LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

INTERNSHIP PLAN PRESCRIBED ACTIVITIES FOR PERFORMANCE INDICATORS

The following is a list of possible activities that that Intern might complete in order to demonstrate proficiency in each of the 11 ISBE/NASP Standards/Domains. The list is not meant to be comprehensive, nor must an intern complete each of the activities to demonstrate proficiency. The list is to be used as a guideline in developing an appropriate internship plan based upon the district and the needs of the intern. Activities are listed in alphabetical order.

STANDARD 1 – Data-Based Decision Making and Accountability: The competent School Psychologist 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 to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice. These skills may be demonstrated by selecting from the following activities:

1. Attending and participating in seminars and workshops designed to develop specific diagnostic and behavioral analysis skills, such as assessing students with low incidence visual or hearing impairments, autism or health impairments;
2. Being exposed to a variety of referral questions including:
    a. Eligibility for early entry into school,
    b. Preschool screening programs,
    c. Eligibility for special education and related services,
    d. Difficulty with classroom management,
    e. Children who have had difficulty in school for a number of years but whose problems and their causes have never been clearly determined,
    f. Underachieving children,
    g. Eligibility for participation in programs for gifted and talented students,
    h. Retention or promotion,
    i. Student behavior;
3. Communicating psychological/psychoeducational assessment results and recommendations during MDC meetings in a manner in which the MDC team can make meaningful decisions based on the information presented;
4. Comparing and contrasting NASP Standards and District Policies;
5. Completing Functional Behavior Assessments;
6. Creating/Completing Curriculum Based Measurements (both benchmarks and Norming);
7. Completing classroom observations;
8. Conducting structured clinical interviews with students, parents, and school staff members as appropriate;
9. Conferring frequently and regularly with the supervising school psychologist regarding collection of data, interpretation, report writing, etc;
10. Consulting with administrators;
11. Consulting with parents;
12. Consulting with teachers;

13.Creating a database of community resources;
14.Creating charts/graphs to demonstrate obtained data;
15.Critiquing published tests;
16.Demonstrating knowledge of quantitative methods to evaluate professional problems including the ability to effectively evaluate an intervention or an entire program;
17.Demonstrating the ability to evaluate the efficacy of interventions through the use of progress monitoring and on-going program evaluation;
18.Demonstrating the ability to administer, score, and interpret measures of intellectual functioning (individual and group Developing a resource directory for parents;
19.Demonstrating the ability to administer, score, and interpret measures of academic functioning

a. Knowledge of traditional standardized instruments,
b. Knowledge of Curriculum-Based Measurement/Assessment (CBM), and
c. Knowledge of Authentic and Portfolio Assessment;

20.Demonstrating the ability to conduct ecological/environmental assessments of the learning environment (e.g., classroom, home)

a. Knowledge of observation codes and coding systems/techniques.
b. Knowledge of functional analysis.
c. Knowledge of rating scales;

21.Demonstrating the ability to administer, score, and interpret measures of individual behavior

a. Knowledge of observation codes and coding systems/techniques.
b. Knowledge of functional analysis.
c. Knowledge of rating scales, and
d. Knowledge of interview techniques;

22.Demonstrating the ability to administer, score, and interpret measures of personality/social-emotional functioning

a. Knowledge of objective measures,
b. Knowledge of projective measures, and
c. Knowledge of the DSM-IV diagnostic criteria;

23. Demonstrating the ability to administer, score, and interpret measures for infants and preschool-aged children and their families

a. Knowledge of traditional/standardized techniques,
b. Knowledge of Play-Based Assessment,
c. Knowledge of Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and
d. Knowledge of family assessment techniques;

24.Developing appropriate and practical recommendations which address referral questions based on child's situation and case study results;
25.Developing IEP goals that align with regular education standards;
26.Developing instructional plans;
27.Developing intervention strategies;
28.Developing proficiency in behavior modification techniques, cognitive-instructional interventions, and models of alternative service delivery which link assessment to intervention;

29.Developing proficiency in the administration, scoring, and interpretation of a wide variety of diagnostic instruments, as well as in the appropriate use of observation and assessment approaches such as norm-referenced testing, portfolio assessments, performance based assessments, dynamic assessments, curriculum based assessments, and informal assessment techniques;
30.Developing/evaluating crisis plan;
31.Developing skills in conducting intake and diagnostic interviews with child, parents, school personnel, community agencies, etc., to help determine individualized assessment and interventions;
32.Doing Internet research;
33.Engaging in accountability practices which document the day-to-day activities of the school psychologist (e.g., daily logs, case notes, and treatment plans);
34.Evaluating students over a broad range of age and abilities;
35.Integrating data (e.g., background, observational, interventions, and diagnostic assessments) into a meaningful, thorough, concise case study report;
36. Making appropriate recommendations for intervention and program modifications based on pre-referral intervention findings, consultative procedures, and/or assessment results;
37.Participating in creating an inservice program;
38.Participating in school improvement activities;
39.Participating in Team Meetings;
40.Report writing;
41.Reviewing the literature for new information;
42.Sharing/interpreting results of assessments;
43.Systematically evaluating at risk children and children with disabilities at various age and grade levels;
44.Systematically observing children in various aspects of the school setting (i.e. behavioral observation and assessment of the learning/instructional environment);

STANDARD 2 – Consultation and Collaboration: The competent School Psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level. These skills may be demonstrated by selecting from the following activities:

1.Attending and participating in inservice training programs for teachers;
2.Attending and participating in IEP meetings;
3.Attending and participating in support team meetings;
4.Attending and participating in team meetings;
5.Attending and participating in multidisciplinary staff conferences with individual teachers, principals, parents, community agencies, private representatives, etc;
6.Attending and participating in (presenting, if possible) in-service training programs and workshops for parents and/or school personnel that focus on enhancing child psychoeducational/psychological development and understanding the needs of exceptional children;

7.Becoming familiar with the educational programs provided through the local cooperative, local school districts, and/or the community for parent/families of children with special needs (observe and participate in meetings when possible);
8.Becoming familiar with various models of consultation such as mental health, organization-development and behavioral;
9.Becoming involved (i.e., consultation, psychological assessment and therapeutic intervention) in various types of special education programs including self-contained classrooms, resource rooms, and therapeutic school settings;
10.Being instructed by the supervising school psychologist or administrator regarding school policies, customary channels of communication, consultation procedures, etc.;
11.Being involved in pre-referral interventions;
12.Collaborating on multicultural issues within the District;
13.Communicating with community agencies;
14.Completing Case studies;
15.Conferring informally with teachers, principals, and pupil personnel services staff in the schools and developing the ability to function effectively in crisis situations;
16.Confering informally with school personnel in regard to student psychoeducational/social-emotional/behavioral difficulties and the role and function of the school psychologist as a health care provider in the school;
17.Consulting with administrator;
18.Consulting with parent;
19.Consulting with student;
20.Consulting with teacher;
21.Demonstrating familiarity with and ability to utilize major consultation models:

a. Behavioral (Problem-Solving) Consultation,
b. Mental Health Consultation, and
c. Organizational Consultation.

22.Demonstrating the ability to collaborate and implement problemsolving techniques in individual and group/team meetings. Consult/collaborating regularly with:

a. Parents: before and/or after child's case study evaluation and before program changes;
b. Building-based intervention: pre-referral/student assistance teams;
c. General and Special Education teachers regarding student's academic performance, social-emotional status, and behavior as well as teacher's classroom management techniques, teaching style, organization of environment, knowledge of child development/exceptionalities, and the implementation/modification of interventions;
d. Special Services support staff including nurses, language therapists, and physical and occupational therapists regarding effective management of cases, and to monitor case completion and interventions; and
e. Representatives of relevant community agencies and private practitioners in order to coordinate support systems and/or placements;

23.Developing a resource portfolio for parent;
24.Developing and implementing various remediation or intervention strategies;
25.Developing intervention strategies;
26.Developing web sites;

27.Functioning as a team leader in assisting school personnel in providing appropriate psychoeducational services to children;
28.Keeping appropriate counseling notes;
29.Participating in consultative activities in other applied settings, e.g. community agencies, clinics, hospitals, etc.;
30.Participating in formal case conferences with teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting;
31.Participating in Individual/group presentations;
32.Participating in team meetings;
33.Participating in the problem-solving process;
34.Participating on a pupil personnel services team with joint responsibility for individual diagnostic cases;
35.Presenting at parent programs;
36.Providing feedback (written and/or oral) to teachers regarding classroom observations, consultative meetings, and intervention planning/monitoring, etc;
37.Providing consultation to instructional staff and students;
38.Providing inservice training;
39.Providing opportunities to discuss the role and function of the school psychologist with the school staff;
40.Providing PowerPoint presentations;
41.Providing School Board presentations;
42.Providing Student counseling;
43.Securing confidential records;
44.Sharing professional development information;
45.Utilizing appropriate discretion in sharing information;
46.Utilizing appropriate staff communication;
47.Utilizing appropriate written communications;
48.Utilizing Email communications;
49.Working with ALL students in collaboration with parents, teachers, and other specialized personnel, such as school social workers, school counselors, school nurses, speech and language pathologists, etc.;
50.Working cooperatively with community agencies and facilities (how to initiate referrals, who to contact, procedures for obtaining and releasing confidential information, and ethical considerations);
51.Writing Newsletter articles;

STANDARD 3 – *Learning and Instruction:* The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, 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 the implemented interventions. These skills may be demonstrated by selecting from the following activities:

1.Appropriately applying criteria for disabilities and eligibility;

2. Being involved in wraparound services;
3. Collaborating with a variety of school personnel;
4. Collaborating with colleagues regarding IEP goals;
5. Communicating with on-site supervisor;
6. Completing Curriculum Based Measurements (benchmarks and/or Norming);
7. Completing Functional Behavioral Assessments;
8. Completing Internet research for evidence based interventions;
9. Completing PowerPoint presentations regarding appropriate interventions;
10. Consulting concerning alternative assessment measures;
11. Demonstrating the ability to develop effective interventions for academic concerns
    a. Knowledge of effective learning/teaching practices.
    b. Ability to implement specialized instructional approaches including:
        Task analysis,
        Curricular modifications,
        Instructional strategies, and
        Modification of instructional materials;
12. Demonstrating the effective use of classroom behavior management
    a. Knowledge of reward and punishment procedures to effectively increase appropriate behaviors and decrease inappropriate behaviors, and
    b. Knowledge of maintenance and generalization techniques (including factors that increase/decrease maintenance and generalization);
13. Developing a database of community resources;
14. Developing and monitoring intervention strategies;
15. Interviewing administrator/teachers;
16. Joining list serves;
17. Observing in classrooms;
18. Participating in school improvement teams;
19. Referring to outside agencies;
20. Reflectively analyzing own performance;
21. Reviewing and analyzing records;
22. Reviewing and interpreting existing evaluation techniques;
23. Reviewing articles for evidence based interventions;
24. Using Standardized tests appropriately;
25. Working collaboratively with teachers in developing and monitoring intervention strategies;
26. Working with students across all ages and diverse backgrounds.

STANDARD 4 – Socialization and Development of Life Skills: The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment-intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling. These skills may be

demonstrated by selecting from the following activities:

1. Being involved in the problem solving process;
2. Being involved in transitional planning;
3. Completing a Functional Behavioral Assessment;
4. Completing adaptive behavior scales;
5. Completing an interest inventory;
6. Completing case studies;
7. Completing classroom observations;
8. Creating simulations;
9. Determining developmental appropriateness of toys/projects;
10. Developing a resource directory for parents;
11. Developing an inservice program;
12. Developing instructional plans;
13. Developing intervention strategies;
14. Keeping Logs;
15. Participating in reflective supervision;
16. Participating in team meetings;
17. Practicing by utilizing role play;
18. Providing consultation to teachers, parents, administrators and staff;
19. Providing parent programs;
20. Providing student counseling (individual and group);
21. Reflectively analyzing own performance.

STANDARD 5 – *Student Diversity in Development and Learning:* The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs. These skills may be demonstrated by selecting from the following activities:

1. Attending ISPA Convention;
2. Attending NASP Convention;
3. Attending seminars/workshops;
4. Attending team meetings;
5. Being involved in an evaluation of a linguistically diverse student;
6. Being involved in the problem solving process;
7. Comparing/contrasting NASP standards with District policies;
8. Completing case studies in an unbiased manner;
9. Consulting with on-site supervisor;
10. Demonstrating an awareness of cultural differences and an understanding of non-biased assessment;
11. Demonstrating an awareness and understanding of cultural differences and counseling issues;
12. Demonstrating an awareness of cultural differences when designing interventions;
13. Developing a database of community resources;

14.Developing an inservice program;
15.Developing an inservice program dealing with diversity;
16.Developing evidence based intervention strategies;
17.Developing instruction plans;
18.Developing parent programs;
19.Evaluating a child with a low incidence disability;
20.Participating in peer mediation;
21.Providing an Individual/group presentation;
22.Providing consultation to teachers, parents, students, administrators, and staff;
23.Providing individual/group counseling;
24.Reflectively analyzing own performance;
25.Supporting team participation.

STANDARD 6 – School and Systems Organization, Policy Development, and Climate: The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others. These skills may be demonstrated by selecting from the following activities:

1.Attending and participating in a Board of Education Meeting;
2.Attending and participating in building meetings;
3.Attending and participating in district meetings;
4.Attending and participating in support team meetings;
5.Attending and participating in team meetings;
6.Attending in-service meetings;
7.Attending the meeting of all new school employees at the beginning of the year;
8.Demonstrating an understanding of the organizational characteristics of schools that affect the mental health of children (e.g., special education service delivery, school climate, leadership, political issues);
9.Demonstrating an understanding/familiarity with principles of system change and the Organizational Development model of consultation;
10.Demonstrating the skills to function as a team leader in assisting school personnel in providing appropriate educational programs for children;
11.Demonstrating the skills to function as one of the school system's key change agents through active involvement in designing/planning;/implementing reforms in the following system level programs:
    a. Flexible Service Delivery System,
    b. Early Childhood Program,
    c. Curriculum-Based Measurement, and
    d. Intervention Study Team;
12.Developing a database of community resources;
13.Developing a resource directory for parents;
14.Developing a resource portfolio for parents;
15.Developing an newsletter article;

16.Discussing with supervisors the organization and administration of psychological services in the schools;
17.Functioning as an integral part of the office and clerical procedure; communicating needs to secretaries, performing paperwork, etc., relative to providing psychological services in the schools Interviewing administrators of curriculum, special education, business, technology, etc.;
18.Interviewing an administrator/staff;
19.Observing in various types of programs and classes;
20.Participating in grant writing;
21.Participating in the school achievement plan;
22.Reading selected materials regarding public school organization an innovative trends in education.

STANDARD 7 – Prevention, Crisis Intervention, and Mental Health: The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students. These skills may be demonstrated by selecting from the following activities:

1.Applying various interviewing techniques to students and parents to identify potential problems;
2.Attending mental health workshops;
3.Becoming familiar with (and implement, if necessary) individual and school-wide crisis intervention techniques;
4.Being involved in Child find activities;
5.Being involved in preschool screenings;
6.Being involved in the Problem solving process;
7.Being involved in Wraparound services;
8.Co-facilitating a problem-focused or prevention-oriented student group (co-facilitation will occur with a staff psychologist or social worker;
9.Co-facilitating (with school staff, psychologist, or social worker) a school-wide mental health/behavior intervention program (problem-focused or prevention-oriented);
10.Co-facilitating a problem-focused or prevention-oriented parent group;
11.Completing a Functional Behavioral Assessment;
12.Completing a Record Review (discipline referrals, attendance);
13.Completing classroom observations;
14.Completing Curriculum Based Measurements (benchmarks and Norming);
15.Completing parent interviews;
16.Completing teacher interviews;
17.Consulting with health care professionals outside of school;
18.Demonstrating an understanding of schools as health care settings which influence the psychological development/mental health of individuals;
19.Demonstrating an understanding of the application of a variety of effective therapeutic intervention techniques for individuals with a range of difficulties (i.e., mental, emotional, behavior/nervous disorders, developmental disabilities, or learning disabilities);

20. Demonstrating the ability to develop effective interventions for social-emotional concerns
    a. Ability to identify skills and behaviors to be taught to increase student's social competence, and
    b. Ability to identify and manipulate environmental features that influence a student's social-emotional status;
21. Demonstrating knowledge of psychopharmacological effects;
22. Demonstrating the knowledge of when to refer to a physician for consideration of medication and assessment of medication effects;
23. Developing intervention plans;
24. Engaging in counseling with individual clients (including the management of progress notes and the development of treatment plans);
25. Maintaining an individual counseling load throughout the school year including regular and special education students;
26. Participating in character education;
27. Participating in the IEP team process;
28. Presenting health related workshops;
29. Providing consultation to parents, teachers, administrators, students, and staff;
30. Providing crisis intervention services to students, teachers, and administrators;
31. Providing group intervention/counseling as directed by the supervising school psychologist;
32. Providing information sessions in general education classrooms;
33. Providing inservice training;
34. Providing parent presentations;
35. Reviewing/critiquing the district crisis intervention plan;
36. Supporting team participation;
37. Visiting mental health clinics and community resources.

STANDARD 8 – Home/School/Community Collaborations: The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. These skills may be demonstrated by selecting from the following activities:

1. Attending conferences with representatives of community agencies concerning such issues as educational and therapeutic planning, referral, follow-up, etc.;
2. Attending meetings and becoming involved with parent groups, such as the PTO and local associations for parents of children with disabilities;
3. Attending support teams;
4. Becoming familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health. (School districts are encouraged to provide a library of publications describing these programs.);
5. Being involved in the school improvement plan;

6.Being involved in the student achievement plan;
7.Collaborating closely with parents;
8.Collaborating with other support staff;
9.Completing Curriculum Based Measurements (benchmarks and Norming);
10.Consulting with on-site supervisor;
11.Developing a resource directory for parents;
12.Developing evidence based intervention strategies;
13.Developing problem solving evidence based intervention strategies;
14.Making referrals to community agencies;
15.Providing counseling (group/individual);
16.Providing feedback (written and/or oral) to parents regarding classroom observations, consultative meetings, and intervention planning/monitoring, etc;
17.Providing on-going home and school communication;
18.Visiting child guidance clinics, child welfare agencies, family service agencies, speech and hearing centers, juvenile courts, residential treatment centers, city and county health departments and residential centers for the blind, deaf, cognitively impaired, and physically disabled (These visits should provide an opportunity to discuss with the director or other appropriate personnel the agency's relationship to school psychological services.);
19.Visiting community agencies;
20.Visiting other educational settings (more or less restrictive);
21.Working cooperatively with community agencies and facilities (The intern is expected to learn how and when to make referrals; procedures for obtaining and sending information about children, and the ethical considerations involved in this type of activity.).

STANDARD 9 – Research and Program Evaluation: The competent school psychologist 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 leading to the improvement of services. These skills may be demonstrated by selecting from the following activities:

1.Assisting in the identification of critical problems which lend themselves to research;
2.Attending team meetings;
3.Completing a University based project (e.g. thesis);
4.Conducting research or special studies, including completing a research project or thesis, if applicable;
5.Conducting simple, informal types of evaluation studies in the schools;
6.Consulting with on-site and university supervisors;
7.Critiquing published tests;
8.Demonstrating the ability to design, conduct, interpret, and disseminate results of educational and psychological research as a means of contributing to the knowledge base of the profession by:
    a. Presenting research at the National Association of School Psychologists (NASP) convention,
    b. Presenting research at the Graduate Research Symposiums,
    c. Participating in a symposium at the at the state convention, and
    d. Completing/defending the dissertation/thesis;
9.Developing charts/graphs to demonstrate information;

10.Developing evidence based intervention strategies;
11.Developing instructional plans;
12.Evaluating the effectiveness of recommended special education placements;
13.Functioning as a knowledgeable consumer of research by evaluating and making appropriate use of educational and psychological literature (e.g., recommendation and implementation of empirically based interventions and programs and utilization of current and effective techniques);Interpreting research findings to teachers, parents and administrators;
14.Participating in meetings of committees established to examine areas of concern to the school and/or district;
15.Participating in ongoing research or evaluation studies in the schools;
16.Providing or being involved in inservice programs;
17.Providing PowerPoint presentations;
18.Reading appropriate journals and texts dealing with psychological and educational research;
19.Reflectively analyzing own performance;
20.Reviewing literature;
21.Reviewing literature on specific research activities problems or problems of particular interest to the intern;
22.Scheduling and attending periodic meetings/work days/phone calls with dissertation/thesis committee members at home University in order to complete required program research;
23.Systematically assessing the intern's effectiveness;
24.Writing a Newsletter article.

STANDARD 10 – School Psychology Practice and Development: The competent school psychologist has knowledge of the history and foundations of the 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. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development. These skills may be demonstrated by selecting from the following activities:

1.Affiliating with professional organizations such as the Illinois School Psychologists Association, Illinois Psychological Association, National Association of School Psychologists, American Psychological Association, Illinois Council for Exceptional Children, CHADD, LDA, etc.;
2.Attending and participating in meetings concerned with ethics, legal concerns, and social issues;
3.Attending and participating in meetings of the local school psychology staff, meetings of school psychologists from neighboring districts, as well as statewide and national meetings relating to the profession;
4.Attending meetings and conventions of professional school psychology organizations (local, state, and national);
5.Attending professional seminars;
6.Attending Team meetings;

7.Becoming familiar with professional standards governing school psychology adopted by professional NASP and APA;
8.Comparing/contrasting NASP standards and District practices;
9.Completing case studies appropriately and ethically;
10.Conducting inservice training programs for school personnel;
11.Consulting with on-site supervisor;
12.Demonstrating familiarity with current research from psychoeducational and psychological journals;
13.Demonstrating knowledge of the most current professional issues (e.g., school psychologist as a health-care provider, prescription privileges, managed health care, licensure) through acquisition and review of relevant materials;
14.Demonstrating knowledge of the most current educational and Special Education service delivery issues (e.g., Inclusion, Outcome-Based Education, Flexible Service Delivery Systems, and Wraparound Services);
15.Demonstrating knowledge of the most current legal and ethical practices and professional standards through acquisition and review of materials relating to:

a. Special education mandates,
b. State special education rules and regulations,
c. Confidentiality,
d. APA/NASP ethical principles,
e. Abuse reporting mandates, and
f. Procedural safeguards (e.g., court cases and hearings).

16.Designing and presenting an in-service program on a topic related to school psychology;
17.Developing a working knowledge of applicable state and federal regulations that affect the practice of school psychology;
18.Developing informational displays;
19.Developing products (charts/graphs) to explain information;
20.Discussing with the site-supervisor and Administrator of Psychological Services the difficulties and possible solutions in organizing and administering psychological services Discussing with the Administrator of Psychological Services difficulties and possible solutions in organizing and administering psychological services;
21.Engaging in accountability practices through the use of outcome based school psychological services (e.g., goal-oriented and data driven interventions, progress monitoring of interventions, and ongoing collection of data for interventions);
22.Keeping Logs;
23.Observing office and clerical procedures relevant to psychological services in the school;
24.Observing school psychologists in other school systems (Temporary assignments in another school system should be arranged, if at all possible.);
25.Participating in inservice training programs to develop new skills and refine acquired skills;
26.Participating in the school psychologist's role in the following activities:

α.Identifying needs of the school system for special education programs,
β.Studying the proposals for special education programs,

χ.Developing an understanding of special needs of children with disabilities among staff and community groups,
δ.Formulating recommendations regarding the development and implementation of special programs,
ε.Consulting with teachers, coordinators, and curriculum supervisors, and
ϕ.Attending building team meetings.

27.Providing consultation to teachers, parents, students, administrators and staff;
28.Reading selections from current professional publications regarding developments, trends, and issues in the fields of education and school psychology;
29.Receiving training experiences at the elementary and secondary levels. Attending and participating in informal gatherings of school psychologists on a regular basis;
30.Reviewing literature;
31.Selecting current readings related to the multiple roles of the school psychologist;
32.Studying the district policy manual;
33.Studying the Illinois School Student Records Act and the Rules and Regulations that apply;
34.Studying the School Code of Illinois, The Illinois Administrative Code, Part 226, Subchapter F as well as the Rules and Regulations that apply.

STANDARD 11 – Technology Standards: The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services. These skills may be demonstrated by selecting from the following activities:

1.Communicating by Email;
2.Comparing and contrasting different report writing programs for accuracy and appropriateness;
3.Completing a Functional Behavior Assessment ;
4.Completing Curriculum Based Measurement (benchmarks and norms) and utilizing technology for data analysis and maintenance;
5.Completing Internet research;
6.Consulting with on-site supervisor;
7.Develop scoring rubrics;
8.Developing a database of community resources;
9.Developing a PowerPoint presentation;
10.Developing an instructional plan utilizing technology;
11.Developing graphs/charts to demonstrate information;
12.Developing intervention strategies utilizing technology ;
13.Joining a Listserv;
14.Keeping Journals;
15.Keeping Logs;
16.Posting on a bulletin board;
17.Reviewing the literature;
18.Reviewing the use of adaptive devices;
19.Using computer for statistical analysis;
20.Using technology at team meetings;

21.Using technology with scoring and report writing.