

**University of Oregon
College of Education**



**School Psychology Program
Internship Handbook
2022-2023 Final Version**

School Psychology Program Website <https://education.uoregon.edu/spsy>

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School Psychology Program College of Education Internship Handbook

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Revised June 2022

Introduction

Internship is a capstone experience for school psychology graduate students and typically occurs during Year 3 for master's students and during Year 5 for doctoral students. Because the internship is an integral part of students' professional development, the time and effort spent prior to the internship year in planning and preparing for internship may pay a critical dividend during internship training. A positive internship experience at an excellent training site can help facilitate students' career trajectories. On the other hand, students may be disappointed and frustrated with marginal training sites that do little to enhance their professional development. This handbook has been prepared to help students in the University of Oregon (UO) School Psychology Program plan and prepare for their internship year and complete program internship requirements. This handbook is designed for both master's and doctoral students in the program. Please direct questions about internship to the School Psychology Program's Internship Coordinator, Dr. Billie Jo Rodriguez.

Scope and Breadth of Internship Experience

Internship should provide students with a broad and in-depth training experience to sharpen and refine the professional skills acquired through coursework and practicum experiences, and to assist in the acquisition of the skills needed to be an independent professional. The type and level of professional practice in which students engage as an intern should be consistent with the aims of the UO School Psychology Program. We publicly refer to our program as being behaviorally-oriented, and prevention and intervention-focused. *We consider ourselves to be a progressive program, and we do not consider regressive or archaic models of school psychology practice, such as working exclusively in a "test and place" model, to be appropriate internship experiences for our students.* It is also important to remember that *the internship should be a training experience, not just a work experience.* Thus, we expect that interns will have sufficient opportunities for professional learning (such as mentoring, workshops, seminars, colloquia, research, observation of senior staff), and that interns will not be given the regular workload of a full-time psychologist.

The internship must be distinct and clearly unique from a student's prior practica and fieldwork experiences. Students are encouraged to pursue internship experiences in systems other than where they completed their practicum training requirements. If a student desires to conduct part or all of their internship within a local school district where they have completed prior practicum training,

then the internship plan must make clear how the internship provides the student with a unique advanced professional training experience. Because of difficulties providing appropriate supervision and because of other inherent conflicts, University-based GE positions are typically not appropriate for satisfying the non-school portion of an internship.

Clock Hour Requirement

Master's students must complete a minimum of 1200 clock hours of supervised internship training, which is the equivalent of about 33 to 34 clock hours per week over the course of a typical 36-week public school year. This clock hour requirement is based on the NASP internship training standards for specialist-level programs. It is expected that all master's students will complete school-based internships in P-12 settings, with a minimum of 600 hours in school settings.

A school setting is defined by NASP (2020) as "one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in prekindergarten through Grade 12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services" (p.42).

Doctoral students must complete a minimum of 1500 clock hours of supervised internship experience. These clock hour requirements are based on the APA, APPIC, and NASP training and accreditation standards. The completion of 1500 hours usually requires 10 or more months. Some internships may require more than 1500 clock hours. APPIC sites that require 2000 clock hours over 11-12 months are not unusual.

Doctoral students must complete at least 600 internship hours in a school setting, meaning that if doctoral students do not complete internship exclusively in a school setting, they may accept an internship in a consortium, clinic, hospital, research center, administrative/leadership setting, and so forth, so long as they have made arrangements to conduct at least 600 hours of the internship in a school setting. There is an exception to this rule: doctoral student who previously completed a 1,200-hour school-based internship as part of a specialist degree program in school psychology (or who have subsequent full-time experience working as a school psychologist) that fulfills the 600 hour rule and may do their predoctoral internship in any appropriate setting approved by the program.

Although the internship experience is typically completed on a full-time basis corresponding to a traditional academic year or slightly longer, both NASP and APA internship standards allow for the internship to be completed on a half-time basis over the course of two academic years.

Supervision Requirements

Because our doctoral program is APA-accredited and NASP-approved and our master's program is NASP-approved, we adhere to the training guidelines of these organizations. Nowhere are these guidelines more specific and critical than in the area of supervision. Please note the following supervision requirements for internships:

The internship must be conducted under the direct supervision of a field or site supervisor who is primarily responsible for the intern's work and who

1. Is a licensed or certified school psychologist
 - a. If a portion of the internship is conducted in a non-school setting, the field supervisor holds the appropriate state psychology credential for practice in the internship setting.
2. Holds a doctoral degree in school psychology or a closely related field (doctoral students) or a minimum of a specialist degree or equivalent (master's students)
3. Has at least two years of prior professional experience at the internship site

For doctoral students only: Field supervisors are not required to be board-licensed psychologists, so long as they have a doctoral degree in school psychology or a closely related field and hold the appropriate state school psychologist credential for practice in a school setting or appropriate state psychology credential for practice in a non-school internship setting. It is important to note that *students will not be able to count the internship experience as supervised experience for psychology board licensure if the field supervisor is not board-licensed*. Students who intend to pursue board licensure as a psychologist in the future are strongly advised to only consider internship sites where field supervisors are board-licensed (all APPIC and APA accredited sites meet this criterion). Doctoral students or sites may wish to arrange supervision by a board-licensed psychologist as part of the internship experience.

Master's and doctoral students must receive a minimum of two hours per week of direct, individual, face-to-face supervision with their field supervisors that is focused on the professional services students are providing as interns, as well as overall progress and performance in the internship training. It is acceptable to split the individual supervision arrangements between two different appropriately credentialed supervisors, so long as this arrangement is part of the written internship plan to be developed within two weeks of beginning the internship.

In addition to the individual supervision requirement, doctoral students must receive an additional two hours per week of structured, supervised didactic training. These additional two hours of training may occur in several forms, including: group supervision and case staffing meetings, seminars, workshops, observation of supervisory staff providing services, or other appropriate and approved activities that are conducted under supervision and are part of the student's written internship plan.

It is generally not appropriate for UO School Psychology Program faculty to provide field or site supervision for students' internship training. Such supervision is the responsibility of the organization that sponsors the internship.

Written Internship Plan

The intern, in conjunction with their on-site supervisor, develops an internship plan that specifies objectives, goals, and activities to complete during the internship year and during specific academic quarters. The program's Internship Coordinator gives final approval to the internship plan, which must be submitted to the Internship Coordinator, signed by the field supervisor and intern, *no later than the first week of internship or the beginning of Fall quarter classes, whichever is first*. For students completing APPIC internships, contracts may be submitted to the Internship Coordinator within 1-week of the commencement of their internship. The written internship plan is different from an employment contract, which is usually issued by the employing agency, and specifies conditions of the appointment rather than the types of activities in which the intern will be engaged.

Each internship plan or contract should be unique and individualized according to the training interests of the intern, the opportunities, rotations, and demands of the internship site, and the specific assignment of the field supervisor. There is no language template that all internship plans must follow. All internship plans must include information on the following (please place this information in separate sections with appropriate headings):

- General description of internship site
- General goals for the internship year
- Specific goals for each academic quarter if rotations or placements change (especially true of APPIC internship sites)
- Specific, quantifiable objectives for the internship (e.g., types of services provided, populations and problems to gain expertise with, activities to engage in)
- Supervision; who will provide supervision (name, degree, professional licenses held – e.g., TSPC license, NCSP, psychology licensure), hours of supervision per week, and types of supervision (e.g., individual, group)
- Specification of educational or training components of the internship, such as supervision, groups, in-service training opportunities, research opportunities, etc.
- If applicable, specification of how much time per week will be released from service activities to allow the intern to work on their thesis or dissertation research
- A statement regarding procedures and timelines for evaluation of the intern's performance
- A statement acknowledging the requirement to complete required case studies (see below)
- A statement acknowledging the requirement to take and pass the School Psychology Praxis Exam

An Internship Plan Addendum should be submitted to the Internship Coordinator for students completing internships with multiple rotations (e.g., two 6-month rotations). At the beginning of the student's second rotation, an addendum to the Internship Plan should be submitted to the Internship Coordinator that reflects additional information regarding the intern's training goals, objectives, activities, and supervision. Sample internship plans may be viewed by contacting the program's Internship Coordinator.

Required School Psychology Praxis Examination

All students will take and pass (currently, passing score is 147) the School Psychology Praxis exam prior to completion of internship. Students may register for and take the examination at any time as long as this requirement is completed prior to Week 6 of spring term. Students should select the University of Oregon as a score recipient when scheduling the examination to ensure the university obtains an official copy of the passing score report.

Required Canvas Community Site and Peer Discussion Engagement

All students will participate in a University of Oregon canvas internship community site where they will engage in assigned synchronous and/or asynchronous discussion with peers regarding topics and experiences relevant for interns. Canvas will be used to share resources from instructor to interns as well as from student to student. Canvas will also be used for submitting internship documents that are not submitted in Tk20 (e.g., initial drafts of required case studies, internship plan documents).

Required Case Studies

All students will prepare and submit two case studies during the internship year: (1) a case study focused on student academic/cognitive outcomes and (2) a case study focused on student behavioral/mental health outcomes. Doctoral students may include their case from their comprehensive exam, should they wish to do so. By Week 3 of spring term, the intern will submit the first complete case study in TK20 that demonstrates comprehensive problem-solving casework—focused on student academic or student social emotional/behavioral/mental health outcomes. The student will submit the second complete case study no later than week 6 during spring quarter of internship in TK20. Both of the final case study reports and supplemental information are due no later than Week 6 during spring quarter of internship and submitted to the Internship Coordinator via Tk20. Draft reports and initial progress on both cases are due by Week 6 during winter quarter to provide feedback and opportunities for remediation. Draft reports should be proofread and comprehensive with baseline data and proposed intervention & evaluation content identified. Draft reports should be submitted to the Internship Coordinator via Canvas and finalized reports to Tk20. Internship coordinator may set additional timelines and guidelines for identifying cases, submitting drafts, and completing revisions to ensure all students are successful with case studies. No student, parent, teacher, school, or district identifying information should be included on the case reports in order to protect their confidentiality. Pseudonyms must be used instead of names. A description of the case studies is below.

Introduction

Interns are required to complete and submit two written case studies (academic/cognitive & behavioral/mental health) that are completed on internship. These case studies are designed to demonstrate skill in using a problem-solving model to support student learning, and to demonstrate the impact of your services on student learning. The case studies are similar to cases you've completed in SPSY consultation and practicum courses. Case studies should include the cover page (see appendix) and be clearly labeled with the student's name and the type of case study (academic/cognitive or behavioral/mental health) and include an excel file with the operational definition(s) of target behavior(s) and raw data that are used to create outcome graphs in the case study.

Each case study will be evaluated by the SPSY Internship Coordinator using the 2020 NASP NCSP case study rubric (see Appendix A). To pass each case study, interns must earn an overall score of "effective" on 4 of the 5 rubric sections. If a passing score is not earned on a case study, the Internship Coordinator will work with the you and your field supervisor to determine next steps, which could include re-doing and re-submitting the written case study or supporting documentation, completing a new case and submitting a new written case study, developing a remediation plan, or similar action. A passing score on both written case studies (academic & behavioral) is required to successfully complete internship.

Instructions

With your field supervisor, identify two cases (i.e., one academic/cognitive, one behavioral/mental health) for which you will use a problem-solving model to consult with parents, teachers, the student, and other relevant team members to identify and analyze the problem, develop and implement an intervention plan, and evaluate the effectiveness of the plan. Review the case rubric (see Appendix A) prior to starting your cases to make sure you understand how each stage of problem-solving will be evaluated.

The **academic/cognitive** case study should address one or more referral concerns focused on student academic (e.g., reading fluency, comprehension, math computation) and/or cognitive (e.g., on-task/attention, organization, work completion, executive functioning) skills. The

intervention may be individual and/or group, should address academic/cognitive skill development, and student progress should be evaluated toward at least one goal focused on observable academic behaviors.

The **behavioral/mental health** case study should address one or more referral concerns focused on student behavioral (e.g., attendance, elopement, hitting, talk-outs) and/or social-emotional (e.g., self-regulation, relationship skills). This case study should include an FBA and the resulting behavior intervention/support plan. The intervention may include individual and/or group intervention components, should address social and/or social-emotional skill development, and student progress should be evaluated toward at least one goal focused on observable social/social-emotional behaviors.

For each case, you will submit a written case study document and a Microsoft Excel file with baseline and intervention data to allow for calculation of effect size and percent non-overlapping data (PND) calculations (include operational definitions for all target behaviors in the Excel file). The written case study document should include the following sections (use headings), which correspond to the rubric:

- Demographics and Context for the Case
- Problem Identification
- Problem Analysis
- Intervention
- Evaluation

Evaluating Impact on K12 Student Learning

Within the Evaluation section of your case study, you must use visual analysis, and either percent non-overlapping data (PND) or calculation of effect size (standard mean difference) to evaluate the effectiveness of your intervention. Effect size is preferred, when appropriate. A brief step-by-step guide to using each of these methods is included below. See Busse et al. (2015) for additional review of these methods.

(1) Visual Analysis

- Examine data and describe within phase patterns for level, trend, and variability.
 - Level: mean of data within a phase
 - Trend: slope of the best fit straight line describing data within a phase
 - Variability: level deviation of data around the slope of the best fit straight line (range, standard deviation)
- Compare data across phases and describe between phase basic effects.
 - Overlap: percentage of non-overlapping data across adjacent phases (typically baseline to intervention)
 - Immediacy of effect: magnitude of change in level, trend or variability between the last 3-5 data points in one phase (baseline) and first 3-5 data points in the next phase (intervention)
 - Consistency of data pattern in similar phases: the extent to which phases with similar conditions are associated with similar data patterns
- Notes: discuss outliers as relevant, but be careful not to let one or two data points alter perception of overall patterns

(2) Percent Non-Overlapping Data (PND)

- For an intervention designed to increase behavior, determine the *percentage* of intervention data points that fall above the highest baseline data point:
 1. Identify the highest data point in phase A (baseline)
 2. Identify the number of data points in phase B (intervention) that fall above the highest data point in phase A
 3. Take that number and divide by the total number of data points in phase B
- For an intervention designed to decrease behavior, determine the percentage of intervention data points that fall below the lowest baseline data point:
 1. Identify the lowest data point in phase A (baseline)
 2. Identify the number of data points in phase B (intervention) that fall below the lowest data point in phase A
 3. Take that number and divide by the total number of data points in phase B
- Interpretation: 80% or greater indicates a strong positive effect, 60-79% indicates a small to moderate effect, and less than 60% indicates no effect.
- Notes: PND should not be used if there are extreme scores (e.g., a 0 in the baseline data for a behavior you aim to decrease, or a very high data point in baseline for a behavior you aim to increase).

(3) Effect Size (standard mean difference)

- To calculate SMD effect size:

$$\frac{\text{(mean difference from baseline to intervention)}}{\text{standard deviation of baseline}}$$

- 1) Calculate mean of baseline
 - 2) Calculate mean of intervention
 - 3) Calculate the standard deviation of baseline
 - 4) Calculate the mean difference from baseline to intervention (subtract mean of intervention phase from mean of baseline phase)
 - 5) Take that mean difference and divide by the standard deviation of baseline to get effect size
- Interpretation: Effect size is interpreted like a z-score (e.g., an effect of 0.5 represents a half standard deviation change from baseline). An effect size of 0.8 or greater indicates a large effect, 0.5-0.79 indicates a moderate effect, 0.2-0.49 indicates a small effect, and below 0.2 indicates no effect.
 - Notes: SMD effect size requires a minimum of 3 data points in each phase to calculate the SD. If there is no deviation in a completely stable baseline or intervention phase (e.g., all 0s), one can approximate the effect size by using the phase SD that demonstrates variability.

Internship Remuneration

Internship experiences are typically paid with a stipend or salary. *We do not encourage or advise our students to accept unpaid internships.* There is great variability in compensation for interns. Both master's and doctoral interns in school psychology may occasionally receive a stipend of .50 to .75 of what an entry level psychologist at that site would earn. In some cases, internship stipends may be the same as full-time staff members, and include fringe benefits. The stipend for APPIC internships

are often less than school-based internship stipends. The specific terms of financial and other remuneration for the internship experience are between the intern and the employing agency. The more flexibility you have geographically, the more likely it will be that you find an internship that not only provides good training, but also a reasonable stipend.

How Do Students Find Internships?

The primary means of locating an internship in school psychology are noted in this section. The procedures for master's and doctoral internships differ significantly in some respects.

Doctoral Internships: The APPIC System

The *Association of Psychological Postdoctoral and Internship Centers* (APPIC) serves as the largest clearinghouse for psychology internships. The APPIC website at <http://www.appic.org> contains extensive information on the application process, accredited internship sites, timelines, etc. Most students in clinical and counseling psychology doctoral programs use the APPIC application process exclusively in their search for an internship. Although many APPIC and APA accredited internship sites are not appropriate for school psychology students (because they focus exclusively on adult populations or do not include a school or educational component), there are many APPIC sites that are appropriate, including children's hospitals, child guidance centers, community mental health organizations, some public-school districts, and some consortiums that include a public-school rotation within their training experience. APPIC internship sites have undergone a rigorous accreditation procedure, and follow established guidelines for selection and training of interns. APPIC internship sites require completion of a uniform application, which is available on their website and requires a detailed accounting of prior practicum experiences. APPIC sites usually accept applications during the Fall months (with an early November deadline), interview applicants in early Winter, and make selection decisions in February using a computer-matching process. As a general rule, all APA-accredited internship sites are also accredited by APPIC and are part of the APPIC system, but not all APPIC internships are APA-accredited.

Master's and Doctoral Internships: Established School Psychology Internship Sites

Although most school psychology internship sites are not formally accredited through the APPIC/APA system, there are many sites around the country that have established internship programs. Sites such as these may have a long history of training school psychology interns, and are more likely to have created training experiences that provide excellent supervision and opportunities for professional development. There is no central clearinghouse for identifying these sites, who may recruit at the NASP convention, advertise in the *NASP Communique*, send announcements to university training programs, or simply rely on referrals from school psychology faculty. Application deadlines for these types of internship sites tend to be in Winter, with selection decisions in March or April. Keep in mind that sites vary with regard to application deadlines and timelines for selection decisions, with some occurring much earlier or later.

Master's and Doctoral Internships: Other School-Related Internships

Although our strong preference is for UO School Psychology students to accept internships only at established internship training sites, many public-school districts do not have established internship training programs but are willing to consider hiring interns for their school psychology staff positions. Some sites will consider interns for any open school psychology position, whereas others will create specific internship positions. There is substantial variation among these types of sites. Some provide outstanding internship training, supervision, and professional development, whereas others simply view the intern as another (lower paid) employee, and do not provide adequate supervision and support. Like school districts in general, there is a wide variety of types of experiences to be had. Some places have a progressive model of school psychology, and others are test-and-place mills. Some school districts will pay interns on the regular professional salary scale, while others will expect the intern to work for free. The message here is: *caveat emptor* (buyer beware)! If students select an internship through this route, make sure that it will meet not only the program's requirements for supervision and training but that it will also meet student expectations.

Research, Leadership, or Other Specialized Experiences

Doctoral students who have arranged at least a half-time (600 hour minimum) internship in a school setting may fulfill the remainder of their internship hours by concurrently working in a research role at a research center, in a leadership/administrative role in an educational agency such as a school district, regional educational laboratory, clinical setting, or state department of education. Other types of non-traditional roles are also possible. These types of appointments are usually individually-developed by the intern. Supervision requirements apply to these sites as well as traditional school psychology sites. It is not appropriate for students to work on their own for this part of an individualized internship experience (i.e., as a private consultant or in a private practice); they must be connected to an established agency, group, or practice. Note that this practice of "split" internships (half-time at two different sites) is possible, but this has unique challenges, and in most cases is not recommended as the best option. Keep in mind that if students choose to fulfill a portion of their internship hours in a research role, there may be implications for licensure or certification. The decision about whether a portion of internship hours may be fulfilled in this fashion should be made in consultation with the UO Internship Coordinator and the student's advisor.

Prior Approval Required—Initial Internship Agreement Form

With the exception of doctoral internships that are part of the APPIC system and include a 600 hour school training component, all internships in the UO School Psychology program are subject to the prior approval of the Internship Coordinator. Once students receive an internship offer, students should contact the Internship Coordinator immediately to discuss the conditions of the internship and make sure it is appropriate. All interns, even APPIC interns with the 600 hour school training component, will be provided an initial internship agreement form (see appendix A) to indicate the site will provide the minimum program experiences (including school-based experiences and appropriate supervision).

Credit Registration

Our program requires interns to earn a minimum of 9 credit hours of internship-related coursework.

Students who choose to complete the internship requirement over a two-year period on a half-time basis must still register for 3 credits each term they are on the internship. This requirement means that students who do the internship in this manner may be required to complete 18 credits of SPSY 699 Internship. Students must follow the program requirements for direct face-to-face supervision (2 hours per week minimum), even if they are only at the internship sites 20 hours per week over a two-year period of time. The amount of effort required by the program to monitor and evaluate the internship is the same each quarter regardless of whether the internship is completed on a half-time or full-time basis. SPSY 699 Internship registration is currently offered on a letter grade basis only, without a Pass/No Pass option.

Internship Evaluation Process

An Intern's performance is evaluated throughout the quarter, quarterly, and annually using multiple processes and products. The internship evaluation process is primarily between the student and the on-site supervisor, and it is not appropriate for UO faculty to serve as field supervisors for internship work.

A beginning of the year conference between the intern and the program's Internship Coordinator must be held during fall term of the internship year. This conference may be conducted in-person, via telephone, or through other telecommunications (e.g., Zoom, Skype). In addition, a conference between the intern, the supervisor, and the program's Internship Coordinator must be held mid-term during each academic quarter that the intern is completing internship requirements. This conference is for the purpose of facilitating communication between the program and the internship site, ensuring that program standards and requirements are being met, and to support any consultation or problem-solving that is necessary for the student to have a successful experience. The mid-term conference may be conducted as a three-way conference call, a video conference, or an in-person meeting. The mid-term conference is scheduled sometime during weeks 4, 5, or 6 of the UO academic term. **It is the responsibility of the intern to work with their supervisor and the program's Internship Coordinator to arrange a time and place for the conference.**

In addition to supervisory meetings throughout the quarter, on-site supervisors meet at the end of each quarter with the intern to complete and review evaluation forms. *All evaluation forms must be received by the School Psychology Program Internship Coordinator (via the Tk20 online portal) by the second day of finals week each quarter.* Summer term internship evaluation forms must be received by the Internship Coordinator (via Tk20) no later than Tuesday of the 8th week of summer session. The specific due dates for each quarter are communicated by the Internship Coordinator to interns. The Internship Coordinator reviews all internship evaluation materials, assigns grades, and is responsible for organizing the involved professionals to settle any disagreements. Grades are assigned on the basis of supervisor evaluations, quality of internship assignments, adequate progress completing goals and objectives associated with the internship experience, including number of hours of internship experience and supervision.

Interns and their field supervisors are required to submit the materials listed below to the UO School Psychology Internship Coordinator (via the Tk20 online portal) at the end of each academic quarter of the internship, no later than the second day of finals week for that quarter. These materials will be considered when assigning a letter grade to the intern:

- A completed UO Quarterly Intern Professional Behavior Evaluation form signed/electronically verified by the intern's site supervisor

- A completed Intern Evaluation Form signed/electronically verified by the intern's site supervisor.
- A log of the intern's clock hours, broken down by appropriate service and training categories, and electronically verified (via TK20) by the intern's site supervisor.
- Other relevant materials, such as any evaluation notes, summary letters, or internship site evaluation forms (if applicable). These materials need not be submitted via Tk20 but would be submitted in Canvas at instructor request.
- Intern participation in peer-to-peer discussion and reflection activities as assigned on Canvas.
- For the final term of internship, a log of the intern's clock hours (preferably a cumulative weekly log), broken down by appropriate service and training categories by term (e.g., fall, winter, spring), and electronically verified (via TK20) by the intern's site supervisor.
- For the final term, students are required to submit two case studies (academic/cognitive and behavioral/mental health) with supporting Microsoft excel file to the Internship Coordinator by Tuesday of finals week of winter quarter. Preliminary feedback will be provided to interns. The final case study reports and supplemental information are due no later than Week 6 during spring quarter of internship and submitted to the Internship Coordinator via Tk20. The reports should be clearly labeled with student name and case type (academic/behavioral), include the cover page, be organized by sections from NASP rubric, contain baseline and intervention data on the school-aged student's academic/behavioral outcome and calculated standardized effect size. The specification of the target behavior and associated operational definition should be included with the Excel file as well as the calculated standardized effect size. Additional initial draft deadlines will be communicated by the instructor to ensure opportunities for feedback and remediation.
- For the final term, students are required to have taken (and pass with a score of 147 or better) the School Psychology Praxis exam before Week 6 of spring term. Students must select UO as a score recipient when selecting to take the examination through the examination site as well as upload a copy of their score report to Canvas.

Remediation Contracts

Should there be areas of weakness or concern in an intern's skills or performance, the intern, the on-site supervisor, and the program's Internship Coordinator may develop a remediation contract. A Program Co-Director and the intern's advisor must be notified and may work in cooperation with the Internship Coordinator and on-site supervisor to determine appropriate goals and actions to take. This contract may include more on-site supervised activity or hours. The program's Internship Coordinator and field supervisors must approve any remediation activity that would require school fieldwork opportunities. The contract will specify how the remediation objectives will be accomplished and evaluated, as well as a timeline. The university will withhold internship grades until this plan is fulfilled to the satisfaction of all parties. Although each situation will be considered individually and remedial activities may be pursued, receiving a failing grade for internship may result in a student's termination from the UO School Psychology Program.

Evaluation Forms

See Appendix A

Appendix A

Evaluation Forms

- Log for internship hours
- Quarterly intern professional behavior evaluation form
- Intern evaluation form
- Report Cover Sheet
- Case studies evaluation rubric
- Tips for preparing your case studies

UNIVERSITY OF OREGON SCHOOL PSYCHOLOGY PROGRAM
Log for Internship Hours

Student:

Field Supervisor:

Internship Site:

Academic Year:

Quarter and Year of Current Evaluation Period:

Directions: Complete this form at the end of each quarter (based on the UO academic calendar), and submit it with your internship professional behavior evaluation form by the specified due date. Record your internship activities in clock hour units using the general categories on this form. If you are full time in a school-based internship, you can complete table 1 and delete table 2. If you have non-school based hours due to a clinical experience, you should complete both tables. Students must obtain at least 600 hours of school-based experience. You should also keep (for your own records) a separate detailed log of your internship hours that is updated on a weekly basis and is designed to reflect your specific internship activities. Use the *summer* record columns only if your internship goes beyond a traditional 10-month academic year of mid-August through mid-June.

School-Based Clock Hours

ACTIVITY	SUMMER	FALL	WINTER	SPRING	SUMMER
Screening and assessment, individual					
Screening and assessment, group					
Direct intervention, individual					
Direct intervention, group					
Systems-level assessment and intervention					
Consultation: parents, teachers, other professionals					
Attend team meetings and staffings					
Collaborate with community agencies					
Provide in-service training					
Preparation time, file reviews, report writing, etc.					
Professional development activities					
Research and program evaluation					
Supervision					
Other (specify):					
Other (specify):					
Other (specify):					
TOTAL CLOCK HOURS					

Non-School-Based Clock Hours (if relevant)

ACTIVITY	SUMMER	FALL	WINTER	SPRING	SUMMER
Screening and assessment, individual					
Screening and assessment, group					
Direct intervention, individual					
Direct intervention, group					
Systems-level assessment and intervention					
Consultation: parents, teachers, other professionals					

Attend team meetings and staffings					
Collaborate with community agencies					
Provide in-service training					
Preparation time, file reviews, report writing, etc.					
Professional development activities					
Research and program evaluation					
Supervision					
Other (specify):					
Other (specify):					
Other (specify):					
TOTAL CLOCK HOURS					

- a) Cumulative **School-Based** Clock Hours to date for internship year: _____
- b) Cumulative **Non-School Based** Clock Hours to date for internship year (if applicable): _____
- c) Cumulative Clock Hours to date for internship year (sum of lines a & b): _____

Electronically verified via TK20

intern's signature

date

Electronically verified via TK20

field supervisor's signature

date

Quarterly INTERN Professional Behavior Evaluation Form
University of Oregon School Psychology Program
Revised August, 2013

STUDENT: _____ FIELD SUPERVISOR: _____

INTERNSHIP SITE: _____

QUARTER AND YEAR OF INTERNSHIP: _____

Supervisor: Evaluate the intern's professional behavior according to these dimensions:

UNSATISFACTORY (U): Does not display the required behaviors to the degree necessary for successful employment in schools at this time.

MARGINAL (M): Has the necessary behaviors in repertoire but is inconsistent in employing.

SATISFACTORY (S): Has the necessary behaviors and employs them appropriately.

EXEMPLARY (E): Has the necessary professional behaviors and consistently engages in exemplary conduct appropriate for modeling by other professionals.

1. Evaluate the intern's skill in using existing resources to acquire information necessary to solve problems. U M S E

Comments: _____

2. Evaluate the intern's reaction to feedback concerning her/his work. U M S E

Comments: _____

3. Evaluate the intern's acceptance of responsibility; accepts tasks and assignments and follows through. U M S E

Comments: _____

4. Evaluate the intern's timely performance of assignments: U M S E

Comments: _____

5. Evaluate the intern's constructive contribution to group tasks: U M S E

Comments: _____

6. Evaluate the intern's management of professional interpersonal relationships: U M S E

Comments: _____

7. Evaluate the intern's soliciting feedback from others regarding his/her own work: U M S E

Comments: _____

8. Evaluate the intern's ability to assume leadership roles: U M S E

Comments: _____

9. Evaluate the intern's progress towards independence as a school psychologist: U M S E

Comments: _____

Internship Clock Hours Logged: This quarter _____ Total internship hours to date: _____

FIELD SUPERVISOR'S SIGNATURE/DATE: Electronically signed/dated via TK20

UNIVERSITY SUPERVISOR'S SIGNATURE/DATE: Electronically signed/dated via TK20

**University of Oregon
School Psychology Intern
Evaluation Form**

Intern's Name _____ Date: _____

District _____ On-Site Supervisor's Name _____

University Coordinator's Name: _____ Internship Term: __ Fall __ Winter __ Final

Directions: For the domains in which direct supervision has occurred, rate the intern's knowledge and skills by putting a check in the rating column that represents your judgment based upon the intern's functioning at this stage of learning. If an item is not applicable, check that column. Use the following rubric for rating knowledge and then for rating skills:

#	Initial	Category	Meaning In the assessed domain, the intern:
-	NA	Not Applicable	Has not yet engaged in activities. (Use only in formative evaluation.)
1	NC	Not Competent	Is incompetent in activities at this time. (A remediation plan must be developed.)
2	NS	Needs Supervision	Is not yet independent in knowledge and/or skills (may be necessary in formative evaluation).
3	EC	Entry-level Competence	Is knowledgeable about the area, can plan and conduct tasks sufficiently with scheduled supervision sessions.*
4	AC	Advanced Competence	Can perform most tasks independently and needs only routine supervision.
5	ExC	Exceptional Competence	Is competent in tasks at an independent level, with supervision for difficult cases (depth of supervision varies).

Interns are expected to earn an average score of **3 – Entry-Level Competence or higher in all domains by the end of internship in order to pass internship. During the internship year, a remediation plan should be developed when an intern receives a rating of **1 – Not Competent** on one or more items in any domain.*

Then give evidence for your rating and, and on those areas where required, indicate how the intern has had a positive impact on children, families, or schools by his or her competence in this domain.

- Examples of evidence for your rating include: effectively uses data from WISC-V, WJ-ACH IV, etc. in the assessment to make recommendations for educational programming; provides a well-organized and delivered in-service training on behavior management; etc.
- For additional examples of professional practices in each domain, see the NASP 2020 Practice Model.

*Adapted from University of Houston-Clear Lake's Assessment Four

NASP Professional Practices Domain 1: Data-Based Decision-Making

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Understands and utilizes assessment methods for identifying strengths and needs with diverse children						
2. Understands and utilizes assessment methods for developing effective interventions, services, and programs						
3. Understands and utilizes assessment methods for measuring progress and outcomes within a multitiered system of supports						
4. Uses a problem-solving framework as the basis for all professional activities						
5. Systematically collects data from multiple sources (e.g., RIOT procedures) as a foundation for decision making at the individual, group, and systems levels						
6. Considers ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention						
7. Uses information and technology resources to enhance data collection and decision-making						
Overall Rating of Domain 1						
Evidence for your rating:						

NASP Professional Practices Domain 2: Consultation and Collaboration

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Understands and uses varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems						
2. Understands and uses varied methods to promote effective implementation of services						
3. Demonstrates skills to consult and collaborate effectively, as part of a systematic and comprehensive process of effective decision making and problem solving						
4. Demonstrates effective verbal and written communication skills for diverse audiences (e.g., parents, teachers, school personnel, policy makers, community leaders)						
5. Participates on a variety of school- and/or district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems						
Overall Rating of Domain 2						
Evidence for your rating:						

NASP Professional Practices **Domain 3: Academic Interventions and Instructional Supports**

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Understands the biological, cultural, and social influences on academic skills, human learning, cognitive, and developmental processes						
2. Understands and promotes the use of evidence-based curricula and instructional strategies that support academic skill development in children with diverse abilities, disabilities, backgrounds, strengths, and needs						
3. Applies current, empirically-based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels						
4. In collaboration with others, uses assessment and data collection methods to implement and evaluate services that support academic skill development in children with diverse abilities, disabilities, backgrounds, strengths, and needs						
5. Seeks to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions						
Overall Rating of Domain 3						
Evidence for your rating:						

NASP Professional Practices **Domain 4: Mental and Behavioral Health Services and Interventions**

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Understands the biological, cultural, developmental, and social influences on mental and behavioral health; and the behavioral and emotional impacts on learning						
2. Understands and promotes the use of evidence-based strategies to promote social-emotional functioning in children with diverse abilities, disabilities, backgrounds, strengths, and needs						
3. In collaboration with others, designs, implements, and evaluates services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health						
4. Demonstrates skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.						
5. In collaboration with others, provides a continuum of developmentally appropriate and culturally responsive mental and behavioral health services including, <i>for example</i> , individual and group counseling, behavioral coaching, positive behavior supports, and parent education and support						
6. Seeks to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions						
Overall Rating of Domain 4						
Evidence for your rating:						

NASP Professional Practices Domain 5: School-Wide Practices to Promote Learning

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Understands systems structures, organization, and theory, general and special education programming						
2. Understands implementation science and evidence-based, school-wide practices that promote learning, positive behavior, and mental health						
3. In collaboration with others, develops and implements practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff						
4. Incorporates evidence-based practices and strategies in the design, implementation, and evaluation of school-wide policies and practices (e.g., discipline, grading, instructional support, staff training, home-school partnership)						
5. Develops and maintains positive school climates and learning environments for children and others within a multitiered system of services to support student attainment of academic, social-emotional, and behavioral goals						
Overall Rating of Domain 5						
Evidence for your rating:						

NASP Professional Practices Domain 6: Services to Promote Safe and Supportive Schools

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Understands principles and research related to social—emotional well-being, resilience and risk factors in learning, mental and behavioral health						
2. Understands services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools						
3. In collaboration with others, promotes preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety (e.g., assessment of school safety/climate, suicide prevention programs)						
4. In collaboration with others, implements effective crisis prevention, protection, mitigation, response, and recovery (e.g., participation on school crisis response team, development of individual crisis or safety plans)						
5. Recognizes and responds to risk factors (e.g., abuse, neglect, self-harm, bullying) that may necessitate intervention by the school crisis team						
Overall Rating of Domain 6						
Evidence for your rating:						

NASP Professional Practices Domain 7: Family, School, and Community Collaboration

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Understands principles and research related to family systems, strengths, needs, and cultures						
2. Understands and uses evidence-based strategies to support positive family influences on children's learning and mental health, and to develop collaboration between families and schools						
3. In collaboration with others, designs, implements, and evaluates services that respond to culture and context						
4. Facilitates family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children						
5. Advocates for families and supports parents/guardians in their involvement in school activities, acknowledging barriers to school engagement and taking steps to help families overcome them						
Overall Rating of Domain 7						
Evidence for your rating:						

NASP Professional Practices Domain 8: Equitable Practices for Diverse Student Populations

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Has knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning						
2. Understands principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables						
3. Implements evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity						
4. Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts						
5. Recognizes that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery						
6. Recognizes the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities						
7. Promotes equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments and by actively engaging in efforts to address factors that limit equity and access to educational opportunity						
Overall Rating of Domain 8						
Evidence for your rating:						

NASP Professional Practices Domain 9: Research and Evidence-Based Practice

Extent to which the intern	NA	NC	NS	EC	AC	ExC
1. Has knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings						
2. Evaluates and applies research as a foundation for service delivery						
3. In collaboration with others, uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels						
4. Uses varied methods for supporting, collecting data, and evaluating fidelity of implementation of intervention plans						
Overall Rating of Domain 9						
Evidence for your rating:						

NASP Professional Practices Domain 10: Legal, Ethical, and Professional Practice

Extent to which the intern	NA	NC	NS	EC	AC	ExC
Has knowledge of the history and foundations of school psychology						
1. Understands and uses multiple service models and methods in professional practice						
2. Understands and provides services consistent with ethical, legal, and professional standards						
3. Stands up for the rights and welfare of children and families, and uses expertise to promote changes in individual education programs, systems, schools, and/or legislation						
4. Applies professional work characteristics needed for effective practice as a school psychologist, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity (please comment below, as needed)						
5. Appropriately, seeks and uses professional supervision, peer consultation, and mentoring						
6. Engages in lifelong learning and formulates personal plans for ongoing professional growth						
Overall Rating of Domain 10						
Evidence for your rating:						

SUMMARY

Summarize areas of strengths and outstanding skills:

Summarize areas needing growth or development and the plan for addressing those needs:

Please recommend a course grade for this student. If circumstances do not warrant assigning a grade, IP (in progress) may be assigned: A B C D F IP

Signatures:

On-site Supervisor _____

University Coordinator _____

Intern _____

Date of Meeting: _____

Report/Product Cover Sheet

Type of Report/Product: Case Study: Academic/Cognitive Case Study: Behavioral/Mental Health

Student Demographics:

Sex: Male Female Other Age: _____ Grade: _____

Mark all that apply: Receives SPED Services Disability (indicate): _____

English Language Learner Mental Health Diagnosis

Health Condition (describe): _____

Ethnicity: Hispanic or Latino Not Hispanic or Latino

Race (mark all that apply): American Indian or Alaska Native Asian

Black or African American Native Hawaiian or Other Pacific Islander White

Briefly describe how the case reviewed in this report/product demonstrates knowledge and skills across NASP domains of practice:

Data-based decision making and accountability

N/A

Consultation and collaboration

N/A

Interventions and instructional support to develop academic skills

N/A

Interventions and mental health services to develop social and life skills

N/A

School-wide practices to promote learning

N/A

Preventive and responsive services

N/A

Family-school collaboration services

N/A

Diversity in development and learning

N/A

Research and program evaluation

N/A

Legal, ethical, and professional practice

N/A

2020 NASP NCSP Case Study Rubric

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

Section 1: Elements of an Effective Case Study

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

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	<input type="checkbox"/> Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	<input type="checkbox"/> Data are not gathered from multiple sources. The following are missing: <ul style="list-style-type: none"> <input type="checkbox"/> Record Review <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Testing
2.2	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	<input type="checkbox"/> The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). <p style="text-align: center;">AND</p> <input type="checkbox"/> The difference between actual and expected levels of performance is explicitly stated.	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included <p style="text-align: center;">OR</p> <input type="checkbox"/> The difference between actual and expected levels of performance is not explicitly stated.
2.4	<input type="checkbox"/> Baseline data are graphed <p style="text-align: center;">AND</p> <input type="checkbox"/> Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance <p style="text-align: center;">AND</p> <input type="checkbox"/> Use an appropriate comparison standard.	<input type="checkbox"/> Baseline data are not graphed <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance <p style="text-align: center;">AND/OR</p> <input type="checkbox"/> Do not use an appropriate comparison standard.
RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

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

Comments:

Section 4: Intervention

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

Section 4: Intervention (Continued)

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

Comments:

Section 5: Evaluation (Summative)

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

Comments:

SUMMARY: To pass the case study assignment, interns must earn an overall score of “effective” on 4 of the 5 rubric sections.

Section	Score
Elements of an Effective Case Study	Effective/Needs Development
Problem Identification	Effective/Needs Development
Problem Analysis	Effective/Needs Development
Intervention	Effective/Needs Development
Evaluation	Effective/Needs Development
Overall Score	Pass/No Pass

Preparing Your Case Studies (from the NASP NCSP Application: Tips for Applicants)

1. As you choose your case study, remember that this is an intervention/ problem solving case study. Case studies that focus on a traditional psychoeducational assessment for eligibility generally are not good choices unless you have put an intervention into place.
2. Follow the directions in the NCSP application booklet carefully.
3. To aid the Board in reviewing your case study, it is helpful if you divide your presentation into the six key areas listed in the case study directions in the application booklet. Labeling these sections also is helpful.
4. As you address each of the six areas, be sure to include discussion about the subparts listed for several of the areas.
5. Be sure to proof read and spell check your case study.
6. Be sure that any graphs tables or figures are labeled.
7. Be sure to note the following as linked to the six areas:

Area 1: Background and Context

- It is not necessary to present a complete psycho educational assessment report. Instead, focus on describing the presenting problem or referral question.
- Descriptions of the problem must be in observable measurable terms.
- Briefly describe the current level of performance and the expected level. The expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc, depending on the referral question.
- You must provide baseline data that is directly related to the identified problem. The data collected must be collected in a reasonable manner along relevant dimensions. Remember that you will be comparing your outcome data to the baseline data at the end of the intervention.

Area 2: Description and Analysis

- Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking answers to the identified problem.
- Discuss your hypotheses as the possible reasons for the problem and its occurrence. That is, present reasons about "why" the behavior is

occurring as well as consider factors contributing to the problem. Interventions can only be developed when hypotheses are developed.

Area 3: Link Data with Goals

- Using the data you developed and your hypotheses, develop the goals for the intervention. Goals and interventions should be planned so that they can be implemented and have a high probability of success.
- The areas of intervention and goals must be consistent with regard to the problem analysis.
- The goals should be stated in explicit, measurable terms.

Area 4: Specific Description of the Intervention

- Specify how the intervention was implemented.
- Describe the intervention related to each goal in Area 3. Components of the intervention must be explained in sufficient detail that the reader would be able to put a similar intervention in place. The intervention steps must be manageable and realistic given the available resources.
- A description of how the intervention is being monitored also should be included.
- The intervention can be direct or indirect.

Area 5: Collaborative Efforts

- Describe how relevant members of the client(s)' environment were included in the case from step 1 on.
- Describe the role of each participant and what supports were in place for the participants.
- If attempts at collaboration were partially successful or unsuccessful, there should be an explanation of the attempts made and the potential effects. Consent is not considered to be collaboration.

Area 6: Outcome Data and Discussion of Results

- Data should be provided to illustrate the success of the intervention in addressing each goal.
- Data should be provided directly related to the change in behavior or skills by comparing the baseline data or assessment data with the outcome data.
- Data should be transformed from raw forms to allow determination of change.
- Progress towards meeting goals should also be discussed.
- Describe the progress, how it was monitored, factors that may have impeded progress, possible modifications and whether the problem has been solved or requires further or different intervention.

**University of Oregon
School Psychology Program
Initial Internship Agreement Form
YEAR**

Intern: NAME
School Psychology Intern
University of Oregon
School Psychology **PhD/MS** Program

Internship Site: DISTRICT/SITE NAME, CITY, STATE

Supervisor: NAME, CREDENTIALS

Intern Coordinator: Billie Jo Rodriguez, PhD, NCSP, BCBA

Start Date: MONTH DATE, YEAR

End Date: MONTH DATE, YEAR

Internship Total Hours: **1200 (MS) OR 1500 (PhD)** Clock Hours/9 Credits

Description of Internship:

STUDENT NAME will complete XXXX hours as a School Psychologist Intern at SITE. This internship will fulfill the graduate requirements for the **MS/PhD** degree through the University of Oregon. **STUDENT is a Masters/specialist student and will complete at least 1200 hours of school-based¹ internship experiences. Or STUDENT is a doctoral student who must complete at least 600 hours of school-based¹ internship experience. Or STUDENT is a doctoral student who previously completed a 1,200-hour school-based¹ internship as part of a specialist degree program in school psychology (or who have subsequent full-time experience working as a school psychologist) that fulfills the 600-hour rule and may do their predoctoral internship in any appropriate setting approved by the program.**

Description of Supervision:

STUDENT will be provided with an appropriately credentialed supervisor who agrees to provide a minimum of 2 hours per week of face-to-face supervision. It is acceptable to split the individual supervision arrangements between two different appropriately credentialed supervisors, so long as this arrangement is part of the written internship plan to be developed within two weeks of beginning the internship. The internship must be conducted under the direct supervision of a field or site supervisor who is primarily responsible for the intern's work, and who

1. Is a licensed or certified school psychologist
 - a. If a portion of the internship is conducted in a non-school setting, the field supervisor holds the appropriate state psychology credential for practice in the internship setting.
2. Holds a doctoral degree in school psychology or a closely related field (doctoral students) or a minimum of a specialist degree or equivalent (master's students)
3. Has at least two years of prior professional experience at the internship site

For doctoral students only: Field supervisors are not required to be board-licensed psychologists, so long as they have a doctoral degree in school psychology or a closely related field and hold the appropriate state school psychologist credential for practice in a school setting or appropriate state psychology credential for practice in a non-school internship setting. It is important to note that *students will not be able to count the internship experience as supervised experience for psychology board licensure if the field supervisor is not board-licensed.* Doctoral students or sites may wish to arrange supervision by a board-licensed psychologist as part of the internship experience.

In addition to the individual supervision requirement, doctoral students must receive an additional two hours per week of structured, supervised didactic training. These additional two hours of training may occur in several forms, including: group supervision and case staffing meetings, seminars, workshops, observation of supervisory staff providing services, or other appropriate and approved activities that are conducted under supervision and are part of the student’s written internship plan.

Billie Jo Rodriguez, PhD, NCSP, BCBA
University of Oregon

INTERN NAME
DEGREE PROGRAM
University of Oregon

INTERNSHIP SITE REPRESENTATIVE
SITE
CITY, STATE

¹ A school setting is defined by NASP (2020) as “one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in prekindergarten through Grade 12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services” (p.42).

**University of Oregon
School Psychology Program
Internship Plan
YEAR**

Intern: NAME
School Psychology Intern
University of Oregon
School Psychology **PhD/MS** Program

Internship Site: DISTRICT/SITE NAME, CITY, STATE

Supervisor: NAME, CREDENTIALS

Intern Coordinator: Billie Jo Rodriguez, PhD, NCSP, BCBA

Start Date: MONTH DATE, YEAR

End Date: MONTH DATE, YEAR

Internship Total Hours: **1200/1500** Clock Hours/9 Credits

Description of Internship:

(Sample summary to be deleted and updated with your content)

STUDENT NAME will complete XXXX hours as a School Psychologist Intern at SITE. This internship will fulfill the graduate requirements for the MS/PhD degree through the University of Oregon. SITE serves approximately 10,500 students across 22 schools. INTERN NAME's primary internship site is XXX Elementary. XXX Elementary serves students K-5th grade, employs multi-tiered systems of support to serve student needs, and offers a Spanish-English dual immersion program. STUDENT NAME will also be serving XXX High School and XXX Academy part time. XXX High School is an alternative high school designed to support individualized learning needs and XXX Academy is a charter school.

Internship Supervision

If you have more than one supervisor, complete this for each supervisor, especially relevant for doctoral students who need/want different types of supervised experience for different licensure opportunities.

Supervisor Name: [NAME]

Supervisor Degrees:

Supervisor Licensure/certifications:

Year of initial license as a school psychologist:

Year of initial hire in current district:

Areas of specialization or specialized skills: [LIST] also [Describe any relevant training/experience relevant to providing supervision such as graduate coursework, professional development].

Nature of Supervision:

Individualize based on your site specifics. Note the requirements from the internship handbook. I've highlighted some of them here. There are more specifics for doctoral students, depending on licensure interests.

The internship must be conducted under the direct supervision of a field or site supervisor who is primarily responsible for the intern's work, and who

4. Is a licensed or certified school psychologist

- a. *If a portion of the internship is conducted in a non-school setting, the field supervisor holds the appropriate state psychology credential for practice in the internship setting.*
5. *Holds a doctoral degree in school psychology or a closely related field (doctoral students) or a minimum of a specialist degree or equivalent (master's students)*
6. *Has at least two years of prior professional experience at the internship site*

Master's and doctoral students must receive a minimum of two hours per week of direct, individual, face-to-face supervision with their field supervisors that is focused on the professional services students are providing as interns, as well as overall progress and performance in the internship training. It is acceptable to split the individual supervision arrangements between two different supervisors, so long as this arrangement is part of the written internship plan (see below for a description of the written internship plan).

In addition to the individual supervision requirement, doctoral students must receive an additional two hours per week of structured, supervised didactic training. These additional two hours of training may occur in several forms, including: group supervision and case staffing meetings, seminars, workshops, observation of supervisory staff providing services, or other appropriate and approved activities that are conducted under supervision and are part of the student's written internship plan.

INTERN NAME and SUPERVISOR NAME will meet for two hours of weekly in person supervision (including online video conferencing) and for additional support as needed.

SUPERVISOR will complete paperwork and evaluations required by the University of Oregon and participate in quarterly online meetings with Billie Jo Rodriguez.

During supervision, INTERN and SUPERVISOR will engage in activities and discussions such as:

- Discussing and problem-solving case studies from...
- Observations of Intern/supervisor's work for INTERN to learn from SUPERVISOR's model and area of practice (e.g., intake and feedback meetings, assessments)
- Readings (e.g., psychological reports, articles)
- Discussions on:
 - Best practices and developments in psychological evaluations in schools, clinics, and private practice
 - Neurological basis of and presentation of various psychological disorders.
 - Best practices and developments in recommending accommodations, interventions, and other supports.
 - Ethical decision-making.
 - Collaboration with between families, schools, and outside agencies.

In addition to this individual supervision, INTERN will participate in weekly supervision with the school psychologists at DISTRICT, which includes a group of Masters and Doctorate level licensed school psychologists and school psychologist interns.

Performance Evaluation

INTERN and SUPERVISOR will meet at the end of each quarter to complete and review evaluation forms. All evaluation forms will be submitted to the School Psychology Program Internship Coordinator (via Tk20 online portal), by the second day of final's week each quarter. Grades are assigned on the basis of supervisor evaluations, quality of internship assignments, adequate progress completing goals and objectives associated with the internship experience,

including number of hours of internship experience and supervision (under the course number SPSY 699).

Throughout the 2022-2023 school year, intern will receive, prepare, and review the following evaluation forms and materials:

- A completed UO Quarterly Intern Professional Behavior Evaluation form signed/electronically verified by the intern's site supervisor submitted in TK20.
- A completed Intern Evaluation Form signed/electronically verified by SUPERVISOR NAME in TK20.
- A log of clock hours, broken down by appropriate service and training categories, and signed/electronically verified by the intern's site supervisor submitted in TK20.
- By Week 6 of winter term, intern will submit (through canvas) description and initial progress on two case studies that demonstrate comprehensive problem-solving cases – one focused on student academic outcomes and one focused on student emotional/behavioral/mental health outcomes.
- By Week 3 of spring term, the intern will submit the first complete case study in TK20 that demonstrates comprehensive problem-solving casework—focused on student academic or student social emotional/behavioral/mental health outcomes.
- By Week 6 of spring term, the intern will submit the second of two complete case studies in TK20 to demonstrate comprehensive problem-solving casework ensuring they have completed two total case studies – one focused on student academic outcomes and one focused on student emotional/behavioral/mental health outcomes.
- By Week 6 of spring term, the intern will have taken and passed the School Psychology Praxis Exam, including sending official score reports to the University of Oregon
- Tuesday of Finals Week spring term, a cumulative final signed/verified log with all internship hours will be submitted to TK20.

INTERN, SUPERVISOR, and Dr. Rodriguez will have one conference per academic quarter, to occur between weeks 4-6 of the University of Oregon quarterly calendar. This conference is for the purpose of facilitating communication between the program and the internship site, ensuring that program standards and requirements are being met, and to support any consultation or problem-solving that is necessary for the student to have a successful experience. **This will be arranged and scheduled in advance by INTERN.**

As needed, INTERN and site supervisors will meet for formative evaluation throughout the internship year. Either INTERN or site supervisors can request these meetings.

Internship Goals and Objectives

Revise these to align with your goals; should have content in every area and can be similar to this as it applies to your site/experiences/goals.

Data-Based Decision Making

- Demonstrate competency in utilizing the problem-solving model for educational decision making
- Systematically collect data from multiple sources to inform evaluation and evidence-based academic, behavioral, and mental health intervention decisions and explicitly address consideration of ecological factors throughout these processes.
- Use assessment and data collection strategies to progress monitor and evaluate interventions and track student progress towards academic and behavioral goals.
- Gain experience and fluency administering and interpreting a wide array of standardized, norm-referenced assessments of academic and behavioral skills, including traditional and curriculum-based measurement assessments.
- Expand my knowledge and experience with multilingual assessment practices, and with incorporating language proficiency data in educational decision making.

- Conduct functional behavior assessments and create recommendations for intervention, behavior support plans, and collaborative team decisions based on data.
- Gain experience with mental health assessment, including screening, individualized assessments, and risk assessment.
- Demonstrate competency in presenting and interpreting data effectively for various audiences and settings.

Consultation and Collaboration

- Consult and collaborate at the individual, family, group, and systems levels.
- Improve facilitation, collaboration, and cultural competency skills through leading and participating in group decision making with diverse school personnel, families, community professionals, and others.
- Provide consultation and professional support to teachers and school-based teams around instruction, classroom and behavior management, and progress monitoring.
- Consult with parents to support their child behaviorally and academically.
- Consult with colleagues and other professionals in the School Psychology field and at SITE to support my own professional growth.

Interventions and Instructional Supports to Develop Academic Skills

- Participate on team meetings to support multi-tiered systems and interventions for students.
- Provide consultative and/or direct support for academic instruction across multiple tiers of support.
- Develop appropriate recommendations and academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and educational needs.
- Expand my knowledge of evidence based instructional strategies and interventions.

Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Mental Health Services

- Participate in school-wide Positive Behavior Intervention and Supports (PBIS) teams.
- Collaborate with community based mental health providers to ensure students have access to appropriate group and individual counseling for students, and to improve alignment across school and agency supports.
- Expand my knowledge of evidence-based social-emotional, behavioral, and mental health curriculum and programs.
- Develop appropriate social-emotional, behavioral, and mental health goals for students.
- Integrate behavioral supports and mental health services with academic and learning goals for students.
- Participate in school crisis prevention and conduct threat and/or crisis assessment in the school setting as needed.
- Build knowledge of crisis prevention and intervention and mental health within the school environment.
- Attend trainings and professional development on district or area educational agency implemented crisis response procedures.

School-Wide Practices to Promote Learning

- Support the implementation of school-wide evidence-based practices to promote student and teacher success.
- Create and maintain effective and supportive learning environments for children and educational staff within a multi-tiered continuum of school-based services.
- Seek out opportunities for professional development and experiences implementing multi-tiered systems of support in school-based settings.
- Support staff training and professional development in areas of localized need.

Family-School Collaboration Services

- Connect families to applicable educational and community services.
- Approach family-school collaboration through a culturally responsive lens

- Build relationships with families and collaborate around student support and decision making
- Advance my competency in communicating and collaborating with families on school, family, and community issues in Spanish.
- Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and address these factors when developing and providing services for all families.

Diversity in Development and Learning

- Continue to develop and demonstrate cultural competency and sensitivity when working with students and families from diverse backgrounds.
- Promote safe and supportive learning environments for all students.
- Expand my knowledge of various psychological disorders and serve the needs of students with a variety of socio-emotional and learning needs.
- Provide culturally competent and effective practices in all areas of school psychology service delivery, with particular consideration in assessment and behavioral responses.
- Continue to develop knowledge of evidence-based strategies for individuals from diverse backgrounds, English Language Learners, and students who have experienced trauma.
- Engage in professional development around diversity and cultural competency in school psychology practice.
- Support school staff in developing and implementing culturally responsive practices.
- Promote social justice in school policies and programs for all students including the assessment of current outcomes for students from culturally and linguistically diverse backgrounds and in regards to disproportionality in special education placement and discipline practices.

Research and Program Evaluation

- Seek out and participate in professional development opportunities with and outside of SPS through other professional organizations.
- Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices.

Legal, Ethical, and Professional Practice

- Follow the ethical codes set forth by APA and NASP.
- Follow all federal, state, and district legal requirements.
- Understand and follow district policy and procedures, including paperwork requirements, use of online systems, Heartland AEA, and Iowa State guidelines.
- Display time management skills and complete work in an appropriate and timely manner.
- Use clear and professional language and communication with family, school staff, and students.
- Maintain confidentiality of student records and student, staff, and family information.
- Serve as a mandatory reporter for child maltreatment.
- Build confidence within my practice.

STUDENT NAME, CREDENTIALS

School Psychology Intern

University of Oregon/ Springfield Public
Schools

SUPERVISOR NAME, CREDENTIALS

ROLE

SITE

A handwritten signature in black ink that reads "Billie Jo Rodriguez". The signature is written in a cursive style with a large, stylized initial "BJ".

Billie Jo Rodriguez, PhD, NCSP, BCBA

Internship Coordinator

University of Oregon