



**Specialist Level Program in School Psychology
Prepractica Manual**

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Table of Contents

Program Philosophy and Objectives	3
Overview and Purpose of Prepractica Field Experience	3
Objectives for the Prepractica Experience	4
Prepractica Learning Activities	6
Supervision	6
Evaluation	7
Field Experience Policy	7
Guides and Forms	9
A: Prepractica Field Experience Log	9
B: Prepractica Site Evaluation of Trainee	10
C: Trainee Evaluation of Prepractica Experience	11
D: Required Activities Record Form	12
E: Site Supervisor Information Form	14
F: Prepractica Site Agreement Form	15

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.

Overview and Purpose of the Prepractica Field 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.

During the first year, students will be expected to log a minimum of 100 hours. These hours are tied to SPSY 5030 *Role and Function of the School Psychologist* and SPSY 5300 *Psychoeducational Assessment and Intervention I*. Students must begin the experience during the first semester. All requirements must be completed by the end of spring semester in order to receive a grade in the SPSY 5300 class. If requirements are not met within by the end of the spring semester, students will receive a PR and will not be permitted to enroll in the Practica until all Prepractica requirements are completed.

All Prepractica hours occur in the school setting and under the supervision of a program- approved school psychologist. Activities during the first year may include shadowing a school psychologist, observing regular and special classrooms, observing consultations and special education meetings, implementing interventions, and practicing administration of norm-referenced and curriculum based assessment,. Students are required to observe specific activities, as well as general activities performed by a school psychologist. Students must record activities in log form (provided in this handbook).

Objectives for the Prepractica Field Experience

1. *Students will acquire knowledge of public school organization and operation.* School psychology students need an understanding of the operation of the public school and school system. Although much of the school psychologist's work is with individual children and classrooms, school psychologists must understand procedures and structure of the total school in order to function as a productive member of the professional school staff. Students in school psychology should be thoroughly oriented to administrative and personnel policies as well as to the function and role of the various school staff. Students should attain a realistic view of the educational process and the skills necessary to work effectively with teachers and other school personnel.

Domains addressed:

- Domain 2.1: Data-Based Decision-Making and Accountability
- Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills
- Domain 2.5: Student Diversity in Development and Learning
- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.9: Research and Program Evaluation
- Domain 2.10: School Psychology Practice and Development

2. *Students will gain familiarity with the multiple roles and functions of the school psychologist, including:*

- Ψ Consultant to teachers and parents about children's academic and social behavior
- Ψ Systems level consultant to administrator
- Ψ Child advocate
- Ψ Intervention specialist
- Ψ Data collector, evaluator, and interpreter
- Ψ Source of current information about child development, individual differences, and biological bases of behavior for parents and teachers
- Ψ Referral agent to outside resources
- Ψ Direct service provider to children in crisis, with developmental issues, or in groups
- Ψ Promoter of legal and ethical behavior for all school personnel
- Ψ Team facilitator
- Ψ Accurate and efficient conveyer of information, in a manner that facilitates planning for learning
- Ψ Researcher who gathers and interprets information accurately for appropriate use

Domains addressed:

- Domain 2.1: Data-Based Decision-making and Accountability
- Domain 2.2: Consultation and Collaboration
- Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills
- Domain 2.4: Socialization and Development of Life Skills
- Domain 2.5: Student Diversity in Development and Learning
- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.7: Prevention, Crisis Intervention, and Mental Health
- Domain 2.8: Home/School/Community Collaboration
- Domain 2.9: Research and Program Evaluation
- Domain 2.10: School Psychology Practice and Development
- Domain 2.11: Information Technology

3. *Students will gain awareness of school and community resources.* Students in school psychology must be knowledgeable of a variety of services offered to school-age children both in and out of the school setting. Students should understand the relationship of the school to the community and the role of the school and school psychological services as they relate to the community. Students should be exposed to procedures for how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations and protocol involved in this type of activity. In addition, students should be aware of public and parent groups concerned with the welfare and education of children.

Domains addressed:

- Domain 2.2: Consultation and Collaboration
- Domain 2.4: Socialization and Development of Life Skills
- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.7: Prevention, Crisis Intervention, and Mental Health
- Domain 2.8: Home/School/Community Collaboration

4. *Students will gain an awareness of, and respect for, human diversity.* In particular, students will recognize and respect individual differences, abilities, and disabilities. Students are expected to demonstrate respect for others regardless of racial, biological, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds.

Domains addressed:

- Domain 2.4: Socialization and Development of Life Skills
- Domain 2.5: Student Diversity in Development and Learning

- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.7: Prevention, Crisis Intervention, and Mental Health

Prepractica Learning Activities

- Ψ Observing office and clerical procedures involved with school psychological services.
- Ψ Observing consultations with teachers, parents, and other personnel.
- Ψ Observing Problem Solving Team meetings
- Ψ Observing procedural meetings in special education for initial evaluations and reevaluations
- Ψ Assisting with implementation of interventions at a level consistent with student skills and training.
- Ψ Attendance at meetings of school psychology staff as well as if possible, local, state and national meetings relating to the profession.
- Ψ Attendance at teachers' meetings, school staff meetings, principals meetings, and/or board of education meetings.
- Ψ Attendance at meetings and orientations of new staff at the beginning of the school year.
- Ψ Observing meetings with directors of curriculum, special education, instruction, and business.
- Ψ Studying district policy manuals, school codes, and special education guidelines.
- Ψ Observing various types of programs and classes.
- Ψ Visits with child welfare agents; family service agents; speech and hearing specialists; juvenile court representatives;
- Ψ Visits to special schools and residential treatment facilities;
- Ψ Visits to special classes for the visually/hearing impaired, mentally retarded, or physically handicapped. Opportunities to observe cooperative interaction with community agencies.
- Ψ Opportunities to become familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health.
- Ψ Attendance at meetings and involvement with parent groups such as the PTA and local associations for handicapped children.

Supervision

Two persons have primary responsibility for Prepractica, Practicum and Internship supervision. They are the Site Supervisor (the on-site supervising specialist in school psychology) and the University Supervisor (the school psychology trainer).

The University Supervisor is a licensed and Nationally Certified School Psychologist and holds a faculty position in the Department of Counselor Education and School Psychology. The University Supervisor works with students 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 Prepractica and is responsible for maintaining regular communication and conducting evaluation procedures with Prepractica students and their Site Supervisors. The University Supervisor Works with students to arrange for appropriate Prepractica sites, and collects end-of-term evaluations and documentation of field experiences forms.

The Site Supervisor is selected by the University Supervisor from local school psychologists expressing interest in supervising. Prepractica Supervisors must have at least 2 years of experience as a school psychologist; Practicum and Intern supervisors must have at least 3 years of experience. Preference in all categories will be given to those who have professional credentialing and affiliations, and have obtained current professional development in the field.

The Site Supervisor who assumes the responsibility for directing and supervising the trainee should be an individual of proven excellence in school psychology. The Site Supervisor should be capable of guiding the graduate student successfully through the Prepractica experience. The Site Supervisor will be expected to fulfill the following responsibilities:

1. Coordinate the Prepractica experience with school administrator and University Supervisor.
2. Provide a comprehensive school site and educational agency orientation for the Prepractica student at the beginning of the experience.
3. Provide supervised observational learning experiences for a total of 100 hours (120 hours for students without a teaching license)
4. Provide explanatory and contextual information to the trainee regarding the on-site experiences
5. Arrange for appropriate observational and experiential activities, as required or recommended.
6. Complete the Prepractica Evaluation form at the conclusion of the experience.

Evaluation

The Prepractica experience is evaluated by the Prepractica Site Supervisor who will complete a rating form of the student's performance during the experience. Unsatisfactory ratings will result in a conference with the student and possibly a remediation plan. Satisfactory completion of Prepractica hours is required before the student may begin the Practica experience.

Field Experience Policy for Trainees

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 of information, storage of information, and sharing of information.

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 students. Ultimately, students are responsible for obtaining the appropriate release forms when working directly with clients.

Making Appointments. Students are also expected to be punctual for all meetings including supervision. A pattern of tardiness to meetings or other obligations such as completion of reports can result in a reduction of points in a grade or dismissal from a class. 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.

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 students in written or verbal form.

Trainee's Printed Name

Trainee's Signature

Date

B: Prepractica Site Supervisor Evaluation of Trainee

Trainee Name: _____ Date: _____ Semester 1 or 2

<p><i>As the Field Supervisor for this student, please rate the student on the following. If the student is rated “needs remediation” please elaborate in below</i></p>	<p>Needs Remediation</p>	<p>Satisfactory Progress</p>
1 Successful Completion of required field experiences		
2 Quality of Services provided		
3 Appropriate use of supervision and professional judgment		
4 Sensitivity to Diversity		
5 Respect for Confidentiality		
6 Working with Peers, Trainers, and Other Professionals		
7 Following Site policies		
8 Completing assigned tasks/ forms in timely manner		
9 Making/keeping appointments		
10 Appropriate dress		
11 Ethical Behavior/Academic integrity		

Additional Comments:

Signature of Site Supervisor: _____

C: Trainee Evaluation of Prepractica Experience

The University of Toledo

Department of Counselor Education & School Psychology

School Psychology Program

Trainee: _____ Field Site: _____

Site Supervisor: _____ Date completed: _____

	Improvement	Adequate	Exceptional
Support from Site and Site Supervisor			
Quality of the practica experience			
Quality of feedback from 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 Pre-Practica Manual			
Clarity of expectations for experience			

Would you recommend this site in the future?

Please explain any negative answers:

Other:		
Other:		

The above activities were completed as recorded above.

Trainee's Printed Name Trainee's Signature _____ Date

Supervisor's Printed Name Supervisor's Signature _____ Date

E: Site Supervisor Information Form

Title_____ Highest Degree_____

Name_____

Office Address_____

City, State, Zip_____

Telephone_____

Email_____

School Placement Information

School Name_____

Licensure Information*

Yes No State Department of Education License

Yes No NSCP

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*

Student Name_____ Semester/year_____

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

F: Prepractica Site Agreement

The participants agree to the general provisions of the internship program as delineated in the UT School Psychology *Prepractica Manual*, the regulations of the Ohio State Board of Education, and the NASP *Practicum and Internship Regulations*.

The Site Supervisor will be expected to fulfill the following responsibilities:

1. Coordinate the Prepractica experience with school administrator and University Supervisor.
2. Provide a comprehensive school site and educational agency orientation for the Prepractica student at the beginning of the experience.
3. Provide supervised observational learning experiences for a total of 100 hours
4. Provide explanatory and contextual information to the trainee regarding the on-site experiences
5. Arrange for appropriate observational and experiential activities, as required or recommended
6. Notify the University Supervisor immediately in case of problems.

The Trainee is expected to follow the site policies as well as the UT Field experience policies.

Formal acceptance is indicated by signature(s) below.

PRIMARY SITE SUPERVISOR: Signature _____

School and District: _____

UNIVERSITY SUPERVISOR: Signature _____

TRAINEE: Signature _____