SCHOOL PSYCHOLOGY PROGRAM:
INTERNSHIP MANUAL

INTERNSHIP REQUIREMENTS
AND INTERNSHIP EVALUATION SYSTEM

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Overview of Internship

Our program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that emphasizes on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology specified in our program training goals that reflect the National Association of School Psychologists (NASP) 2010 standard. In accordance with the NASP and Massachusetts Department of Education requirements for certification/licensure in school psychology, students are required to attain a minimum of 1200 hours of field experience during their internship in school psychology.

Out-of-State Internships

Students may elect to conduct their internship in another state. They should check with the state’s Department of Education to determine state licensure/certification requirements.

Prerequisites

In order for students from the Northeastern University School Psychology Program to be eligible to begin their internship, they must complete the following milestones in the program:

- Successful completion of the MTEL
- Successful completion of all coursework with the exception of internship
- Successful completion of the master’s level portfolio (master’s thesis equivalent)

Field Supervision

Internship supervision and mentoring should be provided by a credentialed school psychologist with a minimum of three years of experience. Internship supervision consists of a minimum of two hour per week, in a face-to-face format.

University Supervision

Internship students are enrolled in a seminar course during the internship year. A university supervisor, who is a certified school psychologist, instructs this course. The university supervisor maintains contact with the field supervisor through three site visits. University supervision for out-of-state internship will follow NASP guidelines. At the end of the internship year, the field supervisor and university supervisor determine if the student has progressed adequately in the major competency areas.

Comprehensive Case Studies

During the internship year, students are required to produce four case studies that illustrate their competencies in (a) professional identity and professional behavior, (b) assessment, (c) intervention/prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology. These case reports are:

- Consultation - Academic Problem
- Consultation - Behavioral Problem
- Counseling
- Prevention/Promotion of learning school-wide

More details about the requirements of the case studies are available on page 47.

Course Vouchers for Supervisors
In recognition of the valuable guidance and supervision that is given to internship students, the Bouvé College of Health Sciences at Northeastern University makes available tuition vouchers for field supervisors. A voucher for one course at Northeastern University is available for each NU internship student. The voucher must be requested by a letter on school/agency stationery.

**Successful Completion of Internship**
- Completion of 1200 hours of fieldwork
- Passing score on school psychology praxis exam
- Completion of requirements in internship syllabus
- Grade of Satisfactory (S) for both semesters in the internship course
- Ratings at the “expected level” or higher on all competency areas from internship supervisor
- Completion of all internship paperwork

**National Association of School Psychologists’ (NASP) Requirements for the Field Site**
“The internship placement agency provides appropriate support for the internship experience including:
- A written agreement specifying the period of appointment and any terms of compensation
- A schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;
- Provision for participation in continuing professional development activities;
- Release time for internship supervision; and
- A commitment to the internship as a diversified training experience.”*

**Minimum Requirements for Satisfactory Completion of Internship Experience**

The internship is distinct from and occurs after the successful completion of the practicum experience. The National Association of School Psychologists (NASP, 2000) defines the internship as “a supervised, culminating, comprehensive, pre-degree field experience through which school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in prior courses and practica, as well as to acquire new competencies consistent with training program goals” (p.18). Satisfactory scores on all four comprehensive case reports are required for successful completion of the internship (see page 39). Collectively, these case reports provide students with an opportunity to demonstrate their performance with respect to the NASP 2010 training domains and NU’s training goals. Students also must pass the Praxis exam in school psychology in order to

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successfully complete the internship course. NU’s program director must receive documentation of the overall and specific content Praxis scores before the end of the spring semester.

Students 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 Director of Clinical Training, students can complete the internship on a half-time basis by completing the 1200 hours during two consecutive years.

A minimum of 600 of the 1200 internship hours must be completed in a school setting, under the field supervision of a department of education, state certified / licensed school psychologist. The other 600 hours may be completed in a non-school setting the under the supervision of a state licensed psychologist. (See the “Internship Log” at http://www.schoolpsychology.neu.edu/current.html, and “The End of Year Internship Form” for the forms that are used to document these hours.) Field supervisors provide a minimum of two hours supervision each week. Students are expected to follow the school calendar of the school district where they are doing their internship. All students are expected to remain in their internship placement until the end of their district’s academic year.

The expectation is that internship students will have attained sufficient knowledge and skill from their practicum 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 2010 NASP’s domains of practice throughout the academic year of the internship experience. The internship supervisor in consultation with university supervisor and the graduate student will determine the student’s readiness for more advanced experiences. In order for graduate students to attain a satisfactory grade in the internship courses, they must demonstrate competency in the following areas: (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information
technology. The relationship between these training goals and NASP’s training domains is provided on page 54.

Approval and Location of Internship

The director of clinical training shall approve all internship placements. If a student makes an oral or written commitment to an internship site, he/she is ethically obligated to follow through and do her field experience at that site, regardless if a more attractive alternative becomes available at a later date. Many times, internship offers from out of state will occur later in the year than offers from within Massachusetts. Thus, students need to plan accordingly, and if there is the possibility that a student might accept a later offer, he/she must inform the potential supervisor of this possibility. If a student wants to change a commitment to a field site, he/she needs written approval from the director of clinical training.

During both fall and spring semesters of the internship year, all students will register for the 3-credit internship seminar course. All students who have an internship setting within Massachusetts must attend the seminar meetings on campus. Students enrolled in the Northeastern University state-approved school psychology program and who, upon completion of degree and licensure requirements, wish to obtain an educator’s license to practice in Massachusetts as a school psychologist must complete the entire program in Massachusetts, including the 1200 hours of supervised internship (also referred to as an advanced practicum by the Massachusetts Department of Education). Furthermore, because of the MA Department of Education’s requirement for face-to-face meetings among the student, field supervisor and university supervisor, the program will not endorse students for educator’s license to practice in Massachusetts as a school psychologist if that internship site is more than 50 miles from Boston. No Massachusetts internship placement shall occur outside of a 50-mile radius of Boston without the prior written approval of the training director. The Massachusetts' educator's licensure process is more cumbersome for individuals whose transcripts do not bear the endorsement statement.
The internship seminar meets 6 times per semester. Students whose internship sites are located in another state whose location is more than 100 miles from Boston are not required to attend the seminar meetings. However, they need to make special arrangements to stay in contact with their university supervisor. These arrangements will be made at the beginning of the fall semester, and must be consistent with the “Guidelines for Distance Communication”.

Competencies to Be Further Developed and Evaluated in Internship Based on NASP 2010 standards, internship students are expected to complete activities to attain the following school psychology competencies that are consistent with our program objectives and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers.

Professional Identity and Behavior

Internship students are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes but is not limited to seeking out professional development opportunities, joining professional associations, reliability, prompt completion of tasks, attendance, and appropriate collaborations and interactions with co-workers and supervisors.

Assessment

Students are expected to complete at least eight assessment reports, at least one of them should reflect an assessment with a student from a culturally diverse background and should demonstrate awareness of cultural factors. Students are expected to include at least one assessment case report in their internship comprehensive case reports (that demonstrate their competencies and are evaluated by the school psychology faculty, see page 39). These comprehensive case reports should reflect their best work. The report must be a full and comprehensive psycho-educational assessment of a student in multiple domains of functioning. Although no single report will include all the assessment methods
listed below, it is expected that the graduate student 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 shall include the following methods:

1. Interview teachers, parents, children/adolescents, and other relevant parties.

2. Administer, score, and interpret assessments pertinent to determining a student’s eligibility for special education. These assessments may occur within a Response to Intervention (RTI) framework or within the more traditional psychological assessment framework.

3. Conduct systematic direct observations of the student in the classroom and/or other relevant settings.

4. Evaluate students’ behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.

5. Evaluate students’ behavioral, social and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland).

6. Evaluate students’ academic progress by means of

   (a) individually-administered norm referenced achievement tests AND

   (b) curriculum-based assessment probes.

7. Review relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).

In addition, internship students 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.

3. Present at least three case reports to a team meeting of parents, teachers and special education staff members.
**Intervention: Counseling**

Internship students are expected to counsel at least six students during the school year, either individually or in groups. Counseling 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 students and relevant others.
3. Developing and implementing a theoretically sound and practical counseling plan for the student(s) that is evidence-based and data-driven.
4. Evaluating the outcomes of counseling through multiple measures and multiple sources, at different points of the counseling series, and, if necessary, revising the plan.
5. The outcomes of counseling should be documented by data (e.g., pre and post tests, improvement in learning, social interaction, etc.).

In addition, internship students are expected to keep a written record of the case, which includes progress notes of counseling sessions. A report on at least one case shall be included in the comprehensive case reports (see page 39).

**Intervention: Consultation and Collaboration**

Internship students 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.

Reports of at least one of these cases shall be included in the comprehensive case reports (see page 39).

**Intervention: Prevention**

Internship students are expected to become familiar with the prevention programs conducted in the internship site, including procedures for crisis intervention and prevention in the particular school system. Furthermore, interns are expected to be involved with the planning (or improvement) and evaluation of at least one school-wide program that promotes students’ learning or student-centered prevention program or professional development. 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

One case study relating to either promotion of learning school-wide or prevention or professional development shall be included in the comprehensive case reports.

**Culture and Diversity**

Internship students 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, and (c) skills. Awareness, knowledge
and skills pertaining to multicultural issues must be reflected in materials submitted as part of the comprehensive case reports.

Program Evaluation and Applied Research

At a minimum, Internship students 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.

Ethical and Legal Issues

Consistent adherence to the ethical standards and state and federal laws relevant to school psychology practice is expected. Students shall demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases. Students shall demonstrate knowledge of state and federal laws. Internship students shall be familiar with and conform to the ethical standards established by the National Association of School Psychologists and the American Psychological Association. Knowledge of ethical and legal issues should be reflected in materials submitted as part of the comprehensive case reports (see page 39).

Communication and Information Technology

Internship students 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.
3. 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.

Knowledge and skills pertaining communication and information technology must be reflected in materials submitted as part of the comprehensive case reports.

Special Competencies

The above reflects minimum requirements. Most students will surpass these requirements in their internship experience. In addition, students who rapidly achieve proficiency in one or more of these areas may choose to supplement their training with specialized competencies, such as planning professional development programs or assisting with applied research.

Three University/Field Supervisor Contacts

During the internship year, three formal contacts between the university supervisor, the field supervisor, and the graduate student will occur at the internship setting during the school year for the purpose of discussing the student's progress. For out-of-state students, the meetings will be held via conference calls. After each meeting, the three parties put their initials on a form that documents the occurrence of the meeting (See form on page 29. In some instances, this may require using postal mail or scanned e-mail attachments). In addition, university supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise.

During the first contact, which will occur during the beginning of fall semester, the requirements for national certification and Northeastern University's school psychology training goals are discussed. These training goals are categorized in seven broad areas: (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology. During the course of their internship, students are expected to attain significant breadth
and depth of skills in these training areas. An internship agreement (see “Internship Agreement”) and training plan (see “Training Plan) must be signed and completed either prior to or during this meeting.

At the second contact, which will occur during the beginning of the spring semester, the graduate student’s progress relative to the training goals is discussed. If deficiencies are noted with respect to the internship setting or the intern’s progress, a plan is developed to address the deficiencies. At the third contact, the university supervisor and the field-based supervisor will determine whether or not the graduate student has attained the competency level needed to function independently as a school psychologist and apply for national certification. If the student has not attained competency in one or more areas, he / she might be required to complete additional internship hours.

Course Voucher

As a means of expressing our gratitude to our field supervisors, Northeastern University grants a voucher for one course to the participating school system or agency. It is necessary to make a written request, on the school systems’ (or agency’s) letterhead, to obtain the voucher. The request for a voucher should be addressed to:

Mrs. Monique Clarke, Office Assistant
Department of Counseling and applied Educational Psychology
203 Lake Hall, Northeastern University
Boston, MA 02115

Resolving Internship Problems

Although infrequent, problems and/or conflict can develop during the field experience. Therefore, it is important to have a fair and consistent method that can be utilized in a systematic manner for problem resolution. Either the supervisor or the supervisee can initiate action to resolve the perceived problem.

1. The first step is for the supervisor and supervisee to jointly discuss any emerging concerns in an open and honest fashion. Moreover, it is important that this be done in a timely manner. It may be advantageous to document the outcomes of the meeting.
2. Should that be insufficient, the university supervisor should become involved to provide assistance. The university supervisor will notify the university’s director of clinical training that concerns have been noted and will specify these concerns. At that time, a plan will be developed by that contains specific goals that are agreed upon in writing by all three parties (i.e., the student, site supervisor, and the university supervisor). A date for a review of the plan will be specified.

3. Finally, if resolution/improvement does not occur within the temporal framework agreed upon, the university’s director of clinical training will be requested to mediate. At that time, previous concerns and plans to address the concerns will be reviewed. All parties will then agree upon additional specific, written plans and a timely follow-up review date will be established.

4. Finally, if problems continue, the core faculty of the school psychology program will meet to determine an appropriate course of action. Such actions may include changing supervisors, changing sites, repeating the fieldwork experience or the student’s termination from the program.

Deadlines for Essential Paperwork for the Program and Certification

Students should retain a copy of all their paperwork for their records. The department will only keep records for seven years.

Forms and Due Date in the Fall Semester:
- September 30: Student & Supervisor Information Form
- September 30: Internship Agreement Form
- September 30: Internship Training Plan
- Last class of fall semester:
  - Fall Assessment of Internship Student's Progress (multi-page assessment of your skills rated by field supervisor)
  - Logs

The following documents must be given to your university supervisor no later than the last class of the spring semester.

- Interim Logs (until last class)
- End of Year Internship Form (completed by student)
- Spring Assessment of Internship Student's Progress (multi-page assessment of your skills rated by field supervisor),
- Assessment of Internship Field Site (completed by student),
- Assessment of University's Support of the Internship Experience (completed by field supervisor)
- Satisfaction with the School Psychology Program Questionnaire (completed by student)
The following documents are due no later than June 15. Failure to submit documents by that date can jeopardize timely institutional endorsement for state certification/licensure and national certification and postpone endorsement. Faculty will not write any letters to a potential employer or a state department of education pertaining certification until all paperwork has been received by the program director.

- Final logs
- Internship Documentation Form (2 page document with initials verifying 3 contacts & yes/no evaluation of competency areas)
- Massachusetts Department Of Education Form: Initial License as a School Psychologist
- Certification & Educator’s License Clearance Checklist Form
- Educator Licensure Information Sheet: Request for Initial License
- School Psychology Praxis Scores, including all subtests
- Verification of School Psychology Program Completion form (NCSP Application)

Overview of the School Psychology Internship Evaluation System

1. During the internship year, both formative and summative performance-based evaluations of interns are completed by both program faculty and field-based supervisors. The systematic and comprehensive assessments are to ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists (according to 2010 NASP standards). In addition to the evaluations of interns, internship sites and university program are also evaluated. The overarching purpose of the school psychology internship evaluation system is to provide data so that judgments can be made about different elements of the internship program. These elements are discussed below. The obtained data are used to assess the graduate student's progress and to further develop and improve the internship program and the overall school psychology program at Northeastern University. The graduate student's progress with respect to important school psychology knowledge and skills. In this regard the "Assessment of Internship Student's Progress" questionnaire is completed by the field supervisor two times during the course of the internship experience: immediately prior to the end of the fall and spring semesters.
2. **The quality of the university’s training and supervision.** Two questionnaires are used to assess this area. At the end of the internship experience, the graduate student and field supervisor individually complete the questionnaire, "Satisfaction with the University's School Psychology Program". At the end of the internship experience, the field supervisor completes the "Assessment of University's Support of the Internship Experience" questionnaire.

3. **The quality of the internship site’s training offerings and supervision.** To assess this area, at the end of the internship experience, the graduate student completes the "Assessment of the Internship Field Site" questionnaire.
REQUEST for CONTRACT

Student: ______________________________________ Date: _________________

Masters  Doctoral  (circle or underline if you’re transmitting via email)
Graduate Program: __________________________________________________

NU Program Director/Advisor: ____________________________________________

Hospital or School System Affiliate Information

Name of placement site: (example, Brown Middle School): ______________________

Address: ________________________________________________________________

City/Town: _____________________________ State: ______ Zip Code: _____________

Name and title of the person responsible for signing the contract:
(example; John Smith, Counsel for the School Administration)
_________________________________________________________________________

Site Supervisor Information

Site Supervisor: ____________________________________________________________

City/Town: _____________________________ State: ______ Zip Code: _____________

Phone number: __________________________ Fax number: ________________________

Riders to be Attached: please check (or underline) all that applies

  o  None
  o  Practicum Rider
  o  Internship Rider
  o  Advanced Fieldwork Rider
  o  Doctoral Agreement and Rider

Contracts will be prepared by the Main Office, and then forwarded to University Counsel. After the contract has been signed, the original and a copy will be forwarded to the Affiliate for signature. The affiliate will sign both copies, and return one for our files. A log will be kept in the main office. All contracts will be kept in the main office. Please allow at least two weeks for this process to occur.

Please complete this form online (http://www.northeastern.edu/bouve/caep/forms/contract%20request.html), click Click here to Request a Contract. If you have any questions, please contact Monique Clarke, in the main office or email: m.clarke@neu.edu.
Assessment of Internship Student's Competencies

To be completed by the field supervisor after consultation with the internship student.

Date: ____________  Circle one: Fall  Spring

Internship Student: ___________________________

Field Supervisor: ___________________________  Internship Site: ________________

Directions: The successful completion of an internship should reflect that the student is prepared to function as a professional. Therefore, an important benchmark in assigning the following ratings to internship students is their ability to function independently. It is strongly recommended that internship students and field supervisor meet to discuss the training goals delineated on this form. However, the ratings on this form shall reflect the field supervisor’s judgment of the internship student’s progress on the training goals. This form must be returned to the internship student's university supervisor prior to the end of each semester.

Please provide your estimate of the internship student’s competency with respect to independently functioning as a school psychologist. Use the following scale: 1 = much below expected level of competency for an internship student, 2 = below expected level of competency for an internship student, 3 = at the expected level of competency for an internship student, 4 = above expected level of competency for an internship student, 5 = much above expected level of competency for an internship student, NOP = no opportunity for student to perform, or NOA = no opportunity for supervisor to assess.

Area #1: Professional Identity and Professional Behavior

Ratings (1 = much below expected level, 5 = much above expected level)

______ 1. Uses theory and research to guide practice

______ 2. Has knowledge of the history and foundations of school psychology

______ 3. Is involved in the profession, and seeks to advance his / her skills

______ 4. Interacts appropriately with clients (students) and their families, and staff

______ 5. Accurately perceives his / her own strengths and areas needing improvement

______ 6. Knows when to seek assistance and responds well to feedback
7. Demonstrates an ability to initiate activities

8. Arrives to internship site and to meetings on time

9. Is motivated to improve (e.g., checks his/her work for errors)

10. Demonstrates empathy by being aware of, understanding, and appreciating the feelings of others

11. Is able to withstand adverse events and stressful experiences without getting overwhelmed

12. Has gained the trust of clients (students), parents, and staff

Area #2: Assessment

A. Number of assessments the internship student has conducted this semester: ______

B. Number of times internship student has made presentations of assessment reports: ______

Ratings (1 = much below expected level, 5 = much above expected level)

1. Interviews (teachers, parents, and students)

2. Administers, scores and interprets assessments pertinent to determining a student’s eligibility for special education

   Indicate which one(s) ____________________________________________________________

3. Administers, scores, and interprets measures of academic performance and achievement

   Indicate which one(s) ____________________________________________________________

4. Conducts functional behavior assessments

5. Uses broadband rating scales (e.g., Behavior Assessment System for Children, Child Behavior Checklist).

   Indicate which one(s) __________________________________________________________

6. Uses objective measures of personality (e.g., MMPI-A; Beck Depression Inventory, Children’s Depression Inventory, Revised Children’s Manifest Anxiety Scale).

7. Reviews relevant permanent products and records about the student
8. Conducts systematic direct observation of the student in the classroom and/or other natural settings

9. Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the student’s needs

10. Takes an ecological perspective by considering the multiple layers of factors (e.g., individual, family, school and community) that influence a child’s functioning when assessing a child.

11. Generates data-based and practical recommendations as a result of the assessment

Area #3: Intervention - Counseling

# of students seen in counseling ______  # of individual counseling sessions ______

# of group counseling sessions ______

Ratings (1 = much below expected level, 5 = much above expected level)

1. In setting goals, takes into consideration affective, behavioral, social, adaptive and academic needs of the student

2. Uses evidence-based strategies, which are appropriate to the needs of the client or student

3. Demonstrates good communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, and summarization, etc.)

4. Develops rapport with client (student)

5. Uses data in making counseling decisions

6. Is aware of the strengths and limitations of counseling

7. Demonstrates crisis intervention skills

Area #4: Intervention – Consultation and Collaboration

# of consultative meetings with teachers ______  # of consultative meetings with parents ______

Number of consultative meetings with others ______

Ratings (1 = much below expected level, 5 = much above expected level)

1. Assesses and understands constraints and opportunities for intervention
2. Has knowledge of evidence-based academic, behavioral, and social skills interventions

3. Develops practical interventions for parents and school staff to use

4. Uses data to develop goals and plans, as well to evaluate interventions

5. Develops culturally sensitive collaborative relationships with school personnel, families and community agencies

6. Is aware of the strengths and limitations of consultation

7. Prepares for meetings with parents and school staff

8. Develops appropriate academic interventions for parents and staff to use

9. Develops appropriate behavioral / social interventions for parents and staff to use

10. Collaborates effectively with community organizations

11. Has knowledge of research related to family systems, strengths, needs, and culture

12. Has knowledge of research related to developing collaboration between families and schools

13. Is able to facilitate partnerships among individuals from school, community and family settings for the purpose of enhancing student outcomes

Area #5: Intervention - Prevention

Ratings (1 = much below expected level, 5 = much above expected level)

1. Has knowledge of multi-tiered approach to prevention/intervention

2. Has knowledge of research related to resilience and risk factors in mental health and learning

3. Develops plans that are preventative / proactive (e.g., modifies antecedent conditions)

4. Takes systems and ecological perspectives on planning prevention/intervention programs

5. Understands how school level (e.g., resources, climate, policies, procedures), family (e.g., roles, relationships, structure), and community (e.g., agencies, neighborhoods, peer groups) level variables influence prevention/intervention activities

6. Understands how special educational and general educational services are organized and are related to one another.
_____ 8. Works with others to develop school policies and procedures that prepare for crises, respond to crises, and help individuals and groups recover from crises

_____ 9. Works with others to develop school policies that help prevent problems.

_____ 10. Uses data to monitor student progress and to inform decisions.

Area #6: Program Evaluation and Applied Research

Ratings (1 = much below expected level, 5 = much above expected level)

_____ 1. Seeks opportunities to learn more about evidence-based practices

_____ 2. Shares knowledge about evidence-based practices through presentations, handouts for parents and staff, and other means

Systematically evaluates his / her work with respect to:

_____ 3. outcomes / goal attainment for students

_____ 4. implementation (treatment integrity)

_____ 5. satisfaction of stakeholders (e.g., students, staff, parents)

_____ 6. intervention and prevention programs

Area #7: Professional Ethics and Knowledge of Legal Issues

Ratings (1 = much below expected level, 5 = much above expected level)

_____ 1. Evaluates reliability, validity, and fairness of assessments

_____ 2. Respects racial, sexual, social, and ethnic differences

_____ 3. Is aware of biases

_____ 4. Conforms to ethical standards in assessment, intervention, consultation, evaluation, research, and information technology


_____ 6. Knows consequences of not following legal mandates

_____ 7. Informs children, parents, and staff of their legal rights and responsibilities
8. Conforms to appropriate legal mandates in assessment, intervention, prevention, evaluation, and research activities

9. Knows public policies that affect the practice of school psychology

Area # 8: Culture and Diversity

Ratings (1 = much below expected level, 5 = much above expected level)

1. Is aware of his / her own cultural background and its impact upon practice

2. Is aware of how culture, family, biology, developmental processes, and the learning environment interact to impact learning

3. Knows the cultural and social background of the children and families that he / she directly serves

4. Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities

5. Informs others about the impact of culture and diversity on the functioning of students

6. Advocates for the needs of individuals with diverse backgrounds

7. Demonstrates a commitment to social justice

Area # 9: Communication and Information Technology

Ratings (1 = much below expected level, 5 = much above expected level)

1. Demonstrates written communication skills by means of assessment and other reports

2. Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations

3. Demonstrates appropriate use of e-mail and other communication or presentation media

4. Is able to critically evaluate information obtained from the Internet

5. Is able to use information technology to locate evidence-based strategies, help make informed decisions, and solve problems

6. Makes appropriate use of software to analyze the results of assessments and interventions
Progress in Areas of Specialization (optional, please specify)

Ratings (1 = much below expected level, 5 = much above expected level)

______ 1. ____________________________

______ 2. ____________________________

______ 3. ____________________________

Evaluation of Internship Student’s Strengths and Areas Needing Improvement

Please list the graduate student’s strengths: ____________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Please list areas needing improvement: ____________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Suggestions for improving the graduate student’s proficiency: ____________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

______________________________________  ________________
Supervisor’s Signature                      Date
Satisfaction with the School Psychology Program

To be completed independently both by field supervisor and graduate student

Date: ____________  Check One:  Graduate Student ____  Field Supervisor ____

Directions: Please rate the extent to which you agree or disagree the statements below about Northeastern University's School Psychology Program. When completed, this form should be returned to the Director of Clinical Training, Dr. Chieh Li, 404 International Village, Northeastern University, Boston, MA 02115. (There is an online version now).

Use the following scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

Ratings

_____  1. Incorporates the most promising, recent developments and evidenced-based practices of school psychology, psychology, and education into the curriculum.

_____  2. Promotes professional Identity and professional behavior.

_____  3. Promotes knowledge and skills with respect to assessment.

_____  4. Promotes knowledge and skills with respect to counseling.

_____  5. Promotes knowledge and skills with respect to consultation.

_____  6. Promotes knowledge and skills with respect to prevention.

_____  7. Promotes knowledge and skills with respect to program evaluation and applied research.

_____  8. Promotes knowledge and skills with respect to professional ethics and knowledge of legal issues.

_____  9. Promotes knowledge and skills with respect to providing services to diverse ethnic, cultural, and racial groups.

_____  10. Promotes knowledge and skills with respect to communication and information technology.

_____  11. Promotes knowledge about taking an ecological perspective.

_____  12. Promotes collaboration skills with school personnel, families and community agencies.

_____  13. Integrates theoretical knowledge and course work with fieldwork experiences.

_____  14. Provides ongoing feedback and support to graduate students.
15. Prepares graduate students to take on leadership roles within educational settings and professional organizations.

16. Promotes knowledge and skills in regard to crisis intervention.

17. Prepares graduate students to advocate for students’ needs and promote social justice.

Please list the School Psychology Program’s strengths:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Suggestions for improving the School Psychology Program:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Assessment of the Internship Field Site

To be completed by the internship student

Directions: Please rate your satisfaction with the internship site with respect to the areas below. In rating the site and providing your comments, please refer to the definitions of these areas in the “Internship Requirements and Evaluation System” manual and the specific items listed under each area in the “Assessment of Internship Student’s Progress” form. Take into consideration to what extent the site provided opportunities, prepared you, and provided guidance to you in the areas listed below. If you had more than one internship site, fill out a separate form for each site. When completed, return form to your university supervisor.

Rate each area with respect to the following scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

Date: ___________ Internship Site: ___________________________

Ratings (1 = very dissatisfied, 5 = very satisfied)

_____ 1. Professional Identity and Professional Behavior
What is the field site’s strength in this area?
____________________________________________________________________
What is the field site’s weakness in this area?
____________________________________________________________________

_____ 2. Assessment
What is the field site’s strength in this area?
____________________________________________________________________
What is the field site’s weakness in this area?
____________________________________________________________________

_____ 3. Intervention – Counseling
What is the field site’s strength in this area?
____________________________________________________________________
What is the field site’s weakness in this area?
____________________________________________________________________

_____ 4. Intervention – Consulting
What is the field site’s strength in this area?
__________________________________________________________________
What is the field site’s weakness in this area?
__________________________________________________________________

5. Intervention – Prevention
What is the field site’s strength in this area?
__________________________________________________________________
What is the field site’s weakness in this area?
__________________________________________________________________

What is the field site’s strength in this area?
__________________________________________________________________
What is the field site’s weakness in this area?
__________________________________________________________________

7. Professional Ethics and Knowledge of Legal Issues
What is the field site’s strength in this area?
__________________________________________________________________
What is the field site’s weakness in this area?
__________________________________________________________________

8. Culture and Diversity
What is the field site’s strength in this area?
__________________________________________________________________
What is the field site’s weakness in this area?
__________________________________________________________________

9. Communication and Information Technology
What is the field site’s strength in this area?
__________________________________________________________________
What is the field site’s weakness in this area?
__________________________________________________________________
Assessment of University's Support of the Internship Experience

To be completed by the field supervisor

Directions: Please rate how well you believe the University supported the internship in the areas listed below. Use the following scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

When completed, return form to the Director of Clinical Training, Dr. Chieh Li, 404 International Village, Northeastern University, Boston, MA 02115. (There is an online version now).

Date: _____________

Ratings (1 = very dissatisfied, 5 = very satisfied)

_____ 1. Student's preparation for internship

_____ 2. Clarity of university's communication of internship expectations

_____ 3. Frequency of university contact

_____ 4. Quality of contacts with university supervisor

_____ 5. University's awareness of your professional responsibilities

_____ 6. University's responsiveness to your concerns or questions

Best aspect of Northeastern's preparation and support for internship:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Suggestions for improving the university’s preparation and support for internship:

______________________________________________________________________________
______________________________________________________________________________
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Massachusetts Department of Education Form: Initial License as a School Psychologist

Part I TO BE COMPLETED BY THE STUDENT
1. Name: ______________________________
2. Address: _________________________________________________________________
3. Summary of Practicum I Experience (Attach Practicum Evaluation Form)
   Practicum Location:________________________________________
   Starting and Ending Dates: ___________________________________________________
   Grade Level: ___________ Total Number of Clock Hours: __________________________
   Practicum Course #: _______________ Title: _______________________________
   Number of Semester Hours: ______________   When Taken: ____________________
   Number of Hours: Observing ____  Assisting ____  Assuming full responsibility ______

4. Summary of Internship (also called “Advanced Practicum” for educator’s licensure in MA)
   Experience
   Internship Location(s): ___________________________________________ ___________
   Starting and Ending Dates: ___________________________________________________
   Grade Level: _____________________ Total Number of Clock Hours:___
   Internship Course #: ____________________ Title: _________________________
   Number of Semester Hours: _______________   When Taken: __________________
   Number of Hours: _____Assessing, _____, Counseling, _____Consulting
   _____Prevention, _____ Program Evaluation / Applied Research

Part II TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR
Name: _______________________________ Position: ___________________________
The applicant has completed an internship designated by the college as partial preparation for national
Certification in school psychology.
Signature_________________________

Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONER
Name: ______________________________ Position: ___________________________
School System: ______________________ Tenure Status: ______________________
State School Psychology Certificate / Licensure #: _____________
Part IV TO BE INITIALED AS INDICATED*
1. Standards and procedures for evaluation, at the beginning of the fall semester on (date)
   Applicant: _______ Cooperating Practitioner: _______ University Supervisor: _______
2. The applicant’s progress, at a midpoint in the experience on (date)
   Applicant: _______ Cooperating Practitioner: _______ University Supervisor: _______
3. A summary evaluation of the applicant’s performance, with ample time for the applicant to raise
   questions or objections, at the close of the experience on (date)
   Applicant: _______ Cooperating Practitioner: _______ University Supervisor: _______

Part V TO BE COMPLETED BY THE COOPERATING PRACTITIONER AND THE
UNIVERSITY SUPERVISOR

Is the applicant competent in the following areas?  
(Please circle response)

| Area #1: Professional Identity and Behavior | Yes | No |
| Area #2: Assessment | Yes | No |
| Area #3: Intervention / Prevention | Yes | No |
| Area #4: Program Evaluation / Applied Research | Yes | No |
| Area #5: Culture and Diversity | Yes | No |
| Area #6: Ethical and Legal Issues | Yes | No |
| Area #7: Communication and Information Technology | Yes | No |

Cooperating Practitioner: ______________________________ Date: _____________
College Supervisor: _______________________________ Date: _____________
Mediator (if needed) ______________________________ Date: _____________
Internship Training Plan: School Psychology Program

Student's Name: _________________________________________________________

Period of Appointment (mm/dd/yy to mm/dd/yy): ____________________________

Setting/Placement: ______________________________________________________

Location: _______________________________________________________________

Supervisor: _____________________________________________________________

Training Areas to Address:

- Professional Identity and Professional Behavior
- Assessment
- Intervention / Prevention
- Program Evaluation and Applied Research
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology.
**Internship Training Form**

**Training Area:** Professional Identity / Professional Behavior

**General Statement of Goal(s):**

______________________________________________________________________________
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**Specific Objectives in Measurable Terms:**

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**Plan for Implementation of Objectives in Measurable Terms:**

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**Evaluation of Plan (assess outcomes in measurable terms):**

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Internship Training Form

**Training Area:** Assessment

**General Statement of Goal(s):**

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**Specific Objectives in Measurable Terms:**

______________________________________________________________________________

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**Plan for Implementation of Objectives in Measurable Terms:**

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**Evaluation of Plan (assess outcomes in measurable terms):**

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Internship Training Form

Training Area: Intervention (counseling, consultation, prevention)

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Program Evaluation and Applied Research

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Culture and Diversity

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Ethical and Legal Issues

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

**Training Area:** Communication and Information Technology

**General Statement of Goal(s):**

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**Specific Objectives in Measurable Terms:**

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**Plan for Implementation of Objectives in Measurable Terms:**

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**Evaluation of Plan (assess outcomes in measurable terms):**

______________________________________________________________________________
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End of Year Internship Form

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. Total number of Supervision Hours (at least 2 hours/week x total weeks is needed)_______

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

5. Number of students seen for counseling (minimum of six): ____

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

Signed by:

Internship student: _________________________

Field supervisor: ___________________________

University supervisor: _______________________

Date: ________________________________
Student & Supervisor Information Form*

Student Name: ____________________________________________

E-mail Address: ___________________________________________

Phone Number: ___________________________________________

School District or Agency: __________________________________

School/Agency & Address: __________________________________

Supervisor Name: _________________________________________

Supervisor’s Address: _____________________________________

Supervisor’s E-mail: ______________________________________

Supervisor’s Phone: ______________________________________

Supervisor’s State Number: __________________________________

* If you have supervisors at two different sites, please complete two forms.
Internship Log

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<th>Mon.</th>
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<th>Wed.</th>
<th>Thurs.</th>
<th>Fri.</th>
<th>Total</th>
<th>Student:</th>
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<tr>
<td>Assessment: Cog/Ach.</td>
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<td>Assessment: CBA</td>
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<td>Assessment: Behavioral</td>
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<td>Assessment: Projective/Other</td>
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<td>Report Writing</td>
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<td>Classroom Intervention</td>
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<td>Consultation: Teacher</td>
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<td>Consultation: Parent</td>
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<td>Counseling: Group</td>
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<td>Counseling: Individual</td>
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<td>Counseling: Crisis Intervention</td>
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<td>Prevention</td>
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<td>Meeting: IEP/MDE</td>
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<td>Meeting: Referral Team</td>
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<td>Evaluation of Services*</td>
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<td>In-Service/Conference</td>
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<td>Supervision: Field Supervisor</td>
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<td>Supervision: Univ. Supervisor</td>
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<td>Other</td>
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* Consultation, counseling, etc.  Comments/Notes:

Field Supervisor Signature:

Total weekly hours

A self-calculating, printable Excel version of this log is available at: [http://www.schoolpsychology.neu.edu/current.html](http://www.schoolpsychology.neu.edu/current.html)
Certification Clearance Form

Northeastern University
School Psychology MS/CAGS Program
Certification & Educator’s License Clearance Checklist Form

School Psychology MS/CAGS Program
Dept. of Counseling & Applied Educational Psychology
Northeastern University

Student Name: _________________________________________

Advisor Name: _________________________________________

Date: _______________________________

Prior to being cleared for graduation and endorsement for certification, students are required to complete and submit this form to the program director no later than June 30th.

___ Has successfully completed all the courses: with a grade of B (3.0) or higher in all courses, and an overall GPA average of at least B+ (3.33)

___ Passing Praxis score

___ Satisfactory professional behavior and competencies in internship

Please attach the following to this form:

- Your transcript from Myneu (including grades from both semesters of the internship course)
- E-mail approval from university internship supervisor that all obligations have been completed in internship
- A copy of your Praxis score report with subtest scores
- Internship documents including - Internship log and log summary - End of Year Internship Form - Mass. DOE form: Initial License as a School Psychologist

*Failure to submit documents by that date can jeopardize timely institutional endorsement for state certification/licensure and national certification, and delay endorsement. Faculty will not write any letters to a potential employer or a state department of education pertaining certification until all paperwork has been received by the program director.
Applying for Massachusetts Educator Licensure

Congratulations on nearing the significant accomplishment of becoming a licensed educator! The following is the preferred method for applying for Licensure in Massachusetts. Students are responsible for applying for their educator’s license and completing the appropriate requests for Institutional Endorsement. Use the Department of Elementary and Secondary Education’s (DESE) ELAR to apply and check your licensure status.

Steps for applying On-Line through the DESE’s secure portal (this is the preferred method)

1. Go to www.doe.mass.edu/educators. This brings you to “Educator Services.” In the upper right-hand corner’s drop down menu, choose “ELAR – Educator Licensure and Recruitment.” At the “DESE Security Portal” page, click on “Create ELAR Profile” beneath the login box and follow the instructions if you have not completed a Profile before.
   - After you have created a username and password, choose ELAR welcome page, then chose “Apply for a new license.”
   - Select Field, Level and Type:

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Field: Academic Teacher</td>
<td>Field: Academic Administrator Principal</td>
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<tr>
<td>Field: Biology</td>
<td>Field: Principal/Assistant Principal</td>
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<tr>
<td>Level: 8-12</td>
<td>Level: 5-8</td>
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<tr>
<td>Type: Initial</td>
<td>Type: Initial</td>
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</tbody>
</table>

   - You will need a credit card number for payment ($100 for first license, $25.00 for each additional license.)

2. While you are on-line, print the “Step 4 Confirm Application” page that shows which license you are requesting. Attach a copy of this to your “Ed Licensure Information Sheet.”

3. Transcript Requests:
   a. Per your authorization on the ‘Educator Licensure Information Sheet, the Licensure Officer will request and forward your NU transcript to DESE after all required course work and/or graduation date is posted to transcript.
   b. If you earned your bachelor’s degree at another college, or took courses required for your licensure program at another college, request official transcripts and send it directly to the DESE. You may do this at any anytime.

4. Complete the “Educator Licensure Information Sheet” and submit it along with copy of the “Step 4 Confirmation” and Practicum (or Internship) Form to your Program Director. The Program Director will send completed and signed sheets to the Licensure Officer.
### Educator License Information Sheet

**Request for Initial License**

**Please print clearly**

**Circle one**
- Graduate or BA/MAT Student
- Undergraduate Student

**Last Name** ___________________________ **First Name** ___________________________

**Social Security Number** ___________________________ **NU I.D.#** ___________________________

**Date of Birth** __________ **mm/dd/yyyy** (Required)

<table>
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<tr>
<th>License Area /grade level</th>
<th>Semester completed</th>
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</table>

**Check List**

- Apply online www.doe.mass.edu anytime before graduation for **INITIAL License**

- Print “Step 4 – Confirm Application page” or any form of application confirmation – License will not be endorsed without some form of application confirmation.

- **First License Candidates with non-NU degree:**
  - Please forward your official Non-NU transcripts (Undergraduate and/or Graduate) to:
    - Commonwealth of Massachusetts
    - Department of Elementary & Secondary Education (DESE)
    - Office of Educator Licensure
    - 75 Pleasant Street, Malden, MA 02148

- I authorized the Licensure Officer, Amy Stratman, to request my official NU transcript for the purposes of the licensure endorsement process.

- **Ed Admin Only** – Principal/Assistant Principal Licensure must submit a letter to DESE validating Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.

- Program Director verifies that PPA, Principal letter, or Internship verification (School Psychology) is on file.

- Form must be signed and dated by Program Director*

---

**Student Signature** (required for NU transcript request)

I hereby confirm that the student above has completed a state approved educator licensure program at the level indicated.

__________________________________________________________

**Signature of Program Director*** ___________________________ **Date** ___________________________

*This Form is not valid without Program Director’s signature.*
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.
Guidelines for Preparing Comprehensive Case Studies

The purpose of the comprehensive case studies is for the internship student to demonstrate that he / she has obtained the basic competencies required to be an effective beginning school psychologist. In particular, these cases represent authentic learning experiences by which the internship student can provide evidence that he/she has obtained the basic competencies pertaining to the National Association of School Psychologist’s (NASP) 10 domains of practice as well as to the training goals of Northeastern University’s (NU) specialist level (MS/CAGS) program in school psychology.

Toward these aims, internship students must prepare at least two comprehensive case studies each semester and a total of four cases across two semesters. These comprehensive case reports need to be incorporated into the student’s updated portfolio. Students should exclude information (e.g., names) 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 Case

Each case addresses a subset of NASP domains and NU training goals, but collectively the four cases address all domains and training goals. This coverage is delineated in the tables below.

Comprehensive Case 1: Consultation on Academic Problem

NASP Domains Addressed

- 2.1 Data-Based Decision-Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.7 Family–School Collaboration Services
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation
- 2.10 Legal, Ethical, and Professional Practice

Program Training Goals Addressed

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

Comprehensive Case 2: Consultation on Behavioral Problem

NASP Domains Addressed
2.1 Data-Based Decision-Making and Accountability
2.2 Consultation and Collaboration
2.4 Interventions and Mental Health Services to Develop Social and Life Skills
2.7 Family–School Collaboration Services
2.8 Diversity in Development and Learning
2.9 Research and Program Evaluation
2.10 Legal, Ethical, and Professional Practice

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

Counseling Case Study

NASP Domains Addressed: Counseling Case
2.1 Data-Based Decision-Making and Accountability
2.4 Interventions and Mental Health Services to Develop Social and Life Skills
2.7 Family–School Collaboration Services
2.8 Diversity in Development and Learning
2.9 Research and Program Evaluation
2.10 Legal, Ethical, and Professional Practice

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

Prevention Case Study

The internship student provides a report about his/her involvement in a school-wide or school district prevention program. Examples of prevention programs include: bullying prevention programs, crisis prevention/response, response to intervention (RtI) program, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. The internship student’s role in the program could encompass many different activities, including one or more of the following: needs assessment; evaluation of the program’s implementation or outcomes; program implementation; and training/technical assistance via inservice workshops, PowerPoint presentations, and distribution of information about empirically supported practices. Both a prevention program for students and a professional development program for staff can be conceptualized as system-level prevention that can promote student health, positive development among children, or prevent behavioral or academic problems.
NASP Domains Addressed: Prevention Case
2.1 Data-Based Decision-Making and Accountability
2.2 Consultation and Collaboration
2.5 School-Wide Practices to Promote Learning
2.6 Preventive and Responsive Services
2.9 Research and Program Evaluation

Program Training Goals Addressed
  o Intervention: Consulting and Collaborating
  o Intervention: Prevention
  o Program Evaluation and Applied Research
  o Communication and Information Technology

Comprehensive Case Reports during Internship Year: Scoring Guide

During both fall and spring semesters, students must satisfactorily complete two case reports. Across both semesters, they must satisfactorily complete four case reports. In order to earn a passing grade in internship, students must earn a passing score on each of the four case reports (i.e., a score of either ‘meets expectations’ or ‘much above expectations’).

Scoring Guidelines for Each Section within a Case Study

Three criteria are considered in each section: (a) comprehensiveness, (b) adequacy of school psychology knowledge or skill, and (c) quality of writing. Each criterion is scored on the following scale: 3 = Above Expectations for Internship Students, 2 = Meets Expectations for Internship Students, 1 = Below Expectations (Unsatisfactory) for Internship Students.

Comprehensiveness (CO) refers to the extent to which the components of a section are addressed and the extent to which sufficient detail and/or examples are provided. A score of 3 (Above Expectations for Internship Students) is earned if all components are addressed in sufficient detail. A score of 2 (Meets Expectations for Internship Students) is earned if all components are addressed and almost all components are discussed in sufficient detail. A score of 1 (Below Expectations for Internship Students) is earned if one or more components are omitted or if multiple components are not discussed in sufficient detail.

Adequacy of School Psychology Knowledge or Skill (KS) denotes whether or not the information provided in a section indicates that an individual has attained the knowledge and/or skill level expected for an internship student with respect to the individual components and the integration of those components. A score of 3 (Above Expectations for Internship Students) is earned if most components reflect an advanced level of knowledge or skill for an internship student. A score of 2 (Meets Expectations for Internship Students) is earned if most components reflect a knowledge or skill level that is expected of an internship student. A score of 1 (Below Expectations for Internship Students) is earned if multiple components reflect a knowledge or skill level that is below the level expected for an internship student.

Quality of Writing (QW) refers to the use of succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another. A
score of 3 (Above Expectations for Internship Students) is earned if most of the writing within a section reflects an advanced skill level. A score of 2 (Meets Expectations for Internship Students) is earned if most of the writing within a section reflects an adequate skill level. A score of 1 (Below Expectations for Internship Students) is earned if most of the writing is problematic with respect to the above criteria.

1. **Consultation Case: Academic Problem**

<table>
<thead>
<tr>
<th>Scores (1 to 3)</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>A. Background and Context</td>
</tr>
<tr>
<td>KS</td>
<td>Description includes (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.)</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>B. Description of Student</td>
</tr>
<tr>
<td>KS</td>
<td>Description includes (a) student’s age, grade level, and educational placement, (b) apparent problem(s) in <em>specific, behavioral terms</em>, (c) student’s strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>C. Hypothesis Development</td>
</tr>
<tr>
<td>KS</td>
<td>Discussion includes (a) previous attempts 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 controllable causes of the problem. Description indicates that the internship student carefully considered the extent to which the problem reflects a skill and/or motivational deficit.</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>D. Data Collection</td>
</tr>
<tr>
<td>KS</td>
<td>Data collection methods are appropriate given the nature of the referral problem and hypothesis, and given the developmental level, strengths and needs of the student. The assessment process takes into account the influence of biological, cultural, family and other social factors on academic skills (academic problem case study) or on behavior and social skills (behavior problem case study). The data collection section must include a graphic display of baseline and intervention phase data and a detailed description and rationale for data collected. All data collection forms are included. The description includes (a) direct and indirect data collection methods, (b) a measure of the student’s academic skills and if warranted a measure of the student’s cognitive skills, (c) who assessed what areas, (d) when assessments occurred, and (e) the extent to which the data collection plan was implemented as intended.</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>E. Intervention Plan</td>
</tr>
<tr>
<td>KS</td>
<td>Description includes (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 the results of the data collection (i.e., assessment) and a review of the research on relevant interventions. The discussion indicates that the internship student took into consideration: (a) a broad-</td>
</tr>
</tbody>
</table>
based understanding of the problem derived from the data collection, (b) relevant ecological factors, such as sociocultural aspects of the case and the classroom context, and (c) the individual characteristics of the student, including strengths, interests, and skill level. Description of case includes 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 student’s/parents’ cultural background was taken into consideration in planning the intervention. The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).

F. Evaluation of Intervention

The evaluation part of the report includes a detailed description of the extent to which the intervention was implemented as planned. A summary of intervention outcomes is provided with respect to (a) goals, (b) individuals’ reactions to the intervention (at least the consultee and student), and (c) related effects. Goal attainment is assessed by using a five-point, Goal Attainment Scale (GAS) with a midpoint representing no change from baseline. Based on the available data, a judgment is made about to what extent any changes might be attributable to the intervention (i.e., impact of the intervention on the student). A summary of the student’s, consultee’s and relevant others’ reactions to the overall consultation process is provided. A description is provided of how and why the intervention plan will be modified as a result of the evaluation. In the Appendix of the report, there is a clearly labeled graph (using APA style) that compares pre- and post-intervention data with respect to intervention goals.

G. Description and Critique of Process Issues

A description and critique of the process issues in this case are provided, including a self-reflection that considers the extent to which the internship student:
- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- took other people’s ideas, concerns and constraints into consideration in designing the data collection and intervention plans;
- appropriately communicated with others during design, implementation, and evaluation of the consultation case;
  - 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.

The Internship student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.

H. Reference List of Articles Reviewed for Intervention Plan

At the end of the case report, a list of references provides empirical support for one or more of the intervention strategies. References should be relatively recent and relevant to the nature of the problem.
intervention. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.

<table>
<thead>
<tr>
<th>Overall Case Score</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Expectations (3):</strong> Most sections were Above Expectations (3), and none were Below Expectations (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Meets Expectations (2):</strong> All sections Met Expectations (2), and none were Below Expectations (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Below Expectations (1):</strong> One or more sections were Below Expectations (1)</td>
<td></td>
</tr>
</tbody>
</table>

## 2. Consultation Case: Behavioral Problem

<table>
<thead>
<tr>
<th>Scores (1 to 3)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>A. Background and Context</td>
</tr>
<tr>
<td>KS</td>
<td></td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>B. Description of Student</td>
</tr>
<tr>
<td>KS</td>
<td>Description includes (a) student’s age, grade level, and educational placement, (b) apparent problem(s) in specific, behavioral terms, (c) student’s strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>C. Hypothesis Development</td>
</tr>
<tr>
<td>KS</td>
<td>Discussion includes (a) previous attempts 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. Description indicates that the internship student carefully considered the extent to which the problem reflects a skill and/or motivational deficit.</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>D. Data Collection</td>
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<td>KS</td>
<td>Data collection methods are appropriate given the nature of the referral problem and hypothesis, and given the developmental level, strengths and needs of the student. The assessment process takes into account the influence of biological, cultural, family and other social factors on academic skills (academic problem case study) or on behavior and social skills (behavior problem case study). The data collection section must include a graphic display of baseline and intervention phase data and a detailed description and rationale for data collected. Includes all data collection forms. 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 areas, (d) when assessments occurred, and (e) the extent to which the data collection plan was implemented as intended.</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>E. Intervention Plan</td>
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<tr>
<td>KS</td>
<td>Discussion includes (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</td>
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<tr>
<td><strong>QW</strong></td>
<td>the data, and (e) a clear description, documentation, and justification of the intervention program. The justification was based on the results of the data collection (i.e., assessment), the student’s strengths and interests, consideration of a possible <em>keystone</em> variable, and a review of the research on relevant interventions. The documentation of data collection includes (a) a broad-based understanding of the problem and hypothesized function derived from the data collection, and (b) relevant ecological factors, such as relevant sociocultural aspects of the case and the classroom context, and (c) the individual characteristics of the student, including skill level. Description of case includes 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 student’s/parents’ cultural background was taken into consideration in planning the intervention. <em>The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).</em></td>
</tr>
<tr>
<td><strong>CO</strong></td>
<td>F. Evaluation of Intervention</td>
</tr>
<tr>
<td><strong>KS</strong></td>
<td>G. Description and Critique of Process Issues</td>
</tr>
<tr>
<td><strong>QW</strong></td>
<td>- used a systematic and reflective approach to problem-solving; - established a mutually rewarding and collaborative process; - took other people’s ideas, concerns and constraints into consideration in designing the data collection and intervention plans; - appropriately communicated with others during design, implementation, and evaluation of the consultation case;</td>
</tr>
<tr>
<td><strong>CO</strong></td>
<td>H. Reference List of Articles Reviewed for Intervention Plan</td>
</tr>
<tr>
<td><strong>KS</strong></td>
<td>I. Appendix on Information Technology: Internship student summarizes how he/she appropriately used information technologies in this case. For example, information technology could be used in analyzing the data (e.g., graphing of data), developing</td>
</tr>
</tbody>
</table>
forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents.

CO J. Appendix on Ethical and Legal Issues: A description is provided of how the internship student abided by relevant NASP ethical standards and laws in collaborating with others, conducting the assessment, and designing and implementing the intervention. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.

<table>
<thead>
<tr>
<th>Overall Case Score</th>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

### 3. Counseling Case

<table>
<thead>
<tr>
<th>Scores (1 to 3)</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>A. Referral Question / Problem: The referral question or problem was used as a basis for conceptualizing the case. Took the necessary steps to clarify the referral question. The referral problem was reframed as a hypothesis.</td>
</tr>
<tr>
<td>KS</td>
<td>B. Description of Student</td>
</tr>
<tr>
<td>QW</td>
<td>Description includes (a) student’s age, grade level, and educational placement, (b) apparent problem(s) in specific terms, (c) student’s strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.</td>
</tr>
<tr>
<td>CO</td>
<td>C. Hypothesis Development</td>
</tr>
<tr>
<td>KS</td>
<td>Discussion includes (a) previous attempts to resolve the problem, (b) the conditions under which the problem does and does not occur, and (c) possible causal factors which are potentially controllable by the student (e.g., antecedent, consequence, setting event).</td>
</tr>
<tr>
<td>QW</td>
<td>D. Data Collection</td>
</tr>
<tr>
<td></td>
<td>Data collection methods are appropriate given the nature of the referral problem, and given the developmental level, strengths and needs of the student. The assessment process takes into account the influence of biological, cultural, family and other social factors on socio-emotional or behavioral functioning. The data collection section includes a graphic display of baseline phase data and a detailed description and rationale for data collected. Includes all data collection forms. The description includes (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 areas, (d) when assessments occurred, and (e) the extent to which the data collection plan was implemented as intended.</td>
</tr>
<tr>
<td>CO</td>
<td>E. Counseling Plan</td>
</tr>
<tr>
<td>KS</td>
<td>At least one intervention/counseling strategy was used for each goal. The internship student provides (a) counseling goals that were derived from the results of the assessment of the problem, (b) a description and justification for his/her theoretical approach to this case (e.g., cognitive-behavioral) and (c) a clear description, documentation, and justification of the counseling strategies. The justification is based on the results of the data collection (i.e., assessment), the student’s strengths and</td>
</tr>
<tr>
<td>QW</td>
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</tbody>
</table>

interests, and a review of the research of counseling interventions. The documentation of data collection provides evidence of (a) a broad-based understanding of the problem and hypothesized function derived from the data collection, and (b) relevant ecological factors, such as relevant sociocultural aspects of the case, and the school, classroom and family contexts, and (c) the individual characteristics of the student, including strengths, interests, and social skills. The internship student describes how the child and parent(s) were involved with setting the counseling goal/s and plan, and how the internship student communicated with them about the goal/s and plan and the child’s progress. The internship student provides a description of how the student’s/parents’ cultural background was taken into consideration in planning the counseling. If applicable, the case description should include the extent to which collaboration on this case included community agencies or might involve community agencies in the future.

**F. Evaluation of Counseling Outcome**

The evaluation part of the report includes a detailed description of the extent to which the counseling strategies were implemented as planned. A summary of counseling outcomes is provided with respect to (a) goals, (b) the student’s and others’ (e.g., teachers, parents) reactions to counseling, and (c) related effects. Goal attainment was assessed by using a five-point, Goal Attainment Scale (GAS) with a midpoint representing no change from baseline. Based on the available data, the internship determined to what extent any changes might be attributable to the counseling (i.e., impact of the counseling on the student). A summary is provided of the student’s and relevant others’ reactions to the overall counseling process. A discussion is provided of how and why the counseling plan will be modified as a result of the evaluation. In the Appendix of the report, there is a clearly labeled graph (using APA style) that compares pre-counseling and post-counseling data with respect to counseling goals.

**G. Description and Critique of Counseling Process Issues**

A description and critique of the counseling process issues in this case are provided, including a self-reflection on

- co-established the counseling goal/s together with the counselee;
- used a systematic and reflective approach to problem-solving;
- established a therapeutic relationship;
- identified and built on the counselee’s strengths;
- was culturally sensitive;
- was able to perceive similarities and differences in communication styles between the internship student and the child/adolescent, and adjusted the communication style accordingly;
- was mindful about issues of transference and counter transference;
- used the following fundamental microskills:
  - ‘Door opener’
  - Minimal encourager
  - Paraphrasing
  - Reflecting content
  - Reflecting feeling
  - Reflecting meaning
  - Summarizing
  - Noticing body language

*The Internship student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors. If some of the above skills were not developmentally appropriate for the case, internship student identified which ones were
not used and discussed why they were not used.

<table>
<thead>
<tr>
<th>CO</th>
<th>H. Reference List of Articles Reviewed for the Counseling Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>At the end of the case report, a list of references provides empirical support for one or more of the counseling strategies. References should be relatively recent and relevant to the nature of the problem.</td>
</tr>
<tr>
<td>QW</td>
<td></td>
</tr>
</tbody>
</table>

| CO | I. Appendix on Information Technology: Internship student summarizes how he/she appropriately used information technologies in this case. For example, information technology could be used in analyzing the data (e.g., graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents. |
| KS | |
| QW | |

| CO | J. Appendix on Ethical and Legal Issues: A description is provided of how the internship student abided by relevant NASP ethical standards and laws in conducting the assessment, and designing and implementing the counseling. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals. |
| KS | |
| QW | |

### Overall Case Score

<table>
<thead>
<tr>
<th>Scores (1 to 3)</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>A. Background and Context</td>
</tr>
</tbody>
</table>

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### 4. Prevention Case Study

This report can be in the traditional written case study format or an oral presentation combined with PowerPoint slides. If an oral presentation is used in conjunction with PowerPoint slides, it is the internship student’s responsibility to ensure that all required components are presented in a manner that clearly communicates or documents that the student’s work meets the criteria (i.e., CO, KS, QW) for the prevention case study. Both a prevention program for students and a professional development program for staff can be conceptualized as systems level prevention that can promote learning and positive development among children, and prevent behavioral or academic problems. Internship students should provide a report about their involvement in the implementation of a prevention program, a program that promotes school-wide learning or a professional development program in their school or school system. The program could consist of any program delivered by the internship student, school personnel or community partners. Examples or 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 activities that promote school-wide learning could be a program that aims to improve reading skills of all students through a three-tiered RtI (response-to-intervention) and school-wide activities promoting multicultural awareness and or multicultural education. Examples of professional development programs include: inservice workshops, PowerPoint presentations, and best practices information that are distributed to staff.
| KS  | Relevant ecological context including school system or school issues was described. The program was described including its purpose, goals, methods, and intended service recipients. Relevant studies are cited supporting the efficacy of the prevention program and/or the information/training provided to staff. Modifications of the program and the justification for these changes were discussed. Implementation barriers and the school’s readiness for change were discussed. Any efforts to facilitate readiness for change were discussed. |
| QW  | |
| CO  | B. Description of the General Problem Addressed by the Program |
| KS  | The general problem area (e.g., injuries in the school yard) addressed by the prevention or training program was described. Discussion was provided about the process of determining that the problem was a high priority. |
| QW  | |
| CO  | C. Phase 1: Data Collection Plan |
| KS  | A description of the needs assessment conducted for the program was provided (i.e., how it was determined that there is a need for the program). This might have occurred by means of a questionnaire, interviews, observations, and/or a review of relevant documents or available data. Typically, the needs assessment is used to pinpoint specific needs (knowledge and skills) and how the content will be delivered. The internship student provides a critique of the data collection. |
| QW  | |
| CO  | D. Phase 2: Program Planning |
| KS  | Discussion provides specific prevention/training goals (knowledge, skills) that were derived from the needs assessment data, and a clear description, documentation, and justification for the prevention program. The justification is based upon (a) empirically supported practices, (b) results of the needs assessment, and (c) relevant ecological factors, such as the available resources, the staff’s availability and readiness for change, and administrator/community support. Describes how knowledge about the school context (e.g., climate, leadership, organizational structure) influenced the plan. Discussed the extent to which the strengths of the school, and factors related to student resilience and risk were taken into consideration in planning the program. Described how technology (e.g., PowerPoint, e-mail, the web) was used in the plan. In the Appendix of the report, included prevention/training materials. |
| QW  | |
| CO  | E. Phase 3: Program Implementation |
| KS  | The internship student describes the extent to which empirically supported activities (e.g., use of positive feedback, consultation, coaching, obtaining administrator support, staff training) were used to facilitate the implementation of the program. |
| QW  | |
| CO  | F. Phase 4: Evaluation of the Program |
| KS  | The evaluation part of the report includes a description of the extent to which the activities were implemented as planned. The evaluation of the program’s outcomes provides a quantitative summary with respect to (a) goals, and (b) the participants’ (children and/or staff) reactions to the program. Possible next steps are described. On the basis of the evaluation, the logical next activities for improving or modifying the program are discussed. The appendix of the report includes relevant data collection forms. |
| QW  | |
### H. Description and Critique of the Collaborative Process of Planning and Evaluating Prevention Program

A description and critique of the process issues in this case are provided, including a self-reflection that considers the extent to which the internship student:

- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- took other people’s ideas, concerns, and constraints into consideration;
- provided consultation to others.

*The Internship student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.*

### I. Reference List of Articles Reviewed for Prevention Program

At the end of the case report, a list of references provides empirical support for one or more of the strategies used in the prevention program. References should be relatively recent and relevant to the nature of the problem.

### I. Appendix on Information Technology

Internship student summarizes how he/she appropriately used information technologies in this case. For example, information technology could be used in analyzing the data (e.g., graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents.

### I. Appendix on Ethical and Legal Issues

A description is provided of how the internship student abided by relevant NASP ethical standards and laws in collaborating with others, conducting the assessment, and designing and implementing the prevention program to promote school-wide learning. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.

### Overall Case Score

**Above Expectations (3):** Scores in most sections were Above Expectations (3), and *none* were Below Expectations (1)

**Meets Expectations (2):** Scores in all sections Met Expectations (2), and *none* were Below Expectations (1)

**Below Expectations (1):** Scores in *one or more* sections were Below Expectations (1)
Relationship between Practicum Training Areas and NASP Domains of School Psychology Graduate Education

<table>
<thead>
<tr>
<th>NASP Domain</th>
<th>Northeastern University’s Training Goals*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Data-Based Decision-Making and Accountability</td>
<td>PIB ✓ ASS ✓ COUN ✓ CONS ✓ PRE ✓ CUL ✓ EVA ✓ ETH ✓ CIT ✓</td>
</tr>
<tr>
<td>2.2 Consultation and Collaboration</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2.3 Interventions and Instructional Support to Develop Academic Skills</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>2.4 Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2.5 School-Wide Practices to Promote Learning</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>2.6 Preventive and Responsive Services</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>2.7 Family-School Collaboration services</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2.8 Diversity in Development and Learning</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2.9 Research and Program Evaluation</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>2.10 Legal, Ethical, and Professional Practice</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
</tbody>
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