

UNIVERSITY OF DETROIT MERCY



UNIVERSITY OF
**DETROIT
MERCY**

INTERNSHIP MANUAL

SCHOOL PSYCHOLOGY

SPECIALIST PROGRAM

2019-2020

**COLLEGE OF LIBERAL ARTS AND EDUCATION
DEPARTMENT OF PSYCHOLOGY
4001 W. MCNICHOLS ROAD
DETROIT, MI 48221 – 3038
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udmeci.edu/schoolpsychology

Memorandum

To: Field-based Internship Supervisors

Re: Supervision of Detroit Mercy School Psychology Interns

Thank you for your willingness to serve as a field-based supervisor for a school psychology intern student. The faculty of the School Psychology Program at the University of Detroit Mercy understand and appreciate the important role that field supervisors play as mentors and models of professional practices for our students. We also appreciate the time, role, and professional commitment that you have made by accepting a Detroit Mercy intern. Your interactions with interns have a major impact, not only on the development of their career goals and professional identities, but on the profession as a whole.

I hope that the information contained in this handbook will serve as a helpful resource to you as you supervise interns from the Detroit Mercy School Psychology Program. I also hope that the experience of being a field supervisor will be personally and professionally rewarding.

If you have questions or comments regarding your role as a field supervisor, please do not hesitate to contact me at LeeRL2@udmercy.edu or 313-578-0433.

Sincerely,

Rachel L. Lee

Rachel L. Lee, Ph.D., BCBA, NCSP
Detroit Mercy School Psychology Program Internship Supervisor

Program Description

The Specialist-level Program in School Psychology is part of the Department of Psychology, within the College of Liberal Arts & Education. The Specialist Degree (SSP) is a three-year, 66 credit hour program of full-time study. This includes a three-semester (i.e., September-June), 600 hour practicum during the second year, and a three semester, full-time 1200 hour internship in a school setting, completed during the third year. The internship must be a minimum of 1200 hours and span the entire school district year (Fall through Summer), including any and all snow days. At Detroit Mercy, this will include the Fall, Winter, and Summer I semesters. All students are expected to comply with both the Detroit Mercy calendar, as well as the school site calendar.

Students are expected to complete all program requirements, including internship, in Michigan for ease of certification and supervision. In the case of extenuating circumstance, students should contact the internship supervisor.

Similarly, Detroit Mercy will not accept students from other training programs for the internship year except in extenuating circumstances. In these instances, students should contact the internship supervisor for requirements, including but not limited to, how to apply to Detroit Mercy's program, obtaining Michigan certification, and responsibility for all Detroit Mercy internship requirements, over and above any requirements from their home program.

For all other program policies and procedures please refer to the Detroit Mercy School Psychology Program Handbook.

Goals and Objectives for the Internship Experience

The broad goals of the internship experience are to:

1. Demonstrate interpersonal skills necessary to be a school psychologist (NASP Domains 2, 7, and 8)
2. Analyze and synthesize the consultation, assessment, and intervention components of school psychology (NASP Domains 1, 2, 3, 4, and 10)
3. Analyze and synthesize the concepts involved in individual, group and systems consultation (NASP Domains 2, 5, 6, and 7)
4. Evaluate and synthesize data from basic assessment devices/strategies used in school psychology producing data based decisions (NASP Domains 1, 8, 9, and 10)
5. Demonstrate knowledge of individual differences due to diverse cultural backgrounds and relationship to psychological assessment (NASP Domains 1, 3, 4, 5, 7, 8, and 10)
6. Design and implement academic, behavioral, and socio-emotional interventions (NASP Domains 1, 2, 3, 4, 5, 7, and 8)
7. Demonstrate competence in professional skills such as time management, respect for others, oral and written communication, keeping aware of current research and best practice, and technology (NASP Domains 1, 2, 7, 8, 9, and 10)
8. Demonstrate competence in use of principles of professional ethics and standards of practice (NASP Domain 10)
9. Demonstrate knowledge of legal issues related to education and psychology (NASP Domain 10)

The objectives of the internship are consistent with demonstrating entry-level competence in the 10 NASP Domains, which are as follows:

NASP Model, 10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making and Accountability**
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- **Domain 2: Consultation and Collaboration**
School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
- **Domain 6: Preventive and Responsive Services**
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- **Domain 7: Family–School Collaboration Services**
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

- **Domain 8: Diversity in Development and Learning**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- **Domain 9: Research and Program Evaluation**
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- **Domain 10: Legal, Ethical, and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Required Internship Activities

1. Interns will complete no less than 1200 clock hours across the entire district school year (fall through summer). This corresponds with the Detroit Mercy Fall, Winter, and Summer I semesters.
2. In collaboration with the site supervisor, the intern will develop a training plan during the first month of internship that delineates activities to be completed and projected timelines. The intern will retain a copy of the plan and follow it as specified. The intern will submit a copy of the plan to the University internship supervisor.
3. The intern is responsible for notifying the University internship supervisor of any concerns regarding the internship that cannot be resolved in the placement setting.
4. The intern will keep a daily log of activities, including supervision time. Direct supervision of the Intern must average at least 2 hours per week over the year. Field log information will be provided.
5. The intern will record demographic data on all cases and code the information in order to protect the privacy of clients/consultees.

6. The intern will complete the Portfolio requirement and present it to the faculty at the completion of their internship.
7. The intern, in collaboration with the site supervisor, will complete the Y3 Site Supervisor's Evaluation of Trainee at the end of each semester of internship
8. The intern will complete an evaluation of their internship and supervision experiences at the end of the year.
9. The intern will work with psychological services staff, school personnel/staff, students, and families in activities that are consistent with school and district policies and consistent with the internship requirements and training plan.
10. The intern will attend internship seminar each month, which will be conducted on-campus by the University internship supervisor. The intern seminar is held in conjunction with the intern experience. Its purpose is to help support the attainment of the competencies in the training experience. Intern seminar will involve the sharing of intern experiences, continuing professional development, didactic training, and a forum for providing feedback to interns on their experiences.
11. The intern is required to attend MASP and/or any other training as required by the university- or field-based supervisor.

Supervision

Supervision for the internship experience is provided during seminars by the University Supervisor and on an ongoing basis by the student's site supervisor in the district. In addition, the university supervisor will make on-site visits periodically throughout the Internship year.

While an intern may work directly, or indirectly, with a number of practicing school psychologists at a particular site, a single site supervisor will be designated by the Detroit Mercy University Internship Supervisor as being directly responsible for the evaluation of the intern's program and experience. Site supervisors provide the Intern with an average of two (2) hours of supervision per week, recognizing that there are differential needs for mentoring as a function of the stage of intern development.

Supervision sessions may include, but are not limited to, the following: modeling and teaching of competencies, direct observation, monthly review of intern competencies, case review, constructive feedback by both parties regarding the progress of the internship, facilitation of the development of a mentoring relationship, and provisions for helping the intern integrate intra- and extra-school system experiences.

Field supervisors assure the integrity of, and review their intern's competency log, including notations from supervision sessions. This review process is essential to:

- Ensure that quality time is devoted to assessing the needs and monitoring the progress of the intern;
- Document that services are being provided by the intern in a legal and ethical manner;
- Assure continuous and open communication so that the supervisor is able to identify & address concerns regarding the intern's performance as early in the experience as possible;
- Provide a documented forum for performance appraisal (this is particularly important in the event that termination of the internship experience is necessary);
- Provide the university supervisor with a comprehensive overview of the intern's performance to serve as a basis for grading and recommendations for future employment; and

- Integrate the intern into the culture of the district, and ensure that district policies and procedures are followed.

Finally, while the field supervisor is clearly recognized as the professional responsible for supervision, input from other school personnel (e.g. principals, teachers), as well as parents, should be solicited to ensure comprehensive feedback regarding the intern's progress.

Evaluation

To measure progress in professional competencies, each intern receives an assessment of skills and abilities via the Year 3 (Y3) Site Supervisor's Evaluation of Trainee. This assessment encompasses the performance-based objectives specified in the standards for school psychologists and is reflective of all 10 NASP Domains. The Y3 Site Supervisor's Evaluation of Trainee is completed at the end of each semester of Internship.

The university supervisor and the field supervisor share responsibility for evaluating the intern's progress toward licensure. The Y3 Site Supervisor's Evaluation of Trainee and Training Plan assure that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.

Occasionally problems arise that necessitate the removal of the intern from the site. Instances include:

- The intern is not fulfilling requirements and is "at-risk" for removal;
- A field supervisor and/or the school district is not providing experiences that will lead to the intern's acquisition of essential competencies; or
- The field supervisor and intern have a conflict that jeopardizes the intern's ability to have a quality intern experience.

During the internship, when the intern is a contractual employee of the district, personnel policies of the school district as well as university policies and procedures must be followed. The university supervisor is ultimately responsible for ensuring adherence to procedural safeguards and due process. Note that a student who is asked to leave a field site (i.e., pre-practicum, practicum, internship) may receive a failing grade, which would result in dismissal from the program.

Other internship activities to be evaluated and completed by the end of the school psychology internship experience at The University of Detroit Mercy include:

- *Intervention cases:* Students are expected to submit three case write-ups across the internship year: 1) one case will address a Tier 1 intervention, 2) one case will address a Tier 2 intervention, and 3) one case will address a Tier 3 intervention. One of the cases must address an academic intervention, while another of the cases must address a behavioral intervention. The third and final case may address either an academic or behavioral intervention. Additionally, one of the cases must address and intervention conducted with the pre-school population.
- *Field Activity Logs:* Students are required to log their activities daily, as waiting until the end of the week can result in inaccurate detail. Logs will be reviewed monthly by the university supervisor.
- *Reflective Logs:* In addition to the field activity logs, students are required to keep a reflective log which is to be submitted to the university supervisor twice a month. These are not meant to be a restatement of the activities, but rather an opportunity to reflect and share.

- *Training Plans:* Students will be required to review their internship training plan with their supervisor each month and submit any revisions to the university supervisor each month.
- *Y3 Site Supervisor's Evaluation of Trainee:* The intern is responsible for providing the university supervisor with signed copies of completed evaluations.

Determination of grade assignments or internship credit, which fulfills university requirements for course of study and licensure, are based upon input from the field supervisor. However, the final responsibility for such determination rests with the university.

Certification Requirements

Interns must satisfactorily complete an internship of 1200 hours (minimum) and obtain a passing score on the Praxis II Test in School Psychology. In addition, they must complete/submit the following:

Documentation of Supervisor Certification

Completed Field Log/Demographic Record

Intervention Case(s) with GAS Scores

GAS Summary Form

Y3 Site Supervisor Evaluations

A copy of their Praxis II Report with Passing Score and Domain Breakdown Scores

Specialist-Level Research Project

Summative Portfolio

Upon receipt of all required material, the School Psychology Program will submit the intern's application to Detroit Mercy's certification office.

Guidelines for Gathering Impact Data for the School Psychology Internship Evaluation

Overview of the Guidelines

These guidelines are designed to enable the reliable and valid collection of impact data, and provide a step-by-step guideline for calculating each of these. Decision rules are also provided for assisting Intern School Psychologists in gathering data that most accurately represent their impact on school-age students during their Internship year. These data will be summarized for NASP credentialing. Interns should also be encouraged to gather and summarize these types of data as measures of their professional accountability in the future

Which Intervention Cases Should Be Included?

All Interns will complete at least one academic and one behavioral intervention plus one additional intervention in either category of the RTI Model for which they will submit outcome data. Additionally, one of these cases should be based on the pre-school population. Interns should select intervention cases that (a) show evidence of instructional objectives of learning RTI for eventual leadership roles, and (b) demonstrate discrete skills across the RTI/ISM model. In order to be included in the statewide impact evaluation intervention cases should be technically adequate and include (a) a discernible *evidence-based* instructional program or intervention, (b) progress monitoring data, and (c) intervention integrity data. That is, if an Intern implemented a small group intervention but progress was not monitored and there were no adherence checks, and the program was not evidence-based, impact data should not be reported.

	Academic and/or Behavioral Intervention
Tier 3 Intensive	Required
Tier 2 Targeted	Required
Tier 1 Universal	Required

Description of Interventions for Each Required Category

Tier 1 academic: (a) prevention or positive instructional managerial interventions that are class-wide; or (b) defined as typical managerial, that is, what a master teacher might do within his or her role that has a research base (i.e., more productive practice time, differential attention, contracts to increase academic performance) to help one or more students in a classroom.

Tier 1 behavioral: (a) prevention or positive instructional managerial interventions that are class-wide; or (b) defined as typical managerial, that is, what a master teacher might do within his or her role that has a research base (i.e., more productive practice time, differential attention, behavioral contract) to help one or more students in a classroom.

Tier 2 academic: (a) small group or (b) interventions designed to improve and increase practice opportunities (i.e., embedded and scripted instruction increasing productive practice time).

Tier 2 behavioral: (a) small group (i.e., social behaviors) or (b) interventions designed to improve and increase practice opportunities (i.e., scripted incidental teaching of social behaviors).

Tier 3 academic: intensive and individualized academic instruction. Intensive academic interventions would meet all of the data requirements for technical adequacy (i.e., measurement & progress monitoring, decision rule use, evidence-based intervention, IOA checks, adherence checks). If entry includes eligibility decision-making, legal checks would also be evident.

Tier 3 behavioral: intensive and individualized behavioral intervention. Intensive behavioral interventions would meet all of the data requirements for technical adequacy (i.e., measurement & progress monitoring, decision rule use, evidence-based intervention, IOA checks, adherence checks). If entry includes eligibility decision-making, legal checks would also be evident.

Outcome Measures for Demonstrating Impact

All Interns will submit Goal Attainment Scaling (GAS) data. A step-by-step guide and a form for GAS are provided below. In addition to reporting GAS data, interns are asked to also provide either Percentage of Non-overlapping data (PND) and/or Effect Size (ES) data for each intervention entry.

Step-by-step guidelines for PND and ES are also provided in this document.

Step-by-Step Guide to Developing & Scaling Goals Using Goal Attainment Scaling

STEP 1

Specify the Expected Level of Outcome for the Goal

As part of the problem-solving process, you will develop a goal statement that is observable, measurable, and specific.

- Goals should be based on baseline data.
- Goals should be realistically ambitious, based upon what the student will likely achieve by the end of the intervention.
- Goals should take into consideration the usual outcomes of this intervention, the resources of the student, the amount of time planned for intervention, and the skills of the intervention specialist/change agent.
- Goals should be socially valid (i.e., acceptable to teachers, parents, and the student).
- Goals should be stated in the positive (i.e., promoting replacement behaviors)

STEP 2

Review the Expected Level of Outcome given the following considerations

- *Relevance*: Is the goal relevant to the student's present situation?
- *Availability of Services*: Are the intervention services necessary to attain this goal available?
- *Realism*: Is the expected level of outcome realistic for this student at this time with this intervention?

STEP 3

Specify the Somewhat More and Somewhat Less Than Expected Levels of Outcome for the Goal

- Provide observable, measurable descriptions of outcomes that are more or less favorable than the expected outcomes in the boxes immediately below and immediately above, respectively.
- These descriptions are less likely to occur for this student, but still represent reasonably attainable outcomes.

STEP 4

Specify the Much More and Much Less Than Expected Levels of Outcome

- Complete the extreme levels of the scale with descriptions of the indicators that are "much more" and "much less" favorable outcomes that can be realistically envisioned for the student.
- Each extreme level represents the outcome that might be expected to occur in 5% to 10% of similar at-risk students.

GAS SUMMARY FORM

Detroit Mercy School Psychology Program

Intern: _____ Year: _____ Average _____

LEVEL OF ATTAINMENT	Academic or PBS Tier 1	Academic Intervention: Tier 2	Academic Intervention: Tier 3	PBS Tier 2	PBS Tier 3
Much Improved +2					
Improved +1					
No change 0					
Worse -1					
Much worse -2					

GOAL ATTAINMENT SCALE FORM
 Detroit Mercy School Psychology Program

Target student _____ Grade/age _____ Teacher _____

Date created _____ End Date _____ Trainee _____

Goal 1: _____

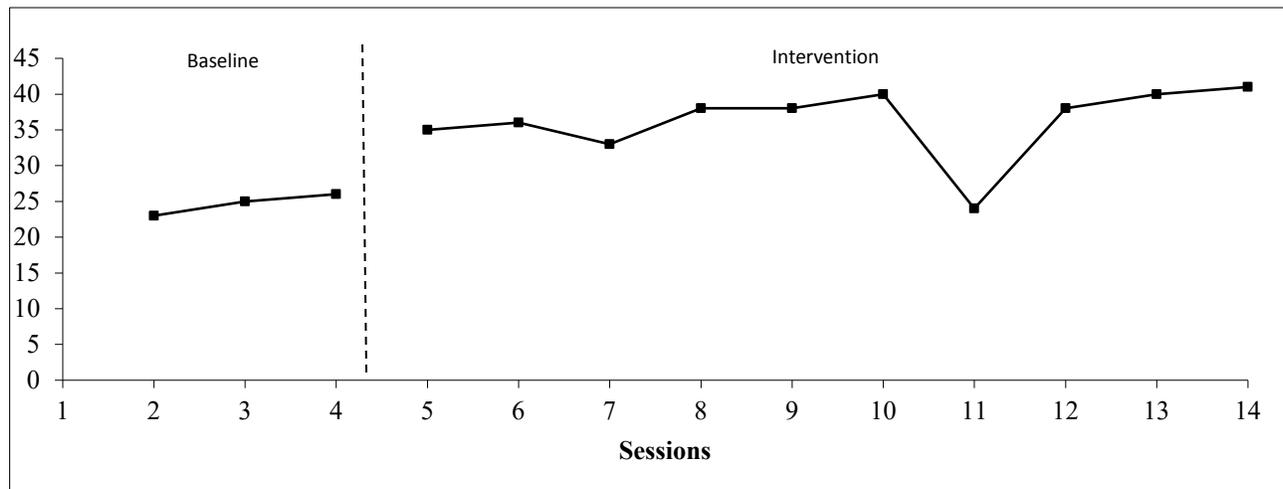
Goal 2 (if applicable) _____

LEVEL OF ATTAINMENT		
Much Improved +2		
Improved +1		
No change 0		
Worse -1		
Much worse -2		

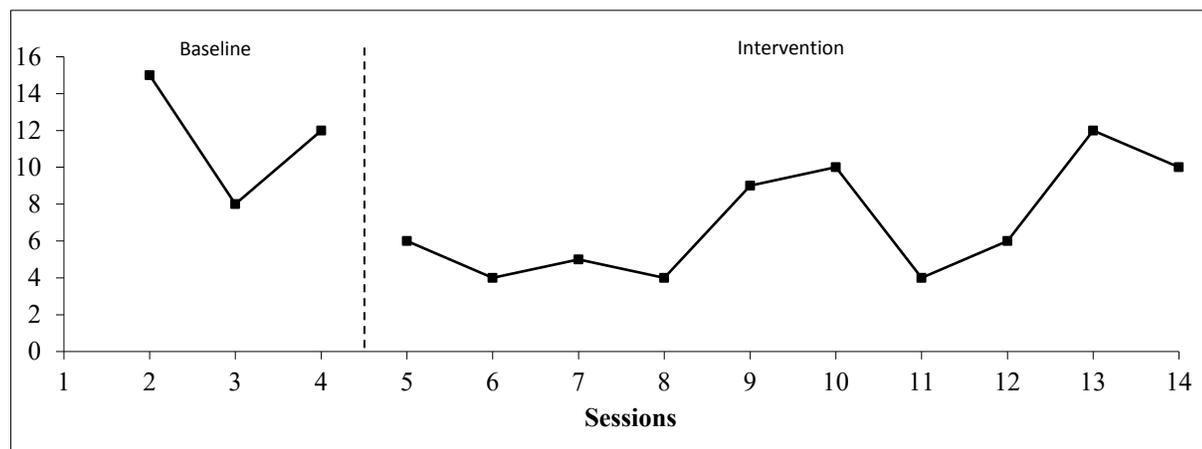
Each extreme level (-2, +2) represents the outcome that might be expected to occur in 5% to 10% of similar at-risk students.

Step-by-Step Guide for Calculating Percentage of Non-Overlapping Data (PND)

For an intervention designed to increase the target behavior, determine the percentage of the intervention data points that fall above the highest baseline data point. In the example that follows, all but one of the intervention data points are above the highest baseline data point. Therefore 9 of the 10 intervention data points do not overlap the baseline. The PND = 90%.



For an intervention designed to decrease the target behavior, determine the percentage of the intervention data points that are below the lowest baseline data point. In the example that follows, the first four intervention data points, as well as data points 11 and 12, are below the lowest baseline data point. Therefore, 6 of the 10 intervention data points do not overlap the baseline. The PND = 60%.



Considerations When Using PND

- PND should not be used if there are extreme scores, such as a 0 in the baseline for a target behavior you want to decrease or an extremely high value in the baseline for a target behavior you want to increase.
- PND scores above 85% indicate the intervention is highly effective; scores between 65% and 85% show moderate intervention effects. PND scores between 50% and 65%, or below, would be considered of questionable effectiveness.

Step-by-Step Guide for Calculating Effect Sizes (ES)

STEP 1

Calculate the mean of the baseline data points. In the example below, the mean of the three baseline data points (18, 6, 12) is 12.0.

STEP 2

Calculate the mean of the intervention data points. In the example below, the mean of the ten intervention data points (4, 3, 3, 3, 5, 5, 6, 6, 3, 2) is 4.0.

STEP 3

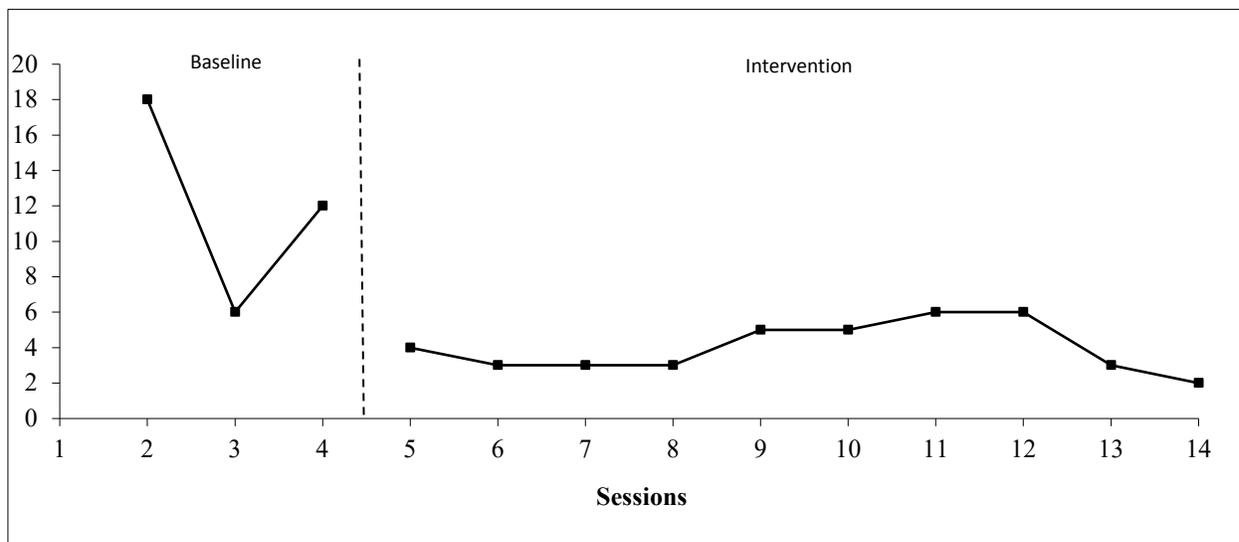
Calculate the standard deviation of the baseline data points. In the example below, the standard deviation of the three baseline data points (18, 6, 12) is 6.0.

STEP 4

Calculate the difference between the mean of the intervention data and the mean of the baseline data and divide that by the standard deviation of the baseline data.

$$ES = \frac{\text{mean of the intervention data} - \text{mean of the baseline data}}{\text{standard deviation of baseline data}}$$

In the example below, $ES = (4.0 - 12.0) / 6.0 = -1.0$



Considerations When Using ES

- ES should not be used if the baseline data are limited (one or two points only).
- ES should not be used if there is no variability in the baseline data ($SD = 0$)
- An ES of $\pm .80$ or greater is considered large; an ES of $\pm .50$ -.79 is considered moderate; an ES of $\pm .20$ -.49 is considered small.

Intervention Case Study Report Format

Identifying Information:

Name, age, grade, teacher

Relevant Background Information:

A summary of what we know about the student so far. Include past school history, any relevant environmental factors, other medical factors, and past intervention successes/failures (academic, behavioral, pharmacological, etc.).

Building Relationship with Consultee:

Goal: Establish an effective working relationship with the consultee.

Points to Consider and Information to Include in Report:

- Discuss the strategies you used to build rapport/establish a relationship with the consultee.
- Evaluate the effectiveness of these strategies.
- Describe what you plan on doing to continue building the relationship.

Definition of Problem:

Goal: Collaboratively define the problem and ensure that appropriate baseline data are collected.

Guiding questions: Is the problem specific, observable, and measurable? Does it pass the so what test? Does the problem lend itself to repeated measurement over time? Have baseline data been collected?

Points to Remember:

1. Focus on describing the presenting problem or referral question as accurately and specifically as possible.
2. Descriptions of the problem must be in observable measurable terms.
3. Describe the **CURRENT LEVEL** of performance as well as the **EXPECTED LEVEL** of performance. The expected level can be determined through consultation with the teacher, observations of typical children, or discussions with administrators, depending on the referral question, but you must include where the child is performing NOW and where the child SHOULD BE performing in order to provide context for the severity of the problem.
4. You must provide baseline data that are directly related to the identified problem. The data collected must be collected in a reasonable manner along relevant dimensions.
5. Remember that you will be comparing your outcome data to the baseline data at the end of the intervention.

Analysis of problem:

Goal: Determine what increases and decreases the problem behavior and collaboratively set desired goal or outcome.

Guiding questions: When does the problem behavior occur? What time of day? With whom? In what environments? How frequently? How intensely? How long does the problem behavior last? What are the antecedents? Consequences? Is the goal set reasonable yet ambitious (if met, the teacher/parent/student will be satisfied that the student is making adequate progress towards becoming successful in school)? Is the goal written with the level of performance changed to reflect desired outcomes? Can the student reasonably obtain the goal in a 4-6 week period of time?

Points to Remember:

1. Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking answers to the identified problem.
2. Collaboratively try to determine if this is a skill deficit, performance deficit, or an issue of motivation. Using the baseline data and your hypotheses, develop the goals for the intervention.
3. Goals and interventions should be planned so that they can be implemented with integrity and have a high probability of success.
4. The areas of intervention and goals must be consistent with regard to the problem analysis.
5. The goals should be stated in explicit, measurable terms, describing where the child is performing now and where the child should be performing by the end of the intervention.

Generation of Hypotheses:

Goal: Collaboratively determine hypotheses (educated guesses) about why the problem exists. Entertain various hypotheses and select one hypothesis that will guide intervention design.

Guiding Questions: When does the problem behavior occur? What time of day? With whom? In what environments? How frequently? How intensely? How long does the problem behavior last? What are the antecedents? Consequences? What is driving /sustaining/maintaining the problem behavior?

Points to Remember:

1. Discuss your hypotheses as the possible reasons driving and maintaining the problem behavior. Collaboratively try to determine "why" the behavior is occurring as well as consider any contributing factors. Appropriate interventions can only be developed when hypotheses are developed.
2. Is there a question of skill deficit/lack of ability – if so, what is it (student does not know letters, student does not know subtraction, student has difficulty resisting impulses/staying focused)?
3. Is there a performance deficit – if so what is it (student has difficulty meeting timing requirements or deadlines)?
4. Is there a question of motivation – if so what is it (student is seeking teacher/peer attention)?
5. Is the hypothesis amenable to educational intervention?

Brainstorming of interventions:

Goal: Collaboratively determine possible interventions for remediation of the problem.

Guiding Question: Have all intervention ideas been exhausted? Has each of the ideas been evaluated with regard to the problem behavior, hypotheses, and goals? Has a primary intervention been selected?

Selection of intervention(s):

Goal: While the intervention selection is a collaborative process, respect and deference should be given to the person who will have primary responsibility for the implementation.

Guiding Questions: Does the intervention align with the hypothesis and goal in question? Is the intervention a technique and not a place or person? Can the intervention be implemented with available resources?

Clarification of Intervention:

Goal: Clarify the intervention and develop a specific action plan that includes the date the case will be reviewed, who will implement the intervention, what the intervention consists of (steps), when the intervention is to begin, where it will occur, how often, who will progress monitor and how frequently, how and who will chart the data (make sure the chart is clearly labeled so that anyone could pick it up and understand it), and who will be responsible for intervention integrity assurance and transfer of training (if replacement behavior is taught in one environment and expected to transfer to another environment)? REMEMBER that at times it may be necessary to meet and review data more frequently in order to be sure student is making progress and that the goal remains appropriate.

Guiding Question: Does the plan reflect all components mentioned in the goal?

Points to Remember:

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

Intervention Implementation:

Goal: The intervention is implemented according to the plan.

Guiding question: Are there data to support that the intervention was implemented as it was written in the plan?

Evaluation of Intervention Effectiveness:

Goal: Progress monitoring data are presented in graph/chart form as well as discussed with the team throughout the course of the intervention. During the intervention, compare obtained results to both baseline and target goal and determine whether student is making appropriate progress or if the goal needs to be revised. At the end of the intervention make a final determination of the effectiveness of the intervention.

Guiding questions: Was the intervention implemented as planned? Was the goal from Step 2 reached? What further action will be taken? Be sure to discuss the next steps – continue the intervention, modify/intensify the intervention, scale back the intervention, etc.

Points to Remember:

1. Data should be provided to illustrate the success of the intervention in addressing the goal.
2. Data should be provided directly related to the change in behavior or skills by comparing the baseline data or assessment data with the outcome data.
3. Data should be transformed from raw forms to allow determination of change.
4. Progress towards meeting goals should also be discussed.
 - a. Describe the progress,
 - b. How it was monitored
 - c. Was it implemented according to the intervention plan,
 - d. Factors that may have impeded progress,
 - e. Possible modifications, and whether the problem has been solved or requires further or different intervention.

Internship Case Review and Feedback- REVISED 2019
University of Detroit Mercy School Psychology Program

Trainee: _____
Case #: _____
Type of Case: _____
Student(s)
initials: _____

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

1. IDENTIFYING/BACKGROUND INFORMATION

Criteria
<ul style="list-style-type: none"> • The student's school file is reviewed appropriately. • Relevant information about the student's school history is included. • Information is complete and appropriate.
Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development Comments:

2. BUILDING RELATIONSHIP WITH THE CONSULTEE

Criteria
<ul style="list-style-type: none"> • Detailed information is included about specific strategies that were used to build relationship with the consultee. • Strategies were adequate in establishing a consultative relationship. • The trainee reflects on the effectiveness of those strategies and plans for future cases.
Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development Comments:

3. PROBLEM IDENTIFICATION

Criteria
<ul style="list-style-type: none"> • The student's behavior is operationally defined. • The student's behavior is defined in the context of appropriate grade and/or peer expectations. • The problem is collaboratively defined and discussed in detail. • Parents and teachers are involved in the problem-identification process. • A baseline for the student's behavior is established using sufficient data and is depicted on a graph.
Overall rating for this area: [] Effective [] Needs Development Comments:

4. PROBLEM ANALYSIS

Criteria
<ul style="list-style-type: none"> • One or more hypotheses are collaboratively developed to identify the function(s) and/or the conditions under which the behavior is occurring. • Appropriate data are collected to confirm or reject the hypotheses (e.g., record review, interview, observation, testing, self-report). • The student behavior is confirmed to be a skill and/or performance deficit. • Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural). • A clear and reasonable (SMART) goal is set and appropriately outlined through Goal Attainment Scaling, which is contained in the report.
Overall rating for this area: [] Effective [] Needs Development Comments:

5. DEVELOPMENT OF THE INTERVENTION

Criteria
<ul style="list-style-type: none"> • Intervention is selected based on data from problem analysis. • Intervention is linked to the goal statement. • Intervention is evidence based. • Intervention is clearly described. • Intervention is selected/developed with input from parents and teacher(s). • Intervention reflects sensitivity to individual differences. • Intervention is selected/developed with consideration of resources, classroom practices & other system issues. • Logistics of setting, time, resources and personnel are included in the intervention plan. • The intervention and plan are acceptable to those involved. • Intervention is monitored and treatment integrity data are collected. • Single-case design is specified and is appropriate for demonstrating experimental control.
Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development Comments:

6. EVALUATION OF THE INTERVENTION

Criteria
<ul style="list-style-type: none"> • Data are depicted on a graph. • Graph includes baseline and progress monitoring data, and all appropriate graph elements (e.g., phase change lines, axis labels). • Outcomes are discussed in detail in terms of graphic analysis, PNDs, and GAS. • Intervention data are demonstrated to be effective when compared to baseline. • Data are used to inform further problem solving and decision making (e.g, continuation, modification, maintenance). • Strategies for follow-up, transfer, or generalization are implemented and documented as effective.
Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development Comments:

7. DISCUSSION

Criteria
<ul style="list-style-type: none"> • The collaborative nature of the process is thoroughly discussed with mention of strengths and weaknesses. • Limitations/difficulties are discussed with suggestions or input for future similar cases.
Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development Comments:

8. WRITING QUALITY

Criteria
<ul style="list-style-type: none"> • All areas of the case report are clearly and concisely written. • All components of the problem-solving process are described in a way that is straightforward and clear to the reader. • Spelling, punctuation, and usage are correct throughout the paper. • Any citations and/or references are in APA format.
Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development Comments:

Feedback Forms Included: Yes No

Overall comments:

_____ Approved. Make suggested edits and add to portfolio.

_____ Not Approved. Revise and resubmit based on instructor feedback.
 Turn in revised case by _____

University Supervisor: _____

Date: _____

Site Supervisor Information Form

The University of Detroit Mercy School Psychology Program

Name _____ Highest Degree _____

Office Address _____

City, State, Zip _____

Telephone _____ Email _____

School Placement Information

School Name _____

Demographics _____

School Address _____

City, State, Zip _____

Telephone _____

Licensure Information*

Yes No State Department of Education License

Yes No NCSP

Yes No Licensed Psychologist (Board of Psychology)

Affiliations Information*

Yes No NASP

Yes No MASP Other _____

Recent School Psychology Professional Development*

Trainee Name _____ Semester/year _____

**In our selection of site supervisors, preference will be given to those with professional memberships, credentials, and current professional development.*

Internship Memorandum of Agreement

The School Psychology Program of the University of Detroit Mercy hereby enters into an agreement with _____ (an intern), and _____ (school), pursuant to a school psychology internship. The purpose of this agreement is to set forth the conditions of the internship and to clarify the responsibilities of the parties to this agreement.

Intern

1. The intern will have completed all coursework before beginning the internship.
2. In collaboration with the intern supervisor, the intern will develop a training plan during the first month of internship that delineates activities to be completed and projected timelines. The intern will retain a copy of the plan and follow it as specified. The intern will submit a copy of the plan to the University internship supervisor. If the plan is revised at any time, a copy of the new plan must be submitted.
3. The intern is responsible for notifying the University internship supervisor of any concerns regarding the internship that cannot be resolved in the placement setting.
4. The intern will keep a daily log of activities including recording the number of hours of supervision per week. The supervision hours must average at least 2 hours per week.
5. The intern will keep a log of all cases and code the information in order to protect the privacy of clients and/or consultees.
6. The intern and site supervisor will complete the *Internship Competency Evaluation* at the end of each term, and provide a copy to the University internship supervisor each time it is completed.
7. The intern will complete an evaluation of the internship experience at the end of the experience.
8. The intern will complete an internship experience of no less than 1200 clock hours, across the school district year, and will enroll in Detroit Mercy for Fall, Winter, and Summer I semesters.
9. The intern will work with psychological services staff, school personnel/staff, students, and families in activities that are consistent with school and district policies and consistent with the internship requirements and training plan.
10. The intern will attend internship seminar face to face each month, which will be conducted on-campus by the University internship supervisor. All other activities will be conducted online.
11. The intern is required to attend MASP, NASP, or any conference deemed appropriate.

Intern Supervisor

1. The supervisor will provide evidence that he/she is appropriately credentialed as a school psychologist in Michigan.
2. The supervisor has at least 3 years of experience as a school psychologist, with at least 2-3 of those years in the school setting where the supervision will occur.
3. The supervisor will ensure that no more than two supervisors provide supervision for the intern at any given time. Please note that the intern should not carry an independent caseload separate from their supervisor.
4. In collaboration with the intern, the supervisor will develop a training plan during the intern's first month of internship. The supervisor will maintain a copy of the plan and monitor its implementation. Any changes to the plan must be submitted to the University internship supervisor.

5. The supervisor will provide an average of two hours per week of face-to-face supervision with the intern.
6. The supervisor will provide opportunities for the intern to engage in experiences necessary to attain ALL competencies. This includes ensuring that the intern is not required to complete an excessive number of evaluations (no more than 30 special education evaluations per year). Again, please understand that as an intern the student is not expected to carry a caseload separate and independent from their supervisor.
7. The supervisor and intern will complete the Y3 Site Supervisor's Evaluation of Trainee at the end of each term.
8. The supervisor is responsible for seeing that the intern conducts him/herself in a manner consistent with the current ethical and legal standards of the profession. A violation of such standards is considered to be grounds for termination of the internship experience.
9. The supervisor will discuss monthly with the intern the projected timeline for independent functioning (i.e., independent assignment at one building).
10. The supervisor will contact the University internship supervisor immediately for the following reasons:
 - a. A competency area cannot be fulfilled within the district.
 - b. The intern is not fulfilling requirements or is at-risk for failure.
 - c. A conflict arises that jeopardizes the intern's ability to have a quality internship experience.
 - d. Other questions or concerns arise and consultation is required with the University supervisor.

School District

1. The district will ensure that training is the primary focus of the internship experience and site supervisors will be given release time to ensure the quality of the internship experience.
2. The district will provide adequate workspace that ensures confidentiality for consultation, counseling and assessment.
3. The district will provide a lockable cabinet or other secure place for keeping confidential information.
4. The district will provide all necessary assessment and intervention materials, including test scoring and report preparation resources comparable to those provided for licensed school psychologists in the district.
5. The district will enable the intern to meet internship and training requirements including attendance at conferences, workshops, and other professional development.
6. The district will enter into a formal contract with the intern pursuant to compensation, services to be rendered and the time frame of the services. The contract will provide for minimum state teacher's salary and benefits consistent with those articulated in the assigned district's policies for school psychologists.
7. The district will release the intern to attend monthly, on-campus intern seminars conducted by university faculty.
8. The district will provide the intern with release time to required conferences/trainings.

University

1. The University will provide the school district and the intern with the Detroit Mercy School Psychology Internship Manual.
2. The University supervisor will make scheduled visits during the year with additional visits upon request from the intern or internship supervisor.

3. The University supervisor will assist the intern and the intern supervisor in problem solving when the intern or intern supervisor reports an unresolved issue.
4. The University supervisor, with input from the intern supervisor, will assign the intern a grade at the end of each semester for the internship experience.

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 by written amendment upon mutual agreement to such amendments.

This agreement shall be effective when executed by all parties.

By: _____
University Internship Supervisor

Date: _____

By: _____
Internship Supervisor

Date: _____

By: _____
School Psychology Intern

Date: _____

By: _____
District Representative

Date: _____

Internship Training Plan

Detroit Mercy Intern: _____

District: _____

Intern Supervisor: _____

Initial Date of Plan: _____

Please indicate approximate time when the following experiences will be introduced:

- | | |
|--|---|
| <ul style="list-style-type: none"> • One-to-one Consultation • Team/Group Consultation (IAT) • Individual Counseling • Group Counseling/Skill Training • Parent Consultation • Work with low incidence/preschool | <ul style="list-style-type: none"> • Initial Evaluation • Reevaluation • Presentation (staff and/or parents) • Intern Research Project • Intervention Design/Implementation • Other: (please specify in plan) |
|--|---|

August	January
September	February
October	March
November	April
December	May

Date plan was reviewed: _____
 Changes were made and are noted above.
 No changes were necessary at this time.

Intern Supervisor: _____

Intern: _____

Record of Intern Site Visit

Date of visit: _____

Location: _____

Completed by: _____

Intern & Supervisor: _____

Current activities of intern:

Review of intern and supervisor Competency Evaluation:

Review of intern personal goal:

Timelines for independent functioning:

Problems/Questions/Concerns:

Plan of action (as needed):

Next scheduled site visit to be _____

**University of Detroit Mercy School Psychology Program
Y3 Site Supervisor's Evaluation of Trainee**

Intern: _____ **Date:** _____

Site Supervisor: _____ **District:** _____

Formative rating _____ *Final rating* _____

Please use the following criteria: 1 = Needs Development 2 = Acceptable 3 = Exceptional or N/A if the trainee had limited exposure or no opportunity

1	Systematically collects information to identify the problem, & determine strengths & needs		1	2	3
2	Utilizes assessment information to plan services & make decisions		1	2	3
3	Utilizes data to evaluate the outcomes of services		1	2	3
4	Demonstrates fluency in the problem-solving process		1	2	3
5	Is knowledgeable of general education, special education, & other educational & related services		1	2	3
6	Participates in the development, implementation &/or evaluation of safe school programs		1	2	3
7	Is knowledgeable of current theory & research about child/adolescent development		1	2	3
8	Is knowledgeable of current research about psychopathology, stressors, & crises in schools		1	2	3
9	Displays initiative & resourcefulness to meet mental health needs		1	2	3
10	Assists in the integration of all students into instructional programs		1	2	3
11	Develops culturally sensitive interventions		1	2	3
12	Establishes collaborative relationships		1	2	3
13	Communicates effectively with school & community personnel		1	2	3
14	Communicates effectively with families		1	2	3
15	Communicates effectively with children and youth		1	2	3
16	Shows concern, respect, & sensitivity to others		1	2	3
17	Appropriately mediates and resolves conflicts		1	2	3
18	Facilitates home-school communication & collaboration		1	2	3
19	Utilizes appropriate assessment strategies to assess learning difficulties		1	2	3
20	Properly administers assessment strategies		1	2	3
21	Appropriately analyzes & interprets assessment data		1	2	3
22	Links assessment data to development of instructional interventions		1	2	3
23	Utilizes empirically-demonstrated instructional methods/interventions		1	2	3
24	Assesses acceptability/social validity of intervention ideas		1	2	3
25	Appropriately evaluates outcomes of interventions		1	2	3
26	Utilizes intervention data to guide instructional decisions		1	2	3
27	Assesses treatment integrity		1	2	3
28	Utilizes standards & principles of measurement in selection & use of assessment techniques		1	2	3
29	Critically evaluates the research in selection of assessment & intervention strategies		1	2	3

30	Utilizes single-subject research designs in the evaluation of interventions		1	2	3
31	Presents information in a clear and useful manner for intended audience		1	2	3
32	Written communication is clear, checked for errors, and free of jargon		1	2	3
33	Effectively uses various sources of information technology		1	2	3

Professional Behavior Skills

34	Communication <i>Sensitive to nonverbal; reflective listening; elicits & utilizes feedback; shows interest in others; avoids divisive statements/actions; actively seeks resolution; responsible use of email</i>		1	2	3
35	Dependability <i>Follows through w/commitments; time management; prompt; prepared; consistent; Completing assigned tasks/ forms in timely manner; makes/keeps appointments</i>		1	2	3
36	Appropriate use of supervision and professional judgment <i>Consults supervisors appropriately; keeps supervisors informed of potentially problematic situations</i>		1	2	3
37	Sensitivity to Diversity <i>Commitment to child advocacy; avoids group/class attributions</i>		1	2	3
38	Adaptability <i>Copes well with the unexpected; Resourceful; handles crises well; accepts new challenges; flexible</i>		1	2	3
39	Working with Peers, Trainers, and Other Professionals <i>Recognizes skills of others; respects others' time and roles; respects & accepts authority</i>		1	2	3
40	Following Site policies <i>Appropriate dress; follows site procedures; respectful of local norms</i>		1	2	3
41	Initiative in child advocacy <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i>		1	2	3
42	Ethical Behavior/Academic integrity <i>Respect for Confidentiality; Uses evidence-based practices; addresses inappropriate site policies; quality of services</i>		1	2	3
Total Score					

Average rating (Total score/ 42) : _____

Check one:

_____ The trainee is functioning at expected performance levels & is making satisfactory progress.

_____ The intern needs remediation in the following area(s): _____
(Attach completed Remediation Form)

Site Supervisor

University Supervisor

*Form adapted from Miami University intern rating scales

Parent Feedback Form

The University of Detroit Mercy
Department of Psychology
School Psychology Program

Child assisted _____ Parent Name _____

Trainee _____

Parent: *Thank you very much for working with us this year! In order to assist us with our program, please complete the following and return to _____.*
You may add any comments at the bottom.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I understood why the trainee began working with my child.	1	2	3	4	5
2	I was informed about my child's progress during the intervention.	1	2	3	4	5
3	I was informed about the results of my child's intervention.	1	2	3	4	5
4	I was satisfied with the services my child received.	1	2	3	4	5
5	I saw an improvement in my child's performance.	1	2	3	4	5

Comments?

Feedback Form (Intervention Target)

The University of Detroit Mercy
Department of Psychology
School Psychology Program

Directions: Read the questions to the child, rewording appropriately for child's level of understanding and for the type of intervention. Record answers in summary form below.

The (intervention) helped me (?) better.

How/why?

I liked the (intervention). (Agree/disagree)

Do you want to do it again/more/something else like this?

How did you feel during (the actual intervention activity)?