



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

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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 of Goal and Purpose of the Practica Experience</b>	<b>3</b>
<b>Objectives for the Practica Experience</b>	<b>3</b>
<b>Practica Expectations</b>	<b>4</b>
<b>Supervision</b>	<b>4</b>
<b>Evaluation</b>	<b>5</b>
<b>Guides and Forms</b>	<b>6</b>
<b>A: Practica Field Supervisor Information Form</b>	<b>6</b>
<b>B: PRACTICA I &amp; II Site Agreement</b>	<b>7</b>
<b>C: Field Experience Policy for Trainees</b>	<b>9</b>
<b>D: Parent/Guardian Consent</b>	<b>11</b>
<b>E: Guidelines for Field Experience Log</b>	<b>12</b>
<b>F: Site Supervisor Evaluation of Practica Trainee</b>	<b>13</b>
<b>G: Site Supervisor Evaluation of Practica Experience</b>	<b>15</b>
<b>H: Trainee Evaluation of Practica Experience</b>	<b>16</b>
<b>I: Teacher Feedback Form</b>	<b>17</b>
<b>J: Parent Feedback Form</b>	<b>18</b>
<b>K: Feedback Form</b>	<b>19</b>
<b>L: Case Study Outline</b>	<b>20</b>
<b>M. Step by Step Guide to Goal Attainment Scaling</b>	<b>22</b>

## **Program Philosophy and Objectives**

The 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.*

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.

### **Overview of Goal and Purpose of Practica**

The purpose of Practica I and II is to provide school psychology graduate trainees with experiences, which broadly sample a comprehensive service delivery system. During the practicum experience, trainees are expected to obtain practice in using an Eco-behavioral problem-solving process to plan for four individual (Tier 3) and two small group/targeted (Tier 2) standardized and direct assessment and intervention design with school age children within the structure of a school setting. Trainees must complete at least 250 hours of experience during the total practica (excluding university supervision).

### **Objectives of Practica Experience**

At the completion of Practica I and II, trainees will be able to do the following:

1. *Apply the problem solving procedure in a school situation, while maintaining sensitivity to diversity issues.(NASP 2.1)*
2. *Select and apply assessment methods appropriate for the individual (NASP 2.1)*
3. *Collaboratively develop interventions appropriate for students with various needs (NASP 2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.9)*
4. *Implement and evaluate appropriate interventions within the appropriate cultural context (NASP 2.1, 2.4, 2.6, 2.10)*

5. *Synthesize data into a meaningful, consumer-driven report.* (NASP 2.1, 2.5, 2.9)
6. *Communicate effectively using word processing and internet technology* (NASP 2.11)

### **Practica Expectations**

Assigned cases must include six cases: Two individual academic cases, two individual behavior cases, one small group/targeted academic case, and one small group/targeted behavior case. For credit, trainees must complete at least 250 hours of experience during the total practica, and provide case reports in the assigned format. Please be aware of the following:

- Ψ *The Practica may only be completed during a full time residency of two consecutive semesters, fall preceding spring.*
- Ψ *Trainees may not enroll in the Practica until all Prepractica requirements are completed.*
- Ψ *Trainees with a remediation plan may be required to delay entry into the Practica or Internship until the remediation plan requirements are satisfied.*
- Ψ *There are no “alternative” experiences for practica or internship. It is the philosophy of this program that trainees may only learn to be a school psychologist through working in the school setting, during school hours, within a context similar to that of the typical school psychologist.*
- Ψ *Trainees who are already employed in a school (other than as a GA, when placed there by the program) may not complete practicum in that setting. It is not realistic to expect other employees to regard the trainee in a different role (as required by the practicum experience), and may actually place trainees in a “dual relationship” position.*
- Ψ *If a trainee is asked to leave a site, s/he shall automatically receive a failing grade for the class for that semester.*

### **Supervision**

Two persons have primary responsibility for practica field experience supervision. They are the Practica Field Experience Supervisor (the on-site supervising specialist in school psychology) and the University Supervisor (the school psychology trainer).

The University Supervisor is a licensed school psychologist and holds a faculty position in the Department of Counselor Education and School Psychology. The University Supervisor works with trainees to arrange for appropriate sites. The University Supervisor maintains up-to-date records of potential sites and supervisors, and reviews and revises this Manual as needed. The University Supervisor provides weekly group supervision for Practicum and is responsible for maintaining regular communication and conducting evaluation procedures with

Practicum trainees and their Site Supervisors. The University Supervisor Works with trainees to arrange for appropriate Practicum sites, and collects evaluations and documentation of field experiences forms.

The Practica Field Experience Supervisor is selected by the University Supervisor from area school psychologists expressing interest in supervising. Practica and Intern Supervisors must have at least 2 years of experience. *Preference in all categories will be given to those who have professional credentialing and affiliations, have obtained current and appropriate professional development in the field, & whose practice is consistent with UT program philosophy*

The Practica Field Experience Supervisor who assumes the responsibility for directing and supervising the trainee should be an individual of demonstrated excellence in the field of school psychology. The Site Supervisor should be capable of guiding the graduate trainee successfully through the Practicum experience. The Site Supervisor will be expected to fulfill the following responsibilities:

1. Coordinate the Practicum experience with school administrator and University Supervisor.
2. Provide 6 cases for each practicum trainee,
3. Provide a comprehensive school site and educational agency orientation for the Practicum trainee at the beginning of the experience.
4. Provide supervised learning experiences for a total of 250 hours
5. Provide explanatory and contextual information to the trainee regarding the on-site experiences
6. Arrange for appropriate experiential activities, to meet the objectives for the Practica
7. Complete the Evaluation form at the conclusion of the experience.

### **Evaluation**

Trainees shall be evaluated by their university supervisor by the quality of their consultation services, intervention materials, and written reports (see current class syllabus for Problem solving report format, scoring rubric, and other details regarding grading). Trainees shall also receive informal feedback from their supervisors throughout the year, and a written evaluation from their site supervisor at the end of each semester. Although this written evaluation is not a numerical part of the grade, it may indicate the need for intervention with the trainee. Possible interventions include a conference with program faculty, a remediation plan, additional field hours, or retaking the class. *Trainees with a remediation plan could be required to delay entry into Internship until the remediation plan requirements are satisfied.*

**A: Practica Field Supervisor Information Form**

**The University of Toledo  
Department of Counselor Education & School Psychology  
School Psychology Program**

Name\_\_\_\_\_ Highest Degree\_\_\_\_\_

Office Address\_\_\_\_\_

City, State, Zip\_\_\_\_\_

Telephone\_\_\_\_\_ Email \_\_\_\_\_

**School(s) Placement Information**

School Name\_\_\_\_\_

School Name\_\_\_\_\_

School Name \_\_\_\_\_

**Licensure Information\***

Yes No State Department of Education License

Yes No NCSP

Yes No Licensed School Psychologist or Psychologist (Board of Psychology)

**Affiliations Information\***

Yes No NASP

Yes No OSPA

Yes No MVSPA

Other \_\_\_\_\_

**Recent School Psychology Professional Development\***

\_\_\_\_\_

\_\_\_\_\_

Trainee Name\_\_\_\_\_ Semester/year\_\_\_\_\_

*\*In our selection of site supervisors, preference will be given to those with professional memberships, credentials, and current professional development.*

## **B: PRACTICA I & II Site Agreement**

### **The University of Toledo Department of Counselor Education & School Psychology School Psychology Program**

#### ***UT contributions***

*Each practicum trainee will:*

1. Provide consultation services with the teachers of 4 individual students and 2 groups of students.
2. Implement the problem solving procedure.
3. Develop quality and empirically-based interventions.
4. Assist with the implementation of the interventions.
5. Collect data regarding the efficacy of the intervention.
6. Make recommendations (as part of the team) as to further directions for the child.
7. Participate in special education evaluation process, if it is deemed necessary.
8. Follow all relevant ethical and legal guidelines.
9. Provide quality services in a timely manner.
10. Respect staff in the building and act in accordance with appropriate procedures at the practicum site
11. Confirm with school persons that parent consent is obtained before providing any assistance.
12. Communicate any concerns to the supervisor.
13. Maintain appropriate logs and case notes.

#### ***School Contributions***

1. The practicum trainees will be supervised by appropriately licensed on site school psychologists with input from off-site UT personnel. On-site supervisors must have at least 2 years of experience.
2. The school personnel will be responsible for providing 6 cases for each practicum trainee.
3. On-site school psychologists may select appropriate cases for the trainees; however, the UT supervisor reserves the right to request a different case be assigned if s/he deems the assignment inappropriate for the practicum experience.
4. On-site supervisors will provide at least 1 hour of direct supervision per week.
5. Cases should be selected so that practicum trainees may be involved as nearly as possible from the initial request for assistance, through intervention design, implementation, progress monitoring, and finally analysis of results.
6. The school will ascertain that the child's guardians are aware of the trainee status of the practicum trainees and that guardian permission is obtained before initiation of services (practicum trainees will provide appropriate release forms).
7. The teacher(s) of the selected children must be available and open to consultation with the trainees.

8. The teacher(s) must be willing to make reasonable accommodations for interventions for the selected children.

**Projected Timelines:**

	<b>Projected Date</b>	<b>Actual Date</b>
<b>1<sup>st</sup> case initiated by</b>		
<b>2<sup>nd</sup> case initiated by</b>		
<b>3<sup>rd</sup> case initiated by</b>		
<b>4<sup>th</sup> case initiated by</b>		
<b>5<sup>th</sup> case initiated by</b>		
<b>6<sup>th</sup> case initiated by</b>		
<b>Completion of 125 hrs.</b>		
<b>Completion of 250 hrs.</b>		

**Other planned activities:**

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**Signatures:**

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

**Univ. Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Practica Field Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## **C: Field Experience Policy for Trainees**

### **The University of Toledo Department of Counselor Education & School Psychology School Psychology Program**

Following Site Policies. You need to be especially aware of and sensitive to the policies and procedures of each site so that you do not violate the expectations of the organization. If you are unclear about the relevant policies, please check with your site supervisor.

Confidentiality. Given that you may have access to confidential information, it is critical that you follow all appropriate legal and ethical standards relative to the release, storage, and sharing of information. It is also important to use good judgment and caution in electronic transmission of information (e.g., email).

Release Forms. Before beginning any service, you must be sure to complete the appropriate paperwork. In particular, be sure that you are clear regarding the necessary permission forms that must be completed. You should provide the consent form to your supervisor for approval. You are expected to have these forms in hand before meeting with teachers or working with trainees. Ultimately, trainees are responsible for obtaining the appropriate release forms when working directly with clients.

Timeliness. Trainees are expected to be punctual for all meetings including supervision. A pattern of tardiness to meetings or other obligations (such as initiation of consultation activities, evaluations, etc.) can result in a reduction of points in a grade or dismissal from a site. Only under extreme circumstances should you miss appointments of any kind, and if you do need to miss an appointment, it becomes your responsibility to reschedule the appointment in a timely manner.

Concerns with Site Supervisor. If you have a concern with any site supervisor, please address these directly with that supervisor. Developing conflict management skills with persons in authority is an essential professional skill. However, if you do not feel that the conflict can be resolved, please see your university field supervisor in order to discuss options.

Professional Behavior. Trainees are expected to behave as professionals, in a manner demonstrating both self-respect and respect for others. Your current behavior will be regarded by others as an indication of future performance. In addition, teachers, parents, and other consultees will have less respect for someone who is inconsiderate, rude, dishonest, careless, or unprofessional in other ways.

Respect and Value for Diversity: Trainees shall *under all circumstances* demonstrate respect and value for cultural and individual differences.

Mistakes, conflicts, or misunderstandings. If you get into any problematic situations, notify your site supervisor and your university supervisor without delay. They may be able to head off a potentially explosive situation, help you determine the best way to correct an error, or deal with a difficult parent or teacher.

Appropriate dress. You are expected to be aware of the expectations of dress for each site. Please discuss appropriate dress with each site supervisor and when unsure about the expectations, please err on the side of dressing conservatively and professionally.

This document addresses a number of professional issues, and by signing this document, you are stating that you have read and fully understand the professional and academic responsibilities outlined here. Ignorance will not be a valid excuse for violating any of the program policies, procedures or expectations provided for trainees in written or verbal form. Violations may result in consequences ranging from a conference with program faculty to dismissal from the program.

\_\_\_\_\_  
Trainee's Printed Name

\_\_\_\_\_  
Trainee's Signature

\_\_\_\_\_  
Date

**D: Parent/Guardian Consent**

**The University of Toledo  
 Department of Counselor Education & School Psychology  
 School Psychology Program**

I agree to permit \_\_\_\_\_ (name of trainee) to meet with my child, \_\_\_\_\_ (name of child) for the purposes of gaining experience in Ecobehavioral assessment and intervention. I understand that the trainee will consult with my child’s teachers and will use a problem-solving process to help identify an intervention to help my child who is experiencing academic and/or behavioral problems. I understand that the following types of assessment may be completed: Review of school records, interviews with teachers, parents, classroom observations, curriculum-based and norm-referenced tests. I also understand that I will need to participate in providing information about my child’s academics or behavior.

I understand that the trainee is enrolled currently as a graduate trainee in the School Psychology Program at The University of Toledo and enrolled in CESP 7330/7340: Practicum I/II in School Psychology.

I am aware that because the trainee is a trainee in training, s/he will receive supervision. I understand that all information collected will remain confidential. I also understand that the trainee as part of the course assignments will be required to write an Ecobehavioral assessment report upon the completion of practicum.

I understand that if I have any questions, I may contact the trainee’s supervisor, \_\_\_\_\_ at \_\_\_\_\_ or the University Supervisor, Dr. Yi Ding at (419) 530-4301. I hereby certify that I have read and fully understand the above and give my consent.

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

\_\_\_\_\_  
 Parent Name

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Trainee Name

\_\_\_\_\_  
 Trainee Signature

\_\_\_\_\_  
 Site Supervisor Name

\_\_\_\_\_  
 Supervisor Signature

**E: Guidelines for Field Experience Log****Logging Practica 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.

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

**F: Site Supervisor Evaluation of Practica Trainee**

**The University of Toledo  
Department of Counselor Education & School Psychology  
School Psychology Program**

**Trainee:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Site** \_\_\_\_\_ **Date** \_\_\_\_\_

**Please rate the trainee’s knowledge and/or skills relative to where they should be at this point in their training program.**

Circle **R** for Needs Remediation; **D** for Satisfactory Development/ Demonstration of Skill

<b>2.1 Data Based Decision Making</b>	1	Demonstrates use of systematic problem solving process.	<b>R</b>	<b>D</b>
	2	Demonstrates use of scientific methods of data collection (e.g., direct, norm-referenced, observation, environmental, CBA).	<b>R</b>	<b>D</b>
	3	Demonstrates ability to develop interventions based on data collected.	<b>R</b>	<b>D</b>
	4	Demonstrated ability to monitor & evaluate interventions outcomes.	<b>R</b>	<b>D</b>
	5	Demonstrates ability to make empirically based educational decisions	<b>R</b>	<b>D</b>
<b>2.2 Consultation &amp; Collaboration</b>	6	Listens attentively to others.	<b>R</b>	<b>D</b>
	7	Asks appropriate questions.	<b>R</b>	<b>D</b>
	8	Demonstrates patience in difficult situations.	<b>R</b>	<b>D</b>
	9	Demonstrates understanding & application of the Ecobehavioral model of consultation	<b>R</b>	<b>D</b>
	10	Addresses consultee resistance appropriately	<b>R</b>	<b>D</b>
	11	Collaborates effectively with teachers, parents, & other school staff	<b>R</b>	<b>D</b>
<b>2.3 Effective Instruction/ Cognitive &amp; Academic</b>	12	Demonstrates knowledge & application of appropriate cognitive & academic methods of assessment	<b>R</b>	<b>D</b>
	13	Demonstrates knowledge of effective instructional techniques	<b>R</b>	<b>D</b>
	14	Assists students in becoming self-regulated learners	<b>R</b>	<b>D</b>
	15	Demonstrates knowledge of learning theory & cognitive strategies	<b>R</b>	<b>D</b>
	16	Develops appropriate goals for students based on individual needs	<b>R</b>	<b>D</b>
	17	Develops, implements, & monitors interventions	<b>R</b>	<b>D</b>
	18	Assesses treatment integrity of interventions	<b>R</b>	<b>D</b>
<b>2.4 Soc. &amp; Development of Life Skills</b>	19	Demonstrates knowledge of appropriate behavior, affective, & adapt. goals	<b>R</b>	<b>D</b>
	20	Demonstrates knowledge of human development	<b>R</b>	<b>D</b>
	21	Demonstrates knowledge of behavior management	<b>R</b>	<b>D</b>
	22	Demonstrates knowledge & use of counseling techniques	<b>R</b>	<b>D</b>
	23	Demonstrates knowledge & application of appropriate methods of assessing affective, social & adaptive behaviors	<b>R</b>	<b>D</b>
	24	Demonstrates knowledge of assessing the classroom environment	<b>R</b>	<b>D</b>

	25	Links assessment results to interventions	<b>R</b>	<b>D</b>
<b>2.5 Diversity</b>	25	Demonstrates knowledge of differences & effect on learning & development	<b>R</b>	<b>D</b>
	26	Demonstrates knowledge of individual differences when designing & implementing interventions	<b>R</b>	<b>D</b>
	27	Demonstrates sensitivity when working with individuals of diverse characteristics	<b>R</b>	<b>D</b>
	28	Recognizes own biases & how this may influence their decision making	<b>R</b>	<b>D</b>
<b>2.6 School &amp; Systems</b>	29	Demonstrates knowledge of regular education	<b>R</b>	<b>D</b>
	30	Demonstrates knowledge of special education	<b>R</b>	<b>D</b>
<b>2.7 Prevention- CI, MH</b>	31	Demonstrates knowledge of child development	<b>R</b>	<b>D</b>
	32	Demonstrates knowledge of developmental psychopathology	<b>R</b>	<b>D</b>
<b>2.8 Home/ School/ Community</b>	33	Demonstrates knowledge of family systems & impact on students	<b>R</b>	<b>D</b>
	34	Demonstrates knowledge of methods for integrating family, school & community resources to improve outcomes for children	<b>R</b>	<b>D</b>
	35	Establishes relationships with families & involves them in instructional decision-making processes for the child	<b>R</b>	<b>D</b>
<b>2.9 Research &amp; Program Evaluation</b>	36	Exhibits best practice as a producer of research	<b>R</b>	<b>D</b>
	37	Exhibits best practice as an evaluator of research	<b>R</b>	<b>D</b>
	38	Exhibits best practice as a consumer of research	<b>R</b>	<b>D</b>
<b>2.10 School Psy. Practice &amp; Development</b>	39	Demonstrates a commitment to career-long development of skills	<b>R</b>	<b>D</b>
	40	Demonstrates knowledge and application of ethical & legal practice	<b>R</b>	<b>D</b>
<b>2.11 Information Technology</b>	41	Demonstrates ability to utilize technology appropriate for the profession, including computers, PDA's, scanners, etc.	<b>R</b>	<b>D</b>
	42	Demonstrates ability to utilize software, including word processing, data management & analysis, graphing, scoring, presentation, publishing, & communication programs	<b>R</b>	<b>D</b>
	43	Demonstrates ability to access & utilize electronic information databases for research purposes	<b>R</b>	<b>D</b>

**PROGRAM EXPECTATIONS FOR PROFESSIONAL BEHAVIOR**

<b>These skills are implicit within the NASP standards</b>	44	Quality of services provided	<b>R</b>	<b>D</b>
	45	Appropriate use of supervision and professional judgment	<b>R</b>	<b>D</b>
	46	Sensitivity to Diversity	<b>R</b>	<b>D</b>
	47	Respect for Confidentiality	<b>R</b>	<b>D</b>
	48	Working with Peers, Trainers, and Other Professionals	<b>R</b>	<b>D</b>
	49	Following Site policies	<b>R</b>	<b>D</b>
	50	Completing assigned tasks/ forms in timely manner	<b>R</b>	<b>D</b>
	51	Making/keeping appointments	<b>R</b>	<b>D</b>
	52	Appropriate dress	<b>R</b>	<b>D</b>
	53	Ethical Behavior/Academic integrity	<b>R</b>	<b>D</b>

**G: Site Supervisor Evaluation of Practica Experience**

**The University of Toledo  
 Department of Counselor Education & School Psychology  
 School Psychology Program**

**Trainee** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_ **Date completed:**  
 \_\_\_\_\_

We would like to know your thoughts regarding the practica experience. Thank you for helping us to improve this training experience for our trainees!

		<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>
1	The Practica Manual provided me with enough information to understand trainee needs & expectations.			
2	The Practica Manual provided me with enough information to understand University expectations.			
3	The University Supervisor was available to clarify any questions regarding the field experience.			
4	Although I was provided with guidelines for the experience, I feel I was also given some autonomy to carry them out as appropriate in my work setting.			
5	Overall, I feel the practicum was a positive experience for the trainee.			
6	Overall, I feel supervising the practica was a positive experience for me.			
7	I would be interested in being a practica supervisor in the future.			

**Comments? How can we improve your experience?**

**H: Trainee Evaluation of Practica Experience**

**The University of Toledo  
Department of Counselor Education & School Psychology  
School Psychology Program**

**Trainee:** \_\_\_\_\_ **Date completed:** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_ **Supervisor's Name:** \_\_\_\_\_

	Needs improvement	Adequate	Exceptional
<b>Support from Site and Site Supervisor</b>			
Quality of the practica experience			
Quality of feedback from site supervisor			
Amount of supervision provided by site supervisor			
Opportunities for independent work			
Diversity within the training experience			
Initial orientation and welcome from site			
Explanation of rules, procedures, and policies at the practicum site			

**Support from University Training Program**

Quality of Practica Manual			
Communication with University supervisor			
Quality of On-site visitations			
Clarity of expectations for experience			

**Preparation through Coursework**

Assessment of behavioral problems			
Assessment of academic problems			
Assessment of instructional environment			
Addressing issues of diversity in the assessment process			
Consultation (problem-solving process)			
Legal and Ethical issues			
Intervention development			
Intervention implementation and monitoring			
Intervention evaluation (integrity and outcomes)			
Direct interventions (counseling, direct instruction, groups)			
Understanding of regular education			
Understanding of special education			

**Would you recommend this site in the future? (Please explain any negative answers)**

**I: Teacher Feedback Form**

**The University of Toledo  
Department of Counselor Education & School Psychology  
School Psychology Program**

Teacher Name \_\_\_\_\_ Child assisted \_\_\_\_\_ Practicum Trainee \_\_\_\_\_

*Directions for teacher: Thank you very much for working with us this year! In order to assist us with our program, please complete the following and return to the trainee's practicum supervisor.*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The practicum trainee helped clarify my concerns regarding the child.	1	2	3	4	5
2	The practicum trainee made recommendations based on data.	1	2	3	4	5
3	I felt that I was an active participant in the process.	1	2	3	4	5
4	The practicum trainee treated me with respect.	1	2	3	4	5
5	The practicum trainee regarded the child with respect.	1	2	3	4	5
6	I felt that my concerns were addressed.	1	2	3	4	5
7	The practicum trainee was responsive to the need for intervention modification (if none needed, do not respond)	1	2	3	4	5
8	The intervention was realistic to implement in my classroom.	1	2	3	4	5
9	My concerns were addressed in a timely manner.	1	2	3	4	5
10	Materials provided were sufficient for implementation.	1	2	3	4	5
11	Training/explanation provided was sufficient for implementation.	1	2	3	4	5
12	I felt that the process resulted in improvement in my student.	1	2	3	4	5
13	I felt that the process enhanced my skills at individualizing instruction.	1	2	3	4	5
14	I would be willing to work with this practicum trainee in the future.	1	2	3	4	5
15	Overall, I was satisfied with my experience.	1	2	3	4	5

Please elaborate on any negative answers:

Would you be willing to work with another school psychology trainee in the future?

**J: Parent Feedback Form**

**The University of Toledo  
Department of Counselor Education & School Psychology  
School Psychology Program**

Child assisted \_\_\_\_\_ Parent Name \_\_\_\_\_

Practicum Trainee \_\_\_\_\_

Parent: *Thank you very much for working with us this year! In order to assist us with our program, please complete the following and return to \_\_\_\_\_.*  
*You may add any comments at the bottom.*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I understood why the practicum trainee began working with my child.	1	2	3	4	5
2	I was informed about my child's progress during the intervention..	1	2	3	4	5
3	I was informed about the results of my child's intervention.	1	2	3	4	5
4	I was satisfied with the services my child received.	1	2	3	4	5
5	I saw an improvement in my child's performance.	1	2	3	4	5

Comments?

**K: Feedback Form  
(Intervention Target)**

**The University of Toledo  
Department of Counselor Education & School Psychology  
School Psychology Program**

*Directions: Read the questions to the child, rewording appropriately for child's level of understanding and for the type of intervention. Record answers in summary form below.*

The (intervention) helped me (?) better.

How/why?

I liked the (intervention). (Agree/disagree)

Do you want to do it again/more/something else like this?

How did you feel during (the actual intervention activity)?

**L: Case Study Outline**

Trainee: \_\_\_\_\_

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 self report	Appropriate data are not collected to confirm or reject the hypotheses
	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 was specified	Data are used to inform further problem solving and decision making (i.e., continuation, modification, maintenance of intervention)	Data are not used to inform further problem solving and decision making
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

\_\_\_\_\_ Needs Development

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

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

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

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

## **M: Step-by-Step Guide to 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 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 Worse and Improved 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 Improved and Much Worse 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.

**GOAL ATTAINMENT SCALING FORM**

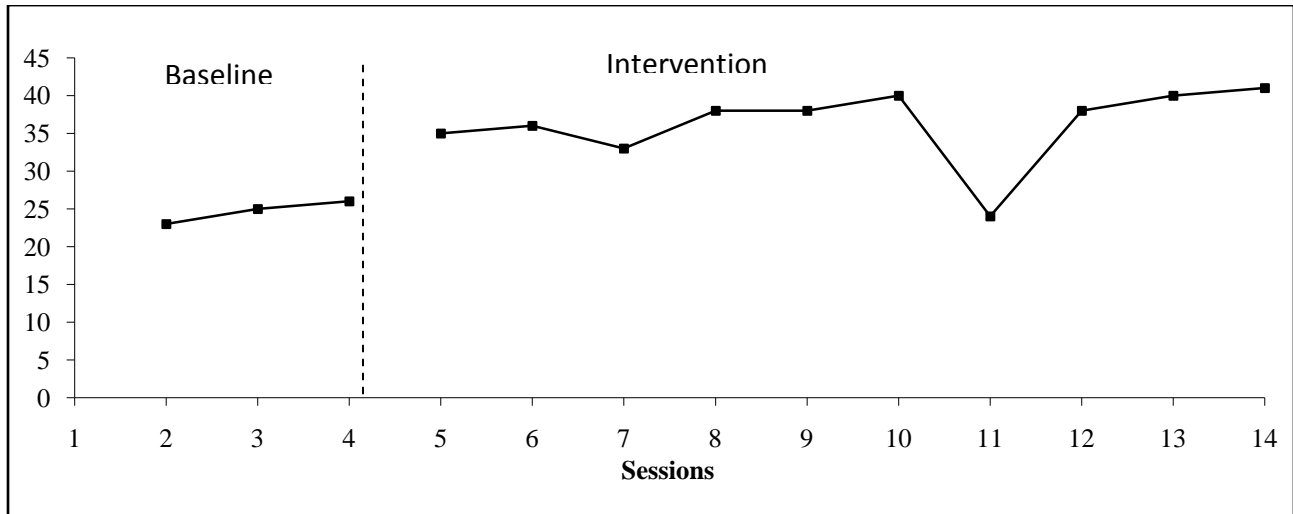
Student: \_\_\_\_\_ Trainee: \_\_\_\_\_ Site: \_\_\_\_\_

LEVEL OF ATTAINMENT	Goal:  Target date:	Goal:  Target date:	Goal:  Target date:
<p>-2 <i>Much Worse</i></p> <p><i>(describe what this would be →)</i></p>			
<p>-1 <i>Worse</i></p> <p><i>(describe what this would be →)</i></p>			
<p>No change 0</p>			
<p>+1 <i>Improved</i></p> <p><i>(describe what this would be →)</i></p>			
<p>+2 <i>Much Improved</i></p> <p><i>(describe what this would be →)</i></p>			

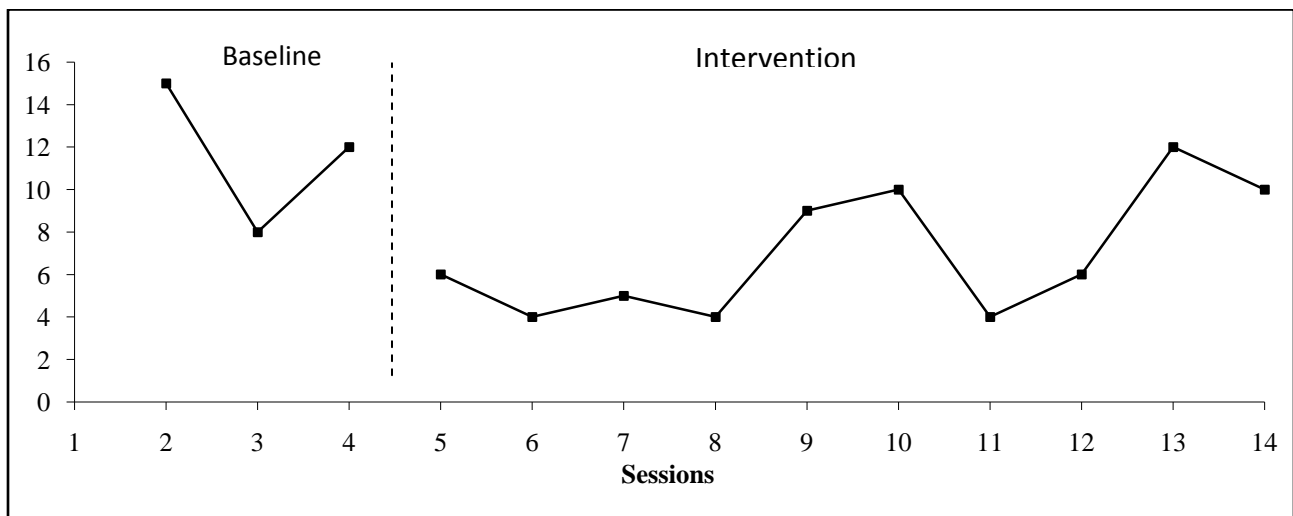
*Each extreme level (-2, +2) represents the outcome that might be expected to occur in 5% to 10% of similar at-risk students.*

### Step-by-Step Guide for Calculating Percentage of Non-overlapping Data

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

#### 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

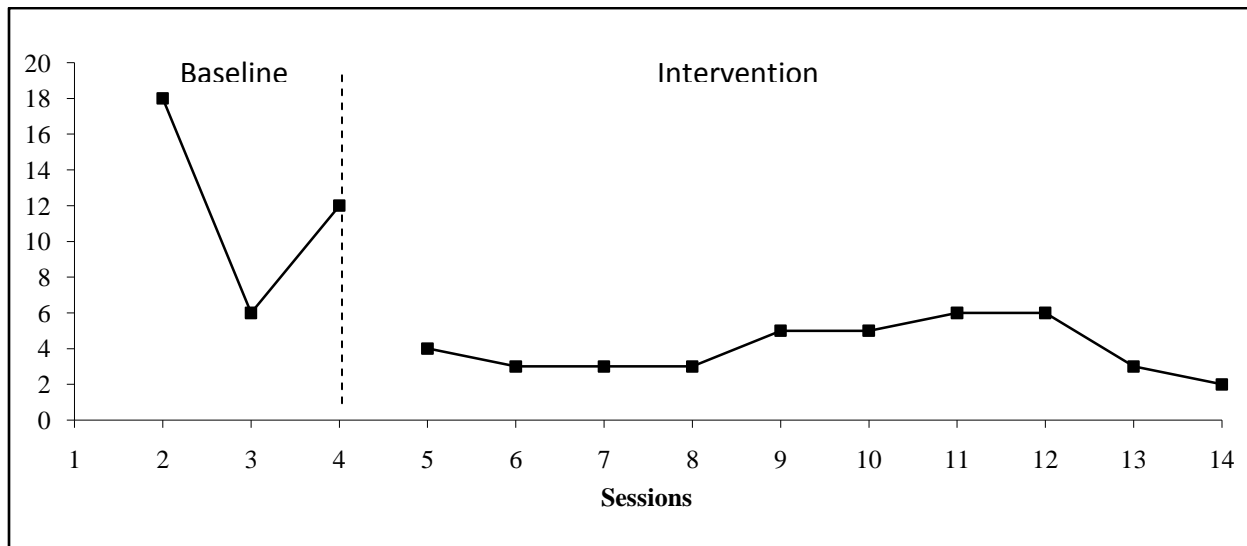
Calculate the standard deviation of the baseline data points. In the example below, the standard deviation of the three baseline data points (18, 6, 12) is 6.0.

#### 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.