

TEXAS STATE

SCHOOL PSYCHOLOGY PROGRAM INTERNSHIP HANDBOOK

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
PSYCHOLOGICAL SERVICES**

**TEXAS STATE UNIVERSITY
SAN MARCOS, TEXAS 78666**

A Member of the Texas State University System

Revised, Fall 2006

**SCHOOL PSYCHOLOGY INTERNSHIP HANDBOOK
REVISED FALL 2006**

TABLE OF CONTENTS

Internship in School Psychology: Overview.....	2
Goals for the Internship in School Psychology.....	4
Procedures for Applying for the Internship Experience.....	5
Expectations During the Internship and Post-Internship Year.....	6
Internship Application.....	7
Responsibilities of the Field-based Supervisor.....	8
Responsibilities of the University-based Supervisor.....	9
Responsibilities of the Intern.....	10
Objectives for Internship in School Psychology.....	11
Internship Skills/Competency Checklist and Planning Document.....	16
Internship Forms for Submission to University Supervisor.....	29
Internship Information Form.....	29
Memorandum of Agreement.....	30
Instructions for Completion of Internship Logs.....	33
Internship Log Summary Form.....	34
Internship Log Coding System.....	35
Internship Log Form.....	37
Internship Evaluation Form.....	38
Internship Site Evaluation Form.....	40
Internship Case Evaluation Form.....	41

OVERVIEW

INTERNSHIP IN SCHOOL PSYCHOLOGY

The professional internship occurs at or near the end of formal training in school psychology. It is considered the culminating experience in the student's graduate preparation for the professional practice of school psychology. It provides the student with an opportunity to integrate the knowledge and skills obtained throughout the training program and to apply them as a professional in a supervised setting. The two semester professional internship sequence (EDP 6301 and 6302) is a fulltime experience for a minimum total of 1200 clock hours.

Interns are considered full members of the school/agency staff, and they participate with regular education and special education staff as members of multidisciplinary teams. Supervision and primary responsibility for the work of the student intern are with the assigned school district or agency. Field-based internship supervisors are appropriately certified by the Texas State Board of Examiners of Psychologists as Licensed Specialists in School Psychology with at least three years experience. They provide a minimum of two hours per week of direct supervision for each intern. University School Psychology Program (Program) internship supervisors also provide an ongoing collaborative relationship with the field-based supervisor and intern. The University supervisor is a licensed psychologist, licensed specialist in school psychology (LSSP), and/or nationally certified school psychologist (NCSP). A Memorandum of Agreement and contract are established between the intern and the internship site stipulating training objectives, supervision guidelines, the schedule of appointments, provision for participation in continuing education, and assurances that an appropriate work environment, including adequate supplies, material, office space, and services, will be provided. This

agreement must be consistent with the Program goals and objectives, and the agreement must meet state regulations and ethical guidelines. The intern is eligible for employment during this internship year. Employment, however, in no way precludes the primary training aspect of the internship.

The second semester of the internship (EDP 6302) is a continuation of the supervised school-based experience (EDP 6301) or placement may occur in an appropriate alternative setting (e.g. a child guidance clinic, mental health care center, etc.). The same standards that applied to the first semester of internship also apply to the second semester unless that portion of the internship is in a non-school setting. In those instances, supervision is provided by a licensed psychologist whose credential is appropriate to the setting. A minimum of 600 internship clock hours of the total 1200 clock hours, however, is required to be in a school setting.

GOALS FOR THE INTERNSHIP IN SCHOOL PSYCHOLOGY

1. The intern will demonstrate proficiencies and knowledge acquired during formal training in the School Psychology Program at Texas State University-San Marcos as described in the *School Psychology Program Student Handbook*, including:
 - 1.1 Data-based decision-making and accountability.
 - 1.2 Consultation and collaboration.
 - 1.3 Effective instruction and development of cognitive/academic skills.
 - 1.4 Socialization and development of life skills.
 - 1.5 Student diversity in development and learning.
 - 1.6 School systems organization, policy development, and climate.
 - 1.7 Prevention, crisis intervention, and mental health.
 - 1.8 Home/school/community collaboration.
 - 1.9 Research and program evaluation.
 - 1.10 School psychology practice and development.
 - 1.11 Information technology.

2. The intern will demonstrate competence in the practice of professional school psychology by:
 - 2.1 Passing the National School Psychology Certification Exam administered by the Educational Testing Service.
 - 2.2 Completing all contractual agreements with the internship site and completing all School Psychology Program requirements.
 - 2.3 Applying for and receiving institutional certification from the University as having graduated with a master of arts degree in school psychology.
 - 2.4 Applying to the Texas State Board of Examiners of Psychologists (TSBEP) for licensure as a Licensed Specialist in School Psychology (LSSP) including passing the required Jurisprudence Examination.
 - 2.5 Applying to the National School Psychology Certification Board and receiving Nationally Certified School Psychologist (NCSP) status.

PROCEDURES FOR APPLYING FOR THE INTERNSHIP EXPERIENCE

1. The student should complete a formal application with the Program faculty internship coordinator during the fall or spring semester prior to the desired internship.
2. The student must document completion of the academic degree plan by the start of the internship.
3. After the University internship coordinator has approved selection of the internship site, the student should negotiate with the administrator of the internship site a Memorandum of Agreement stipulating the intent of the school district/agency to hire the student as an intern for the designated semester (see Memorandum of Agreement in this *Handbook*).
4. The student must obtain confirmation that the Program faculty internship coordinator has evaluated the application and confirmed that the selected site has agreed to accept the applicant.
5. The student should then negotiate a contractual agreement with the internship site that specifies in writing:
 - a. training commitment
 - b. provision of supervision
 - c. work environment
 - d. contract and salary
 - e. provision for continued professional development
 - f. travel expenses
6. The student must provide proof of professional student liability insurance prior to beginning the internship experience.
7. The student intern must register for the appropriate three credit hour course (6301 or 6302) by advance registration.

EXPECTATIONS DURING THE INTERNSHIP AND POST-INTERNSHIP YEAR

1. The student shall apply for and pass the National School Psychology Certification Exam administered by the Educational Testing Service.
2. Following graduation, the graduate should apply to the National School Psychology Certification System to become a Nationally Certified School Psychologist (NCSP); and apply to the Texas State Board of Examiners of Psychologists (TSBEP) to take the Jurisprudence Exam for licensure as an LSSP.
3. The graduate should submit all required documents to the Program internship coordinator (see p. 10 “Responsibilities of the Intern”).
4. The graduate is required to practice under the supervision of an LSSP following licensure as an LSSP.

**TEXAS STATE UNIVERSITY—SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP APPLICATION****

Applicant Name _____

Applicant Address _____

_____ (city) (state) (zip code)

Application Date _____ Expected Graduation Date _____

Home Phone () _____ Work Phone () _____

E-mail _____

I am applying for internship for (semester) _____ (year) _____

I am making application for the following course:

____ EDP 6301 (1st 600 clock hours, *internship*)

____ EDP 6302 (2nd 600 clock hours, *internship*)

I am planning for placement in the following setting(s):

____ public school district ____ state agency ____ state hospital/school ____ university
____ private hospital/school ____ other (provide information below)

If you have made contact with a desired internship site, provide the following information:

Site Director/Supervisor Name _____

Mailing Address _____

_____ (city) (state) (zip code)

Business Telephone () _____ E-mail _____

If you have not yet made contact with selected site, note the geographic area you prefer:

____ Hays County ____ Travis County ____ Bexar County ____ Comal County ____ Other (please describe):

****NOTE: Proof of student liability insurance must be attached to this application.**

RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR

The field-based internship supervisor will:

1. Have at least three years experience and hold a valid credential from the TSBEP as a Licensed Specialist in School Psychology. For any portion of the internship in a non-school setting, the supervisor must be a licensed psychologist with expertise and training appropriate for that setting.
2. Negotiate an internship plan with the intern that is consistent with the goals and objectives of the Program.
3. Be responsible for no more than two interns at any given time.
4. Provide at least two hours per week of direct supervision for each intern.
5. Systematically evaluate the intern's performance in regard to the specific training objectives of the University Program and the field-based site.
6. Complete student's *Internship Skills/Competency Checklist* and *Evaluation Form* each semester.
7. Contact the University supervisor if any significant problem occurs with the intern's assignment.
8. Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

RESPONSIBILITIES OF THE UNIVERSITY-BASED SUPERVISORS

The University-based internship supervisor will:

1. Ensure that the district/agency has a commitment to the internship as a training experience.
2. Monitor and ensure that the internship plan is consistent with Program goals and objectives.
3. Be responsible for no more than 12 interns at any given time.
4. Maintain an ongoing relationship with the intern and the intern's field-based supervisor and provide at least one field-based contact per semester for each intern. During the site visit, the university supervisor will review and evaluate the intern's case study (see p. 40), which should document the outcomes of the assessment and intervention provided by the intern.
5. Be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or intern.
6. Document that the intern is meeting University Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
7. Document to the University when the student has completed all requirements of the internship.

RESPONSIBILITIES OF THE INTERN

The intern will:

1. Review with the field-based supervisor the conditions specified in the *School Psychology Program Internship Handbook* and in the *Memorandum of Agreement* and employment contract. Both parties must have a clear understanding of intern duties, supervision, work hours, assigned office space, secretarial support, provision of materials, calendar of continuing education opportunities and staff meetings, etc.
2. Review the *Internship Skills/Competency Checklist and Planning Document* with the field-based supervisor and jointly develop an internship plan that specifies activities and duties that are consistent with the Program goals and objectives, including:
 - a. A timeline of when the activities should occur.
 - b. The nature of the activities.
 - c. The number of the objective(s) and competency(ies) addressed.
 - d. The approximate time or percent of time allotted for the activities.
3. Prepare for review by the university and site supervisors the case study (see p. 40), which documents the outcomes of the assessment and intervention for a particular child provided by the intern during the internship.
4. Complete the *Activity Log* on a regular basis by following the instructions on the *Activity Code Sheet*.
 - a. Have the log available for review by the field-based and University-based supervisors on a weekly basis.
 - b. Have the completed logs and *Activity Summary Sheet* turned in to the University-based supervisor at the end of each 600 hour semester.
5. Seek formal, written evaluation from the field-based supervisor each semester and submit the completed *Internship Evaluation Form* and *Skills/Competency Checklist and Planning Document* to the University-based supervisor.
6. Notify the University-based supervisor in a timely manner of any major change of assignment(s), as well as problems or difficulties.
7. Attend group supervision and professional development sessions held at the University each semester.

OBJECTIVES FOR INTERNSHIP IN SCHOOL PSYCHOLOGY

As evidence that the intern has met Program goals and objectives, she/he will demonstrate proficiency and knowledge at an *advanced* level as evaluated on the *Internship Skills/Competency Checklist and Planning Document*.

The intern will obtain experience and demonstrate proficiency in the following areas:

1. Application of ethical and legal aspects of professional school psychology in the following areas:
 - 1.1 Confidentiality, informed consent, and due process
 - 1.2 Family Educational Right to Privacy Act
 - 1.3 Texas State Board of Education Rules and Regulations
 - 1.4 Federal and State laws related to education and psychology
 - 1.5 Professional competence and standards for professional practice (NASP and APA)
 - 1.6 Texas State Board of Examiners of Psychologists (TSBEP) rules and regulations for licensure as a Licensed Specialist in School Psychology

2. Learning the operation, organization, and policy of the assigned district/campus or clinical setting through awareness of:
 - 2.1 District facilities and key administrative personnel and their roles and functions
 - 2.2 The roles and functions of other student service personnel
 - 2.3 The roles and functions of support and related service staff
 - 2.4 The roles and functions of the School Psychologist/Licensed Specialist in School Psychology
 - 2.5 District policies and procedures for crisis prevention and intervention

3. Understanding of regular and special education policies and procedures related to the education of all students:
 - 3.1 Referral for special education
 - 3.2 Operation of the multidisciplinary team (ARD)
 - 3.3 Placement in least restrictive environment (LRE)
 - 3.4 Development of individual education and behavior management plans
 - 3.5 School discipline policies, including manifestation determination procedures

4. Identifying the characteristics of various instructional arrangements for all students by observation and collaboration in the following learning environments:
 - 4.1 Regular education classroom
 - 4.2 Special education resource room

- 4.3 Content mastery classroom or lab
 - 4.4 Self-contained classroom for special education
 - 4.5 Bilingual education classroom
 - 4.6 English as a Second Language classroom
 - 4.7 Alternative learning environments
 - 4.8 Inclusion modeled classroom
5. Awareness of the characteristics of exceptional learners by observation and/or implementation of direct/indirect services with children under the following categories:
- 5.1 Specific Learning Disabilities
 - 5.2 Emotional Disturbance
 - 5.3 Mental Retardation
 - 5.4 Visual Impairment
 - 5.5 Auditory Impairment
 - 5.6 Deaf-Blindness
 - 5.7 Orthopedic Impairment
 - 5.8 Other Health Impairment
 - 5.9 Multiple Disabilities
 - 5.10 Autism/Pervasive Developmental Disorder
 - 5.11 Speech or Language Impairment
 - 5.12 Non-categorical Early Childhood (including Developmental Delays)
 - 5.13 Traumatic Brain Injury
 - 5.14 Gifted and Talented (not a special education category)
6. Proficiency in the selection, administration, scoring, and interpretation of psychoeducational tests for the evaluation of learning competencies and disabilities:
- 6.1 Integration of data from multiple sources and methods
 - 6.2 Development of meaningful recommendations related to assessment findings
7. Demonstration of positive personal characteristics in the performance of duties in the following areas:
- 7.1 Adaptability
 - 7.2 Communication skills (oral)
 - 7.3 Communication skills (written)
 - 7.4 Conscientiousness
 - 7.5 Cooperation
 - 7.6 Dependability/reliability
 - 7.7 Independence
 - 7.8 Motivation
 - 7.9 Personal stability
 - 7.10 Productivity
 - 7.11 Professional ethics

- 7.12 Professional image/appearance
- 8. Direct observation and indirect/direct delivery of services to “at risk” populations in the following areas:
 - 8.1 Developmental delays
 - 8.2 Situational adjustment difficulties
 - 8.3 Environmental deprivation
 - 8.4 Economic deprivation
 - 8.5 Attentional disorders
 - 8.6 Disrupted family systems
 - 8.7 Drug/alcohol abuse and addiction
 - 8.8 Culture, gender, ethnic and age differences
 - 8.9 Physical/sexual/emotional abuse
 - 8.10 Adjudicated youth
- 9. Administration, scoring, and interpretation of assessment instruments, including sensory-motor, adaptive behavior, or other specific techniques for the evaluation of the following populations:
 - 9.1 Emotionally disturbed
 - 9.2 Autism/Pervasive Developmental Disorder
 - 9.3 Behaviorally disordered
 - 9.4 Socially Maladjusted
 - 9.5 Mentally Retarded
- 10. Instructional remediation by assisting in the development of individual education plans for the following areas:
 - 10.1 Reading
 - 10.2 Mathematics
 - 10.3 Written language
 - 10.4 Listening comprehension
 - 10.5 Oral expression
- 11. Incorporation of nontraditional assessment techniques:
 - 11.1 Criterion referenced testing
 - 11.2 Curriculum-based assessment
 - 11.3 Nonbiased alternative procedures for linguistically and culturally diverse students
 - 11.4 Computer administered assessment
 - 11.5 Specialized assessment (e.g., for visual-motor, memory, executive functions, or other cognitive skills)
 - 11.6 Arena-based assessment

12. Direct and indirect consultation:
 - 12.1 Problem solving and mediation
 - 12.2 Conflict resolution
 - 12.3 Functional behavior assessment and applied behavior analysis
 - 12.4 Parent training/home intervention
 - 12.5 Social skills training
 - 12.6 Crisis management
 - 12.7 Participation as a multidisciplinary team member
 - 12.8 Collaborating with administrators and other personnel regarding program and systems needs

13. Home/school/community collaboration:
 - 13.1 Knowledge of family strengths, systems, and influences
 - 13.2 Involving families in education and service delivery
 - 13.3 Collaborating with families, educators, and others in the community to provide services to children and adolescents
 - 13.4 Engaging family systems through parent and child interviews to collect a developmental and family history

14. Counseling and intervention by:
 - 14.1 Facilitating or co-facilitating counseling groups
 - 14.2 Conducting individual counseling sessions
 - 14.3 Leading or co-leading inservices, seminars and/or workshops in mental health related topics
 - 14.4 Parent training/home intervention
 - 14.5 Social skills training
 - 14.6 Crisis intervention

15. Operation and organization of alternative educational and mental health systems for children and adolescents by:
 - 15.1 Contacting local mental health and social service agencies to facilitate interventions
 - 15.2 Making appropriate referrals for school staff, students, and families
 - 15.3 Familiarity with rules, regulations and standards applicable to the setting

16. Interpersonal relationships and consultation skills essential for working with individuals in schools and alternative clinical settings by developing the following areas:
 - 16.1 Interviewing techniques
 - 16.2 Problem identification and goal setting

- 16.3 Negotiation
 - 16.4 Reframing
 - 16.5 Restating
 - 16.6 Summarizing
 - 16.7 Empathy
 - 16.8 Risk-taking
 - 16.9 Evaluation
 - 16.10 Termination/closure
17. Development of positive behavioral and social interventions and outcomes:
- 17.1 Integrating behavioral, social and psychological techniques
 - 17.2 Developing a personal style and theory of counseling and intervention

TEXAS STATE UNIVERSITY-SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM
INTERNSHIP SKILLS/ COMPETENCY CHECKLIST AND PLANNING DOCUMENT

Intern Name

Site

Date
Submitted

Field-Based
Supervisor

University Supervisor

The goal of the internship experience is to prepare students for entry level positions in the field of school psychology. When evaluating competencies in each area, consider skills on a continuum from minimal level of competence to emerging level of competence to a level of competence necessary to be successful in an entry level school psychology position.

- 1 – Does not demonstrate competence
- 2 – Demonstrates minimal competence
- 3 – Demonstrates emerging competence
- 4 – Demonstrates competence

NA – Not applicable to this internship

1. Interns will obtain experience and demonstrate knowledge of the ethical and legal aspects of professional school psychology as pertains to a) Family Educational Right to Privacy Act; b) Federal laws (PL 94-142, IDEA, IDEIA, ADA); c) State laws and regulations (Texas State Board of Examiners of Psychologists Rules and Regulations for Licensed Specialist in School Psychology); and d) Standards for professional practice (APA, NASP).

Objectives 1.1-1.6

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Confidentiality	Maintain security of records		
	Maintain confidentiality of interactions		
	Other		
Informed Consent	Review consent with parent		
	Other		
Due Process	Review procedural safeguards with parent		
	Review A Parent's Guide to the ARD Process		
	Other		
Follows Legal Guidelines	Adheres to state and federal laws when working with students, parents and educational professionals		
Follows Ethical Guidelines	Adheres to professional ethical standards when working with students, parents and educational professionals		
	Other		

2. Interns will obtain experience and demonstrate knowledge of the operation and organization of public schools.

Objectives 2.1-2.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Administration	Review administrative organization		
Identify Pupil Personnel	Counselor		
	Reading Specialist		
	Math Specialist		
	Nurse		
	Special Programs		
Identify Support Staff/ Related Services Staff	Speech Therapist		
	Occupational Therapist		
	Physical Therapist		
	Adaptive PE Teacher		
	VI Teacher		
	AI Teacher		
Crisis Intervention	Review district/ campus crisis plan		

3. Interns will obtain experience and demonstrate knowledge of regular and special education policies and procedures related to the education of all students.

Objectives 3.1-3.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Referral to Special Education	Participate in pre-referral team		
	Review initial referral packet		
	Other		
Operation of the ARD team	Participate in ARD meeting		
	Present assessment data at ARD meeting		
	Facilitate ARD meeting		
	Other		
Placement in the LRE	Participate in ARD meeting		
Development of IEP/BIP	Participate in ARD meeting		
Transition Planning	Attend Transition Planning ARD		
Manifestation	Review district discipline policies		

Determination			
	Participate in Functional Behavioral Assessment		
	Participate in manifestation determination		
Crisis Intervention	Review district crisis intervention plan		

4. Interns will obtain experiences with various instructional arrangements for all students by direct observation in the various learning environments.

Objectives 4.1-4.8

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Regular Education	Classroom observation		
Special Education- Resource/Content Mastery	Classroom/lab observation		
Special Education- Self Contained	Classroom observation/ Behavior unit		
Bilingual Education	Classroom observation		
ESL Education	Classroom observation		
Alternative educational placement	Classroom/ program observation		
Special Education— Inclusion	Classroom/program observation		

5. Interns will demonstrate knowledge of the characteristics of exceptional learners by observation and/or performance of indirect/direct services with the following populations:
Objectives 5.1-5.14

Area of Competence/ Observation	Evidence of Competence/ Date(s) (activity, e.g., folder review, observation, direct or indirect service)	Level of Competence	Evaluator
Learning Disabled			
Emotionally Disturbed			
Mentally Retarded			
Visually Impaired			
Hearing Impaired			
Orthopedically Impaired			
Other Health Impaired			
Multiply Handicapped			
Autism/ Pervasive Developmental Disorder			
Developmentally Delayed			
Gifted			
Speech or Language Impaired			
Early Childhood			
Traumatic Brain Injury			

6. Interns will gain experience and demonstrate proficiency in the selection, administration, scoring, and interpretation of psychoeducational tests of learning competencies and disabilities.
Objectives 6.1-6.2

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Initial Evaluations	Learning Disabilities		
	Mental Retardation		
	Emotional Disturbance		
	Austism/ Pervasive Developmental Disorder		
	Other handicapping conditions		
Re-evaluations	Learning Disabilities		
	Emotional Disturbance		
	Other		

7. Interns should demonstrate positive personal characteristics in the performance of their duties.
Objectives 7.1-7.12

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Adaptability			
Communication skills (verbal)			
Communication skills (written)			
Conscientiousness			
Dependability/reliability			
Independence			
Motivation			
Personal stability			
Productivity			
Professional Ethics			
Professional Image/ Appearance			

8. Interns should obtain experience and/or indirect/direct delivery of services to “at risk” populations.

Objectives 8.1-8.10

Area of Competence	Evidence of Competence/ Date(s) (activity, e.g., assessment, consultation, FBA, BIP, family contact/collaboration, outside referrals)	Level of Competence	Evaluator
Developmental delays			
Situational adjustment difficulties			
Environmental deprivation			
Economic deprivation			
Attentional disorders			
Disrupted family systems			
Drug/alcohol abuse and addiction			
Culture, gender, ethnic and age differences			
Physical/sexual/emotional abuse			
Adjudicated youth			

9. Interns will demonstrate proficiency in the administration, scoring, and interpretation of assessment instruments, including sensory-motor, adaptive behavior, and other specific techniques, for evaluation of exceptional populations.

Objectives 9.1-9.5

Area of Competence	Evidence of Competence/ Date(s) (describe test/technique used)	Level of Competence	Evaluator
Emotionally Disturbed			
Autism/PDD			
Behaviorally Disordered			
Socially Maladjusted			
Mentally Retarded			

10. Interns will obtain experience and demonstrate knowledge of instructional remediation by assisting in the development of individual education plans by relating assessment to intervention strategies.

Objectives 10.1-10.5

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Reading	Assist in development of IEP		
Mathematics	Assist in development of IEP		
Written Language	Assist in development of IEP		
Listening Comprehension	Assist in development of IEP		
Oral Expression	Assist in development of IEP		

11. Interns will obtain experience and demonstrate skill in nontraditional assessment areas.

Objectives 11.1-11.6

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Criterion reference testing	Incorporate district test results into FIE		
Curriculum based assessment	Administer and interpret		
Performance based assessment	Administer and interpret		
Portfolio assessment	Administer and interpret		
Second language learners	Implement/ Observe non-biased assessment		
Computer administered assessment	Observation		

12. Interns will obtain experience and demonstrate skill with direct and indirect consultation methods.

Objectives 12.1-12.8

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Problem solving and mediation			
Conflict resolution			
Behavior analysis			
Parent training/home intervention			
Social skills training			
Crisis management			
Participation as an interdisciplinary team member			
Program collaboration and consultation			

13. Interns will obtain experience and demonstrate knowledge in home/school/community collaboration.

Objectives 13.1-13.4

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Family involvement	Parent and child interviews to collect developmental and family history		
	Engaging families in interventions		
Social services	Collaboration with families and community agencies to coordinate services		

14. Interns will obtain experience and demonstrate skill in counseling and intervention.
Objectives 14.1-14.6

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Facilitating or co-facilitating counseling groups	Dates of services		
Conducting individual counseling sessions	Dates of services		
Leading or co-leading inservices, seminars and/or workshops on mental health related topics	Direct/ indirect service		
Parent training/home intervention	Direct/ indirect service		
Social skills training	Direct/ indirect service		
Crisis management	Direct/ indirect service		

15. Interns will obtain experience and demonstrate knowledge of the operation and organization of alternative educational and mental health systems for children and adolescents.

Objectives 15.1-15.3

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Familiarity with local resources	Identify community resources to facilitate interventions for school staff, children and families		
Facilitation of referrals	Appropriate contacts with school staff, students, families, and agencies		
Compliance	Observe rules, regulations and standards for the setting		

16. Interns will demonstrate counseling and consultation skills essential for working with individuals.

Objectives 16.1-16.10

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Interviewing techniques			
Problem identification and goal setting			
Negotiation			
Reframing			
Restating			
Summarizing			
Empathy			
Risk-taking			
Evaluation			
Termination/closure			

17. Interns will obtain experience and demonstrate skill in the development of positive behavioral and social interventions and outcomes.

Objectives 17.1-17.2

Area of Competence	Evidence of Competence/ Date(s)	Level of Competence	Evaluator
Integrating behavioral, social and psychological techniques	Direct/ indirect service		
Developing a personal style and theory of counseling and intervention	Direct/ indirect service		

**Texas State University- San Marcos
School Psychology Program
Internship Information**

Intern Name _____ ID# _____

Home Address _____

Home Phone () _____ Work Phone () _____

FAX _____ Email _____

Date NCSP Exam is scheduled to be taken (or date and score if completed) _____

Internship dates: Begin _____ End _____

Internship Site and Supervisor

School District or Agency _____

Supervisor Name _____

License or Certificate Held _____ Expiration Date _____
(please attach copy)

Years of Experience as an LSSP or School Psychologist _____

Internship Site Address _____

Supervisor Work Phone _____ FAX _____ E-mail _____

Special Education Director Name _____

Superintendent Name _____

On the back draw a map and provide directions indicating how to get to your location.

**SCHOOL PSYCHOLOGY PROGRAM
TEXAS STATE UNIVERSITY- SAN MARCOS**

**MEMORANDUM OF AGREEMENT
FOR INTERNSHIP**

In pursuance to carrying out the terms of supervision of specialist level school psychology interns, the following is understood and agreed to by the undersigned.

1. _____ will serve as a graduate level intern in school psychology from Texas State University--San Marcos. The internship setting location is _____.
2. The internship will begin on _____ (month, day, year) and end on _____ (month, day, year), for an approximate total of _____ hours.
3. _____ will serve as field-based supervisor for the same period.
4. Field-based supervisors will:
 - a. Hold appropriate certifications/degrees (i.e., the LSSP with three years experience).
 - b. Be responsible for all duties performed by the student while under supervision.
 - c. Review test protocols, counseling records or notes, reports, etc. and observe the student's professional skills.
 - d. Co-sign all psychological reports/evaluations.
 - e. Complete the *Internship Evaluation Form, Skills/Competency Checklist*, and other evaluative forms as appropriate.
 - f. Provide at least two hours of supervision weekly with the intern.
 - g. Be available by appointment as requested by the internship student.
 - h. Be available for contact on emergency basis as needed.
 - i. Contact the University supervisor as needed.
5. Activities appropriate for the internship in school psychology are found in the *Internship Handbook*. Interns may, for example:
 - a. Complete full individual evaluations, case consultation and collaboration, parent collaboration and training, and other psychological services, as appropriate.
 - b. Attend staff meetings, to include:
 - (1) Inservice and professional development meetings of LSSPs and other school personnel.

- (2) Miscellaneous staff meetings when possible.
 - c. Plan and conduct workshops and inservice programs for teachers, counselors, family members, and other personnel.
 - d. Plan appropriate interventions for children referred for assistance, and participate in these interventions, including counseling and development of behavior plans, if appropriate.
 - e. Participate in campus prereferral committees and ARDs.
 - f. Serve as a resource to the school staff appropriate to the intern's level of training.
 - g. Participate in crisis management training, prevention, and postvention.
 - h. Other activities as appropriate.
6. The intern and administrative representative of the field-based site will negotiate a formal contract consistent with district/agency policy stipulating the following:
- a. commitment to the internship as a diversified training experience.
 - b. internship responsibilities, including campus assignments and roles
 - c. provision of supervision.
 - d. provision for continuing education.
 - e. travel expenses.
 - f. work environment, e.g., office space, computer access, secretarial/clerical assistance.
 - g. contract and salary.
7. The University Program will designate a faculty member to act as the University supervisor. Regularly scheduled contact with the intern will be held with the University supervisor who is also available for mediation of difficulties.
8. The University supervisor will notify the intern that he or she is responsible for:
- a. Adherence to the administrative policies, rules, standards, schedules and practices of the school district/agency.
 - b. Arrangements for his/her own transportation.
 - c. Informing the site supervisor of intern's obligation to attend supervision and professional development sessions at the University once each semester.
 - d. Arrangements for the University supervisor to make a site visit once each semester.
9. It is understood and agreed by and between the parties that the facility has the right to terminate the field experience of the intern whose health status is detrimental to the clients/students in that facility. Further, the facility reserves the right to terminate the use of the facility by any intern student, if, in the opinion of the field experience supervisor, the intern's behavior is detrimental to the operation of the facility and/or to student or client care. Such action will not be taken until the grievance against any intern has been discussed with the intern, the school's officials, and the University supervisor.

The University supervisor maintains the right to terminate the internship in consultation with all parties when deemed necessary.

10. It is understood and agreed that the parties to this arrangement may revise or modify this *Memorandum of Agreement* or the written plan for the field experience by written amendment upon mutual agreement by all parties.

THIS AGREEMENT SHALL BE EFFECTIVE WHEN EXECUTED BY BOTH PARTIES AND IN ACCORD WITH THE DAY AND YEAR WRITTEN IN #2 ABOVE.

By: _____
School Psychology Program Supervisor
Texas State University- San Marcos

By: _____
Field-Based Supervisor

Date: _____

By: _____
School Psychology Internship Student
Texas State University- San Marcos

By: _____
Director of Special Education

**TEXAS STATE UNIVERSITY- SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM**

Instructions for Completion of Internship Logs

In order to provide a thorough description of internship activities and to facilitate accountability in supervision for certification and licensure, the following procedures need to be followed in completing internship logs.

As a general rule the two-semester sequence of internship should be completed in the school setting. The first internship (EDP 6301) is 600 clock hours as is the second (EDP 6302). Both internship semesters should reflect activities that meet the objectives of the *Internship Skills/Competency Checklist and Planning Document*.

Interns will:

1. Schedule required supervision times with both the University and field supervisors.
2. Maintain accurate records of activities in various categories to meet internship objectives and to document supervision hours.
3. List daily activities by number of hours spent according to the attached activity code sheet.
4. Submit copies of their logs and summary forms to their University supervisor by the announced deadline. Course credit will not be given until logs and summary forms are submitted and complete.
5. Document the subtotals of hours in each category and total logged hours on the internship summary form. The final total should be the same as that documented on the logs.

**TEXAS STATE UNIVERSITY- SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM**

Internship Log Summary Form

Intern Name	Semester/Year
Intern Site	Beginning Date
Address	Ending Date
Field Site Supervisor	Field-based Supervisor Phone
University Supervisor	

<u>CODE</u>	<u>NUMBER OF HOURS</u>	
	Semester 1	Semester 2
As - Assessment	_____	_____
DInt - Direct Intervention	_____	_____
CC Consultation and Collaboration	_____	_____
HSC Home/School/Community Collaboration	_____	_____
PII Prevention and Indirect Intervention	_____	_____
SSO School System Orientation	_____	_____
PD Professional Development	_____	_____
USup University Supervision	_____	_____
FSup Field Supervision	_____	_____
Oth – Other	_____	_____
SUBTOTALS:	_____	_____

TOTAL NUMBER OF HOURS THIS INTERNSHIP _____

**TEXAS STATE UNIVERSITY–SAN MARCOS
SCHOOL PSYCHOLOGY PROGRAM**

Internship Log Coding System

<i>CODE</i>	<i>ACTIVITIES</i>
As	<u>Assessment Related Activities</u> (NASP 2.1). Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and / or special education. These may include but are not limited to administration and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis and integration.
DInt	<u>Direct Intervention</u> (NASP 2.4, 2.7). Activities of a non-assessment nature which have the focus of affecting change. These may include but are not limited to group counseling or therapy, individual counseling or therapy, remediation of learning difficulties, direct instruction (social skills affective education, etc.) or feedback to student.
CC	<u>Consultation and Collaboration</u> (NASP 2.2). Consultation and collaboration with teachers and other school personnel on an individual or group basis, participation in team meetings (prereferral, instructional, IEP teams, etc.), and system-level consultation efforts.
HSC	<u>Home/School Community Collaboration</u> (NASP 2.8). Work with parents and families for assessment, consultation, intervention, etc. May also include home visits and parent training.
PII	<u>Prevention and Indirect Intervention</u> (NASP 2.3, 2.7). Activities of a non-assessment nature including but not limited to primary prevention activities (e.g., prevention of bullying, suicide, substance abuse, etc.). development of intervention strategies, presentation at staff development inservices, meetings, and other prevention / intervention activities.
SSO	<u>School System Orientation</u> (NASP 2.6). Non-assessment and non-intervention observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
PD	<u>Professional Development</u> (NASP 2.10, 2.11). Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, inservices, professional reading, etc. Note. The number of

PD hours that can be applied to the total is limited and must be negotiated with the university supervisor.

USup ***University Supervision*** (NASP 3.1). Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit is required. However, regular communication and meetings are expected and should be documented.

FSup ***Field Supervision*** (NASP 3.1). Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology, Nationally Certified School Psychologist, Counselors, Social Workers, etc. Note. The field supervisor's signature is required on the log to verify the other activities performed and listed.

INTERN NAME: _____

PAGE # _____

SEMESTER/YEAR: _____

INTERNSHIP SITE: _____

TEXAS STATE UNIVERSITY- SAN MARCOS
SCHOOL PSYCHOLOGY
INTERNSHIP LOG

DATE	LOCATION	CODE	HOURS	FIELD OR UNIVERSITY SUPERVISOR'S SIGNATURE

4. *WRITTEN COMMUNICATION*

A.	Completes forms & paperwork accurately	1	2	3	4	NA
B.	Reports are complete, precise & integrated	1	2	3	4	NA
C.	Reports tactful & appropriate for teachers/parents	1	2	3	4	NA

5. *CONSULTATION/COLLABORATION*

A.	Consultation with systems or groups	1	2	3	4	NA
B.	Consultation with teachers/staff members	1	2	3	4	NA
C.	Consultation with parents/caregivers	1	2	3	4	NA
D.	Inservice Training (parent, social skills, friendship, etc.)	1	2	3	4	NA

6. *PROFESSIONAL CONDUCT*

A.	Dependable/responsible to appointments	1	2	3	4	NA
B.	Completes tasks promptly & on schedule	1	2	3	4	NA
C.	Completes tasks thoroughly, no loose ends	1	2	3	4	NA
D.	Knows & follows procedures, formal & informal	1	2	3	4	NA
E.	Has developed good follow-up procedures	1	2	3	4	NA
F.	Seeks advice, information as needed	1	2	3	4	NA
G.	Effective communications: Complete, frequent	1	2	3	4	NA
H.	Initiates contact, self-starting, self-motivated	1	2	3	4	NA

B. OVERALL PERFORMANCE

Number of Clients () Age Range of Clients (-) Total Placement Hours ()

C. BRIEF SUMMARY OF STRENGTHS:

D. BRIEF SUMMARY OF AREA(S) WHICH NEED IMPROVEMENT:

Signature of Field Supervisor _____ Date _____

Signature of Student _____
Date _____

Signature of University Supervisor _____ Date _____

School Psychology Internship Site Evaluation Form

Please complete this form at the conclusion of your internship and submit to the School Psychology internship coordinator with your log and evaluations. This information is for School Psychology Program purposes only and will be kept confidential.

Internship Site _____ Dates of Internship _____

Principal Supervisor _____ Phone # _____

1. Brief description of experience:

2. What did you find most valuable about this placement site?

3. What were the problems or difficulties you encountered?

4. What should change before next year?

Intern Name (Optional) _____

Evaluation for Internship Case Study
Part I (First Semester)

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Background	4 Extensive information regarding all areas of development.	3 Information regarding all areas of development.	2 Information regarding some areas of development.	1 No or superficial information regarding development.
Referral Question	4 Referral question is well defined.	3 Referral question is presented broadly.	2 Referral question is presented in most general terms.	1 Referral question is not present.
Measures used	4 Measures used are presented with explanation and justification in understandable language.	3 Measures are described. Formulaic language or jargon impairs clarity.	2 Descriptions of measures are not accessible to those who are not evaluation professionals.	1 Measures are not described.
Data	4 Data/scores are presented in well-organized, accessible format.	3 Data are presented in less accessible manner.	2 Data are presented in a confusing manner.	1 Data are not presented.
Analysis	4 Complex picture of child's functioning is presented in easily understandable terms.	3 Complete picture of child's functioning is presented. Some explanations may be difficult for non-professionals to understand.	2 Picture of child's functioning is incomplete but accurate.	1 Interpretation is inconsistent with reported test results.
Recommendations	4 Extensive, individualized recommendations are presented, tied directly to assessment results and based on research-validated interventions.	3 Several individualized recommendations are present.	2 General recommendations are presented or only a few (less than 4) individual recommendations are presented.	1 No recommendations are present or recommendations are not consistent with assessment findings.

Evaluation for Internship Case Study
Part II (Second Semester)

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Goals and baseline data	4 Baseline data collected with clear, measurable goals that are linked to the assessment.	3 Baseline data with measurable goals, but linkage to assessment incomplete.	2 Goals presented without baseline data or without connection to assessment.	1 No goals identified.
Interventions	4 Interventions are described with such great detail that one could implement it without doubts regarding integrity.	3 Interventions are described with sufficient detail for implementation.	2 Interventions are described in vague and/or incomplete terms.	1 Interventions are not described.
Collaborative efforts discussed	4 Clear documentation of multiple collaborations with clear rationale.	3 Collaborations and rationale discussed.	2 Few collaborations and/or no rationale provided.	1 Little or no discussion of collaboration
Treatment integrity	4 Treatment integrity issues clearly addressed and assessed.	3 Some effort to address and assess treatment integrity.	2 Treatment integrity addressed but not assessed.	1 No documented efforts to address treatment integrity
Outcome data and results	4 Presentation of clear data, linked to goals, demonstrating whether intervention was successful.	3 Data provided that are linked to intervention goals.	2 Unclear data provided OR data is not linked to goals/intervention.	1 No data.
Follow-up plan	4 A clear plan has been developed to maintain intervention success and/or address shortcomings.	3 Plan has been developed to maintain intervention success and/or address shortcomings.	2 Vague plan has been developed to maintain intervention success and/or address shortcomings.	1 No plan.