

# School Psychology Program Field Placement Manual

Ed.S. Program

2019-2020

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## OVERVIEW OF FIELD PLACEMENTS

Field placements are carefully sequenced and supervised experiences that build appropriate skills, fluency, and integration of school psychology skills towards competency for delivering comprehensive and effective educational and psychological services. Sequenced skill development is designed to meet anticipated and exigent realities of entry-level professional practice in schools as well as to prepare students for future practice through core skill development, adaptation, and innovation.

### **Program Philosophy, Goals, and Objectives for Field Placements**

The skills targeted through field experiences are based on the National Association of School Psychologist's (NASP) domains of school psychology practice and *Standards for Graduate Preparation of School Psychologists* (2010); Program philosophy and requirements based on the scientist-practitioner model; and the Behavior Analyst Certification Board (BACB) *Fourth Edition Task List*. The Program model emphasizes ecological systems and diversity, empirically-established practices, data-based decision making, leadership and advocacy, and collaboration and problem solving. All practicum courses include on-campus class meetings and field supervision. It is expected that field placements support scientist-practitioner practices and that school psychology students maintain adherence to Program themes, requirements, and training objectives.

Field experiences are collaboratively developed between the university and the district or agency, including clarifying purpose, responsibilities, evaluation, and student placements. Faculty and supervisors work proactively to develop and maintain placements. Field placements include those used for discrete skill acquisition (i.e., understanding school ecology and roles, using observation techniques, applying functional assessments) as well as integrated pre-internship experiences (i.e., consultations with teachers concerning learning and/or behavior concerns of students). Students complete two years of course work and field experiences prior to internship.

Field experiences also include a fulltime, comprehensive specialist internship. Internship goals include the achievement of fluency concerning highly integrated professional competencies and roles across a continuum of empirically-based services that includes collaboration; data-based problem solving; school, group, and individualized interventions; and evaluation of services.

### **Use of Field Placement Manual**

The *Field Placement Manual* is supplemental to the *School Psychology Specialist Student Handbook*. The field placement guidelines include the organization, sequence, and structure of field experiences in school psychology, requirements such as ethical practice, skill practice and

integration of coursework, supervision, and evaluation. Course sequences and associated field placements are outlined in Table 1 as an overview.

Year(s) and Hours	Courses	Field Objectives/Content
<u>1<sup>st</sup> Year</u> (100+ hours of field experiences)	School Organization and the Role of School Psychologists (SPSY7040)	Systems and professional orientation to schools (i.e., function of state to local administration, school activities, parent organization role; organization of services, multidisciplinary teaming and IEPs)
	Field Experience in Foundations for Data-based Decision Making (SPSY8000)	Supporting academic instruction and providing academic intervention (i.e., instruction, data-based decision making using DIBELS, graphing data using EXCEL); technical adequacy data is also maintained by students (data accuracy and intervention fidelity)
	Applied Behavior Analysis II (SPSY8011)	Practice with systematic direct observation data collection
	Cognitive Assessment (SPSY8022)	Practice with published norm referenced cognitive assessment batteries
	Academic Assessment and Intervention (SPSY8024)	Practice with curriculum-based measurement and administration of published norm referenced achievement tests
	Family Intervention and Early Intervention (SPSY8025)	Systems and professional orientation to preschools; interviews (parent & teacher) and classroom observations (instruction, behavioral management, activity engagement)
Year 1 Annual Assessments for field placements: Professional Practice Logs, Course-level assessments linked to grades, Annual Student Assessment and Progress Report (Self-Assessment & Faculty Assessment), First-Year Specialist Student Evaluation		

**Table 1. Overview of Structure and Sequence of Planned Field Experiences**

<u>2<sup>nd</sup> Year</u> (400+ hours of field experience)	School Psychology Practicum (SPSY8061)	Integrate and build fluency for preschool through school-aged applied skills in academic and behavioral assessment and intervention
	Functional Behavioral Assessment (SPSY8015)	Basic skills in assessment and intervention planning for students with severe disabilities including functional curriculum and positive behavior support plans through the use of functional behavior assessment and analysis (FBA)
	School-based Behavioral Counseling and Mental Health Interventions (SPSY8027)	Development, implementation, skill practice, and evaluation of research- and behaviorally-based counseling, targeting group and individual children and adolescents.
Year 2 Annual Assessments for field placements: Pre-Internship Portfolio, Professional Practice Logs, Course-level assessments linked to grades, Annual Student Assessment and Progress Report (Self-Assessment & Faculty Assessment), Specialist Competency Checklist		
<u>3<sup>rd</sup> Year</u> (1500 hour internship)	Internship in School Psychology (SPSY8065)	Full-time culminating school experience following comprehensive integrated coursework and field experiences in school psychology
Year 3 Annual Assessments for field placements: EdS Internship Portfolio, Professional Practice Logs, Specialist Competency Checklist		

## **Program Requirements and Methods of Achieving Goals**

### **NASP and Program Requirements for Pre-internship and Internship Placements**

NASP *Standards for Graduate Preparation of School Psychologists* (2010) require that school psychology trainees demonstrate skills for effective school psychology practice under supervision in domains 2.1 to 2.10. Appropriately integrated and sequenced courses are used to plan field experiences. The Program curriculum provides practica and internships that are distinct and sequenced and carried out in carefully selected and supervised field placements. In addition, placements for all students include those with considerable diversity. Practica students are given ongoing formative and summative feedback for skill development as well as expected professional behaviors throughout graduate education as a school psychologist. Practica students are required to demonstrate the systematic evaluation of service impact using technically adequate methods. Field experiences stress empirically-based intervention services guided by functional assessments and use of high quality data as well as specific training in data-analytic skills and decision making consistent with the BACB *Fourth Edition Task List* (2010). Program requirements must be met by all students in order to successfully complete field placements.

The specialist school psychology internship is the culminating professional experience at the successful completion of practica and other required courses, and is based on the provision of comprehensive school psychological services, including systems, class, group, and individualized services. Subsequent sections delineate expectations and documentation for internship experiences. The 1500 hour full time school-based internship may include 600-800 hours in a specialized educational agency. The school psychology program requires extensive and scheduled supervision from appropriately credential school psychologists with at least two-hours being direct or face-to-face supervisor with the focus on attainment of internship competencies. The internship includes a written Memorandum of Agreement for Ohio and non-Ohio interns between the intern and LEA or other agency (ESC) specifying a contract for services between the district and intern, as well as intern, LEA or ESC, and university expectations and roles. The school program has comprehensive systems of demonstrating competencies during the internship (Specialist Competency Checklist).

### **Pre-internship Field Requirements for All Students**

In Year 1, all students have pre-practicum field experiences that provide acquisition and practice opportunities for basic professional skills as well as frameworks for the transition to practicum in the second year. Initial school/agency requirements need to be followed which include, before starting the field experience, completing BCI/FBI checks regarding criminal background, and joining appropriate professional organizations. See also legal questions and requirements for the temporary license under Specialist-level internships that may need to be addressed during the first year. Year 1 experiences include learning entry procedures and communication with instructors and field supervisors regarding practice issues (including encryption for confidential e-mail communication regarding students), conducting basic observations of classrooms and

interviews with parents and professionals in schools and preschool agencies, practice administering published, norm-referenced cognitive and achievement test batteries, and carrying out empirically-based tutoring programs, including evaluation of services. In addition, all 1<sup>st</sup> year students are required to complete University-sponsored web-based training on legal and ethical responsibilities in research (CITI), important because student research requirements in the Program are significantly linked to applied research on intervention services in school settings (CITI requirements). The planned pre-practicum field experience totals 100+ hours in the 1<sup>st</sup> year.

Following the successful completion of Year 1, all students complete a minimum of 400 hours of planned and sequential field experiences during Year 2. Skill-oriented practica include school counseling and functional assessment. Integrated practica include school-aged and preschool placements for the academic year. Year 2 practica and field experiences again require completing BCI/FBI checks regarding criminal background. The Program requires continued membership in professional organizations.

Field experiences in Year 2 include the basics expected of practice underlying empirically-based intervention services such as collaborative problem solving; determining socially valid targets of change that include social and academic skill or performance questions at systems, class, group, and individual levels; data-based decision making and accountability using single case research design components; legal and ethical responsibilities related to case consultations (i.e., informed consent, confidentiality, mandated reporting, legal entitlements); and cultural sensitivity. Consultations include feedback by supervisors as well as detailed requirements for technically adequate practices documented by comprehensive reports with faculty feedback (Specialist Competency Checklist). Field and university supervision are provided for all practica courses.

Students also may plan individual field placements, similar to an independent study, to complement or extend an area of school psychology interest by registering for Individualized Study in School Psychology (SPSY8050). Requirements are specified in an individual contract and students plan experiences collaboratively and with guidance from a sponsoring school psychology faculty and field supervisor.

Evaluation of students' field placement and practica performance occurs through participation in class discussion, practicum reports, the Specialist Competency Checklist, professional practice logs, and Portfolios submitted near the end of the Year 2 (see Portfolio guidelines included in the *Handbook*). In submitting portfolios, students consult with instructors and advisors to select entries among their comprehensive experiences to help fulfill Program requirements. Portfolio entries include as appropriate single case design components (baseline, intervention conditions), social validity ratings using a standard questionnaire, and summing up statistics.

### **Specialist-level Internship**

Pre-internship field experiences during Years 1 and 2 lead to preparation for the specialist-level internship and must be successfully completed prior to beginning an internship. The specialist-level internship requires a minimum of 1500 hours of fulltime supervised field experiences in a collaboratively approved school setting and acquired in an academic year (*The Ohio Internship*

*in School Psychology*). Internship agreements must specify the provision of 4 hours of supervision per week including 2 hours of individual direct face-to-face supervision by a certified/licensed school psychologist and include a signed agreement specifying requirements (Memorandum of Agreement between University and School District/Agency for OH; Memorandum of Agreement between University and School District/Agency for out of state placements). The school-based specialist internship focuses on integration and application of school practice and preparation for entry into the profession. Course credit is achieved through 18SPSY8065 Internship in School Psychology: Specialist Level. The field experiences are supervised by university faculty and appropriately credentialed field-based school psychology supervisors. Students obtain professional liability insurance prior to beginning the internship.

Progress monitoring and evaluation for the specialist-level internship are achieved through site visits by designated faculty emphasizing feedback from interns and supervisors on a quarterly basis (or more frequently as needed) as well as goal-setting, on-campus meetings, maintenance of professional practice logs, and use of the Specialist Competency Checklist (SCC). The SCC is used initially as a self-rating by the intern prior to beginning the internship, and by supervisors for ongoing progress monitoring. The SCC is used by supervisors formatively at the end of fall semester and mid-spring semester to help plan subsequent experiences, and summatively at the completion of the internship. Interns and supervisors also receive comprehensive expectations of expected internship roles (*Guide to Internship Activities*). At the conclusion of the internship, students also evaluate their internship experience (*Internship Evaluation*). Specialist-level interns also participate in the state-wide evaluation of the internship by providing experience and outcome data.

Ohio has a strong internship program consistent with NASP requirements and most students accept Ohio internships following completion of Program requirements. The state-wide Ohio Internship in School Psychology is a collaborative training effort among the Ohio Department of Education (ODE), Ohio school psychology programs through an inter-university council, and the Ohio School Psychologists Association. Internships are governed through the *Ohio Internship in School Psychology Manual* (2014), by the specialist-level *Handbooks at the Program-level*, and are designed to be consistent with NASP *Standards* and to support best practices under ODE initiatives.

An Ohio school psychology internship requires that the student apply for a temporary license and fulfill requirements at Program, State, school, district and/or educational service center providing experiences (*The Ohio Internship in School Psychology Manual*, 2006). The application for temporary license includes FBI/BCI background checks and requires responses to legal questions (ODE code for criminal background). If a person has an offense (i.e., misdemeanor, felony) or problems with a professional certificate, license (possibly excluding driver's license violations), or permit, they need to take early steps (Year 1 of program) with their advisor and program coordinator to make sure that this question is well addressed relative to the temporary application for licensing, even if the offense was sealed or expunged. In addition, by accepting an Ohio internship, students commit to Ohio school service. The State requires that students who receive state-subsidized internships must sign a commitment to employment as a school psychologist in Ohio for at least one year following the completion of the internship.



Internships that are in-state but out of the Cincinnati region are arranged collaboratively with an Ohio university school psychology program and approved internship site. The intern must meet requirements set by both universities in advance of the internship, including course work and supervision. The university where the intern received training typically processes applications for temporary study and evaluation materials submitted by the internship site and intern.

Alternatively, students may seek approval for an out-of-state specialist-level internship. These internships must also meet NASP standards and fulfill all criteria consistent with the UC School Psychology Program. For approval, students must collaboratively arrange for appropriate local field supervision as well as an agreement with a NASP-approved school psychology program that includes attendance at on-campus seminars and registration at that university as specified by the university. In addition, interns arrange telephone calls or approved web-based or other electronic media between the intern, field supervisor, and university internship supervisor to monitor progress on at least a quarterly basis. All other University of Cincinnati requirements such as course registration, logs, Specialist Competency Checklist (with quarterly ratings), and portfolio entries must be met as specified in the Program *Handbook*. Interns and supervisors also receive comprehensive expectations of expected internship roles (Guide to Internship Activities; SCC).

### **Expectations, Progress Monitoring Academic Performance, and Professional Conduct**

All field experiences are directly linked to NASP and Program objectives. Supervision is provided at university and field levels and includes expectations for the field experience, and communication with instructors and field supervisors. Supervisors should have appropriate credentials for the specific professional skills that are the subject of the learning experience. Field experiences are evaluated using Program methods including the SCC, specialist-level progress monitoring (student and faculty), as well as by methods developed by instructors for field placements.

As presented in the Program *Handbook*, and applicable to all field placements, students demonstrate knowledge, skills, and personal characteristics appropriate for professional school psychologists. Faculty and field supervisors monitor skill development and professionalism and provide feedback on skills and professional behaviors. In addition, students are expected to self-monitor professional skill development and professional behavior. It is expected that students are responsive to feedback and demonstrate motivation and ability to excel by accepting feedback constructively as a significant aspect of performance in field settings. Professional skills include effective written and verbal communication, problem solving, adaptability, initiative, autonomy, responsibility, cooperation, leadership, and perspective taking. Professionalism also includes appropriate dress. When they are in any field placement or professional site, students must adhere to standards for professional dress, following any dress code for faculty in the setting. A good approach to professional dress is to always be prepared for a potential meeting with parents and/or school administrators. Skills and expected professional behaviors are described in the *Handbook* and key methods for monitoring student development and providing feedback include the SCC and Program annual progress monitoring students' self and faculty ratings.

## **Ethics and Confidentiality in Field Settings**

Students in all field settings are expected to engage in ethically- and legally-appropriate conduct. To accomplish this, the Program *Handbook* and key policies are comprehensively reviewed in an initial orientation prior to Year 1 classes and Year 2 field experiences as well as other field experiences. In addition, all students are required to join the National Association of School Psychologists and the Association for Behavior Analysis International and are guided by ethical responsibilities by these organizations (NASP, ABAI). Furthermore, students join the Ohio School Psychologists Association or the appropriate state school psychology association if an internship is out-of-state. All students as well as supervisors must demonstrate adherence to ethical guidelines as described by major professional associations (NASP, APA, ABAI) as well as research ethics based on Federal statutes and University regulations for research conducted in schools.

In Year 1, students have specific training in legal and ethic issues (SPSY7041) and all students must pass an on-line course on research ethics (CITI; <http://researchcompliance.uc.edu/irb>). Confidentiality is protected at all times and pertinent legal and ethical issues are reviewed in field courses. Trainees receive instruction in encryption methods to safeguard confidentiality in electronic communication. In addition, all trainees sign an agreement that all data and drafts of reports, including both paper and electronic documents, will be destroyed when the field experience practicum is completed at the end of Year 2.

Students are responsible for being aware of Program, College, and University regulations and policies described in the *Program Handbook*, College policies (available on-line at <http://cech.uc.edu/>), the *University of Cincinnati Graduate Handbook* (available on-line at <http://grad.uc.edu/>), and the *Student Code of Conduct* (available on-line at [http://www.uc.edu/conduct/Code\\_of\\_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)). Direct links to these policies are provided on the Program website ([http://cech.uc.edu/programs/school\\_psychology.html](http://cech.uc.edu/programs/school_psychology.html)). Students should attempt to resolve any conflicts that arise by following ethical standards with advisors (NASP).

## **Priorities in Field Placements**

School psychology students may find themselves in potential conflicts over what may appear to be mutually exclusive activities and priorities such as attending a class or a personal or family event, or completing field requirements that have been difficult to schedule, such as a parent or other school meeting. Part of training includes learning and applying problem-solving skills for prioritization, scheduling, and, in such cases of potential conflicts, it is important that students work through priorities with field supervisors, instructors, and the student's faculty advisor. In many cases, the field experience may take priority in the fulfillment of expectations in line with the realities and significance of practice situations. Emergencies should be brought to the attention of supervisors, advisor/Program Coordinators, and instructors as soon as possible.

### Summing up: Impact and Social Validity of Field Placements

During Year 1, data from tutoring are systematically analyzed. For Year 2, outcomes for practicum consultations are analyzed using visual analysis of graphed data, summary statistics, and social validity ratings by teachers, parents, and students where appropriate. For Year 3, data for the internship are also evaluated for impact both by the Program and state-wide (Ohio), including experiences by tiers of services, interventions, and outcomes.

### SEQUENCE OF FIELD PLACEMENTS

Placements are carefully selected and sequenced to be in accordance with the Program's mission and themes (*Program Handbook*) and national standards (NASP). Years 1 and 2 placements are structured by the Program and arranged by designated faculty members having instructional responsibilities for courses and related field experiences. The adequacy of field placements also is rated by trainees on a quarterly basis through course evaluations and yearly by ratings of placements (School Psychology Practicum Evaluation; Internship Evaluation)

Key sources are used for developing the structure and sequence of Year 1 and 2 courses in line with the specialist-level internship as the culminating experience (*Standards for Graduate Preparation of School Psychologists*, 2010; *School psychology: A blueprint for training and practice*, 2006; *Task list*, 2010). Courses include introduction, acquisition, and practice of specific skills and integrated practica as well as Independent Study in Field Placements. Table 1 described planned field placements by year (pp. 4-6). Specific progress monitoring techniques and supporting documents are described in Tables 2-5 and included as attachments.

**Table 2. First Year Field Placements: Progress Monitoring**

Progress Monitoring Documents	Description
Professional Practice Logs	Students in all field experiences record clock hours in an activity log. Expectations for time in activities are described for courses and at the Program level (Table 1 & <i>Handbook</i> ).
Annual Student Assessment and Progress Report	Students complete a self-evaluation and receive a summary evaluation that includes faculty and field supervisor ratings for field experiences and other courses. Ratings include professional behaviors and overall program expectations.
First-Year Specialist Student Evaluation	Field supervisors provide feedback on student performance in field settings.
Benchmarks for Year 1 related to field experiences (See <i>Handbook</i> for full benchmarks)	Benchmarks include successful completion of field experiences (100 hours documented by logs and field expectations) as well all other Program requirements including Master's Comprehensive Examination and degree.

**Table 3. Second Year Field Placements: Progress Monitoring**

Progress Monitoring Documents	Description
Specialist Competency Checklist	The Practicum Competency Checklist is used by field supervisors to evaluate student knowledge, skills, and professional behavior at three points during the practicum year.
Practicum Evaluation of Setting	This rating is used by practicum students at the end of the field experience regarding qualities of supervision and the setting.
Professional Practice Logs	Students in all field experiences record hours in an activity log. Expectations for time in activities are described for courses and at the Program level.
Annual Student Assessment and Progress Report	Students complete a self-evaluation and receive a summary evaluation that includes faculty and field supervisor ratings including field experiences. Ratings include professional behaviors and overall program expectations.
Pre-Internship Portfolio	Specialist students submit portfolios consistent with year and program of study.
Benchmarks for Year 2 related to field experiences (See <i>Handbook</i> for full benchmarks)	Benchmarks include successful completion of field experiences (400 hours documented by logs and field expectations), comprehensive portfolios documenting professional skills, as well all other Program requirements (i.e., professional memberships).

**Table 4. Internships: Progress Monitoring**

Progress Monitoring Documents	Description
Specialist Competency Checklist	After intern's initial self-ratings, objectives and progress monitoring measure used by field supervisors to assess specialist-level interns' skill development at three points in time during the year. Goals are developed based on the ratings assigned by the field supervisors and discussed with supervisors and intern.
Professional Practice Logs	Students in all field experiences record hours in an EXCEL activity log. Expectations for time in activities are described for courses and at the Program level.
Intern Evaluation of Setting	This rating is used by interns at the end of the internship experience regarding qualities of supervision, setting, and experiences.
EdS Internship Portfolio and	Tiered consultation and counseling internship experiences are

Progress Monitoring Documents	Description
State-wide Internship Evaluation	included in portfolio. All interns are required to submit output and outcome data for six interventions in which they had meaningful involvement.
Benchmarks for Internships related to field experiences (See <i>Handbook</i> for full benchmarks)	Benchmarks include successful completion of internship (1500 specialist) including logs, final ICCs, and letter from lead field supervisor stating that all contractual and internship requirements have been met. All other course-related and Program requirements have been met ( <i>Handbook</i> ).

- A. Annual Student Assessment and Progress Report
- B. First Year Specialist Student Evaluation
- C. Specialist Competency Checklist
- D. Practicum Evaluation of Setting
- E. Internship Evaluation of Setting
- F. Internship Contracts: Memorandum of Agreement between University of Cincinnati and Ohio School Districts/ESCs
- G. Memorandum of Agreement Out-of-State School Internships
- H. Professional Practice Log Definitions

**University of Cincinnati  
School Psychology Specialist Program  
Student Assessment and Progress Report**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Progress and Performance on Required Coursework (completed by Program)**

- |   |   |   |
|---|---|---|
| Y | N | Good progress toward degree requirements                            |
| Y | N | Maintenance of GPA of at least 3.5 for all graduate study           |
| Y | N | Accumulation of no more than 3 grades of Incomplete at any one time |
| Y | N | No course grade of "C"  |
| Y | N | Completion of 30 credit hours toward Masters Degree                 |
| Y | N | Membership in professional organizations                            |

**Performance on Masters Examination (completed by Program)**

Pass            Pass after Retake            Fail            Not assessed

**Performance and Progress in the areas of Interpersonal Skills, Academic Performance, Professionalism, and Leadership**

Rate the extent to which the student demonstrated the following behaviors according to this scale:

- 1: Substantial improvement needed
- 2: Some improvement needed
- 3: Appropriate for level of training
- 4: Exceptional for level of training
- NA: Not able to rate/no opportunity to observe

**Interpersonal Skills**

- \_\_\_ Effective verbal and written communication
- \_\_\_ Openness and responsiveness to feedback
- \_\_\_ Appropriate interactions in academic settings (e.g., with peers and faculty)  
and in field settings (e.g., with peers, supervisors, teachers, administrators, staff, parents, students, etc.)
- \_\_\_ Positive, problem-solving focus for resolving situations
- \_\_\_ Collaborative and cooperative behaviors with peers, faculty, and others

\_\_\_ Culturally competent behaviors (e.g., respect for differences, perspective-taking)

### **Academic Performance**

\_\_\_ Enthusiasm and commitment to the profession, program, and graduate study, as

    shown by engagement in program and field-based activities

\_\_\_ Active participation in classroom discussions

\_\_\_ Appropriate level of preparation and responsibility for learning

\_\_\_ Competent performance on written assignments

\_\_\_ Competent performance on oral assignments

\_\_\_ Quality of work and grades consistent with expectations for graduate study

\_\_\_ Commitment using research to inform practice

### **Professionalism**

\_\_\_ Professional dress, appearance, and demeanor in academic and field settings

\_\_\_ Completion of tasks in a timely and acceptable manner

\_\_\_ Timely and dependable attendance at meetings

\_\_\_ Follow-through and responsibility in meeting commitments

\_\_\_ Adherence to professional boundaries and understanding of roles

\_\_\_ Adherence to ethical standards guiding the practice of school psychology

### **Leadership**

\_\_\_ Initiative (i.e., seeking out opportunities to improve skills and/or assuming

    leadership positions)

\_\_\_ Appropriate autonomy for the level of training

To be completed by Faculty:

Progress Summary:

Good Progress

Needs Improvement

Probationary Status



Plan for Continued Development:

Student’s Signature: \_\_\_\_\_

Faculty Advisor’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Attachment B

**First-Year Specialist Student Evaluation**

Purpose: The purpose of this questionnaire is to get feedback concerning the knowledge and skills of your school psychology supervisee.

Directions: Please read the following statements and circle the number (1-5) that best describes your agreement or disagreement with each statement.

	1 Disagree Strongly	2 Disagree	3 Not sure	4 Agree	5 Agree Strongly
The trainee demonstrated knowledge of effective academic interventions.	1	2	3	4	5
The trainee demonstrated knowledge of effective behavioral interventions.	1	2	3	4	5
The trainee worked collaboratively with the problem-solving team.	1	2	3	4	5
The trainee used high quality data to aid in decision making.	1	2	3	4	5
The trainee effectively used information technology to support intervention activities.	1	2	3	4	5
The trainee communicated clearly and demonstrated effective interpersonal skills.	1	2	3	4	5
The trainee demonstrated respect for human diversity.	1	2	3	4	5
The trainee demonstrated ethical and professional behavior.	1	2	3	4	5
The trainee showed appropriate initiative, dependability, and adaptability.	1	2	3	4	5

Please make any additional comments below. Please include comments for any items receiving a rating of 3 or below.

## Attachment C

### University of Cincinnati

#### School Psychology Program Specialist Competency Checklist

Student: \_\_\_\_\_

Field-based Experience (circle one): Practicum      Internship

Site: \_\_\_\_\_

Field Supervisor Printed Name and Signature:

\_\_\_\_\_

- Please check the box to indicate that this checklist has been completed based on, in part, direct observation of the trainee.

Field Supervisor Printed Name and Signature:

\_\_\_\_\_

- Please check the box to indicate that this checklist has been completed based on, in part, direct observation of the trainee.

Please check to indicate that this checklist has been completed based on, in part, direct observation of the trainee.

University Supervisor: \_\_\_\_\_

This checklist describes the competencies that underlie all field-based experiences in school psychology. Students are expected to demonstrate competency in these activities consistent with expectations for their level of training. These competencies reflect the School Psychology Program philosophy, goals, and objectives, and correspond to the areas of curricular emphasis. Identified competencies are consistent with the *NASP Standards for Graduate Preparation of School Psychologists* (2010) and the training standards of the Association for Behavior Analysis International.

This competency checklist is used three times during the field-based experience: (a) fall (December), (b) winter (March), and (c) end of the academic year. Although explicit feedback is provided to the student throughout the field-based experience, each competency assessment should be used as a means of formative evaluation and planning between the student, field-based supervisor, and university supervisor. The end-of-the-year rating provides the summative competence ratings for the student during their field-based experience.

Copies of the Competency Checklist are retained by the students, field supervisor(s), and university supervisor(s).

### **Professional Competency Ratings**

Ratings in professional competencies are intended to reflect a level of skill attainment. Students are not expected to demonstrate proficiency across all areas from the beginning of their field-based experiences. It is expected that the student demonstrates increased proficiency as their level of experience increases. Proficiency ratings are intended to reflect a level of competence relative to the student's level of training (e.g., a rating of "Highly proficient" during the second-year field experience reflects a high level of proficiency for a second-year student).

If there are concerns that arise during the field experience about skills, behaviors, and/or opportunities to develop them, it is the responsibility of the student, field supervisor, and university supervisor to communicate concerns and cooperate in efforts to address them.

Ratings for professional competencies are on a 4-point scale, reflecting the following levels. A minimum of 3 is expected as indicative of proficiency by the end of the field-based experience.

- 4**     **Highly proficient** – Outstanding performance in demonstrated skill or behavior above expectations for level of training
- 3**     **Proficient** – Performance in demonstrated skill or behavior appropriate and expected for level of training
- 2**     **Developing proficiency** – Needs continued improvement in skill or behavior to sustain a higher level of performance expected for stage of training
- 1**     **Non-proficient** – Unsatisfactory performance in skill or behavior, significantly below expectations for level of training
- N/O**   **Not observed**

### **Professional Disposition Ratings**

Professional dispositions are rated separately. Unlike professional competencies, students are expected to appropriately demonstrate professional dispositions from the onset of their field-based experience. Ratings for professional dispositions are on a 4-point scale, reflecting the following levels. A minimum rating of 3 is expected as indicative of appropriate behavior.

- 4**     **Consistently displayed at high level**
- 3**     **Displayed at appropriate level**
- 2**     **Inconsistently displayed**
- 1**     **Behavior inappropriate for professional practice**

<b>Professional Competencies</b>		
<b>Comprehensive and Data-Based Service Delivery (Student- and System-Level Services)</b>		<b>NASP Standard(s)</b>
1	Applies knowledge of evidence-based instruction and intervention approaches for academics	IV, 4.1
2	Applies knowledge of evidence-based prevention and intervention approaches for behavior and mental health	IV, 4.2
3	Uses evidence-based assessment measures to identify problems and select interventions for academics	II
4	Uses evidence-based assessment measures to progress monitor and evaluate academic interventions	II
5	Uses evidence-based assessment measures to identify problems and selection interventions for behavior and mental health problems	II
6	Uses evidence-based assessment measures to progress monitor and evaluate interventions for behavior and mental health problems	II
7	Applies knowledge of data-based decision-making for intervention planning and evaluation	II
8	Plans, engages in, and evaluates staff development activities (e.g., training for teachers or parents)	V, 5.1, 5.2
9	Participates in school-wide prevention/universal planning activities	V, 5.1, 5.2
10	Participates in crisis intervention planning, procedures, programs, and evaluation	V, 5.2
11	Engages in interagency planning, collaboration, and referral to community and other agencies	III
12	Demonstrates collaboration with key stakeholders in selecting, implementing, and evaluating services	III
13	Demonstrates clear and appropriate communication in written form (e.g., report writing)	VIII, 8.2
14	Uses data for a variety of decisions (e.g., eligibility) across a broad range of students (e.g., disability categories)	II; VII
15	Applies knowledge of educational policies to the delivery of services	VIII, 8.2
16	Provides consultative services to children and their families and other educational professionals and systems	III; VI
17	Engages in program evaluation of system-level services for accountability	VIII, 8.1
18	Critically evaluates and applies relevant research to practice	VIII, 8.1
19	Uses current information technology in the provision of services	VIII, 8.2
20	Plans, implements, and evaluates counseling intervention(s) for behavior and mental health concerns	IV, 4.2
<b>Professional Knowledge, Ethics, and Cross-Cultural Competence</b>		<b>NASP Standard</b>

<b>Professional Competencies</b>		
21	Abides by federal, state, and local rules, regulations, and procedures (including FERPA, Section 504, IDEA04)	VIII, 8.2
22	Applies knowledge of professional and ethical standards	VIII, 8.2
23	Demonstrates awareness, sensitivity, and the skills to work with diverse individuals, groups, and communities from various cultural and personal backgrounds	VIII, 8.2
24	Applies knowledge of diversity factors in the provision of services	VII
<b>Professional Dispositions (VIII, 8.2)</b>		
25	Personal conduct is appropriate to NASP Principles for Professional Ethics	
26	Uses effective communication strategies (genuineness, listening, empathy, paraphrasing, questioning, handling conflict)	
27	Demonstrates concern for the welfare of children	
28	Maintains objectivity and engages in perspective taking	
29	Demonstrates initiative and enthusiasm	
30	Practices a positive, problem-solving focus to resolve situations	
31	Demonstrates flexibility and adaptability	
32	Demonstrates professional independence	
33	Demonstrates commitment to on-going professional development and makes decisions using professional development plan aligned with personal model of practice	
34	Practices effective organizational and time management procedures (e.g., task completion; punctuality, attendance)	
35	Demonstrates professional behavior through appearance, language, and dress	

Attachment D

**UC School Psychology Program  
Practicum Evaluation of Setting**

Supervisor name: \_\_\_\_\_ Placement: \_\_\_\_\_  
 Trainee name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose:** The purpose of this questionnaire is to get feedback concerning the practicum experience, including the nature of supervision provided by field supervisors and practicum experiences. The information is intended for use by the Program as one aspect of practicum evaluation. Information provided by individual practicum students will not be reported to field supervisors or their employers.

**Directions:** Please read the following statements and circle the number (1-5) that best describes your agreement or disagreement with each statement.

Supervision	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
My supervisor provided supervision in a timely and constructive manner.	1	2	3	4	5
My supervisor was available for supervision and discussion.	1	2	3	4	5
My supervisor provided adequate guidance and support as needed.	1	2	3	4	5
My supervisor supported practice consistent with the Program's training model.	1	2	3	4	5
My supervisor provided an effective model of professional and ethical practice.	1	2	3	4	5

Please make any additional comments on practicum supervision below.

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**Directions:** Please read the following statements and circle the number (1-5) that best describes your agreement or disagreement with each statement.

Practicum Setting	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
I was given the opportunity to adhere closely to my model or professional practice.	1	2	3	4	5
I was given the opportunity to work on both an academic and behavioral concern.	1	2	3	4	5
I was given the opportunity to work with a wide range of stakeholders (e.g., family, teachers, administrators, related service providers).	1	2	3	4	5

Please make any additional comments on the practicum setting below.

Overall, rate the quality of your practicum experience:

Poor                  Fair                  Good                  Very Good                  Excellent

Would you recommend this site as suitable for future practicum students?

No                  Unsure                  Yes



Attachment E  
**Internship Evaluation of Setting**  
**School Psychology Program**  
**University of Cincinnati**

Intern: \_\_\_\_\_  
 Field Facilitators: \_\_\_\_\_  
 District: \_\_\_\_\_  
 Date: \_\_\_\_\_

In order to maintain and continually improve the quality of training, interns are asked to complete an evaluation of their internship experience including supervision. The information provided is intended for use by the Program as one aspect of internship evaluation. Information provided by individual interns will not be reported to field facilitators or their employers.

Unless otherwise specified, use the following scale: SD = *Strongly Disagree*, D = *Disagree*, A = *Agree*, SA = *Strongly Agree*. Please use the space provided for comments and to describe any aspects of the internship for which opportunities were not provided. Complete a separate rating for each supervisor.

**A. INTERNSHIP SUPERVISION**

	Field facilitator (1) _____					Comments
1	Provided supervision in a timely and constructive manner	SD	D	A	SA	
2	Was available for weekly face-to-face supervision and discussion	SD	D	A	SA	
3	Provided adequate guidance and support as needed	SD	D	A	SA	
4	Supported practice consistent with Program's training model	SD	D	A	SA	
5	Provided and effective role model of professional and ethical practice	SD	D	A	SA	

	Field facilitator (2)_____					Comments
1	Provided supervision in a timely and constructive manner	SD	D	A	SA	
2	Was available for weekly face-to-face supervision and discussion	SD	D	A	SA	
3	Provided adequate guidance and support as needed	SD	D	A	SA	
4	Supported practice consistent with Program's training model	SD	D	A	SA	
5	Provided and effective role model of professional and ethical practice	SD	D	A	SA	

	Field facilitator (3)_____					Comments
1	Provided supervision in a timely and constructive manner	SD	D	A	SA	
2	Was available for weekly face-to-face supervision and discussion	SD	D	A	SA	
3	Provided adequate guidance and support as needed	SD	D	A	SA	
4	Supported practice consistent with Program's training model	SD	D	A	SA	
5	Provided and effective role model of professional and ethical practice	SD	D	A	SA	

## B. INTERNSHIP EXPERIENCE

An internship often combines experiences in several settings across all or part of the year. Please respond to the following items with your overall internship experience in mind across all placements.

	I was given the opportunity to...					Comments
1	Adhere closely to the model of practice described in my professional portfolio	SD	D	A	SA	
2	Develop skills in all areas represented on the <i>Intern Competency Checklist</i>	SD	D	A	SA	
3	Work with students spanning broad age ranges	SD	D	A	SA	
4	Work with students from diverse backgrounds (e.g., general and special education, cultural)	SD	D	A	SA	
5	Work with students having a varying intensities of needs	SD	D	A	SA	
6	Work with a variety of stakeholders (e.g., family, teachers, administrators, related services personnel)	SD	D	A	SA	
7	Maintain training as the primary focus of the internship experience	SD	D	A	SA	

C. OVERALL RATING

Overall, rate the overall quality of your internship experience:

<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good	<input type="checkbox"/> Excellent
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Identify strengths of this internship site: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identify suggestions for improvement of the internship experiences offered by this site: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you recommend this site as suitable for future internships? Please check one and explain as necessary

<input type="checkbox"/> No	<input type="checkbox"/> Unsure	<input type="checkbox"/> Yes
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Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Attachment F

**Sample  
Memorandum of Agreement  
between  
University of Cincinnati and Ohio School Districts/ESCs**

The School Psychology Program at the University of Cincinnati hereby enters into an agreement with \_\_\_\_\_ (Intern) and \_\_\_\_\_ (School District/ESC/Agency) for the purpose of a School Psychology Internship. This agreement sets conditions of the internship and clarifies the responsibilities of the parties to this agreement. The sources for the agreement include *The Ohio Internship in School Psychology Manual* (2006), *Standards for Graduate Preparation of School Psychologists* (NASP, 2010), *Best Practice Guidelines for School Psychology Internships* (NASP, 2009), *University of Cincinnati Program Handbooks* (specialist), and the *Intern Competency Checklist* (specialist).

**Intern Expectations**

1. The intern has completed all program coursework needed for temporary licensure.
2. The intern and field facilitator will meet at the beginning of the internship year to develop a plan and timeline for activities specified in the *Intern Competency Checklist* (specialist).
3. The intern will notify the university internship coordinator of any internship-related concerns that cannot be resolved in the placement setting, and cooperates in problem-solving activities recommended by the university and/or district/ESC.
4. The intern maintains a log of activities and a record of the number of hours of face-to-face supervision provided each week. (Face-to-face supervision must average 2 hours per week plus 2 hours of supervision per week that may be held in a group format)
5. The intern completes all requirements for written documentation of activities as required by the university (e.g., portfolio), and submits such documentation to the university prior to the conclusion of the internship.
6. The intern maintains appropriate professional conduct at all times and displays behavior consistent with ethical and legal guidelines and requirements (APA, NASP, ABAI).
7. The intern attends all professional development activities required by the university and/or district/agency, and ODE including on-campus class meetings, seminars, professional development programs, and conferences/meetings of professional associations in school psychology (i.e., Ohio School Psychologists Association). For Ohio internships that are out of area (see *Program Handbook*), interns must arrange for host university supervision and internship seminars in conjunction with an Ohio school psychology program as well as fulfill University of Cincinnati requirements specified in the *Program Handbook*.
8. Services and professional activities of the intern are conducted in a manner consistent with standards for professional practice and the current IDEIA-related Ohio operating standards and rules for delivery of services and procedural safeguards, and related rules or procedures.

### **Field Supervisor Expectations**

1. The supervisor is an appropriately credentialed School Psychologist in Ohio. Intern supervision may be shared.
2. The supervisor has at least three years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.
3. No more than two supervisors will collaborate in the supervision of an intern at any time.
4. The supervisor and intern will meet at the beginning of the internship year to develop a plan and timeline for activities specified in the *Intern Competency Checklist* (specialist).
5. The supervisor will provide to the intern an average of two hours per week of face-to-face supervision time and four hours per week of total supervision (i.e., group supervision) and will be provided released time for supervision
6. The supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Intern Competency Checklist* (specialist).
7. The supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Intern Competency Checklist* (specialist).
8. The supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.
9. The supervisor will participate in continuing professional education activities to ensure a best-practice orientation to the provision of school psychological services.

### **School District/ESC/Agency Expectations**

1. The school district will provide adequate, well-lighted office space that ensures confidentiality for consultation and other professional activities.
2. The school district will provide a lockable cabinet or other secure place for keeping confidential information.
3. The school district will provide all necessary assessment and intervention materials comparable to those provided for licensed school psychologists employed by the district.
4. The school district will enable the intern to meet internship-training requirements, including diverse professional experiences, attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, the annual Ohio intern conference, and other regional, state, or national programs that will further the intern's professional knowledge and skills.

5. The school district (or fiscal agent) will enter into a contract with the intern for compensation, expense reimbursement, services to be rendered, support services, due process safeguards, and the time frame for the services provided by the intern for a full-time 1500 hour internship.

**University Expectations**

1. The University will provide the school district and the intern with a copy of *The Ohio Internship in School Psychology Manual* (2006) and other NASP and Program materials (*Program Handbook, Field Manual, Guide to internship activities, Internship Competency Checklist*).
2. The University faculty supervisor will make periodic site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor. For internships out of the Cincinnati area, there is a limited option to complete an Ohio Internship in another region in conjunction with another Ohio university, in approved settings only. In this case, the host university is \_\_\_\_\_.
3. The University faculty supervisor will assist the intern and the field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue (UC or host university).
4. University faculty members (UC or host university) will conduct on-campus intern seminars.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties. Failure to meet requirements can lead to disciplinary actions as described in the University of Cincinnati *Program Handbook*, including probationary status and /or termination from the program.

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 School Psychology Internship Student

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 Representative of School District or Agency

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 School Psychology Program Director (UC)

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 School Psychology Program Director (host University)

11/30/10

## Attachment G

**Sample  
Memorandum of Agreement  
Out-of-State School Internships**

The School Psychology Program at the University of Cincinnati hereby enters into an agreement with \_\_\_\_\_ (Intern) and \_\_\_\_\_ (School District/ESC/Agency) for the purpose of a 1500 hour full time School Psychology Internship. This agreement sets forth conditions of the internship and clarifies the responsibilities of the parties to this agreement. The sources for the agreement include *Standards for Graduate Preparation of School Psychologists* (NASP, 2010), *Best Practice Guidelines for School Psychology Internships* (NASP, 2009), University of Cincinnati *Program Handbook* (specialist), and the *Intern Competency Checklist* (specialist).

**Intern Expectations**

1. The intern has completed all program coursework for entry into the internship, with the exception of courses offered in conjunction with the internship.
2. The intern and field supervisors will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Intern Competency Checklist* (specialist)
3. The intern will notify the university internship coordinator of any internship-related concerns that cannot be resolved in the placement setting, and cooperates in problem-solving activities recommended by the university and/or school.
4. The intern maintains a log of activities and a record of the number of hours of face-to-face supervision provided each week. (Face-to-face supervision must average 2 hours per week with total weekly supervision equaling four hours per week that may include group supervision.)
5. The intern completes all requirements for written documentation of activities as required by the university (e.g., portfolio), and submits such documentation to the university prior to the conclusion of the internship.
6. The intern maintains appropriate professional conduct at all times, and displays behavior consistent with ethical and legal guidelines and requirements (APA, NASP, ABAI).
7. Interns must arrange for local (host) university supervision in conjunction with a NASP-approved school psychology program (including attendance at their on-campus seminars and registration at that university as specified by the university, as well as fulfill University of Cincinnati requirements specified in the *Program Handbook*). The intern attends professional development activities required by the host school psychology program at the university and/or district/agency, including on-campus class meetings, seminars, professional development programs, and conferences/meetings of professional associations in School Psychology (i.e., State association meetings).
8. Services and professional activities of the intern are conducted in a manner consistent with standards for professional practice and the current IDEI- related State operating standards and rules for delivery of services and procedural safeguards, and related rules or procedures.



**Field Supervisor Expectations**

1. The supervisor is an appropriately credentialed School Psychologist in the State of \_\_\_\_\_.
2. The supervisor has at least three years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.
3. No more than two supervisors will collaborate in the supervision of an intern at any time.
4. The supervisor and intern will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Intern Competency Checklist*.
5. The supervisor will provide to the intern an average of two hours per week of face-to-face supervision time and four hours per week of total supervision (i.e., group supervision) and released time for supervision
6. The supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Intern Competency Checklist*.
7. The supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Intern Competency Checklist*.
8. The supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.
9. The supervisor will participate in continuing professional education activities to ensure a best-practice orientation to the provision of school psychological services.

**School District/ESC/Agency Expectations**

1. The school district will provide adequate, well-lighted office space that ensures confidentiality for consultation and other professional activities.
2. The school district will provide a lockable cabinet or other secure place for keeping confidential information.
3. The school district will provide all necessary assessment and intervention materials comparable to those provided for certified/licensed school psychologists employed by the district.
4. The school district will enable the intern to meet internship-training requirements, including diverse professional experiences, attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, and other regional, state, or national programs that will further the intern's professional knowledge and skills.
5. The school district (or fiscal agent) will enter into a formal contract with the intern for compensation, expense reimbursement, services to be rendered, support services, and the time frame for the services provided by the intern for a full time 1500 hour internship.

### University Expectations

1. The University of Cincinnati will provide the school district and the intern with *Best Practice Guidelines for School Psychology Internships* (2009) and Program materials (*Program Handbook, Field Manual, Guide to internship activities, Internship Competency Checklist*).
2. The University faculty supervisor at the host university will make periodic site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor, and conduct on-campus intern seminars
3. The University faculty supervisor at the host university will assist the intern and the field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties. Failure to meet requirements can lead to disciplinary actions as described in the University of Cincinnati *Program Handbook*, including probationary status and /or termination from the program.

By: \_\_\_\_\_  
Representative of School District or Agency

Date: \_\_\_\_\_

By: \_\_\_\_\_  
School Psychology Internship Student

Date: \_\_\_\_\_

By: \_\_\_\_\_  
School Psychology University Program Director (UC)

Date: \_\_\_\_\_

By: \_\_\_\_\_  
School Psychology Program Director (hosting University)

Date: \_\_\_\_\_

11/30/10

## Attachment H

## Professional Practice Log Definitions

<b>Category</b>	<b>Guiding Definition</b>
01. Academic Assessment	Collecting data on student academic performance including CBM, direct observation, review of permanent products/records
02. Behavioral Assessment	Collecting data on student social behavior including direct observation, rating scales, review of permanent products/records
03. T1 Direct Academic Intervention 04. T2 Direct Academic Intervention 05. T3 Direct Academic Intervention	Responsible for implementation of class-wide, small-group, or individual student academic intervention. Coded by Tier based on intensity of intervention.
06. T1 Direct Behavior Intervention 07. T2 Direct Behavior Intervention 08. T3 Direct Behavior Intervention	Responsible for implementation of class-wide, small-group, or individual student behavioral intervention (including counseling). Coded by Tier based on intensity of intervention.
09. T1 Academic Consultation 10. T2 Academic Consultation 11. T3 Academic Consultation	Consultation for academic concerns at the school, classroom, small group, and individual student levels. Includes conducting interviews with key stakeholders, developing scripts, planning & carrying out technical checks. If parents are included in meetings, code meeting time under #15, Parent Consultation/Group, and not here. May also include service on school-wide planning teams. Coded by Tier based on intensity of interventions.
12. T1 Behavior Consultation 13. T2 Behavior Consultation 14. T3 Behavior Consultation	Consultation for behavioral concerns at the school, classroom, small group, and individual student levels. Includes conducting interviews with key stakeholders, developing scripts, planning & carrying out technical checks. If parents are included in meetings, code meeting time under #15, Parent Consultation/Group, and not here. May also include service on school-wide planning teams. Coded by Tier based on intensity of interventions.
15. Parent Consultation/Group	Parent contact including face-to-face meetings with parents, phone contact, and conducting parent groups. These may be meetings for tiered services (see items 9-14).
16. Crisis Intervention	Crisis response activity
17. Research	Engaging in planned research including to inform assessment, intervention, and consultation activity.
18. Staff Development	Planning and presenting information for staff.

Category	Guiding Definition
19. Supervision: Direct	One on one supervision
20. Supervision: Group	Supervision including other interns
21. Data Analysis/Report Writing	Graphing data, preparing reports on student progress for parents and for student record
22. Supervising	Proving supervision to others
23. Other:	
24. Other:	
25. <b>TOTAL</b>	
(Direct Client Contact)	Hours spent in direct contact with student