday class as supervision. NOTE: A MINIMUM OF 2 HOURS PER WEEK OF FIELD SUPERVISION IS REQUIRED ALL YEAR!! I will be checking this carefully on logs; a 4 week month must have a minimum of 8 hours field supervision, preferably more the first semester.**
4. Also be sure to record home-school and community communication and collaboration; the hours will be a duplicate of another activity but we do want documentation of involvement with families. You

may not have any hours in this category in August, but logging zero hours for home-school communication and collaboration for any month after that will result in a meeting with the professor to make sure you understand what should be included in this category. A second instance of zero hours will involve communication with your field supervisor to determine what needs to change to give you more opportunities to interact with parents.

5. Turn in an electronic copy of the EXCEL summary sheet and daily logs on the 3rd of the next month to Dr. Wilson, Dr. Hendricks-Petitti, and the test librarian. The signed copy of the summary sheet must be turned in (PDF) as well as the complete daily logs PDFd into one file on the 5th of the month. Email all to Dr. Wilson and Dr. Hendricks-Petitti.

MONTH	PAST AVERAGE	MINIMUM	CUMULATIVE GOAL
Aug.	100	100	100
Sept.	140	130	230
Oct.	175	130	360
Nov.	135	110	470
Dec.	110	100	570
Jan.	120	110	680
Feb.	135	130	810
March	155	130	940
April	135	130	1070
May	150	130	1200
June	40	50	1250
TOTAL	1395	1250	

Workshop Report:

Interns are required to attend a one day workshop, conference, or in-service or two shorter presentations each semester. At workshops, conferences, and class related field trips you should dress professionally; that is, as a school psychologist, not as a student. Please hand in a one page summary of the professional development activity attended, and share the information with the class in discussion and handouts the next class after the workshop.

Performance Evaluations:

You will need to obtain evaluations of your internship work from your supervisor, an administrator, 2 teachers and a parent. You need to have evaluations from ALL field supervisors EACH semester. You are to obtain recommendations from different administrators, teachers, and parents EACH semester. These are due the first week in December so that we might review them with you during finals week. The forms are in your handbook. I will maintain contact with your field supervisor, and if feasible, visit your internship site at least once during the semester. I am always available (during office hours or by appointment) for advice, problem-solving, reality-testing, and encouragement.

Site Visit:

This is a time for you to show me your school site; you might give a little tour and introduce me to the people you work with (e.g., principal, RSP teacher, counselor). Dress appropriately, even if the visit is on a Friday. Schedule a time (15-30 minutes) for me to have a private meeting with your field supervisor(s).

Professional Portfolio:

(Updated internship interview portfolio). You should gather and collate materials for your professional portfolio, such as examples of completed evaluations with identifying information deleted, intervention

and nontraditional assessment materials with graphs, certificates from workshops attended, copies of presentation materials from in-services you have given, evidence of passing the NCSP examination, copies of evaluations and letters of recommendation, etc. You will need this for job interviews!!

Group Class Presentation (3 groups)

Each group (N = 3) will provide a 30-45 minute presentation - the following topics are suggested:

1. Processing (e.g., TAPS, TVPS, NEPSY, BREIF)
2. Preschool Assessment (e.g., DAYC, WPPSI, BATTELLE)
3. Autism Assessment (e.g., ASRS, CARS, GARS, ADOS, SCQ)
4. RTI assessments
5. PSW assessments
6. Trauma informed care

For assessment presentations, each person should present one measure (i.e., 2-3 per group). Include information on technical data and appropriate use of measures. The presentation should include demonstrations. Please consult with your field supervisors for recommended measures. Please do NOT present on a measure that the cohort has learned in 284 or 285.

Reflections

On weeks we do not meet on campus, you will have an assignment on Blackboard. Some will be a group discussion; be careful to maintain confidentiality of students, teachers, field supervisors, etc. The focus should be on your experiences, reflections on those experiences, and an opportunity to brainstorm puzzles and challenges. This is meant to be positive, interactive, and an opportunity to share beyond the time we have together in class. Points will be awarded for participation **REMINDER: Do not put any work-related information on social media.**

GRADING:	POINTS
1. Submission of <ol style="list-style-type: none"> a. Copy of internship Agreement (CSU, Fresno and district) b. Copy of internship Contract (District) – note beginning and ending dates c. Copy of Internship credential 	15
2. Evidence of professional liability	10
3. Submission of work logs according to the class schedule ^a (10/month)	50
4. Late logs = 0 points	
5. Development of internship goals	5
6. Submission of assessment reports including and reflection ^{a, b} (2@100 pts) Minimum – failure to include all elements will require extra reports.	200
7. Mental health project	100
8. Submission of intervention report <u>and reference articles</u>	100
9. Evaluation forms from teachers, parent, administrator, and field based supervisor. (5@ 10)	50
10. Workshop report	10
11. Class discussion and topical submissions <ol style="list-style-type: none"> a, NASP Exchange reflection (5) b. ethics quiz (10) c. ethics issue (5) d. legal summary (10) 	40
12. Group assessment presentation	25
13. Class attendance. 8 @ 5 each (ABA or CASP conference = bonus 5 each)	40

14. PowerPoint and handout	15
Total	660
90%+ = A; 80-89% = B; 70-79%=C; 60-69% = D; <60% = F	

^a Logs and reports are due in class on the date assigned. Reports may be emailed.

^b Content of the materials will determine points awarded. As with all written work, points will be subtracted for grammatical, spelling, or punctuation errors. Errors in scoring or interpretation of assessment results indicate carelessness or that additional practice and training are needed; concerns will be discussed with the intern and at least one additional report required.

^c Attendance is expected at all class sessions.

- Please do not schedule personal or school appointments during internship time.
- It is important to be on time for class.
- Missing, arriving late, or leaving early for more than 2 classes will result in a review of your program by School Psychology Program faculty. A remediation plan may be developed. The plan may include counseling, a self-monitoring plan, making up class time at faculty convenience and/or extra reports, papers, or presentations.

ASSESSMENT REPORTS (A – 1.1, 1.2, 1.3, 1.4, 2.3, 9.1)	
AREA	POINTS POSSIBLE
Rationale for reevaluation – <i>must include eligibility categories to be considered; if initial – referral source</i>	5
Background – <i>Health, family, language (CELDT if ELL), schools attended, if retained, recent state tests, current grades</i>	10
Previous interventions (for initials) and assessments (for reevaluations)	5
Parent contribution – <i>interview for all; rating scales as appropriate. Partial credit if attempts to contact parent are noted even though no contribution available.</i>	5
Teacher contribution - <i>interview for all; rating scales as appropriate</i>	5
Observations (Classroom) – two observations for initials; one for reevaluation. <i>Must be conducted in relevant context, must have appropriate data (e.g., # peer interactions, % time on task, % fidgeting). Include statement linking observation to referral concerns. Testing – observations re the validity of assessment</i>	20
Assessment (e.g., cognitive, adaptive, social/behavioral, academic/DIBELS) – <i>all relevant areas assessed, appropriate measures used, no unnecessary assessments</i>	10
Interpretation – <i>Narrative does not repeat the information in table; additional information/examples are provided; is not written in technical jargon; information from multiple sources are integrated</i>	15
Recommendations – <i>go beyond “IEP team will decide,” feasible for teacher to implement (reasonable to do, not too many), address ALL areas of concern discovered in assessment</i>	10
Reflection - <i>Critical reflection on what went well and what could have been improved in assessment and report, how you felt about the process and IEP.</i>	15
Minus typos, grammatical errors, names (student or parent) left in	0
TOTAL	100

If a report is turned in without the eligibility category in the rationale for referral, has no data in the observation, or **does not have a reflection** you will receive ZERO points for the assessment and need to do an extra assessment report.

MENTAL HEALTH - COUNSELING REPORT	POSSIBLE
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(A – 4.4)

REASON FOR REFERRAL	2
BACKGROUND	8
PARENT/TEACHER INPUT	10
OBSERVATIONS	10
COUNSELING PLAN	20
COUNSELING GOALS	10
PROGRESS MONITORING/PRE-POST DATA	20
SUMMARY AND RECOMMENDATIONS	10
REFLECTION	10
TOTAL	100

MENTAL HEALTH PROJECT - PROGRAM	POSSIBLE
RATIONAL FOR PROGRAM	10
BACKGROUND/HISTORY OF PROGRAM	10
EMPIRICAL SUPPORT FOR PROGRAM	10
YOUR ROLE IN PROGRAM DEVELOPMENT AND/OR IMPLEMENTATION	40
PROGRAM DATA – PRE AND POST	20
YOUR REFLECTION ON PROGRAM	10
TOTAL	100

.(A– 1.5, 2.3) NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS REPORT ON CASE STUDY EVALUATION

WRITE UP AS A CASE STUDY WITH BACKGROUND INFORMATION AND RATIONALE FOR INTERVENTION. END WITH RECOMMENDATIONS. INCLUDE REFERENCES TO SUPPORT EMPIRICAL BASIS FOR INTERVENTION.

INCLUDE INTERVENTION MATERIALS IN APPENDIX

Section 1: Elements of an Effective Case Study – 25 points

Effective	Needs Development
Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	— Demographic information does not include sufficient information.
Assessment, intervention, and/or consultation practices consider unique individual characteristics.	— Assessment, intervention, and/or consultation practices do not consider unique individual characteristics.
Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	— Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.
Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	— The steps of the problem-solving process are not followed.
Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	— Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
Personal identifying information of the case study subject is redacted from the report.	— Personal identifying information is not redacted from the report.
EFFECTIVE	NEEDS DEVELOPMENT

Section 2: Problem Identification – 20 points

Effective	Needs Development
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<input type="checkbox"/> Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]).	— Data are not gathered from multiple sources.
The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	— The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).	— Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated.
Adequate baseline data are graphed to depict the discrepancy between the case's performance relative to an appropriate comparison. * make the Series label out of the graphs!!	— Baseline data are not graphed OR <input type="checkbox"/> Baseline data include fewer than three data points OR Expected level of performance is not included in the graph (i.e., aimline or goal line).
EFFECTIVE	— NEEDS DEVELOPMENT

Section 3: Problem Analysis - 15 points

Effective	Needs Development
<input type="checkbox"/> The problem behavior is hypothesized as a skill or performance deficit AND Data are used to test the hypothesis.	— There is no hypothesis regarding skill or performance deficit. OR Data are not used to test the hypothesis
Additional hypotheses (Function of behavior) are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment.	Multiple hypotheses are not developed OR 1 hypotheses are untestable.
Each hypothesis is stated in observable/measurable terms.	— Hypotheses are not stated in observable/measurable terms.
Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.	— Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis.
A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).	— A conclusive statement formally describing the cause of the problem is not included OR Does not lead to a logical intervention.
EFFECTIVE	— NEEDS DEVELOPMENT

Section 4: Intervention - 25 points

Effective	Needs Development
A single evidence-based intervention is implemented and linked to preceding sections. (Need 2 citations)	Intervention is not evidence-based. OR <input type="checkbox"/> Is not linked to preceding sections OR Multiple interventions are implemented simultaneously.
Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.	Acceptability of the intervention by one or more stakeholders is not verified.
The intervention is replicable: <input type="checkbox"/> Intervention components are clearly described (i.e., independent variable) AND <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	The intervention is not replicable: <input type="checkbox"/> Intervention components are not described (i.e., independent variable) OR <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
Skill or performance goals are: <input type="checkbox"/> Described using the same metric as the dependent variables AND <input type="checkbox"/> Achievable based on research or other data.	Skill or performance goals are: <input type="checkbox"/> Described using a different metric as the dependent variables OR Not achievable or not linked to research or other data.
Progress is monitored and graphed for data based decision making (formative evaluation).	Progress is not monitored. OR Progress data are not graphed.
Treatment integrity/fidelity data are: <input type="checkbox"/> Collected and reported AND Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: <input type="checkbox"/> Collected or reported OR Used to describe intervention efficacy.
<input type="checkbox"/> EFFECTIVE	NEEDS DEVELOPMENT

Section 5: Evaluation (Summative) - 15 points

Effective	Needs Development
<input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <input type="checkbox"/> Baseline data AND <input type="checkbox"/> Goal/Target indicator or aim line AND <input type="checkbox"/> Treatment/progress monitoring data with a trend line.	<input type="checkbox"/> A single target behavior is presented on multiple graphs, or relevant graphs are not included. The following components are not included in the graph: <input type="checkbox"/> Baseline data OR <input type="checkbox"/> Goal/Target indicator or aim line OR <input type="checkbox"/> Treatment/progress monitoring data with a trend line.
<input type="checkbox"/> Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions.	<input type="checkbox"/> Insufficient data are collected to meaningfully interpret the results of the intervention.
<input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective.	<input type="checkbox"/> Visual or statistical analyses were not used OR <input type="checkbox"/> The Intervention was ineffective.
<input type="checkbox"/> Strategies for generalizing outcomes to other settings are described.	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are not described.
<input type="checkbox"/> Strategies for follow-up are developed.	<input type="checkbox"/> Strategies for follow-up are not developed.
<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

**SCHOOL PSYCHOLOGY INTERN EVALUATION
CALIFORNIA STATE UNIVERSITY, FRESNO
Field Supervisor Form**

Intern: _____ Date: _____

Field Supervisor: _____

Placement: _____

Circle the number corresponding to the observed behaviors according to the following scale:

4. Exemplary

Demonstrates the highest level of knowledge, competence, and understanding that clearly exceeds the independent expectations of an intern and can function with minimal supervision required.

3. Accomplished

Exhibits evidence of knowledge, competence, understanding that exceeds expectations for a beginning pre-service intern, but not yet able to practice without occasional or more on-going supervision.

2. Emerging

Displays competence that meets expectations for a beginning pre-service intern but not yet at an initial professional level and still requires on-going supervision.

1. Not Met

Competence below the level expected of an intern, or minimal or no competence noted

NA = No opportunity

Consultation and Behavioral Intervention Skills (P, A 2.0)					
1.	Intern works with teacher as consultee to identify target problem. (P, A 2.1)	1	2	3	4 NA
2.	Intern works with parent/family as consultee to identify target problem. (P, A 7.0)	1	2	3	4 NA
3.	Intern considers culture when developing interventions. (P, A 4.0, 8.0)	1	2	3	4 NA
4.	Intern works with consultee to analyze baseline data, develop intervention plan and helps obtain necessary materials. (P, A 2.0, 6.1, 9.1)	1	2	3	4 NA
5.	Intern follows up on progress of intervention regularly; modifies as needed. (P, A 1.5, 3.4, 4.4,)	1	2	3	4 NA
6.	Intern displays skills in using technology to monitor progress and graph results. (P, A 3.4, 4.4, 9.4)	1	2	3	4 NA
7.	Intern utilizes data for intervention evaluation; makes plans for maintenance and generalization. (P, A 4.2, 9.0, 9.1)	1	2	3	4 NA
8.	Intern displays knowledge of biological, cultural, developmental, and social influences on behavior. (P, A 4.0, 7.3, 8.1)	1	2	3	4 NA
9.	Intern displays knowledge of behavioral assessment and techniques. (P, A 4.0)	1	2	3	4 NA
10.	Intern implements and evaluates prevention programs. (P, A 6.0, 6.1, 6.2, 6.3, 6.5)	1	2	3	4 NA
11.	Intern is involved with school-wide multi-tier behavior support models. (P, A 1.6, 2.3, 4.4, 5.2, 6.6, 8.3)	1	2	3	4 NA
Assessment and Academic Interventions (P, A 3.0)					
12.	Intern displays knowledge of biological, cultural, developmental, and social influences on development and learning. (P, A 3.0)	1	2	3	4 NA
13.	Intern selects appropriate assessment measures. (P, A 1.0, 1.3)	1	2	3	4 NA
14.	Intern is skilled in individual assessment (e.g., cognitive, academic, memory (P, A 1.0, 1.1, 1.2)	1	2	3	4 NA
15.	Intern displays appropriate use and interpretation of adaptive and behavior rating scales. (P, A 1.0, 1.1, 1.2)	1	2	3	4 NA
16.	Intern incorporates assessment of the instructional environment. (P, A 3.0, 3.2, 3.3)	1	2	3	4 NA
17.	Intern is skilled in observations of students. (P, A 1.0)	1	2	3	4 NA
18.	Intern displays ability to integrate information and make recommendations. (P, A 1.2, 1.4, 9.2)	1	2	3	4 NA

19.	Intern uses data to develop academic interventions. (P, A 3.0, 3.1,3,2, 9.3, 9.4)	1	2	3	4	NA
20.	Intern follows up on progress of intervention and modifies as needed. (P, A 3.0, 3.4)	1	2	3	4	NA
21.	Intern participates in system-wide academic data collection and development, and/or evaluation of academic intervention programs. (P, A 5.0, 5.1)	1	2	3	4	NA
Therapeutic Skills (P, A 4.0, 6.0)						
22.	Intern is skilled in assessment of social and emotional development. (P, A 1.0, 1.1, 1.2, 4.2, 4.3)	1	2	3	4	NA
23.	Intern selects appropriate counseling techniques. (P, A 4.0, 4.4)	1	2	3	4	NA
24.	Intern establishes clear communication with parents and teachers about counseling process. (P, A 2.1, 7.3)	1	2	3	4	NA
25.	Intern establishes rapport with students. (P, A 4.4)	1	2	3	4	NA
26.	Intern develops goals and objectives for counseling and evaluates progress. (P, A 4.4)	1	2	3	4	NA
27.	Intern displays skills in conducting groups. (P, A 4.4)	1	2	3	4	NA
28.	Intern is sensitive to cultural and linguistic diversity of students and families (P, A 8.0. 8.2)	1	2	3	4	NA
29.	Intern is utilizes school and community resources to aid students and families. (P, A 2.2, 7.0, 7.1)	1	2	3	4	NA
30.	Intern participates in threat assessments and crisis interventions. (P, A 6.0, 6.4, 6.6)	1	2	3	4	NA
Legal , Ethical, and Professional Behaviors (P, A 10.0)						
31.	Interns displays knowledge of legal procedures and proper forms. (P, A 10.0, 10.2)	1	2	3	4	
32.	Intern reports are completed ahead of time, thorough and well organized. (P, A 10.3)	1	2	3	4	
33.	Intern contributes to staffing conferences and IEP meetings. (P, A 2.1)	1	2	3	4	
34.	Intern demonstrates confidentiality and ethical behavior in counseling. (P, A 10.0, 10.1)	1	2	3	4	NA
Professional Characteristics (P, A 10.3)						
<i>4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>						
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4	
b.	Working relationship with administrators and other professionals.	1	2	3	4	
c.	Communication with parents.	1	2	3	4	
d.	Rapport and respect with students.	1	2	3	4	
e.	Professional dress.	1	2	3	4	
f.	Responds appropriately to feedback	1	2	3	4	
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4	

What would you consider to be the intern's major strengths?

In what areas could the intern show improvement?

In what area(s) has progress been most marked during internship?

Other comments relevant to evaluation of this student's practicum experience.

(Supervisor) (Date)

(Intern) (Date)

COURSE SCHEDULE*(This schedule is subject to change.)***08/23 CLASS MEETING ON CAMPUS READING/TOPIC:** Overview: Internship organization & paperwork.**ASSIGNMENTS:**

1. Name(s), email, and phone numbers for your Field Supervisor(s)
2. Copy of professional insurance.
3. Provide copy of internship credential, district contract, and FRESNO STATE agreement.
4. Copies of NASP or CASP membership cards or confirmation of membership
5. Sign up for Presentations.

HARD COPIES REQUIRED. Turn no later than September 13.

08/30 CLASS MEETING ON CAMPUS**READING/TOPIC:** Armistead, Williams, & Jacob (2011). Review of ethics (pp. 1-18) (P – 10.0)**ASSIGNMENTS:**

1. First reflection from NASP Member Exchange due on Blackboard
2. Liability insurance (**hard copy**)
3. A schedule of your school(s) by day of the week with email and phone number for each
4. August log summary sheet emailed to test librarian, Dr. Wilson, and Dr. Hendricks-Petitti. Daily and summary sent to Dr. Wilson and Dr. Hendricks-Petitti every month (see work log section).

09/06 NO CLASS MEETING ON CAMPUS**ASSIGNMENTS (Upload all on Blackboard):**

1. Data on your district/sites: a. number of students at schools you are assigned, b. psych student ratio for district; c. programs at your school sites; d. general demographic information about the students and families at your school: due on blackboard - be prepared to discuss in upcoming class
2. Written list of 3 personal goals for internship. These are not class assignments or typical internship duties you will be doing anyway. Align with NASP Standards. The goals are to be written as "IEP goals;" that is, how will you measure when you have met the goal.
3. Turn in description of planned intervention (grade of student, targeted behavior) and plans for mental health project (Blackboard)

09/13 CLASS MEETING ON CAMPUS**READING/TOPIC:** Armistead et al. (2011) Dignity and Rights (pp.23-34) (P – 10.0)**09/20 NO CLASS MEETING ON CAMPUS****READING/TOPIC:** Armistead et al. (2011). Competence and Responsibility (pp. 35-56)**ASSIGNMENT: (P – 10.1)**

1. Paragraph on an ethical or legal issue you have faced on practicum or internship. (Blackboard)

09/27 CLASS MEETING ON CAMPUS**READING/TOPIC:** Armistead et al. (2011) Professional Practices – Professional Relationships (pp. 57-71) (P – 10.0)In-class **quiz** on ethics. (A – 10.0, 10.1)**ASSIGNMENTS:**

1. Submit September logs and cover sheet by October 3

2. (P – 10.0)
3. Please select a “recent” (within the last 10 years) case to summarize and discuss. Summarize the findings from the case you selected. Compare and contrast with past cases or laws. What are the implications for practice? - submit via Blackboard be ready to discuss on 10.04

Suggested Source:

<https://www.wrightslaw.com/caselaw.htm>

10/04 CLASS MEETING ON CAMPUS.

TOPIC: Discussion of cases you reviewed

Presentation - Group 1

ASSIGNMENTS:

1. Turn in baseline data, intervention plan, two reference articles (citations only), and parental permission

10/11 NO CLASS MEETING ON CAMPUS

READING/TOPIC: Armistead et al. (2011). Responsibility to Schools, Families, Communities, the Profession, and Society (pp. 72-91)

10/18 CLASS MEETING ON CAMPUS.

READING/TOPIC: (P – 6.5) Crisis response and intervention ethical issues and best practices Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). *A framework for safe and successful schools* [Brief]. Bethesda, MD: National Association of School Psychologists.

U.S. Department of Justice, National Institute of Justice (2017). *School safety: By the numbers*. Washington DC: Author.

Presentation - Group 2

(1) Email October Log by Nov 3rd

10/25 NO CLASS MEETING ON CAMPUS - CASP

ASSIGNMENT: Report #1 (blackboard)

11/01 CLASS ON CAMPUS

(P – 10.2) READING/TOPIC: Discussion of school psychologist roles today: Assessment, prevention, behavior intervention, mental health. Consider effectiveness in terms of positive changes for children and adolescents. What are we doing – what should/could we be doing?

Meta-Analysis of Academic Interventions Derived From Neuropsychological Data. By: Bums, Matthew K.; Petersen-Brown, Shawna; Haegele, Katherine; Rodriguez, Megan; Schmitt, Braden; Cooper, Psychology Quarterly. Mar2016, Vol. 31 Issue 1, p28-42.

Presentation - Group 3

ASSIGNMENTS:

Make sure evaluation forms are distributed before Thanksgiving



break.

11/08 NO CLASS MEETING ON CAMPUS

READING/TOPIC: Armistead et al. (2011). Ethical Problem Solving with Complex Situations (pp. 93-105)

11/15 CLASS ON CAMPUS

(P – 8.0) READING/TOPIC: School Psychologists' role in supporting LGBTQ youth

NASP (2016). Gender Inclusive Schools: Policy, Law, Practice.

U.S. Department of Justice & U.S. Department of Education Letter (2016). Dear Colleague Letter on Transgender Students.

Recommended (not required reading): U.S. Department of Education (2016). Examples of Policies and Emerging Practices for Supporting Transgender Students.

11/22 CLASS ON CAMPUS:

READING/TOPIC: All present intervention or MH cases - PowerPoint (10-15 minutes each). Provide "how to" description of intervention for cohort

ASSIGNMENTS:

1. Intervention case report,
2. Schedule evaluation meetings
3. Email Nov. logs by Dec. 3
4. ALL evaluations due failure to turn in field evaluation on time will result in a grade of Incomplete
5. Assessment Report #2 - due

11/29 NO CLASS – Thanksgiving

ASSIGNMENTS:

1. Turn in Counseling/Mental Health report to Blackboard

12/06 CLASS ON CAMPUS

ASSIGNMENTS:

1. Case Presentations

12/13 Individual appointments with Dr. Wilson and Dr. Hendricks if all required materials have been turned in. No appointment for final review meeting will be made (and therefore no credit given for the course until all field evaluations and other course materials have been turned in.

ASSIGNMENT:

All internship evaluations due

12/17- 20 FINALS WEEK

December logs due;

Grades will not be posted without December logs.

DEADLINES:

<http://www.fresnostate.edu/academics/gradstudies/documents/forms/16-17%20Deadlines.pdf>

PROGRAM COMPLETION NOTES: Graduation Application Period:

The filing period for the graduate degree to be granted is during the first two weeks of each semester or summer. Applications are now online through the Division of Graduate Studies. A \$35.00 non-refundable graduation application fee is required.

NASP PORTFOLIO

NASP DOMAIN	DESCRIPTION	ACTIVITY & DOCUMENTATION
1. Data based decision making and accountability	Use assessment and data collection results to design, implement, and evaluate response to services and programs	
2. Consultation and Collaboration	Demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	
3. Interventions and Instructional Support to Develop Academic Skills	Use assessment and data collection methods to implement and evaluate services that support cognitive and academic skills	
4. Interventions and Mental Health Services to Develop Social and Life Skills	Use assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health	
5. School-Wide Practices to Promote Learning	Ability to work with individuals and groups to develop and implement practices to create and maintain effective and supportive learning environments for children and others.	
6. Preventive and Responsive Services	In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery	
7. Family-School Collaborative Services	In collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership / interactions with community agencies for enhancement of academic and social-behavioral outcomes for children	
8. Diversity in Development and Learning	Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with respect for diversity in development and learning and advocacy for social justice.	
9. Research and Program Evaluation	Demonstrate skills to evaluate and apply research, for service delivery; use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	
10. Legal, Ethical, and Professional Practice	Provide services consistent with ethical, legal, and professional standards, engage in ethical and professional decision-making, collaborate with other professionals, apply professional work characteristics (e.g., respect for diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiate, dependability, and technology skills),	

**SCHOOL PSYCHOLOGY INTERN EVALUATION
CALIFORNIA STATE UNIVERSITY, FRESNO
Field Supervisor Form**

Intern: _____ Date: _____

Field Supervisor: _____

Placement: _____

Circle the number corresponding to the observed behaviors according to the following scale:

- 5. Exemplary**
Demonstrates the highest level of knowledge, competence, and understanding that clearly exceeds the independent expectations of an intern and can function with minimal supervision required.
- 4. Accomplished**
Exhibits evidence of knowledge, competence, understanding that exceeds expectations for a beginning pre-service intern, but not yet able to practice without occasional or more on-going supervision.
- 3. Emerging**
Displays competence that meets expectations for a beginning pre-service intern but not yet at an initial professional level and still requires on-going supervision.
- 2. Not Met**
Competence below the level expected of an intern, or minimal or no competence noted

NA = No opportunity

Consultation and Behavioral Intervention Skills					
1.	Intern works with teacher as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2) (A – 2.1)	1	2	3	4 NA
2.	Intern works with parent/family as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2, 6)	1	2	3	4 NA
3.	Intern considers culture when developing interventions. (NASP Standard 7) (A – 7.3)	1	2	3	4 NA
4.	Intern works with consultee to analyze baseline data, develop intervention plan and helps obtain necessary materials. (NASP Standard 3, 4.1, 4.2)	1	2	3	4 NA
5.	Intern follows up on progress of intervention regularly; modifies as needed. (NASP Standard 4.2)	1	2	3	4 NA
6.	Intern displays skills in using technology to monitor progress and graph results. (NASP Standard, 8.1)	1	2	3	4 NA
7.	Intern utilizes data for intervention evaluation; makes plans for maintenance and generalization. (NASP Standard 2, 4.1, 4.2, 8.1)	1	2	3	4 NA
8.	Intern displays knowledge of biological, cultural, developmental, and social influences on behavior. (NASP Standard 4.2, 7)	1	2	3	4 NA
9.	Intern displays knowledge of behavioral assessment and techniques. (NASP Standard 2, 4.2)	1	2	3	4 NA
10.	Intern implements and evaluates prevention programs. (NASP Standard 5.2, 8.1)	1	2	3	4 NA
11.	Intern is involved with school-wide multi-tier behavior support models. (NASP Standard 5.2) (A – 6.1)	1	2	3	4 NA
Assessment and Academic Interventions					
12.	Intern displays knowledge of biological, cultural, developmental, and social influences on development and learning. (NASP 4.1, 7) (A – 8.1)	1	2	3	4 NA
13.	Intern selects appropriate assessment measures. (NASP Standard 2) (A – 1.3)	1	2	3	4 NA
14.	Intern is skilled in individual assessment (e.g., cognitive, academic, memory). (NASP Standard 2) (A – 1.1)	1	2	3	4 NA
15.	Intern displays appropriate use and interpretation of adaptive and behavior rating scales. (NASP Standard 2, 4.1)	1	2	3	4 NA
16.	Intern incorporates assessment of the instructional environment. (NASP Standard 2, 4.1, 5.1)	1	2	3	4 NA
17.	Intern is skilled in observations of students. (NASP Standard 2)	1	2	3	4 NA
18.	Intern displays ability to integrate information and make recommendations. (NASP	1	2	3	4 NA

	Standard 2, 4.1)				
19.	Intern uses data to develop academic interventions. (NASP Standard 2, 4.1) (A – 1.5)	1	2	3	4 NA
20.	Intern follows up on progress of intervention and modifies as needed. (NASP Standard 4.1)	1	2	3	4 NA
21.	Intern participates in system-wide academic data collection and development, and/or evaluation of academic intervention programs. (NASP Standard 5.1, 8.1) (A – 1.6)	1	2	3	4 NA
Therapeutic Skills					
22.	Intern is skilled in assessment of social and emotional development. (NASP Standard 2, 4.2)	1	2	3	4 NA
23.	Intern selects appropriate counseling techniques. (NASP Standard 5.2)	1	2	3	4 NA
24.	Intern establishes clear communication with parents and teachers about counseling process. (NASP Standard 3, 5.2, 6)	1	2	3	4 NA
25.	Intern establishes rapport with students. (NASP Standard 3, 5.2)	1	2	3	4 NA
26.	Intern develops goals and objectives for counseling and evaluates progress. (NASP Standard 2, 5.2, 8.1)	1	2	3	4 NA
27.	Intern displays skills in conducting groups. (NASP Standard 4.2, 5.2)	1	2	3	4 NA
28.	Intern is sensitive to cultural and linguistic diversity of students and families. (NASP Standard 6,7)	1	2	3	4 NA
29.	Intern utilizes school and community resources to aid students and families. (NASP Standard 5.2, 6)	1	2	3	4 NA
30.	Intern participates in threat assessments and crisis interventions. (NASP Standard 5.2)	1	2	3	4 NA
Legal , Ethical, and Professional Behaviors					
31.	Interns displays knowledge of legal procedures and proper forms. (NASP Standard 8.2)	1	2	3	4
32.	Intern reports are completed ahead of time, thorough and well organized. (NASP Standard 8.2)	1	2	3	4
33.	Intern contributes to staffing conferences and IEP meetings. (NASP Standard 3, 8.2)	1	2	3	4
34.	Intern demonstrates confidentiality and ethical behavior in counseling. (NASP Standard 8.2)	1	2	3	4 NA
Professional Characteristics					
<i>(A – 10.3) 4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>					
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Working relationship with administrators and other professionals.	1	2	3	4
c.	Communication with parents.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

What would you consider to be the intern’s major strengths?

In what areas could the intern show improvement?

In what area(s) has progress been most marked during internship?

Other comments relevant to evaluation of this student’s practicum experience.

_____ (Supervisor) (Date) _____ (Intern) (Date)