



THE UNIVERSITY OF
TOLEDO
1872

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

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The State of Ohio Department of Education

Accredited by
Council for the Accreditation of Educator Preparation (CAEP)

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UToledo School Psychology Program Philosophy and Goals

The School Psychology Program is committed to training and preparing professionals who have expertise in education and psychology, who function as both mental health specialist and instructional specialist, and who provide data-driven, evidence-based, and culturally responsive services to children and their families. This is accomplished using a scientist-practitioner model with an ecological orientation emphasizing prevention and early intervention through a collaborative problem solving approach that is guided by data-based decision making. After successfully completing the program, students will be expected to:

Program Goal 1: Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

Program Goal 2: Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).

Program Goal 3: Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

Program Goal 4: Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

Program Goal 5: Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

These domains are evaluated by competencies, which comprise the 44 items on the Internship Competency Evaluation and 11 professional works characteristics/dispositions.

Overview and Purpose of the Internship Experience

In accordance with *Standards for Graduate Preparation of School Psychologists* (2010), The field experiences for the school psychology program are intended to provide field-based training experiences leading to the development of competent, ethical school psychologists.

The internship, the culminating field experience for the school psychology graduate preparation, is 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 (2015)*, a copy of which shall be provided to students at the New Student Orientation and also be available on the Blackboard site for the course (SPSY 7940) associated with the internship. 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 (i.e., SPSY 7940); however, if a student has any questions or concerns, he or she 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 Objectives for the Internship Experience

The objectives of the internship are consistent with demonstrating entry-level competence in the 10 NASP Domains, which are as follows:

Domain 2.1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Domain 2.2: Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration

with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Domain 2.5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Domain 2.6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Domain 2.7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Domain 2.8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies

Domain 2.9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understand research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, and use various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group and/or systems levels.

Domain 2.10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identify and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice communication skills, effective interpersonal skills, responsibility adaptability, initiative, dependability and technology skills.

These domains are evaluated by competencies, which comprise the items on the Internship Competency Evaluation and 11 professional works characteristics/dispositions.

Required Activities

1. The intern will have completed all coursework, with the exception of internship seminar before beginning the internship experience.
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 quarterly.
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 2 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 collect data from other staff attesting to his/her service delivery and interpersonal skills. This is accomplished by distributing the teacher, parent and/or student feedback form for any of the six-tiered intervention cases.
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 internship experience of no less than 1200 clock hours.
9. 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.
10. 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.
11. The intern will attend professional conferences to include OSPA and the Annual Intern Conference, and, if possible, will attend NASP.
12. The intern will complete a Formative (fall semester submission) and Summative (summer semester submission) portfolio and submit to the University Internship Coordinator no later than the Friday of exam week for each semester.
13. The intern will complete an evaluation of the internship experience at the end of the experience for the program.

Supervision

Supervision for the internship experience is provided by the University Supervisor through on-site visits 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 UToledo 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 release time from other duties for activities

necessary for the direct supervision of the intern. Release 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 two (2) 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 5 Program Goals and all 10 NASP Domains. Assessment is conducted continuously throughout the internship, but formally at three formative points and one summative point. Data are reviewed at on-site reviews.

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 147 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. *Tiered Intervention Cases:* Students are expected to submit data on six cases, three behavioral and three academic, one at each Tier.
2. *Tiered Intervention Report Summaries:* Interns are required to submit two case reports. One case will summarize their Tier 3 academic intervention and the other will summarize their Tier 3 behavior intervention. Students will use the Tiered Case Report Rubric to guide the case report. For the remaining four cases students are to submit an outcome summary for each case.
3. *Consumer Data:* Interns are required to collect data from other staff attesting to his/her service delivery and interpersonal skills. This is accomplished by distributing the teacher, parent and/or student feedback form for any of the six-tiered intervention cases.
4. *Logs:* Students are required to log their activities each week. Logs will be reviewed by the University Coordinator weekly.
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 (147) on the Praxis II Test in School Psychology complete/submit the following:

1. Complete and submit six Tier cases, all with GAS scores, and, if possible PND and ES and report data as part of the Ohio Internship Evaluation.
2. Complete and submit two, 3 Tier Case Reports.
3. Complete and submit four, Tiered Outcome Summaries.
4. Provide consumer feedback from all six-tiered intervention cases.
5. Complete and submit original of intern completed competency evaluation
6. Complete and submit original of intern supervisor's competency evaluation.
7. Complete the Formative (fall) and Summative (spring) Portfolio.
8. On the Summative Portfolio the student must be at benchmark (satisfactory) for all Program Learning Objectives and Goals.
9. Take the Praxis and have scores submitted to UToledo College of Education (Code 1845) and NASP (Code 1549). Provide score report for Program Director as well.
10. Make sure log is complete and number of cases is accurately documented.
11. Complete UToledo School Psychology Program exit survey.
12. Complete the Graduate School Exit Survey (sent via Graduation Audit email from Graduate School)

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 Director will sign and submit a form to the Dean or his/her representative of the College of Social Justice and Human Service who processes your online application. Students may check the status of their application on the ODE website.

School Psychology Program Contact Information

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A. Guidelines for Field Experience Log

Logging Internship Hours

Each week interns will record hours in an Excel spreadsheet. The log is submitted University Coordinator per the course outline. The last page of the Excel spreadsheet contains a log for individual cases, and it should be updated and submitted with the log.

Logging Hours

Each week, you will log your hours using the following categories:

Week of					Notes/Comments
Teacher Consultation (individual meeting with classroom teacher or other staff member)					
Parent consultation (individual meeting parent- if meeting included parent and teacher, log as either teacher or parent consultation but not both)					
Problem solving team meeting (attending and/or participating in IAT, IRT, CST, etc., meeting)					
Tier 1, 2 or 3 intervention (planning (outside of consultation meeting), baseline collection, implementing, baseline, progress monitoring)					
Individual counseling case (planning, baseline collection, implementing, monitoring- if this is also a Tier intervention case log as Tier or Counseling but not both)					
Small group counseling case (planning, baseline collection, implementing, monitoring- if this is also a Tier intervention case log as Tier or Counseling but not both)					
Assessment (e.g., Record reviews, interviews, observations, or tests) for reevals or initials only)					
Report writing or case summaries (Summary reports for Tiered cases, counseling cases, reevals or initials)					
Attending and/or participating any meetings related to initial evaluation)					
Attending and/or participating any meetings related to reevaluation)					
Other meetings (staff, school building, district)					
Planning, implementing or evaluating a training/in-service that you conduct/co-conduct					
Attending trainings, workshops, conferences in or outside the district					
Face to face field supervision with intern supervisor					
Embedded Supervision with intern supervisor (Supervision that is embedded in other activities listed above, observed psych at meeting and processed following, psych observed you testing and provided feedback, attended meeting together and processed following)					

Supervision with University supervisor (count attendance at seminar, conference calls, individual meetings or site visits)					
Other (does not fit anywhere else, note activity in notes/comment section)					
Total hours	0	0	0	0	
Total hours for Month					0

B. Internship Memorandum of Agreement



The University of Toledo
College of Health and Human Services
School of Intervention and Wellness
Specialist Level Program in School Psychology Program

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 2 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, two 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 and/or School District Fiscal Agent

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 contact 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		

C. Program goals and objectives and internship activities:

Student Learning Outcomes:	PLOs	Internship Activity & Evaluation	Internship experiences
<p>Program goal 1 Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).</p>	1.1	Log (ETRs/Training plan) Seminar involvement	Complete evaluations with different populations Engage in family collaboration Learn about local community resources
	1.2	Log (ETRs/Training plan) ESL Summary	Complete evaluations with different populations
	1.3	Log (ETRs) ESL Summary	Addressing diversity factors Advocating for social justice
	1.4	Seminar involvement Group supervision	Use fluent oral communication skills Demonstrate appropriate relationships Effectively using supervision
	1.5	Log Agency summary	Knowledge of community resources Integrating family, school, and community resources
<p>Program goal 2 Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).</p>	2.1	Log (ETRs)	Cognitive assessment, oral and written interpretation
	2.2	Log (ETRs) Tier 2/3 - Academic	Academic assessment, oral and written interpretation
	2.3	Log (ETRs) Tier 3 – Academic	Cognitive and academic assessment, oral and written interpretation Linking assessment to intervention
	2.4	Log (ETRs/Training plan) Tier Report - Academic	Use of problem solving process in academic intervention development and implementation
	2.5	Log (ETRs) Tier 2/3 - Academic	Applying ecological conceptualization framework to academic assessment and intervention
<p>Program goal 3 Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).</p>	3.1	Log (ETRs)	Affective, behavior and adaptive, assessment, and oral and written interpretation
	3.2	Log (ETRs) Tier 2/3 – Behavior	Linking behavior assessment to intervention in general and special education
	3.3	Log (ETRs) Tier 3 - Behavior	Use of problem solving process in behavior intervention development and implementation
	3.4	Log (ETRs/Training Plan) Tier Report - Behavior	Use of problem solving to develop and implement interventions for behavior and mental health
	3.5	Log (ETRs) Tier 2/3 – Behavior	Use of applied behavior analysis when assessing and intervening for behavior

Student Learning Outcomes:	PLOs	Internship Activity & Evaluation	Internship experiences
Program goal 4 Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).	4.1	Log (Training plan) MTSS Summary Tier 1 Case	Participate in school systems level teams Assessing schools systems level structure Using problem solving process at tier 1
	4.2	Agency summary MTSS Summary Tier 1 Case	Understanding community resources Assessing schools systems level structure Use of problem solving to develop and implement interventions at tier 1
	4.3	Log Crisis Summary	Knowledge and awareness of school's crisis plan Demonstrate awareness of best practices for crises prevention and response
	4.4	Log (Training plan) Tier 1 Case	Use research related to resilience and risk factors when developing tier 1 interventions
	4.5	Log Policies Summary	Be knowledgeable about regional, state and federal laws and policies
Program goal 5 Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).	5.1	Log (ETRs) Policies summary	Follow state and federal guidelines for SPED evaluations Be knowledgeable about regional, state and federal laws and policies
	5.2	Log (ETRs) Tier Outcome Summary	Use technology in assessments Use technology in interventions
	5.3	Log (Tier Interventions) Tier Case Report	Apply methods of single case design when evaluating effects of interventions
	5.4	Log Professional identity Group supervision	Engage in activities that foster professional identity as a school psychologist
	5.5	Log Seminar involvement Group supervision	Demonstrate professional dispositions and behaviors needed for effective practice

D. Record of Intern Site Visit



The University of Toledo
College of Health and Human Services
School of Intervention and Wellness
Specialist Level Program in School Psychology Program

UToledo Intern:	
Intern supervisor:	
Location:	
University supervisor:	
Date of visit:	

Item	Notes
Current activities of intern (using training plan as guide):	
Review of Intern Log/Cases: a. Tiered Intervention cases _____ b. Partial evaluations _____ (REVIEW DEFINITION) c. Independent evaluations _____ d. Reevals and Initials	
Review of intern and supervisor Competency Evaluation:	
Review of Supervision Process: a. Shadowing/modeling: Yes or No b. Observation and assessment of professional skills: Yes or No c. Guided independent practice: Yes or No d. Increasing independent practice: Yes or No e. Professional independence: Yes or No	
Review of intern personal goal:	
Discussion regarding timelines for independent functioning:	
Problems/Questions/Concerns: a. Plan of action (as needed):	
Next scheduled site visit to be:	

E. Tiered Case Report Template



**The University of Toledo
College of Health and Human Services
School of Intervention and Wellness
Specialist Level Program in School Psychology Program**

Student:	
School/Grade/Teacher:	
Consultant:	
Consultee:	
Date of Report:	

This report assignment is designed to provide formative and summative feedback, and to help guide tiered intervention report writing for cases completed during practica (7330) and internship (7940). Students are to write their report in the spaces provided by responding to the questions in the first column.

Reponses must address all parts of the question, but be written concisely using satisfactory writing mechanics. Students should write in a narrative format, not with a bulleted list. After a student has received feedback from a peer, the student should extract the narrative report sections from the table and create a Tiered Case Report using the heads at the end of this document.

Tiered Intervention Report	
	Background Information:
<i>What is the demographic information relevant to the target behavior? What is the background information relevant to the case and target behavior?</i>	
	Problem Identification:
<i>What is the specific, measurable, and observable target behavior of the intervention?</i>	
<i>How is the child's current performance in the target behavior quantifiably different from peers or standard levels?</i>	

	Problem Analysis:
<i>What is the hypothesis for the function of the target behavior (e.g., skill or performance deficit)?</i>	
<i>What data do you have to support the hypothesis?</i>	
<i>What is the goal and how long until the student reaches the goal?</i>	
	Plan Development and Implementation:
<i>What evidenced-based intervention has been selected and how is it linked to the hypothesis and goal?</i>	
<i>What are the logistics of the intervention in terms of setting, time, resources and personnel etc.?</i>	
<i>What progress monitoring data is collected and by whom? How often is it collected, graphed, and reviewed?</i>	
<i>What treatment integrity data is collected, and by whom? How often is it collected and reviewed?</i>	
	Plan Evaluation:
<i>What is the overall treatment integrity for the intervention period?</i>	
<i>How does the progress monitoring data compare to the baseline data in terms of means, trends, and variability as shown in</i>	

<i>graph?</i>	
<i>Did the student reach the goal, was the intervention effective in terms of ES, PND, GAS)?</i>	
<i>What are the post-intervention plans (e.g., continuing, modifying or phasing out of intervention) for the student(s)?</i>	
	Graph:
<i>Title: Target of intervention, name of intervention, and target behavior</i> <i>Vertical axis: Titled and data type identified</i> <i>Baseline and intervention data should be labeled on graph</i> <i>Intervention and goal lines</i> <i>Graph should include phase change line</i>	

Peer feedback of Tiered Intervention Report

Did the student answer all questions?	
Did the student turn the report in on time?	
Did the student get peer feedback?	
Is the report formatted consistently?	
Is the report free from errors?	
Did the student include a graph?	



School Psychology Program
SPSY 7940: Internship in School Psychology
Tiered Case Report

Identifying Information:

Background information:

Problem Identification:

Problem Analysis:

Plan Evaluation:

Graphs:

F.Tier 3 Case Report Rubric



The University of Toledo
 College of Health and Human Services
 School of Intervention and Wellness
 Specialist Level Program in School Psychology Program

SPSY 7940: Internship in School Psychology
 Tier 3 Case Report Rubric

The rubric used to evaluate the Tier 3 case reports submitted by University of Toledo School Psychology Interns is that used by the NASP to evaluate candidates seeking the NCSP. This rubric was updated by the NASP NSCP review board in August of 2020.

Intern name	
Initial review	
Revised review	
Date case passed	

Summary of Strengths (Based on the rubric):

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

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

	Effective	Needs Development
1.1	<input type="checkbox"/> Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	<input type="checkbox"/> Demographic information does not include sufficient information.
1.2	<input type="checkbox"/> Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	<input type="checkbox"/> Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	<input type="checkbox"/> The steps of the problem-solving process are not followed.
1.5	<input type="checkbox"/> Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	<input type="checkbox"/> Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	<input type="checkbox"/> Personal identifying information of the case study subject is redacted from the report.	<input type="checkbox"/> Personal identifying information is not sufficiently redacted from the report.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	<input type="checkbox"/> Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	<input type="checkbox"/> Data are not gathered from multiple sources. The following are missing: <input type="checkbox"/> Record Review <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Testing
2.2	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	<input type="checkbox"/> The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). <p style="text-align: center;">AND</p> <input type="checkbox"/> The difference between actual and expected levels of performance is explicitly stated.	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included <p style="text-align: center;">OR</p> <input type="checkbox"/> The difference between actual and expected levels of performance is not explicitly stated.
2.4	<input type="checkbox"/> Baseline data are graphed <p style="text-align: center;">AND</p> <input type="checkbox"/> Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance <p style="text-align: center;">AND</p> <input type="checkbox"/> Use an appropriate comparison standard.	<input type="checkbox"/> Baseline data are not graphed <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Do not use an appropriate comparison standard.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	<input type="checkbox"/> The problem behavior is stated as a skill or performance deficit	<input type="checkbox"/> The problem behavior is not stated as a skill or performance deficit.
3.2	<input type="checkbox"/> Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. <p style="text-align: center;">AND</p> <input type="checkbox"/> All hypotheses are testable.	<input type="checkbox"/> Multiple hypotheses are not developed <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Hypotheses are untestable.
3.3	<input type="checkbox"/> Hypotheses are stated in observable/measurable terms.	<input type="checkbox"/> Hypotheses are NOT stated in observable/measurable terms.
3.4	<input type="checkbox"/> Appropriate sources of data are used to confirm or reject each hypothesis.	<input type="checkbox"/> Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	<input type="checkbox"/> A conclusive statement that formally describes the cause of the problem is included <p style="text-align: center;">AND</p> <input type="checkbox"/> Leads to a logical intervention.	<input type="checkbox"/> A conclusive statement formally describing the cause of the problem is not included <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Does not lead to a logical intervention.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 4: Intervention

	Effective	Needs Development
4.1	<input type="checkbox"/> A single evidence-based intervention is implemented <p style="text-align: center;">AND</p> <input type="checkbox"/> Is linked to preceding sections.	<input type="checkbox"/> Multiple interventions are implemented simultaneously. <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> The intervention is not evidence-based. <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> The intervention is not linked to preceding sections of the report.
4.2	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.
4.3	<input type="checkbox"/> The intervention is replicable: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are clearly described <p style="text-align: center;">AND</p> <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	<input type="checkbox"/> The intervention is not replicable: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are not clearly described <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	<input type="checkbox"/> A skill or performance goal is stated. <p style="text-align: center;">AND</p> <input type="checkbox"/> Described using the same metric as the dependent variables <p style="text-align: center;">AND</p> <input type="checkbox"/> Is linked to baseline data <p style="text-align: center;">AND</p> <input type="checkbox"/> Achievable based on research or other data.	<input type="checkbox"/> A skill or performance goal is NOT stated. <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Is not described using the same metric as the dependent variables <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Is not linked to baseline data <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Is not achievable based on research or other data.

Section 4: Intervention (Continued)

	Effective	Needs Development
4.5	<input type="checkbox"/> Progress monitoring data are presented.	<input type="checkbox"/> Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: <input type="checkbox"/> Reported <p style="text-align: center;">AND</p> <input type="checkbox"/> Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: <input type="checkbox"/> Reported <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Are not used in the interpretation of intervention efficacy.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	<input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <input type="checkbox"/> Baseline data AND <input type="checkbox"/> Goal/Target indicator or aim line AND <input type="checkbox"/> Treatment/progress monitoring data with a trend line.	<input type="checkbox"/> A single target behavior is presented on multiple graphs AND/OR <input type="checkbox"/> Relevant graphs are not included. AND/OR The following components are not included in the graph: <input type="checkbox"/> Baseline data <input type="checkbox"/> Goal/Target indicator or aim line <input type="checkbox"/> Treatment/progress monitoring data with a trend line.
5.2	<input type="checkbox"/> Adequate intervention data are collected to meaningfully interpret the results of the intervention. <input type="checkbox"/> At least 7 data points collected AND <input type="checkbox"/> A minimum of 6 weeks	<input type="checkbox"/> Insufficient intervention data are collected to meaningfully interpret the results of the intervention. <input type="checkbox"/> Less than 7 data points AND/OR <input type="checkbox"/> Less than 6 weeks
5.3	<input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND <input type="checkbox"/> The intervention was effective.	<input type="checkbox"/> Visual or statistical analyses were not used OR <input type="checkbox"/> The intervention was ineffective.
5.4	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are included.	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are not included.
5.5	<input type="checkbox"/> Strategies for follow-up are included.	<input type="checkbox"/> Strategies for follow-up are not included.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Recommended Resources

- Brown-Chidsey, R., Andren, K. J. (2015). *Assessment for intervention: A problem-solving approach*, 2nd Ed. New York: The Guilford Press.
- Briesch, A. M., Volpe, R. J., & Floyd R. G. (2018). *School-based observation: A practical guide to assessing student behavior*. New York: The Guilford Press.
- Burns, M. K., Riley-Tillman, C. T., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 3rd Ed. New York: The Guilford Press.
- Crone, D. A., J. Hawken, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in school: Functional behavioral assessment*, 2nd Ed. New York: The Guilford Press.
- Dougherty Stahl, K. Flanigan, K. & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.) New York, NY: The Guilford Press.
- Hagermoser Sanetti L. M., & Collier-Meek, M. A. (2019). *Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation*. New York: The Guilford Press.
- Hulac, D. M & Briesch, A. M. (2017). *Evidence-based strategies for effective classroom management*. New York: The Guilford Press.
- Hunley, S., & McNamara, K. (2010). *Tier 3 of the RTI model problem solving through a case study approach*. Thousand Oaks, CA: Corwin and Bethesda, MD: National Association of School Psychologists.
- Kovaleski, J., VanDerHeyden, A., & Shapiro, E. (2013). *The RTI approach to evaluating learning disabilities*. New York: The Guilford Press.
- Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. Hoboken, NJ: John Wiley & Sons.
- Newman, D. S., Rosenfield, S. A. (2018). *Building competence in school consultation: A developmental approach*. New York: Routledge.
- Riley-Tillman, T. C., Burns, M. K., & Kilgus, S. P. (2020). *Evaluating Educational Interventions: Second Edition: Single-Case Design for Measuring Response to Intervention*. New York: The Guilford Press.
- Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). *Conducting School-Based Functional Behavioral assessments: Third edition: A practitioner's guide*. New York: The Guilford Press.
- Wanzek, J. Al Otaiba, S., & McMaster, K. L. (2020). *Intensive Reading Interventions for the Elementary Grades*. New York: The Guilford Press.

G. Tiered Intervention Outcome Summary - Template



School Psychology Program
SPSY 7940: Internship in School Psychology

Intern name:		Grade of students:	
Tiered intervention case:		Target behavior:	
Measurement:		Baseline mean:	
Intervention:		Goal:	
Range of intervention dates:		GAS/PND/NAP:	

Please insert graph (Delete this information before inserting graph)

Title of graph should include initials of target student or name of group, name of intervention, and target behavior

Vertical axis should be titled with type of data graphed

Baseline and intervention data should be labeled on graph; the graph should include intervention and goal trend line, graph should include phase change line

University Supervisor Evaluation of Tiered Case Outcome Summary

Did the student turn the summary in on time (1 point)?	
Did the student include all information in the table (1 point)?	
Did the student include required information on graph? <ul style="list-style-type: none"> - Title: Target of intervention, name of intervention, and target behavior - Vertical axis: Titled and data type identified - Baseline and intervention data should be labeled on graph - Intervention and goal lines - Graph should include phase change line 	
Is the graph formatted well (1 point)?	
Is the graph free of errors (1 point)?	
Did the student include a graph (1 point)?	

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: _____

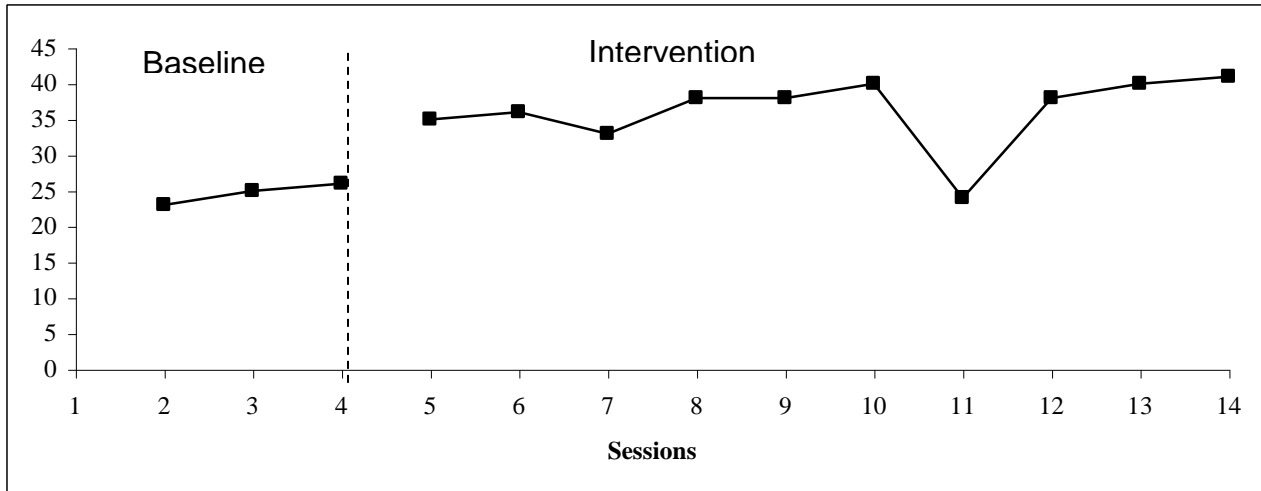
LEVEL OF ATTAINMENT	Academic Intervention: Tier 2	Academic Intervention: Tier 3	Positive Behavioral Support: Tier 1	Positive Behavioral Support: Tier 2	Positive Behavioral Support: Tier 3
Much worse -2					
Slightly worse -1					
No change 0					
Slightly improved +1					
Much Improved +2					

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

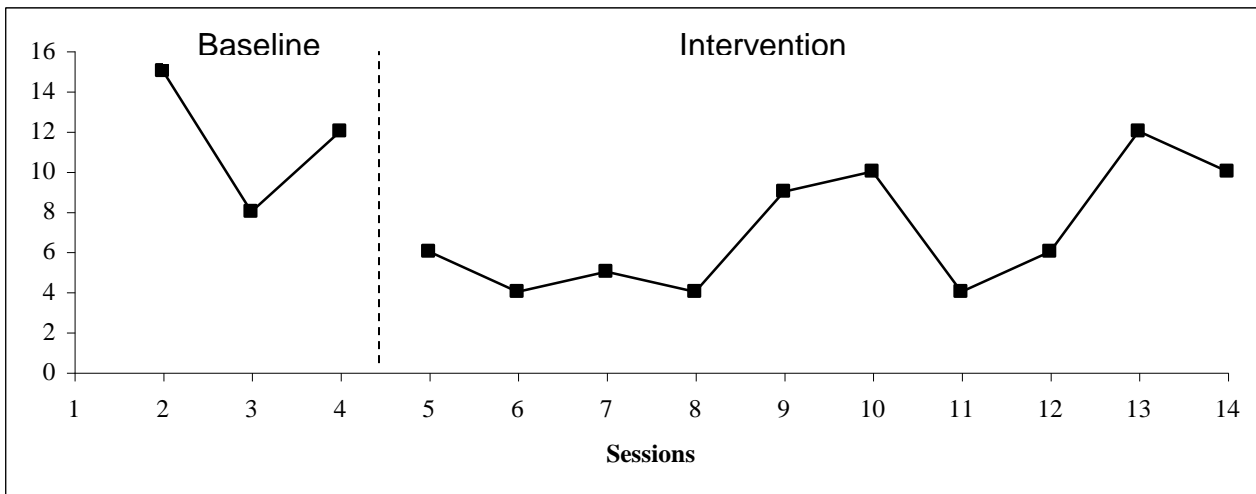
Step-by-Step Guide for Calculating Percentage of Non-overlapping Data
Ohio School Psychology Internship Program

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 is 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

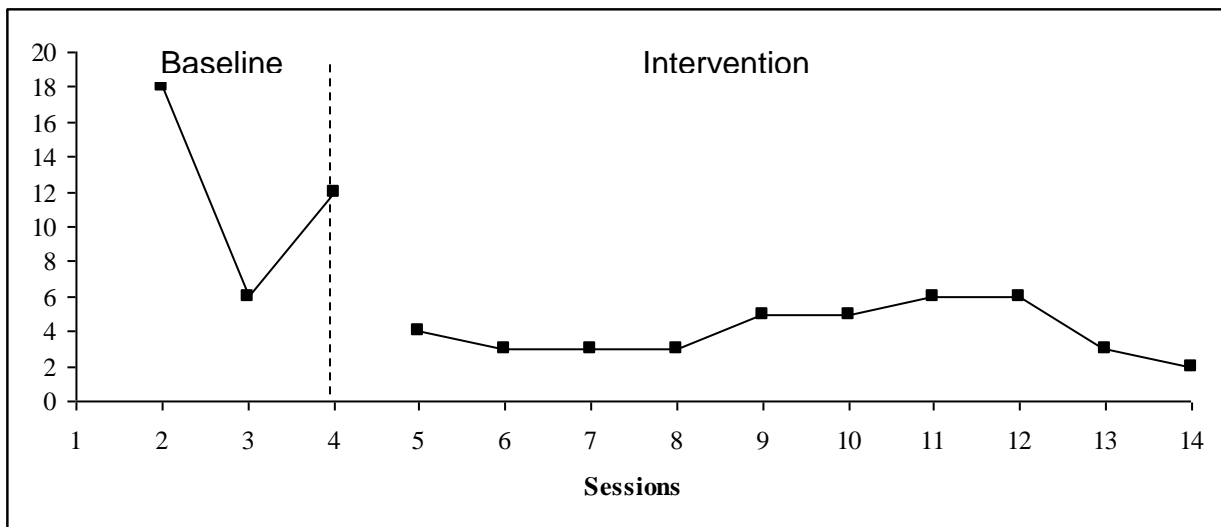
Calculate the standard deviation of the baseline data points. In the example below, the standard deviation of the three baseline data points (18, 6, 12) is 6.0.

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. Internship Competency Evaluation

**The University of Toledo
College of Health and Human Services
School of Intervention and Wellness
Specialist Level Program in School Psychology
Program
Internship Competency Evaluation**

(UToledo School Psychology Intern)

(School District Intern Supervisor)

(University Internship Coordinator)

(District)

The school psychology intern, the school district internship supervisor, and The University of Toledo internship coordinator on this date, _____ agree, as indicated by our signatures below, to engage in this teaching-learning experience.

UToledo School Psychology Intern: _____

School District Intern Supervisor: _____

University Internship Coordinator: _____

Signatures below indicate that the intern has successfully mastered all specific skills and attained the competency for each domain.

UToledo School Psychology Intern: _____ Date: _____

School District Intern Supervisor: _____ Date: _____

University Internship Coordinator: _____ Date: _____

Code Explanations for Internship Competency Evaluation

NASP Domains

- 1- Data-based Decision-making and Accountability
- 2- Consultation and Collaboration
- 3- Interventions and Instructional Support to Develop Academic Skills Behavior
- 4- Interventions and Mental Health Services to Develop Social and Life Skills Prevention
- 5- School-wide Practices to Promote Learning Diversity
- 6- Prevention and Responsive Services
- 7- Family-School Collaboration Services
- 8- Diversity in Development and Learning
- 9- Research and Program Evaluation
- 10- Legal, Ethical and Professional Practice

Rating of Intern’s Knowledge and Skill Competency

- N- Not enough information/data too limited to assess skill at this time.
- 1- Needs remediation; Skill deficit
- 2- Beginning Development of skill with guided supervision
- 3- Intermediate Development of skill with guided supervision
- 4- Demonstration of skill with independent functioning/limited dependence on supervisor/readiness for professional practice with mentoring and ongoing PD
- 5- Demonstration of skill with independent functioning/very limited dependence on supervisor/ readiness for professional practice with mentoring and ongoing PD
- 6- Advanced Demonstration of skill with professional independence/capable of independent decision-making readiness for professional practice with mentoring and ongoing PD
- 7- Very Advanced Demonstration of skill with professional independence/very capable of independent decision-making readiness for professional practice with mentoring and ongoing PD

Method(s) used to assess intern’s knowledge and skill competency

- S = Supervision Session
- W = Written Work
- O = Oral Presentation/Meeting

Example Rating of Intern Knowledge and Skill Competency and Methods Used

Intern Competency	Rating and Method			
	Oct	Dec	Feb/Mar	May/June
Demonstrates knowledge of evidence-based methods for integrating family, school and community resources to improve outcomes for children in written and oral communication (2.7)	2/SW	4/OW	5/SWO	5/WO

Program Goal 1: Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

Intern Knowledge and Skill Competency	Rating and Method			
	Oct	Dec	Feb/Mar	May/June
Demonstrates understanding of and sensitivity to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in writing, communication and interpersonal relationships (2.8).				
Demonstrates strategies for addressing diversity factors when selecting, administering and interpreting assessments (2.8)				
Demonstrates strategies for addressing diversity factors when designing, implementing and evaluating interventions for academic and/or behavior concerns (2.8)				
Demonstrates evidence-based methods for integrating family, school and community resources to improve outcomes for children (2.7)				
Establishes relationships with families, involves them in instructional decision-making processes for interventions and/or evaluations for their child for academic and/or behavior concerns (2.7)				
Demonstrates active, attentive listening with others in activities such as meetings, supervision sessions, parent interviews, and consultations (2.2, 2.7)				
Collaborates effectively with teachers, parents, and other school staff during meetings and other school activities (2.2, 2.7)				
Asks appropriate questions at meetings and during supervision (2.2)				
Demonstrates use of a systematic problem solving process when collaborating with teachers, parents, and other school staff during meetings and other school activities (2.2)				
Demonstrates patience in difficult situations and addresses consultee resistance appropriately (2.2)				

Program Goal 2: Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages in data-based decision making to address the instructional needs of students (NASP 2.1, 2.2, 2.3).

Intern Knowledge and Skill Competency	Rating and Method			
	Oct	Dec	Feb/Mar	May/June
Demonstrates knowledge and skill in selecting and administering varied assessment methods for cognitive assessment (2.3)				
Demonstrates knowledge and skill in selecting and administering varied assessment methods for academic assessment (2.3)				
Demonstrates knowledge and skill in interpreting academic and cognitive assessment data in order to identify appropriate academic goals based individual needs (2.3)				
Demonstrates knowledge and skill at interpreting academic assessment information and making empirically based educational decisions for instructional interventions in general education setting and/or special education setting (2.3)				
Demonstrates ability to use a systematic problem-solving process to develop, monitor (i.e., student and intervention integrity) and evaluate academic interventions based on data collected (2.1)				
Demonstrates knowledge and application of effective instructional strategies (e.g., literacy instruction, peer tutoring, organization, teacher-directed instruction) and applies to intervention (2.3)				
Demonstrates knowledge of ecological influences of the classroom and home on student academic skills, learning, and cognition and applies to assessment and intervention (2.1, 2.3)				

Program Goal 3: Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

Intern Knowledge and Skill Competency	Rating and Method			
	Oct	Dec	Feb/Mar	May/June
Demonstrates knowledge and skill in selecting and administering varied assessments for behavior/social-emotional, affective, and adaptive functioning (2.4)				
Demonstrates knowledge of typical and atypical (psychopathology) child development (2.4)				
Demonstrates knowledge and skill in interpreting behavior/social-emotional, affective and adaptive functioning data in order to identify appropriate goals based on individual needs (2.1, 2.2, 2.4).				
Demonstrates knowledge of behavior management and skill to assess the classroom environment and link to classroom behavior interventions (2.4)				
Demonstrates knowledge and skill at interpreting behavior assessment information to make empirically based educational decisions for behavioral interventions in the general education setting and/or special education setting (2.1, 2.2, 2.4).				
Demonstrates ability to use a systematic problem solving process to develop, monitor (i.e., student and intervention integrity), and evaluate behavior interventions based on data collected (2.1, 2.4).				
Demonstrates understanding of biological, developmental and social influences on behavior and mental health, and implications for classroom management and instruction (2.4).				
Demonstrates knowledge of concepts from applied behavior analysis and skill in conducting functional assessment and analysis to develop intervention plans (2.4).				

Program Goal 4: Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands schools as systems in order to promote positive academic and mental health outcomes; understands general education and special education; utilizes technology resources and evidence-based school practices to promote academic outcomes, learning, social development, and mental health; develops and implements practices and strategies to create and maintain effective and supportive learning environments for children and others; applies understanding of principles and research related to resilience and risk factors and used to inform use of services in schools and communities that support a multi-tiered, evidence based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

Intern Knowledge and Skill Competency	Rating and Method			
	Oct	Dec	Feb/Mar	May/June
Demonstrates knowledge of system change research and process, team processes and dynamics, strategic planning, and program evaluation in order to identify needs and plan for school improvement (2.5, 2.9)				
Demonstrates knowledge in assessing existing school policies and practices in areas such as MTSS, staff training, and home-school-community partnerships, (2.5, 2.9)				
Demonstrates skill in designing, implementing, and evaluating universal interventions to create and maintain effective and supportive learning environments (2.5, 2.9)				
Demonstrates knowledge of the crisis research and skill in crisis prevention, intervention, response, and recovery (2.6)				
Demonstrates understanding of principles and research related to resilience and risk factors in learning and mental health (2.6, 2.9)				
Demonstrates skill in developing, implementing, and evaluating universal interventions that foster resilience and minimize factors that lead to academic and behavior difficulties (2.6, 2.9)				
Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for academics (2.5)				
Demonstrates knowledge of school system organizational structure, general education, special education, and state and federal laws and policy for school accountability for behavior (2.5)				

Program Goal 5: Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

Intern Knowledge and Skill Competency	Rating and Method			
	Oct	Dec	Feb/Mar	May/June
Understands one's identify as a school psychologist and functions appropriately in the work setting (2.10)				
Demonstrates knowledge of ethical and legal policies and procedures and satisfactory professional judgment and decision making (2.10)				
Demonstrates use of technology in assessment, intervention, and presentation of information (2.9)				
Demonstrates ability to function as scientist-practitioner by designing and conducting single case and small group research and to analyze outcomes to inform practices and services (2.9)				
Demonstrates respect for human diversity and social justice evidenced by appropriate professional and personal interactions with supervisors, staff, and families at field placements (2.8, 2.10)				
Demonstrates satisfactory communication skills both oral and written (e.g., professional and nonprofessional) to be a practitioner as evidenced in presentations, report writing, conversations with supervisors and staff, and email correspondence (2.10)				
Demonstrates dependability and organization as evidenced by completing tasks according to instructions with minimal guidance, arriving to work and meetings on time, and consistently responding to emails in a timely manner (2.10)				
Demonstrates effective interpersonal skills as evidenced by using appropriate professional social skills and building relationships with staff and collaborating with others to get the job done (2.10)				
Demonstrates initiative and growth towards independent functioning as a practitioner as evidenced by using supervision appropriately to advance development, including meeting with supervisors for an appropriate amount of time and asking questions that reflect developmental level within program (2.10)				

<p>As the site supervisor of this intern, please rate the student on the following professional dispositions using the ratings below. If the student is rated as weak, please provide comments at the end of the evaluation</p> <p>S (satisfactory) = Student has satisfactorily met expectations A (at-risk) = Student is at risk for having a weakness W (weak) = Student has significant concerns</p>	<p>Oct</p>	<p>Dec</p>	<p>Feb/Mar</p>	<p>May/June</p>
<p>The student has respect for human diversity and social justice evidenced by appropriate professional and personal interactions with peers, faculty, and staff at the university; and supervisors, staff, and families at field placements (PLO 1.1, 1.3).</p>				
<p>The student has necessary and appropriate communication skills both oral and written (e.g., professional and nonprofessional) to be a practitioner as evidenced by class presentations, written assignments, conversations with faculty and staff, and email correspondence (PLO 1.4).</p>				
<p>The student demonstrates dependability as evidenced by promptly completing tasks according to instructions with minimal guidance, being punctual to class and meetings, and consistently responding to emails within an appropriate amount of time (e.g., 72 hours; PLO 5.5).</p>				
<p>The student demonstrates effective interpersonal skills as evidenced by using appropriate professional social skills with faculty and staff (e.g., greets Sue), and by building relationships and collaborating with others to get the job done (PLO 1.1).</p>				
<p>The student demonstrates adaptability and flexibility in response to change as evidenced by asking an appropriate amount and type of questions to clarify changes without appearing overly worried (PLO 5.5).</p>				
<p>The student has the necessary organization skills as evidenced by submitting high quality products on time or early (PLO 5.5).</p>				

<p>The student has the initiative and growth towards independent functioning as a practitioner as evidenced by using supervision appropriately to advance development, including meeting with supervisors for an appropriate amount of time, and asking questions that reflect developmental level within program (PLO 5.4).</p>				
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General comments regarding Intern Performance/Progress:

October rating	
December rating	
February/March rating	
May/June Rating	