



## **Specialist Level Program in School Psychology Internship Manual**

1<sup>st</sup> edition: August 2005  
Revised: August 2008

*College of Health Science & Human Service  
Department of Counselor Education & School Psychology  
2801 W. Bancroft Street  
Mail Stop #119  
Toledo, Ohio 43606-3390  
Telephone: 419-530-2718  
Fax: 419-530-7879*

Approved by  
The National Association of School Psychologists (NASP)  
The State of Ohio Department of Education

Accredited by  
The National Council for the Accreditation of Teacher Education (NCATE)

**Table of Contents**

<b>Program Philosophy and Objectives</b>	<b>3</b>
<b>Overview and Purpose of the Internship Experience</b>	<b>3</b>
<b>Goals and Objectives for the Internship Experience</b>	<b>4</b>
<b>Required Activities</b>	<b>6</b>
<b>Supervision</b>	<b>7</b>
<b>Evaluation</b>	<b>8</b>
<b>Recommendation for Licensure</b>	<b>10</b>
<b>Guidelines for Field Experience</b>	<b>13</b>
<b>Guides and Forms</b>	<b>14</b>
<b>A: Ohio Internship Evaluation Demographic Data Collection</b>	<b>14</b>
<b>B: Internship Memorandum of Agreement</b>	<b>15</b>
<b>C: Training Plan</b>	<b>19</b>
<b>D: Record of Internship Site Visit</b>	<b>20</b>
<b>E: Internship Case Report Format</b>	<b>21</b>
<b>F: Case Study Review</b>	<b>24</b>
<b>G: Guidelines for Gathering Impact Data for Ohio Internship</b>	<b>27</b>
<b>H: Evaluation of Internship Consultation Process and Services</b>	<b>35</b>
<b>I: Internship Competency Evaluation</b>	<b>36</b>
<b>J: Specialist-level Research Project</b>	<b>50</b>
<b>K: Scoring Rubric for Specialist-level Research Project</b>	<b>52</b>

## **UT School Psychology Program Philosophy and Objectives**

The University of Toledo School Psychology Program is committed to training professionals who have expertise in both psychology and education. This is accomplished by using a scientist-practitioner model that emphasizes comprehensive psychological services using an Eco-behavioral-problem solving orientation that recognizes the importance of children's individual differences. After successfully completing the program, students will be expected to:

Objective 1: Demonstrate respect for human diversity and individual differences in their practice as school psychologists.

Objective 2: Deliver a full range of school psychological services from indirect to direct evidence-based interventions, to standardized and curriculum based assessment, to evaluation of system-level programs and services.

Objective 3: Function using the scientist-practitioner Eco-behavioral problem-solving model.

Objective 4: Adhere to legal and ethical practices in their professional practice.

## **Overview and Purpose of the Internship Experience**

In accordance with *Standards for Field Placement in School Psychology* (National Association of School Psychologists, 2000), The University of Toledo field experiences program is intended to provide field-based training experiences leading to the development of competent, ethical school psychologists.

The internship is a first and foremost a training experience. The purpose of the internship is to provide a process for integrating, applying and expanding competencies, attitudes and values under the direction of a supportive mentor, which leads to the provision of comprehensive school psychological services.

The state of Ohio provides paid internships to qualified students. Any student accepting an Ohio School Psychology internship shall abide by the terms of *The Ohio Internship in School Psychology Manual* (2006), a copy of which shall be provided to students at the New Student Orientation. Requirements for the Ohio Internship include completing an internship consisting of a minimum of 1200 hours and occurring on a full-time basis extending across one school year in a school setting. It may not extend into any part of a second year. Students are expected to be aware of all deadlines and administrative tasks related to internship. These procedures will be provided in writing for students

as part of the syllabus for internship seminar; however, if a student has any questions or concerns, s/he should address this with the University Internship Coordinator. Students can be withheld from internship if they have not successfully completed all procedures related to internship. In addition, students should be aware that by accepting an internship in the state of Ohio, they are obligated to provide a year of paid employment back to the state of Ohio.

### **Goals and Objectives for the Internship Experience**

The broad goals of the internship experience are to:

1. Demonstrate interpersonal skills necessary to be a school psychologist (NASP Std 2.2)
2. Analyze and synthesize the consultation, assessment, and intervention components of school psychology (NASP Std 2.1, 2.2, 2.10)
3. Analyze and synthesize the concepts involved in individual, group and systems consultation (NASP Std 2.2, 2.6, 2.7).
4. Evaluate and synthesize data from basic assessment devices/strategies used in school psychology producing data based decisions (NASP Std 2.1)
5. Demonstrate knowledge of individual differences due to diverse cultural backgrounds and relationship to psychological assessment (NASP 2.5, 2.8).
6. Design and implement academic and behavioral interventions (NASP Std 2.3, 2.4)
7. Demonstrate competence in oral and written communication and technology (NASP Std 2.11).
8. Demonstration competence in personal organization.
9. Demonstrate competence in use of principles of professional ethics and standards of practice (NASP Std 2.10).
10. Demonstrate knowledge of legal issues related to education and psychology (NASP Std 2.10).

The objectives of the internship are consistent with demonstrating entry-level competence in the 11 NASP Domains, which are as follows:

*Domain 2.1: Data-Based Decision-Making and Accountability:* School psychologists have 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. School psychologists use 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. Data-based decision-making permeates every aspect of professional practice.

*Domain 2.2: Consultation and Collaboration:* School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

*Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills:* School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

*Domain 2.4: Socialization and Development of Life Skills:* School psychologists have 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. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

*Domain 2.5: Student Diversity in Development and Learning:* School psychologists have 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. School psychologists demonstrate 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.

*Domain 2.6: School and Systems Organization, Policy Development, and Climate:* School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

*Domain 2.7: Prevention, Crisis Intervention, and Mental Health:* School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.

*Domain 2.8: Home/School/Community Collaboration:* School psychologists have 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. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

*Domain 2.9: Research and Program Evaluation:* School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

*Domain 2.10: School Psychology Practice and Development:* School psychologists have knowledge of the history and foundations of their 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. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

*Domain 2.11: Information Technology:* School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

These domains are evaluated by competencies, which comprise the 78 items on the Internship Competency Evaluation.

### **Required Activities**

1. The intern will have completed all coursework before beginning the internship.
2. In collaboration with the intern supervisor, the intern will develop a training plan during the first week of internship that delineates activities to be completed and projected timelines. The intern will retain a copy of the plan and follow it as specified. The intern will submit a copy of the plan to the University internship coordinator.
3. The intern is responsible for notifying the University internship coordinator of any concerns regarding the internship that cannot be resolved in the placement setting.

4. The intern will keep a daily log of activities including recording the number of hours of supervision per week. The supervision hours must average at least 3 hours per week over the year.
5. The intern will keep a log of all cases and code the information in order to protect the privacy of his/her clients/consultees.
6. The intern will complete the Summative Portfolio requirement and present it to the faculty at the completion of their internship.
7. The intern will independently complete the Internship Competency Evaluation in October, December, and February and at the completion of the internship (May/June). The intern and supervisor will discuss their individual ratings and discuss any differences. The intern will provide a copy to the University internship coordinator each time it is completed.
8. The intern will complete an evaluation of the internship experience at the end of the experience.
9. The intern will complete an internship experience of no less than 1200 clock hours.
10. The intern will work with psychological services staff, school personnel/staff, students, and families in activities that are consistent with school and district policies and consistent with the internship requirements and training plan.
11. The intern will attend internship seminar each week, which will be conducted on-campus by the University internship coordinator. The intern seminar is held in conjunction with the intern experience. Its purpose is to help support the attainment of the competencies in the training experience. Intern seminar will involve the sharing of intern experiences, continuing professional development, and a forum for providing feedback to interns on their experiences
12. The intern will attend professional conferences to include OSPA and the Annual Intern Conference, and, if possible will attend NASP.

### **Supervision**

Supervision for the internship experience is provided by the on-site visits by the University Supervisor and on an ongoing basis by the student's intern supervisor in the district. The university coordinator will schedule on-site supervisory visits during each period of registration for the internship.

While an intern may work directly or indirectly with a number of practicing school psychologists during his/her year of internship, a single field facilitator will be designated by the UT University Internship Supervisor as being the field facilitator directly responsible for the scope and evaluation of the intern's program and experience. This designated field facilitator is responsible for services to the school district in which the intern will be working. The school district provides the facilitator with released time from other duties for activities necessary for the direct supervision of the intern. Released time may

vary based upon the needs of the intern, and will require necessary accommodation in caseload expectations for the designated field facilitator. Field facilitators provide each intern with a minimum of three (3) hours of supervision per week on an average, recognizing that there are differential needs for mentoring as a function of the stage of intern development.

Supervision sessions include the following: modeling and teaching of competencies, direct observation, monthly review of intern competencies, case review, constructive feedback by both parties regarding the progress of the internship, facilitation of the development of a mentoring relationship, and provisions for helping the intern integrate intra- and extra-school system experiences.

Field facilitators assure the integrity of, and review their interns' competency log, including notations from supervision sessions. This review process is essential to:

- 1) ensure that quality time is devoted to assessing the needs and monitoring the progress of the intern;
- 2) document that services are being provided by the intern in a legal and ethical manner;
- 3) assure the continuity of service delivery to the learners, parents, and school personnel following completion of the intern's supervised experience;
- 4) assure continuous and open communication so that the supervisor is able to identify and address concerns regarding the intern's performance as early in the experience as possible;
- 5) provide a documented forum for performance appraisal, (this is particularly important in the event that termination of the internship experience is necessary);
- 6) provide the university supervisor with a comprehensive overview of the intern's performance to serve as a basis for grading and recommendations for future employment and
- 7) integrate the intern into the culture of the district and ensure that district policies and procedures are followed.

Finally, while the field facilitator is clearly recognized as the professional responsible for supervision, input from other school personnel (e.g. principals, teachers), as well as parents, should be solicited to ensure comprehensive feedback regarding the intern's progress.

### **Evaluation**

Interns enter the field experience with basic didactic knowledge and skills provided through university coursework, practica and prior personal experience. The intern field experience occurs along a continuum intended to

enhance professional capabilities and expertise in delivering a full range of school psychological services.

To measure progress in professional growth, each intern receives an assessment of skills and abilities appropriate via the Intern Competency Evaluation. This assessment encompasses the performance-based objectives specified in the standards for school psychologists and is reflective of all 11 NASP Domains. Assessment is conducted continuously throughout the internship, but formally at three formative and four summative points. Data are reviewed at the following meetings:

The university coordinator must conduct at least three on-site reviews in order to assess the intern's progress across all competency areas. A meeting is held in the spring (May) before the start of internship. At this meeting, the University coordinator, field facilitator, and intern discuss the requirements for internship, competency evaluation, training plan, and the memorandum of agreement. As soon as the intern begins his/her internship assignment, the intern and field facilitator, review growth levels based on the student Formative 2 portfolio, and develop a training plan and timeline as to when, where, and how competencies will be met. The time frame for the on-site reviews is as follows:

*First meeting* – (October) University coordinator, field facilitator, and intern meet to review progress of intern across competency areas, and revise training plan and timeline if needed. Additionally, should the intern demonstrate any serious problems with attainment of competencies at this juncture, structured planning for the timely attainment of competencies should occur among the university coordinator, field facilitator and intern.

*Second meeting* (December) – University coordinator, field facilitator, and intern meet to review progress of intern across competency areas, and revise training plan and timeline if needed. Additionally, should the intern demonstrate any serious problems with attainment of competencies at this juncture, structured planning for the timely attainment of competencies should occur among the university coordinator, field facilitator and intern.

*Third meeting* (February/March) –University coordinator, field facilitator, and the intern will meet to review ongoing progress of intern and revise training plan and timeline if needed. Additionally, should the intern demonstrate any serious problems with attainment of competencies at this juncture, structured planning for the timely attainment of competencies should occur among the university coordinator, field facilitator and intern.

*Fourth meeting* (Final) – Field facilitator and the intern will meet to review and agree upon the extent to which competencies were attained across

all areas. The information is communicated to the University coordinator via the intern.

The university coordinator and the field facilitator share responsibility for evaluating the intern's progress toward licensure. The Intern Competency Evaluation and Training Plan assure that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.

If a competency area cannot be fulfilled within an assigned district, it is the responsibility of the university coordinator to make other arrangements to ensure that the intern will have experience in the needed competency area(s). Such arrangements are necessary to ensure that the intern is provided the comprehensive experience that is needed for preparation as a quality school psychologist.

Recognizing the internship experience as a cooperative, collaborative endeavor where all parties must agree that the competencies have been fulfilled, The Internship Competency Evaluation contains an agreement clause that the field facilitator, university coordinator, and the intern agree that competency areas have been assessed and fulfilled, and that the intern is eligible for licensure relative to competency evaluation. The intern must also obtain a passing score of 630 on the Praxis II Exam in School Psychology.

Determination of grade assignments or internship credit, which fulfills university requirements for course of study and licensure, are based upon input from the field facilitator. However, the final responsibility for such determination rests with the university.

If problems may arise such as:

- (a) the intern is not fulfilling requirements and is "at-risk" for removal;
- (b) a field facilitator and/or the school district is not providing experiences that will lead to the intern's acquisition of essential competencies; or
- (c) the field facilitator and intern have a conflict that jeopardizes the intern's ability to have a quality intern experience.

the university coordinator is responsible for initiating and leading interventions that are modeled after best practices in collaborative problem solving. In doing so, personnel policies of the school district as well as university policies and procedures must be followed. The university coordinator is ultimately responsible for ensuring adherence to procedural safeguards and due process.

The university coordinator of interns will notify the designated official at the Ohio Department of Education, Office for Exceptional Children whenever a 'best practices' problem solving intervention is being initiated.

Other internship activities to be evaluated and completed by the end of the school psychology internship experience at The University of Toledo include:

1. *Specialist-level research project*: Students are expected to have a proposal submitted for fall for their project and to complete the project by May of the internship year.
2. *Tiers of Intervention Cases*: Students are expected to submit six cases, three behavior and three academic, one at each Tier.
3. *Logs*: Students are required to log their activities each week. Logs will be reviewed by the University Coordinator monthly.
4. *Training Plans*: Students will be required to review their internship training plan with their supervisor two times per semester and submit it to the University Coordinator each month.
5. *Competency self-rating*: Students will self-rate competencies in October, December, March, and June. Additionally, it is the student's responsibility to ensure that his/her intern supervisor completes a district supervisor rating and to collect data from other staff attesting to his/her skills.

### **Recommendation for Licensure**

In order for interns to be recommended for licensure, they must in addition to completing a minimum internship of 1200 hours and obtaining a passing score (630) on the Praxis II Test in School Psychology complete/submit the following:

- \_\_\_ 1. Complete and turn six Tier cases, all with GAS scores, and four to be evaluated using the case scoring rubric.
- \_\_\_ 2. Complete, present to faculty, and turn in Specialist-level research project.
- \_\_\_ 3. Complete and turn in original of intern completed competency evaluation
- \_\_\_ 4. Complete and turn in original of intern supervisor's competency evaluation.
- \_\_\_ 4. Complete, present to faculty, and turn in Summative Portfolio.
- \_\_\_ 5. Take the Praxis and have scores submitted to UT College of Education and NASP.
- \_\_\_ 6. Make sure log is complete and number of cases is accurately documented.
- \_\_\_ 7. Complete School Psychology Program exit survey.
- \_\_\_ 8. Turn in examples of the following from internship:

- Blinded copy of counseling plan
- Blinded copy of ETR report (initial and reeval)
- Formal feedback from consumers of service (survey)
- Blinded documentation of intervention based consultation/data based decision making
- Blinded copy of consultation with or training program for parents

The university is required to implement the process for licensure, and the university coordinator maintains responsibility for completing all necessary paperwork for licensure of the intern as a school psychologist upon completion of the internship. Once all information noted above is submitted, the Program Coordinator will sign and submit a form to the College of Education person who processes and submits license materials to ODE. Students may check the status of their application on the ODE website.

**A: Guidelines for Field Experience Log**

**Logging Internship Hours**

You will record your hours each week in an Excel spreadsheet. You are to submit your log to the University Coordinator for internship initially each week. Once it is determined you are logging your hours correctly, you may submit them each once a month.

**Logging Hours**

Each week, you will log your hours using the following several categories. An example of a complete log is found below.

	Wk of Aug 20	Wk of Aug 27	Notes/Comments
Consultation (teacher)		3	
Consultation (parent)		2	
Consultation (problem solving team)		3	
Intervention individual (plan, implement, monitor)		0.5	
Intervention group (plan, implement, monitor)		0	
Counseling individual (plan, implement, monitor)		2	
Counseling group (plan, implement, monitor)		1	
Assessment/RIOT (reeval or initial)		5	
Report writing (intervention, reeval or initial)		4	
Meeting (initial)		1	
Meeting (reeval)		1	
Meeting (other)		3	
In-service (plan, implement, monitor)		2	
In-service (attend)		1.5	
Internship project (plan, implement, evaluate, write)		2.5	
Supervision (site supervisor)		2	
Supervision (univ supervisor)		2.5	
Other		0	
<b>Total hours</b>		36	

**Logging Case Information**

In addition to logging your hours, you will be required to record information on your cases for the UT program and for the Ohio Internship Program Final Report. An example log is found below. The form to be completed for the Ohio Internship is found on the next page.

Case #	Name	School	Date	Ind or Part	Re or Int	Gender	Race/Eth	Child w/ Dis	Econ Dis	LEP	Tier 3	Tier 2	Tier 1
(Ex)	WC	Rocket	8/31/2007	Indpt	Initial	F	Af Amer	No	Yes	No	No	Yes	Yes
(Ex)	WL	Toledo	9/5/2007	No	No	F	White	No	No	No	No	Yes	Yes

**B: OHIO INTERNSHIP EVALUATION  
Demographic Data Collection Sheet, 2007-2008**

Name of Intern: \_\_\_\_\_ Name of School: \_\_\_\_\_

*Directions: Please identify as best you can the number of students you served at this school according to the three tier model (Universal, Targeted, Individual). A student who was not responsive to interventions may appear in your count in more than one tier.*

Tier of Service	# Served
For how many students did you provide Tier 1 services (Universal Services, such as, developing local norms using CBM/DIBELS, school-wide or grade level-wide Positive Behavior Supports)?	
For how many students did you provide Tier 2 services (Targeted Services, such as, group interventions for academic concerns, group interventions for social & behavioral concerns)?	
For how many students did you provide Tier 3 services (Individual Services, such as, intervention planning and implementation, crisis counseling, assessment & evaluation)?	

*Directions: For Tier 2 and Tier 3 students, please provide the following demographic information. For a student that received Tier 2 and Tier 3 interventions, only count them once.*

State and Federally Required School Demographic Data	# Served
<b>Gender</b>	
Female	
Male	
<b>Race/Ethnicity</b>	
African American	
American Indian or Native Alaskan	
Asian or Pacific Islander	
Hispanic	
Multi-racial	
White	
Students with Disabilities	
Economically Disadvantaged	
Limited English Proficiency (LEP)	

Signature of Field Supervisor: \_\_\_\_\_

### **C: Internship Memorandum of Agreement**

The School Psychology Program of the University of Toledo hereby enters into an agreement with \_\_\_\_\_ (an intern), and \_\_\_\_\_ (local education unit), pursuant to a school psychology internship. The purpose of this agreement is to set forth the conditions of the internship and to clarify the responsibilities of the parties to this agreement.

#### Intern

1. The intern will have completed all coursework before beginning the internship.
2. In collaboration with the intern supervisor, the intern will develop a training plan during the first week of internship that delineates activities to be completed and projected timelines. The intern will retain a copy of the plan and follow it as specified. The intern will submit a copy of the plan to the University internship coordinator.
3. The intern is responsible for notifying the University internship coordinator of any concerns regarding the internship that cannot be resolved in the placement setting.
4. The intern will keep a daily log of activities including recording the number of hours of supervision per week. The supervision hours must average at least 3 hours per week.
5. The intern will keep a log of all cases and code the information in order to protect the privacy of his/her clients/consultees.
6. The intern will complete the summative portfolio requirement and present it to the faculty at the completion of internship.
7. The intern will independently complete the Internship Competency Evaluation in October, December, and February and at the completion of the internship. The intern and supervisor will discuss their individual ratings and discuss any differences. The intern will provide a copy to the University internship coordinator each time it is completed.
8. The intern will complete an evaluation of the internship experience at the end of the experience.
9. The intern will complete an internship experience of no less than 1200 clock hours.
10. The intern will work with psychological services staff, school personnel/staff, students, and families in activities that are consistent with school and district policies and consistent with the internship requirements and training plan.
11. The intern will attend internship seminar each week, which will be conducted on-campus by the University internship coordinator.
12. The intern will attend professional conferences to include OSPA and the Annual Intern Conference, and, if possible will attend NASP.

### Intern Supervisor

1. The supervisor will provide evidence that he/she is appropriately credentialed as a school psychologist in Ohio.
2. The supervisor has at least 3 years of experience as a school psychologist, with at least one of those years in the school setting where the supervision will occur.
3. The supervisor will ensure that no more than two supervisors provide supervision for the intern at any given time.
4. In collaboration with the intern, the supervisor will develop a training plan during the intern's first week of internship. The supervisor will maintain a copy of the plan and monitor its implementation.
5. The supervisor will meet, on average, three hours per week with the intern during school time.
6. The supervisor will provide opportunities for the intern to engage in experiences necessary to attain all competencies. This includes ensuring that the intern, independently complete no more than 35 initial and reevaluations for special education.
7. The supervisor will complete a formative evaluation of the intern's competencies in October, December, February and a summative evaluation at the end of the internship in May/June.
8. The supervisor will ensure that the intern conducts himself/herself in a manner consistent with the current ethical and legal standards of the profession. A violation of such standards is considered to be grounds for termination of the internship experience.
9. The supervisor will discuss monthly with the intern the projected timeline for independent functioning (i.e., independent assignment at one building). Additionally, the intern supervisor will "set the stage" with the staff at the building where the intern will assume responsibility during the latter months of the school year for all psychological services (i.e., keep staff informed of the timelines).
10. The supervisor will contact the University internship coordinator immediately for the following reasons:
  - A competency area cannot be fulfilled within the district.
  - The intern is not fulfilling requirements or is at-risk for failure.
  - A conflict arises that jeopardizes the intern's ability to have a quality internship experience.
  - Other questions or concerns arise and consultation is required with the University coordinator.

### School District

1. The district will ensure that training is the primary focus of the internship experience and field facilitators will be given released time to ensure the quality of the internship experience.
2. The district will provide adequate office space that ensures confidentiality for consultation, counseling and assessment.
3. The district will provide a lockable cabinet or other secure place for keeping confidential information.
4. The district will provide all necessary assessment and intervention materials, including test scoring and report preparation resources comparable to those provided for licensed school psychologists in the district.
5. The district will enable the intern to meet internship and training requirements including attendance at out-of-district meetings or conferences.
6. The district will enter into a formal contract with the intern pursuant to compensation, services to be rendered and the time frame of the services. The contract will provide for minimum state teacher's salary and benefits consistent with those articulated in the assigned district's policies for school psychologists.
7. The district will release the intern to attend weekly, on-campus intern seminars conducted by university faculty.
8. The district will provide the intern with sufficient release time to attend local, state, and national professional association conferences, as well as the annual Ohio Intern Conference.
9. The district will be committed to continued professional development as related to the responsibilities associated with intern supervision for both the intern and the field facilitator.

#### University

1. The University will provide the school district and the intern with the *Ohio Internship in School Psychology Manual*.
2. The University coordinator will make scheduled visits during the academic year to be held in October, December, February and May/June with additional visits upon request from the intern or internship supervisor.
3. The University coordinator will assist the intern and the intern supervisor in problem solving when the intern or intern supervisor reports an unresolved issue.
4. The University coordinator in collaboration with the intern supervisor will assign the intern a grade of Satisfactory or Unsatisfactory at the end of each semester for the internship experience.
5. The University coordinator will conduct weekly on-campus intern seminars.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience by written amendment upon mutual agreement to such amendments.

This agreement shall be effective when executed by all parties.

By: _____	Date: _____
University Internship Coordinator	
By: _____	Date: _____
Internship Supervisor	
By: _____	Date: _____
School Psychology Intern	
By: _____	Date: _____
District Representative	

**D: The University of Toledo**  
**School Psychology Internship Training Plan**

**UT Intern:** \_\_\_\_\_ **District:** \_\_\_\_\_  
**Intern Supervisor:** \_\_\_\_\_ **Initial Date of Plan:** \_\_\_\_\_

**Please indicate when the following experiences will most likely be introduced during the internship year:**

- Tier 3 behavior and academic
- Tier 2 behavior and academic
- Tier 1 behavior and academic
- Team/Group Consultation (PST)
- Individual Counseling
- Group Counseling/Skill Training
- Parent Consultation and Collaboration
- Work with low incidence populations
- Work with preschool
- Initial Evaluation (partial and indept)
- Reevaluation (partial and indept)
- Presentation to staff and/or parents
- Intern Research Project
- Other: (please specify in plan)

	<b>Plan for experiences</b>
<b>August</b>	
<b>September</b>	
<b>October</b>	Intern research project (initial outline due)
<b>November</b>	Other (Attend Intern Conference & OSPA)
<b>December</b>	Intern research project (full proposal due)
<b>January</b>	
<b>February</b>	
<b>March</b>	
<b>April</b>	
<b>May</b>	Other (Attend OSPA)
<b>June</b>	Internship project (manuscript due)

Date plan was reviewed: \_\_\_\_\_  
 \_\_\_ Changes were made and are noted above.  
 \_\_\_ No changes were necessary at this time.

Intern Supervisor: \_\_\_\_\_

Intern: \_\_\_\_\_

**E: Record of Intern Site Visit**

**Date of visit:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_

**Intern & Supervisor:** \_\_\_\_\_

**Current activities of intern:**

**Review of intern and supervisor Competency Evaluation:**

**Review of intern personal goal:**

**Timelines for independent functioning:**

**Problems/Questions/Concerns:**

**Plan of action (as needed):**

**Next scheduled site visit to be** \_\_\_\_\_

## **F: Intervention Case Study Report Format**

### **Identifying Information:**

Name, age, grade, teacher

### **Relevant Background Information:**

Past school history, past intervention successes/failure

### **Definition of Problem:**

Goal: Define the problem and ensure that baseline been collected.

Guiding questions: Is the problem specific, observable, and measurable? Does it pass the so what test? Does the problem lend itself to repeated measurement over time? Have baseline data been collected?

Points to Remember:

1. Focus on describing the presenting problem or referral question.
2. Descriptions of the problem must be in observable measurable terms.
3. Briefly describe the current level of performance and the expected level. The expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc, depending on the referral question.
4. You must provide baseline data that is directly related to the identified problem. The data collected must be collected in a reasonable manner along relevant dimensions.
5. Remember that you will be comparing your outcome data to the baseline data at the end of the intervention

### **Analysis of problem:**

Goal: Determine what increases and decreases the problem behavior and set desired goal or outcome.

Guiding questions: When does the problem behavior occur, in what environments, and are there antecedents and consequences? Is the goal set reasonable yet ambitious? Is the behavioral description of the problem rewritten in the future tense with the level or performance changed to reflect desired outcomes (i.e., rewritten as replacement behavior)? Can the student reasonably obtain the goal in a 4-6 week period of time? Is the goal ambitious enough that, if met, the teacher will be satisfied that the student is making adequate progress towards becoming successful in school?

Points to Remember:

1. Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking answers to the identified problem.
2. Skill deficit, performance deficit, or motivation? Using the data you developed and your hypotheses, develop the goals for the intervention.
3. Goals and interventions should be planned so that they can be implemented and have a high probability of success.
4. The areas of intervention and goals must be consistent with regard to the problem analysis.
5. The goals should be stated in explicit, measurable terms.

### **Generation of Hypotheses:**

Goal: Brainstorms hypotheses (educated guesses) about why the problem exists. Entertain various hypotheses and select one hypothesis that will guide intervention design.

Guiding Questions: Did you consult the hypothesis chart to explore all possibilities? Is the hypothesis amenable to educational intervention?

Points to Remember:

1. Discuss your hypotheses as the possible reasons for the problem and its occurrence. That is, present reasons about "why" the behavior is occurring as well as consider factors contributing to the problem. Interventions can only be developed when hypotheses are developed

**Brainstorming of interventions:**

Goal: Each person involved in the intervention case presents a possible intervention for remediation of the problem.

Guiding Question: Is the process used consistent with the rules of brainstorming in that only after all intervention ideas have been exhausted will each of the ideas evaluated and the primary intervention selected.

**Selection of intervention(s):**

Goal: The teacher selects the primary intervention, if he/she is to implement it, or you select the intervention if you will be provide direct instruction with the child.

Guiding Questions: Does the intervention align with the hypothesis and ultimately with the problem in question? Is the intervention a technique and not a place or person? Can the intervention be implemented with available resources?

**Clarification of Intervention:**

Goal: Clarify the intervention and develop a specific action plan that includes the date the case will be reviewed, who will implement the intervention, what the intervention consists of (steps), when the intervention is to begin, where it will occur, how often, who will progress monitor, how often, how and who will chart the data (make sure the chart is clearly labeled so that anyone could pick it up and understand it), and who will be responsible for intervention integrity assurance and transfer of training (if replacement behavior is taught in one environment and expected to transfer to another environment)?

Guiding Question: Does the plan reflect all components mentioned in the goal?

Points to Remember:

1. Specify how the intervention was implemented.
2. Describe the intervention related to the goal. Components of the intervention must be explained in sufficient detail that the reader would be able to put a similar intervention in place.
3. The intervention steps must be manageable and realistic given the available resources.
4. A description of how the intervention is being monitored also should be included.
5. The intervention can be direct or indirect.

**Intervention Implementation:**

Goal: The intervention is implemented according to the plan.

Guiding question: Is there data to support that the intervention was implemented as it was written in the plan?

**Evaluation of Intervention Effectiveness:**

Goal: Progress monitoring data is presented in graph/chart form. Compare obtained results to both baseline and target goal and determine whether or not the intervention was effective.

Guiding questions: Was the intervention implemented as planned? Was the goal from Step 2 reached? What further action will be taken?

Points to Remember:

1. Data should be provided to illustrate the success of the intervention in addressing the goal.
2. Data should be provided directly related to the change in behavior or skills by comparing the baseline data or assessment data with the outcome data.
3. Data should be transformed from raw forms to allow determination of change.
4. Progress towards meeting goals should also be discussed.

- a. Describe the progress,
- b. How it was monitored
- c. Was it implemented according to the intervention plan,
- d. Factors that may have impeded progress,
- e. Possible modifications, and whether the problem has been solved or requires further or different intervention.

**G: Case Study Review**

**Student:** \_\_\_\_\_

**PROBLEM IDENTIFICATION**

<b>Very Effective</b>	<b>Effective</b>	<b>Needs Development</b>
The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	The student's behavior is operationally defined	The student's behavior is identified but not operationally defined
	The problem is collaboratively defined	The problem is not collaboratively defined
The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of both current and desired levels of performance	The behavior is not operationally defined in terms of both current and desired levels of performance
Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data
	The student behavior is identified as a skill and/or performance deficit	The student behavior is not identified as a skill and/or performance deficit
	Parents/guardians and teachers are involved in the problem-identification process	Parents/guardians and teachers are not involved in the problem-identification process

**PROBLEM ANALYSIS**

<b>Very Effective</b>	<b>Effective</b>	<b>Needs Development</b>
Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and	Appropriate data are not collected to confirm or reject the hypotheses

	self report	
	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

**INTERVENTION**

<b>Very Effective</b>	<b>Effective</b>	<b>Needs Development</b>
	Intervention is linked to observable, measurable goal statement(s)	Intervention is not linked to observable, measurable goal statement(s)
	Intervention(s) selection is based on data from problem analysis and hypothesis testing	Intervention(s) selection is not based on data from problem analysis and hypothesis testing
	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)
	Intervention(s) is developed collaboratively	Intervention(s) is not developed collaboratively
	Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified
	Logistics of setting, time, resources and personnel are included in the intervention plan	Logistics of setting, time, resources and personnel are not included in the intervention plan
	Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored

**EVALUATION**

<b>Very Effective</b>	<b>Effective</b>	<b>Needs Development</b>
Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart
Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison
Response to intervention data are used to inform problem solving and decision making. Single case design	Data are used to inform further problem solving and decision making (i.e., continuation, modification,	Data are not used to inform further problem solving and decision making

was specified	maintenance of intervention)	
Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed
Modifications for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated
Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring)	Suggestions for follow-up are not developed

**Decision on Case Study:**

- Approved - Effective
- Not Approved - Needs Development- resubmit

**Summary of Strengths (Based on the rubric):**

**Summary of Areas for Improvement (Based on the rubric):**

**Signature of reviewer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **H: Guidelines for Gathering Impact Data for the Ohio School Psychology Internship Evaluation**

### Overview of the Guidelines

These guidelines are designed to enable the reliable and valid collection of impact data across all nine Ohio School Psychology university training programs. This document details the types of summary statistics that are being sought and provides a step-by-step guideline for calculating each of these. Decision rules are also provided for assisting Intern School Psychologists in gathering data that most accurately represent their impact on school-age students during their Internship year. These data will be summarized state-wide for the evaluation, but may also be used by individual programs for NASP and other accreditation functions. Interns should also be encouraged gather and summarize these types of data as measures of their professional accountability in the future. Individual universities may choose to expand or supplement these guidelines while still reporting consistent data for summarizing state-wide impact.

### Which Intervention Cases Should Be Included?

All Ohio Intern School Psychologists will ideally complete at least one intervention in each of six categories of Ohio’s Integrated Systems Model (OISM) for which they will submit outcome data (see diagram below). Interns should select intervention cases that (a) show evidence of instructional objectives of learning RTI for eventual leadership roles, and (b) demonstrate discrete skills across the RTI/OISM model. In order to be included in the statewide impact evaluation intervention cases should be technically adequate and include (a) a discernible *evidence-based* instructional program or intervention, (b) progress monitoring data (IOA data if possible), and (c) intervention integrity data. That is, if an Intern implemented a small group intervention but progress was not monitored and there were no adherence checks, and the program was not evidence-based, impact data should not be reported.

	Academic Intervention	Positive Behavioral Supports
Tier 3 Intensive	Required	Required

Tier 2 Targeted	Required	Required
Tier 1 Universal	Required	Required

*Description of Interventions for Each Required OISM Category*

Tier 1 academic: (a) prevention or positive instructional managerial interventions that are class-wide; or (b) defined as typical managerial, that is, what a master teacher might do within his or her role that has a research base (i.e., more productive practice time, differential attention, contracts to increase academic performance) to help one or more students in a classroom.

Tier 1 behavioral: (a) prevention or positive instructional managerial interventions that are class-wide; or (b) defined as typical managerial, that is, what a master teacher might do within his or her role that has a research base (i.e., more productive practice time, differential attention, behavioral contract) to help one or more students in a classroom.

Tier 2 academic: (a) small group or (b) interventions designed to improve and increase practice opportunities (i.e., embedded and scripted instruction increasing productive practice time).

Tier 2 behavioral: (a) small group (i.e., social behaviors) or (b) interventions designed to improve and increase practice opportunities (i.e., scripted incidental teaching of social behaviors).

Tier 3 academic: intensive and individualized academic instruction. Intensive academic interventions would meet all of the data requirements for technical adequacy (i.e., measurement & progress monitoring, decision rule use, evidence-based intervention, IOA checks, adherence checks). If entry includes eligibility decision making, legal checks would also be evident.

Tier 3 behavioral: intensive and individualized behavioral intervention. Intensive behavioral interventions would meet all of the data requirements for technical adequacy (i.e., measurement & progress monitoring, decision rule use, evidence-based intervention, IOA checks, adherence checks). If entry includes eligibility decision making, legal checks would also be evident.

Outcome Measures for Demonstrating Impact

All Ohio Interns will submit Goal Attainment Scaling (GAS) data. A step-by-step guide and a form for GAS are provided on the next page. In addition to

reporting GAS data, interns are asked to also provide either Percentage of Non-overlapping data (PND) and/or Effect Size (ES) data for each intervention entry. Step-by-step guidelines for PND and ES are also provided in this document.

### Step-by Step-by-Step Guide to Developing and Scaling Goals Using Goal Attainment Scaling

#### STEP 1

Specify the Expected Level of Outcome for the Goal

As part of the problem-solving process, you will develop a goal statement that that is observable, measurable, and specific.

- Goals should be based on baseline data.
- Goals should be realistically ambitious, based upon what the student will likely achieve by the end of the intervention.
- Goals should take into consideration the usual outcomes of this intervention, the resources of the student, the amount of time planned for intervention, and the skills of the intervention specialist/change agent.
- Goals should be socially valid (i.e., acceptable to teachers, parents, and the student).
- Goals should be stated in the positive (i.e., promoting replacement behaviors)

#### STEP 2

Review the Expected Level of Outcome given the following considerations

- *Relevance*: Is the goal relevant to the student's present situation?
- *Availability of Services*: Are the intervention services necessary to attain this goal available?
- *Scale Realism*: Is the expected level of outcome realistic for this student at this time with this intervention?

#### STEP 3

Specify the Somewhat More and Somewhat Less Than Expected Levels of Outcome for the Goal

- Provide observable, measurable descriptions of outcomes that are more or less favorable than the expected outcomes in the boxes immediately below and immediately above, respectively.
- These descriptions are less likely to occur for this student, but still represent reasonably attainable outcomes.

#### STEP 4

Specify the Much More and Much Less Than Expected Levels of Outcome

- Complete the extreme levels of the scale with descriptions of the indicators that are "much more" and "much less" favorable outcomes that can be realistically envisioned for the student.

- Each extreme level represents the outcome that might be expected to occur in 5% to 10% of similar at-risk students.

OHIO SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM  
GOAL ATTAINMENT SCALING FORM

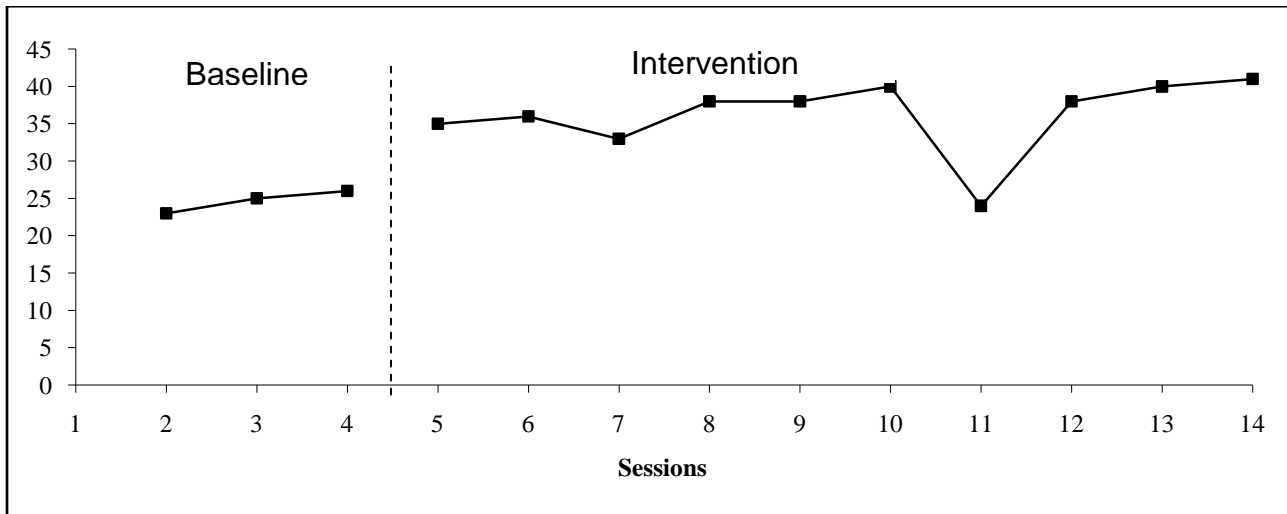
Intern: \_\_\_\_\_ University: \_\_\_\_\_ Year: \_\_\_\_\_

LEVEL OF ATTAINMENT	Academic Intervention : Tier 2	Academic Intervention : Tier 3	Positive Behavioral Support: Tier 1	Positive Behavioral Support: Tier 2	Positive Behavioral Support: Tier 3
Much worse -2					
Slightly worse -1					
No change 0					
Slightly improved +1					
Much Improved +2					

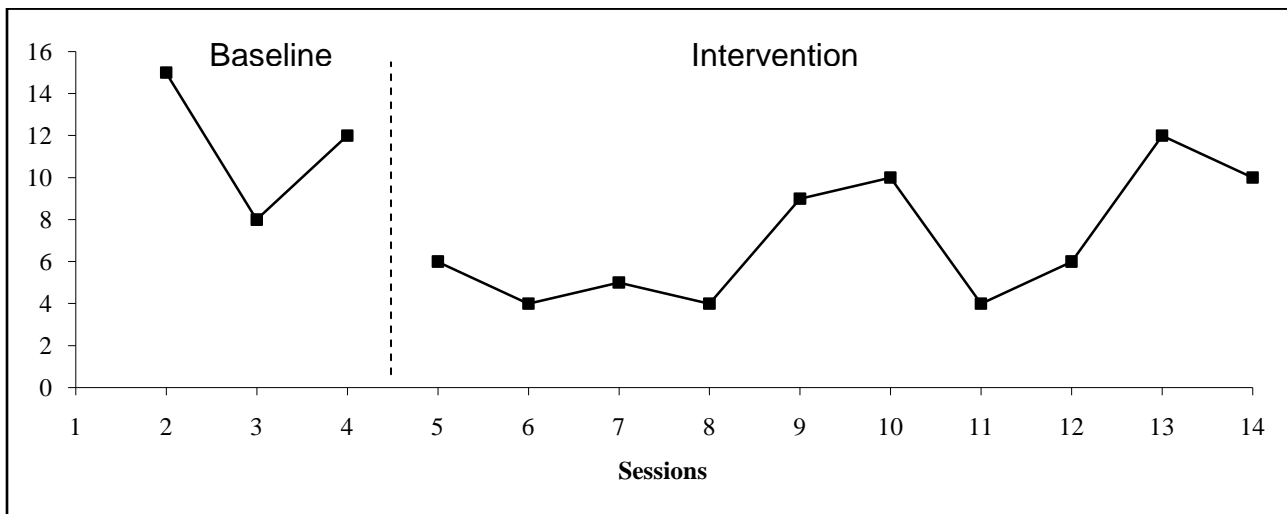
Each extreme level (-2, +2) represents the outcome that might be expected to occur in 5% to 10% of similar at-risk students.

### Step-by-Step Guide for Calculating Percentage of Non-overlapping Data Ohio School Psychology Internship Program

For an intervention designed to increase the target behavior, determine the percentage of the intervention data points that fall above the highest baseline data point. In the example that follows, all but the first intervention data point are above the highest baseline data point. Therefore 9 of the 10 intervention data points do not overlap the baseline. The PND = 90%.



For an intervention designed to decrease the target behavior, determine the percentage of the intervention data points that below above the lowest baseline data point. In the example that follows, the first four intervention data points are above the lowest baseline data point. Therefore, 6 of the 10 intervention data points do not overlap the baseline. The PND = 60%.



### Considerations When Using PND

- PND should not be used if there are extreme scores, such as a 0 in the baseline for a target behavior you want to decrease or an extremely high value in the baseline for a target behavior you want to increase.
- PND scores above 85% indicate the intervention is highly effective; scores between 65% and 85% show moderate intervention effects. PND scores between 50% and 65%, or below, would be considered of questionable effectiveness.

### Step-by-Step Guide for Calculating Effect Sizes Ohio School Psychology Internship Program

#### STEP 1

Calculate the mean of the baseline data points. In the example below, the mean of the three baseline data points (18, 6, 12) is 12.0.

#### STEP 2

Calculate the mean of the intervention data points. In the example below, the mean of the ten intervention data points (4, 3, 3, 3, 5, 5, 6, 6, 3, 2) is 4.0.

#### STEP 3

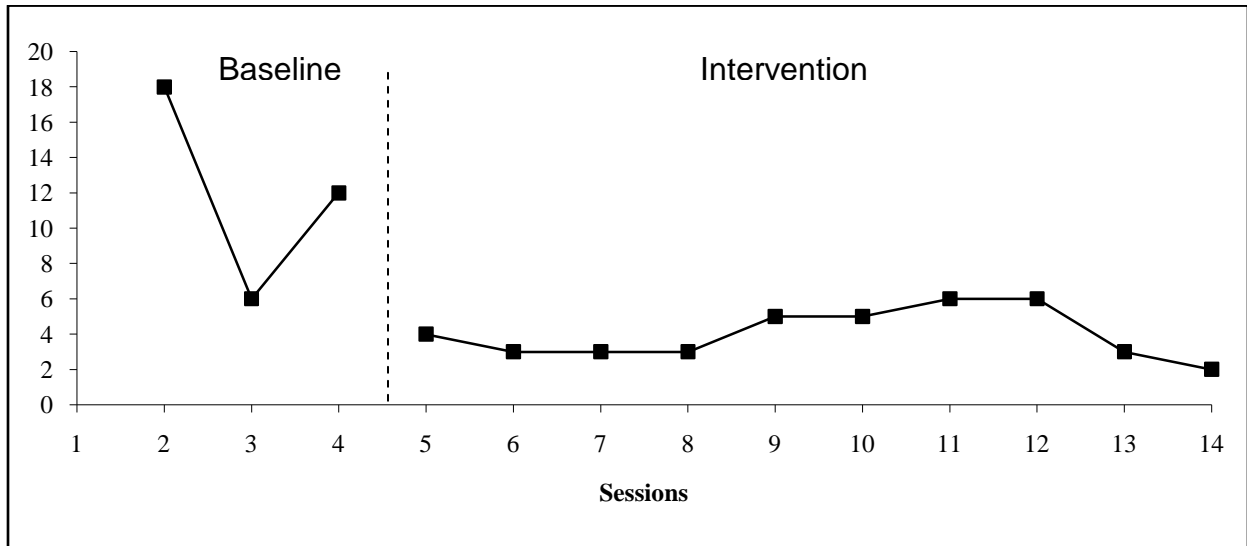
Calculate the standard deviation of the baseline data points. In the example below, the standard deviation of the three baseline data points (18, 6, 12) is 6.0.

#### STEP 4

Calculate the difference between the mean of the intervention data and the mean of the baseline data and divide that by the standard deviation of the baseline data.

$$ES = \frac{\text{mean of the intervention data} - \text{mean of the baseline data}}{\text{standard deviation of baseline data}}$$

In the example below,  $ES = 4.0 - 12.0 = -1.0$



### Considerations When Using ES

- ES should not be used if the baseline data are limited (one or two points only).
- ES should not be used if there is no variability in the baseline data ( $SD = 0$ )
- An ES of  $\pm .80$  or greater is considered large; an ES of  $\pm .50$ -.79 is considered moderate; an ES of  $\pm .20$ -.49 is considered small.

**I: Evaluation of Intern Consultation Processes and Services**

---

Please identify the degree to which the conditions identified below were a part of the consultation relationship between you and the intern.

---

1. The intern collaborated with me to identify my primary concern for the student.

Collaborative                      5      4      3      2      1      Not Collaborative

2. The intern listened to my ideas regarding the presenting problem.

Listened                      5      4      3      2      1      Not Listened

3. At the end of each meeting the intern summarized the discussion.

Summarized                      5      4      3      2      1      Not Summarized

4. At the end of each meeting the intern established a time for a follow-up meeting.

Set Up                      5      4      3      2      1      Not Set Up

5. At the end of each meeting it was clear the tasks that I was to complete and the tasks the intern was to complete.

Clear                      5      4      3      2      1      Not Clear

6. The intern's written summary of each meeting was helpful.

Helpful                      5      4      3      2      1      Not Helpful

7. I would be comfortable consulting with the intern regarding other students.

Comfortable                      5      4      3      2      1      Not Comfortable

**J: The University of Toledo School Psychology Program**

**Internship Competency Evaluation**

\_\_\_\_\_  
(Intern)

\_\_\_\_\_  
(Intern Supervisor)

\_\_\_\_\_  
(District)

The school psychology intern, the internship supervisor, and The University of Toledo internship coordinator agree to engage in this teaching-learning experience.

Date \_\_\_\_\_ Intern \_\_\_\_\_

Date \_\_\_\_\_ Intern Supervisor \_\_\_\_\_

Date \_\_\_\_\_ University Internship Coordinator \_\_\_\_\_

## Code Explanations for Internship Competency Evaluation

### Program Objectives

**Objective 1:** Demonstrate respect for human diversity and individual differences in their practice as school psychologists.

**Objective 2:** Deliver a full range of school psychological services from indirect to direct evidence-based interventions, to standardized and curriculum based assessment, to evaluation of system-level programs and services.

**Objective 3:** Function using the scientist-practitioner Eco-behavioral problem-solving model.

**Objective 4:** Adhere to legal and ethical practices in their professional practice.

### Experiences

**Con:** consultation (one to one, group/team, and system)

**Cou:** counseling (individual or group)

**Eval:** initial or reeval for special education evaluation

**PD:** professional development (e.g., conference, workshop)

**IntProj:** internship project

**Team:** participation in a district or building planning team

**Pre:** In-service/presentation given by intern for staff, parents, etc.

**Res:** participation in research or conducting research

### Methods to Evaluation

**R:** review of permanent products created by intern

**I:** interview with the intern or with intern's consumers (e.g., children, parents, teachers)

**O:** observation of the intern while delivering services

**T:** test intern's skills using oral, written, or observational test

### Formative and Summative Evaluation

**N-** Specific skill has not been introduced at the time of the evaluation

**1-** Needs remediation; Intern not progressing as expected and remediation plan will be developed and monitored

**2-** Adequate progress; Intern is developing/demonstrating the specific skills satisfactorily.

**3-** Specific skills mastered; Intern has mastered satisfactorily the skills at level expected for entry into profession

**4-** Competency attained; Intern has consistently demonstrated competency, and it exceeds the level expected for entry into profession; exceptional performance

**Domain 2.1 Data-Based Decision-Making and Accountability**

**Competency:** Graduates will understand and use a systematic problem solving process in their practice as school psychologists to gather information, identify interventions, and monitor and evaluate outcomes. Decisions regarding service delivery are always data based.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objective 3	Demonstrates use of systematic problem solving process.	Con, Cou, Eval, IntProj, Team, Res (RIO)				
Objectives 2, 3 & 4	Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).	Con, Cou, Eval, IntProj, Team, Res (ROT)				
Objectives 2, 3, & 4	Demonstrates ability to develop interventions based on data collected.	Con, Cou, Eval, IntProj, Team, Res (RIO)				
Objectives 2, 3 & 4	Demonstrated ability to monitors & evaluate interventions outcomes.	Con, Cou, Eval, IntProj, Team, (RIOT)				
Objective 2	Demonstrates ability to make empirically based educational decisions	Con, Cou, Eval, IntProj, Team, Res (IOT)				

**Domain 2.2 Consultation and Collaboration**

**Competency:** Graduates will be able to collaborate effectively with school persons and families in order to provide the best services for children. Collaboration includes the use of positive interpersonal skills, listening skills, and communication skills.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1 & 4	Listens attentively to others.	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (O)				
Objectives 1, 2 & 4	Asks appropriate questions.	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIOT)				
Objectives 2 & 4	Demonstrates patience in difficult situations	Con, Cou, Eval, IntProj, Team (IO)				
Objective 3	Demonstrates understanding & application of the Ecobehavioral model of consultation	Con, Eval, IntProj, Team, Pre, Res (RIO)				
Objective 1, 2, 3, & 4	Addresses consultee resistance appropriately	Con, Eval, IntProj, Team, (IO)				
Objectives 1, 2, 3, & 4	Collaborates effectively with teachers, parents, & other school staff	Con, Cou, Eval, IntProj, Team, Pre, Res (IO)				

**Domain 2.3 Effective Instruction and Development of Cognitive/Academic Skills**

**Competency:** Graduates will be able to evaluate student cognitive functioning and academic skills, develop appropriate goals based on individual student needs, and monitor and evaluate progress towards these goals.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1, 2, 3, & 4	Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIOT)				
Objective 2	Demonstrates knowledge of effective instructional techniques	Con, Eval, PD, IntProj, Team, Pre, Res (RIO)				
Objectives 1 & 2	Assists students in becoming self-regulated learners	Con, Cou, IntProj, Team, Res (RIOT)				
Objectives 1 & 2	Demonstrates knowledge of learning theory & cognitive strategies	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIO)				
Objectives 1, 2 & 4	Develops appropriate goals for students based on individual needs	Con, Cou, Eval, IntProj, Team, Res (RI)				
Objectives 2 & 3	Develops, implements, & monitors interventions	Con, Cou, Eval, IntProj, Team, Res (RIO)				
Objectives 2, 3 & 4	Assesses treatment integrity of interventions	Con, Cou, Eval, IntProj, Team, Res (RIOT)				

**Domain 2.4 Socialization and Development of Life Skills**

**Competency:** Graduates will be able to evaluate student behavior, affective, or adaptive goals, develop appropriate goals based on individual students needs, and monitor and evaluate progress towards these goals.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1 & 2	Demonstrates knowledge of appropriate behavior, affective, & adaptive goals	Con, Cou, Eval, Team, Pre, Res (RIO)				
Objectives 2 & 4	Demonstrates knowledge of human development	Con, Cou, Eval, PD, IntProj, Team, Pre (RIOT)				
Objectives 1, 2, 3, & 4	Demonstrates knowledge of behavior management	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIO)				
Objectives 2 & 4	Demonstrates knowledge & use of counseling techniques	Cou, Eval, PD, Team, Pre, Res (RIO)				
Objectives 1, 2, & 4	Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIOT)				
Objectives 2, 3 & 4	Demonstrates knowledge of assessing the classroom environment	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIOT)				
Objective 2 & 3	Links assessment results to interventions	Con, Cou, Eval, IntProj, Team, Res (RIOT)				

**Domain 2.5 Student Diversity in Development and Learning**

**Competency:** Graduates will be cognizant of and appreciate individuals from different racial, cultural, ethnic, and linguistic backgrounds and will demonstrate sensitivity and skills when working individuals of diverse characteristics and when developing, monitoring, implementing, and evaluating interventions.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1 & 2	Demonstrates knowledge of differences & its effect on learning & development	Con, Cou, Eval, IntProj, Team, Pre, Res (RIO)				
Objectives 1, 2, 3, & 4	Demonstrates knowledge of individual differences when designing & implementing interventions	Con, Cou, Eval, IntProj, Team, Pre, Res (RIOT)				
Objective 1	Demonstrates sensitivity when working with individuals of diverse characteristics	Con, Cou, Eval, IntProj, Team, Pre, Res (RIOT)				
Objective 1, 2, 3, & 4	Recognizes own biases & how this may influence their decision making	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIOT)				

**Domain 2.6 School and Systems Organization, Policy Development, and Climate**

**Competency:** Graduates will understand educational structure of schools and schools as systems and work to facilitate policy and practices that create safe and effective learning environments for children.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 2 & 4	Demonstrates knowledge of regular education	Con, Cou, Eval, Team, Pre, Res (RIO)				
Objectives 1, 2, 3, 4	Demonstrates knowledge of special education	Con, Cou, Eval, IntProj, Team, Pre, Res (RIO)				
Objectives 2 & 4	Demonstrates knowledge of how to design, implement & evaluate school policies & practices in areas such as discipline, problem-solving, staff training, retention, & home-school partnerships.	Con, IntProj, Team, Pre, Res (RIO)				
Objectives 1, 2, & 4	Advocates for effective programs, services, & policies that benefit all children, & result in safe schools & communities	Con, IntProj, Team, Pre, Res (IO)				

**Domain 2.7 Prevention, Crisis Intervention, and Mental Health**

**Competency:** Graduates will understand child development and psychopathology and be able to develop and implement prevention and intervention programs that promote the mental health for children.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1 & 2	Demonstrates knowledge of child development	Con, Cou, Eval, IntProj, Team, (RIO)				
Objectives 1 & 2	Demonstrates knowledge of developmental psychopathology	Con, Cou, Eval, Team, Pre, Res (RIOT)				
Objective 1, 2, & 4	Demonstrates knowledge of crisis intervention	Con, Cou, Eval, PD, Team, Pre, Res (RIOT)				
Objectives 2, 3, & 4	Demonstrate knowledge of prevention strategies	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIOT)				
Objectives 1, 2, & 4	Develop, implement, & evaluate programs based on precursors that lead to academic & behavioral difficulties	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIO)				
Objectives 2 & 4	Collaborate with other professionals to promote good health for children	Con, Cou, Eval, IntProj, Team, Pre, Res (RIO)				

**Domain 2.8 Home/School/Community Collaboration**

**Competency:** Graduates will understand family systems and how they influence student development, learning, and behavior and will use methods to involve families and work effectively with families to improve outcomes for children.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1, 2 & 3	Demonstrates knowledge of family systems and impact on students	Con, Cou, Eval, Team, Pre, Res (RIO)				
Objectives 1, 2, & 4	Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children	Con, Cou, Eval, Team, Pre, Res (RIOT)				
Objectives 1, 2, 3 & 4	Establishes relationships with families & involves them in instructional decision-making processes for the child	Con, Cou, Eval, Team, Pre, Res (RIOT)				
Objectives 1, 2, 3 & 4	Promote & provide comprehensive services for the child	Con, Cou, Eval, Team (RIOT)				

**Domain 2.9 Research and Program Evaluation**

**Competency:** Graduates will understand research, statistics, and evaluation methods to the degree that they are able to be successful producers (conduct investigations), consumers (read and apply research), and evaluators (evaluate outcomes for improvement of services).

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1, 2, 3, & 4	Exhibits best practice as a producer of research	Con, Cou, Eval, IntProj, Team, Pre, Res (RIOT)				
Objectives 2 & 3	Exhibits best practice as an evaluator of research	Con, Cou, Eval, IntProj, Team, Pre, Res (RIOT)				
Objectives 1, 2, 3, & 4	Exhibits best practice as a consumer of research	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RIOT)				

**Domain 2.10 School Psychology Practice and Development**

**Competency:** Graduates will understand the history and foundations of their profession and will continue to develop their skills and practice in ways that uphold ethical and legal guidelines.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 1, 2, 3, 4	Demonstrates knowledge of history & foundations of school psychology	Con, Eval, IntProj, Team, Pre, Res (RIO)				
Objectives 1, 2, 3 & 4	Demonstrates knowledge of service models	Con, Cou, Eval, IntProj, Team, Pre, Res (RIO)				
Objectives 1, 2 & 4	Demonstrates knowledge of public policy development	Eval, PD, IntProj, Res (RIOT)				
Objective 4	Demonstrates knowledge and application of ethical & legal practice	Con, Cou, Eval, IntProj, Team, Pre, Res (RIOT)				
Objective 4	Exhibits involvement in professional organizations	PD, IntProj, Res (RIO)				
Objective 1, 2, & 4	Demonstrates a commitment to career-long development of skills	PD, IntProj, Team, Pre, Res (RIOT)				

**Domain 2.11 Information Technology**

**Competency:** Graduates will demonstrate the ability to utilize technology appropriate for the profession and utilize software in order to enhance the provision of services to children.

<b>Corresponding Program Objectives</b>	<b>Specific skills to be mastered</b>	<b>Experiences &amp; methods to evaluate progress towards &amp; attainment of specific skills</b>	<b>Formative 1 (Oct)</b>	<b>Formative 2 (Dec)</b>	<b>Formative 3 (Feb)</b>	<b>Summative (June)</b>
Objectives 2 & 4	Demonstrates ability to utilize technology appropriate for the profession, including computers, PDA's, scanners, etc.	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RO)				
Objectives 2 & 4	Demonstrates ability to utilize software, including word processing, data management & analysis, graphing, scoring, presentation, publishing, & communication programs	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RO)				
Objectives 2 & 4	Demonstrates ability to access & utilize electronic information databases for research purposes	Con, Cou, Eval, PD, IntProj, Team, Pre, Res (RO)				



**K: Special-level Research Project**  
2007-2008

Consistent with the UT School Psychology Program scientist practitioner model of training, each intern is required to complete a comprehensive field-based research project during the internship year. The project should be quantitative in nature in that the student should use data-based decision-making to identify a need and to evaluate the effect of the research project.

With the assistance of the school psychology faculty supervising the internship, all students will be required to submit their project proposal to the Human Subject Review Board at UT and secure permission before beginning their project. All projects will be submitted first under “exempt” status. Students are required to go to the UT Office of Research website at <http://research.utoledo.edu/humansubj.htm> and complete the Social, Behavioral and Educational Training form. It will take about an hour. There is a form to complete and certificate to print. This training should be completed by the second intern seminar class. If the IRB decides the student’s project does not fall under exempt status, the faculty member supervising internship will work with the student to complete the necessary forms for expedited or full review. As part of the IRB process students will be required to obtain a letter from the building principal or other district administrator giving their consent and knowledge of the student’s intent to complete the project. An example letter is provided on course website.

**Guidelines for the Project:**

The purpose of the project is for the student to use his/her research skills and data based decision-making and to conduct research that is beneficial to the internship district or a school in the district. In collaboration with the district and intern supervisor a project will be identified. Data should be collected via RIOT to establish the need for the project.

During the last class meeting in October, students will be required to submit a *detailed* outline of the introduction/literature review and the methods section of the proposed project. Feedback will be provided from the school psychology faculty member supervising internship.

The final project should be written as if submitting the manuscript for publication (i.e., APA style). It should be no more than 20 pages including title page, abstract, references, tables, and figures and include the following sections:

**Introduction/Literature Review**

(Statement of problem, research questions, and supporting literature)

**Methods**

(Participants, instrument (if appropriate) procedures)

**Results**

(Data analysis and outcomes)

**Discussion**

(Conclusions, limitations, implications/future directions)

During the last class meeting in December, students will be required to submit a complete intro/literature review and methods section. Additionally, the paper should be in APA format at this time (i.e., include title page, abstract, references, tables, and figures). Feedback will be provided from the school psychology faculty member supervising internship

During the second semester, students will complete their project and continue to work on their manuscript. At least one internship seminar in the spring will be set aside for individual meetings between the school psychology faculty member supervising internship and the student. Once the project is done and the manuscript is complete, the student will be encouraged to submit the manuscript for publication. One possible publication is the School Psychology Forum. Given the amount of work and supervision provided for the manuscript by the school psychology faculty member supervising internship, if submitted for publication, the student will always be listed as first author and the faculty member as second author. The student may elect to name additional authors if other persons contributed to the manuscript.

**Timeline/Deadlines for the Project:**

<u><b>Timeline/Deadline</b></u>	<u><b>Project Activities</b></u>
<b>September</b>	Complete needs assessment of district or building and identify focus for project. Complete IRB training.
<b>Last class meeting in October</b>	Detailed outline of project due. Obtain letter from building principal or other district administrator.
<b>October/November</b>	Work on proposal. Obtain permission from IRB if project does not fall under exempt status.
<b>Last class meeting in December</b>	Submit proposal for project in APA format.
<b>January – April</b>	Complete project. Work on last two sections of research article to include the results and discussion.
<b>May</b>	Prepare brief presentation for intern seminar. Final project due to internship instructor.

**L: Scoring Rubric for Specialist Level Research Projects**

The purpose of the Specialist Level Research Project is to provide an opportunity for students to engage in a research project in a school setting. The final project should be written as if you were submitting your manuscript for publication (i.e., APA style). It should be no more than 20 pages including title page, abstract, references, tables, and figures and include the following sections:

- Introduction** (Statement of problem and research questions)
- Literature Review**
- Methods** (Participants, instrument (if appropriate) procedures)
- Results**
- Discussion** (Conclusions, limitations, implications/future directions)

The project is rated based on the following criteria. Interns with ratings below the acceptable range will be asked to revise their final proposal and resubmit it. The Program Coordinator will not sign the form indicating the student has completed all degree requirements until the project is acceptable.

	<b>Inadequate 1</b>	<b>2</b>	<b>Acceptable 3</b>	<b>4</b>	<b>Exemplary 5</b>
Introduction (includes statement of problem and research questions)					
Literature Review (appropriate and adequate references)					
Methods (participants, instrument, procedures)					
Results					
Discussion					
Writing (grammatically correct, no spelling errors)					
APA Format (abstract, running head, etc.)					
References (adequate and appropriately cited)					

**Overall Score:** \_\_\_\_\_

**Comments:**

\_\_\_ **Project is acceptable**

\_\_\_ **Project needs to be revised and resubmitted by \_\_\_\_\_ (date).**

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_