

IDAHO STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEARNING AND DEVELOPMENT

SCHOOL PSYCHOLOGY PROGRAM

NASP Approval 2008 to 2013



Ed.S. School Psychology Program

Internship Handbook And Internship Requirements

College of Education

Department of School Psychology, Literacy,
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Internship Handbook

SCPY 759 Internship in School Psychology

1200 Clock Hours

A. Purpose of the Handbook

This handbook is a guide for the internship experience and is designed to ensure the quality and professionalism of the school psychology internship. The goal of this manual is to facilitate the planning, organization, and implementation of the internship experience for the student, the field supervisor, and the university supervisor.

B. Purpose of the School Psychology Internship

Consistent with the Training and Field Placement Programs as defined by the National Association of School Psychologists (NASP), the internship is the culmination of graduate preparation, which requires the Candidate to integrate and demonstrate, under supervision, their acquired knowledge and applied skills of school psychology principles. The internship provides an opportunity for the Candidate to apply their skills learned through coursework and practicum experiences, to acquire new skills in addressing the needs of children, families, and school personnel, and to demonstrate their professionalism in meeting the mental health and educational needs of children with whom they work. The internship is provided at the end of the formal training period and occurs on a full-time basis over a period of one academic year (or for two years on a part-time basis). In addition to evaluation and consultation experiences, the school psychology internship is designed to provide a broad array of counseling, behavior management, and program development opportunities.

C. The Internship Experience: Definitions

The internship experience follows a formal written contract, which is agreed to by all persons involved, and is provided in a setting consistent with the training objectives of Idaho State University. Field supervision is provided by an appropriately credentialed school psychologist for at least two hours per week of direct supervision. University internship supervisors provide at least one field visit with the intern and field supervisor each academic semester.

The internship contract is an agreement among the internship student, the field supervisor, and the University supervisor regarding the goals, guidelines, and expectations of the experience. The evaluation of the Candidate's performance is primarily based upon the Internship Candidate Training Plan (pages 18-27), which includes a list of responsibilities, objectives, and activities required to fulfill those objectives, and which is to be completed early in the internship. Lastly, the internship experience is recognized through the awarding of graduate academic credit. Final evaluations will be determined by the University supervisor with input from the field supervisor.

The field supervisor is responsible for providing the appropriate and necessary supervision while in the Candidate is in the field. The University supervisor is responsible for the evaluation of the Candidate during internship as well as the approval of the internship site. In order to effectively monitor the Candidate's progress, the University supervisor will

communicate with the field supervisor at the beginning, and end of each academic semester while the Candidate is enrolled in the internship.

The internship is distinct from, and occurs after, the successful completion of the practicum experience. The National Association of School Psychologists (NASP, 2000) defines Internship as:

“The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.” (pg 18).

D. Responsibilities of the Internship Student

1. Orientation and Planning

- a. The Candidate is responsible for making arrangements necessary to insure appropriate placement.
- b. Prior to the beginning of the internship the Candidate should become familiar with this Handbook and NASP Standards for Training and Field Placement Programs. Prior to or at the commencement of the internship the Candidate should become familiar with the relevant agency materials and procedures (e.g., referral process, report format, pertinent documentation of exceptionalities, etc.).
- c. The faculty supervisor and the internship Candidate will meet with the field supervisor prior to or at the beginning of the internship and formally sign internship agreements. If necessary, the formal agreement may be accomplished through the use of facsimile.

With assistance of the faculty supervisor, the Candidate should prepare a tentative plan (pages 18-27) for the semester’s experience prior to or at the beginning of the internship. This working document includes the Candidate’s internship goals, the methods to achieve those goals, and a plan for assessing the experience. This plan must be completed and submitted to the faculty supervisor within the first month of the internship. A copy of the plan and the culminating assessment will go into an Internship Ed.S. Portfolio (pages 40-44) which will document internship requirement experiences.

- d. The Candidate is expected to arrange for reliable and regular transportation to and from the assigned school/agency.
- e. The Candidate must make arrangements to schedule two hour weekly meetings for supervision with the field supervisor and to discuss

accomplishing the goals established in the internship plan and to progress toward those goals.

3. The intern is expected to obtain practitioners insurance through APA, NASP, ACA, or similar professional organizations. Documentation of said insurance will be placed into the Internship Portfolio.
4. Evaluation/Documentation
 - a. The Candidate must carefully document each week's activities using the necessary form (see attached Candidate log). This documentation form provides documentation regarding the extent to which the intern Candidate is meeting the goals established in their plan, is acquiring a broad spectrum of professional experiences, and is meeting the required number of supervision hours.
 - b. The internship Candidate must submit a portfolio of work samples and a written summary of their experiences, including supervision (approximated percentages), by the end of the first semester, which clearly states the extent to which they are meeting the expectations outlined in their plan.
 - c. The Candidate will complete two (mid-term and end-of-term) Intern Self-Study Assessment form appraisals of their performance. These documents will be included in the intern Candidate's portfolio. The evaluation form is provided in the appendix.

E. Responsibilities of the Field Supervisor

Note: The field supervisor must be approved by the University and be well versed in current theory and practice in the field of school psychology.

1. Orientation

- a. The field supervisor is expected to communicate with the faculty supervisor and the intern to: a) discuss the internship and b) sign the formal agreement to provide supervision.
- b. The field supervisor will orient the Candidate to the assigned school/agency. This includes the identification of the various components and pertinent persons of the school, organization of the school, and procedures for acquiring materials and reimbursement for travel.
- c. The field supervisor is expected to meet with the internship Candidate at the beginning of the internship to provide assistance in the development of the internship Candidate's plan.

2. Professionalism/Supervision

- a. The field supervisor is expected to provide the intern with at least two hours per week of direct supervision. Supervision should be designed to facilitate and guide their professional growth and to refine and implement their internship plan.
- b. The field supervisor will facilitate opportunities for professional growth within the immediate placement(s) or at ancillary district programs/buildings, such as supervised experiences with low incidence exceptional children, interventions with families, experience in preparing and delivering oral and written reports, consultation with teachers and other professionals, and attendance at workshops.
- c. The field supervisor is expected to help facilitate a positive environment in the internship school/agency so that the Candidate can function as a school psychologist-in-training.
- d. The field supervisor is expected to facilitate the Candidate's professional growth and transition into the role of a professional school psychologist, and should provide frequent guidance and opportunities for feedback regarding their skill development.

3. Evaluation/Documentation

- a. The field supervisor will complete two (mid-term and end-of-term) Supervisor Intern Assessment form appraisals of the intern's performance. These documents, along with recommendations, will be included in the intern Candidate's portfolio. The evaluation form is provided in the appendix.
- b. Lastly, the field supervisor will be expected to maintain regular contact with the faculty supervisor to discuss the internship Candidate's performance and progress. This may be done through phone, email, face-to-face communication.
- c.

F. Responsibilities of the Faculty Supervisor

1. Orientation

- a. The faculty supervisor will coordinate Candidate placement with the school/agency setting
- b. The faculty supervisor will communicate with the internship Candidate and field supervisor at the beginning and end of each academic semester. Additional visits will be arranged as needed.
- c. The faculty supervisor will assist the internship Candidate in preparing the internship plan.

2. Professionalism/Supervision

- a. The faculty supervisor will endorse and continually evaluate the internship Candidate's plan for the semester.
- b. The faculty supervisor will arrange regular communication with the field supervisor to share expectations for the internship Candidate and the internship experiences.

3. Documentation/Evaluation

- a. At the end of each semester the faculty supervisor will review the evaluation materials, progress in meeting the guidelines established in the internship Candidate's plan, and the Candidate's documentation log book.
- b. With consultation and input from the field supervisor, the faculty supervisor will assign course grades at the end of each semester.

G. Internship evaluation

Detailed evaluation of the internship is an important part of the Candidate's learning experiences. The general criterion for evaluation are: (1) quality of on-job performance, including evidence of need for less supervision as the internship progresses; (2) estimate of the Candidate's ability to carry out increasingly complex responsibilities; (3) the Candidate's demonstrated awareness of his/her effect on others; and (4) scope and depth of professional insights gained through the internship.

Field supervisors are requested to conduct an evaluation with each Candidate halfway through each semester of internship and at the end of each semester of internship. The Candidate's internship contract, including the goals, objectives, and an expected list of activities to be completed, should serve as the basis for discussion. The specific evaluation components and criteria are provided in the appendix.

The evaluation form completed by the field supervisor and the hourly documentation form completed by the internship Candidate is to be reviewed by the Candidate and field supervisor together. Both persons must sign the forms before they are forwarded to the faculty supervisor.

Guidelines/Documentation

This section provides guidelines and portfolio documentation for the internship requirements.

Required Hours and Internship Setting

Placement

Candidates are responsible for locating and securing an internship placement that meets the requirements outlined in this handbook. The School Psychology Program faculty will gladly assist the Candidate in this process, however, the ultimate responsibility for locating and securing a qualified placement, lies with the Candidate

Hours

Candidates typically complete their internship on a full-time basis by completing the required 1200 hours during the course of one school year. However, with written approval from the Program Director, Candidates may complete the internship on a half-time basis by completing the 1200 hours during two consecutive years. Candidates are expected to follow the school calendar of the school district where they are doing their internship. All Candidates are expected to remain in their internship placement until the end of their district's academic year.

Setting

To the extent possible, internship placements will be sought that maximize a Candidate's opportunities for exposure to a multiculturally diverse population .

A minimum of 600 of the 1200 internship hours must be completed in a public school setting, under the field supervision of a department of education, state certified / licensed *school psychologist*.

Full-time Internship Candidates will not be approved for placement in a school district that expects interns to cover more than three schools at a time during each semester of their internship. Part time Internship Candidates will be limited to 1 ½ schools.

With prior approval of the Program Director, the other 600 hours may be completed in a non-public school setting **provided all of the following conditions are met:**

- 1) The Candidate is under the supervision of a state certified / licensed *school psychologist* who is a full-time employee of the non-public school setting.
- 2) The non-public school setting houses a child or adolescent state-accredited educational program.

- 3) The non-public school setting is able to meet the requirements of internship experience as outlined below.

Out of State Placement

With prior approval of the Program Director, the internship hours may be completed outside the state of Idaho providing the following conditions are met:

- 1) The setting meets all the requirements for an ISU internship placement.

Field Supervisors and Supervision

- 1) All field supervisors must be a department of education, state certified / licensed *school psychologist*. The field supervisor must possess a **current** state certification or license.
- 2) All field supervisors must have at least three years of experience working as a school psychologist within the past 5 years.
- 3) Field supervisors must provide a minimum of two hours of face-to-face supervision each week. Phone consultations between the Candidate and the field supervisor will not satisfy the supervision requirement.
- 4) All field supervisor contact will be documented in the Internship Log and signed by the field supervisor.

Expectations

The expectation is that internship Candidates will have attained sufficient knowledge and skill from their practica so that they can begin their internship ***with direct experiences in assessment, intervention, and consultation***. They are expected to increase their competency to levels of independent functioning in these and other areas related to NASP's domains of practice throughout the academic year of the internship experience. The internship supervisor in consultation with the graduate Candidate (and if necessary the university supervisor) will determine the candidate's readiness for more advanced experiences.

Required Experiences

In order for Candidates to attain a satisfactory grade in the internship course, they must demonstrate competency in the following areas:

- a) professional identity and professional behavior,
- b) assessment and evaluation
- c) intervention - counseling
- d) educational intervention
- e) educational prevention
- f) program evaluation and applied research

- g) culture and diversity
- h) ethical and legal issues
- i) communication and information technology

These areas and required documentations are described below. Documentation will be complied and placed into an Internship Portfolio. The portfolio will be submitted at the completion of the 1200 internship.

The relationship between these training goals and NASP's training domains is provided on page 37.

A) Professional Identity and Behavior

Internship Candidates are expected to demonstrate commitment to the profession of school psychology. This includes but is not limited to:

- Seeking out professional development opportunities
- Joining professional associations
- Attending state association conferences

Minimum Required Internship Portfolio Documentation:

Documentation may include, but is not limited to,

- 1) conference and workshop registration documentation confirming attendance
- 2) copies of professional association membership status (i.e. membership cards, certificates, dues receipts, etc)

Professionally related interpersonal/professional skills

Internship Candidates are expected to conduct themselves in a professional manner. This includes maintaining a professional disposition and skills set that are consistent with the profession of school psychology as noted:

Ethics

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines
- Demonstration of knowledge/application of other statutes regulating professional practice
- Demonstration of concern for client welfare
- Demonstration of appropriate client-school psychologist relationships

Professional Deportment

- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings

- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interaction with peers, colleagues, staff, trainees, etc.
- Awareness of impact on colleagues (faculty and students)
- Completion of assigned tasks in a timely fashion and in an acceptable format

Sensitivity to Client Issues. Acknowledgment and effective interactions with:

- children
- parents
- teachers
- school administrators
- other school staff (e.g., social workers, counselors, therapists, etc.)
- sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, gender, age, disability, sexual orientation, race, etc.)

Use of Supervision

- Appropriate preparation
- Acceptance of responsibility for learning
- Openness to feedback/suggestions
- Application of learning to practice
- Willingness to self-disclose and/or explore a personal issue which affects professional functioning
- Appropriately self-reliance
- Appropriately self-critical

Other Training Issues

- Effective management of personal stress
- Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings
- Formulation of realistic professional goals for self
- Appropriate self-initiated professional development (e.g., self-initiated study)

B) Assessment and Evaluation

The Candidate will engage in the administration and interpretation of a wide range of diagnostic instruments and apply diagnostically derived data for decision-making and problem-solving at the individual and school levels.

Minimum Required Internship Portfolio Documentation:

- 1) Candidates will place 6 assessment reports into the Internship Portfolio. At least one of them must reflect an assessment with a Candidate from a culturally diverse background and must demonstrate awareness of cultural factors.
- 2) Candidates are expected to include at least two assessment case reports in their internship comprehensive case reports (see appendix). These comprehensive case reports should reflect their best work. One report must be a comprehensive psycho-educational assessment of a Candidate in multiple domains of functioning (i.e. cognitive, academic, communication, adaptive skills). The other report must be a comprehensive socio-emotional assessment.
- 3) Candidates are expected to include at least two reports documenting the development and implementation of intervention plan including a graph of progress. I-Plan should ideally be developed in cooperation with the Multidisciplinary Team.

Although no single report will include all the assessment methods listed below, it is expected that the Candidate will attain competency with all the methods by the end of the internship experience. The assessments are expected to reflect a scientific-problem-solving approach to assessment. The assessment results are expected to lead to data-based decision making and/or intervention.

Assessments and assessment reports shall include the following methods:

1. Interview teachers, parents, children/adolescents, and other relevant parties.
2. Administer, score, and interpret intelligence tests (e.g., Woodcock-Johnson III, WISC-IV, WPPSI-III, DAS, UNIT, CAS, SB-V).
3. Conduct systematic direct observations of the referred student in the classroom and/or other relevant settings.
4. Evaluate candidates' behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
5. Evaluate candidates' behavioral, social and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland).
6. Evaluate candidates' academic progress by means of
 - i. individually-administered norm referenced achievement tests
 - ii. curriculum-based assessment probes
 - iii. POSSE RTI - PSI
7. Review relevant permanent products and records about the referred student (e.g. attendance, handwriting samples, group achievement test scores).

In addition, internship Candidates are expected to:

1. Develop data-based and practical recommendations as a result of the assessment.
2. Write comprehensive case reports from an ecological perspective.

C) Intervention: Counseling

Internship Candidates are expected to counsel at least six students during the school year, either individually or in groups. Counseling will be school-based and educational in nature with goals focused on school-based interventions. For example, an intern counseling a depressed student might focus the counseling interventions on school-based situations/conditions/triggers that cause the student to feel depressed while at school and/or how those school-based situations/conditions/triggers effect the student's educational experience.

The counseling process shall include:

1. Assessing the student's problems and the relevant context of the problems, and identifying student's strengths.
2. Developing counseling goals for the student in collaboration with student and relevant others.
3. Developing and implementing a theoretically sound and practical counseling plan for the student(s) that is based upon empirical research and is data-driven.
4. Evaluating the outcomes of counseling, and, if necessary, revising the plan.

Minimum Required Internship Portfolio Documentation:

- 1) Candidates are expected to keep a written record of the case, which includes progress notes of counseling sessions. This may be accomplished as a student log with dates/entries and a short two or three sentence summarization of each date/entry.
- 2) A report on at least one case shall be included in the comprehensive case reports (see appendix) placed in the Internship Portfolio.

D) Educational Intervention: Consultation and Collaboration

Internship Candidates are expected to provide consultative assistance to at least four school staff and two parents during the school year. Interns should demonstrate good understanding of family-school relationships, respect for parents, and effective communication skills when working with parents. At least one consultation case report should include a family-school collaboration component. Consultation shall involve:

1. Helping the consultee clearly identify problems and factors that might be contributing to the problems.
2. Developing consultation goals in collaboration with the consultee.
3. Developing and implementing a theoretically sound and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary adapting the intervention plan.

Minimum Required Internship Portfolio Documentation:

- 1) Reports of two of these cases shall be included in the comprehensive case reports (see appendix) placed in the Internship Portfolio. At least one consultation case should focus on an academic target and at least one should focus on a behavioral target

E) Intervention: Prevention

Internship Candidates are expected to be involved with the planning (or improvement) and evaluation of at least one professional development or student-centered prevention program. Planning and evaluating activities shall encompass:

1. Identifying a service delivery need
2. Setting or modifying program goals
3. Designing or redesigning a prevention program
4. Evaluating the program's implementation and outcomes

Minimum Required Internship Portfolio Documentation:

- 1) One case study relating to either prevention or professional development shall be included in the comprehensive case reports placed in the Internship Portfolio (see appendix).

F) Culture and Diversity

Internship Candidates are expected to demonstrate multicultural competencies in all aspects of their internship experiences, including assessment, counseling, prevention and consultation. The culturally competent school psychologist is able to sensitively deliver services to students and parents from diverse cultural, racial, and linguistic backgrounds.

The three broad-based areas of multicultural competencies include:

- a) attitudes and beliefs
- b) knowledge
- c) skills

Minimum Required Internship Portfolio Documentation:

- 1) Knowledge and skills pertaining to multicultural issues must be reflected in materials submitted as part of the comprehensive case reports placed in the Internship Portfolio.

G) Program Evaluation and Applied Research

At a minimum, Internship Candidates shall:

- 1) Share their knowledge about empirically-supported practices through presentations, handouts for parents and staff, and other means.
- 2) Be involved in evaluating the implementation and outcomes of at least one prevention program.

Minimum Required Internship Portfolio Documentation:

- 1) Copies of at least two empirically-supported PowerPoint presentation and no less than 10 empirically-supported parent and staff handouts will be placed in the Internship Portfolio.
- 2) Copies of the program evaluation instrument indicating need for prevention program (e.g. a copy of a student questionnaire (pretest) indicating a need for a bullying prevention program in a third grade class), copy of the implemented program (e.g. copy of the 8 week anti-bullying program implemented), copy of the evaluation instrument indicating effect of program (copy of student questionnaire (post test) indicating change).

H) Ethical and Legal Issues

Consistent adherence to the ethical standards and state and federal laws relevant to school psychology practice is expected. Internship Candidates shall be familiar with and conform to the ethical standards established by the National Association of School Psychologists and the American Psychological Association.

- 1) Candidates shall demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases.
- 2) Candidates shall demonstrate knowledge of state and federal laws.

Minimum Required Internship Portfolio Documentation:

- 1) Knowledge of ethical and legal issues should be reflected in materials submitted as part of the comprehensive case reports placed in the Internship Portfolio (see appendix).

I) Communication and Information Technology

Internship Candidates shall demonstrate their competence in:

- 1) Written communication by means of assessment reports, case summaries and other written documentation provided for the portfolio.
- 2) Oral communication skills by means of reports given at team meetings.

Minimum Required Internship Portfolio Documentation:

- 1) Information technology by either participation in an online discussion forum, appropriate use of e-mail for communicating with either staff or parents, or the documentation of the use of online resources for locating identifying evidence-based practices.
- 2) Knowledge and skills pertaining communication and information technology must be reflected in materials submitted as part of the comprehensive case reports placed in the Internship Portfolio.

J) PRAXIS II School Psychologist Exam

Internship Candidates are required to take the ETS (Educational Testing Service) PRAXIS II School Psychologist exam (0400) **during the fall semester** of the internship year.

Test dates are available at the following ETS website:

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=21a32d3631df4010VgnVCM10000022f95190RCRD&vgnnextchannel=ba855ee3d74f4010VgnVCM10000022f95190RCRD>

<http://www.ets.org/Media/Tests/PRAXIS/pdf/01361.pdf>

Information and study guides regarding the PRAXIS II School Psychologist exam may be obtained at the following ETS website:

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=23932d3631df4010VgnVCM10000022f95190RCRD&vgnnextchannel=89a25ee3d74f4010VgnVCM10000022f95190RCRD>

The ISU School Psychology Program requires the Candidate obtain a passing score of 165.

Appendix

IDAHO STATE UNIVERSITY

MONTHLY SUMMARY OF INTERNSHIP EXPERIENCES

Student_____

Course Number_____ Credit Hours_____ Semester/Year_____

Internship/Faculty Instructor_____

Field Instructor_____

Setting_____

HOURS SPENT THIS MONTH:

- 1. In general collaborative meeting _____ hrs.
- 2. In client planning activities _____ hrs.
- 3. In parent staffings _____ hrs.
- 4. In assessment activities _____ hrs.
- 5. In direct social-emotional intervention
(counseling/behavior therapy) _____ hrs.
- 6. In consultation activities _____ hrs.
- 7. In report writing _____ hrs.
- 8. In supervision (individual) _____ hrs.
- 9. In supervision (group) _____ hrs.
- 10. In self-study/research/workshops _____ hrs.
- 11. In presenting training/workshops _____ hrs.
- 12. Other (list on back of this page) _____ hrs.

TOTAL NUMBER OF DIRECT HOURS _____ hrs.

(add items 3, 4, 5, and 6)

TOTAL NUMBER OF INDIRECT HOURS _____ hrs.

(add all other items)

OVERALL TOTAL OF HOURS COMPLETED THIS MONTH _____ hrs.

Signatures:

Internship Student

Field Supervisor

Internship Training Plan: School Psychology Program

Student's Name: _____

Date: _____

School/Placement: _____

Location: _____

Supervisor: _____

Training Areas to Address:

- Professional Identity and Professional Behavior
- Assessment and Evaluation
- Intervention - Counseling
- Intervention - Prevention
- Program Evaluation and Applied Research
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology.

Go to next page

Internship Training Plan

Training Area: Professional Identity / Professional Behavior

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Internship Training Plan

Training Area: Assessment and Evaluation

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Internship Training Plan

Training Area: Intervention (counseling, consultation, prevention)

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Internship Training Plan

Training Area: Program Evaluation and Applied Research

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Internship Training Plan

Training Area: Culture and Diversity

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Internship Training Plan

Training Area: Ethical and Legal Issues

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Internship Training Plan

Training Area: Communication and Information Technology

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

1. Number of direct experience hours in the following areas (a total of least 600 hours is needed):

Assessment _____

Counseling _____

Consultation _____

Prevention _____

Evaluation / Applied Research _____

2. Total number of internship hours (a total of least 1200 hours is needed): _____

3. Number of assessments under direct responsibility of internship student (minimum of eight):

4. Number of students seen for counseling (minimum of six): _____

5. Number of school staff or parents that received consultation (minimum of four): _____

Signed by:

Internship student: _____

Field supervisor: _____

University supervisor: _____

Date: _____

Student Name: _____

Email Address: _____

Phone Number: _____

School District: _____

School Name(s): _____

Supervisor Name: _____

Supervisor Address: _____

Supervisor Number: _____

Supervisor Email: _____

Guidelines for Distance Communication

The university supervisor, field supervisor, and student are all responsible for appropriately using the telephone, postal mail, and e-mail to communicate with one another, as well as transmitting information in a timely manner about the internship.

At minimum, three-way (i.e., student, field supervisor, university supervisor) conference calls must occur near the beginning, middle, and end of the internship.

Leave important decisions to telephone contacts or face-to-face meetings. Use e-mail for generating possible alternatives.

Sometimes, it is easier to clarify an issue with a brief telephone conversation or an in-person meeting than e-mail. Use e-mail, telephone, and in-person meetings as needed.

Remember that many social cues are absent when using electronic mail. Therefore, don't use phrases that might be misconstrued as being critical, insulting or dismissive. When you are unsure of the intent or meaning of a message, ask the sender to clarify the point.

If the matter is urgent and you are unsure of when the person will read your e-mail message, don't hesitate to use the telephone.

Do not include information in e-mail that will lead to the possible identification of a client or colleague. For example, use a pseudonym in replace of the actual name. Be careful to protect the identity of the others.

Do not include anything in an e-mail message that you couldn't publicly defend. E-mail can be subpoenaed as evidence in court cases.

Indicate when you want the person to respond to you. If your need is urgent, clearly communicate the urgency.

If you won't be available for an extended period of time (e.g., vacation), inform people of your timetable so that they can plan ahead and appropriately budget their time.

Comprehensive Case Studies

Internship students are required to prepare at least three comprehensive case studies each semester and a total of six across two semesters. These comprehensive case reports need to be incorporated into the student's Internship Portfolio. **Do not include information (e.g., names, names of schools, school districts, etc.) that might lead to the identification of individuals.** During the internship year, students must complete the following case reports:

- Consultation: Academic Problem
- Consultation: Behavioral Problem
- Counseling Case
- Prevention or Staff Professional Development
- Assessment Case: Behavioral and Socio-emotional Assessment
- Assessment Case: Comprehensive Psycho-educational Assessment

The guidelines for preparing these comprehensive case studies are presented below.

Consultation Cases: Academic and Behavioral Targets

One of the case reports must focus on an academic problem and one case report must focus on a behavioral problem. Each consultation case report shall have six parts as indicated below.

Background and Context

Include in this section: (a) type of school and community, (b) relevant system factors (e.g., family or school) that might affect the case, and (c) the behavior setting(s) where the problem occurs (e.g., number of people, stressors, types of activities, demands, relevant interpersonal or group process variables in classroom, etc.)

Student

Include in this section: (a) the student's age, grade level, and educational placement, (b) apparent problem(s) in specific, behavioral terms, (c) The student's strengths, interests, and weaknesses, any other relevant developmental factors, and (d) relevant cultural or linguistic factors

Hypothesis Development

Include in this section: (a) previous attempts to resolve the problem, (b) the conditions under which the problem does and does not occur, (c) possible causal factors which are potentially controllable by either the student or consultee (e.g., antecedent, consequence, setting event), and (d) hypothesis about possible function of the problem.

Data Collection

The data section must include graphic display of baseline and intervention phase data. Provide a detailed description and rationale for data collected. Include any data collection forms that were used. The description should include (a) direct and indirect data collection methods used to

assess the problem and conditions functionally related to the problem, (b) dimensions (e.g., frequency) assessed, (c) who assessed what during what time periods, and (d) the extent to which the data collection plan was implemented.

Intervention Plan

Provide (a) any revisions made to operational definition as a result of data collection, (b) results of data collection and relevance for hypothesis, (c) graphical depiction of relationship between problem and one or more relevant variables (e.g., hypothesized function), (d) intervention goals and objectives that were derived from the data, and (e) a clear description, documentation, and justification of the intervention program. The justification should be based on three factors: (a) a review of the research of relevant interventions, (b) a broad-based understanding of the problem and hypothesized function, and (c) relevant ecological factors, such as the student's strengths and interests, relevant sociocultural aspects of the case, and the classroom context. Describe the how parent(s) were involved with the plan, and how school personnel communicated with them about the plan and their child's progress. Describe how the parents' cultural background was taken into consideration.

Evaluation of Intervention

The evaluation part of the report shall include a detailed description of the extent to which the intervention was implemented as planned. Provide a summary of intervention outcomes with respect to (a) goals, (b) individuals' reactions to the intervention (at least the consultee and student), and (c) related effects. Based on the available data, determine to what extent any changes might be attributable to the intervention. Provide a summary of consultee's reaction to the overall consultation process. Finally, describe how and why the intervention plan will be modified as a result of the evaluation. In the Appendix of the report, there should be a clearly labeled graph that appropriately compares pre-intervention and post-intervention data with respect to intervention goals.

Description and Critique of Process Issues

Provide a description and critique of the process issues in this case, including to what extent you:

- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- used active listening and expressed empathy;
- limited the length and number of tangential discussions;
- summarized the important points;
- conducted the meetings at an appropriate tempo;
- avoided speaking too much or too little.

Provide brief examples of the strengths and weaknesses of your behavior.

Reference List of Articles Reviewed for Intervention Plan

At the end of the case report, provide a list of references that provide empirical support for one or more of the intervention strategies.

Appendix on Information Technology: Summarize what information technologies you used in this case. For example information technology could be used in analyzing the data (e.g., POSSE

graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents.

Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP ethical standards in collaborating with others, conducting the assessment, and designing and implementing the intervention. Cite the specific standards. (e.g. maintaining confidentiality, obtaining informed consent, etc.)

Appendix on Multicultural Issues: Indicate how you addressed the multicultural issues in terms of a) attitudes and beliefs, b) knowledge, c) skills.

NASP Domains Addressed

- 2.1 Data-Based Decision-Making and Accountability
- 2.3 Effective Instruction and Development of Cognitive/ Academic Skills
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.8 Home/School/Community Collaboration
- 2.9 Research and Program Evaluation
- 2.10 School Psychology Practice and Development
- 2.11 Information Technology

Program Training Goals Addressed

- o Assessment
- o Culture and Diversity
- o Ethical and Legal Issues
- o Communication and Information Technology
- o Intervention: Consulting and Collaborating
- o Program Evaluation and Applied Research
- o Ethical and Legal Issues
- o Communication and Information Technology

Assessment Case: Comprehensive Psycho-educational Assessment

Confidentiality: Take adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc.

Referral Question / Problem: Use the referral question or problem as a basis for conceptualizing the case. When possible, reframe the referral problem as a hypothesis.

Choice of Assessment Measures: These should be tailored to the referral question and to the client, to the extent that is possible. Where there are constraints on the choice of instruments, explain. Use the latest versions of the instrument. In addition to assessing the student's cognitive functioning, assess three or more of the following domains of functioning: (a) academic, (b) behavioral, (c) social, (d) affective, or (e) life skills. Use measures such as interviews, tests, rating scales, direct observation, review of records, etc. When possible, interview the child, the parents, teachers, or other informants.

Background information: This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.

Biological information: Any health issues, physical disabilities, medications, family health history, when relevant.

Linking Data to Inferences: The inferences need to be valid representations of the assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question, provide a clear understanding of the strengths, deficits, interests, and general functioning of the student, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should include an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.

Language: Avoid colloquial expressions (e.g., mom), jargon, and pejorative or judgmental language. Write clearly and in language that all can understand (teachers, parents, etc.). Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case.

Summary and Recommendations: Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors. Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. In addition, recommendations should build upon the student's strengths and / or interests, as well as his/ her difficulties and also the opportunities and constraints in the student's environment. In collaboration with others, the assessment is used to develop goals for the student.

Appendix on Information Technology: Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., using digital databases to find research articles).

Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP ethical standards in conducting the assessment and reporting the results (e.g. maintaining confidentiality, obtaining informed consent, etc.). Cite the specific standards. Indicate how you abided by relevant state and national laws or regulations (e.g. use of discrepancy model or RTI model). Cite the specific laws or regulations from the State of Idaho Special Education manual.

Appendix on Multicultural Issues: Indicate how you addressed the multicultural issues in terms of a) attitudes and beliefs, b) knowledge, c) skills.

NASP Domains Addressed:

- 2.1 Data-Based Decision-Making and Accountability
- 2.5 Student Diversity in Development and Learning
- 2.10 School Psychology Practice and Development
- 2.11 Information Technology

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology

Assessment Case: Comprehensive Behavioral and Socio-emotional Assessment

Confidentiality: Take adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc.

Referral Question / Problem: Use the referral question or problem as a basis for conceptualizing the case. When possible, reframe the referral problem as a hypothesis.

Choice of Assessment Measures: These should be tailored to the referral question and to the client, to the extent that is possible. Where there are constraints on the choice of instruments, explain. Use the latest versions of the instrument. In addition to the student's behavior and social functioning, assess one or the following domains of functioning: (a) affective, or (b) life skills. Use measures such as interviews, tests, rating scales, direct observation, review of records, etc. When possible, interview the child, the parents, teachers, or other informants.

Behavior Observations: Systematic direct observation of the student should take place in the natural environment (e.g., classroom). Provide a detailed description of the observation method and provide a sample data collection sheet. Provide a detailed description of the student's behavior. Use specific examples and provide a behavioral definition of the problem.

Background information: This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.

Biological information: Any health issues, physical disabilities, medications, family health history, when relevant.

Linking Data to Inferences: The inferences need to be valid representations of the assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question, provide a clear understanding of the

strengths, deficits, interests, and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should include an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.

Language: Avoid colloquial expressions (e.g., mom), jargon, and pejorative or judgmental language. Write clearly and in language that all can understand (teachers, parents, etc.). Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case.

Summary and Recommendations: Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors. Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. In addition, recommendations should build upon the student's strengths and / or interests, as well as his/ her difficulties and also the opportunities and constraints in the student's environment. In collaboration with others, the assessment is used to develop goals for the student.

Appendix on Information Technology: Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., using digital databases to find research articles).

Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP ethical standards in conducting the assessment and reporting the results (e.g. maintaining confidentiality, obtaining informed consent, etc.). Cite the specific standards. Indicate how you abided by relevant state and national laws or regulations (e.g. use of discrepancy model or RtI model). Cite the specific laws or regulations from the State of Idaho Special Education manual.

Appendix on Multicultural Issues: Indicate how you addressed the multicultural issues in terms of a) attitudes and beliefs, b) knowledge, c) skills.

NASP Domains Addressed:

- 2.1 Data-Based Decision-Making and Accountability
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues

Counseling Case Study

Confidentiality: Take adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc.

Referral Question / Problem: Use the referral question or problem as a basis for conceptualizing the case. When possible, reframe the referral problem as a hypothesis.

Background and Context

Describe relevant ecological context, including (a) relevant behavior setting (e.g., number of people, stressors, types of activities, demands, etc.), (b) antecedents to problem(s), (c) consequential events, (d) the conditions under which the problem does the problem not occur, (e) interpersonal or group process variables, (f) cultural or linguistic factors, (g) system factors (e.g., family or school) that might affect the case, and (g) developmental factors.

Description of Problem

Provide a clear description of (a) the student's apparent problem(s) in specific, behavioral terms; (b) possible causal factors (e.g., antecedent, sequential, consequential); (c) other relevant information, such as the student's strengths and interests, previous attempts resolve the problem, and (d) hypothesis about possible function of the problem(s).

Data Collection Plan

The data collection plan must include baseline and intervention phases. Provide a detailed description of data collection plan (e.g. depression inventory and parent/teacher report) and a rationale for the data collection plan. Include any data collection forms that were used. The description should include (a) direct (e.g., observation) and indirect data collection (e.g., questionnaire) methods used to assess the problem(s), (b) dimensions (e.g., frequency, severity, duration) assessed, (c) who assessed what during what time periods, and (d) the extent to which the data collection plan was implemented.

Counseling Plan

There should be at least one strategy for each goal. Provide (a) counseling goals that were derived from the data, (b) a description and justification for your theoretical approach to this case (e.g., cognitive-behavioral) and (c) a clear description, documentation, and justification of the counseling strategies. The justification should be based on three factors: (a) a review of the research on relevant counseling strategies, (b) a broad-based understanding of the problem and hypothesized function, and (c) relevant ecological factors, such as the student's strengths and interests, relevant sociocultural aspects of the case, and the systems (e.g., school and / or family) context. Describe the how parent(s) were involved with the plan, and how school personnel communicated with them about the plan and their child's progress. Describe how the parents' cultural background was taken into consideration.

Evaluation of Counseling

The evaluation part of the report shall include a detailed description of the extent to which the counseling strategies were implemented as planned. Provide a summary of counseling outcomes with respect to (a) goals, (b) the student's reactions to counseling, and (c) related effects. Based

on the available data, determine to what extent any changes might be attributable to the counseling. Describe how and why the counseling plan will be modified as a result of the evaluation. In the Appendix of the report, there should be a clearly labeled graph that appropriately compares pre-counseling and post-counseling data with respect to counseling goals.

Description and Critique of Counseling Process Issues

Provide a description and critique of the process issues in this case, including to what extent you:

- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- used active listening and expressed empathy;
- limited the length and number of tangential discussions;
- summarized the important points;
- conducted the meetings at an appropriate tempo;
- avoided speaking too much or too little;

Provide brief examples of the strengths and weaknesses of your counseling behavior.

Reference List of Articles Reviewed for Counseling Strategies

At the end of the case report, provide a list of references that provide empirical support for one or more of the counseling strategies.

Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP ethical standards in providing counseling services (e.g. confidentiality, informed consent, limits of confidentiality). Cite the specific standards.

Appendix on Multicultural Issues: Indicate how you addressed the multicultural issues in terms of a) attitudes and beliefs, b) knowledge, c) skills.

NASP Domains Addressed: Counseling Case

- 2.1 Data-Based Decision-Making and Accountability
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.8 Home/School/Community Collaboration
- 2.9 Research and Program Evaluation
- 2.10 School Psychology Practice and Development

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Intervention: Counseling
- Program Evaluation and Applied Research
- Ethical and Legal Issues

Prevention or Professional Development Case Study

(Please Note: Both a prevention program for students and a professional development program for staff can be conceptualized as systems level prevention that can promote positive development among children, and prevent behavioral or academic problems.)

Provide a report about your involvement in the implementation of a prevention program or professional development program in your school or school system. The program could consist of any program delivered by you, school personnel or community partners. Examples of prevention programs include: bullying prevention programs, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. Examples of professional development programs include: in-service workshops, PowerPoint presentations, a series of parent handouts, and best practices information that are distributed to staff.

Background and Context

Describe the relevant ecological context including school system or school issues. Describe the program, citing relevant studies supporting the efficacy of the prevention program or the research support for the information/ training provided to staff. Discuss any modifications that were made to the program for use in your school/school district.

Description of the Problem or Professional Development Need

Describe the problem you are trying to prevent (e.g., injuries in the school yard) that might be addressed by the prevention program, or the training need for the professional development program. Indicate how it was determined that the problem / need was a high priority. Provide a justification for why this particular prevention or professional development program might help resolve the school problem.

Data Collection Plan

Describe the needs assessment you conducted, that is, how you determined the need for the program. This might occur by means of a questionnaire, or by interviewing staff or administrators. Typically, the needs assessment is used to pinpoint specific needs (knowledge and skills) and how the content will be delivered.

Program Planning

Provide (a) specific prevention / training goals (knowledge, skills) that were derived from the needs assessment data, (b) a clear description, documentation, and justification for the prevention or professional development program (e.g., in-service training). The justification should be based on (a) best practices, (b) results of the needs assessment, and (c) relevant ecological factors, such as the available resources, the staff's availability and readiness for particular types of training, and administrator support. Indicate how your knowledge about the school context (e.g., climate, leadership, organizational structure) influenced your plan. Describe how technology (e.g., PowerPoint, e-mail, the web) was used in the plan. In the Appendix of the report, include any prevention / training materials.

Evaluation of the Program

The evaluation part of the report shall include a description of the extent to which the activities were implemented as planned. The evaluation of the program's outcomes should provide a quantitative summary of with respect to (a) goals, and (b) the participants' (children and staff for a prevention program, staff for a professional development program) reactions to the program. Describe possible next steps: On the basis of the evaluation, what are the logical next activities to be implemented? In the In the appendix of the report, include any data collection forms.

Appendix: Training or intervention materials

Appendix: Data collection materials

Appendix on Multicultural Issues: Indicate how you addressed the multicultural issues in terms of a) attitudes and beliefs, b) knowledge, c) skills.

NASP Domains Addressed: Prevention Case

2.1 Data-Based Decision-Making and Accountability

2.6 School and Systems Organization, Policy Development, and Climate

2.7 Prevention, Crisis Intervention, and Mental Health

2.9 Research and Program Evaluation

2.11 Information Technology

Program Training Goals Addressed

- Communication and Information Technology
- Intervention: Prevention
- Program Evaluation and Applied Research
- Communication and Information Technology

Relationship Between NASP Training Domains and Idaho State University's Training Goals

NASP Domain	Idaho State University Training Goals*								
	PIB	ASS	COUN	CONS	PRE	CUL	EVA	ETH	CIT
2.1 Data-Based Decision-Making and Accountability		√	√	√	√		√		
2.2 Consultation and Collaboration	√		√	√					
2.3 Effective Instruction and Development of Cognitive/Academic Skills		√		√					
2.4 Socialization and Development of Life Skills		√	√	√	√				
2.5 Student Diversity in Development and Learning		√	√			√		√	
2.6 School and Systems Organization, Policy, Development, and Climate				√	√				
2.7 Prevention, Crisis Intervention, and Mental Health			√		√				
2.8 Home/School/Community Collaboration	√			√	√	√			
2.9 Research and Program Evaluation	√			√			√		
2.10 School Psychology Practice and Development	√							√	
2.11 Information Technology									√

*PIB – Professional Identity and Behavior, ASS – Assessment, COUN - Intervention: Counseling, CONS – Intervention: Consultation and Collaboration, PRE Intervention: Prevention, CUL – Culture and Diversity, EVA - Program Evaluation and Applied Research, ETH - Ethical and Legal Issues, CIT - Communication and Information Technology

Internship Ed.S. Portfolio

Portfolio Organization and Content

The ED.S. Portfolio shall be typed in Times New Roman font, 12 pt., and will consist of the following items, in the order presented. It shall be printed on white, high quality bond paper, and spiral bound. The Candidate will provide 6 complete, error free, copies of the Portfolio to the Program Leader of School Psychology, no later than 2 weeks before the scheduled date for the Oral Ed.S. defense. The portfolio should appear as well organized, of high professional content, and without typing or grammatical errors. It is a document that will be shared with other faculty of the University, and should not be faulted due to a lack of careful construction and conscientious review of content and presentation quality by the Candidate for the Ed.S.

Cover Page

Title/Cover Page

Ed.S. Portfolio (24pt)

Name of Candidate (18 pt)
School Psychology Program
Idaho State University

Date of Oral Defense (18pt)

Submitted in partial fulfillment of (18pt)
requirements for the Educational Specialist (Ed.S)
Degree in School Psychology

The Portfolio will be organized in the following order and format:

•Table of Contents

Standard Table of Contents noting each item and page(s) of location in the Portfolio.

•"How School Psychologists Make a Difference for Children"

A one page essay expressing in your view how you as a school psychologist have made more successful the academic and/or social/psychological functioning of children with respect to learning and achievement in the schools.

•Vita of Candidate

Your vita as a 1-2 page document developed in a standard format.

•Program of Study for Ed.S.

A copy of your current, signed, Program of Study for the Ed.S. that has been approved by your advisor and graduate school.

•Internship Evaluation by Supervisor

A copy of your internship evaluation by your on-site internship supervisor.

•Self-Evaluation of Skills

A copy of your self-evaluation of skills during your Ed.S. SCPY 759 Internship field experience.

•Letter of Support by General Education Teacher

A letter of support from a general education teacher with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Letter of Support by Special Education Teacher

A letter of support from a special education teacher with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Letter of Support by School Administrator

A letter of support from a school administrator with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Letter of Support by School Psychologist Peer/Colleague

A letter of support from a school psychologist with whom you have worked in the capacity of an intern and/or colleague in providing school psychological services.

•Letter of Support by Collaborating Community Service Staff

A letter of support from a staff member of a collaborating community service agency, public or private, in which you developed a substantive collaborative relationship in the service of a Candidate/family.

•Letter of Support by Parent/Guardian of Candidate Served

A letter of support from a parent/guardian of a student in which you developed a substantive collaborative relationship in the service of their child or family.

•Ed.S. Paper (Specialist Paper)

Provide a complete, error free, clean copy of your Specialist Paper.

•Inservice or Professional Development Presentation

Provide a 2-4 page summary of an inservice/professional development presentation you have made to a school or closely related audience dealing with an aspect of school psychological services/practices, or related issues. The presentation must use technology (e.g. Powerpoint) and be approved by your site supervisor. The summary will be organized in the following fashion:

- A. 1 page summary of the topic and its importance
- B. 1 page outline of the presentation content/activities
- C. Examples/display of specific training materials/content used
- D. Evaluation of the presentation by participants

•Consultation regarding an academic or behavioral concern.

Provide a 2-4 page summary in which you have worked with a General Education teacher in the role of "consultant" to develop strategies/interventions to improve psychosocial and/or academic performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984.

- Identify the Problem
- Define the Problem
- Explore the Intervention Options
- Actions Taken on the Intervention
- Looking at the Results

•Consultation regarding an academic or behavioral concern.

Provide a 2-4 page summary in which you have worked with a Special Education teacher in the role of "consultant" to develop strategies/interventions to improve psychosocial and/or academic performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984. The IDEAL format for problem solving will include the following:

- Identify the Problem
- Define the Problem
- Explore the Intervention Options
- Actions Taken on the Intervention
- Looking at the Results

•Consultation (Parent of a Student)

Provide a 2-4 page summary in which you have worked with a Parent of a student in the role of "consultant" to develop strategies/interventions to improve psychosocial and/or academic

performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984.

- Identify the Problem
- Define the Problem
- Explore the Intervention Options
- Actions Taken on the Intervention
- Looking at the Results

•Counseling Intervention

Provide a 2-4 page summary in which you have worked in the role of "Counseling Intervention" to develop strategies/interventions to improve psychosocial and/or academic performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984.

- Identify the Problem
- Define the Problem
- Explore the Intervention Options
- Actions Taken on the Intervention
- Looking at the Results

•Development of Treatment/Intervention for Academic/Psychosocial Problem

Provide a 2-4 page summary in which you have worked in developing an Intervention/Treatment for an academic and/or psychosocial problem to improve performance/competence. Frame consultation activities using the IDEAL Problem-Solving Approach as described by Bransford and Stein, 1984.

- Identify the Problem
- Define the Problem
- Explore the Intervention Options
- Actions Taken on the Intervention
- Looking at the Results

•Psychological Evaluation Report

Provide a copy of an "exemplary" psychological evaluation report that you have written during your Ed.S. internship. This is a "best example" or quality work in the area of report writing. It should include all standard elements of the psychological report, and specific recommendations regarding intervention, strategies, accommodations, etc. helpful for teachers, parents, and other professionals to promote the learning and success of the student. All identifying information about the student, school, teachers, etc. should be removed from the report so as not to breach confidentiality. *The evaluation report shall include specific evaluation "questions" which related to child needs and concerns on the part of the referral source.*

•Professional Development Plan

Write a 1 page narrative describing *two* areas of Professional Development in which you have or plan to obtain further skills and knowledge. Describe what the areas are, importance to the role of a school psychologist, and specifically how you plan to "learn" more about them in the next 1-3 years.

Preparation for the Ed.S. Orals

The Ed.S. Oral examination is an important transition point and evaluative component of your work in school psychology. At this point in your training, you should demonstrate the skills and knowledge of an entry-level school psychologist and be prepared to assume the independent role of school psychologist within an educational setting. In preparing for your orals, keep in mind the following:

1. What is your philosophical orientation regarding school psychology and students, parents and teachers?
2. What is the functional role of a school psychologist with relationship to students, parents and teachers?
3. Define an important issue in the broad field of school psychology and then offer a solution.
4. School violence is in the forefront of most people's minds today because of the high profile events in the media. What would you recommend as a workable solution that schools can incorporate into their system to reduce the incidence of school violence?
5. How would you interpret the results of an IQ test to a parent if their child earned a score of 62 with adaptive behaviors in the 50 to 72 range? You were told in advance that the mother would strongly reject the notion of calling her son cognitively impaired.
6. Tell us how you would describe a learning disability to the parent of a child who is failing only in reading and doing fine in all other subject areas. Parents have advanced degrees and place a great deal of importance on learning.
7. What is 'emotional disturbance' and how would you suggest we go about treating it in a school environment?.
9. If you were able to modify how education is delivered to handicapped children, what would you do differently?
10. What is your strongest skill as a school psychologist and what is your weakest?