

LOYOLA UNIVERSITY CHICAGO

SCHOOL OF EDUCATION

CIEP 486

2018-2019

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SYLLABUS

The internship course in School Psychology is designed to support and assist the student in successful completion of the internship. The components of the internship plan will delineate all areas of performance that must be completed in order to become certified as a school psychologist.

The intern is required to complete a minimum 1200 hour internship. You are required to keep an Internship Log, to be found on Sakai, and these hours must be reflected on your excel spreadsheet. At the end of the internship he/she is expected to be aware of and /or proficient in test administration, report writing, interventions, behavioral assessment, counseling, social skills development, system change, violence and other prevention, diversity and family system as it effects school performance and school law.

The intern and supervisor will complete the internship contract, Appendix 1.

The intern and supervisor will review the components of the internship plan that is available on Sakai.

Other information may also be found in the internship handbook on Sakai

The intern is required to attend a series of meetings at Loyola and other appropriate continuing educational opportunities including ISPA and NASP meetings.

The intern is responsible for being available through email and Loyola on-line Sakai. All relevant documents will be stored by the intern on disk and turned in at the end of the year.

The intern will keep a reflective log at least once per week to be transmitted monthly electronically.

The intern will also keep a log of all contacts and test administrations to be completed on forms supplied by university.

The intern will visit another site which will be demographically different from where they are completing their internship for one day and complete a 2 page paper discussing the relevance of this visit to their professional development.

The intern will purchase a professional liability insurance policy. (NASP insurance is recommended).

The intern will complete all the components of the portfolio.

Meetings will be held on Thursday once per month from 10-12 at Water Tower Campus.

You are required to attend an intern/supervisor meetings September 8 in Normal Illinois and ISPA convention. Specific information will be forwarded to you as it becomes available.

These dates are subject to change and will be supplemented by individual meetings and visits to the sites, where I will meet with you and your supervisor. The first on-site meeting will be in September or October and will be scheduled at our first meeting.

IDEA Outcomes:

1 Learning to apply course material (to improve thinking, problem solving, and decisions)

- 2 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 3 Acquiring skills in working with others as a member of a team.
- 4 Learning appropriate methods for collecting, analyzing and interpreting numerical information.

Objectives:

- 1 The candidate will demonstrate knowledge of research design and effective use of statistics and data analysis.
- 2 The candidate will use this data to develop evidence based interventions to improve student performance.

Dispositions:

Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions include, professionalism, inquiry and social justice.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

KNOWLEDGE BASE

The Loyola University program of studies in School Psychology is designed to prepare students to assess, consult and design behavioral and cognitive science instructional interventions. Prior to pursuing the internship, the intern is expected to have a basic knowledge base related to a wide range of psychological and cognitive assessment instruments as well as curriculum based measurement and using problem solving procedures to address educational questions. The intern is expected to be able to administer these instruments and to craft a clearly articulated written reports. The intern is also expected to be able to provide counseling services to school age children and youths. During the internship, the intern is expected to increase his/her familiarity with the literature and to keep abreast of developments in the field. This will be accomplished through readings and attendance at professional seminars and workshops during the year. Specific activities are included in the internship plan.

SUPERVISION

Supervision will be done in group meetings and individually throughout the year. The instructor is available on email or by phone at all times. Please do not hesitate to contact the instructor for any questions or concerns.

CONCEPTUAL FRAMEWORK:

The School of Education conceptual framework is: Social Action Through Education. As School Psychology interns, your experiences this year will require you to put this statement into action in your practice within the schools, with parents and the community partners. Utilizing the constructs of ethical practice you will strive to meet these goals. Our conceptual framework of the School of Education

- www.luc.edu/education/mission/

DISPOSITION

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

Dispositions will be assessed each semester according to the forms available in the Student Handbook. Professionalism, Inquiry and Social Justice are all areas which will be assessed in this course.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are

general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

- 1 Copying from a published source without proper documentation.
- 2 Purchasing a pre-written paper.
- 3 Letting someone else write a paper for you or paying someone to do so,
- 4 Submitting as your own someone else's unpublished work, either with or without permission.

Professionalism

An important component of an internship is to prepare for entry into the profession. During the last several years in classroom and field experiences you have begun to develop important skills which will prepare you for your career. An important component of being a school psychologist is professional behavior. Over the year long internship you will have a number of opportunities to demonstrate this within your district and within the requirements of this class. This include turning in all assignments on the date required, attending class on time, being prompt in response to emails and to requests within your district. They also include accuracy in reporting and honesty in all aspects of your performance in class and on site.

School of Education

Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

* www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies

regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

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Requirements

- 1. Each candidate is required to keep an excel log which records all student contact and a weekly reflection which is used as an affective journal. The summary page of your excel log and the reflections are due on the last day of each month. You will combine August and September and May and June. For each day late you will receive a point deduction which could result in a lowered grade.**
- 2. These reflections will also include a real life dilemma. After you have discussed the issue of concern you are to pose an alternative solution or explain why you felt the situation was handled correctly.**
- 3. You will also be required to do a case presentation. The rubric for this assignment is found at the end of the syllabus. Using scholarly sources (e.g., relevant book chapters and peer-reviewed journal articles), provide a rationale for the development of your case study. For example, if your student has a phobia, review the literature to identify best practices for treating phobias what methods you are using based on**

research and describe how this knowledge informed the development of your treatment plan for your student. Include a reference list.

4. As part of your internship experience you will complete a Home/school Collaboration Project, which will be included in your portfolio. The rubric for this assignment is found at the end of the syllabus and must be completed by February 1.

5. Additionally, you will complete 2 student impact projects one for academic and one for behavior concerns. The rubric and forms which will reflect the effect size of your results are also in the syllabus and will be turned in as part of your portfolio in February.

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

SPECIALIST INTERNSHIP AGREEMENT FOR THE 2014/2105
ACADEMIC YEAR

Name of School System/Agency

has agreed to accept

Name of Specialist Intern

as an intern for the 2018/2019 academic year. The internship site and the intern agrees to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin on August ____, 2018 and continue through June ____, 2019. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.

2. **HOURS:** The intern is appointed on a full-time basis for one year. The intern must complete at least 1,200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.

3. **LOCATION:** The internship will be performed at the following location (s): If the interns primary placement is in a high school they will spend a minimum of 20 days in an elementary setting. If the primary placement is in an elementary setting they will spend 20 days in a high school setting.

Name of School
District: _____

Address: _____

4. **PLAN:** Internship activities shall be determined by a written plan developed by the Loyola University Chicago It is expected the plan

will be consistent with the guidelines and objectives as contained in the training standards promulgated by the National Association of School Psychologists (NASP) internship criteria.

5. **COMPENSATION:** The intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount of \$_____ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.

6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

The intern will be expected to attend the following conferences, seminars, and/or in-service training program (s):

Intern/intern supervision workshop
Illinois School Psychologists Association (ISPA) Annual
Conference
Loyola University Internship classes

7. **WORK ENVIRONMENT:** Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines.

8. **SUPERVISION:** The cooperating practitioner must hold a valid credential as a school psychologist. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time

employment as a school psychologist is required.

Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

| <hr/> Name of Cooperating Practitioner Number and State | <hr/> Certification |
|---|------------------------|
|---|------------------------|

The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit per semester for each intern.

1 TRAINING COMMITMENT: The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.

I APPROVAL: Purpose, Goals, and Objectives of Clinical Supervision

- a To monitor and ensure welfare of clients seen by supervisee
- b To structure the activities of the supervisee to insure they provide competent services
- c To insure that the unlicensed provider functions within their level of competence
- d To facilitate the intern's personal and professional development.
- e To promote accountability
- f To fulfill academic requirement for supervisee's internship

I Context of Services

- a Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.**
- b A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.**
- c Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.**
- d The supervisor follows a supervision model that integrates the Developmental Model (Stoltenberg & Delworth, 1987; Stoltenberg, 2005) and the SAS Systems Model (Holloway, 1995). The Developmental Model tailors supervision activity to the intern's experience and skill level. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The SAS Model accounts for contextual, systemic, and ecological factors impacting the professional development of the intern. It focuses on a variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (monitoring, advising, consulting, evaluation), within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.**

I Duties and Responsibilities of Supervisor and Supervisee

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore your responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has full responsibility for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional

development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the supervisor's role to do the following:

- a Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
- b **Conduct Formative and Summative Evaluation/Assessment of Intern Progress.** To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.
- c Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
- e Identify supervisee's personal and/or professional blind spots.
- f Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
- g Present and model appropriate directives.
- h Intervene if client welfare is at risk.
- i Ensure that ethical guidelines of the National Association of School Psychologists (NASP, 2010) are upheld.
- j Conduct activities in accordance with the School District, ISPIC, and University policies.

- k Sign off on all client documentation including psychological reports.**
- l Maintain weekly supervision notes.**

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the intern's role as supervisee to do the following:

- a Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.**

- a Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed a "Session Planner" for each session with the student, parent, educator, or other client to discuss in supervision and will have "scored" all formal psychological tests administered.**

- a The supervisee will provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor).**

- a If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be**

scheduled.

- a **Share with the supervisor your learning goals for the practicum experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.**
- a **Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.**
- a **Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.**
- a **As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.**
- a **In consultation with your supervisor and after review of evidence-based literature, select a theoretical model(s) from which you will work. Formulate client case conceptualizations from this approach. Be ready to discuss the theoretical reasons for your assessment approaches, interventions, consultation, and problem-solving techniques.**
- a **The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.**
- a **The intern is responsible for insuring that the parents/guardian of all clients are informed of the supervised nature of your work**

as a supervisee, and of the ultimate professional responsibility of the supervisor.

- a You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor before they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client's file before presenting the letter/report to the supervisor for signature.

- a Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.

- a The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor immediately if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do not under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed. Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

- a **Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor must be kept abreast of any and all emergencies.**

In the event of emergency, the supervisee is to contact _____ at his/her

office at _____, at home at _____, or by cell at _____. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

- a **Implement supervisory directives in subsequent psychological activities.**
- a **Uphold ethical NASP principles in all client-related activities.**
- a **Be familiar with and follow the policies and procedures delineated in the District, School, University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.**
- a **Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.**

Signatures: _____

Intern

Date

Practitioner

**Cooperating
Date**

Designee)

**University Supervisor (or
Date**

CASE STUDY OUTLINE

Each of you will present a case during the year which will include the following information:

Demographics

Include age, gender, ethnicity, living situation, circumstances of your involvement, etc. For macro practice, include a brief description of the agencies, organizations, or groups involved.

Key findings

Give details of the current situation relevant to understanding why this situation is a case. For example, give signs and symptoms of illness, environmental factors that impinge on the situation, and actual or potential resources within the situation.

Background

Give relevant history. For example, events that happened years ago may help clarify the current situation, or the situation may have arisen suddenly without obvious historical causes.

Formulation

Describe your understanding of why things are as they are. This should reflect one or more theoretical perspectives. It may appropriately reflect uncertainty or ambivalence. Explain what your Supervisor's stance is on the case.

Interventions and Plans

Describe what you have done and what you plan to do about the situation. Include several evidence-based interventions which might be effective in this case including references to share with your classmates.

Reason for Presentation

Explain why you selected this case when you could have presented several other cases. Does it present a unique challenge or an unusual problem? Does it illustrate the effectiveness of an intervention? Do you need help with the case, or are you presenting it so others can learn from your experience?

CASE STUDY PRESENTATION

| | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |
|--|--|--|--|---------------------------------------|
| Overview of student or issue background information | Information from record review, teacher interview, parent interview, and student interview and/or observation (3 of 5). Includes demographic information and | Information from record review, teacher interview, or student interview and/or observation (2 of 5). Includes demographic information or a description of agencies and schools | Missing two or more sources of information | Missing three or more sources of info |

| | | | | |
|---|--|--|--|--|
| | description of agencies and schools involved. | involved. | | |
| Summary of unique issues of the case | Use operational definitions that is clear and observable | Target issue is identified | Target issue not well defined | No target issue identified |
| Formulation | Explanation of steps already taken and theoretical perspectives that might inform the case | Brief mention of steps to take and your opinions and prior knowledge about the issues in this case. | Not sufficient evidence of steps taken in the case prior to referral | No mention of steps to take |
| Intervention Plan | Consider different options for action, included anticipated action and ideal action | Briefly describe the planned next steps | Planned steps do not address all the referral questions | No mention or vague description of next steps |
| Best Practices | At least three relevant articles or resources used and explanation of how they relate to the case included | At least two relevant articles or resources used and mention of how they relate to the case included | Articles chosen do not appear to be relevant to the topic and or field | Only one reference and/or no description of relationship to case |
| Reflection | Broad summary of overall lessons | Brief summary of overall lessons or | Case summary does not reflect a topic which adds to the | No summary or reflection included |

| | | | | |
|------------------------|---|---|--|---|
| | and personal reflections. Give reasons for choosing this case. | personal reflection. Explain why this case was a good one to discuss. | intervention planning for the client | |
| Written Summary | One page summary provided for all classmates w/references | Half page summary provided | Summary may not reflect the case. | No summary page |
| | At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard. | All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard. | All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard. | Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard. |
| Overall | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |

Home-School Collaboration

As part of the clinical experience, it is important to realize the impact of family and community in a student's academic development. As part of this learning experience, students will develop a project that will address ethically and/or socially just practices and or needs in the community and/or school and present a workshop that will bring together the various stakeholders necessary to address these problems.

STANDARD VII–Direct and Indirect Services-Family-School Collaboration (NASP STANDARD VI) **HOME SCHOOL COLLABORATION**

| | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |
|--|---|--|--|---|
| Identify an Ethically or Socially Just Practice or Need in the School or Community to Increase Knowledge or Communication | The need is well-defined and evidence is indicated for interest to increase knowledge in this area from two participant groups. | The need is defined and interest has been expressed by at least one group | The need is defined but evidence is minimally presented indicating buy-in by either party. | The need is not defined only the problem. |
| A Presentation is Developed | A presentation is developed which describes the topic in a format that is easily communicated to all participants. | A presentation is developed which meets the needs of at least one of the targeted groups | A presentation is prepared which describes the problem but does not communicate this in a manner that is understandable to ALL | The presentation is not well described or communicated. |

| | | | | |
|-------------------|--|---|---|---------------------------------------|
| | | | participants. | |
| Plan | An action plan is developed that sets forth in a logical manner the steps necessary to begin to change behavior in a positive way to begin to address the problem presented in Part 1. | An action plan has been developed which appears to be sound but may be difficult to implement within a school setting | An action plan is presented that does not address the steps each participant must engage in to make progress. | No action plan. |
| Materials | Unique materials are provided to all participants to encourage implementation of the plan. | Materials are provided which enhance the presentation and are accessible to the targeted group. | Limited materials are presented making implementation difficult. | No relevant materials are presented. |
| Evaluation | The participants are presented a simple system to assess participation and positive change in targeted areas. Evidence is presented that the change plan is being implanted. | The participants are presented a simple system to assess participation and positive change in targeted areas. | The participants are presented a plan of assessment that is unrealistic. | The assessment plan is not presented. |

| | | | | |
|---|--|---|--|--|
| Professionalism | Header is on report. Report is edited. Signature is on the bottom of the report. | | Header, editing, or signature is present (2 of 3). | No header, editing, or signature. |
| Domain 7 Standard VI CF 5 Total Assessment | Students must receive all sections rated as exceeds expectation | All sections must be rated as meets expectation or exceeds expectation. | All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard. | Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard. |
| Overall | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |

Impact on Student Learning: Academic Intervention (DUE March 1st)

The internship experience is a comprehensive, full-time clinical training. During this year candidates produce a wide range of reports and other products that typify the school psychology internship depth and breadth, as enumerated in the internship plan. It is important, as candidates complete their internship, that the impact of academic interventions on students learning is measured. A culminating description of an academic intervention which has been completed during the internship year and which the candidate feels is the best reflection of his or her impact on the student learning in the internship site will be submitted. The written portion should contain a minimum of three pages, as well as whatever charts or graphs are included. The report should include academic and behavioral data (observations, rating forms, benchmark data, survey level assessment, progress monitoring, daily behavior charts, etc.) and the author should demonstrate the effect size of the academic intervention (graphs and charts with explanations).

All reports must include a calculation of percentage of non-overlapping data (PND).

To calculate PND, follow these steps:

- 1 Identify the highest baseline point.
- 2 Count the number of intervention points that exceed the highest baseline point.
- 3 Calculate the proportion of non-overlapping to total number of intervention points. *Do not use this if the baseline has a zero point.*

Please indicate whether your intervention was Highly Effective (90% or above), Moderately Effective (70%-89%), Minimally Effective (50%-69%), or Ineffective (50% or below).

**DOMAIN 3
IMPACT ON STUDENT LEARNING: ACADEMIC**

| | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |
|--|--|---|--|--|
| Description of Intervention | Academic intervention is chosen and discussed based on evidence-based research that addresses the referral questions. | Academic intervention is described and documentation of evidence-based research supporting this process is weak. | Academic intervention is described but limited documentation of evidence-based research supporting this process does not adequately meet the goals | The academic intervention does not reflect the need of the presenting problem. |
| Description of Targeted Group | The group of students targeted is described in behavioral terms and uses subject baseline data, which allows the reader to determine eligibility for intervention. | The student group being targeting is limited in size making generalization more difficult and limited data points have been collected | The student group being targeting is delineated with only demographic information and one baseline data point. | Student group ill defined. |
| Results | The results section is well written and articulates the intervention and the outcomes and effect size for academic and behavioral data. | The results section does not fully explain the information regarding effects of intervention and effect size for academic or behavioral data. | The results section gives limited information regarding effects of intervention and effect size for academic or behavioral data. | No results section or depiction of data is missing. |
| Impact on Candidate Learning | Candidate provides an in-depth explanation of the effect of this activity on their personal professional growth. | The candidate minimally describes impact on professional growth. | The candidate does not discuss impact on professional growth | The candidate does not describe impact on professional growth. |
| Domain 3 Standard IV Element 4.1 Total Assessment | Student must receive no more than one section rated as Acceptable (with all others rated at the | All sections must be rated as Meets or Exceeds Standards. No section receives a rating of Unacceptable. | At least two sections receives a score of Partially meets standards | Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard. |

| | | | | |
|---------|------------------|----------------|--------------------------|------------------------|
| | Target level). | | | |
| Overall | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |

Impact on Student Learning: Behavior Intervention (DUE March 1st)

The internship experience is a comprehensive, full-time clinical training. During this year candidates produce a wide range of reports and other products that typify the school psychology internship depth and breadth, as enumerated in the internship plan. It is important, as candidates complete their internship, that the impact of behavioral interventions on students learning is measured. A culminating description of a behavioral intervention which has been completed during the internship year and which the candidate feels is the best reflection of his or her impact on the student learning in the internship site will be submitted. The written portion should contain a minimum of three pages, as well as whatever charts or graphs are included. The report should include academic and behavioral data (observations, rating forms, benchmark data, survey level assessment, progress monitoring, daily behavior charts, etc.) and the author should demonstrate the effect size of the behavioral intervention (graphs and charts with explanations).

All reports must include a calculation of percentage of non-overlapping data (PND).

To calculate PND, follow these steps:

- 1 Identify the highest baseline point.
- 2 Count the number of intervention points that exceed the highest baseline point.
- 3 Calculate the proportion of non-overlapping to total number of intervention points. *Do not use this if the baseline has a zero point.*

Please indicate whether your intervention was Highly Effective (90% or above), Moderately Effective (70%-89%), Minimally Effective (50%-69%), or Ineffective (50% or below).

DOMAIN 3

IMPACT ON STUDENT LEARNING: BEHAVIOR INTERVENTION

| | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |
|--|--|---|--|--|
| Description of Intervention | Behavior intervention is chosen and discussed based on evidence-based research that addresses the referral questions. | Behavior intervention is described and documentation of evidence-based research supporting this process is weak. | Behavior intervention is described but limited documentation of evidence-based research supporting this process is given. | The behavior intervention does not reflect the need of the presenting problem. |
| Description of Targeted Group | The group of students targeted is described in behavioral terms and uses subject baseline data, which allows the reader to determine eligibility for intervention. | The student group being targeting is limited in size making generalization more difficult and limited data points have been collected | The student group being targeting is delineated with only demographic information and one baseline data point. | Student group ill defined. |
| Results | The results section is well written and articulates the intervention and the outcomes and effect size for academic and behavioral data. | The results section does not fully explain the information regarding effects of intervention and effect size for academic or behavioral data. | The results section gives limited information regarding effects of intervention and effect size for academic or behavioral data. | No results section or depiction of data is missing. |
| Impact on Candidate Learning | Candidate provides an in-depth explanation of the effect of this activity on their personal professional growth. | The candidate minimally describes impact on professional growth. | The candidate is minimally describes impact on professional growth. | The candidate does not describe impact on professional growth. |
| Domain 3 Standard IV Element 4.1 Total Assessment | Student must receive no more than one section rated as Meets Standards (all | All sections must be rated as Meets or Exceeds Standards. No section receives a rating of | All sections must be rated as Meets Standards or Partially Meets Standards. No | Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard. |

| | | | | |
|---------|-------------------------------|----------------|--|------------------------|
| | others must Exceed Standards) | Unacceptable. | section receives a rating of Unacceptable. | |
| Overall | Exceeds Standard | Meets Standard | Partially Meets Standard | Does Not Meet Standard |