

The University of Texas at Austin
Department of Educational Psychology, School Psychology Program
School Psychology Internship
Spring 2016

Instructor: Jennifer Carter, Ph.D., LSSP

Email: jcarter@austin.utexas.edu

Office hours: By appointment (see below)

Course Description: The professional internship occurs at the end of formal training in school psychology. It is considered the culminating experience in the student's graduate preparation for the professional practice of school psychology. It provides the student with an opportunity to integrate the knowledge and skills obtained throughout the training program and to apply them as a professional in a supervised setting. The two semester professional internship sequence (EDP 393E) is a full-time experience for a minimum total of 1200 clock hours over a period of one year (two semesters) or half-time for a minimum total of 1200 clock hours over a period of no more than two years.

Interns are considered full members of the school/agency staff, and they participate with regular education and special education staff as members of multidisciplinary teams. Supervision and primary responsibility for the work of the student intern are with the assigned school district or agency. Site supervisors are appropriately credentialed by the Texas State Board of Examiners of Psychologists as Licensed Specialists in School Psychology with at least three years of experience. They provide a minimum of two hours per week of direct supervision for each intern. The University School Psychology Program internship instructor will also provide an ongoing collaborative relationship with the field-based supervisor and intern.

Required Text:

UT Austin School Psychology Program (2014). School psychology program internship handbook.
The University of Texas at Austin: Author.

Recommended Texts:

- Branstetter, R. (2012). The school psychologist's survival guide. Hoboken, NJ: John Wiley & Sons, Inc.
- Canter, A.S., Paige, L.Z., Roth, M.D., Romero, I. & Carroll, S.A. (Eds.) (2011). Helping children at home and school III: Handouts from your school psychologist. Bethesda, MD:NASP
- Harrison, P., & Thomas, A. (Eds.). (2014). Best practices in school psychology-4. Bethesda, MD: National Association of School Psychologists.
- Plotts, C. & Lasser, J. (2013). School psychologist as a counselor. Bethesda, MD: National Association of School Psychologists.
- Turner, J. L. (2012). So, you are a school psychologist: A guide for interns and first year psychologist. Palms Springs, CA: IEP Press.

COURSE REQUIREMENTS: As outlined in the *Internship Handbook*, and complete all required paperwork documenting this experience. Intern students are also required to attend a meeting on campus in November 13, 2015 from 10 am to 1pm, but interns can participate remotely when necessary.

1. **COURSE MEETINGS:** Most intern hours are field-based. Intern students will engage in a minimum of 1200 hours of supervised field experience. There will be mandatory internship meeting at the university once a semester (Spring TBD). Interns will meet via online as a group during a regularly scheduled time once a month with the university internship instructor. They will meet individually via phone/online with the university internship instructor at least twice during each month. Additional meetings can be scheduled at any time. Interns are expected to have available their up-to-date logs and list of accomplished minimum requirements to every internship meeting. Meetings with the internship instructor will focus primarily on facilitating the intern meet university requirements for graduation and state requirements for licensure. Interns can also use this time for additional supervision regarding their fieldwork or their experiences with site supervisors.

2. **POLICIES:** Students will adhere to agency policies with respect to dress code, procedures, working hours, etc. Of course, students are bound by the Ethical Principles of Psychologists and relevant to Texas and federal laws governing the practice of school psychology (particularly with respect to maintaining confidentiality in client matters).

3. **DOCUMENTING INTERNSHIP:** Interns must complete the hours logs and client logs--listing date, type of work, hours involved, and client initials (client names and other identifying information must not be reported in the log. The log and summary sheet must be submitted to the university Internship Instructor at the end of the fall semester and at the conclusion of the internship. This document will become a part of the student's permanent record. Keep a copy for your records. Submission of the log documenting hours is the final requirement for the internship. Upon obtaining the required 1200 hours, which usually occurs by the time of the spring evaluation, interns will submit their application to TSBEP, in order that they will be allowed to continue providing psychological services past graduation. Interns must continue to log hours and be under supervision until their contractual obligation to the district is completed, which is typically beyond the 1200 hours. Upon receipt of the log at the end of the internship, the program director signs the program completion form, which must be submitted to NASP with the NCSP application.

4. **PRAXIS EXAM:** Plan to take the Praxis II exam in the summer before or the fall of your internship or during your internship year. The intern may obtain information about the Praxis by going to the web site for ETS (<http://www.ets.org/praxis>). You can find preparation materials on CANVAS. You can submit documentation of passing this exam to the university instructor at any time, but you will also need to include it in your portfolio.

5. **GRADUATION APPLICATION:** Apply for graduation early in the semester you plan to graduate. The deadline is typically in February. More about this application will be discussed in January and emails will be sent typically at the end of the fall semester with more details about this process.

6. **FIELD SUPERVISION:** Interns must be supervised by a qualified supervisor (i.e., an LSSP

with a minimum of three years of experience providing psychological services in the public schools). A licensed psychologist must supervise any internship or experience obtained outside of a public school. Direct, systematic supervision must involve a minimum of one face-to-face contact hour-per• week or two consecutive face-to-face hours once every two weeks with the intern. NASP guidelines require 2 hours per week supervision. Meetings with the internship instructor can also count towards supervision in the hours logs. While interns will be documenting weekly supervision in their hours logs, it is recommended to keep a separate document solely listing your supervision meetings.

7. While participating in the internship course, students must use the appropriate title as determined by the Texas State Board of Examiners of Psychologist. Students must identify themselves and note on their written materials that they are LSSP Interns and under supervision. According to the Texas psychologists' licensing law, Section 501.004, students are exempt from TSBEP credentials or contract filing but must use a title indicating training status such as *LSSP Intern* while delivering psychological services in the schools. Materials for obtaining the NCSP and the LSSP credentials are provided by the Internship Coordinator at the close of the internship.

8. The internship must include direct intern application of assessment, intervention, behavior management, and consultation, for children representing a range of ages, populations, and needs. The following table represents the required experiences of the university program. Interns may complete more than the minimum requirement, but are only expected to document the minimum requirements in the provided tables attached to this document. These experiences can be used as materials for the required portfolio and case study assignment.

Activity	Minimum
Evaluation (Conducting all phases-including reports)	
ED (including 2 initial evaluations or RTI for a behavioral problem)	3
LD (may include ADHD/RTI for an academic problem)	3
FBA	3
MDR	3
ID	1
Autism	1
Early childhood (any diagnosis)	1
Participation in ARDs and/or MDRs	10
Intervention (Conducting-including IEP and Progress Notes)	
Counseling groups (any)	3
Individual counseling cases	3
Crisis intervention	1
Consultation (conducting)	
Pre-referral consultation-assistance team involvement	3
Teacher consultations	3
Parent consultations	3
BIPs	3
Training	
Conducting your own PowerPoint in-service training (research/present a topic)	1
Attendance at training program/in-service	3

Research	
Conducting your own research project (can be single case design or program evaluation; university will provide additional supervision)	1-2
Supervision:	
Two hours/week (one alone with primary supervisor)	

9. **PORTFOLIO:** Submit a portfolio of your work to the University Internship Instructor. During the final semester of internship, interns are required to submit a portfolio of their work. The portfolio should be well organized and include evidence that the student has successfully completed required internship activities and demonstrated knowledge and skills in the NASP Domains of Competency. Please note that coursework completed prior to internship can also be used for the portfolio. The portfolio will be submitted via CANVAS using the ePortfolio option. The university internship instructor will facilitate setting up the ePortfolio and assist with developing the content prior to final submission. In addition to the product of each requirement, interns will write a summary sheet describing how the NASP domain(s) are addressed by the document/activity/product. Where specified, provide a statement showing the impact the document/activity/product had (that is, how it specifically affected the district, student, teacher, policy, or program, etc). Include quantitative data (e.g., number of discipline referrals before and after intervention) where possible. Additional material that supports the impact statement(s) can be included at the end of each section (i.e. teacher comments, email from a parent, record of student success, etc.).

The portfolios will be evaluated by the school psychology faculty to determine how well the intern meets competency to function at an entry-level job in school psychology upon graduation. If there are areas where the intern has not demonstrated competency, the faculty will meet with the intern and discuss how to remedy this situation. If additional work or supervision were required, that would need to be accomplished prior to graduation. The portfolio is part of the internship grade and, along with supervisor ratings, reflects the intern's competency to provide school psychological services. If portfolios are not timely submitted, the intern's grade may be lowered. Criteria used to evaluate the portfolio products appear below.

10. **CASE STUDY:** In addition to turning in the portfolio, interns are responsible for completing 2 case studies following the NASP Case Study Model. The goal is for the university internship instructor to provide assistance to the intern so he/she can use these case studies for their NCSP application. Cases used for the CASE Study can be an activity used for the internship requirements (See *8 above) or a case used for a previous course (e.g., Consultation) if data was collected. Please see information about the case study below.

11. **SEMESTER RATING SCALES:** Interns are responsible for completing a self-evaluation rating scale of their performance on internship each semester. Rating scales will be provided via an email link and must be completed before the end of the university grading period. The university internship instructor will also provide an online link to the primary site supervisor. The intern will be responsible in facilitating the completion of the rating scale.

Evaluation of the Internship:

The university internship instructor will make on-site visits as needed to lend support to the intern and the field site supervisor and to monitor quality. The interns are expected to bring their up-to-date logs and list of accomplished minimum requirements to the evaluation visits. The intern is evaluated on his or her ability relative to knowledge and skills in each of the 11 NASP Domains listed above and six professional work characteristics/dispositions (i.e., demonstrates professional responsibility, fosters collegiality, embraces diversity, demonstrates commitment to learning, maintains professional and personal integrity, and responds appropriately to supervision). A form to evaluate the intern's performance is provided to the intern and field site supervisor. These internships are graded on a Credit/No-Credit basis based on the ratings of the field-based clinical supervisor and the university Coordinator. Grades will reflect the semester rating scales, completion of required activities and documentation, and final portfolio.

School Psychology Internship Activities-Minimum Requirements

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

Category	Initials	Ethnicity/SES	Testing Date	Report Date	ARD Date
Emotional Disturbance					
Emotional Disturbance					
Emotional Disturbance					
Learning Disability					
Learning Disability					
Learning Disability					
FBA					
FBA					
FBA					
MDR					
MDR					
MDR					
Intellectual Disability					
Autism					
Early Childhood					

Intervention (conducting-including IEP and Progress Notes)

Category	Initials	Start Date	End Date	Total Sessions	Topic
Counseling Group					
Counseling Group					
Counseling Group					
Individual Case					
Individual Case					
Individual Case					
Crisis Intervention					

Other ARDs where I both attended and participated

Date	Purpose	Initials

Total ARDs participated in:

Description of Research Project:

Consultation

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

CASE STUDY (ACADEMIC):

CASE STUDY (BEHAVIOR/EMOTIONAL):

PORTFOLIO DESCRIPTION

The 10 sections of the portfolio should document the intern's own work and be placed in the following order:

1. **ED report** - a copy of a signed ED assessment report and documentation of participation in the ARD involving programmatic decisions. At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.4, 2.7, and 2.10, and contain an impact statement. As evidence of impact, the intern might explain how the report impacted the client, that is, how the intern's work translated into services for the client.
2. **LD report** - a copy of a signed learning/cognitive diagnostic report and documentation of participation in the ARD involving programmatic decisions. At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.3, and 2.10. and specific impact statement(s).
3. **FBA and BIP** - a copy of (a) a functional behavior analysis and (b) a behavioral intervention plan or behavior IEP and update (progress report). At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.3, 2.4, 2.6, 2.7, and 2.10. No impact statements are needed for the FBA. Impact statement(s) for the BIP should be included.
4. **MDR report** - a copy of a MDR report and documentation of participation in the MDR ARD involving programmatic discipline and intervention decisions. At a minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.6, 2.7, and 2.10. No impact statements are needed for this section.
5. **Counseling and Crisis Intervention** – (a) a copy of a counseling record (or progress notes) and/or IEP with progress report (update), OR (b) crisis intervention report. At a minimum this section should give evidence of the intern's competency in NASP domains 2.4, 2.7, and 2.10. Impact statements are needed for the counseling intervention but are not necessary for the crisis intervention.
6. **Pre-referral Consultation/Student Assistance Team Involvement** – a report/minutes/form/ description of the intern's involvement and collaboration in activities designed to offer student intervention prior to referral for testing. At minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.2, 2.3, 2.4, 2.6, and 2.8. No impact statements are needed for this section.
7. **Teacher/Parent Consultation reports** – a copy of (a) the teacher consultation report and (b) a description of a parent consultation (such as a meeting with the parent to provide information, make recommendations, review progress, or develop interventions) are required. At minimum this section should give evidence of the intern's competency in NASP domains 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, and 2.9. Impact statements are needed for the teacher consultation but not the parent consultation.
8. **In-Service and Research** – (a) an outline of the intern's in-service or copy of the PowerPoint/handout is required. At minimum this section should give evidence of the intern's competency in NASP domains 2.9 and 2.11. The intern may provide the participants with evaluation forms in order to include a summary of

how the intern's presentation was evaluated by the participants. (b) a document summarizing the intern's research project that includes a literature review, hypotheses, methods, analyses, discussion

9. **Diversity experience** – a statement/description of diversity experience. At minimum this section should give evidence of the intern's competency in NASP domain 2.5.

10. **Professional exam** – documentation of NASP exam score.

NASP Domains

2.1. Data-Based Decision-Making and Accountability: Has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; uses such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.
2.2. Consultation and Collaboration: Has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations; collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.
2.3. Effective Instruction and Development of Cognitive/Academic Skills: Has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions (such as instructional interventions, consultation).
2.4. Socialization and Development of Life Skills: Has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills; in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions, including, consultation, behavioral assessment/intervention, and counseling.
2.5. Student Diversity in Development and Learning: Has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
2.6. School and Systems Organization, Policy Development, and Climate: Has knowledge of general education, special education, and other educational and related services; understands schools and other settings as systems; works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
2.7. Prevention, Crisis Intervention, and Mental Health: Has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; provides or contributes to prevention and intervention programs that promote the mental health and physical wellbeing of students.
2.8. Home/School/Community Collaboration: Has knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
2.9. Research and Program Evaluation: Has knowledge of research, statistics, and evaluation methods; evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

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

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

Criteria for Evaluating Portfolio Products

Student: _____ Semester/Year: _____

1=not well developed or not present; 2=present, but partially developed; 3=adequately developed; 4=well developed.

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

ED Report: Total Score=_____

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

LD Report: Total Score=_____

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

FBA and BIP: Total Score= _____

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

MDR Report/ARD: Total score= _____

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

	determination of “relatedness”				
2.7	7. Recommendations are made for addressing behavior – intervention/prevention				

Counseling: Total score= _____

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

Crisis Intervention: Total Score= _____

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

Consultation: Participation on Problem-Solving Teams/Student Assistance Teams (PST/SAT)

Total Score= _____

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

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

Consultation: Teacher Consultation Project Total Score=_____

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

In-Service Training: Total Score=_____

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

Research: Total Score=

2.9	Conduct a research investigation which has been approved by the Human Subjects Committee and involves:	1	2	3	4
	1. Literature review				
	2. Hypotheses to be tested				
	3. Methods/Procedures used in the study				
	4. Statistical analyses of results				
	5. Discussion of findings				
	6. Presentation (poster or paper) at Student Research conference or other conference if applicable				

Diversity Experience: Total Score= _____

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

SUGGESTIONS FOR EVALUATION OF IMPACT

Product/Activity	Considerations to Address When Assigning Ratings
ED Evaluation Report & Data for Impact	<p> <input type="checkbox"/> Discussion of impact shows link of assessment to intervention <input type="checkbox"/> Discussion of impact shows evaluation of the intervention/services <input type="checkbox"/> Supporting documents include evidence that: <input type="checkbox"/> Intern attended ARD and presented results <input type="checkbox"/> Recommendations in the report are used to develop IEP (e.g., a specific goal/objective, accommodations/ modifications, related services) <input type="checkbox"/> Follow-up with teacher or special education case manager to determine if services are leading to decrease in maladaptive behaviors and/or increase in adaptive behaviors; <input type="checkbox"/> Data regarding number of discipline incidents after services implemented <input type="checkbox"/> Other: </p> <p> <input type="checkbox"/> If student found not eligible as ED, then impact must show how recommendations are being used for interventions (e.g., 504 accommodations, Tier 2 or 3 services, other general education programs) </p>
LD Evaluation	<p> <input type="checkbox"/> Discussion of impact shows link of assessment to intervention <input type="checkbox"/> Discussion of impact shows evaluation of the intervention services Supporting documents include evidence that: <input type="checkbox"/> Intern attended ARD and presented results <input type="checkbox"/> Recommendations in the report are used to develop IEPS (e.g., a specific goal or objective, modification, placement) <input type="checkbox"/> Follow up with teacher or case manager to determine if services are leading to increase in academic performance as measured by grades, state assessment results, benchmarks, etc, <input type="checkbox"/> Other: </p> <p> <input type="checkbox"/> If student not eligible, then impact must show how recommendations are being used for interventions (e.g., 504 accommodations, Tier 2/3 services, other general education programs) </p>
BIP	<p> <input type="checkbox"/> Discussion of impact shows evaluation of the intervention and services in the BIP <input type="checkbox"/> Discussion of impact describes how BIP was developed (function) BIP identifies: <input type="checkbox"/> target and replacement behaviors <input type="checkbox"/> antecedent and consequence interventions Supporting data for impact includes: <input type="checkbox"/> Follow up with teacher or case manager to determine if services are leading to behavioral improvement <input type="checkbox"/> Progress reports on BIP <input type="checkbox"/> Data from classroom <input type="checkbox"/> Updates on IEPs <input type="checkbox"/> Other </p>

Counseling	<p> <input type="checkbox"/> Discussion of impact presents how the counseling IEP was developed <input type="checkbox"/> Discussion of impact presents the skills being addressed and the techniques/methods used in the case <input type="checkbox"/> Discussion of impact describes evaluation of the counseling being provided as a related service Documentation may include: <input type="checkbox"/> progress on IEP sent every three weeks <input type="checkbox"/> IEP updated at end of grading period <input type="checkbox"/> pre-post- rating scale data <input type="checkbox"/> discussion with teacher regarding skills being demonstrated that are being addressed in counseling <input type="checkbox"/> Other: </p>
<p>Consultation (CASE STUDY)</p> <p>*Case study will be reviewed using the NCSP rubric</p>	<p>Discussion of impact shows how the consultation led to behavior change as evidenced by:</p> <p> <input type="checkbox"/> background information <input type="checkbox"/> operation definition of the problem (problem identification) <input type="checkbox"/> problem analysis/function of behavior/baseline data <input type="checkbox"/> description of the intervention <input type="checkbox"/> data collection during intervention <input type="checkbox"/> graph or table of results <input type="checkbox"/> discussion of the efficacy of the intervention <input type="checkbox"/> discussion of the integrity of the intervention <input type="checkbox"/> data from the evaluation or the consultation process by the consultee <input type="checkbox"/> Other: </p>

School Psychology Internship Log

Record of Supervision Hours

[illegible]

Signature of Intern

Signature of Site Supervisor

Printed Name

Printed Name