University of Denver

MORGRIDGE COLLEGE OF EDUCATION

Child, Family, and School Psychology Program

CFSP 4355 School Psychology Internship

Internship Manual

2012 – 2013

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Internship is an advanced, off-campus, culminating supervised experience required for all School Psychology Ed.S. and Ph.D. students. Internship is designed to broaden one's professional skills, to provide advanced clinical practice activities, and to enhance one's professional identity and readiness for independent practice.

In accordance with the Program's *Chain of Relevant Experiences (CoRE)* (**Appendix I**), during Internship, students act as *Independent Practitioners* and engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision. Students are required to receive a minimum of two hours of face-to-face weekly supervision from a qualified Field Supervisor. In addition, although supervision may be provided by more than one supervisor, one primary supervisor must be the supervisor-of-record and must sign-off evaluations and other paperwork. Internship students also receive University faculty oversight as part of a required Internship on-line seminar. Field supervision and faculty oversight are designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice.

Ed.S. students typically complete a 1200 hour minimum Internship in their fourth year and Ph.D. School Psychology degree students typically take a 1500 hour minimum Internship in their fifth or sixth year after successful completion of a field practicum and defense of a dissertation proposal. Internship is typically completed during one entire academic year, but also can be taken over two consecutive years. Students work mostly autonomously throughout the year across a variety of settings and with two or more age levels preferably under the primary direction of one Field Supervisor.

During Ed.S. and Ph.D. School Psychology Licensure Internship, students provide direct and indirect mental health and psycho-educational support services for students and families across varying areas of exceptionality and in regular education. Students engage in a range of assessment processes, individual and group counseling, academic and behavioral prevention and intervention, and classroom, school and family consultation. Formal and informal methods are employed to screen, plan pre-referral interventions, determine initial and continuing eligibility for special education, and to design, implement and evaluate interventions for both special and regular education students. Internship students are expected to participate as members of site-based student assistance and staffing teams and to establish consultative relationships with families and members of the school staff.

Numerous approved School Psychology Internship sites are located in the metropolitan Denver area, surrounding communities, and nationally. Students identify a preferred internship site and then are expected to confirm that the site meets all program expectations and standards outlined by NASP and CDE, including appropriately credentialed supervisors. Additional requirements apply to those Interns who are receiving a credential in early childhood.

An Internship Field Supervision Memorandum (**Appendix A**) outlining University, Field Supervisor, and student roles and responsibilities must be signed and approved by the University Faculty Supervisor before a student begins an internship placement. Ph.D. degree students must successfully complete a doctoral dissertation proposal before going out on internship. Acceptance of an internship placement is considered binding and students who break such an agreement are considered to be in violation of professional standards except under extenuating circumstances.

Eligibility for Internship

Ed.S. and Ph.D. School Psychology Licensure students must have satisfactorily completed all core professional course work, a Clinic Practicum, and a Field-based Practicum. Before applying for an agency or school-based Internship, a student must also have completed the Professional Work Characteristics form,

received satisfactory mid-year supervisor evaluations, and made adequate progress on Internship assignments (e.g. case study, professional presentation). In addition, the student and student's advisor must review the Cumulative Sequence of Annual Review (Appendix H, CFSP Handbook) to determine student readiness for Internship. At the end of Field Practicum a signed Intent to Accept and Complete a School Psychology Internship (see Field Practicum Manual) is required. Internship students have the knowledge and skills needed to successfully perform assessments, counseling, consultation, and a variety of interventions with minimal supervisory oversight. A Ph.D. student on Internship often will be required to complete advanced coursework related to their dissertation project.

To proceed to Internship, Practicum students must receive Field Supervisor evaluation rating scores of three (3) for all competency areas. If a rating of one (1) or two (2) is assigned for a competency area, the rating must be accompanied by an acceptability rating of three (3). If the Internship candidate receives a competency rating below three (3) and an acceptability rating below three (3), the candidate will be required to write, submit, and have approved by the University Faculty a remediation plan with observable and measurable goals and objectives prior to advancing to Internship. In the case of there being no opportunity for the Practicum student to be provided necessary experiences in certain areas, an acceptability rating of three (3) can be assigned and goals can be included to provide these experiences during Internship. Practicum students receiving an overall average competency rating of two (2) or below on a domain will not proceed to Internship and will meet with the Program Coordinator and their advisor for reevaluation of student/program fit.

A student is expected to have developed the following fundamental skills to be eligible for Internship. A student should:

1. Be able to evaluate him/herself in terms of strengths and weaknesses in applicable areas including assessment, counseling, prevention, intervention, consultative training, and/or leadership areas;
2. Possess assessment, writing, counseling, academic intervention, educational collaboration and consultation skills at a semi-independent to independent level that allows one to provide general and special education services with regular supervisory guidance and feedback;
3. Demonstrate sensitivity, objectivity and have the flexibility to adapt to the needs of various situations;
4. Relate effectively with students, teachers, parents and other professionals;
5. Understand expected professional standards of ethics as applied in community service settings.

In addition to demonstrating the above skills, students are required to submit Practicum paperwork signed by the University Practicum Faculty for approval and sign-off for advancement to Internship.

Internship Registration Policy

Students are required to complete a year-long internship as part of the course requirements to complete the EdS and the PhD degrees (for those who are seeking a license as a school psychologist). Per program requirements, students must register for CFSP 4355 Internship for fall, winter, and spring quarters of the internship year. Students will continue to do so each quarter that you are on the required, year-long internship. Students are required to do the following:

1. You must obtain program approval every academic quarter for clearance to register for the new field experience course (CFSP 4356) by contacting the Office of Academic Services, Nora McPherson (Nora.McPherson@du.edu), who will confirm that you are eligible for field experience registration. She will contact you via your DU email account once she has determined that you are eligible to register for CFSP 4356.

You must then register for **CFSP 4356 School Psych Field Experience** EVERY academic quarter during your year-long internship. This is listed in the regular course offerings for CFSP students. You will need to go online and register yourself each academic quarter (fall, winter, and spring) to reflect that you are involved in the off-campus field experience. This course looks like a regular course but it is not graded. Once you register for this new course, CFSP 4356 School Psych Field Experience, you will be "flagged" as a full-time student even though you have only 1 credit for that quarter (recall that you must register for CFSP 4355 each quarter as well). You will be required to pay the necessary DU fees associated with this new course just like the old CENR fees. Please also note that there are TWO SECTIONS of CFSP 4356. **Section 1** is reserved only for a student who has prior approval to complete the required internship on a half-time basis. This section will rarely be utilized as most students are full-time interns. **Section 2** is reserved for those completing the internship field experience on a full-time basis. **Section 2 is most likely the section of CFSP 4356 that CFSP internship students will utilize.** It is very important that you register for the correct section so your status will be accurately reported and that you will be classified as full- time for financial aid purposes; it will also allow you to receive the appropriate amount of financial aid and defer potential loan repayments.

2. **Half-time time students will register for credit (CFSP 4355)** during fall, winter, and spring quarters of the first year of internship. A grade of incomplete will be given at the end of the first year. A form granting permission for an incomplete must be obtained from the registrar, completed by the student, approved and signed by the instructor, and submitted by the instructor to the registrar's office to be kept on file.   At the culmination of the internship at the end of the second year, a grade will be entered. The half-time student will not register for CFSP 4355 during the second year of internship. It is necessary for the half-time student to register for CFSP 4356 (Section 1) for the first and second years of internship.

For doctoral students only, once you complete the year-long internship and are working on your dissertation you must register for **CFSP 5995 for EACH** academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per fall, winter, and spring quarters (i.e., during the academic year) as per the MCE Continuous Enrollment Policy. IF you are receiving financial aid while working on your dissertation and/or you wish to defer any potential loan repayments, you must also register for the DU Graduate Studies Continuous Enrollment (CENR). You must first complete the CENR Approval form (print a hard copy which can be found at DU Office of Graduate Studies: http://www.du.edu/grad/current-students/forms.html) with signatures from your advisor and the Associate Dean of MCE. Once you have been approved you will need to register online for CENR 5600 EACH academic quarter until you successfully defend and complete your dissertation (fall, winter, and spring). See the DU Graduate Studies website for more information about their Continuous Enrollment process. If financial aid issues are not concerns for you while working on your dissertation, you only need to register for CFSP 5995 each academic quarter until you successfully complete and defend your dissertation at a minimum of 1 credit hour per term.

Insurance

Students who will be at field sites during the up-coming school year are strongly encouraged to purchase personal malpractice insurance. Students can obtain malpractice insurance through their membership with the National Association of School Psychologists, Council for Exceptional Children, or the American Psychological Association.

Initiating an Internship

The Internship requirements for the School Psychology Licensure EdS or PhD track are designed to provide a year-long 1200 hour or 1500 hour, respectively culminating supervised professional experience. All students must have successfully completed a Field Practicum experience to be eligible for Internship. In certain cases where deficiencies are apparent, a student will be required to submit a remediation plan (see Eligibility above) and may be asked to complete additional training or course work before proceeding with Internship.

Numerous Internship sites are located in the Denver metropolitan area, surrounding communities, and out-of-state. Students may develop their own Internship sites but all sites must be pre-approved by the assigned University Faculty or the Program Coordinator. Internship sites for students enrolled in the Ed.S. or Ph.D. School Psychology Licensure program must meet all standards outlined by both NASP and CDE including appropriately credentialed field supervisors.

An Internship Field Supervision Memorandum (**Appendix A**) must be completed and approved by the University Faculty Suprvisor prior to beginning any Internship activities. Copies of this memorandum must then be given to the Field Supervisor and University Faculty. This Memorandum constitutes a formal agreement that should be considered binding. Students who break such an agreement without just cause are considered in violation of professional standards.

Beginning an Internship

When possible, students should attend any teacher training or agency orientation, as it allows the student to meet team professionals in a more relaxed setting and establish rapport. It is also recommended that students read all information and obtain any employee handbook given to new staff. **A meeting with the Field Supervisor should be held before the Internship begins to outline specific work duties, performance expectations, and to discuss ideas about the supervision process.** Many activities will be determined by the Internship requirements of the University, but the way in which they are carried out may be different depending upon the Field Supervisor's preference, the setting, age level of children, etc.

Finally, it is expected that a face-to-face or phone meeting will be held between the student, the University Faculty, and the Field Supervisor as soon as possible after beginning Internship. The Internship Agreement Contract (**Appendix B**) should have been completed and already discussed by the student and Field Supervisor prior to this meeting. The purpose of the initial joint supervisor meeting is to establish a professional working relationship, clarify roles and expectations, and facilitate communication about the student's Internship goals and program requirements.

Internship Requirements

The 1200 or 1500 hour Internship for Ed.S. and Ph.D. students respectively, is typically completed during one entire academic year but also can be taken over two years. Students make a full-time or half-time commitment to be at a designated site. Students register for one credit each for a total of three (3) credits. For a half-time Internship, make sure to clarify registration requirements with the Internship Faculty Supervisor **prior** to enrolling. Internship hours must allow for the student to work with at least two of the following age groups: infancy, preschool, elementary, middle, secondary levels across both regular and special education populations.

During Internship, students are required to engage in a wide array of general and special educational services and roles. Specific requirements and expectations are listed in the course syllabus (**Appendix L**) and below. In general, students develop personal and professional goals in cooperation with their Field Supervisor that include, direct assessment, intervention, counseling, and consultative services with individuals, small

groups, classrooms or families to help foster academic, behavioral, learning or social-emotional goals. We also require students to take part in site-based teams and to be involved with system-wide or district-level projects. Students are also required to conduct at least one NCSP format case study and one professional in-service presentation during the Internship.

Internship students who are also getting an additional early childhood credential, must provide some direct service with children, families, and/or teachers of birth to five years of age. The arrangement of this experience is the responsibility of the Intern in consultation with the Field Supervisor and University Faculty. The experience can be subsumed at the primary placement site or may entail another placement during one or more quarters.

Intern Student Field Site Requirements:

- Attend first week (or more) of agency, district, and/or school orientation and training; some districts require state licensing paperwork;

- Within the first week or two, discuss roles and responsibilities with your site supervisor(s); this includes developing/updating your initial Goals and Continuing Professional Development plan;

- Copy your Internship Agreement Contract (**Appendix B**) and share with your site supervisor(s) prior to meeting with your University Faculty;

- Make sure your University Faculty has all your updated contact information. The CFSP program assistant must have this, too;

- Coordinate site visit or conference call with the University Faculty and Field Supervisors within first two weeks once school has begun and students have arrived;

- Perform daily activities as assigned and as consistent with your emerging competence levels;

- Schedule, structure, and participate in **two hours of weekly supervision (one hour if half-time)**;

- Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices;

- Screen, assess/diagnose, and monitor progress of students consistent with expectations in your school.

- Participate in data-based decision making and accountability and other school or agency based experiences that require planning, ongoing implementation, and follow-up evaluation;

- Apply learning, motivation, and developmental theories to promote cognitive and academic skills through effective instruction;

- Provide individual and group counseling, or crisis intervention for special or general education students and families;

- Participate in collaborative consultations with parents, teachers, and other school or community agency personnel at the individual, group, and systems levels;

- Apply knowledge of research and program evaluation to implement and evaluate services and interventions to promote socialization and development of life skills across communities;

- Collaborate with a variety of communities (school, district, community) to implement and evaluate prevention and intervention mental health programs and policies and practices that create and maintain safe, supportive and effective learning environments;

- Communicate with and facilitate communication among students, families, educators, and community members in a variety of settings;

- Continue professional development which exemplifies and contributes to the advancement of the field of School Psychology;

- Use current technology to enhance the quality of service delivery.

- Assignments: (1) Complete one professional in-service presentation at your field site during the school year. (2) Design, implement, and evaluate **outcome-based interventions for individuals, small groups, or classrooms** with special or general education students; this assignment is the NCSP case study (**Appendix K**).

Internship Completion Requirements: (See Appendix J and p. 46)

- **Weekly**
  - Maintain Time Sheet Weekly Logs (**Appendix C**) to document all activities.

- **Quarterly**
  - Complete and submit copies of Time Sheet Quarterly Summary Logs (**Appendix D**) signed by your Field Supervisor, documenting time and cumulative activities;
  - Send updates reflection summary to cohort and University Faculty via Blackboard;
  - Attend on-campus meeting (out-of-state, conference call) with University Faculty and cohort to discuss experiences and assignments;
  - Complete and submit quarter assignments, referring to the CFSP 4355 School Psychology Internship Syllabus (**Appendix K**);
  - Register for one (1) credit hour of Internship each quarter (see p. 4-5 for details). Loan deferment may require continuing enrollment in addition to the one credit hour of internship;
  - If not already taken, take NCSP Praxis exam during November or December prior to spring graduation. Refer to your Student Handbook for specific requirements.

- **Mid-year and End of Year:**
  - Review all University graduation requirements and submit necessary University paperwork (December-January);
  - Student and Field Supervisor-of-Record should complete and submit a mid-year (week of January 14) and an end-of-year (week of May 13) on-line Field Placement Performance Evaluation (See **Appendix F** for Hard Copy Worksheet of On-Line Evaluation); only the Field Supervisor submits the evaluation electronically;
  - At mid-year, review your initial Goals and Professional Development plan with your Field Supervisor and update as needed; at end-of-year, review cumulative progress w/ your Field Supervisor and rate performance for each domain;
  - Complete a Site Evaluation at mid-year **IF** you had a change of placement; submit a Site Evaluation (**Appendix H**) at the end of the school year;
  - Complete and submit end-of-year vita, professional identity statement, goals, signed coursework plan. PhD interns also submit unofficial DU transcript.
  - Complete and submit state licensure paperwork to University faculty by mid-May for signatures;
  - Submit first draft (include completed Grading Rubric) of NCSP case study and in-service presentation summary (see p. 64); final NCSP case study and final in-service presentation summary (See p. 64).
  - Complete a Documentation of Internship Completion form (**Appendix J**) in order to receive the final grade for the class.

Data-Based Decision Making and Accountability

- Where appropriate, Internship students should gain experience interviewing the referral source before conducting a screening, evaluation or participating in meetings for intervention design.
- The Internship student should gain experience in observing referred students in their primary home or educational settings.

The NCSP format case study will be used to evaluate the outcome of an empirically-based individual behavioral or academic intervention (See CFSP 4355 School Psychology Internship Syllabus, **Appendix K**).

Consultation and Home, School, and Community Collaboration

- Following formal or informal evaluations, the Internship student should actively participate on child study teams and post-evaluation staffings to share results and recommendations with parents, teachers, and other specialists. In cases where follow-up is needed, the Internship student should ensure that such collaboration is scheduled and executed in a timely fashion.
- The Internship student must establish a consultative relationship with members of the school or agency staff or parents for referral situations regarding individual, classroom or family issues.

Instruction and Intervention

- The Internship student must help to organize and conduct several student or parent groups which meet regularly for a specified period of time. Co-facilitation of a group with an experienced staff member is an accepted alternative for conducting group counseling sessions with populations and/or issues that are less familiar.
- The Internship student should design, deliver, and evaluate interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.

Prevention, Crisis Intervention, School and Systems Organization

- The Internship student must individually or jointly prepare, deliver and evaluate at least one professional or in-service presentation. Presentation topics should be collaboratively decided, based on a needs assessment, be of mutual benefit for the placement site/Internship student and delivered to colleagues, families and/or other professionals.
- The Internship student participates in practices to promote safe, healthy, and nurturing environments for learning and development.

Professional Practice and Work Characteristics

- The Internship student will be prepared to discuss and collaborate on all Internship activities with their Field Supervisor each week and will demonstrate professional judgment to arrange other supervision as needed.
- The Internship student will check in with his or her University Faculty on a quarterly basis to report on progress in all areas. **It is the responsibility of the student to notify and consult with the University Faculty at any time during the Internship should an issue or concern arise that warrants immediate attention.**
- The Internship student will participate in Blackboard check-ins with the University faculty and other Internship students at least once each quarter to share and review professional problems, activities, and issues consistent with University quarterly assignments.
- The Internship student displays respect for diversity, ethical behavior, flexibility, and best practice when working with students, families, colleagues, and the community as a whole.

- The Internship student will engage in professional development activities.

Roles and Responsibilities

Student Responsibilities

- <u>Ensure that Field Supervisor has appropriate credentials</u> that comply with NASP and CDE requirements. Field Supervisors must hold a current state and/or NCSP license as a school psychologist. In addition, Field Supervisors for PhD Interns must hold a doctoral level degree.

- Arrange initial meeting or conference call between Field Supervisor and University Faculty within first two weeks of school beginning.

- During Internship, student will meet weekly with the Field Supervisor for a minimum of two hours of direct supervision (one-hour for half-time Interns). In the case of rural placements, supervision may include face-to-face meetings as well as conference calls. In supervision, student reviews professional activities, case progress, and discusses issues. Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor and then sent into the University Faculty. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.

- Student and Field Supervisor will individually complete the Performance Evaluation Worksheet (**Appendix F**) at the mid-point and end of Internship and then, during supervision time compare ratings to discuss perceptions of the Internship experience.

- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner.

- Any time-off must be negotiated with the Field Supervisor in advance.

- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University faculty for consideration.

- Meet on-campus with the University Faculty (conference call for out-of-state Interns) at the end of fall and winter quarters; meet spring quarter as needed.

- **Satisfactory completion of all assignments, evaluations, time sheets and summary logs must be submitted to the University Faculty to be eligible for graduation**.

- **If problems arise that require University Faculty input, it is the responsibility of the Internship student or Field Supervisor to immediately contact the University Faculty.**

Field Supervisor Responsibilities

- Ensure a safe and professional learning and work environment.

- Treat the Intern with respect and dignity.

- Model appropriate professional behavior consistent with APA & NASP ethical standards.

- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.

- Provide current information on policies, procedures, and resources to enhance effectiveness.

- Help the student identify and accomplish professional goals and objectives.

- Monitor the student's progress towards Initial/Mid-year personal goals and provide corrective and supportive feedback.

- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.

- Provide minimum of two hours of face-to-face supervision by meeting weekly with the student (one-hour for half-time Interns). In the case of rural placements, supervision may include face-to-face meetings as well as conference calls.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional development activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet/conference call with the University Faculty at the beginning of Internship/fall quarter and as needed thereafter.
- Complete two on-line performance evaluations, one at the mid-point of the school year (January) and one at the completion of Internship (early May). Once completed, if there are concerns a feedback meeting with the University Faculty should be scheduled immediately to review these evaluations.
- Collaboratively rate student performance on the Goals & Continuing Professional Development Plan (Appendix G) with the student at the end of Internship.
- If problems or concerns arise at any time during the Internship, it is the responsibility of the Internship student or Field Supervisor to contact the University Faculty immediately.

University Faculty Responsibilities

- Ensure that student and Field Supervisors understand all Internship requirements.
- Ensure that student and Field Supervisor receive all required forms.
- Facilitate communication between Field Supervisor and student.
- Meet with Field Supervisor in the beginning of the Internship/fall quarter and as needed thereafter.
- Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
- Provide consistent and on-going consultation with students on case studies.
- Provide consistent and on-going consultation with students on in-service presentations.
- Read and respond to quarterly assignments and check-ins via Blackboard.
- Meet with Interns at the end of fall and winter quarters; meet as a group spring quarter if needed.
- Ensure that all required paperwork has been received from student and Field Supervisor.
- Monitor quarterly student progress and time logs.
- Coordinate on-line Field Supervisor evaluations mid-year and end-of-year.
- Grade final case studies and in-presentations.
- Complete end of year Internship grades once all requirements are completed.
- Coordinate inter-rater reliability on case study and in-service ratings.
- Meet with NASP assessment team to review and input data into the NASP portfolio.
- Facilitate state licensure requirements completion.
- Observe confidentiality of information and obtain parental and student consent when necessary.
- Coordinate Blackboard discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

Internship Evaluation

Students will demonstrate mastery of expected personal-professional competencies, fulfillment of professional obligations, competent service delivery, adherence to professional standards, and constructive utilization of supervisory feedback. Additionally, students are expected to make thoughtful contributions to the profession, the placement site, and to their peer cohort during on-line or seminar discussions. Final evaluations also will be based on satisfactory completion of all required course activities and assignments.

After the initial meeting of the student, Field Supervisor, and University Faculty, contact between the Field Supervisor and University Faculty occurs on an as-needed basis. It is the responsibility of the student to notify and consult with the University Faculty at any time during the Internship should an issue or concern arise that warrants immediate attention. A formal on-line Field Placement Performance Evaluation is expected to be completed independently by the Field Supervisor at the middle and the end of Internship. A hard copy of the on-line evaluation can be used as a worksheet to assist in completing the on-line evaluation. The student is responsible for evaluating him/herself in hard copy and also providing the Field Supervisor with a hard copy of the Evaluation Worksheet **(Appendix F)** in order to evaluate the student. After the student and Field Supervisor have individually completed the evaluation in hard copy, they should meet to discuss the rankings to ensure that the ratings have been applied in a similar manner. This also is intended to facilitate a conversation about progress and areas in need of additional opportunities. University Faculty will contact the Field Supervisor with information on how to access the on-line evaluation system.

The student also arranges a joint feedback session as needed with the University Faculty to discuss the results and set subsequent professional goals. It is the responsibility of the student to see that all evaluations, time sheet logs, and goal forms are returned to the University faculty soon after they are completed.

An Internship grade will be recorded on a quarterly basis; however the spring grade will not be recorded until all Internship hours and assignments have been successfully completed**.** The spring quarter grade grade is entered after a Documentation of Internship Completion Form is completed (**Appendix J**) indicating a satisfactory performance for the entire Internship and that all required assignments and documents have been received. Students who do not successfully complete Internship may be required to retake Internship at the same or at a new site based on a remediation plan developed in conjunction with their University faculty and Field Supervisors. In rare cases, students who do not successfully complete an Internship can be dismissed from the licensure degree program.

Student Evaluation is based on:

- Mastery of personal-professional competencies;
- Fulfilling professional obligations at Internship site in a professional and ethical manner;
- Competent service delivery and adherence to professional standards;
- Constructive utilization of supervisory feedback;
- Contribution to profession and to Internship site;
- Weekly professional site activities;
- Onsite supervision attendance and collaboration;
- Supervision updates with University faculty;
- Satisfactory completion of course assignments each quarter;
- Participation in quarterly check-ins/updates with the University faculty and cohort;
- Documentation of activities through signed cumulative time sheet logs each quarter;
- Critical evaluation of one professional presentation to peers and colleagues;
- Completion of a well designed and written case study that adheres to the NASP Case Study Outline (Appendix K);
- Satisfactory mid-year and end-of-year performance evaluations by Field Supervisor;
- Initial goal setting, ongoing self-evaluation, and the development of an end-of-year continuing professional development plan.

The Internship field placement experience is the culmination of a *Chain of Relevant Experiences (CoRE)* (**Appendix I**) and as such, is a critical link in a student's continuing professional development beyond the degree program to licensed practitioner. Thus, at the end of each field placement, students are asked to evaluate the overall experience and perception of support provided at each field site. Early in the Internship, it is the responsibility of the student to discuss the Field Placement Site Evaluation Form (**Appendix H**) with the Field Supervisor to apprise the supervisor of the criteria selected for evaluation.

Appendix A	**Internship Field Supervision Memorandum**
Appendix B	**Internship Agreement Contract**
Appendix C	**Time Sheet Weekly Log**
Appendix D	**Time Sheet Quarterly Summary Log**
Appendix E	**Codes for Documentation of Field Placement Hours**
Appendix F	**On-Line Field Placement Performance Evaluation Worksheet**
Appendix G	**Goals & Continuing Professional Development Plan Clinic/Practicum/Internship**
Appendix H	**Site Evaluation**
Appendix I	**Chain of Relevant Experiences (CoRE)**
Appendix J	**Documentation of Internship Completion and Portfolio Components**
Appendix K	**CFSP 4355 School Psychology Internship Syllabus**
Appendix L	**NASP Case Study--example**
Appendix M	**NCSP Case Study--example**
Appendix N	**CDE Licensure Materials**

Appendix A
Internship Field Supervision Memorandum

TO: Internship Field Supervisor

FROM: Karin Dittrick-Nathan , PhD
Child, Family, and School Psychology Program

SUBJECT: Internship Supervisor's Memorandum from DU Faculty

Thank you for agreeing to supervise one of our Child, Family, and School Psychology Program (CFSP) students for his/her Internship. Your main requirement as an on-site Internship Field Supervisor is to meet with the student for **at least two hours per week (one hour for half-time Interns)** for supervisory conferencing. Your comments may be based on observing the student's assessments, interventions, consultations, or team processing through direct observation, indirect case reviews, or reviews of feedback from others who have worked with the student. It is expected that you will be responsible for matching all Internship activities with the student's ability level. Please note that in some cases, a student may have more than one supervisor. The Field Supervisor of Record must be appropriately credentialed and will sign-off on all paperwork. Other supervision may be provided by on-site professionals to enhance the field experience. These professionals will work collaboratively with the Field Supervisor of record to ensure supervision and student evaluation is carried out in an appropriate manner. All field supervision will be conducted in compliance with APA ethical standards.

Internship Expectations

Per NASP requirements, Ed.S. and Ph.D. students must complete a culminating 1200 or 1500 hour Internship to graduate from the program. A minimum of 600 hours must be in a school setting under the direct supervision of a state or NCSP licensed School Psychologist. Other nontraditional Internship arrangements can also be made. Students at the Internship stage of their program have already completed a supervised Clinic Practicum (150-200 hours) during their second year and a Field Practicum (350-500 hours) during their third year in the program. During these practica, students received direct supervision from a Field Supervisor and University Faculty on a variety of experiences.

During the Internship, students are required to engage in a wide array of services and roles with both regular and special education students and teachers. In general, students should engage in the provision of direct assessment, intervention, counseling, and consultative services with individuals, small groups, classrooms or families to help foster academic, behavioral, learning and/or social-emotional goals. Students are also required to take part in site-based teams and, whenever possible, to be involved with system-wide or district-level projects. Students must also conduct at least one professional in-service presentation during the Internship and to develop personal and professional goals in cooperation with their Field Supervisor.

Students will keep weekly logs to document all activities and meet weekly with the Field Supervisor for a minimum of two hours. In addition, all students must meet with their University Faculty at least once per quarter. Students may be asked to share ongoing experiences and present information about ongoing cases to their University Faculty.

Evaluation

Contact is expected between the Field Supervisor and University Faculty at the beginning of the Internship and as needed thereafter. The student's on-line **Field Placement Performance Evaluation** is to be completed independently by the Field Supervisor of Record at the mid-point (week of January 14th) and at the end of the Internship (week of May 13th). The student is responsible for evaluating him/herself, using the On-Line Evaluation Worksheet (Appendix F) and arranging a joint feedback session with the Field Supervisor to discuss the results and set goals for continuing professional development. It is the responsibility of the Internship student to see that all evaluations, log sheets, and materials (**Appendix J**) are submitted to the University Faculty.

Roles of University Faculty and Field Supervisors

As the on-site or Field Supervisor who will meet with the student two hours (one hour for half-time Interns) weekly to provide direction and review of cases, you are the primary person responsible for direct clinical supervision of the student. If the on-site supervisor is not the Field Supervisor-of- Record, both the on-site supervisor and the Supervisor-of-Record are responsible for working collaboratively to ensure appropriate supervision and evaluation is provided to the Intern. The University Faculty meets with students infrequently during Internship, and thus is not offering clinical supervision according to the Colorado State Grievance Board Rule 16, Supervision of Psychotherapists, which defines clinical supervision as occurring when there is a close, on-going review and direction of a supervisee's clinical practice. The University Faculty will monitor the student's professional skill development during Internship with input from the Field Supervisors. In the rare cases where a conflict or theoretical difference occurs between the University Faculty's advice and the Field Supervisor's advice and if it is not possible to integrate both sets of recommendations, students are instructed to take the Field Supervisor's advice. Any advice must be consistent with best practices in the field and consistent with NASP and APA ethics. Another role of the University Faculty is to mediate and facilitate any interpersonal or competency difficulties that may arise. Under those circumstances, the University Faculty will work with all involved to resolve all training issues.

We value highly the time and effort you will give to mentoring and supervising our student. In exchange, we expect the Internship student to provide high quality services. It is our policy to expect that all Internship students be paid an Internship salary that typically includes benefits and insurance. If any of the above requirements cannot be met at your site, or if you have questions/concerns, please contact the University Faculty noted below.

<div align="center">

Karin Dittrick-Nathan, PhD

303-871-2838; kdittric@du.edu

</div>

Internship Field Supervision Memorandum

Please sign below to indicate your desire to be the Internship Field Supervisor-of-Record for this student.

Date _____

I, _____ agree to act as the Field Supervisor-of Record
for   (Supervisor name)

_____ at _____
       (Student name)   (School/agency name)

during the period of _____ to _____.

_____
Supervisor Signature   Date

I, _____ agree to participate at the above-named
        (Student name)

Internship placement during the period designated above.

_____
Student Signature   Date

I have approved this Internship placement site and arrangement as appropriate for the student identified above, who is in the Child, Family, and School Psychology program at the University of Denver.

_____   _____
University Faculty Signature   **Date**

<div align="center">

Appendix B
Internship Agreement Contract

</div>

THIS AGREEMENT, by and between

1) **Child, Family, and School Psychology Program**
   Morgridge College of Education
   University of Denver
   Denver, C0 80208

2) **School or Agency Name**_____

   School District   _____

   Field Supervisor-of-Record Name _____

   Position/Title   _____

   Address   _____

   Phone   _____

   E-mail   _____

3) **Student Name** _____

   Address   _____

   Phone   _____

   E-mail   _____

is for the purpose of providing Internship Coursework for the above-named student for:
   Course Number _____ **Credits**_____

   Quarter(s)_____

It is mutually agreed that the above-named school or agency and identified Supervisor-of-record will provide the following services and supervision for the above-named student:

- Ensure a safe and professional learning and work environment.
- Treat the Intern with respect and dignity.
- Model appropriate professional behavior consistent with APA ethical standards.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally two hours of face-to-face supervision (one hour for half-time Interns). In the case of rural placement, some supervision may occur via conference call.
- Discuss prior case files and reports and assist in current case review and decision-making.

- Integrate student into as many ongoing professional development activities at the site as possible.

- Discuss performance concerns with student or University faculty as soon as possible.

- Meet to collaborate on jointly constructed solutions when problems arise.

- Meet with the University Faculty at the beginning of Internship and as needed thereafter.

- Complete a hard copy of the Performance Evaluation Worksheet (**Appendix F**) and discuss ratings with the Intern at the mid-point of the school year (January) and at the completion of Internship (May). Instructions will be emailed to the Field Supervisor to go on-line and enter the evaluation data electronically. Once completed, if there are concerns a feedback meeting with the University Faculty should be scheduled immediately.

- Collaboratively develop a Goals & Continuing Professional Development Plan (**Appendix G**) with the student at the end of Internship.

- If more than one supervisor is involved, work collaboratively with other supervisors to provide appropriate supervision and Intern evaluation.

- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Faculty immediately.**

It is mutually agreed that the student will:
- During Internship, student will meet or conference weekly with the Field Supervisor for a minimum of two hours (one hour for half-time) of direct supervision. In supervision, student reviews activities, case progress, and discusses issues encountered on site.

- Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor-of-record and then sent into the University faculty. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.

- Provide the Field Supervisor with a hard copy of the Performance Evaluation Worksheet (**Appendix F**) at the mid-point and end of Internship. Both student and supervisor will independently complete the hard copy and then, during supervision time compare ratings to discuss perceptions of the Internship experience.

- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner.

- Any time off must be negotiated with the Field Supervisor in advance.

- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Faculty for consideration.

- Meet on-campus with the University Faculty (conference call of out-of-state) at the end of fall and winter quarters; meet spring quarter as needed.

- Quarterly Blackboard check-ins with the University Faculty are required. These are to be shared with the cohort.

- **Satisfactory completion of all assignments, evaluations, time sheets and summary logs must be submitted to the University Faculty to be eligible for graduation**.

- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Faculty immediately.**

It is mutually agreed that the University of Denver Faculty will provide the following:
- Ensure that student and Field Supervisors understand all Internship requirements.

- Ensure that student and Field Supervisor receive all required forms.

- Facilitate communication between Field Supervisor and student.
- Meet with Field Supervisor in the beginning of the Internship/fall quarter and as needed thereafter.
- Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
- Provide consistent and on-going consultation with students on case studies.
- Provide consistent and on-going consultation with students on in-service presentations.
- Read and respond to quarterly assignments and check-ins via Blackboard.
- Meet with Interns at the end of fall and winter quarters; meet as a group spring quarter if needed.
- Ensure that all required paperwork has been received from student and Field Supervisor.
- Monitor quarterly student progress and time logs.
- Coordinate on-line Field Supervisor evaluations mid-year and end-of-year.
- Grade final case studies and in-presentations.
- Complete end of year Internship grades once all requirements are completed.
- Coordinate inter-rater reliability on case study and in-service ratings.
- Meet with NASP assessment team to review and input data into the NASP portfolio.
- Facilitate state licensure requirements completion.
- Observe confidentiality of information and obtain parental and student consent when necessary.
- Coordinate Blackboard discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

It is the expectation of all parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all parties meet at the earliest possible date.

The following signatures verify agreement with the above-stated conditions:

Student _____ **Date** _____

Field Supervisor _____ **Date** _____

University Faculty _____ **Date** _____

Appendix C: Time Sheet Weekly Log

Student's Name: _____   Quarter: ❏ Fall   ❏ Winter
                                                                    ❏ Spring   ❏ Summer

Internship Site: _____   Month: _____   Year: _____

Dates : Direct Student Contact Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Total
Assessment (Formal/Informal)						
Interviewing						
Individual Counseling						
Group Counseling						
Crisis Prevention/Intervention						
Academic Intervention – Indiv.						
Academic Intervention – Class						
Behavioral Intervention						
Infant/Family Intervention						
Preschool Intervention						
Observation						
Other: (specify)						
Subtotal						
Percentage time w/ ages: 0-5 (specify) 6-11 12-18						

Administrative/Case Management

	Week 1	Week 2	Week 3	Week 4	Week 5	Total
Background Review						
Report Writing						
Meetings: Team/Staffing						
Consultation						
Data collection/Review						
Other: (Specify)						
Subtotal						

Leadership

	Week 1	Week 2	Week 3	Week 4	Week 5	Total
Advocacy						
Professional Development						
Program Development & Evaluation						
System/Organizational						
Team Building						
Workshop/Presentation						
Other: (Specify)						
Subtotal						

Supervision

	Week 1	Week 2	Week 3	Week 4	Week 5	Total
Field						
University						
Other: (Specify)						
Subtotal						
Total Hours This Month						

Appendix D
Time Sheet Quarterly Summary Log

Student's Name: _____   Quarter: ❏ Fall   ❏ Winter
                                                               ❏ Spring   ❏ Summer

Internship Site: _____ Year _____ Month _____

Direct Student Contact Hours	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Assessment (Formal/Informal)			
Interviewing			
Individual Counseling			
Group Counseling			
Crisis Prevention/Intervention			
Academic Intervention – Indiv.			
Academic Intervention – Class			
Behavioral Intervention			
Infant & Family Intervention			
Preschool Intervention			
Observation			
Other: (Specify)			
Subtotal			
Percentage of time with ages 0-5 (specify) 6-11 12-18			

Administrative/Case Management

	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Background Review			
Report Writing			
Meetings: Team/Staffing			
Consultation			
Data Collection/Review			
Other: (Specify)			
Subtotal			

Leadership

	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Advocacy			
Professional Development			
Program Development & Evaluation			
System/Organizational			
Team Building:			
Workshop/Presentation			
Other: (Specify)			
Subtotal			

Supervision

	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Field			
University			
Other: (Specify)			
Subtotal			
TOTAL HOURS TO DATE			

Student Signature: _____   Date: _____

   Field Supervisor Signature: _____   Date: _____

Appendix E
Codes for Documentation of Field Placement Hours

Academic Interventions (Individual/Class): Working with one or more students for the purpose of improving academic or social performance.

Advocacy: Promoting best practice when working with children, adolescents, and families for successful developmental, academic, social and emotional outcomes.

Assessment (Formal/Informal): Administration of formal or informal academic, intelligence, adaptive, behavior, or social/emotional assessments. Includes scoring and interpretation of results.

Background Review: Review of records, grades, files, work samples, portfolios, etc.

Behavioral Intervention: Working directly with one or more students/teachers in classrooms for the purpose of enhanced development, adjustment or performance in school.

Consultation: Time spent helping teachers, parents or other professionals analyze a problem situation, develop a plan and implement and evaluate an intervention.

Counseling (Individual/Group): Working with one or more students for purposes related to solving personal problems, developing social skills, or problem solving skills.

Crisis Prevention/Intervention: Meetings, trainings, prevention efforts, and/or the actual response and participation in crisis situations in the schools including follow-up reporting and debriefing.

Data Collection/Review: Implementation of systematic collection and monitoring of data for the purpose of documentation of fidelity of interventions and student progress.

Infant & Family Intervention: Working directly with infants & families for the purpose of enhancing and supporting infant development and reach developmental milestones.

Interviewing: Conducting structured or semi-structured interviews of students, teachers, parents, family, school staff or others for the purpose of gathering information on a case.

Meetings: Team/Staffings: Activities directly related to multi-disciplinary team meetings/staffings, including preparation, organizational activities, collection of records and participation in the meetings.

Observation: Observing students, classrooms, teachers, student interactions and family interactions.

Preschool Intervention: Working directly with teachers, preschoolers, and families to support child development and reach developmental milestones.

Professional Development: Attendance at conferences and workshops, reading scholarly books and articles, or participation in other professional skill-building activities outside of the field placement or university coursework.

Program Support/Development & Evaluation: Direct support and evaluation of existing programs and/or the identification, development, and evaluation of needed programs.

Report Writing: Compiling all information gathered through assessments, observations, background review, interviews, etc. into a comprehensive report.

Supervision – Field: Any consultation or contact with the Field Supervisor regarding cases, duties or professional development activities related to the field placement.

Supervision – University: Any consultation or contact with Field Supervisor regarding field activities.

System/Organizational: Application and/or knowledge of school- or district-wide policies.

Team Building: Working collaboratively with families, teachers, support staff, and administrators to implement best practice toward academic, social and behavioral success.

Workshop/Presentation: Reading, writing, practicing and meeting with colleagues in the presentation of a required in-service.

Other: Any activity not covered in the above list but related to the field placement.

Appendix F
On-Line Field Placement Performance Evaluation Worksheet

(This form is a hard copy version of the On-Line Field Placement Evaluation. Please use this form as a work sheet to help you and your supervisors independently complete the evaluation as well as discuss your progress. Please share a copy of this form with your supervisors. Following the discussion, the supervisor will be sent instructions as to how to go on-line and enter the data electronically.)

In January of 2009, the Child, Family, and School Psychology Educational Specialist (Ed.S.) school psychology licensure degree received full accreditation approval from the National Association of School Psychologists (NASP). Ed.S. degree approval is an important indicator of quality training, comprehensive content, and extensive, properly supervised field experiences as judged by trained national reviewers. NASP performance-based standards are aligned with the principles set forth by the National Council for Accreditation of Teacher Education (NCATE) Specialty Area Studies Board, at the program level. The NASP Program Approval process requires DU to show that students acquire knowledge, skills, and professional work characteristics consistent with program objectives and NASP domains.

The following Placement Performance Evaluation is based on the NASP *Standards for Training and Field Placement Programs in School Psychology*. Specifically, Part I of this evaluation is based on the NASP Domains of School Psychology Training and Practice (2.1 -2.11). The domains are not mutually exclusive and are fully integrated into graduate level curricula, practica and internship. Thus, students are assessed, using the 1-4 rating system, based on the skills they are demonstrating during   the Field Practicum and/or Internship experiences.

For example, students at the beginning of their Field Practicum experience could receive ratings in the low to mid ranges (or No Opportunity) and by the end of the Field Practicum experience, ratings may fall closer to the mid ranges (or No Opportunity). Early in the Internship experience, Interns may receive mid-range ratings. As student gain more experience, Interns should be functioning at an independent level (expected for job placement) and could receive ratings in the upper ranges. It is important that by the end of Internship, students have gained a broad range of experiences, based on both Field Practicum and Internship placements.

Appendix F (continued)

Date of Evaluation: _____   Completed by: ❐ Self or ❐ Supervisor

Student Name: _____   ❐ **Ed.S.** ❐ **Ph.D.**

Supervisor Name: _____ **Phone:** _____ **E-mail:** _____

Placement Site: _____   ❐ **Field Practicum** ❐ **Internship**

- Please review this form at the beginning of the evaluation period with the supervisee (and university supervisor for students) and collaborate in developing a work plan at that time.
- Please complete the form twice each evaluation period, once at the midpoint and once at the end.
- Share a copy with the supervisee.
- Please rate each item twice, once for *competency* and once for *acceptability*.

First, indicate the extent to which the school psychologist Intern demonstrates competency for each domain:

     1 = Novice
     2 = Advanced Beginner
     3 = Competent
     4 = Proficient or Expert (not expected but occasionally seen in experienced students)

Second, indicate the acceptability of the level of competency demonstrated:

     1 = Not Acceptable
     2 = Marginally Acceptable
     3 = Acceptable (as expected for the placement level)
     4 = Exceeds Expectations

If you have no basis for appraisal, **please leave blank.**

DEFINITIONS

Novices are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.

Advanced beginners focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.

Competent practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.

Proficient and expert practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

Competency Scale	Acceptability Scale
1 = Novice	1 = Not Acceptable
2 = Advanced Beginner	2 = Marginally Acceptable
3 = Competent	3 = Acceptable/Expected
4 = Proficient or Expert	4 = Exceeds Expectations

DOMAIN 1: Data-Based Decision Making and Accountability

The school psychologist Intern:	Competency	Acceptability	N/O
Knows varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments			
Uses varied models and methods as part of a systematic process to collect data and other information			
Uses varied models and methods to translate assessment results into empirically based decisions about service delivery			
Uses varied models to evaluate the outcomes of services			
Practices such that data-based decision making permeates every aspect of professional practice			

Please offer specific suggestions for growth in these areas.

DOMAIN 2: Consultation and Collaboration

The school psychologist Intern:	Competency	Acceptability	N/O
Knows behavioral, mental health, collaborative, and/or other consultation models and methods			
Applies behavioral, mental health, collaborative, and/or other consultation models and methods appropriately to particular situations			
Collaborates effectively with others in planning and decision making processes at the individual, group, and systems levels			

Please offer specific suggestions for growth in these areas.

DOMAIN 3: Effective Instruction and Development of Cognitive and Academic Skills

The school psychologist Intern:	Competency	Acceptability	N/O
Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills			
Develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and needs			
Implements interventions, including instructional interventions and consultation, to achieve the above goals			
Evaluates the effectiveness of such interventions			

Please offer specific suggestions for growth in these areas.

DOMAIN 4: Socialization and Development of Life Skills

The school psychologist Intern:	Competency	Acceptability	N/O
Knows human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills			
Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents of varying abilities, disabilities, strengths, and needs			
Implements interventions, including consultation, behavioral assessment and intervention, and counseling, to achieve the above goals			
Evaluates the effectiveness of these interventions			

Please offer specific suggestions for growth in these areas.

DOMAIN 5: Diversity in Development and Learning

The school psychologist Intern:	Competency	Acceptability	N/O
Knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning			
Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics			
Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs			

Please offer specific suggestions for growth in these areas.

DOMAIN 6: School and System Organization, Policy Development, and Climate

The school psychologist Intern:	Competency	Acceptability	N/O
Demonstrates knowledge of general education, special education, and other educational and related services			
Understands schools and other settings as systems			
Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and Effective learning environments			

for children and adolescents			

Please offer specific suggestions for growth in these areas.

DOMAIN 7: Prevention, Crisis Intervention, and Mental Health

The school psychologist Intern:	*Competency*	*Acceptability*	*N/O*
Understands human development, psychopathology, and associated biological, cultural, and social influences on human behavior			
Provides or contributes to *prevention* programs that promote the mental health and physical well-being of children and adolescents			
Provides or contributes to *intervention* programs that promote the mental health and physical well-being of children and adolescents			

Please offer specific suggestions for growth in these areas.

DOMAIN 8: Home-School-Community Collaboration

The school psychologist Intern:	*Competency*	*Acceptability*	*N/O*
Demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involve families in education and service delivery			
Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families			

Please offer specific suggestions for growth in these areas.

DOMAN 9: Research and Program Evaluation

The school psychologist Intern:	*Competency*	*Acceptability*	*N/O*
Demonstrates knowledge of research, statistics, and evaluation methods			
Evaluates research studies and translates research into practice			
Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services			

Please offer specific suggestions for growth in these areas.

DOMAIN 10: School Psychology Practice and Professional Development

The school psychologist Intern:	Competency	Acceptability	N/O
Demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services for children, adolescents, and families; and of ethical, professional, and legal standards			
Practices in ways that are consistent with applicable standards			
Is involved in the profession			
Has the knowledge and skills needed to acquire career-long professional development			

Please offer specific suggestions for growth in these areas.

DOMAIN 11: Information Technology

The school psychologist Intern:	Competency	Acceptability	N/O
Knows relevant information sources and technology			
Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance service quality			

Please offer specific ways or suggestions for growth in these areas.

PERSONAL QUALITIES

Punctuality and attendance	Acceptability
Attendance at training and supervisory sessions	
Professional appearance and demeanor, including speech	
Consistency, perseverance, industry, and initiative	
Flexibility; adaptability to novel and unexpected situations	
General attitude and interest in program and assignment	
Insight, sensitivity, commitment, and active participation	
Poise, tactfulness, and rapport with staff and others	
Preparation and organization of material	
Ability to handle constructive criticism professionally	
Ethical practice	

FINAL EVALUATION

Please give your impression of the overall performance of the school psychologist Intern.

How has the Intern's presence benefited the children and adolescents with whom he/she has worked?

Please give your impression of the Intern's personal and professional growth as a result of this fieldwork experience.

Please give recommendations for future professional development.

_____
Field Supervisor's Signature

Goals and Continuing Professional Development Plan
Clinic/Practicum/Internship

Date of Evaluation: _____

Clinic/Practicum/Internship Student: _____

Clinic/Practicum/Internship Site(s):   _____

Clinic/Field/University Faculty Name: _____

Supervisor Title: _____

Directions: For each of the domains in Standard 2, note your initial and mid-point goals. Discuss your goals with your University advisor and field supervisor at the beginning and the mid-point of your placement. Toward the end of your placement, discuss your goals and your level of competency with your supervisor and rate your performance for the past year (at the end of Clinic, Practicum or Internship) according to competencies that fall within NASP professional standards of training. For each of the twelve competency areas listed, provide a competency rating using the scale below:

DEFINITIONS

Novices are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.

Advanced beginners focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.

Competent practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.

Proficient and expert practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

       <u>**Competency Scale**</u>
       1 = Novice
       2 = Advanced Beginner
       3 = Competent
       4 = Proficient or Expert

Once you enter your end-of-year ratings, share your ideas and your ratings with your Field Supervisor. Then work with your supervisor to develop one to three specific ways that you demonstrated knowledge and skills for each competency area during your Clinic, Practicum, or Internship experience. Then add future objectives

---

that consist of steps you will take to further your skills in this area. You may add additional pages as needed. Your Supervisor must sign this evaluation before it is submitted.

1_____2_____3_____4

Novice　　　　　　　　　*Adv. Beginner*　　　　　　　　*Competent*　　　　　　　*Proficient/Expert*

1. Data-Based Decision Making (Document review, Screening, Assessment, Progress Monitoring, Evaluation)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ **Student** _____**Supervisor** **Data-Based Decision Making:** I have demonstrated knowledge of a variety of models and methods of assessment that yield useful information to identify strengths and weaknesses, and to understand problems and measure progress.

Student/Supervisor comments:

Future objectives:

2, **Consultation and Collaboration** (School or Agency Staff, Families, Other Professionals or Agencies)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____Student _____Supervisor   **Consultation and Collaboration:** I have demonstrated knowledge of behavioral, mental health, collaborative, and other consultation models and how to apply them to particular situations to effectively collaborate in planning and decision-making.

Student/Supervisor comments:

Future objectives:

3. **Instruction and Development of Cognitive/Academic Skills** (Planning/Implementation/Evaluation of Classroom or Home Instruction, Individual Remediation Lessons, or Therapeutic Sessions)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ Student _____ Supervisor **Effective Instruction and Development of Cognitive/Academic Skills:** I have demonstrated knowledge of human learning processes and how to assess them using both direct and indirect methods to develop appropriate cognitive and academic goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

4. Direct and Indirect Interventions for Socialization and Development of Life Skills
(Planning/Implementation/Evaluation of Systems, Home, School/Classroom or Group/Individual Interventions)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ Student _____ Supervisor Effective Interventions for Socialization and Development of Life Skills: I have demonstrated knowledge of human development processes and how to assess them using both direct and indirect methods to develop appropriate behavioral, affective, adaptive and social skill goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

5. Awareness, Knowledge, and Expertise in Working with Individual Differences (Sensitive work with diverse populations)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ Student _____Supervisor   Student Diversity in Development and Learning: I have demonstrated knowledge of individual differences in relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender and linguistic factors that impact learning and development and have demonstrated the ability to work effectively with individuals and families from diverse backgrounds.

Student/Supervisor comments:

Future objectives:

6. Organization, Systems Planning and Policy Development (Observation, Participation, Leadership)

Initial Goal:_____
_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ Student _____Supervisor   School and Systems Organizations, Policy Development and Climate: I have demonstrated knowledge of general education, special education, and other related services and understand schools and other related settings as systems that can impact student development and learning. I also have demonstrated the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.

Student/Supervisor comments:

Future objectives:

7. Prevention, Crisis Intervention, and Mental Health Promotion (Organizational, Community/School Systems, Families, Classrooms, or Individual Levels)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ **Student** _____ **Supervisor Prevention, Crisis Intervention, and Mental Health Promotion:** I have demonstrated knowledge of human ability and disability and psychopathology and associated biological, cultural, and social influences on human behavior. I also have demonstrated the ability to contribute to the provision of prevention and intervention programs that promote mental health and physical well-being of students.

Student/Supervisor comments:

Future objectives:

8. Home/School/Community Collaboration (Engagement in School/Community/Committees, Inter-agency Partnerships, Across-Agency Program Implementation or Expansion)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ **Student** _____ **Supervisor Home/School/Community Collaboration:** I have demonstrated knowledge of family systems and family strengths and influences on student development, learning and behavior and the ability to involve families, educators, and other community members to promote and provide comprehensive education and service delivery to children and families.

Student/Supervisor comments:

Future objectives:

9. Research and Program Evaluation (Organizational, Systems, Classroom, Family, and Individual Outcome Levels)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ Student _____Supervisor Research and Program Evaluation: I have demonstrated a sufficient depth of understanding of research, statistics, and evaluation methods and have translated this knowledge into practice through planning and implementing investigations and program evaluations for the improvement of services.

Student/Supervisor comments:

Future objectives:

10. Professional Ethics and Practice (knowledge and Demonstration across Multiple Settings)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ **Student** _____**Supervisor Professional Practice and Development:** I have demonstrated knowledge of the foundations and ethics of the field, including various service models, public policies, and legislation and the ability to practice in ways that are consistent with the highest ethical and professional standards to provide services for children and families in school and community settings. I also have demonstrated a commitment to the profession and a desire to engage in career-long professional development.

Student/Supervisor comments:

Future objectives:

11. Information Technology (In-coming Skill Level, Continued Development, Link to Service Delivery)

Initial Goal:_____

_____

_____

Mid-point Goal:_____

_____

_____

End-of-Year Rating:

_____ **Student** _____ **Supervisor Information Technology:** I have demonstrated the knowledge and ability to access, evaluate, and utilize information resources and technology in ways that safeguard or enhance the delivery of School Psychology services.

Student/Supervisor comments:

Future objectives:

12. Demonstration of professional demeanor and work characteristics

Initial Goal:_____
_____
_____

Mid-point Rating:_____
_____
_____

End-of-Year Rating:

Professional Work Characteristics: I have demonstrated the following professional work characteristics during this field experience:

	Intern	Supervisor
Punctuality and attendance	_____	_____
Attendance at training and supervisory sessions	_____	_____
Professional appearance and demeanor, including speech	_____	_____
Consistency, perseverance, industry, and initiative	_____	_____
Flexibility; adaptability to novel and unexpected situations	_____	_____
General attitude and interest in program and assignment	_____	_____
Insight, sensitivity, commitment, and active participation	_____	_____
Poise, tactfulness, and rapport with staff and others	_____	_____
Preparation and organization of material	_____	_____
Ability to handle constructive criticism professionally	_____	_____
Ethical practice	_____	_____

Student/Supervisor comments:

Future objectives:

---

13. What have you learned about yourself during this placement?

14. What competencies do you most want to improve upon in the future?

Student Signature _____   **Date** _____

Field Supervisor Signature _____   **Date** _____

DU Faculty Signature _____   **Date** _____

Appendix H
Site Evaluation

Student Name: _____ Level: ❐ Ed.S. ❐ Ph.D.

Placement dates: _____

Supervisor 1: _____

Site 1: _____

Supervisor 2: _____

Site 2: _____

Check all the opportunities that are available on this site:

❐ Assessment (Formal/Informal)   ❐ Presentation
❐ Observation   ❐ Writing
❐ Counseling (Individual/Group)   ❐ Research
❐ Academic Interventions (Individual/Class)   ❐ Training
❐ Behavioral Interventions   ❐ Interagency Activities
❐ Crisis Intervention/Prevention   ❐ Other Activities (describe below)
❐ Consultation

Types of clients served:

What are the primary responsibilities for the students at this site?

What kind of supervision is provided?

❐ Individual Supervision   Hours/Week: _____

❐ Group Supervision   Hours/Week: _____   Number of students: _____

What is the theoretical orientation of the supervisor or supervisors at this site?

What types of professional development opportunities were available at this site?

What changes or suggestions would have improved your practical experiences at this site?

What changes or suggestions would have improved your supervision experiences at this site?

What unique demands of this site have not already been discussed? (full year commitment, requires at least 15 hours weekly for assessments, etc.)
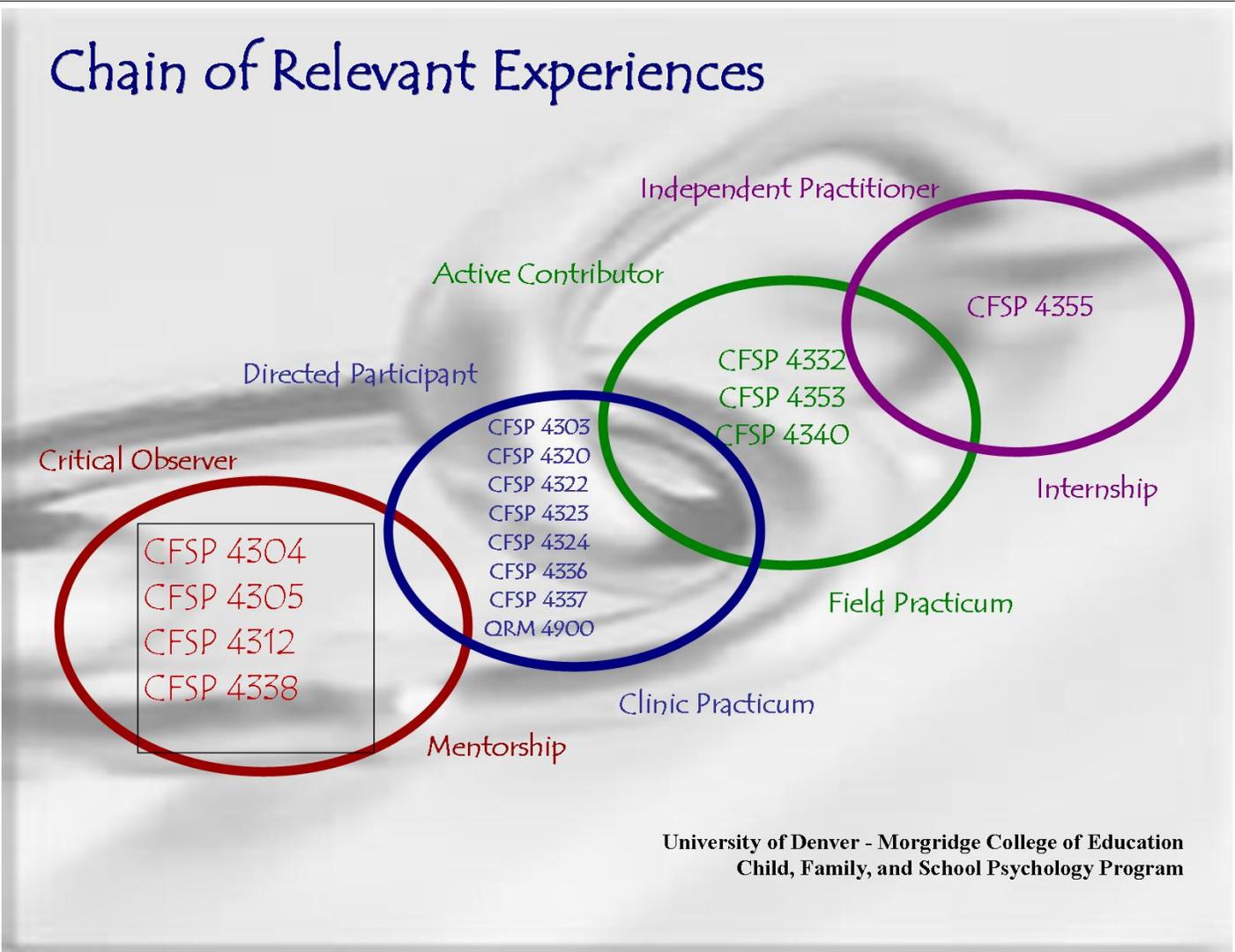
FOR INTERNSHIP ONLY:

What was the pay/stipend at this site?

What types of benefits were provided at this site?

SITE 1	SITE 2
Would you recommend **this site**? ❐ Yes – highly; it was an excellent placement ❐ Yes – under the following conditions ❐ No, because …..	Would you recommend **this site**? ❐ Yes – highly; it was an excellent placement ❐ Yes – under the following conditions ❐ No, because …..
Would you recommend **this Field Supervisor**? ❐ Yes – highly; supervision was excellent ❐ Yes – under the following conditions ❐ No, because ….	Would you recommend **this Field Supervisor**? ❐ Yes – highly; supervision was excellent ❐ Yes – under the following conditions ❐ No, because ….

Please add any other comments about this site you feel would be helpful to an interested student?

Chain of Relevant Experiences

Independent Practitioner

Active Contributor

Directed Participant

Critical Observer

CFSP 4355 — Internship

CFSP 4332
CFSP 4353
CFSP 4340 — Field Practicum

CFSP 4303
CFSP 4320
CFSP 4322
CFSP 4323
CFSP 4324
CFSP 4336
CFSP 4337
QRM 4900 — Clinic Practicum

CFSP 4304
CFSP 4305
CFSP 4312
CFSP 4338 — Mentorship

University of Denver - Morgridge College of Education
Child, Family, and School Psychology Program

Appendix J
Documentation of Internship Completion

Student Name: _____Level: ❒ Ed.S. ❒ Ph.D. Placement dates: _____

Internship Site/School/Agency Name(s): _____

District: _____

Address: _____ City: _____ State: _____ Zip: _____

Supervisor Name: _____ Title: _____

Supervisor E-mail: _____ Phone: _____

Memo & Contract	Goals & Cont Prof Dev. ❒ Initial ❒ Midpt	Goals & Cont Prof Dev Plan-End-of-year rating	Time sheet logs* ❒ Fall ❒ Wint ❒ Spring	Quarterly Assignments/ Qtrly updates ❒ Fall ❒ Winter ❒ Spring	NCSP Case Study ❒ First Draft ❒ Final Draft	Perf Evals ❒ Mid Yr ❒ End Yr	Site Eval ❒ 1st site ❒ 2nd site	Staff Present. In-service ❒First Draft ❒ Final Draft	Vita	Praxis Exam Scores	State Licensure Doc	Coordi-nators's Signature

The following signatures verify that the above stated student has successfully completed all obligations and requirements for Internship, indicating that this student is eligible to proceed to Graduation as long as all other eligibility requirements have been met.

Student Signature: _____Date: _____

Field Supervisor Signature: _____ _____Date: _____

Field Supervisor of Record Signature (if different):_____ Date:_____

University Faculty Signature: _____ Date: _____

* <u>Weekly & Quarterly;</u> **1200 hours minimum for EdS; 1500 hours minimum for PhD; 2 hours weekly face-to-face supervision required**

CFSP 4355 School Psychology Internship Syllabus

Instructor: **Karin Dittrick-Nathan, PhD** **Office:** **KRH 257**

Office: **303-871-2838** **Home:** **303-770-5732** **email: kdittric@du.edu**

Office Hours: by appointment

Prerequisites: Permission of Instructor

NASP Standards Met: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 2.10; 2.11

CDE Standards Met: 11.06 (2)(a)(b)(c)(d)(e); 11.06 (3)(a)(b)(c)(d); 11.06 (4)(a)(b)(c); 11.06 (5)(a)(b)(c)(d)(e)(f); 11.06 (6)(a)(b)(c); 11.06 (7)(a)(b)(c); 11.06 (8)(a)(b)(c)(d)(e); 11.06 (9)(a)(b)(c)(d)(e)

COURSE DESCRIPTION

The Internship in Child, Family, and School Psychology is a 1200-1500 hour supervised advanced field experience in a public or private school/community setting. Internship for Ed.S. and Ph.D. School Psychology Licensure students is taken after the successful completion of core courses and a 500-hour clinic and field-based practicum. The Internship is considered to be a critical professional transition year to help consolidate learning and professional competencies and to transfer skills into independence and autonomous practice.

For a comprehensive explanation of requirements, expectations, roles, responsibilities, and evaluation procedures, please refer to the *School Psychology Internship Manual.*

COURSE OBJECTIVES   Students will—

- Participate in data-based decision making and accountability
- Demonstrate skills in consultation and collaboration at the individual, group and systems levels, across a variety of environments and diverse audiences
- Apply learning, motivation, and developmental theories to develop cognitive and academic skills through effective instruction
- Implement and evaluate services and interventions to promote socialization and development of life skills across communities
- Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices
- Develop and implement policies and practices that create and maintain safe, supportive and effective learning environments
- Collaborate with a variety of communities (school, district, community) to implement and participate in prevention and intervention mental health programs
- Communicate and facilitate communication among students, families, educators, and community members in a variety of settings
- Apply knowledge of research and program evaluation to practice
- Continue professional development which exemplifies and contributes to the advancement of the field of School Psychology
- Use current technology to enhance the quality of service delivery

RECOMMENDED TEXT/ READINGS

As required in your practice and for university assignments.

STUDENT RIGHTS AND RESPONSIBILITIES

Please take a moment to examine the University of Denver's Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents posted on the website of DU's Office of Citizenship and Community Standards (http://www.du.edu/ccs/). Students are held accountable for understanding and abiding by the contents of these documents at all times. In addition, DU is committed to equal access and participation for all persons, including those with disabilities. Students who need accommodations for a disability in order to fully participate in classes should visit the Disabilities Services Program website for further information (http://www.du.edu/disability/).

NASP CASE STUDY REQUIREMENTS

Prior approval of the case study by Field Supervisor and University Faculty is required. Written parent permission is required for the case study.

As you choose your case study, remember that this is an interventions/problem solving case study, with a focus on behavioral or academic change. For purpose of the NASP review, divide your presentation into the areas below and subparts listed under each area. Be sure to proof read and check spelling. All graphs, tables or figures must be appropriately labeled and explained in the narrative. The case study shall be submitted in a single spaced, typed format. Only a maximum of 10 pages (12 pt font, Times New Roman) will be accepted. Attachments such as behavioral contracts, etc., are acceptable.

Recommendations and Reflection sections are required for the Internship case study assignment but will not be included in the NASP scoring rubric. Refer to the NASP scoring rubric to ensure that each rating item has been adequately addressed.

►Refer to the Internship Checklist 2012-2013 (p. 64) Item #5 for Case Study due dates.

CFSP Intervention Case Report Checklist

(Please self-check each item below when you hand in each draft.)

CONFIDENTIAL

Student: Initials or Pseudonym Only   **Date of Birth: _____**
Age:_____   **School: _____**
Grade:_____   **Teacher: Initials or Pseudonym**
Parents: Initials or Pseudonym

Intern: _____   **Report Date:_____**

Section 1: Identification

Referral

- Introduce the identified student (gender, age, language and current school/grade).
- Discuss who referred the child, their relation to child, why the student is being referred now, and indicate if referral is being collaboratively defined.
- Objectively state all referral concerns and discuss the desired outcome (i.e., what would success "look like") by referring to local/national comparative norms.

> **OPENING:** Begin this section with a statement like - *"… is a … year old, in … grade, attending … school, who speaks English as a second language or is a native English speaker …. . His/Her mother and/or language arts/ first grade/special education …. teacher (s) … have referred him / her …. at this time because of ...... He/she/they would like to see …. or have … "*

> **NOTE:** Keep this section in the present tense for the most part since you are describing the child's current status and issues related to the referral.

Background

- Briefly describe the child's current living arrangement and family status, including number of siblings, language spoken in the home, and other relevant social or community factors that relate directly to the referral issue.
- Mention if the child is or has been involved with an RtI or Sp Ed process or has an IFSP, IEP, or 504 plan. If so, refer reader to past reports. Then, briefly summarize prior results and recommendations about interventions, accommodations, or modifications, and discuss if these currently are being followed.
- Use multiple methods (RIOT-Review, Observe, Interview, Test) to cover relevant contextual factors (ICEL-Instruction, Curriculum, Environment, Learner) in regards to both strengths and needs.
- Be sure to cover all SLD exclusionary factors: health, medical, development, language, cultural/environmental factors, and schooling history (e.g., location and types of prior schools, attendance record, grades, test performance results, and overall academic progress) and decide if any of these impact the referral.
- Evaluate learning barriers and enhancers at school and at home (e.g., physical set-up of classroom, emotional climate of class/school, lessons or presentations, engaged time on task, classroom management, textbook readability level, types of assignments and homework, connections to background knowledge, etc…).

OPENING: Begin this section with statements like – *"He / she …. currently lives with …… and … language is spoken in the home…..   He/she has been at … school for …   According to …. Or after reviewing …'s school records …. Or after conducting interviews with ...   It was revealed that   ….'s birth was unremarkable. …   that he / she achieved developmental milestones …..   His or her prior schooling and academic performance was ….., etc ….."*

NOTE: When describing prior information about the child, use the past tense. However, if you refer to current school or home learning conditions, use the present tense. Be sure to indicate when important background information cannot be found. Avoid negative or evaluative statements and focus on strengths.

Baseline

- Report an average/overall baseline level of current performance regarding the referral behavior(s) and mention if it is a stable estimate.
- Conduct a gap analysis to establish the discrepancy between current and expected levels of behavior based either on a short-term (i.e., end of quarter) or long-term (i.e., end of the school year) timeframe.
- Mention the relative size of the performance discrepancy between current and desired performance levels.
- Establish the rate of progress that will be needed to close the gap in a specified number of weeks.
- Provide a clearly labeled Figure of the baseline data that includes a minimum of 3 data points.

OPENING: Begin this section with a statement like – *"In order to determine …'s baseline level of performance in …… , ….. data was collected on …. by ….. This data indicates that … 's average baseline performance is ….."*

NOTE: Base your gap analysis calculations either on the # of weeks until the end of the intervention, the end of the quarter, or the end of the school year. You can use already collected data or collect new data for a baseline.

Section 2: Analysis

Hypotheses

- Propose measureable hypotheses (HOs) regarding potential reasons for the referral by considering: instructional, curriculum, and environmental conditions in addition to learner skill, performance, and motivation issues.
- Evaluate each HO using multiple sources of data (e.g., record review, interview, ratings, observation, CBM/A, criterion or norm referenced testing, etc…).
- Describe outcomes associated with each HO and state if the HO was confirmed-accepted or disconfirmed-rejected and note if any HO modifications were needed.

OPENING: Begin this section with a statement like - *"The following # of hypotheses were explored as possible reasons for …..'s …….. (referral issue)".*

- **NOTE:** Develop hypotheses that can become targets for intervention. Discuss each HO in a separate paragraph. Remember type out the full name of a test/assessment when first mentioned and

provide an acronym that is then used from that point on (e.g, Words Correct Per Minute – WCPM; Comprehensive Test of Phonological Processes - CTOPP). Provide only a brief description of each measure and a general statement of outcomes. Individual scores can be included as an Appendix, if needed.

Goals

- Propose one or more measureable goals for each accepted hypothesis based on short term (i.e., end of intervention or end of quarter) or long term (i.e., end of year) objectives.
- Describe how progress towards each goal will be measured overtime (e.g., daily, weekly, pre, mid & post).
- State the final expected performance level/score for each goal and mention how it was determined not be too low or high.

   OPENING: Begin this section with a statement like – "*Several potential goals were developed based on the # .. accepted hypotheses discussed above." OR "The following goals were developed for … based on the analysis of contributing factors related to …...*"

   NOTE: It is OK to select one goal that is related to several hypotheses and to employ several outcome measures to assess one goal. It also is OK to have both short term and long term goals and objectives.

Section 3: Intervention

Intervention Selection & Description

- Select and describe an intervention program, approach, or instructional strategy to address each accepted HO and goal.
- Provide a rationale for the intervention that includes references to support its theoretical and empirical basis.
- Discuss the collaborative process used to design the intervention and mention its acceptability to others.

   OPENING: Begin this section with a statement like – "*A multi-component intervention was designed (or several interventions were selected or developed) to address the confirmed hypotheses and to meet the stated goals. One aspect of the intervention consisted of ... in order to…*"

   NOTE: Make it clear that the intervention was collaboratively designed and is acceptable to the people most directly involved. Include APA citations to empirical studies that support each critical intervention component.

Intervention Delivery

- Describe the specific procedures or steps used within and across sessions.
- Describe the reading level and type of all intervention materials and provide examples as Appendices.
- Mention any modifications to the original intervention made over time.

   OPENING: Begin this section with a statement like – "*The intervention was delivered during # minute sessions held once/twice/… a week for # weeks. Each session was conducted by … and was held in …. The following steps were followed during each session …..*"

   NOTE: The description of the intervention procedures must be clear enough to allow for replication. Provide short examples of the procedures and materials in the text. Then mention that more extensive examples are included in an Appendix. Label each Appendix with a capitol letter in the order mentioned in the text. Be sure to mention if any delivery modifications or adjustments were made over time in a separate section.

Intervention Fidelity

- Provide a clear description of how and where and when intervention fidelity was assessed overtime.
- Specify who collected or conducted the fidelity checks and if reliability was checked.
- Include an example fidelity form(s) as an Appendix.

   OPENING: Begin this section with a statement like – *"Several steps (or one step) were developed to assess the overall fidelity with which the intervention was carried out ….. Fidelity was assessed by …."*.

   NOTE: Your description of the fidelity procedures must be clear enough to allow for replication. If there is more than one intervention component, there should be a fidelity process to check the integrity of each component.

Section 4: Evaluation

Summary of Results

- Mention the total number of sessions and span of time that the intervention was conducted and if any changes occurred in the design or implementation the intervention overtime.
- Summarize the overall level of intervention fidelity and evaluate if the intervention was delivered as planned. If not, explain why not.
- Include in the body of the text a completed Figure that displays the level of performance change between a baseline and an intervention phase (or other phases if a more sophisticated N=1 design was employed).
- In light of the above, provide a concise summary statement of whether or not the intervention was effective in achieving each of the earlier stated goals (i.e., Was the desired performance level obtained for each goal? Did the gap close between baseline and the desired performance goal?).
- Specify if the noted change was negative, small, moderate, or large by computing and reporting an effect size for each noted performance change.

   OPENING: Begin this section with a statement like – *"After # sessions, held over … period of time, the overall results associated with this intervention was….. In regards to each identified goal the results indicated ..."*

- **NOTE**: Include data for each performance goal. Order the presentation of results associated with each identified goal in the same order as the goals were presented earlier. You can refer to results as a change in average performance levels, a change in overall trend lines, in terms of non-overlapping data points, or in terms of how much the gap closed from the baseline to intervention phase. Be sure each Figure has a title and that each axis is clearly labeled. Do not use color to distinguish differences in a Figure, since color will not come out on black and white photocopies. Instead use a different font size or character.

Overall Conclusions

- Draw a concise conclusion regarding the positive or negative impact of "this type of intervention" for "this type of referral issue".
- If needed, qualify any conclusions drawn by mentioning: the "relative size" or "relative amount of change" observed; the "overall level of implementation fidelity"; or any other mitigating factors that may have affected the success of the intervention.
- Also discuss any other relevant positive or negative unintended changes or outcomes.

   OPENING: Begin this section with a statement like – *"In conclusion, this intervention was ……"*

   NOTE: Be sure your evaluation of the overall success or effectiveness of this intervention matches the summary of results discussed in the previous section.

Future Recommendations

- Provide recommendations for whether or not to continue this intervention as is, and if so, discuss how to best maintain the intervention.

- Provide recommendations for how to further generalize this type of intervention across new settings, persons, materials, etc…
- Provide recommendations for other interventions or accommodations across school, home, or community settings that might further ensure this child's academic and personal success in the future.
- Whenever possible, provide references, potential resources, or web links to support these recommendations.

  OPENING: Begin this section with a statement like – *"Based on the overall conclusions drawn, the following recommendations are made in regards to the current intervention and its generalization. Other ideas will also be forwarded to further ensure ….'s ongoing school success."*

  NOTE: Make it clear if you think the current intervention should be continued. If so, discuss ways that the intervention could be incorporated into daily routines within the home or school without you there.

Signatures

Respectfully Submitted,

Add Your Name, Title EdS Candidate   &   Your DU Supervisor (s) Name, Title

Personal Reflections

What did you learn? What would you do differently? What facilitated success with the intervention(s)? Were there impediments?

General Report Writing Guidelines

Also see www.nasponline.org

- _____ The report is formatted using the headers as outlined above and in the scoring rubric.
- _____ The report is typed in Times New Roman 12 pt font w/ one inch margins.
- _____ All drafts are handed in <u>double spaced</u>. When approved, hand in a final version single-spaced.

- _____ All Figures, References, and Appendices conform to APA style.
- _____ Figures are clearly labeled on both axis w/different fonts/symbols to display data, NOT color.
- _____ Figures and Appendices are ordered in the same sequence as introduced in the text.

- _____A variety of approaches were used to Review, Interview, Observe, and Test (RIOT) hypotheses:
  - Review and error analysis of work sample.s
  - Interviews – informal or semi-structured
  - Think aloud interview data
  - Observation data – behavioral – typically reported and % of time on-task or off-task
  - Observation data - narrative – typically reported as an environmental rating like the FAAB
  - Third party or self reports
  - Third party or self ratings
  - CBA – typically reported as percent or number correct
  - CBM – typically reported as rate or fluency – (e.g., # of Correct Digits Per Minute – CDPM)
  - Classroom quizzes or test results
  - Dynamic or play assessment outcomes
  - Standardized test instruments - full scale scores or subscale scores
  - Other etc …

- _____ Report has been proofed for
  - Complete sentences
  - Common spelling errors
  - Correct capitalization
  - Correct punctuation
  - Correct grammar, especially tense agreement
  - Consistency of terms and acronyms throughout the text

- _____ The text is no longer than 10 single-spaced pages: including Figures but excluding References and Appendices.

NCSP CASE STUDY GRADING RUBRIC

Refer to the rubric below as a tool to guide your approach and implementation of the case study. This is the same case study format utilized during your Field Practicum. Do **NOT** include identifying information in the case study.

NCSP Case Study Format   _____Student Name

        _____Case Study Student Initials

"The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case study…..The NCSP Case Study format must be in a 12 point, Times New Roman font, word-processed document that does not exceed 10 pages including charts and graphs." (www.nasponline.org)

Section 1: Problem Identification

Standard	Very Effective (3 pts. Possible)	Effective (2 points possible)	Needs Development (0-1 point possible)	Points Earned
2.1	The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g. local norms	The student's behavior is operationally defined	The student's behavior is identified but not operationally defined	
2.2		The problem is collaboratively defined	The problem is not collaboratively defined	
2.1	The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of both current and desired levels of performance	The behavior is not operationally defined in terms of both current and desired levels of performance	
2.1	Base line includes the student behavior and peer/grade norms and expectations with computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data	
2.1		The student behavior is identified as a skill and/or performance deficit	The student behavior is not identified as a skill and/or performance deficit	
2.2 2.8		Parents/guardians and teachers are involved in the problem-identification process	Parents/guardians and teachers are not involved in the problem-identification process	

Section 2: Problem Analysis

Standard	Very Effective (3 pts. Possible)	Effective (2 pts. Possible)	Needs Development (0-1 point possible)	Points Earned

2.2 2.4 2.5 2.8	Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable	
2.1	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	Appropriate data are not collected to confirm or reject the hypotheses	
2.5		Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	

Section 3: Intervention

Standard	Very Effective (3 pts. Possible)	Effective (2 pts. Possible)	Needs Development (0-1 pt. possible	Points Earned
2.3		Intervention is linked to observable, measurable goal statement(s)	Interventions is not linked to observable, measurable goal statement(s)	
2.1 2.3		Intervention(s) selection is based on data from problem analysis and hypothesis testing	Intervention(s) selection is not based on data from problem analysis and hypothesis testing	
2.1		Interventions(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)	
2.2		Intervention(s) is developed collaboratively	Interventions(s) is not developed collaboratively	
2.5 2.6 2.8 2.9		Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	
2.8		Logistics of setting, time, resources and personnel are included in the intervention plan	Logistics of setting, time, resources and personnel are not included in the intervention plan	
2.2 2.3		Intervention selection considers unintended outcomes or limitations (BE SURE TO INCLUDE THIS)	Intervention selection does not consider unintended outcomes or limitations	
2.3		Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored	

Section 4: Evaluation

Standard	Very Effective (3 pts. Possible)	Effective (2 pts possible)	Needs Development (0-1 pt. possible)	Points Earned
2.9 2.11	Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart	
2.1 2.9	Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison	
2.9 2.3	Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making	
2.1 2.3	Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed	
2.2 2.8	Modifications for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated	
2.1 2.3	Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed	

Evaluation Criteria:

47-57 total points (Very proficient)

41-46 total points (Proficient)

34-40 total points (Needs development)

In-service or Professional Presentation

Student: _____ Date: _____

Field Site: _____Supervisor:_____

(When choosing your topic, prior approval from your Field Supervisor and University Faculty is required)<u>Directions:</u> Before the presentation, complete as many of the following questions as possible and submit to University Faculty for feedback. Use the headings and questions below to organize the first draft only. After the presentation, **resubmit** as a final report. Use the headings below (do NOT use the questions), use past tense and include: (a) any revisions and additions to the original plan, (b) a copy of your presentation handouts, materials, or activities, (c) a copy of the evaluation form that you administered, and (d) a reflective summary of what you learned from this experience and what you would do differently in the future. **30 total points** possible.

<u>Standard</u>	**1. Purpose of the Presentation /5 Pts.**
2.6	What is the purpose of the presentation - from your and your participants' perspectives?
	What are the specific goals for this presentation – how have these goals been identified?

2. Audience Background, Knowledge, and Motivation   /5 Pts.

2.6	Who will be your participants – how will this affect the presentation?
	What do your participants already know – how will this affect your presentation?
	Why are participants attending – how will this affect your presentation?

3. Contextual Considerations   /5 Pts.

2.11	Where/when will the presentation be held - how will this affect your presentation?
	How much time will you have - how will this affect your presentation?
	What resources will you have - how will this affect your presentation?

4. Presentation Content, Format, Modality, Materials   /5 Pts.

2.10	What key topics/issues/ideas will be covered? How will these ideas be presented?
	What activities may be used to engage participants in learning this information?
	What materials may be helpful in presenting this information?

5. Evaluation of the Presentation   /5 Pts.

2.9	How will you assess the presentation goals that are listed above?
	What feedback will you collect to assess overall participant perceptions of the presentation outcomes, format, content, materials, presentation style, etc.
	How will you analyze and collect performance data?

6. Reflective Summary   /5 Pts.

2.10	What did you learn about yourself as a presenter as a result of preparing and giving this in-service presentation?
	What would you do differently to enhance or improve this presentation in the future?

Grading Scale for Presentation: Score Sections 1-6 based on the following criteria.

Points	Criteria
5 Exceeds	The section clearly addresses the specified standard and the main idea is expansively supported with numerous and relevant details. Key points are illuminating and drawn from thorough investigation and observation.
4-3 Proficient	The specified standard is addressed in a general or basic way. Adequate relevant details support the main ideas and key points.
2-0 Needs Development	The specified standard is minimally address or not addressed. Not enough information is provided to support main ideas or key points.

Example Presentation Evaluation Form

ADMINISTRATIVE SUPORT STAFF & CUSTOMER SERVICE REPRESENTATIVES TRAINING

RATINGS: 5= Strongly Agree   4 = Agree   3 = Slightly Agree   2 = Slightly Disagree   1 = Strongly Disagree   N/A = Not Applicable

PRESENTATION: <u>COPING WITH CHANGE IN THE WORKPLACE: BUILDING RESILIENCY</u>	**DATE:**	
INSTRUCTOR: DAWN IACONIS, CSEAP STAFF		
1.	Instructor clearly explained the purpose/goals of the training session.	
2.	Instructor created an environment conducive to my learning.	
3.	Instructor provided an environment that allowed participation from all participants.	
4.	Overall, instructor was knowledgeable, enthusiastic and interesting.	
5.	Course content was relevant to my job.	
6.	I will do things differently as a result of what I learned.	
7.	My job performance will increase due to the skills/knowledge/abilities I learned from this course.	
8.	I easily understood how to transfer the learning to my job.	
9	I did my part to make this a successful course.	
10.	Overall this class was very good.	
11.	This course should be offered again (in 1-3 years) in future programs for administrative support staff and CSRs.	

What did you most enjoy about this session?
What would you change about this session?
What other information you would like to give us? (This is optional; however, it would be helpful if you would explain your ratings.)

Quarterly University Assignments

Fall Assignment 2012—Due Week of October 8

To complete this assignment, make a copy of Chapter 124, Best Practices in School Psychology- V, give the copy to your supervisor, and set a time with your field supervisor to discuss items (a) and (b) below. Single space, 2-3 pages. Post your responses (to items a-e) on Blackboard during the week of Oct. 8th. This will count as your fall quarter check-in. In your posted remarks address the following:

USE THESE HEADINGS:

    a. What is the supervision style of your supervisor?

    b. What is your preferred style? Did you reach an agreement w/ your supervisor as to supervision style?

    c. What have you appreciated most about your supervisor?

    d. Has there been a frustration that you are coping with, related to your supervisor or otherwise? Describe and explain what you're doing to cope.

    e. Share any other contribution that might be enlightening or amusing.

Winter Assignment 2013—Due Week of March 11

In Best Practices in School Psychology V, read chapter 54 "*Best Practices in System-Level Change.*" Select a systems level issue in your school or district that you would like to address. Decide whether the change is at the macro-or micro level. Then, describe the steps associated with the change. Use the examples cited in the chapter as a guide. Single-space, 3-5 pages. Post your responses on Blackboard the week of March 11th. This will count as part of your winter quarter check-in.

Spring Assignment 2013—Due Week of May 6th

Read Chapter 118 in Best Practices V.

1. Please list any technologies that you are aware of your districts using in schools. Also, for what purpose is each technology used.

2. What technologies have you used this year? Is there technology that you wished you had but didn't? For example, you would have liked to have a scoring assistant program for a particular instrument or a camera to take pictures of students on your caseload.

3. Did you use technology for data-based decision making? If not, why. If yes, what did you use and was it helpful?

Single-space, 2-3 pages. Post your responses on Blackboard the week of May 6th. This will count as your spring quarter check-in.

Internship Checklist 2012-13 (This list complements App. J)

<mark>PRINT THIS OUT AND HANG IT SOMEWHERE YOU CAN SEE IT</mark>

For information pertaining to MCE graduation go to: www.du.edu/grad

Click on:

- **Graduate Resources (on right side of page)**
- **Policies & Forms (center of page)**
- **Graduation Information (bottom of drop-down)**
  Instructions, Dates & Deadlines, Forms

●Please make sure all forms that require signatures have been signed and dated. Also, make sure that case studies, quarter assignments, in-service presentation are all clearly labeled and dated. **(HC=hard copy; Elec=Electronic attachment; BB=Blackboard)**

DUE

1. Internship Field Supervision Memorandum: **HC**.. Complete by start of Internship*
2. Internship Agreement Contract: **HC**.. Complete by start of Internship*
3. Goals & Professional Development Plan: **HC**
     Initial...Complete Prior to meeting w/ Field Supervisor and University Faculty*
*(*If you are out-of-state, please mail to faculty instructor; if in-state, please bring these to the first meeting with your Field Supervisor and Faculty instructor)*
     Mid-Year..Week of January 7th
4. Time Sheet Logs: **HC**...Dec. 17th, Mar. 8th, May 20th
5. NCSP Case Study:

     Elec First Draft (complete and include Rating Rubric p. 55)............ …before or during week of 11/12/12
     Elec Final...Week of 12/17/12

6. Quarter Assignments/Updates: **BB**...Week of: Oct. 8th, Mar. 11th, May 6th
7. Evaluation Forms-Supervisor On-Line: **Elec**...Week of January 14th & May 13th
8. In-service Presentation:

     Elec First Draft...Week of 1/14/13
     Elec Final..Week of 3/25/13

9. Final Goals & Con't. Professional Dev. Ratings: **HC**..May 20th
10. Internship Site Evaluation: **HC**..May 20th
11. Vita: **Elec**...May 20th
12. Praxis Exam Scores to Nora & KDN: **HC**...No later than March 11th

Snail Mailing Instructions (Please do not fax)
When mailing multiple hard copies, please send as complete packets—do NOT send individually.
<mark>**Always keep copies of EVERYTHING that you send.**</mark>
Karin Dittrick-Nathan
University of Denver
Morgridge College of Education
1999 E. Evans KRH 257
Denver, CO 80210

CFSP 4355 SCHOOL PSYCHOLOGY INTERNSHIP

11.06   **School Psychologist, Birth – 21.** To be endorsed as a school psychologist, for ages birth to 21, an applicant shall have completed the competencies specified below,

11.06   (1)   and including:

11.06   (1)   (a)   completion of an approved sixth-year specialist program, with a minimum of 60-graduate semester hours, or a doctoral program for the preparation of school psychologists, serving children/students, birth – 21.

11.06   (1)   (b)   passing the national school psychology examination;

11.06   (1)   (c)   and have successfully completed:

11.06   (1)   (c)   (i)   practica consisting of a sequence of closely supervised on-campus or field-based activities, designed to develop and evaluate a applicant's mastery of distinct professional skills, consistent with program and/or course goals; and

11.06   (1)   (c)   (ii)   an internship consisting of a full-time experience of over one year, or half-time, over two consecutive years, with a minimum of 1200-clock hours, of which at least 600-hours must be in a school setting which requires a applicant to demonstrate, under supervision, the ability to integrate knowledge and skills in all the professional practice standards, and to provide a wide range of outcome-based school psychological services; and

11.06   (1)   (c)   (iii)   which may include, beyond the 600-hours in the school setting, other acceptable internship experiences, including in private, state-approved educational programs, or in other appropriate mental health or education-related programs.

11.06   (1)   (d)   an applicant may also hold a valid National Certified School Psychologist (NCSP) credential, issued by the national school psychology certification board; or,

11.06   (1)   (e)   if an applicant holds a valid license, issued by the Colorado State Board of Psychologist Examiners, per department of regulatory agency rules, or is eligible to sit for licensure examinations, that applicant shall provide an institutional recommendation from the professional education unit of an accepted Colorado institution of higher education with an approved school psychology program, verifying that the applicant has acquired the specified competencies listed in these rules, including completion of an appropriate internship, and has achieved a passing score on the national school psychology examination.

11.06   (2)   The school psychologist is knowledgeable about human learning processes, from infancy to young adulthood, techniques to assess these processes; direct and indirect services applicable to the development of cognitive and academic skills; and is able to:

11.06 (2) (a) apply learning, motivation, and developmental theories, to improve learning and achievement for all children/students.

11.06 (2) (b) utilize developmentally-appropriate practices that support the education of children/ students, ages birth – 21, with disabilities or delays in development.

11.06 (2) (c) use results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities, disabilities, strengths, and needs.

11.06 (2) (d) implement interventions, such as consultation, behavioral assessment/intervention, and counseling, to achieve student goals.

11.06 (2) (e) evaluate the effectiveness of interventions, and modify, as necessary and appropriate.

11.06 (3) The school psychologist is knowledgeable about a wide variety of models and methods of informal and formal assessment, across ages birth – 21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments, and is able to:

11.06 (3) (a) select evaluation methods and instruments that are most appropriate, based upon effective up-to-date measurement theory and research.

11.06 (3) (b) implement a systematic process to collect data, including, but not limited to, test administration; interviews and observations; behavioral, curriculum-based, and play-based assessments; and ecological or environmental evaluations.

11.06 (3) (c) translate assessment results into empirically-based decisions about service delivery, to promote child/student achievement.

11.06 (3) (d) evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics, and methodology.

11.06 (4) The school psychologist is knowledgeable about typical and atypical human developmental processes, from birth to adulthood; the techniques to assess these processes; and the application of direct and indirect services for individuals, groups, and families, and, in collaboration with others, is able to:

11.06 (4) (a) develop appropriate behavioral, affective, adaptive, social, and transition goals for students of varying abilities, disabilities, strengths and needs.

11.06 (4) (b) implement interventions and services, including but not limited to, consultation, behavioral assessment and intervention, counseling, and interagency collaboration, based on identified goals.

11.06 (4) (c) evaluate the intervention(s) and modify, as needed and appropriate, to increase and assure effectiveness.

11.06 (5) The school psychologist is knowledgeable about individual diversity, abilities, and disabilities, including the influence of social, cultural, ethnic, socio-economic, gender-related, and linguistic factors, on development, learning, and behavior, and is able to:

11.06 (5) (a) identify biological, cognitive, affective, developmental, social, and cultural bases, that contribute to individual differences.

11.06 (5) (b) identify risk and resiliency factors.

11.06 (5) (c) recognize psychopathology and articulate its potential influence on school functioning.

11.06 (5) (d) demonstrate the sensitivity, skills, and respect necessary to work with diverse types of individuals and families.

11.06 (5) (e) display respect for diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.

11.06 (5) (f) select and/or adapt prevention and intervention strategies, based on individual characteristics, strengths, and needs, to improve learning, achievement, and adaptive functioning for all children/students.

11.06 (6) The school psychologist is knowledgeable about general education, special education, other educational and related services, the importance of multiple systems and their interactions, and organizational practices that maximize learning, and is able to:

11.06 (6) (a) develop and implement policies and practices that create and maintain safe, supportive, and effective learning environments.

11.06 (6) (b) participate in and facilitate school reform efforts.

11.06 (6) (c) translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.

11.06 (7) The school psychologist is knowledgeable about models of effective evidence-based programs, as related to health promotion; school safety; and primary, secondary, and tertiary intervention, and is able to:

11.06 (7) (a) implement school-wide prevention and intervention programs, which may include, but are not limited to individual and group counseling, affective education, and positive behavior interventions and supports, to promote the mental health, physical well-being, and the achievement of children/ students of all ages.

11.06 (7) (b) participate in risk assessments and crisis response planning, to promote and maintain school safety.

11.06 (7) (c) respond, effectively, to crisis situations.

11.06 (8) The school psychologist is knowledgeable about collaboration and consultation models and methods, and their applications in school, family, and community systems, and is able to:

11.06 (8) (a) consult and collaborate, effectively, with children/students, school personnel, families, and community professionals, to promote and provide comprehensive services to children and families, and to advance student achievement.

11.06 (8) (b) communicate information that is readily understandable, to students, families, educators, and community members, during meetings, in-services, and consultations.

11.06 (8) (c) promote family involvement in education and service delivery.

11.06 (8) (d) collaborate with families, and other service providers, to meet the needs of infants, toddlers, and preschoolers, in home and community settings.

11.06 (8) (e) link community resources that serve infants, toddlers, children, adolescents, young adults, and their families, and facilitate children's/students' transitions across various service delivery systems.

11.06 (9) The school psychologist is knowledgeable about the history and foundations of school psychology, standards for legal and ethical practice, evidence-based service models and methods, and public policy, and is able to:

11.06 (9) (a) demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.

11.06 (9) (b) practice in accordance with all applicable federal and state statutes, rules and regulations, and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.

11.06 (9) (c) integrate information sources and current technology, to enhance quality of service.

11.06 (9) (d) utilize data-based decision-making, in all aspects of professional practice.

11.06 (9) (e) maintain professional preparation, development, and supervision, as related to the population served.

11.06 (9) (f) contribute professionally to the advancement of school psychology.

CFSP 4355 School Psychology Internship

NASP Domain	CDE 11.06 Code	How students demonstrate knowledge, skills and understanding for application of this standard
2.1	3.a 3.b 3.c 3.d 9.d	**Addressed:** Supervised advanced School Psychology 1200 or 1500 clock hour independent field experience within infant, preschool, elementary, middle or high school settings. **Assessed:** Weekly supervision with on-site supervisor; monthly check-in with University Faculty ; quarterly university online discussion assignments; two case reports submitted each quarter to the University Faculty ; completion of weekly detailed time sheets/activity logs submitted quarterly; at the mid-point and completion of the internship, the field and University Faculty s complete a written evaluation of the intern's competencies. **Attained:** Internship Students are expected to show on-going progress in all areas and complete a balanced internship experience. At the culmination of the internship experience. At the culmination of the internship experience, independent professional level ratings of 4 and 5 are expected in all areas. For any category that the intern has not attained the independent, professional level of performance, the site supervisor and student must submit an explanation which can include a plan to acquire needed skills. Evidence is also obtained from the NCSP Case Study and the Profession/In-Service Presentation.
2.2		See above
2.3	2.a 2.b 2.c 2.d 2.e	See above
2.4	4.a 4.b 4.c	See above
2.5	5.a 5.b 5.c 5.d 5.e 5.f	See above
2.6	6.a 6.b 6.c	See above
2.7	5.c 7.a 7.b 7.c	See above
2.8	8.a 8.b 8.c 8.d 8.e	See above
2.9	3.d	See above
2.10	9.a 9.b 9.c 9.d 9.e 9.f	See above
2.11	9.c	See above

Appendix L: NASP Case Study

Name: _Intern_____ Date: __01/02/2010____

Site: __XX Public Schools_____ Supervisor: __LM, PsyD___

Section 1: Identification

Referral

   Student is an 8-year-old 3rd grade student who was referred to the Instructional Support Team (IST) for concerns regarding unsafe and disruptive behavior in the classroom. Beginning in 2nd grade, around the time of her parent's divorce, Student began exhibiting disruptive, aggressive, and unsafe behaviors at school. Records indicate a history of leaving the classroom and running from the school grounds, throwing objects at teachers and peers, and yelling profanities. Presenting behaviors at the time of referral included leaving the classroom without permission, running and hiding around the school building, and tearing posters and student artwork off of the hallway walls. While in the classroom, Student's concerning behaviors included refusing to follow directions, limited work completion, refusing to join group activities, yelling at the teacher, and crying when corrected. However, these behaviors were infrequent, and Student would typically leave the classroom when starting to become upset. Student's teacher and school administrators had tried giving behavioral referrals, suspension from school, detention, and calling the police for extreme unsafe behaviors. Student's father had tried removing privileges such as TV and computer, and adding extra chores. Despite these attempts, Student's behavior continued to escalate. At the time of referral, she was spending 25-80% of the day outside of the classroom running around the halls and hiding. Both her teacher and father were concerned that she was becoming a danger to herself, taking away from the learning opportunities of others, and was going to fall below grade level due to the amount of time she spent out of the classroom.

Background

      At the time of evaluation, Student primarily lived at home with her father and younger sister. Her aunt occasionally lived with the family. Student spent every other weekend with her mother, who lived in the same town. Student's parents were in the process of a divorce and her father was suing for full custody due to "unsafe" behavior exhibited by her mother. The father reports that Student's early health and development were unremarkable with the exception of typical childhood illnesses. She had been at or above grade level in academics since 1st grade in all subjects and was recently tested for qualification into the school's program for gifted students, although test results indicated average performance.

Baseline

      Although Student's behaviors in the classroom were concerning to her parents and teacher, the IST decided that leaving the classroom was the behavior of most concern. This behavior was measured by her teacher and school administrators who tracked the amount of time she spent out of the classroom for 8 school days. Because all other students in Student's classroom were able to remain in the classroom unless given permission by the teacher, the expected level of performance in this area was set to 100%. Additional behaviors demonstrated in and out of the classroom were tracked by anecdotal records and through the school's Positive Behavior Supports referral tracking system (SWIS). Baseline data indicate that Student was able to stay in the classroom an average of 49% per day, which was 51% less time than her peers. Chart 1 depicts Student's behavior prior to intervention as well as her teacher's expectation of time spent in the classroom. The following chart reflects Student's behavior referral data.

Percentage of Time in Class
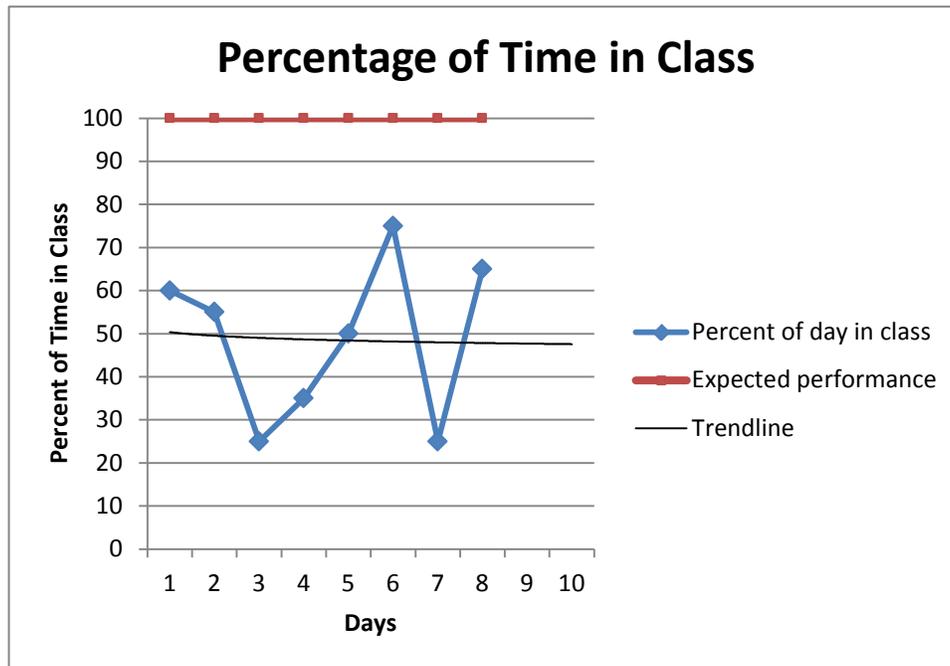
Section 2: Analysis

Student's 3rd grade teacher used reading, writing and math curriculum endorsed by the district and mandated by the school administration. All curricula were appropriate for the grade level of the students and readily differentiated to meet the learning needs of all students in the classroom. The school day was evenly divided by large group instruction and small group activities in each academic area. 60-75% of the students in Student's classroom were proficient in reading, writing, and math according to state standards. However, this matched school and district-wide norms.

Student's teacher was a veteran teacher who utilized effective classroom management systems including a "check" system for negative behaviors, regular communication with parents, and a peer to peer system where students could recognize each other for positive behavior. The school utilized Positive Behavior Supports program-wide to recognize and reinforce positive behavior. Although Student's teacher had been trained on the importance of recognizing positive behavior, she tended to focus on negative behaviors; her ratio of praise to corrective statements was 1:7. However, 90% of the students in her classroom had never received an office referral (Student was the only student to receive more than 1) and most were able to go through a whole day without receiving checks. The administration was in the process of re-vamping discipline procedures after being targeted as a school with disproportionate suspensions and expulsions.

Student had been at or above grade level in all subjects since 1st grade. According to her previous and current teachers, Student has shown interest and motivation for learning, particularly reading and writing. She would frequently write stories during her free time and would often read books in class, which was problematic when she was supposed to be engaged in another task. When asked, Student said that she enjoyed learning and that she was good at all subjects. Her favorites were reading and art. Although there were no concerns about Student's level of understanding, the team did express concern that if she continued to leave the classroom for extended periods, she would fall below grade level. This was particularly concerning due to observations that revealed Student would oftentimes leave the classroom a second time due to frustration over missing instructions or the first couple of steps in an activity.

Multiple observations of Student were conducted between 8/04/09 and 8/20/2009. Analysis of the observations revealed that Student would typically leave the classroom after a correctional statement was given by her teacher, after being directed to complete an academic task she didn't want to do, and after she

perceived a peer was teasing or bullying her. Student would typically stay in the classroom when she was allowed to read silently at her desk, when her classmates were engaged in a whole-class lesson and not talking to her, or if she was working on an activity she enjoyed. When Student left the classroom, an administrator would be paged by her teacher. The administrator would follow Student around the halls and try to persuade her to go back to class, either by promising her a reward or threatening a punishment. Student would often laugh and run from the administrator and hide in various places around the building. This would continue anywhere from 20 minutes to 3 hours. Typically, Student would return to class when it was time for an activity in which she wanted to participate, such as lunch or art. Oftentimes, the administrator would call her father to take her home and Student would not go back to class at all.

When asked about leaving the classroom, Student said that she felt really scared and nervous sometimes and that she "just couldn't help" leaving the classroom. She also said that sometimes she just didn't feel like being in the classroom because kids and her teacher were mean to her. She understood the importance of learning and remaining in the classroom but couldn't articulate why she sometimes didn't feel like doing her work.

Hypotheses

The IST, which included an administrator, 2 general education teachers, a special education teacher, and a school psychologist met on 8/24/2009 to review all of the information collected, discuss hypotheses for Student's behavior, and plan for goals and intervention. Student's father was invited to attend but declined. During this meeting, four hypotheses were developed by the team.

The first hypothesis proposed was that Student was seeking power and control over adults. Some members of the team believed that Student was leaving the room as an act of opposition to authority. After reviewing all of the data gathered on Student, it was clear that when she was in a positive mood, she would happily comply with adult requests and often tried to please adults by asking to help them clean the classroom or pass out papers. Thus, the group agreed to reject this hypothesis.

The second hypothesis considered was that Student was experiencing cognitive distortions that made small problems seem unbearable. In addition, she was experiencing extreme emotional reactions to small setbacks. The team thought that this was causing her extreme stress that was only alleviated when she escaped. This hypothesis was accepted for most instances of escape due to her teacher's reports and observation data that showed she would frequently burst into tears or appear angry and yell before leaving the classroom. This hypothesis was also supported by Student's statements of feeling scared or nervous in the classroom. However, this hypothesis did not work for times that Student appeared calm when she left the classroom.

The team considered a third hypothesis; Student was escaping the demands of the school day and engaging in a preferred activity (being "chased" by an adult). This hypothesis was accepted for the times that Student left the classroom after being asked to complete a non-preferred activity.

Finally, the team proposed a fourth hypothesis that Student was seeking adult attention. Student would frequently remain out of the classroom long after she had calmed down if she was being followed and verbally engaged by an adult. Additionally, the team felt that being sent home may have been a motivating factor for some of her behavior. This hypothesis was accepted as a maintaining consequence for Student's escape from the classroom.

The IST developed a final hypothesis for Student's behaviors. Student was leaving the classroom to escape negative or overwhelming feelings or undesired activities. Escape from the classroom and disruptive behaviors in the hallway were being maintained by adult attention.

Goals

The goal that was set by the team was that by the end of the 6 week intervention period, Student would remain in the classroom unless given permission by the teacher to leave at least 80% of the school day. The team would know the intervention had been successful if Student was able to remain in the classroom 80% of the day every day for 2 weeks. The success of the intervention would continue to be monitored by

the teacher and administrators who would track the amount of time Student was out of the classroom. The team did not want to set an additional goal based on Student's emotional over reactivity; they felt that learning new skills to deal with her emotions would be reflected in Student's ability to remain in the classroom. If after 6 weeks Student was consistently in the classroom at least 80% of the day, the intervention would be determined to be effective and the goal would be moved to 100% of the day in the classroom.

Section 3: Intervention

In order to address Student's cognitive distortions, need for escape from the classroom, and need for adult attention, a five-part function-based intervention was designed by the team.

Intervention Selection, Delivery, & Fidelity

1. To increase the amount of positive adult attention in the classroom, Mrs. Teacher would start using specific positive praise. Specific Positive Praise (SPP) is a research-supported class-wide intervention for increasing positive behaviors in the classroom. In addition, this practice was supported by the district's PBS team and the school administration. Mrs. Teacher would be coached by the school psychologist on how to use SPP in her classroom. After reviewing different praise statements with the teacher, the school psychologist spent 1 hour in the teacher's classroom modeling the use of SPP and 1 hour signaling Mrs. Teacher to issue a praise statement by holding up a green sheet of paper and pointing to a specific child. This intervention was acceptable to Mrs. Teacher who knew the importance of SPP and admitted that she has had a hard time remembering to use it. Fidelity would be tracked by teacher self-report during weekly consultation meetings with the school psychologist. If fidelity issues were encountered, the school psychologist would spend ½ to 1 hour in the classroom coaching the teacher with the green card.

2. To address Student's need for escape and to allow her to use emotional regulation strategies, a "cool-down" center would be created in the classroom. This area was designated behind a bookshelf so that it was partially secluded. A timer was put in the area along with theraputty, short reading passages, and visual reminders for taking deep breaths, counting backward from twenty, and tightening and relaxing muscles. Student received 5 "cool-down" tickets per day. If she felt she needed to escape, she would put a cool-down ticket in a small box with a slot, flip a card that was placed on the white-board behind her desk (to signal to her teacher that she was in the cool-down area), go to the cool-down area, and set the timer for 3 minutes. She could engage in any of the cool-down activities for 3 minutes. At the end of her time, she would return to her desk. This intervention was acceptable to both Student's teacher and the administrators who felt that this was a good alternative to leaving the classroom and would take less of their time to monitor Student's safety. Additionally, because Student helped pick out some of the cool-down activities and design the space, this intervention was also acceptable to her. The school psychologist would collect the tickets (which were dated) at the end of each week to track the number of cool-downs Student was needing. Fidelity would be tracked by observation and teacher report.

3. To reinforce Student for remaining in the classroom, as well as to address the function of escaping non-preferred activities, a point system was put into place. Student's day was divided into 8 sections that lasted approximately 45 minutes. At the end of each section, Student would receive a point for staying in the classroom and using her cool-downs appropriately (i.e. not staying longer than 3 minutes and putting the ticket in the box). At the end of the day, if she had 6 or more points, she would be allowed 15 minutes of free time to engage in a preferred activity. The school psychologist met with Student to develop a list of preferred activities. Additionally, as suggested by Student's father during a follow-up phone call, the point sheet would be sent home and Student's father would reward her for getting 6 or more points by spending 10-20 minutes playing a game of her choice. Mrs. Teacher said that she might need some reminders to rate Student at the end of each section, but liked this intervention idea. The team suggested setting a timer for 45 minutes at a time. Mrs. Teacher said that would be a great reminder for her. A paraprofessional would copy the point sheet each day and leave them with the

school psychologist to track fidelity. Additionally, Student would be checked in with during her weekly sessions with the school psychologist to ensure she was receiving her free-time when earned.

4. To address the attention Student was receiving when she left the classroom, a procedure was put into place with the administrators who would monitor her. They would continue to monitor Student for safety by ensuring that she did not exit the building but would not chase her through the halls or verbally engage with her. When Student left the classroom, her teacher would page the office. The secretary would monitor the front door of the building from her desk and the administrative assistant and a paraprofessional would each monitor a different side exit. If an adult encountered Student in the halls, they would issue one precision command (Student, you need to return to class so you can earn your next point) and use planned ignoring for any other behaviors. Fidelity would be tracked through observation by the school psychologist.

5. Finally, Student would start weekly counseling sessions with the school psychologist to address her cognitive distortions and emotional reactivity. The Cognitive-Behavioral Treatment (CBT) model would be followed including check-in, homework review, and practice. Fidelity would be tracked by self-reflection by the school psychologist.

Section 4: Evaluation

Summary of Outcomes

Student was made a primary collaborator in the plan. All parts of the plan were explained and taught if necessary. She was asked to pick her own rewards, determine the best placement for the ticket box, design the cool-down zone, and pick a location to keep the point plan. At their weekly sessions, the school psychologist checked in with Student to see what parts of the plan were and weren't working. She used the Collaborative Problem-Solving model to work through issues Student was experiencing and make minor adjustments. Student was also shown graphs of her progress on the computer. Due to her interest in the graphs, Student started charting her own progress with a paper and markers.

Student's father was invited to the initial meeting but could not attend due to work obligations. However, he was informed of the meeting results. His input was considered and pieces of the intervention were altered; most notably, a home reward component was added. Additionally, he received Student's point sheet, which included detailed notes, daily and had regular phone calls from Mrs. Teacher.

Mrs. Teacher and the school psychologist met every other week to discuss any successes or concerns as well as to review fidelity. When Mrs. Teacher had concerns, they were addressed and minor changes to the plan were made (such as moving the cool-down area and adding a timer that beeped so she would know when Student had reached her time-limit. Because she was so involved in the initial plan development, Mrs. Teacher was highly invested in the success of the plan.

Due to an initial increase in Student's leaving the classroom, the administrators and office staff were concerned and hesitant. A meeting was held to discuss the extinction burst theory and the importance of being consistent. During this meeting, the staff decided to slightly alter the doors they covered and that only one staff would be responsible for issuing the precision command to Student.

Although occasional small adjustments to the plan were made to improve fidelity or acceptability, all team members followed the plan as outlined. Mrs. Teacher initially experienced a very difficult time using SPP with Student. She complained that she couldn't find anything to praise her about, and admitted that she had a very negative relationship with Student and wished her plan contained more consequences. After coaching and consultation with the school psychologist, Mrs. Teacher started to use positive statements when referring to Student and asked if she could have an occasional special lunch with her if she had a particularly good week. Due to difficulty reaching Student's father and inconsistent reports from Student, it is unclear whether or not her father followed through on playing games with Student at home.

One ethical question arose during the intervention design when it was asked whether or not to include Student's mother. Due to the fact that Student only occasionally saw her mother, was in the process of being awarded full custody to her father, and historically it had been Student's father who had attended school meetings it was decided that a letter would be sent to Student's mother describing the plan details and encouraging her to call if she had any questions or comments. Additionally, Student was one of 5 White children in her classroom. At her school, White students were frequently targeted by others for bullying. This issue was addressed separately with a series of class-wide social skills lessons addressing issues of bullying, differences, and empathy.

Following are charts that depict Student's response to the intervention.
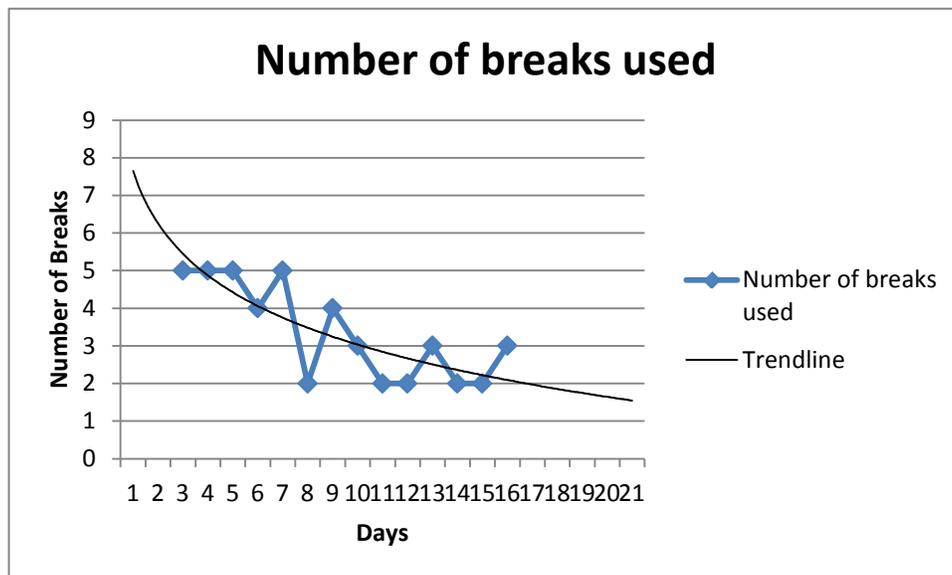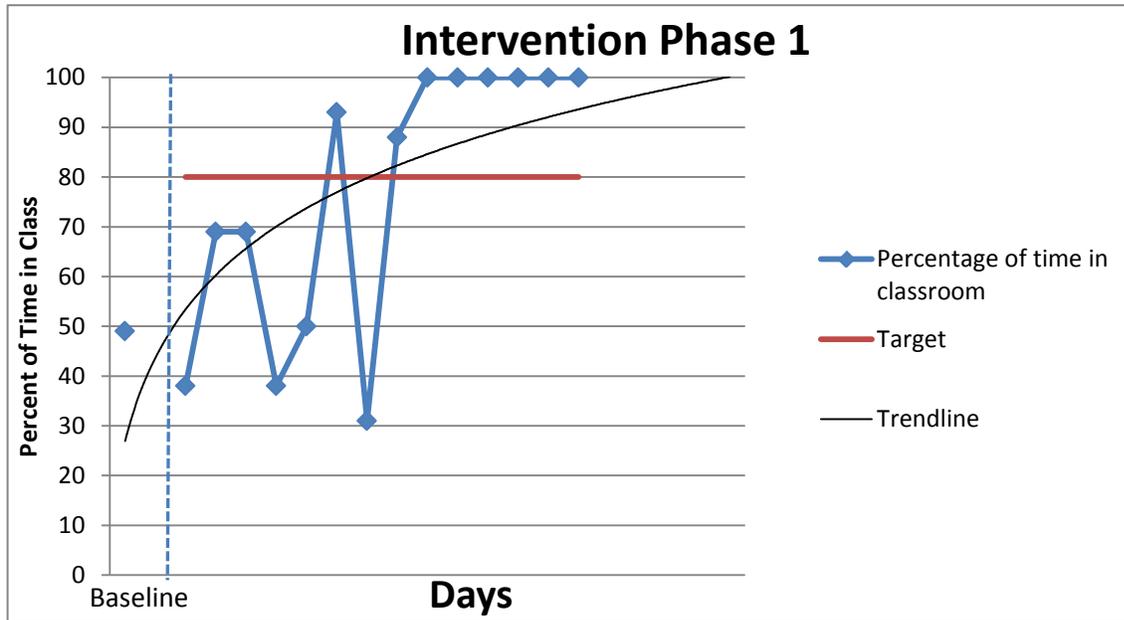
As demonstrated by the chart above, Student's target behavior of remaining in the classroom increased from 49% at baseline, to 53% week 1, 82% week 2, and 100% week 3. Student's overall increase from baseline was 29%. Additionally, the amount of times during the day she needed a time-out pass decreased from an average of 4.8 per day week 1 to an average of 2.4 per day week 3. Student's teacher reported she was completing more schoolwork and spending more of the day engaged in academics.

Because the original goal stated that the intervention would be successful after 5 consecutive days of Student being in the classroom unless given permission at least 80% of the time, the team reconvened to discuss increasing expectations. After the meeting, it was determined that to earn her point, Student would have to stay in the classroom and work on assignments. Student's teacher said that although she was completing more schoolwork than she was at the beginning of the school year, she still spent most of her day reading a book instead of coming to large group instruction and working in small groups. "Working on assignments" was defined as being in the appropriate work space (i.e. on the carpet during large group, at her group table during small group, at her desk during individual time, and in the appropriate seat during specials), having the appropriate materials in front of her, and working on assignments with no more than 2 reminders. The new goal was written as; Student will stay in class and work on her assignments for at least 80% of the day. The goal would be met if Student could earn at least 80% of her daily points every day for 10 consecutive school days. It was determined that this intervention would be tracked with the established point sheet (although it wasn't the most accurate form of data collection as Student could potentially be off task for an entire section or just the first 2 minutes and still earn a 0, it was deemed the most acceptable by the teacher). Student would earn a point if she was in class and working on assignments with no more than 2 reminders and would not earn her point if she left the room, did not have the appropriate materials, or needed more than 2 reminders. The team also decided that Student's break ticket allocation would decrease by 1 ticket weekly until she had 1 ticket per day. The new plan was explained to Student, who was a bit hesitant but willing to try, and to her father, who was excited that she had shown so much improvement and agreed that completing school work was the next priority. The team agreed to reconvene after 5 weeks to discuss the data and make adjustments. Following are charts that depict Student's response to phase 2 of the intervention.

Number of Breaks Phase 2
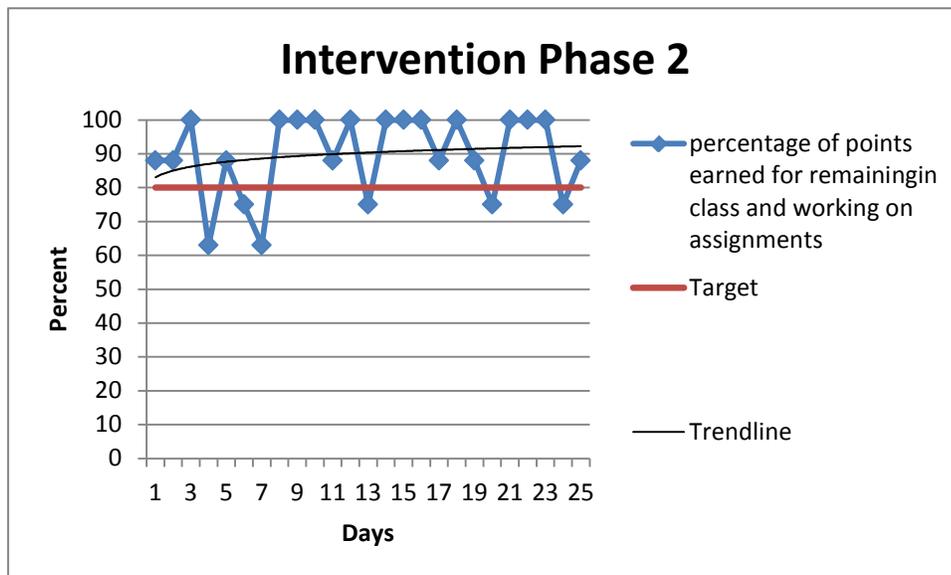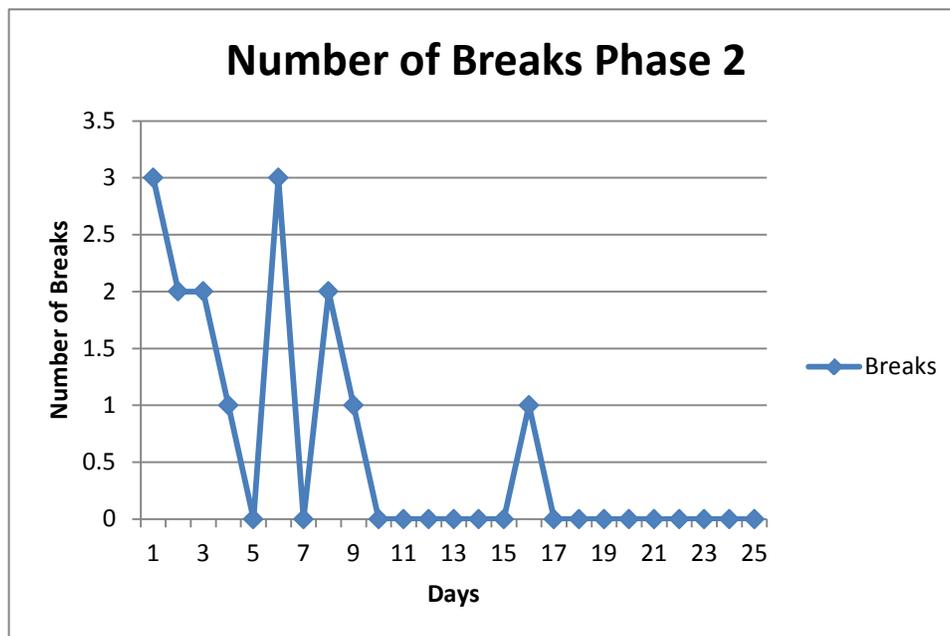
As demonstrated by the graphs above, Student was able to maintain a daily point average of 89%, although she had not yet reached the goal of earning 80% of her points every day for 10 consecutive days. Additionally, the number of break passes she used decreased to 0 per day for 15 out of the last 16 days of the intervention period. After reconvening, the team decided that the intervention did not need to be changed and would continue to be monitored for 6 additional weeks. The team also discussed fidelity issues: Mrs. Teacher said she had been giving Student 0s on her point sheet for behaviors other than those listed on her sheet such as poking other children and wondered if that was okay. The team and teacher agreed that to truly understand if the intervention was working and to track accurate data, the points would have to be awarded for the specific behaviors listed on the sheet. To address Mrs. Teacher's concerns about keeping Student accountable for other disruptive behaviors, the team decided that if Student was able to earn at least 80% of her points for 5 consecutive days for the current goal behaviors, Mrs. Teacher and the school psychologist would meet and discuss adding an additional behavior to Student's goal. The team also discussed statements Student had made about never knowing when she earned a point. Mrs. Teacher said she was having a difficulty finding time to talk to Student at the end of each section. The team suggested keeping the point sheet on a clipboard attached to the side of Student's desk, and as she was rating her, she could either give a quick positive statement, or a quick reminder of how shoe could earn her point for the next section. This idea was acceptable to Mrs. Teacher who admitted she previously thought that she was expected to have a 1-2 minute conversation with student.

Overall Conclusions

After Phase 1 of the intervention, Student's target behavior of staying in the classroom increased 29%. During the 2nd phase of intervention, Student was staying in the classroom 100% of the time but continued to read or engage in another activity. In addition, Mrs. Teacher reported that Student was using some of the strategies she was learning during her counseling sessions such as closing her eyes and taking deep breaths, walking away from peers who were teasing her, and using "Good parts/Bad parts" and "How big is this problem?" worksheet to document different situations in the classroom that upset her. Overall, Student was more engaged in learning in the classroom; she remained on grade level according to academic progress monitoring measures. Additionally, she was able to control her strong feelings and discuss them with

an adult rather than escaping from the classroom. Student's relationship with her teacher became more positive and her classmates started including her more frequently.

Recommendations:
1. Due to Student's positive response to the intervention, and because she has not yet reached her most recent goal, the current intervention should continue to be implemented with fidelity until Student demonstrates success at 80% of her points for 5 consecutive days. When that point is reached, the team may consider the following strategies for generalization and maintenance of the target behaviors as well as continued improvement. The following sequence is recommended as is ensuring that she is successful for at least 1 week before changing the plan:
   a. Add behaviors that are reflected in the class rules to Student's point plan such as keeping hands to herself.
   b. Have Student self-monitor by reminding her to rate herself at the end of each period. First compare with teacher ratings to ensure that she has an accurate view of her behavior, then let her monitor on her own. The team may also consider letting Student chose goals she wants to work on weekly.
   c. Move Student to the class-wide check system, while still allowing her to earn end-of-the-day free time for earning less than a specified number of checks. She can keep track of checks on her point sheet.
   d. Remove the end of the day reward and allow Student to earn the reward the whole class is earning. Allow Student to take part in determining class-wide rewards.
   e. Start reducing the number of counseling sessions. Start with every other week, then once per month. Eventually move Student to occasional check-ins.
   f. The team should continue to meet every 6 weeks to discuss fidelity, data collection, and changes to the plan.
2. Student may benefit from an outside counseling group that deals with issues children face while their parents are going through a divorce. An ideal group would share information with Student's parents about how to support her and the sister through the divorce at home. Please contact the school psychologist for a list of groups in your area.
3. Continue to use Student's strong response to being involved in interventions to allow her to take an active role in her learning and behavioral goals. Letting her choose from a menu of assignments, help design a class-wide behavior management system, and work with a team of other student to create a lesson may be ways to further engage Student in the learning process. Additionally, Student may respond well to taking an active role in home decisions such as developing a behavior management system, writing a shopping list, or designing a chore schedule.
4. Finally, give Student numerous opportunities to be involved in cooperative projects with her peers. Having partnered rather than independent class jobs, group assignments and long-range projects, and structures games during recess are ways to increase Student's positive peer interactions. Additionally, the school psychologist may consider involving Student in a social club for group social skills instruction.

PERSONAL REFLECTION

It was so great to be involved in an intervention that had such immediate success. Because it was the beginning of the school year and Student's behaviors were taking up so much of the administration's time, everyone was very much on-board with the plan implementation, particularly when it started showing success. Additionally, it was great to see the climate of the classroom change as Student's teacher started using more specific positive praise. Watching off-task students completely turn around their behavior after she praised the student next to them really helped change the teacher's classroom practices.

The teacher's negativity was not so easy to deal with. She had a very negative view of Student and really wanted to focus on consequences rather than reinforcing positive behavior. However, she did know that SPP was effective, so that's where we started. It really took me modeling unofficially whenever I would be in her classroom, then structuring an hour-long modeling session for her to come around. Even though

she still struggles with using it consistently, it was great to see the children respond to it. This week, she really came around. We were working on transferring Student to the class-wide check system. Originally we said that she needed to earn fewer than 5 checks to earn her reward. The first day, Student earned 5 checks within the first section of the day and fell apart, she left the classroom for about 30 minutes; the first time in a couple of months. Mrs. Teacher talked to her later and the two came up with a plan together; Student would have 2 rewards per day, one right before lunch if she earned all her points, and her free time at the end of the day. Mrs. Teacher approached me later that day to tell me about the change. I was really glad that she was taking the initiative with Student's plan and that she wanted to increase rewards rather than punishment! Most of all, I was so happy that the two were able to come up with the plan together. I have really noticed their relationship changing.

If I had the opportunity to re-do this intervention, I would work more on the student-teacher relationship by making sure that Mrs. Teacher was the one who gives the reward, rather than the end of the day ELD teacher.

GAP ANALYSIS WORKSHEET

Student Name: _____

GRADE: _____   Date: _____

Teacher: _____

WHY we use GAP ANALYSIS:
- Helps determine if or how a student is responding to a particular intervention
- Helps determine how intense an intervention should be

HOW TO CALCULATE THE GAP (REMEMBER that the Gap is ALWAYS calculated at CURRENT GRADE level)

Step 1
- The Gap is determined by dividing the CURRENT benchmark by CURRENT performance
- Then we determine if the Gap is significant (guideline: anything above 2.0 is significant in elementary school)

Step 2 (what kind of progress is needed to close the gap??)
- This step is determined by subtracting the CURRENT performance from the END OF YEAR benchmark
- Divide this number by the amount of weeks left in the year
- Is this a reasonable goal for this student?

OR

- Determine reasonable amount to be made up per week for this student
- Figure out how many weeks it will take for the student to accomplish this goal

STEP 1: DETERMINE GAP

Assessment used: _____

CURRENT GAP: _____

$$\frac{Current\ Benchmark}{current\ performance} = \quad = CURRENT\ GAP$$

is it Significant?   Y   N

(significant = more than 2)

Step 2: GAP ANALYSIS

$$\frac{End\ of\ Year\ Benchmark - current\ performance}{} = \quad = Needed\ to\ catch\ up$$

$$\frac{Needed\ to\ catch\ up}{weeks\ left\ in\ year} = \quad how\ many/much\ per\ week \quad *$$

OR

$$\frac{Needed\ to\ catch\ up}{how\ many/much\ per\ week} = \quad number\ of\ weeks\ to\ meet\ goal \quad *$$

*Team to determine: Is closing this gap REALISTIC FOR THIS STUDENT? Comments? Plan?:

_____

Appendix O: CDE Licensure Materials

See the following website for the most recent licensure materials:

http://www.cde.state.co.us/cdeprof/Licensure_main.asp