



SCHOOL PSYCHOLOGY PROGRAM:  
INTERNSHIP MANUAL

INTERNSHIP REQUIREMENTS  
AND INTERNSHIP EVALUATION SYSTEM

2023-24

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## Contents

Internship Overview and Requirements.....	3
Prerequisites.....	3
Successful Completion of Internship .....	3
Approval and Location of Internship .....	4
Minimum Requirements for Satisfactory Completion of Internship Experience.....	5
Professional Work Characteristics .....	6
NASP Domain #1: Data-Based Decision Making .....	6
NASP Domain #2: Consultation and Collaboration.....	7
NASP Domain #3: Academic Interventions and Supports .....	8
NASP Domain #4: Mental and Behavioral Health Services.....	8
NASP Domain #5: School-Wide Practices to Promote Learning .....	9
NASP Domain #6: Services to Promote Safe and Supportive Schools .....	9
Domain #7: Family, School, and Community Collaboration .....	10
Domain #8: Equitable Practices for Diverse Student Populations .....	10
Domain #9: Research and Evidence-Based Practice .....	10
Domain #10: Legal, Ethical and Professional Standards .....	10
Special Competencies .....	11
Professional Liability Insurance .....	11
Internship Supervision .....	11
Field Supervision.....	11
University Supervision.....	12
University/Field Supervisor Contacts .....	12
National Association of School Psychologists' (NASP) Requirements for the Field Site.....	13
Course Vouchers for Supervisors.....	<b>Error! Bookmark not defined.</b>
Resolving Internship Problems.....	14
School Psychology Internship Evaluation System .....	14
E*Value.....	15
Essential Paperwork for the Program and Certification .....	16
Massachusetts Department of Education Form: Initial License as a School Psychologist .....	18
Internship Training Plan: School Psychology Program .....	21
End of Year Internship Form.....	26
Applying for Massachusetts.....	28
Educator Licensure .....	28
REQUEST FOR INITIAL LICENSE FORM.....	29
Advisory: Guidelines for Candidate Record Keeping .....	30
Guidelines for Distance Communication .....	33
Guidelines for Preparing Comprehensive Case Studies .....	35
Comprehensive Case Reports during Internship Year: Scoring Guide .....	36
School Psychology Clinical Supervision .....	45

## **Internship Overview and Requirements**

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 practice as specified in the National Association of School Psychologists' (NASP) 2020 standards. 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. Internship students are considered full-time students.

### **Prerequisites**

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, except for internship
- Successful completion of the master's level portfolio (master's thesis equivalent)

### **Successful Completion of Internship**

For students from the Northeastern University School Psychology Program to successfully complete their internship, they must complete the following:

- Completion of 1200 hours of fieldwork
- Passing score on school psychology Praxis exam prior to April 1<sup>st</sup>
- Completion of requirements in internship syllabus
- Grade of Satisfactory (S) across terms in the internship course
- Ratings at the "expected level" or higher on all competency areas from internship supervisor
- Completion of all internship paperwork

### **Comprehensive Case Studies**

During the internship year, students are required to produce four case studies that illustrate their competencies across NASP domains. These case reports are:

- Academic Concern (Consultation)
- Social-Emotional/Behavioral Concern (Consultation or Direct Service)
- Prevention
- Comprehensive Psychoeducational Assessment

More details about the requirements of the case studies are available on [page 35](#).

### Approval and Location of Internship

The Director of Clinical Training shall approve all internship placements. 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). Students completing their internships may be considered (a) in-state local, (b) in-state distance, or (c) out-of-state students. 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 the Northeastern campus. The Massachusetts' educator's licensure process is more cumbersome for individuals whose transcripts do not bear the endorsement statement.

- Student who are considered to be **“in-state local”** students are those who are completing an internship within a 50-mile radius of the Northeastern campus. In-state local students are required to attend the on-campus internship seminar, which meets 6 times per semester. In-state local students are eligible to be endorsed by Northeastern's licensing officer to the MA DESE for their MA school psychology license.
- Students who complete their internships in a state other than Massachusetts are considered **“out-of-state”** students. Out-of-state students maintain phone and virtual communication with their university supervisor throughout their internships (in lieu of in-person seminar meetings and site visits). These arrangements will be made at the beginning of the fall semester and must be consistent with the “Guidelines for Distance Communication.” Students who desire to obtain licensure in the state in which the internship is completed should check with the state's Department of Education to determine state licensure/certification requirements. Students who complete their internships out-of-state, but desire to obtain licensure in the state of Massachusetts, must apply to the MA DESE for their MA school psychology license on their *own*.
- Students who are farther than 50 miles away are considered **“in-state distance”** students. Similar to out-of-state students, in-state distance students maintain phone- and virtual communication with their university supervisor throughout their internships (in lieu of in-person seminar meetings and site visits). These arrangements will be made at the beginning of the fall semester and must be consistent with the “Guidelines for Distance Communication.” Students who complete their Massachusetts-based internships more than 50 miles from the Northeastern campus must apply to the MA DESE for their MA school psychology license on their *own*.

If a student makes an oral or written commitment to an internship site, they are ethically obligated to follow through and do their 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, they must inform the potential supervisor of this possibility. If a student wants to change a commitment to a field site, they need written approval from the Director of Clinical Training.

Occasionally, interns are approached by school districts that find themselves needing to provide unexpected coverage for a school psychologist (e.g., for a maternity leave). Northeastern's *Policy on CAGS Interns Substituting for a School Psychologist's Leave of Absence during Internship* addresses the program's requirements for school districts that wish to hire an intern to fill the role of a school psychologist. These requirements are based on internship requirements from the National Association of School Psychologists (NASP), the MA Department of Elementary and Secondary Education (MA DESE), and the program's training philosophy. All students must have clearance from the Northeastern University School Psychology Program prior to accepting a substitute/leave position. See School Psychology Program Canvas site under *Program Policies* for the full policy.

### **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 35). Collectively, these case reports provide students with an opportunity to demonstrate their performance with respect to the NASP 2020 training domains and NU's training goals. Students also must pass the Praxis exam in school psychology in order to 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 minimum 1200 hours during one school year. However, with written approval from the Program Director, students can complete the internship on a half-time basis by completing 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 under the supervision of a state *licensed psychologist*. Field supervisors provide a minimum of two hours individual 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 independent 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 2020 NASP's domains of practice throughout the academic year of the internship experience. The internship field 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 meet the following minimum requirements in the area of professional work characteristics, as well as across the 10 NASP domains: (1) data-based decision making; (2) consultation and collaboration; (3) academic interventions and instructional supports; (4) mental and behavioral health services and interventions; (5) school-wide practices to promote learning; (6) services to promote safe and supportive schools; (7) family, school, and community collaboration; (8) equitable practices for diverse student populations; (9) research and evidence-based practice; and (10) legal, ethical, and professional practice.

### ***Professional Work Characteristics***

Internship students are expected to comport themselves in a professional manner. This includes, but is not limited to, being on time to your site, being reliable, promptly completing tasks, having good attendance, and appropriately collaborating and interacting with co-workers and supervisors.

### ***NASP Domain #1: Data-Based Decision Making***

Interns are expected to have direct experience:

- Conducting universal screening, including:
  - Involvement in planning for screening administration for academic (e.g., DIBELS, aimsWEB) and social-emotional (e.g., SDQ, BIMAS, SRSS) concerns
  - Involvement in screening data review meetings
- Conducting progress monitoring of class-wide, group, and/or individual interventions
- Conducting comprehensive psychoeducational assessments\*
- Attending intervention team meetings and using data to adjust students' intervention plans as needed
- Attending IEP meetings
- Developing data-based and practical recommendations based on assessments
- Writing case reports
- Presenting case reports at a meeting with parents, teachers and/or special education staff members.

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 62). 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.

\*Comprehensive psychoeducational 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 Multi-Tiered Systems of Support (MTSS) 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 (if appropriate). 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).

### ***NASP Domain #2: Consultation and Collaboration***

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 facilitating the implementation of an evidence-based and practical intervention plan.
4. Evaluating the outcomes of, and the consultee's satisfaction with, consultation (and, if necessary, adapting the intervention plan).
5. Consulting with teachers to make adjustments to existing plans
6. Consulting with teachers regarding instructional practices

Report of at least one academic consultation case shall be included in the comprehensive case reports.

### ***NASP Domain #3: Academic Interventions and Supports***

Interns are expected to have experience in consulting around class-wide, small-group and/or individual academic interventions. These experiences should include, at minimum:

- Engaging in consultation with a classroom teacher around student academic concerns to address a class-wide issue with an appropriate evidence-based intervention plan (e.g., class-wide peer pair or tutoring activities)
- Leading at least one evidence-based academic intervention using an existing program or using a treatment package developed according to diagnostic assessment data that is delivered in a small group, dyad, or to an individual.
- Evaluate students' skills strengths and areas for improvement using diagnostic assessment through brief experimental analysis or survey level assessment.

Both group-level and individual interventions shall include:

1. Assessment of the student's problems, the relevant context of the problems with consideration of cultural, family, and social influences, and identifying the student's strengths.
2. In collaboration with students and parents, developing developmentally appropriate, clearly defined, and measurable goals for the student(s).
3. Developing and implementing an evidence-based, practical, and data-driven intervention for the student(s).
4. Monitoring progress and treatment outcomes of the intervention, and if necessary, revising the intervention plan. Evaluation of treatment outcomes should involve graphing baseline and intervention data with a sufficient number of data points (i.e., at least 3 data points in the baseline phase and five in the intervention phase) to visually analyze the data and calculate an effect size.

As stated above, report of at least one academic consultation case shall be included in the comprehensive case reports.

### ***NASP Domain #4: Mental and Behavioral Health Services***

Interns are expected to have direct experience in providing class-wide, small-group and individual social, emotional, and behavioral interventions. These experiences should include, at minimum:

- Leading at least one social skills group using an evidence-based curriculum (e.g., Coping Power, I Can Problem Solve, PATHS, Positive Action, Skillstreaming)
- Leading at least one evidence-based individualized intervention (e.g., MATCH-ADTC, Coping Cat)
- Evaluating students' behavior functioning using functional behavior assessment (FBA)



methods. Based on the results of the FBA, developing a behavior intervention plan.

Both individual and group-level interventions shall include:

5. Assessment of the student's problems, the relevant context of the problems with consideration of cultural, family, and social influences, and identifying the student's strengths.
6. In collaboration with students and parents, developing developmentally appropriate, clearly defined, and measurable goals for the student(s).
7. Developing and implementing an evidence-based, practical, and data-driven intervention for the student(s).
8. Monitoring progress and treatment outcomes of the intervention, and if necessary, revising the intervention plan.

Internship students are expected to keep a written record of their cases, which includes progress notes of intervention sessions. A report on at least one social-emotional/behavioral case shall be included in the comprehensive case reports.

#### ***NASP Domain #5: School-Wide Practices to Promote Learning***

Internship students are expected to become familiar with the prevention and intervention programs conducted in the internship site across tiers to support students' academic, social-emotional and behavioral functioning. Additionally, they are expected to be involved in Tier 2 intervention teams (academic and/or social-emotional/behavioral) during their experience. 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.

#### ***NASP Domain #6: Services to Promote Safe and Supportive Schools***

Interns are expected to be involved with the planning and implementing of interventions designed to prevent problems. They should:

1. Collaborate with others to develop policies that might prevent problems
2. Take systems and ecological perspectives in planning programs
3. Understand how school level (e.g., resources, climate, policies, procedures) and family

- level variables (e.g., roles, relationships, structure) influence prevention activities.
4. Develop collaboration between families and schools.
  5. Understand how special education and general education services are organized and are related to one another.
  6. Use data to monitor student progress and to inform decisions.
  7. Be familiar with the procedures of crisis prevention and intervention in the school.

### ***Domain #7: Family, School, and Community Collaboration***

Interns should demonstrate good understanding of family- school relationships, respect for parents, and effective communication skills when working with parents.

Both the academic and social-emotional/behavioral case studies must include an appendix on family-school collaboration component. This includes a description of how parent(s) were involved with the development of the plan (e.g., prioritizing concerns, setting goals), and how school personnel communicated with them about the plan and their child's progress.

### ***Domain #8: Equitable Practices for Diverse Student Populations***

Internship students are expected to demonstrate multicultural competencies in all aspects of their internship experiences, including assessment, intervention, and consultation. The culturally competent school psychologist can 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.

Both the prevention and comprehensive psychoeducational assessment case studies must include an appendix on equitable practices for diverse student populations. Awareness, knowledge and skills pertaining to multicultural issues must be reflected in materials submitted as part of the comprehensive case reports.

### ***Domain #9: Research and Evidence-Based Practice***

Internship students shall apply their knowledge about relevant applied research to their assessment and intervention recommendations and practices. Internship students also shall systematically evaluate the implementation and outcomes of their work. Additionally, internship students shall:

1. Share their knowledge about evidence-based 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.

### ***Domain #10: Legal, Ethical and Professional Standards***

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.

All four case studies must include an appendix on ethical and legal issues. Knowledge of ethical and legal issues should 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.

## **Professional Liability Insurance**

All school psychology interns must register for three credits CAEP 8501 (Internship in School Psychology I) in the fall, two credits of CAEP 8502 (Internship in School Psychology II) in the spring, and one credit of CAEP 8502 (Internship in School Psychology II) in the summer 1 term for a total of six credits across the internship year. All students are provided with professional liability insurance at no cost through the university while enrolled in approved fieldwork activities. This policy does not provide coverage for non-approved or non-program-related activities. All school psychology students are required to abide by the American Psychological Association Ethical Principles of Psychologists and Code of Conduct and the National Association of School Psychologists Principles for Professional Ethics. Additionally, students must adhere to policies, procedures, rules and regulations of the agency/school where their practicum/internship will be completed. Students are encouraged to consider additional liability insurance coverage outside of the University policy (but this is not required). Such coverage can be purchased through vendors associated with professional associations such as APA and NASP at a significantly discounted rate for students or can be obtained privately.

## **Internship Supervision**

### **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 hours per week, in a face-to-face format. In most cases, the primary field supervisor will be in the same building alongside the intern. In cases in which this is not true, (a) the primary field supervisor must be on-site within the school district and available to the intern as needed by phone (or in person in the case of an emergency) and (b) a secondary supervisor must be

identified within the building. The secondary supervisor can be a licensed principal/assistant principal, and/or another on-site mental health professional (e.g., school counselor, social worker, adjustment counselor). The secondary supervisor must also sign the internship contract.

### **University Supervision**

Internship students are enrolled in a seminar course during the fall, spring, and summer 1 of the internship year. A university supervisor, who is a certified school psychologist in the state of Massachusetts, instructs this course. The university supervisor maintains contact with the field supervisor through three site visits. University supervision for in-state distance and out-of-state internships 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.

### **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 in-state distance and out-of-state students, the meetings will be held virtually. After each meeting, the three parties put their initials on a form that documents the occurrence of the meeting (See [form](#) on pp. 15-16. In some instances, this may require using postal mail, scanned e-mail attachments or digital signatures). 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 align with the 10 domains of practice, as outlined by NASP (2020): (1) Data-Based Decision-Making; (2) Consultation and Collaboration; (3) Academic Interventions and Instructional Supports; (4) Mental and Behavioral Health Services and Interventions; (5) School-Wide Practices to Promote Learning; (6) Services to Promote Safe and Supportive Schools; (7) Family, School, and Community Collaboration; (8) Equitable Practices for Diverse Student Populations; (9) Research and Evidence-Based Practice; and (10) Legal, Ethical, and Professional Practice. During the course of their internship, students are expected to attain significant breadth and depth of skills across these 10 domains. 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. The second site visit will include a focus on the intern's comprehensive psycho-educational assessment skills and an opportunity to provide feedback. Page 42 includes a [rubric](#) which the

university supervisor will use to provide feedback. Interns are encouraged to review the rubric before submitting their assessment report.

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, they may be required to complete additional internship hours.

\*Addendum 2023: Contacts between the university supervisor, the field supervisor, and an in-state non-distance graduate student can be either face-to-face or conducted virtually using a video-based platform such as Zoom or Microsoft Teams. Zoom meetings are currently allowable in accordance with the current DESE COVID 19 considerations (<https://www.doe.mass.edu/edeffectiveness/talent-guide/>) but may be revisited as COVID-19 pandemic shifts and changes.

### **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”\*
- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP Domains of School Psychology Practice.
- A written agreement that specifies the period of appointment and any terms of compensation for the intern
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern's participation in continuing professional development activities.
- Provision of field-based supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the

internship setting).

- At least weekly, individual, face-to-face basis field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

*\*Taken from National Association of School Psychologists (2020). Standards for Graduate Preparation of School Psychologists.*

### **Benefits for Supervisors**

In recognition of the valuable guidance and supervision students receive from field-based supervisors, the Bouvé College of Health Sciences at Northeastern University offers a host of benefits to field-based supervisors. A list of these benefits can be provided upon request.

### **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 program director that concerns have been noted and will specify these concerns. At that time, a plan will be developed 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. If resolution/improvement does not occur within the temporal framework agreed upon, the program director 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.

### **School Psychology Internship Evaluation System**

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 2020 NASP standards). In addition to the evaluations of interns, internship sites and the 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 evaluations cover the following:

1. **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 supervision.** At the end of each semester, the graduate student individually completes the questionnaire, *Evaluation of Internship Seminar Leader* 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.

Samples of evaluation forms can be found on the School Psychology Program Canvas site under CAGS Internship Resources.

### E\*Value

E\*Value is an online clinical management tool used for all practicum and internship experiences to manage site details and application processes, track student clinical hours and gather evaluations of student and site/site supervisor/university supervisor performance. See [www.evaluatehealthcare.com](http://www.evaluatehealthcare.com) for a detailed description of the clinical solutions program provided by E\*Value.

Instructions on searching for sites, requesting a contract, logging hours, and generating logs can be found at <https://drive.google.com/drive/folders/0B3sO-vuKUpxwxfjhvVU5yX0RjX1JVcWFWZS1scUdKMWF0Njd0cUtWZnRSdTY3QnIyaGhfWUE?usp=sharing>.

E\*Value organizes evaluations by student, site supervisor, university-based seminar supervisor, and program director/director of clinical training. The system sends emails to you and your fieldwork site supervisors, which contain links to various forms that are expected to be completed. The links are typically sent 3 weeks before the end of the semester. Please note that these emails may end up

in your or your supervisor's junk/spam mail folder if E\*Value is not a contact in the receiver's email system. If you are missing an expected evaluation email/link please check your junk/spam folder. When students have set their internship placement(s), they must submit the details of the site and supervisor to the DAP administrator via the following Qualtrics survey:

[https://neu.co1.qualtrics.com/jfe/form/SV\\_elWGOhh8DPwBbvW](https://neu.co1.qualtrics.com/jfe/form/SV_elWGOhh8DPwBbvW) If you have changes to this information before starting or while at your site, please just revisit this link and provide the important updates.

## Essential Paperwork for the Program and Certification

### *Forms and Due Dates in the Fall Semester:*

#### September 30:

- ☐ Internship Agreement Form (contracts should be requested **via Qualtrics survey sent by Department Administrator** at [https://neu.co1.qualtrics.com/jfe/form/SV\\_elWGOhh8DPwBbvW](https://neu.co1.qualtrics.com/jfe/form/SV_elWGOhh8DPwBbvW) ).
- ☐ Internship Training Plan (**submit hardcopy** to university supervisor)

#### Last class of fall semester:

- ☐ Fall Assessment of Internship Student's Progress (**multi-page assessment of your skills completed in E\*Value by field supervisor**)
- ☐ Time Tracking Hours and Reports (**completed by student and verified by supervisor in E\*Value**)
- ☐ Seminar course evaluation (**completed by student in E\*Value**)
  - Results go to program director/university seminar leader in aggregate

### *Forms and Due Dates in the Spring:*

#### Last class of the spring semester (required to receive a final grade):

- ☐ Interim Time Tracking Hours and Reports (until last class) (**completed by student and verified by supervisor in E\*Value**)
- ☐ Spring Assessment of Internship Student's Progress (multi-page assessment of your skills **rated by field supervisor in E\*Value**)
- ☐ Seminar course evaluation (**completed by student in E\*Value**)
  - Results go to program director/university seminar leader in aggregate
- ☐ Assessment of Internship Site Supervisor and Field Site (**completed by student in E\*Value**)
  - The site supervisor will not see your responses.

Due to the program director no later than April 1:



- ☐ School Psychology Praxis Scores, *including all subtests*

Due to the program director no later than June 15:

The following documents should be uploaded through Microsoft Forms (students will receive an email with link in May):

- ☐ A copy of your final electronic transcript from MyNortheastern
- ☐ End of Year Internship Form
  - The total hours for each sub-category of training can be generated by using the E\*Value “Time Tracking” tool. (see directions in E\*Value, p.78)
- ☐ MA DESE Form: Initial License as a School Psychologist (*2 page document with initials verifying 3 contacts & yes/no evaluation of competency areas*)
- ☐ NCSP Internship Verification Form
- ☐ Educator Licensure Information Sheet: Request for Initial License\*\*
- ☐ Confirmation of completed application for DESE licensure\*\*
- ☐ Confirmation of payment for initial DESE license\*\*

\*\* = required of those students who completed in-state, local internship (i.e. within 50 miles)

Once all documents are successfully uploaded, email the following to the program director:

- ☐ Certification Clearance Form

The school psychology program director will then provide a letter to verify program completion for all students who have met all program requirements and have submitted all paperwork. Faculty will not write any letters to a potential employer or a state department of education pertaining to certification until all paperwork has been received by the program director. ***Failure to submit documents by that date can jeopardize timely institutional endorsement for state certification/licensure and national certification and postpone endorsement.***

**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 Completed: \_\_\_\_\_

4. Summary of Internship (called "Advanced Practicum" for MA licensure) 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: \_\_\_\_\_ Assessment, \_\_\_\_\_, Intervention, \_\_\_\_\_ Consultation

\_\_\_\_\_ Indirect, \_\_\_\_\_ Supervision

**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 Work Characteristics	Yes	No
Area #2: Data-Based Decision Making/Assessment	Yes	No
Area #3: Consultation and Collaboration	Yes	No
Area #4: Intervention-Academic	Yes	No
Area #5: Intervention- Mental and Behavioral Health	Yes	No
Area # 6: School-Wide Practices to Promote Learning	Yes	No
Area # 7: Services to Promote Safe and Supportive Schools	Yes	No
Area # 8: Family, School, and Community Collaboration	Yes	No
Area # 9: Equitable Practices for Diverse Student Populations	Yes	No
Area # 10: Research and Program Evaluation	Yes	No
Area # 11: Ethical and Legal Standards	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:

Field Supervisor:

University Supervisor:

Training Areas to Address:

- Professional Work Characteristics
- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

*Internship Training Form*

Training Area: Professional Work Characteristics

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: Data-Based Decision Making

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: Consultation and Collaboration

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: Academic Interventions and Instructional Supports

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: Mental and Behavioral Health Services and Interventions

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: School-Wide Practices to Promote Learning

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: Services to Promote Safe and Supportive Schools

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: Family, School, and Community Collaboration

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: Equitable Practices for Diverse Student Populations

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: Research and Evidence-Based Practice

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: Legal, Ethical, and Professional Practice

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**

Internship student's name:

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

- a. **Assessment Total** \_\_\_\_\_ (Achievement \_\_\_\_\_; Behavioral \_\_\_\_\_; Curriculum-Based \_\_\_\_\_; Cognitive \_\_\_\_\_; Other \_\_\_\_\_)
- b. **Consultation Total** \_\_\_\_\_ (Parent \_\_\_\_\_; School Staff \_\_\_\_\_; Other Professionals \_\_\_\_\_)
- c. **Intervention Total** \_\_\_\_\_ (School-wide Academic \_\_\_\_\_; School-wide Crisis \_\_\_\_\_; School-wide SEB \_\_\_\_\_; Class-wide Academic \_\_\_\_\_; Class-wide Crisis \_\_\_\_\_; Class-wide SEB \_\_\_\_\_; Group Academic \_\_\_\_\_; Group Crisis \_\_\_\_\_; Group SEB \_\_\_\_\_; Individual Academic \_\_\_\_\_; Individual Crisis \_\_\_\_\_; Individual SEB \_\_\_\_\_; Other \_\_\_\_\_)

2. Number of **indirect** hours in the following areas:

- a. **Evaluation of Services** \_\_\_\_\_
- b. **Meetings Total** \_\_\_\_\_ (Eligibility/IEP \_\_\_\_\_; Pre-referral/MTSS \_\_\_\_\_; Other \_\_\_\_\_)
- c. **Professional Development Total** \_\_\_\_\_ (Independent \_\_\_\_\_; Participant \_\_\_\_\_)
- d. **Report Writing** \_\_\_\_\_
- e. **Supervision** (at least 2 hours/week x total weeks is needed) \_\_\_\_\_
- f. **Other (General Work)** \_\_\_\_\_

3. Total number of internship hours (a total of least 1200 hours 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: \_\_\_\_\_

## 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.

1. Go to [www.doe.mass.edu/educators](http://www.doe.mass.edu/educators). This brings you to "Educator Services." On the right-hand side of the page, click "ELAR – Educator Licensure and Recruitment." 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:

### Examples

<ul style="list-style-type: none"> <li>▪ Field: Academic Teacher</li> <li>▪ Field: Biology</li> <li>▪ Level: 8-12</li> <li>▪ Type: <b>Initial</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Field: Academic Administrator</li> <li>▪ Field: Principal/Assistant Principal</li> <li>▪ Level: 5-8</li> <li>▪ Type: <b>Initial</b></li> </ul>
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- 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" or any page provides which evidence of application for license. Attach a copy of this to your "Ed Licensure Information Sheet."
  3. Transcript Requirements: Please see directions in the checklist on the next page.
  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.



# Northeastern University

## College of Professional Studies

### REQUEST FOR INITIAL LICENSE FORM

Circle One:      Graduate      Undergraduate	
Last Name:	First Name:
MEPID:	Date of Birth:
Permanent Email:	
License Area/Grade Level:	Semester Completed:

#### Check List:

- ☐ Apply online at <http://www.mass.gov/edu/gateway> any time before graduation for **INITIAL** License and **SEI Endorsement**.
- ☐ Print "Step 4 Confirm Application" page **OR** any form of application confirmation. (Licenses will not be endorsed without some form of application confirmation.)
- ☐ Request a **hard** copy of transcript from the University Registrar and ensure that it includes the final grades posted for all licensure courses, including practicum and seminar courses. This should be sent to your residence (or picked up) and uploaded to your ELAR account.
- ☐ First License candidates who hold non-NEU degrees should have their non-NEU transcripts (Undergraduate and/or Graduate) sent to their residence and then upload to their ELAR account.
- ☐ Program Director verifies that CAP documents or Internship verification (School Psychology) is on file.
- ☐ Form must be signed and dated by Program Director.\*

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Student Signature

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

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Signature of Program Director\*

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Date

***\*This Form is not valid without Program Director's signature.***



**The Commonwealth of Massachusetts  
Department of Education**

P.O. Box 9140  
(781) 338-3000  
350 Main Street, Malden, Massachusetts 02148-5023  
Relay (800) 439-2370

Telephone:  
TTY: N.E.T.

*Office of Educator Preparation and Quality*

***March 3, 2008***

***Educator Preparation Programs***

**Advisory: Guidelines for Candidate Record Keeping**

Effective immediately, the following advisory clarifies definitions and procedures related to candidate record keeping for sponsoring organizations that have state approval to operate educator preparation programs.

***Candidate Records***

***Candidate Folder***

The purpose of the *candidate folder* is to illustrate and document the history of a candidate's experiences and progress in meeting all requirements of a state-approved educator preparation program.

- The *candidate folder* encompasses all documentation required to verify a candidate's entry, enrollment, participation in, and manner of exit from a state-approved educator preparation program.
- The *candidate folder* must be maintained for all candidates, whether or not they have successfully completed the program.
- Programs are required to retain contents of the *candidate folder* for seven years following the date of a candidate's exit from the program.
- Programs are required to retain *transcripts* and *endorsement statements* in perpetuity. These documents stand as the organization's official verification of a candidate's successful completion of the state-approved program.
- Contents of *candidate folders* (including *transcripts* and *endorsement statements*) may be maintained electronically, provided they are readily available for review by Department staff.

### Composition and Contents of the Candidate Folder

Candidate Folder Documentation	Contents
<b>Admissions Materials</b>	All materials required by the organization for admission to the program, which may include: <ul style="list-style-type: none"> <li>• Application to the program</li> <li>• Letters of recommendation</li> <li>• Resume</li> <li>• Transcripts of prior education, including undergraduate degree(s)</li> <li>• Test Results (including MTELs)</li> <li>• Proof of Preliminary license</li> <li>• <i>Employment Verification Form</i> (to document years of employment under a prerequisite Initial license)</li> </ul>
<b>Advising Records</b>	Programs are required to document at least three advising sessions over the course of a candidate's participation in the program. Documentation may include: <ul style="list-style-type: none"> <li>• Case management log</li> <li>• Form deemed appropriate by the organization to track advising.</li> </ul>
<b>Course Waivers</b>	Programs are required to document course waiver decisions in the candidate folder through forms and supporting documents (e.g., transcripts and/or syllabi of courses accepted to justify the waiver).
<b>Creation of Candidate Profiles in ELAR</b>	The Department encourages programs to require candidates to create their ELAR profile upon enrollment in the state-approved educator preparation program, to facilitate tracking and documentation.
<b>Practicum Waiver Decisions</b>	Under appropriate circumstances, programs have the authority to waive up to 50% of a required practicum. Programs are required to document practicum waiver decisions through forms and supporting documents (e.g., a written rationale, with sign off by the program director, to justify the waiver decision).
<b>Performance Assessment (Initial License)</b> <ul style="list-style-type: none"> <li>• Preservice Performance Assessment (PPA)</li> <li>• Administrator Performance Assessment</li> </ul>	The Performance Assessment (PPA or Administrator Performance Assessment) is required as the summative evaluation of a candidate's proficiency in the <i>Professional Standards</i> of the Initial license. All elements of the Performance Assessment (PPA or Administrator Performance Assessment) must be maintained according to Department Guidelines, including license-specific questions.
<b>Pre-Practicum Log (Initial License)</b>	Programs are required to document time committed to and activities included in the Pre-Practicum component of the state-approved educator preparation program.
<b>Program Authorization for Out-of-State or Private School Practicum Placement (Initial Programs)</b>	Out-of-state or private school practicum placement should be the rare exception in state-approved programs. Organizations are required to maintain written documentation of the rationale and the specific provisions made to ensure that candidates complete a practicum experience that is in adherence with the regulations.
<b>Program Completion Materials:</b>	Organizations are required to retain official transcripts

Candidate Folder Documentation	Contents
<b>Transcript and Endorsement Statement</b>	and endorsement statements as part of the candidate folder for seven years from the date of program completion. The transcript and endorsement statement stand as the official verification of a candidate's successful completion of a state-approved educator preparation program and thus should be maintained by the organization in perpetuity.
<b>Mentoring Logs (Professional Programs)</b>	For those programs that are approved with inclusion of the advanced mentoring component, documentation of the content and activities included in the mentoring segment must be retained in the candidate folder.

### **Guidelines for Distance Communication**

The university supervisor, field supervisor, and student are all responsible for appropriately using the telephone, postal mail, video platform such as Zoom, 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 place 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 courtcases.

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 they have 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 they have obtained the basic competencies pertaining to the National Association of School Psychologists' (NASP) 2020 Standards.

Toward these aims, internship students must prepare at least two comprehensive case studies each semester and a total of four cases across two semesters. Students should exclude information (e.g., names) that might lead to the identification of individuals.

During the internship year, students must complete four of the following case reports:

- ☐ Academic Concern: Consultation
- ☐ Social Emotional/Behavioral Concern: Consultation or Direct Service
- ☐ Prevention/Promoting Learning School-Wide or Staff Professional Development
- ☐ Comprehensive Psychoeducational Assessment

Each case addresses a subset of NASP standards, but collectively the four cases address all NASP standards. This coverage is delineated in the tables below.

#### **Comprehensive Case #1: Academic Concern (Consultation)**

##### NASP Standards Addressed

1. Data-Based Decision-Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
7. Family, School, and Community Collaboration
8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-Based Practice
10. Legal, Ethical, and Professional Practice

#### **Comprehensive Case #2: Social-Emotional/Behavioral Concern (Consultation or Direct Service)**

##### NASP Standards Addressed

1. Data-Based Decision-Making
2. Consultation and Collaboration\*
4. Mental and Behavioral Health Services and Interventions
7. Family, School, and Community Collaboration

8. Equitable Practices for Diverse Student Populations

9. Research and Evidence-Based Practice

10. Legal, Ethical, and Professional Practice

\*applies if student conducts consultation

### **Comprehensive Case #3: Prevention**

The internship student provides a report about their 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 (e.g., promotion of good eating habits, 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 in-service 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 Standards Addressed: Prevention Case**

1. Data-Based Decision-Making
2. Consultation and Collaboration
5. School-Wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools
9. Research and Evidence-Based Practice

### **Comprehensive Case #4: Comprehensive Psychoeducational Assessment**

#### **NASP Standards Addressed: Assessment Case**

1. Data-Based Decision-Making and Accountability
3. Interventions and Instructional Support to Develop Academic Skills
8. Equitable Practices for Diverse Student Populations
10. Legal, Ethical, and Professional Practice

### **Comprehensive Case Reports during Internship Year: Scoring Guide**

Across both semesters, students must satisfactorily complete four case reports (two each semester). In order to earn a passing grade in internship, students must earn a passing score of 2 (meeting expectations for internship students) on each of the four case reports.

Two criteria are considered in each section: **(a) comprehensiveness and (b) adequacy of school psychology knowledge or skill. Quality of writing is rated for the entire case report.** 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. Academic Concern: Consultation

Scores (1 to 3)		Required Components for Each Section
CO		<u>A. Background and Context</u>
KS		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.)
<b>CO</b>	<b>KS</b>	<u>B. Description of Student</u>
		Description includes (a) student's age, grade level, and educational placement, (b) apparent problem(s) in <i>specific, behavioral terms</i> , (c) student's strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.
<b>CO</b>	<b>KS</b>	<u>C. Hypothesis Development</u>
		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.
<b>CO</b>	<b>KS</b>	<u>D. Data Collection</u>
		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. 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 <i>if warranted</i> 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.
<b>CO</b>		<u>E. Intervention Plan</u>

KS	<p>a. 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-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. <b><i>The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).</i></b></p>
CO	<p><u>F. Evaluation of Intervention</u></p>
KS	<p>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), (c) individuals' reactions to the overall consultation process (student's, consultee's, relevant others'), and (d) related effects. At a minimum, the evaluation of intervention effects should involve comparisons between the level and trend of data baseline and one or more intervention conditions. Three data points in the baseline phase is considered the minimal standard, though ideally baseline data collection will be continued until stable responding is demonstrated. <b><i>Within the text, the internship student states the effect size, indicates what method was used to calculate the effect size, and provides interpretation.</i></b> 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 description is provided of how and why the intervention plan will be modified as a result of the evaluation. <b><i>In the Appendix of the report, there is a clearly labeled graph (using APA style) that compares baseline and intervention data with respect to intervention goals and an effect size is correctly calculated.</i></b></p>
CO	<p><u>G. Description and Critique of Process Issues</u></p> <p>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:</p>

KS		<ul style="list-style-type: none"> <li>• used a systematic and reflective approach to problem-solving;</li> <li>• established a mutually rewarding and collaborative process;</li> <li>• took other people's ideas, concerns and constraints into consideration in designing the data collection and intervention plans;</li> <li>• appropriately communicated with others during design, implementation, and evaluation of the consultation case.</li> </ul> <p><i>The Internship student provided brief examples of their strengths and weaknesses with respect to the above behaviors.</i></p>
CO		<p><u>H. Reference List of Articles Reviewed for Intervention Plan</u></p> <p>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.</p>
KS		
CO		<p><u>I. Appendix on Family-School Collaboration:</u> Internship student summarizes how the student's/parents' cultural background was taken into consideration in planning the intervention. Description of case includes how parent(s) were involved with the development of the plan (e.g., prioritizing concerns, setting goals), and how school personnel communicated with them about the plan and their child's progress. 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.</p>
KS		
KS		<p><u>J. Appendix on Ethical and Legal Issues:</u> 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.</p>
QW		<p>Use 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.</p>
Overall Case Score		<p><b><u>Above Expectations (3):</u></b> Most sections were Above Expectations (3), and <i>none</i> were Below Expectations (1)</p> <p><b><u>Meets Expectations (2):</u></b> All sections Met Expectations (2), and <i>none</i> were Below Expectations (1)</p> <p><b><u>Below Expectations (1):</u></b> <i>One or more</i> sections were Below Expectations (1)</p>

## 2. Social-Emotional/Behavioral Concern: Consultation or Direct Service

Scores (1 to 3)		Required Components for Each Section
CO	KS	<u>A. Background and Context</u>
KS		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.)
CO	KS	<u>B. Description of Student</u>
KS		Description includes (a) student's age, grade level, and educational placement, (b) reason for referral (s) in <i>specific, behavioral terms</i> , (c) student's strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.
CO	KS	<u>C. Hypothesis Development</u>
KS		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 (if applicable). Description indicates that the Internship student carefully considered the extent to which the problem reflects a skill and/or motivational deficit.
CO	KS	<u>D. Data Collection</u>
KS		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 behavior and social skills. 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/or indirect data collection methods used to assess the problem (and conditions functionally related to the problem, if applicable), (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.
CO	KS	<u>E. Intervention Plan</u>
KS		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) intervention goals that were derived from the data, and (d) a clear description, documentation, and justification of the intervention program (including a description and justification for the internship student's theoretical approach to this case, if applicable). The justification was based on the results of the data collection (i.e., assessment), the student's strengths and interests, 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. <i>The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).</i>
CO		<u>F. Evaluation of Intervention</u> 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 (e.g., consultee, student, teacher, family), (c) individuals' reactions to the overall consultation process, if applicable (student's, consultee's, relevant others'), and (d) related effects. At a minimum, the evaluation of intervention effects should involve comparisons between the level, trend, and/or variability of data during baseline and one or more intervention conditions. Three data points in the baseline phase is considered the minimal standard, though ideally baseline data collection will be continued until stable responding is demonstrated. <b>Within the text, the internship student states the effect size, indicates what method was used to calculate the effect size, and provides interpretation.</b> 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 description is provided of how and why the intervention plan will be modified as a result of the evaluation. <b>In the Appendix of the report, there is a clearly labeled graph (using APA style) that compares baseline and intervention data with respect to intervention goals and an effect size is correctly calculated.</b>
KS		
CO		<u>G. Description and Critique of Process Issues</u> A description and critique of the process issues in this case are provided, including:
KS		<p><b>Consultation Case:</b> A summary of the student's, consultee's and relevant others' reactions to the overall consultation process. The discussion of process issues includes a self-reflection that considers the extent to which the Internship student:</p> <ul style="list-style-type: none"> <li>used a systematic and reflective approach to problem-solving;</li> <li>established a mutually rewarding and collaborative process;</li> <li>took other people's ideas, concerns and constraints into consideration in designing the data collection and intervention plans</li> </ul> <p><b>Direct Service Case:</b> A self-reflection on the extent to which the intern</p> <ul style="list-style-type: none"> <li>co-established the counseling goal/s together with the counselee;</li> <li>used a systematic and reflective approach to problem-solving;</li> <li>established a therapeutic relationship;</li> <li>identified and built on the counselee's strengths;</li> <li>was culturally sensitive;</li> <li>was able to perceive similarities and differences in communication styles between the Internship student and the child/adolescent, and adjusted the communication style accordingly;</li> <li>was mindful about issues of transference and counter transference;</li> </ul>



		<ul style="list-style-type: none"> <li>used the following fundamental microskills: <ul style="list-style-type: none"> <li>'Door opener'</li> <li>Minimal encourager</li> <li>Paraphrasing</li> <li>Reflecting content</li> <li>Reflecting feeling</li> <li>Reflecting meaning</li> <li>Summarizing</li> <li>Noticing body language</li> </ul> </li> </ul> <p><i>The Internship student provided brief examples of their strengths and weaknesses with respect to the above behaviors.</i></p>
<b>CO</b>		<u>H. Reference List of Articles Reviewed for Intervention Plan</u>
<b>KS</b>		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.
<b>CO</b>		<u>I. Appendix on Family-School Collaboration:</u> Internship student summarizes how the student's/parents' cultural background was taken into consideration in planning the intervention. Description of case includes how parent(s) were involved with the development of the plan (e.g., prioritizing concerns, setting goals), and how school personnel communicated with them about the plan and their child's progress. 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.
<b>KS</b>		
<b>CO</b>		<u>J. Appendix on Ethical and Legal Issues:</u> 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/or 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.
<b>KS</b>		
<b>Overall QW</b>		Use 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.
<b>Overall Case Score</b>		<p><b><u>Above Expectations (3):</u></b> Most sections were Above Expectations (3), and <i>none</i> were Below Expectations (1)</p> <p><b><u>Meets Expectations (2):</u></b> All sections Met Expectations (2), and <i>none</i> were Below Expectations (1)</p> <p><b><u>Below Expectations (1):</u></b> <i>One or more</i> sections were Below Expectations (1)</p>

### 3. 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 (e.g., in-service presentation) 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 of prevention programs include: bullying prevention programs, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. Examples of activities that promote school-wide learning could be a program that aims to improve reading skills of all students through a three-tiered response-to-intervention model and school-wide activities promoting multicultural awareness and or multicultural education.

Scores (1 to 3)	Required Components for Each Section
CO	<u>A. Background and Context</u>
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.
CO	<u>B. Description of the General Problem Addressed by the Program</u>
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.
CO	<u>C. Phase 1: Data Collection Plan</u>
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.
CO	<u>D. Phase 2: Program Planning</u>
KS	Discussion includes: 1. 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.

		<ol style="list-style-type: none"> <li>Information about how the school context (e.g., climate, leadership, organizational structure) influenced the plan.</li> <li>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.</li> <li>Any modifications of to an existing program and the justification for these changes.</li> <li>The school's readiness for change and any steps to promote readiness for change.</li> </ol>
CO		<u>E. Phase 3: Program Implementation</u> 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. Program materials are included in the Appendix of the report.
KS		
CO		<u>F. Phase 4: Evaluation of the Program</u> The evaluation part of the report includes a description of the extent to which the activities were implemented as planned. Implementation barriers were discussed. 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.
KS		
CO		<u>H. Description and Critique of the Collaborative Process of Planning and Evaluating Prevention Program</u> 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:
KS		<ul style="list-style-type: none"> <li>used a systematic and reflective approach to problem-solving;</li> <li>established a mutually rewarding and collaborative process;</li> <li>took other people's ideas, concerns and constraints into consideration;</li> <li>provided consultation to others.</li> </ul> <p><i>The Internship student provided brief examples of their strengths and weaknesses with respect to the above behaviors.</i></p>
CO		<u>I. Reference List of Articles Reviewed for Prevention Program</u>
KS		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.
CO		<u>J. Appendix on Equitable Practices for Diverse Student Populations:</u> Indicate how you
KS		considered the cultural and linguistic background of the target group (e.g., children and/or staff) in each aspect of the program planning process, including collecting background information, designing a needs assessment, interpreting needs assessment data, and making recommendations.
CO		<u>K. Appendix on Ethical and Legal Issues:</u> 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.
KS		

<b>Overall QW</b>		Use 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.
<b>Overall Case Score</b>		<p><b>Above Expectations (3):</b> Scores in most sections were Above Expectations (3), and <i>none</i> were Below Expectations (1)</p> <p><b>Meets Expectations (2):</b> Scores in all sections Met Expectations (2), and <i>none</i> were Below Expectations (1)</p> <p><b>Below Expectations (1):</b> Scores in <i>one or more</i> sections were Below Expectations (1)</p>

#### 4. Assessment Case Study

Scores (1 to 3)	Required Components for Each Section
<b>CO</b>	<u>A. Background and Context</u>
<b>KS</b>	This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.
<b>CO</b>	<u>B. Biological information:</u> Hearing, vision, any health issues, physical disabilities,
<b>KS</b>	medications, family health history, when relevant.
<b>CO</b>	<u>C. Reason for Referral and Choice of Assessment Measures:</u> The reason(s) for referral should be clearly stated. The purpose of the assessment should be phrased in terms of questions that can be answered. The assessment measures should be tailored to the referral question and to the client. Where there are constraints on the choice of instruments, justify your selection and explain the potential impacts on the quality of assessment in an Appendix. The latest versions of the instruments should be used. A comprehensive evaluation means that three or more of the following domains of functioning are assessed: (a) academic skills and performance, (b) behavior, (c) cognition, (d) social and emotional functioning, and (e) life skills. Data are derived from multiple assessment methods (interviews, tests, rating scales, direct observation, record review). All evaluations should include interviews with the child, parents, and teachers.
<b>CO</b>	<u>D. Linking Data to Inferences:</u> Inferences must be based on valid representations of assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question(s), provide a clear understanding of the strengths, deficits, interests, and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should reflect an ecological perspective. In particular, the report should

<b>KS</b>		explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.
<b>CO</b>		<u>E. Summary and Recommendations:</u> Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors.
<b>KS</b>		Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. Recommendations should build upon the student's strengths and/or interests, as well as their difficulties and also the opportunities and constraints in the student's environment. In collaboration with others,
<b>CO</b>		<u>F. Appendix on Equitable Practices for Diverse Student Populations:</u> Indicate how you considered the cultural and linguistic background of the student in each aspect of the
<b>KS</b>		assessment, including collecting background information, selecting assessment methods and tools, interpreting test results, conceptualizing the case, and making recommendations.
<b>CO</b>		<u>G. Appendix on Ethical and Legal Issues:</u> Indicate how you abided by relevant NASP and APA ethical standards in conducting the assessment and reporting the results. Cite the specific standards. For example, taking adequate steps to protect anonymity: omit
<b>KS</b>		names of people, birthdates, towns, school systems, etc. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.
<b>CO</b>		<u>H. Appendix on Addressing IDEA Exclusionary Clauses.</u> Use the attached checklist to review how well you addressed IDEA exclusionary clauses.
<b>QW</b>		<u>I. Language:</u> Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions (e.g., mom), typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another. Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case.

### Checklist for Addressing IDEA's Exclusionary Clauses for Specific Learning Disability (SLD) Identification\*

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Psychoeducational assessment reports demonstrate consideration of cultural and linguistic issues in every section of the report. For example, in the background section, the child's English language proficiency, language spoken at home, ethnicity, and other relevant information about cultural and ecological context should be included. When assessing a linguistically diverse child, language dominance and proficiency of English should be assessed before determining who (bilingual or monolingual school psychologist) should evaluate the child and what methods and tools should be used. In the section describing the assessment methods and tools used, the rationale for selecting the listed methods and instruments should be reported (briefly) along with the cultural validity of the instruments for the child and the referral question. Cultural and linguistic consideration should be evident in test administration and interpretation, case conceptualization, and intervention goals and strategies.

In determining SLD eligibility, the multidisciplinary team *must rule out* that ***the primary cause*** of the deficit is caused by (a) a visual, hearing, or motor disability, (b) intellectual disability, (c) emotional disturbance, (d) cultural factors, (e) environmental or economic disadvantages, or (f) limited English proficiency.

#### *How to establish these evidences for Culturally and linguistically Diverse students*

Inquiring:	Yes	No	Comments
Who made the referral for an evaluation of suspected learning disability and for what reason:			
Is the learning difficulty related to English language proficiency?			
If so, whether the student's teachers are cognizant of the process of second language acquisition and its implications for student learning in the classroom			
If the child attended school in another country prior to coming to the US, what was their academic performance in the home country?			
Has the child received any instruction they received in native language?			
When did they start to receive instruction in English?			
Does the learning difficulty exist in both languages?			
Does the child perform better on tasks that have less language loading?			
What formal and informal interventions have been tried for how long?			

What were the child's responses to the interventions?			
Do parents/care-givers and teachers share the same concern about the child?			
<b>Addressing the IDEA exclusionary clause of environmental &amp; cultural factors: Has comprehensive background information on the child been collected in the following areas?</b>			
School history			
Developmental history			
Functioning at home and school, including relationships with family members, peers and teachers			
Physical health including visual, hearing and motor functioning			
Mental health/psychological wellbeing, any trauma			
Cultural and linguistic information of the child and family, such as culture of origin, birth place, number of years in the U.S., immigration, languages spoken by the child and			
Environmental and socio-economic conditions at home			
The information is collected from multiple sources, including a careful review of the <u>school record</u> , and <u>interviews with the child, parents/care takers and teachers</u>			
Gauging <u>English</u> and <u>native language proficiency</u> and <u>acculturation level</u> especially before testing with nationally standardized norm-referenced instruments			
<b>Addressing the IDEA exclusionary clause of inappropriate instruction</b>			
Teacher perceptions of lack of academic progress: examine comparison standards:			
- Is the EL student compared to native English speakers?			
- To what extent does the EL student understand teacher			
- Does the instruction address the student's needs?			
<b>Addressing the IDEA exclusionary clause of emotional disturbance</b>			
Review the information from the referral source, school records, and interviews with the child, parents/care- takers and teachers			

-If no concern about socio-emotional functioning from any source, no formal assessment in this area will be warranted.			
-If there are concerns: Take into account the stressors from different expectations between home and school. Conduct an assessment based on the IDEA criteria for emotional disturbance			
<b>Conclusion</b>			
<b>Based on your review of all data, any of the above factors are the primary causes of the student's difficulties in learning? If so, please list.</b>			

## Notes:

- \* Adapted from Chieh Li and Zhengzheng Wang (2014) School-based assessment with Asian children and adolescents, in Lorraine T. Benuto, Nicholas Thaler, and Brian D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*, 393-405. New York, NY: Springer.
- \* Additional resource: Mascolo & Flanagan, D (2011): *Evaluation and Consideration of Exclusionary Factors for SLD Identification* <https://www.masp.mb.ca/wp-content/uploads/exclusionary-factors-template-FLANAGAN-Feb.20111.pdf>
- \* Thanks to Dr. Emilie Ney, Dr. Monica Oganess, and Dr. Lisa Peterson for their helpful feedback to the earlier version of this checklist.



## School Psychology Clinical Supervision

(Adapted from Swerdlik, M.E., & Simon, D.J. (2015) *SCHOOL PSYCHOLOGY INTERNSHIP SUPERVISION CONTRACT*)

Your clinical supervisor is an experienced professional with advanced training who is an over-seer of your school psychology internship activities and who is responsible, with you, for the quality of all of your clinical work and internship activities. Clinical supervision focuses on the services you provide to all clients including students, parents, and educators. Supervision responsibilities cover all aspects of client welfare as impacted by assessment, intervention, training, diagnostic, consultation, problem- solving, program development, and community referral activities. Supervision involves a broad array of training activities that include monitoring, consultation, training, direct instruction, and performance evaluation.

### **I. Purpose, Goals, and Objectives of Clinical Supervision**

- a. To monitor and ensure welfare of clients seen by supervisee
- b. To structure the activities of the supervisee to insure they provide competent services
- c. To ensure that the unlicensed provider functions within their level of competence
- d. To facilitate the intern's personal and professional development.
- e. To promote accountability
- f. To fulfill academic requirement for supervisee's internship

### **II. Context of Services<sup>1</sup>**

- g. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
- h. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
- i. Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.

### **III. Duties and Responsibilities of Supervisor and Supervisee**

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore **your responsibility to keep your supervisor well informed as to your activities.** Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has **full responsibility** for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the **supervisor's role** to do the following:

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<sup>1</sup> Swedlik and Simon include a statement that supervisors will adhere to the DEP model of supervision. See note at end of [intern's responsibilities.](#)

- a. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
- b. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.
- c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
- e. Identify supervisee's personal and/or professional blind spots.
- f. Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
- g. Present and model appropriate directives.
- h. Intervene if client welfare is at risk.
- i. Ensure that ethical guidelines of both the American Psychological Association (APA, 2002) and the National Association of School Psychologists (NASP, 2010) are upheld.
- j. Conduct activities in accordance with the School District and University policies.
- k. Sign off on all client documentation including psychological reports.
- l. Maintain weekly "Supervision Notes".

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the **intern's role** as supervisee to do the following:

- a. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.
- b. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review, to have "scored" all formal psychological instruments administered and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed an "Intern's Supervision Session Planner" and shared this document with your supervisor prior to each supervisory session.
- c. Provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor). The Supervisee is responsible for planning and documenting work with clients as required by the school district. The Intern's Client/Activity Session Planner and the Intern's Client/Summary Progress Notes can be helpful tools to

share with supervisors.

- d. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
- e. Share with the supervisor your learning goals for the training experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
- f. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.
- g. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
- h. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
- i. In consultation with your supervisor and after review of evidence-based literature, select a framework for integrating theory, research, and practice; formulate client case conceptualizations from this approach; and be ready to discuss the theoretical reasons and empirical supports for your assessment approaches, interventions, consultation, and problem-solving techniques.
- j. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
- k. The intern is responsible for insuring that the parents/guardians of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.
- l. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor **before** they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active *Authorization for Release of Confidential Information* form is present in the client's file before presenting the letter/report to the supervisor for signature.
- m. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
- n. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk-taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor *immediately*. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor *immediately* if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do **not** under any circumstances release client information to an attorney or court or anyone else without a proper *Authorization for Release of Confidential Information* form signed by the client, legal guardian, and the supervisor as prescribed by regulation. *In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed.* Do not communicate confidential information or identify clients in email communications other than in drafts of reports and

intervention plans that are specifically noted to be drafts.

- o. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor **must** be kept abreast of any and all emergencies.

*In the event of emergency, the supervisee is to contact \_\_\_\_\_ at his/her office at \_\_\_\_\_, at home at \_\_\_\_\_, or by cell at \_\_\_\_\_. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.*

- p. Implement supervisory directives in subsequent psychological activities.
- q. Uphold ethical APA and NASP principles in all client-related activities.
- r. Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.
- s. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

#### **Note on DEP Model:**

The supervisor works within the framework of the **Developmental/Ecological/Problem-solving (DEP) Model** of supervision. The **Developmental** focus tailors supervision activity to the intern's experience and skill level at each stage of training. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The **Ecological** focus accounts for contextual and systemic factors impacting the professional development of the intern. It recognizes that multiple systemic contexts must be considered when supporting students and faculty. Training will develop competency in understanding and supporting the full range of student diversity including multi-cultural factors. A variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (e.g., monitoring, advising, consulting, and evaluation) are addressed within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. The **Problem-solving** focus applies systematic analysis and data-based decision-making skills to all aspects of psychological intervention. It sets the foundation for choosing and implementing evidence-based practices for promotion of healthy psychological development and problem prevention, assessment, early intervention, crisis intervention, and therapeutic strategies. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.

**Reference:** Swerdlik, M.E., & Simon, D.J. *School psychology supervision: Applying the Developmental-Ecological-Problem-Solving (DEP) Model*. Mini-skills workshop presented at National Association of School Psychologists Annual Conference, February 2015.