INTERNSHIP HANDBOOK

School Psychology
Ph.D. Program

(APA-Accredited and NASP-Approved)

University of Wisconsin-Milwaukee

For students, faculty, and supervisors

2014-2015

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This student handbook serves to provide information specific to the School Psychology program.
Ph. D. Internship in School Psychology
A Handbook for Faculty, Supervisors, and Students
The University of Wisconsin-Milwaukee

The internship experience in school psychology is an essential component in the preparation of the professional school psychologist. Accordingly, the internship has been carefully planned, organized, and coordinated to reflect continuity between a university training program, the internship setting, and the professional needs of the school psychology intern.

The internship experience is conceptualized as a transition period, from a dependent student/university relationship to an independent self-directed professional school psychologist. The internship facilitates the integration and synthesis of the skills acquired at the university with applied professional experience, and provides further opportunity for development of the intern's professional identity—not only self identity, but identity with school psychology as a profession.

The internship is designed to reflect the scientist-practitioner model articulated by the American Psychological Association (APA) where research guides professional practice. Thus strategies and techniques of practice are selected if they are empirically-based, and interns will evaluate and assess the effectiveness of their practice.

**Internship versus Practicum**

The internship occurs apart from the university training program and is administered in large part by the internship setting, as contrasted to practicum which is administered by UWM. Supervision of practicum students is more a responsibility of the university program. On the other hand, intern supervision is the joint responsibility of the university training institution and the professional staff of the internship setting.

The practicum experience occurs in close proximity to the completion of professional course work in the school psychology program (See Appendix A), and the student does not receive financial reimbursement for the practicum experience, whereas the intern is financially reimbursed. Finally, the practicum experience is oriented toward "professional skill acquisition," while the internship combines continued professional development with expanded responsibilities and role diversification in the delivery of psychological services. These characteristics of the internship distinguish it from the practicum experience.

The internship is further defined in terms of the length of time of the experience. The internship in school psychology occurs on a full-time basis over one school year or on a half-time basis for two consecutive years, and consists of a minimum of 1500 hours; 2000 hours are recommended. Students must complete a minimum of 600 hours in a school setting. It is important that the internship extend over an academic year as experiences and activities in a system change across time. The intern, then, experiences the changing professional demands that emerge as the school year progresses.
Chronology of the Internship

The internship is the last phase of the Ph.D. and certification program in school psychology. It combines previously developed competencies with new competencies gained under the internship. The internship takes place after course work and practica have been completed. The internship begins when the intern has displayed proficiency/competency in a set of content areas previously established by the training program as necessary prerequisites for the internship, such as:

1. Knowledge of human growth, learning, and development, including the biological, social, cultural, and psychological determinants of human behavior

2. Determination of individual special needs of children, families, and systems

3. Educational program development

4. Knowledge of school systems as social and instructional delivery systems.

Chronologically, the internship begins when a mutually agreed upon contract is formulated by the intern, university faculty, and internship supervising psychologists.

The Internship Setting

The School Psychology Ph.D. internship can be fulfilled through one of three avenues (1) a one year internship in a school setting, (2) a one year internship in which 50% takes place in a school setting, or (3) a one year internship in a mental health clinic, hospital setting, or consortium (varied settings) that focuses on children and adolescents. Students who obtain internships in clinics or hospital settings must complete a minimum of 600 hours of supervised internship or equivalent supervised experience in a school setting.

The School Psychology Ph.D. internship adheres to NASP standards regarding the requirement of a minimum of 600 hours in a school setting. NASP standards define a school setting as “a setting in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs who are enrolled in grades K-12. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of student services.” A credentialed school psychologist must supervise internship experiences in a school setting. A psychologist appropriately credentialed for the internship must supervise internship experiences in a non-school setting.

Thus, the internship agency must employ a clearly designated actively licensed/certified psychologist who is responsible for the integrity and quality of the internship. (It is not essential, however, for this person to be the one providing the supervision described below.)

Approval of the internship site by the university and the intern should take place prior to
formalizing arrangements for the internship. Approval is based on matching of the intern's professional and personal qualifications with the setting. Role expectations should be delineated and clearly understood prior to site approval.

*Part-time Option*

An alternative to the above one year internship (i.e. 40 hours per week) may occur to complete the internship within a two year period on a half-time basis (i.e. 20 hours per week). If a Ph.D. student chooses to have a half-time internship or she/he chooses to have 50% of her/his internship in the school, this portion of the school-based internship must be over the entire school year--not limited to one semester.

**University Responsibilities**

1. Selection of the internship setting is the joint responsibility of the intern and UWM faculty.

2. The university will communicate with the field supervisor to discuss supervision, objectives for internships, and the university's training model.

3. The UWM coordinator will conduct one to two on-site visits during the internship for students in the vicinity of UWM; the first occurs early in the internship, and the second toward the end of the year. The UWM coordinator will make additional visits when requested by the intern and/or field supervisor. For those students with internships more than 30 miles from UWM, the University supervisor will conduct contacts via phone or email.

**Contacts between University and Internship Site**

The nature of contacts and communication between the university and the internship site is to insure continuity in the training experience; communication with field supervisors and other staff at internship sites occurs on a frequent basis and through several activities. The training program should submit to the internship agency a statement regarding the kinds of experiences that are appropriate for the student during the course of the internship. The university will be in communication with the field-based supervisor and provide the website link to the Internship Handbook at the initiation of the internship. In addition, the university will facilitate the following activities:

a. Selection and approval of the internship setting and the written individualized internship plan are accomplished jointly by the School Psychology Program, internship agency, and intern.

b. Prior to beginning the internship, School Psychology faculty discuss with the intern and the field-based supervisor the general goals and specific objectives of the internship, review the terms of the internship contract, establish dates and procedures for evaluation, and address specific questions or issues related to the internship. This format may be
modified for distant internship placements, based on the expectations of the internship site.

c. Near the end of each semester, the university supervisor will meet at the internship site (local only) with the intern and the field supervisor to review the intern's progress and (if it is the first semester of the internship) revise the intern's contract for the next semester, if necessary. Throughout the internship year, the university coordinator may contact either the intern or the field supervisor as a means of monitoring progress.

Contract/Personnel Arrangements

The intern should be employed under a contract comparable to the psychological services staff contracts within the internship setting. See Appendix D.

Salary, fringe benefits, and travel allowances should be specified in the contract. Office space, equipment, and secretarial services should be provided by the internship setting as well as some released time for professional development.

Credits/Intern Status

The student should have a title such as "intern," "provisional school psychologist," "resident," or other similar designation of trainee status.

Ph.D. interns register for a minimum of 9 credits, 3 credits each semester (Fall, Spring, Summer) if full-time placement is year round; 3-6 credits per semester for academic year placements; or 3 credits per semester if part-time placement.

Successful Completion of Internship

Upon successful completion of the internship, students will receive a verification letter from the university (See Appendix E). For specific guidelines for meeting criteria for internship completion see Appendix F.

Supervision

Supervision of the intern is the joint responsibility of the training institution (UWM) and the professional staff of the internship agency. Internship experiences should, therefore, reflect continuity between the training program and the internship setting, as well as being responsive to the needs of the intern.

Field Supervision

The field supervisor is a liaison person between the intern and the university supervisor, and an employee of the internship site. The field supervisor should be a professional school psychologist (according to criteria in the APA Guidelines for Providers of School Psychological Services), has a doctorate in psychology (Ph.D. or Psy.D.), has demonstrated supervisory skills,
and has exhibited continued professional growth. However, in cases where interns have two or more prior years of work experience in the delivery of school psychological services which is acceptable to the preparing institution, they may have supervision provided by any professional psychologist (as defined in the APA general guidelines). This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the university graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review.

The field supervisor has been met (local internship placements) or been contacted (distant internship placements) by the university supervisor prior to the internship. Supervision of the intern is scheduled and systematic, direct and indirect. The field supervisor has primary responsibility for providing the intern with direct supervision, although supervision by other school psychology staff members and other psychologists is at times acceptable.

Supervision includes a minimum of two hours weekly of direct conference between the intern and the field supervisor directed toward the intern's professional experiences. Supervisory meetings will consist of discussion of individual cases, and assistance in areas that require greater expertise. In addition, supervision includes co-participation in staffings/meetings, consultation following report writing and conferences, and continuous observations of the intern's progress. Reports by the intern to consumers (i.e., parents and other professionals) must be co-signed by the psychologist responsible for the intern or issued with a cover letter stating that the report has been "reviewed and approved by" the responsible supervising psychologist. Increased supervision may be necessary depending on the skill level and professional progress of the intern. If increased supervision is deemed necessary, the internship supervisor should contact UWM faculty. The stated minimum of supervision will continue for the duration of the internship experience.

In addition to individual supervision, there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health and/or child care services.

**Internship Plan**

The intern and the field supervisor shall develop a written contract/plan outlining the intern's projected experiences and activities for the duration of the internship. See Appendix H. This contract/plan should have sufficient specificity to permit an on-going evaluation relative to the effectiveness of the proposed experiences and allow for modifications.

**Student Competencies**
Internship activities and experiences should be selected that lead to specific student competencies. See Appendix C for a list of competencies.

General Range of Activities

The internship should provide experiences in a range of assessment, direct intervention, and consultation activities conducted with and for children and/or adolescents needing school psychological services. Family-focused involvement should also be included in the internship experience. Activities directed primarily at the provision of psychological services to adults (not associated with a child or adolescent in need of services) are not appropriate. See Appendix B for a list of possible activities/procedures the intern might be exposed to during the year.

Additional activities may include seminars/continuing professional education, research activities, supervision activities, and administrative functions (e.g., committee membership or other leadership roles).

The internship will provide the following combination of activities, with necessary modification depending on site selection.

General internship activities:

- Contact with all age/grade levels (preschool - young adulthood)
- Contact with all areas of exceptionality (i.e., cognitive disabilities, learning disabilities, emotional disturbance, etc.)
- Contact with children from racially, culturally, economically, socially diverse backgrounds
- Contact with community agencies (e.g., social services, mental health clinics, etc.)
- Contact with various school programs (curricular, administrative, Pupil Personnel Services, etc.)
- Develop and demonstrate a working knowledge of state and federal regulations as they apply to school psychology
- Recommend and implement intervention strategies and programs at the individual-, group-, and/or system level

Specific internship activities:

- Classroom observation (school setting placement)
- Individual child study (assessment and decision-making)
- Report writing
- Parent, teacher, and case conferences
- Consultation
- Attendance at school, clinic, or hospital meetings (e.g., consultative teams, departmental, etc.)
- In-service for professional staff
- Group and individual counseling/intervention
- Involvement in professional associations
- Involvement in continuing education
- Research and evaluation

Time Allocations

The following guidelines are recommended for a general distribution of the intern's time in various activities:

1. The Ph.D. internship must involve a minimum of 1500 hours of experience (2000 hours are recommended).

2. The intern may spend no more than 30% of the total time in these secondary activities, either separate or combined: research, supervision (i.e., providing supervision), seminars/education (i.e., learning activities), and administration functions.

3. At least 20% of the intern's time should be spent in each of these primary activities: assessment, direct intervention, and consultation. However, the intern should spend no more than 50% of the time in any one of these primary activities.

4. At least 30% of the interns' time must be spent in direct client contact.

5. A minimum of two hours each week must be given to regularly-scheduled formal, face-to-face individual supervision regarding the school psychological services rendered directly by the intern.

Internship Journal/Reflection of Professional Experiences

The intern shall keep a written record of his/her experiences and reactions to those experiences. These activities and reflections will be summarized and submitted to the field supervisor and the university coordinator. The first summary/reflection of experiences is submitted mid-way
through the internship and again at the conclusion of the internship.

The intern will also keep a running log of activities and allocation of time that is submitted on a monthly basis to the university coordinator (See Appendix G). In addition, the intern will turn in to the university coordinator at midway and end points two exemplary work samples: one diagnostic report and one therapy/intervention report.

**Evaluations**

*Pre-Internship Evaluation*

The intern will evaluate individual skills relating to NASP domain and professional school psychology competencies at the beginning of the internship experience. It is highly suggested that interns communicate with their field supervisor to accurately assess pre-internship skills in relation to the internship site. See Appendix H for the Internship Plan/Evaluation Form which includes the pre-internship self evaluation to be filled out by the intern.

*Evaluation by Field Supervisor*

Evaluation is directed toward the intern as well as the overall internship experience. The evaluation of the intern is based on an agreement of the projected experiences and the field supervisor's responsibilities for the duration of the internship. The agreement has sufficient specificity to permit the ongoing evaluation of the intern and revision of the experience in relation to the intern's goals and objectives.

The supervisor shall submit two written evaluations to the university and the intern. The first report should be submitted midway through the internship, and the second at the conclusion of the internship. These evaluations should be prepared, at least in draft form, at the time of the midway and exit site visitations that are conducted by the university coordinator. See Appendix H for the Internship Plan/Evaluation Form which includes the intern evaluation to be filled out by the field supervisor. In internship sites in which an alternate performance evaluation form is deemed more appropriate in capturing expected competencies, this evaluation form may be substituted upon approval of the University supervisor.

At the final meeting the supervisor indicates whether the intern is ready for independent practice. If not, remedial efforts and activities will be explored during this meeting with the intern, university faculty, and the supervisor. If the supervisor judges that the intern is not making satisfactory progress toward independent practice in the final semester of the internship experience, goals and plans should be developed early in an effort to help the intern overcome any deficiencies prior to the end of year. Contact with the university faculty is also recommended in this case.

*Evaluation by University Supervisor*

The university supervisor will also evaluate the intern and their intern experience two times after a physical visit (local only) or phone meeting with the internship site midway through the
internship and then at the conclusion of the internship. The university supervisor will assist the intern and field supervisor in revising the intern’s internship plan for the next semester, if necessary. The university supervisor will use the same evaluation form that is filled out by the field supervisor. See Appendix H for the Internship Plan/Evaluation Form which includes the intern evaluation to be filled out by the university supervisor.

Evaluation of Internship Site

Evaluation of the internship experience, apart from evaluation of the intern, takes place at the end of the internship by the intern and field supervisor. Jointly they summarize and assess the strengths and weaknesses of the internship experience, which is submitted in written format to the university coordinator. See Appendix H for the Internship Plan/Evaluation Form, which includes the evaluation of the internship site.
Appendix A
COURSE CHECK-LIST

School Psychology Coursework

EDPSYC-631 Human Abilities and Learning or EDPSYC-735 Cognition and Instruction
EDPSYC-640 Human Development
EDPSYC-724 Statistical Methods II
EDPSYC-821 Psychometric Methods (or EDPSYC-720 Psychological Measurement)
EDPSYC-728 Techniques of Research
EDPSYC-732 Cognitive-Behavioral Intervention Strategies
EDPSYC-760 Alternative Assessment and Classroom Strategies
EDPSYC-751 Professional and Historic Issues in School Psychology
EDPSYC-752 Developmental Psychopathology
EDPSYC-755 Assessment and Interventions: School Age Children
EDPSYC-851 Assessment & Interventions: Personality, Social, & Emotional Functioning
EDPSYC-952 Pediatric Psychology in an Urban Setting
COUNS- 805 Consultation Strategies
EDPSYC-955 Advanced Therapeutic Intervention
EDPSYC-959 Research Seminar in School Psychology (optional)
EDPSYC-960 Evidence-Based Intervention
EDPSYC-974 Beginning Practicum
EDPSYC-975 Advanced Practicum
EDPSYC-977 Advanced Practicum in Intervention and Supervision (6 credits)

Other Ph.D. Level Coursework

Research/Stats/Analytic Methods (9 credits required); Elect from the following courses
EDPSYC-823 Structural Equation Modeling
EDPSYC-824 Advanced Experimental Design and Analysis
EDPSYC-825 Multiple Regression and Multivariate Methods
EDPSYC-826 Analysis of Cross-classified Categorical Data

Educational Psychology Foundations (6 additional credits required)
EDPSYC-____ Human Development (700-900 level course)
EDPSYC-____ Psychology of Learning (700-900 level course)

Psychology Minor (9 credits required)
PSYCH-750 Psychology (History of Psychology) (required)
PSYCH-754 Seminar in Biological Psychology (or other course in biological basis required)
PSYCH-____ Psychology Elective (social behavior course if Race & Ethnicity not taken to meet Development requirement)

Educational Policy, Curriculum and Instruction, and Special Education
EDPOL-701 Seminar in Urban Education
EDPOL-901 Advanced Urban Seminar or Independent Study (EDPSYC 990)
C&I- 747 Diagnosis and Treatment of Reading (Or other in consultation with advisor)
EXED- 715 Issues & Trends in Exceptional Education (Or other in consultation with advisor)
Appendix B
SUGGESTED EXPERIENCES AND ASSESSMENT PROCEDURES

Assessment Procedures to be Practiced/Applied:

Cognitive/Intelligence/Achievement
1. Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
2. Stanford Binet Intelligence Scales-Fifth Edition (SB5)
5. Wechsler Individual Achievement Test-Third Edition (WIAT-III)
6. Woodcock Johnson III Tests of Achievement (WJ-III-ACH)

Social Emotional/Behavior/Personality/Adaptive
2. Behavior Rating Inventory of Executive Function (BRIEF)
3. Conners Third Edition Behavior Rating Scales (Conners 3)
4. Children’s Depression Inventory – 2nd Edition (CDI-2)
5. Behavior Assessment Scale for Children II (BASC II)
6. Functional Assessment and Intervention System (FAIS)
7. Social Competence Performance Checklist (SCP Checklist)
8. Revised Children’s Manifest Anxiety Scale – 2 (RCMAS-2)
9. Behavioral Observation of Students in Schools (BOSS)
10. Gilliam Autism Rating Scale (GARS)
11. Gilliam Asperger’s Disorder Scale (GADS)
12. Social Skills Rating System (SSRS)
14. Classroom Competence Observation Form (CCO Form)
15. Roberts Apperception Test
16. Sentence Completion Test

Individual Student File Review
Classroom Observation
Parent and/or Teacher Interview
Comprehensive Written Psychological Report

Intervention and Consultation Procedures to be Practiced

Behavior Management Programs--Group and Individual
Systems level Interventions (e.g., Peer-Tutoring Program, Violence Reduction/Prevention)
Social Skills Development
Behavioral Consultation with Teachers and/or Parents
Individual Psychotherapy with Students
Group Therapy with students
Family interventions/home-school partnerships
Outcomes: Planning, Monitoring, Evaluating (Outcomes: PME) or other consultation/ intervention planning
Appendix C
PROGRAM COMPETENCIES

Ph.D. interns shall submit an internship plan (See Appendix H) to the school psychology faculty of faculty coordinator of internship training for approval prior to beginning of internship. The internship plan should be created with considering the intended UWM Program and NASP competencies and should include intended internship activities in the following areas: (1) Assessment; (2) Intervention and Consultation; (3) Supervision; (4) Population Served; (5) Workshops/Professional Meetings to be attended; and, (6) Research activities/Scholarly Endeavors. The student must also maintain a daily log to document her/his hours in each of these areas (See Appendix G). The following NASP Competencies and possible activities under each competency are listed below.

NASP Competencies

Practices That Permeate All Aspects of Service Delivery

STANDARD 1 – Data-Based Decision Making and Accountability: The competent school psychologist has knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- Collects assessment results and other environmental data to identify student needs
- Uses measures of cognition and achievement effectively.
- Charts student performance on measures sensitive to incremental change (CBM, DIBELS, etc.).
- Uses data to evaluate outcomes of services and to facilitate accountability.
- Analyzes group performance to design interventions that meet learners’ needs.
- Prepares clearly written reports that address referral questions appropriately.
- Articulates assessment findings in a manner that is understandable for the intended audience.

STANDARD 2 – Consultation and Collaboration: The competent school psychologist has knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
- Uses knowledge and skills in consultation/collaboration to promote change at the individual, classroom, building, district, or other agency levels.
- Participates in collaborative decision-making and problem solving with other professionals to achieve student success.
- Routinely follows up with implementers to ensure treatment integrity
- Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.
- Communicates clearly with diverse audiences (e.g., parents, teachers, school boards,
policy makers, community leaders, colleagues).

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

STANDARD 3 – Interventions and Instructional Support to Develop Academic Skills: The competent school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula, interventions and instructional strategies.

- Assists school personnel in developing and monitoring academic goals for all students.
- Uses data to identify factors including biological and cultural factors that influence learning and behavior at the individual, classroom or building levels.
- Assists school personnel and other agency administrators with the interpretation of data to evaluate individual, classroom, and/or building level programs.
- Demonstrates knowledge and assists school personnel in selection and implementation of evidence-based curricula (e.g., reading, math).
- Participates in the development and implementation of instructional strategies for students at different stages of development (such as differentiated small group strategies), including those for students who do not meet academic expectations.

STANDARD 4 – Interventions and Mental Health Services to Develop Social and Life Skills: The competent school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

- Applies the principles of behavior change to enhance student behavior/performance at the individual/classroom level.
- Develops methods to assist teachers & families in teaching pro-social behaviors to students.
- Applies the principles of generalization and transfer of research-based knowledge to the development and implementation of interventions.
- Assists parents and other caregivers with the development and implementation of behavior change programs in the home.
- Has knowledge, and promotes use of, evidence-based strategies.
- Has knowledge, and promotes use of, evidence-based social-emotional learning strategies to improve student performance.

Systems-Level Services

STANDARD 5 – School-Wide Practices to Promote Learning: The competent school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- Demonstrates knowledge of and skills involved in systems-change process.
- Effectively leads problem-solving teams with attention to positive tone, time-management, and accountability.
- Demonstrates knowledge of current public policy issues impacting educational and mental health service delivery systems.
- Uses technology to communicate information efficiently (e.g., power point, projectors, fax, printer, copier).
- Uses current technology resources (e.g., software, laptops, tablets) when designing, implementing, and evaluating programs or interventions for children.
- Practices ethical, legal, and socially responsible behavior when using technology and computer software.
- Utilizes standardized measures of social-emotional functioning effectively.

**STANDARD 6 – Preventive and Responsive Services:** The competent school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).
- Demonstrates ability to establish rapport and maintain appropriate boundaries.
- Evaluates individuals' risk of harm to self and others and engages in appropriate safety planning and follow-up.
- Conceptualizes cases using various theoretical orientations.
- Employs empirically supported interventions to individuals/groups, addressing social-emotional factors.
- Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.

**STANDARD 7 – Family-School Collaboration Services:** The competent school psychologist has knowledge of principles and research related to family systems, including family strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
- Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.
- Facilitates collaboration with parents/guardians when designing interventions.
- With properly signed releases, communicates and coordinates with other professionals in mental health, legal, medical, social service, and recreational programs involved identified student.

**Foundations of School Psychological Service Delivery**

**STANDARD 8 – Diversity in Development and Learning:** The competent school psychologist has knowledge of individual differences, abilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and
evidence-based strategies to enhance services and address potential influences related to diversity:

- Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.
- Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.
- Uses nondiscriminatory evaluation procedures.
- Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.
- Considers students’ abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.

**STANDARD 9 – Research and Program Evaluation:** The competent school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- Applies research design and data analysis techniques when conducting and evaluating research/program evaluation.
- Evaluates psychometric properties when selecting assessment methods.
- Applies knowledge of professional literature and research findings to all aspects of professional practice.
- Accesses and critically evaluates current research.
- Provides information about relevant research findings to school personnel, parents, and the public.

**STANDARD 10 – Legal, Ethical, and Professional Practice:** The competent school psychologist has knowledge of the history and foundations of the profession; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

- Practices in full accordance with APA & NASP Principles for Professional Ethics.
- Participates in personal continuing professional development.
- Takes initiative in learning strategies/techniques under supervision.
- Develops one’s identity as a Specialist-level school psychologist including learning about various job-settings & responsibilities of training supervisors.
- Contributes to the professional development of others by providing supervision of educational/counseling services.
- Maintains useful and accurate records of services provided.
- Follows legal, regulatory, and ethical parameters in record keeping and communicates information responsibly to others in compliance with FERPA & HIPPA requirements.
Appendix D
Internship Contractual Agreement

With this agreement I, as an intern, also assume responsibility to discharge all my duties and requirements in accordance with the APA guidelines for Professional and Ethical Conduct and, in concert with the rules, regulations, and culture of the internship training facility. I also understand that this agreement calls for a full-time training commitment and I additionally agree to accept no other offer of paid employment that may conflict with this stated training commitment.

We, the undersigned, agree that successful completion of this internship plan and objectives (attached) will meet the requirements of the School Psychology Internship as prescribed by the University of Wisconsin-Milwaukee's Department of Educational Psychology

__________________________________  ________________________
Karen C. Stoiber, Ph.D.                  Date

__________________________________  ________________________
School Psychology Intern                 Date

__________________________________  ________________________
Field Supervisor                        Date
License #

__________________________________  ________________________
Agency representative                    Date
Appendix E
INTERNSHIP COMPLETION LETTER

____________________ has successfully completed all of the requirements of a predoctoral internship at: ______________________ under the supervision of: ______________________ in partial fulfillment of the requirements of the doctoral degree in school psychology at the University of Wisconsin-Milwaukee.

____________________________
Karen Callan Stoiber, Ph.D.
Training Director, School Psychology Doctoral Program

__________________________
Date
Appendix F
GUIDELINES FOR INTERNSHIP COMPLETION

1. An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills. The internship is the culminating training experience following practica and field-based clinical experiences. The program must allow the intern the opportunity for carrying out major professional functions under appropriate supervision.

2. The internship provides training in a range of assessment and intervention activities conducted with and for children, adolescents, and families needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation, and other services to a greater extent than less experienced interns.

3. The internship agency employs a clearly designated actively licensed/certified psychologist who is responsible for the integrity and quality of the internship. (It is not essential, however, for this person to be the one providing the supervision described below.)

4. Internship supervision should be provided by a professional school psychologist (according to criteria in the APA Guidelines for Providers of School Psychological Services). However, in cases where interns have two or more prior years of work experience in the delivery of school psychological services which is acceptable to the preparing institution, may have supervision provided by any professional psychologist (as defined in the APA general guidelines). This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the university graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (see 3 above).

5. Reports by the intern to consumers (i.e., parents and other professionals) must be co-signed by the psychologist responsible for the intern or issued with a cover letter stating that the report has been "reviewed and approved by" the responsible supervising psychologist.

6. The internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.

7. In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case
conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health, mental health, and/or child care services.

8. Supervision and education as described in 6 and 7 above will account for at least 10% of the intern's time. Some of the activities may occur at times other than the "regular" work day.

9. The total internship experience may occur in more than one setting but must include a minimum of 1500 hours (2000 hours are recommended), and must be completed within 24 months. Students who obtain internships in clinics or hospital settings must complete a minimum of 600 hours in a school setting.

The internship and agency criteria (i.e., #'s 1, 2, 3, 4, 5, 6, 7, and 15) must be met, and the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.

10. At least 30% of the intern's time is in direct client contact.

11. The intern may spend up to 25% of the time in research activity. If the dissertation topic is not in keeping with the program of the internship agency, the research activities should not impinge on or diminish the learning activities in the intern's other hours or the activities or the agency and its staff.

12. The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.

13. The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.

14. Trainee has a title such as "intern", "resident," "fellow," or other designation of trainee status.
15. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality for the work. Each intern should have a written statement about salary, benefits, reimbursable travel, holidays, etc.

* In the absence of special circumstances, psychologists completing programs which meet these guidelines can expect that the internship requirement for listing in the National Register will be fulfilled. Intern programs which comply with these guidelines are eligible for listing in the Directory of Internship Programs in Professional Psychology published yearly by the Association of Psychology Internship Centers (APIC).
## Appendix G

### LOG OF ACTIVITIES

<table>
<thead>
<tr>
<th>Date:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THERAPY</strong></td>
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</tr>
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<td>Children (12 &amp; under)</td>
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<td>Formal Administration</td>
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<tr>
<td>Instrument Used</td>
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<tr>
<td>Functional Assessment/analysis</td>
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<td>Interview</td>
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<td>System Consult/Training</td>
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<tr>
<td>Review of records</td>
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<tr>
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<td>Training, Orientation, Staff meetings</td>
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<tr>
<td>Independent learning</td>
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<td>Library searches, etc.</td>
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<td>Running subjects, Analyses, etc.</td>
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<td><strong>SUPERVISION (NASP Standard 2.10)</strong></td>
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</table>
Appendix H
INTERNERSHIP PLAN AND SUPERVISOR INTERN/SITE EVALUATION FORM

School Psychology Intern:  Partnering Site:  Supervising Psychologist:

<table>
<thead>
<tr>
<th>INTERNSHIP PLAN OF ACHIEVEMENT</th>
<th>SELF-RATING Pre-Internship</th>
<th>INTERIM MID YEAR INTERN EVAL Field/University Supervisor</th>
<th>SUMMATIVE END OF YEAR INTERN EVAL Field/University Supervisor</th>
<th>SUMMATIVE END OF YEAR SITE EVAL Intern/Field Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Product &amp; Time Frame</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Expectancy for Competency Level of Accomplishment (Indicate Month)</td>
<td>New Skill Level</td>
<td>Developing Skill Level</td>
<td>Competent Skill Level</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

STANDARD 1 – Data-Based Decision Making and Accountability: The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

- Collects assessment results and other environmental data to identify student needs.
- Uses measures of cognition and achievement effectively.
- Charts student performance on measures sensitive to incremental change (CBM, DIBELS, etc.).
- Uses data to evaluate outcomes of services and to facilitate accountability.
- Analyzes group performance to design interventions that meet learners’ needs.
- Prepares clearly written reports that address referral questions appropriately.
- Articulates assessment findings in a manner that is understandable for the intended audience.
**STANDARD 2 – Consultation and Collaboration:** The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

<table>
<thead>
<tr>
<th>Work Product &amp; Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month)</th>
<th>SELF-RATING</th>
<th>INTERIM MID YEAR INTERN EVAL</th>
<th>SUMMATIVE END OF YEAR INTERN EVAL</th>
<th>SUMMATIVE END OF YEAR SITE EVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Skill Level</td>
<td>Not Applicable</td>
<td>Not able to perform activity satisfactorily</td>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
</tr>
<tr>
<td>Developing Skill Level</td>
<td>Can perform activity but requires supervision</td>
<td>More than acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
<td></td>
</tr>
<tr>
<td>Competent Skill Level</td>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Not able to perform activity satisfactorily</td>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
<td></td>
</tr>
<tr>
<td>Not able to perform activity satisfactorily</td>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can perform activity but requires supervision</td>
<td>More than acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
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</tr>
<tr>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outstanding ability, initiative and adaptability</td>
<td></td>
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</tr>
</tbody>
</table>

Uses knowledge and skills in consultation/collaboration to promote change at the individual, classroom, building, district, or other agency levels.

Participates in collaborative decision-making and problem solving with other professionals to achieve student success.

Routinely follows up with implementers to ensure treatment integrity.

Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.

Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).
<table>
<thead>
<tr>
<th>Work Product &amp; Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month)</th>
<th>SELF-RATING</th>
<th>INTERIM MID YEAR INTERN EVAL</th>
<th>SUMMATIVE END OF YEAR INTERN EVAL</th>
<th>SUMMATIVE END OF YEAR SITE EVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Skill Level</td>
<td>Not Applicable</td>
<td>Not able to perform activity satisfactorily</td>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
</tr>
<tr>
<td>Developing Skill Level</td>
<td>Not Applicable</td>
<td>Can perform activity but requires supervision</td>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
</tr>
<tr>
<td>Competent Skill Level</td>
<td>Not Applicable</td>
<td>Can perform activity but requires supervision</td>
<td>More than acceptable and outstanding level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Not able to perform activity satisfactorily</td>
<td>Acceptable and typical level of performance</td>
<td>Outstanding ability, initiative and adaptability</td>
<td>Outstanding ability, initiative and adaptability</td>
</tr>
<tr>
<td>Not Available</td>
<td>Available but minimal</td>
<td>Available but minimal</td>
<td>Available but minimal</td>
<td>Outstanding experience and training/supervision in this area</td>
</tr>
</tbody>
</table>

**STANDARD 3 – Interventions and Instructional Support to Develop Academic Skills:** The competent school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Assists school personnel in developing and monitoring academic goals for all students.

Uses data to identify factors that influence learning and behavior at the individual, classroom or building levels.

Participates in the development and implementation of instructional strategies for students at different stages of development (such as differentiated small group strategies), including those for students who do not meet academic expectations.

Assists school personnel and other agency administrators with the interpretation of data to evaluate individual, classroom, and/or building level programs.

Demonstrates knowledge and assists school personnel in selection and implementation of evidence-based curricula (e.g., reading, math).

Participates in the development and implementation of instructional strategies for students at different stages of development, including those who do not meet academic expectations.
<table>
<thead>
<tr>
<th>STANDAR D 4 – Interventions and Mental Health Services to Develop Social and Life Skills: The competent school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies the principles of behavior change to enhance student behavior/performance at the individual/classroom level.</td>
</tr>
<tr>
<td>Develops methods to assist teachers &amp; families in teaching pro-social behaviors to students.</td>
</tr>
<tr>
<td>Applies the principles of generalization and transfer of training to the development of interventions.</td>
</tr>
<tr>
<td>Assists parents and other caregivers with the development and implementation of behavior change programs in the home.</td>
</tr>
<tr>
<td>Has knowledge, and promotes use of, evidence-based strategies.</td>
</tr>
<tr>
<td>Has knowledge, and promotes use of, evidence-based social-emotional learning strategies to improve student performance.</td>
</tr>
<tr>
<td>Work Product &amp; Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month)</td>
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</tbody>
</table>

**STANDARD 5 – School-Wide Practices to Promote Learning:** The competent school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- Demonstrates knowledge of and skills involved in systems-change process.
- Effectively leads problem-solving teams with attention to positive tone, time-management, and accountability.
- Demonstrates knowledge of current public policy issues impacting educational and mental health service delivery systems.
- Uses technology to communicate information efficiently (e.g., power point, projectors, fax, printer, copier).
- Uses current technology resources when designing, implementing, and evaluating programs or interventions for children.
- Practices ethical, legal, and socially responsible behavior when using technology and computer software.
- Utilizes standardized measures of social-emotional functioning effectively.
<table>
<thead>
<tr>
<th>Work Product &amp; Time Frame</th>
<th>Self-Rating</th>
<th>Interim Mid Year Intern Eval</th>
<th>Summative End of Year Intern Eval</th>
<th>Summative End of Year Site Eval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectancy for Competency Level of Accomplishment (Indicate Month)</td>
<td>New Skill Level</td>
<td>Developing Skill Level</td>
<td>Competent Skill Level</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**STANDARD 6 – Preventive and Responsive Services:** The competent school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

- Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).
- Demonstrates ability to establish rapport and maintain appropriate boundaries.
- Evaluates individuals' risk of harm to self and others and engages in appropriate safety planning and follow-up.
- Conceptualizes cases using various theoretical orientations.
- Employs empirically supported interventions to individuals/groups, addressing social-emotional factors.
- Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.
<table>
<thead>
<tr>
<th>Work Product &amp; Time Frame</th>
<th>Expectancy for Competency Level of Accomplishment (Indicate Month)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Rating</td>
<td>INTERIM MID YEAR INTERN EVAL</td>
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<td></td>
<td>SUMMATIVE END OF YEAR INTERN EVAL</td>
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<td></td>
<td>SUMMATIVE END OF YEAR SITE EVAL</td>
</tr>
</tbody>
</table>

**STANDARD 7 – Family-School Collaboration Services:** The competent school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

- Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.

- Facilitates collaboration with parents/guardians when designing interventions.

- With properly signed releases, communicates and coordinates with other professionals in mental health, legal, medical, social service, and recreational programs involved identified student.
<table>
<thead>
<tr>
<th>Work Product &amp; Time Frame</th>
<th>Expectancy for Competency Level of Accomplishment (Indicate Month)</th>
<th>SELF-RATING</th>
<th>INTERIM MID YEAR INTERN EVAL</th>
<th>SUMMATIVE END OF YEAR INTERN EVAL</th>
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<tbody>
<tr>
<td>New Skill Level</td>
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<td>Not Applicable</td>
<td>Not able to perform activity satisfactorily</td>
<td>Can perform activity but requires supervision</td>
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</table>

**STANDARD 8 – Diversity in Development and Learning:** The competent school psychologist has knowledge of individual differences, abilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity:

- Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.

- Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.

- Uses nondiscriminatory evaluation procedures.

- Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.

- Considers students’ abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.
## STANDARD 9 – Research and Program Evaluation:

The competent school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- Applies research design and data analysis techniques when conducting and evaluating research/program evaluation.
- Evaluates psychometric properties when selecting assessment methods.
- Applies knowledge of professional literature and research findings to all aspects of professional practice.
- Accesses and critically evaluates current research.
- Provides information about relevant research findings to school personnel, parents, and the public.
### STANDARD 10 – Legal, Ethical, and Professional Practice

The competent school psychologist has knowledge of the history and foundations of the profession; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Self-Rating</th>
<th>Interim Mid Year Intern Eval</th>
<th>Summative End of Year Intern Eval</th>
<th>Summative End of Year Site Eval</th>
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<tbody>
<tr>
<td>Practices in full accordance with APA &amp; NASP Principles for Professional Ethics.</td>
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<td>Participates in personal continuing professional development.</td>
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<td>Takes initiative in learning strategies/techniques under supervision.</td>
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<td>Develops one’s identity as a Specialist-level school, &amp; professional psychologist including learning about various job-settings &amp; responsibilities of training supervisors.</td>
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<td>Contributes to the professional development of others by providing supervision of educational/counseling services.</td>
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<td>Maintains useful and accurate records of services provided.</td>
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<td>Follows legal, regulatory, and ethical parameters in record keeping and communicates information responsibly to others in compliance with FERPA &amp; HIPPA requirements.</td>
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