

PRACTICUM MANUAL
SCHOOL PSYCHOLOGY PROGRAM



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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PRACTICUM MANUAL SCHOOL PSYCHOLOGY PROGRAM BALL STATE UNIVERSITY

TABLE OF CONTENTS

- Introduction
 - Possible Sequence of Practicum
- Basic Requirements
 - Weekly Seminars
 - Case Staffings
 - Readings/Research
 - Participation in School-Based Activities
 - Direct Clinical Service
 - Consultation
 - Formal Case Presentations
 - Involvement With Professional Organizations
 - Portfolio
 - Exit Interview
- Record Keeping
 - Weekly Logs
- Supervision
 - Rationale and Assumptions Regarding Supervision
- Evaluation
- Appendix/Student Forms

*Original Practicum Manual Developed by Dr. Betty Gridley

PRACTICUM

Introduction and Overview

Practica in the School Psychology program at Ball State provide opportunities for students to attain competence in the application of knowledge of psychological theory and ethical principles to practice in applied settings. Practicum affords students the opportunity to demonstrate skills and competencies (as reflected on the *Evaluation Form*, see Appendix A) in such areas as assessment, intervention, counseling, consultation, and evaluation and research in a variety of settings and in response to a number of problem situations.

Students are required to be involved in practicum experiences from very early in their programs and to continue such experiences until they enroll in internship. The sequence of experiences has been carefully designed to provide a systematic orientation to the practice of school psychology. Specific practicum activities may take place in the school psychology clinic, in other university clinics, and in public schools and other settings away from the university. Practicum sites are chosen by the practicum coordinator in conjunction with suggestions and monitoring by the School Psychology Core Committee. All practicum experiences are under the supervision of university faculty, practicum supervisors, and professional psychologists who are clinical adjunct faculty.

Students are required to attend weekly seminars and staffings planned by the associate director and the supervisors. The weekly meetings allow for specific coverage of relevant topics as well as a forum for students to share and discuss their various experiences. Students who have officially completed practicum are encouraged to attend these seminars during their on-campus residency. Staffings allow for feedback and assistance with ongoing cases.

Practicum experiences are designed to coincide with overall development in other curricular areas. Learners are encouraged to reevaluate their individual philosophies of education and attitudes toward and expectations of school psychology throughout their graduate careers. Although students start practicum at various levels of development, continuous progress is expected and evaluation checkpoints are necessary.

Eight credit hours of Practicum are required before enrolling in internship. A minimum of 500 clock hours is required in order to complete all practica. However, the completion of 500 hours does not automatically imply completion of practicum. The following is the prescribed sequence of Practicum Experiences:

EDPSY 687 Prepracticum - 4 credit hours for first year students.

EDPSY 688 Practicum in Consultation - 1 credit hour for second or third-year students

EDPSY 689 Practicum in School Psychology - 3 credit hours for second or third-year students.

Additional credit hours in practicum may be taken with the approval of the practicum director.

Students must have successfully completed practicum requirements before advancing to internship. An exit interview with a Practicum Coordinator and recommendation that the student is ready for internship are required.

Members of the School Psychology faculty at Ball State are engaged in the education and development of professional practitioners of School Psychology. Ultimately, learners will be required to demonstrate their ability to integrate current research findings with elements of appropriate and ethical practice, and to communicate effectively with students, parents, and colleagues in the field. Although practicum, course work, and research are separated at times during professional preparation, it is recognized that this is an artificial distinction and that these areas must be integrated in practice before a student is ready to be certified as a school psychologist.

Possible Sequence of Practicum

Students are encouraged to begin fulfilling the requirements for practicum early in their academic careers. However, they are also encouraged to view practicum not merely as "something to get done and over with," but rather as ongoing preparation for the more independent functioning expected during internship. Therefore, learners are instructed to continue with practicum-like activities as long as they are on campus.

Faculty in School Psychology at Ball State acknowledge the need for each learner to have practicum experiences that are individualized and continually revised to meet the needs of the learner as well as to reflect continuing changes in role expectations for school psychologists.

ALL STUDENTS ARE REQUIRED TO ATTEND WEEKLY PRACTICUM SEMINARS AND STAFFINGS FOR A MINIMUM OF TWO SEMESTERS (Fall and Spring Semesters) AS PART OF THEIR PRACTICUM EXPERIENCE.

Experiences are modified periodically to reflect ongoing changes in program requirements. Faculty supervisors and learners will discuss each learner's prior experiences and expectations may be modified/tailored to reflect experience obtained prior to enrollment in the program. However, no actual hours will be credited toward completion of the minimum number of practicum hours other than those documented by prior course work and approved by the program director(s). At the present time the total minimum number of clock hours required of all Ed.S and Ph.D. students is 500 clock hours. These hours are in addition to hours required for individual testing courses such as EDPSY 651 and EDPSY 653. Of the 500 hours, at least 200 hours must involve direct service and 100 hours must be met under formally scheduled supervision. No student will receive a grade for practicum or start internship until completing an exit interview with a Practicum Coordinator and being judged competent to proceed based on the final evaluation.

Below is a *possible* sequence for practicum activities. A record of these experiences is kept on the *School Activities Checklist* (Appendix A), logged on a *Student Log Sheet* (Appendix B), and written documentation provided in the portfolio (see later under documentaion for explanation of these).

- **First Year: First Semester:** Observations, meeting attendance, district policy review, and general orientation to the practice of school psychology and educational and other locations (e.g., in schools, clinics, and other settings). Includes: Informal and formal observations. During this period students will be required to spend time familiarizing themselves with the routines and expectations of schools and classrooms.
- **First Year (prepracticum): Second Semester, Summer and Beginning of Second Year (practicum)** Teaming with experienced practicum student(s) and/or supervisors. This may include sitting in on parent intake/interviewing, conducting classroom observations, administering and interpreting part of an evaluation battery. Working together on interpretation and observing feedback.
- **Second Year:** Serving as consultants to classroom teachers. Teachers and students together identify a problem area and work to develop strategies for amelioration and evaluation of the intervention. Evaluations of clinic and school clients. Development, implementation and evaluation of intervention plans. Therapeutic interventions with individuals and/or groups.

Practicum Settings

Practicum students are provided with a variety of clinical experiences. Placements in field-based settings and within the clinic are available. Depending on the individual needs of each student, their placements can be in a school setting, in the clinic, or in both. Doctoral students typically spend at least one semester of their practicum experience in the clinic, while Ed.S students may opt to spend both semesters in a school setting.

Background Check

In accordance with state law, all practicum students who are working in a school setting are required to provide a copy of a criminal history, provided by the Indiana State Police. In order to request a background check, students can pick up the appropriate form from the Educational Licensing Office (TC 903). The cost for the background check is \$7.00, and it can take between 4-6 weeks to receive a copy. Once a practicum student receives their copy, they must bring it to the clinic, where a copy will be kept on file.

Students are expected to complete all practicum experiences in a manner consistent with legal and ethical standards of the appropriate agencies. The clinic directors and supervisors closely monitor adherence to these policies. In addition, all university faculty and supervisors are expected to adhere to these standards and to provide role modeling which is above reproach from ethical concerns. This includes strict adherence to guidelines concerning dual relationships.

BASIC REQUIREMENTS:

I. *Weekly Practicum Seminar*

Formal weekly sessions led by clinic personnel and guest speakers. Practicum students are also expected to develop and conduct empirically-based intervention presentations during one semester.

II. *Case Staffings*

Opportunities exist for students to discuss cases. Students are **required** to attend and participate in case staffings each week. Additionally, students are required to meet with their supervisors a minimum of one hour per week for individual supervision.

III. *Readings/Research*

Text and article readings will be assigned. Students are expected to familiarize themselves with these readings, as well as appropriate procedures and techniques on a continual basis. Additional readings and research pertinent to individual cases should be expected.

IV. *Participation in School-Based Activities*

Classroom observations, review of school procedures, participation in staff and special education meetings, etc.

V. *Direct Clinical Service*

Provision of direct services to clients, parents, teachers, etc. Time reported includes: intakes/interviews, review of school/other records, assessments, report writing, feedback, and other associated services. See the Appendix D for appropriate forms and guidelines.

A. *Clinic/School Cases/Evaluations, Intervention Plans*

Practicum students are encouraged to complete at least one case in each of the following:

- | | |
|--------------------------------|-------------------|
| 1. Behavioral/Social-emotional | 5. ADHD/Attention |
| 2. Early Childhood | 6. Gifted |
| 3. Learning/academic | 7. College Age |
| 4. LD Clinic | |

“Cases” may or may not include standardized assessment instruments. The number of cases a student is required to complete will be determined by the supervisor and the practicum coordinator(s). This determination will be based on the student’s level of competence in skills required for entry into internship experiences.

B. *Intervention*

Students are expected to provide concrete recommendations for any evaluations that are completed. In addition, formal intervention plans must be written and implemented for at least two cases. These must provide for evaluation of their effectiveness and are to be

documented through use of a single case study design approach. Intervention may also include conducting Parent-Child Interaction Therapy.

C. Counseling/Therapy

Students participate according to their skill levels.

VI. Consultation

The purpose of this experience is to provide an opportunity for students to participate in a collaborative problem solving process in which two or more persons (consultants and consultees) engage in efforts to benefit a student for whom they both have some level of responsibility

VII. Involvement with Professional Organizations

Students are encouraged to attend one national, state, regional, or local meeting or conference.

VIII. Portfolio

Each student will compile a portfolio that showcases the practicum experience (see below under record keeping for more details). This portfolio is to include, among other contents, reflective writings that provide a rationale for inclusion of certain materials as well as copies of all log sheets. See Appendix B for more details.

IX. Exit Interview

When a student and his/her supervisor have determined that he/she has completed all practicum requirements and has met competency levels, he/she should present him/herself to a practicum coordinator for an exit interview. This presentation will take the form of a completed portfolio and must be made at least one week prior to the actual interview appointment. The interview appointment should be scheduled no later than two weeks prior to the end of the semester.

Record Keeping

Weekly Logs Students involved in practicum activities maintain weekly activity logs that detail the various types of experiences obtained and the time spent in these various activities. For example, students record time spent in observation, preparation, researching instruments, direct contact with client, staffing, supervision, report writing, etc. Log forms are provided in the Practicum Manual in Appendix B and are to be copied as needed. Students make **two copies** of their practicum experiences and submit one copy **weekly** to their practicum supervisors no later than at the beginning of the weekly meeting time. Students keep a copy of the logs in their portfolios and are advised to double-check their hours periodically to avoid any misunderstandings.

Supervision

Practicum students are assigned to a clinic supervisor who in conjunction with the clinic directors will monitor and approve all phases of practicum requirements. Learners are asked to review their schedules and experiences with the practicum coordinator on a regular basis throughout practica experiences.

Supervision is an ongoing relationship involving mutual responsibility.

Supervision is provided by School Psychology faculty, faculty supervisors in other clinics, and school-based professionals, and clinic supervisors. Peer observation and consultation is also strongly encouraged.

Rationale and Assumptions Regarding Supervision

1. Learners are self-responsible and will attain competence at different rates.
2. The most effective learning takes place within the context of an accepting environment and a relationship of mutual respect and trust between teacher and learner.
3. Modeling is a key factor in learning. Supervisory staff endeavor to model supervisor behaviors which have been identified in the literature as facilitative of learning.
4. Ongoing evaluation is crucial in any teaching/learning endeavor. It is recognized that the learners must have input into the process to maximize its effectiveness.
5. The philosophy of supervision is endorsed based on a constructivist view of the learner as being an active participant in his/her own learning. However, the first responsibility of supervisor and supervisee alike is to the client. Some activities which may take a different form if considered from a strictly pedagogical standpoint may have to be surrendered in the best interest of those served.

Learning involves change, which is often accompanied by some dissonance. It is expected that dissonance will occur in the learners and is recognized as part of the learning process. Students and supervisors maintain an ongoing dialogue to help resolve conflicts as they arise. Differences which cannot be resolved by the dyad are to be discussed with either the Associate Director(s) or Practicum Coordinator(s) who will act as mediators.

Evaluation

Evaluation should lead directly to planning future goals. Self and supervisor evaluations are required on a twice a semester basis. Supervisors also engage in self-evaluation and solicit feedback from learners. Finally, learners and supervisors frequently seek out and provide peer evaluation and consultation. Appendix A holds evaluation forms for evaluation purposes. If performance is unsatisfactory based on evaluations by supervisors and/or the clinic director, a remediation plan will be implemented.

Evaluation of a student's performance will be based on such factors as: competence in assessment and problem solving, quality of written reports, skill in intake and feedback, skill in interviewing and consultation strategies, timely completion of procedures, and effective communication skills, especially those required for maintenance of effective working relationships.

Evaluation of a student's performance is based on multiple competencies that are delineated on the *Evaluation Form*, found in Appendix A.

Students receive a grade of EC (continuing activities) until all practicum requirements have been fulfilled, the portfolio has been reviewed, and the exit interview conducted.

The following grading standards are expected:

GRADE	DESCRIPTION
C	Minimum competency, requirements completed but proficiency not yet reached in many areas, much supervision needed for internship
B	Basically competent, some areas need further work, needs close internship supervision, especially at first.
A	Very competent. All requirements completed at a superior level, it is expected that internship supervision can be directed at perfecting skills.

Appendix A

Evaluation Form

School Activities Checklist

Formative Evaluation Forms

Practicum Case Clusters

Interview Techniques Checklist

Evaluation of Psychological Reports

B. Psychological/Psychoeducational Evaluation Competencies:

1. Pretesting Procedures

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Is knowledgeable about procedures for obtaining information regarding a client from schools and outside agencies and to effectively incorporate the information so derived. | 1 | 2 | 3 | 4 | 5 | 0 |
| b. Demonstrates independence in organizing existing information concerning the client and in formulating hypotheses and developing assessment plans prior to initial contact with the client. | 1 | 2 | 3 | 4 | 5 | 0 |
| c. Selects appropriate initial test instruments based on referral concern, age of subject, and sensitivity to sources of test bias. | 1 | 2 | 3 | 4 | 5 | 0 |
| d. Uses appropriate communication skills in making initial contacts with parents/and or other referral agencies. | 1 | 2 | 3 | 4 | 5 | 0 |
| e. Conducts intake independently. | 1 | 2 | 3 | 4 | 5 | 0 |
| f. Explains evaluation and testing procedures/purpose to parents and clients without use of jargon, etc. | 1 | 2 | 3 | 4 | 5 | 0 |
| g. Clearly states to child/client the reason for evaluation. | 1 | 2 | 3 | 4 | 5 | 0 |
| h. Establishes rapport with subject easily and naturally. | 1 | 2 | 3 | 4 | 5 | 0 |
| i. Demonstrates awareness of and sensitivity to issues of diversity and individual differences in initial contact with, interviewing, and interpretation of background information. | 1 | 2 | 3 | 4 | 5 | 0 |

2. Test Administration and Techniques

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Demonstrates familiarity with test instruments exhibiting smoothness of administration, preparedness, etc. | 1 | 2 | 3 | 4 | 5 | 0 |
| b. Adheres to standardized directions and test procedures. | 1 | 2 | 3 | 4 | 5 | 0 |
| c. Retains rapport with subject while fielding questions and demonstrating spontaneous interaction without jeopardizing test validity. | 1 | 2 | 3 | 4 | 5 | 0 |
| d. Scores instruments administered with 100% accuracy. | 1 | 2 | 3 | 4 | 5 | 0 |
| e. Employs informal testing techniques when necessary by improvising and/or adapting from standardized techniques. | 1 | 2 | 3 | 4 | 5 | 0 |
| f. Observes relevant behaviors of the client and is able to determine the validity of the results of the assessment period. | 1 | 2 | 3 | 4 | 5 | 0 |
| g. Conducts testing sessions independently. | 1 | 2 | 3 | 4 | 5 | 0 |

3. Interpretation and Reporting of Test Results

a. Analyzes and interprets test results in a meaningful and thorough fashion in the following areas:
(Attach completed checklist of instrumentation)

i. intellectual/ability	1	2	3	4	5	0
ii. achievement	1	2	3	4	5	0
iii. perceptual/motor	1	2	3	4	5	0
iv. personality/behavioral	1	2	3	4	5	0
v. other _____	1	2	3	4	5	0

b. Relates testing interpretation to reason for referral.	1	2	3	4	5	0
c. Organizes data appropriately in written form.	1	2	3	4	5	0
d. Integrates data appropriately in written form.	1	2	3	4	5	0
e. Interprets testing results in light of research knowledge about the possibility of test bias and differential validity for some groups.	1	2	3	4	5	0
f. Uses assessment information to help in determination of eligibility for special services under IDEA and Article 7.	1	2	3	4	5	0
g. Employs proper grammatical formulation including sentence structure, tense agreement, etc.	1	2	3	4	5	0
h. Proof reads for punctuation, spelling, etc.	1	2	3	4	5	0
i. Formulates meaningful recommendations based on test, observational, and interview data while relating same to referral reason.	1	2	3	4	5	0
j. Completes reports in a timely fashion.	1	2	3	4	5	0

4. Feedback of Test Results (oral):

a. Demonstrates tact in opening interview and establishing rapport.	1	2	3	4	5	0
b. Exhibits good listening and questioning skills.	1	2	3	4	5	0
c. Employs vocabulary level appropriate to participant; avoids jargon or condescending.	1	2	3	4	5	0
d. Demonstrates skill in clearly communicating test results and recommendations.	1	2	3	4	5	0

e. Solicits questions from teachers and/or parents and responds to questions appropriately.	1	2	3	4	5	0
f. Solicits information from other professionals.	1	2	3	4	5	0
g. Exercises independence in oral feedback process.	1	2	3	4	5	0
h. Provides feedback in such a way as to demonstrate sensitivity to varying groups and cultures.	1	2	3	4	5	0

C. CONSULTATION SKILLS

1. Establishes effective collaborative relationships with teachers and other school personnel.	1	2	3	4	5	0
2. Participates in Multidisciplinary team/case conference.	1	2	3	4	5	0
3. Engages in systematic observation of behaviors in a classroom setting.	1	2	3	4	5	0
4. Serves effectively as a liaison for school and parents.	1	2	3	4	5	0
5. Evaluates students with regard to progress within the regular curriculum (CBA).	1	2	3	4	5	0
6. Evaluates effectiveness of consultation strategies used.	1	2	3	4	5	0
7. Demonstrates positive regard for teachers, parents, staff, and students with varying disabilities and from diverse ethnic and social groups.	1	2	3	4	5	0

D. INTERVENTION SKILLS

1. Uses intervention strategies that are directly related to the assessed problem.	1	2	3	4	5	0
2. Demonstrates ability to develop and pilot instructional strategies for possible use in child's regular placement setting.	1	2	3	4	5	0
3. Clearly delineates goals of intervention.	1	2	3	4	5	0
4. Engages in follow-up and monitoring to evaluate effectiveness of intervention techniques used.	1	2	3	4	5	0
5. Demonstrates skill in utilizing individual counseling techniques.	1	2	3	4	5	0
6. Demonstrates skill in utilizing group counseling techniques.	1	2	3	4	5	0
7. Demonstrates skill in utilizing behavior modification and classroom management techniques	1	2	3	4	5	0

E. PROFESSIONAL RESPONSIBILITIES

1. Attends and participates in clinic and practicum activities.	1	2	3	4	5	0
2. Is prompt in meeting deadlines, responding to referrals, and handing in written reports	1	2	3	4	5	0
3. Exhibits willingness to accept and benefit from constructive criticism in a mature rather than defensive manner.	1	2	3	4	5	0
4. Consistently follows through when additional action is needed.	1	2	3	4	5	0
5. Demonstrates an awareness of competency level and doesn't accept responsibilities that exceed this level.	1	2	3	4	5	0
6. Demonstrates interest in and awareness of current issues and best practices in the field of school psychology by attendance at professional meetings and reading of current periodicals.	1	2	3	4	5	0
7. Performs in ethical and professional manner, demonstrating appropriate protocol as well as protecting the rights of the client.	1	2	3	4	5	0

F. PERSONAL CHARACTERISTICS

1. Presents good personal appearance.	1	2	3	4	5	0
2. Demonstrates dependability.	1	2	3	4	5	0
3. Meets difficult situations with self-control.	1	2	3	4	5	0
4. Demonstrates good judgment and common sense.	1	2	3	4	5	0
5. Communicates and listens effectively.	1	2	3	4	5	0
6. Shows concern, respect, and sensitivity for the needs of staff and students of varying ethnic groups and backgrounds.	1	2	3	4	5	0
7. Works well with staff and other practicum students regardless of ethnic background, gender, or sexual orientation.	1	2	3	4	5	0
8. Relates well to children of various ages, ethnic, and social backgrounds.	1	2	3	4	5	0
9. Utilizes constructive criticism.	1	2	3	4	5	0
10. Displays initiative and resourcefulness.	1	2	3	4	5	0
11. Demonstrates tolerance for other's values and viewpoints.	1	2	3	4	5	0

- | | | | | | | |
|--|---|---|---|---|---|---|
| 12. Shows evidence of continued self-evaluation. | 1 | 2 | 3 | 4 | 5 | 0 |
| 13. Achieves comfortable interactions with staff, students, parents, etc. of different gender, racial, ethnic, and socioeconomic groups. | 1 | 2 | 3 | 4 | 5 | 0 |

G. OTHER SCHOOL-RELATED ACTIVITIES

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Participates in child study team and provides information for the team's consideration. | 1 | 2 | 3 | 4 | 5 | 0 |
| 2. Participates in a multidisciplinary team evaluation meeting and integrates information from other specialists. | 1 | 2 | 3 | 4 | 5 | 0 |
| 3. Assists the multidisciplinary team in the generation of educational recommendations. | 1 | 2 | 3 | 4 | 5 | 0 |
| 4. Participates in annual review of students enrolled in programs for exceptional children. | 1 | 2 | 3 | 4 | 5 | 0 |
| 5. Demonstrates the ability to organize and provide inservice programming to school personnel and/or presentation for parent groups. | 1 | 2 | 3 | 4 | 5 | 0 |

H. PROFESSIONAL GOALS (Developed by Student in cooperation with supervisor)

Practicum Supervisor's Signature _____

Student's Signature¹ _____

Clinic Director's Signature _____

Date

COMMENTS:

¹ Student's signature indicates only that supervisor has reviewed the evaluation with the supervisee

SCHOOL ACTIVITIES CHECKLIST

Student _____ Semester/Year

LEVEL I--GENERAL OBSERVATION/ORIENTATION TO SCHOOL PROCEDURES AND POLICIES

A. Classroom Observations

- ___ 1. Regular Education academic classes (traditional & others).
 - a. Elementary
 - b. Secondary

- ___ 2. Special Education classes-resource
 - a. Elementary
 - b. Secondary

- ___ 3. Special Education classes-self contained
 - a. Elementary
 - b. Secondary

B. Individual Child Observation

- ___ 1. Over multiple regular settings (e.g., recess, math, P.E.)
- ___ 2. Over multiple mainstream and special education settings

C. Meeting attendance

- ___ 1. School Staff meeting
 - a. Elementary
 - b. Secondary

- ___ 2. Special Education Staff meeting

- ___ 3. Child Study Team meeting

- ___ 4. Training given by school psychologist or other professional

D. District Policy review

- ___ 1. Referral flow from start to completion

- ___ 2. Structure of self-contained vs. resource classrooms

- ___ 3. Job description of psychologist & special services persons

- ___ 4. Composition of Child Study & Multidisciplinary teams

- ___ 5. Where are psychological reports kept, Who has access, How are reports, records, etc. accessed?

LEVEL II--PARTICIPATION WITH SCHOOL PERSONNEL AND CHILD DATA

A. Meeting Attendance

- 1. Multi-disciplinary Team
- 2. Individual Education Plan Conference
 - a. Observe teacher, staff, prepare objectives
 - b. Conference with parent

B. Child Data Review

- 1. Operational understanding of IN criteria for placement
- 2. Re-evaluation, review previous testing & current IEP, then formulate assessment plan (which tests? additional areas such as adolescent adjustment? family expectations? long term planning?)
- 3. Transfer special education student: review information and judge how this child's needs will be met in a the new district
- 4. New referral, review referral information and formulate assessment plan

C. Data Collection

- 1. Collect relevant information from referring teacher(s)
- 2. Observe and record relevant child behaviors

D. Interviewing teachers and principles regarding students

- 1. What efforts address affective education?
 - a. elementary
 - b. secondary
- 2. What vocational components are available?
- 3. How and what is the child told about his/her handicap?
- 4. What information in a psychological report is most & least useful?
- 5. What would be the ideal role of the psychologist?

LEVEL III--PARTICIPATION WITH CHILD, FAMILY, TEACHERS

A. Observing District School Psychologist

- 1. Testing and interviewing client
- 2. Assessment feedback to parents

B. Collecting Data

- ___ 1. Testing child and recording behavior
 - a. Partial (selected tests)
 - b. Complete Evaluation

- ___ 2. Integrating psychometric, teacher, and observation data
 - a. Partial (selective sections)
 - b. Complete Evaluation

C. Communicating Information Effectively

- ___ 1. To teacher(s) and other personnel
 - a. Partial (selected information)
 - b. Complete Evaluation

- ___ 2. To parents
 - a. Partial (selected information)
 - b. Complete Evaluation

D. Generating Appropriate Recommendations

- ___ 1. For teachers

- ___ 2. For parents

V. Writing Psychological Reports

- ___ 1. Write a report based on partial collection of data &/or observations.

- ___ 2. Write a report based on complete evaluation of child.

F. Consultation

1. With teachers

- ___ a. Child behavior problems

- ___ b. Individualizing instruction for a child

- ___ c. Attend/Give In-service program

2. With parents

- ___ a. Child behavior problems

- ___ b. Understanding educational aspects of child's problem.

G. Functional Behavioral Assessment

1. Interview

- a. FAB teacher interview
- b. FAB parent interview
- c. FAB child interview

2. Plan Development

- a. FAB report
- b. FAB intervention plan

3. Progress Monitoring

- a. Outcome
- b. Plan revision

PRACTICUM CASE CLUSTERS

Assessment Categories	Age Groups:				
	Early Childhood	Middle Childhood	Adolescence	Y.A./College	Adult
Diagnostic Groups:					
Learning Disabilities					
ADHD/Attention					
Giftedness					
MiMH, MoMH, MR					
Behavioral/Emotional					
Early Kdg. Entrance					
Other:					
Specified Tests:					
Ability					
Achievement					
Attention					

PRACTICUM CASE CLUSTERS

Assessment Categories	Age Groups:				
	Early Childhood	Middle Childhood	Adolescence	Y.A./College	Adult
Executive Functioning					
Memory					
Social					
Behavioral					
Personality					
Other:					

PRACTICUM CASE CLUSTERS

Setting:					
Clinic					
School					
Other:					
Interventions:					
Academic					
Behavioral					
Counseling					
Other:					

FORMATIVE EVALUATION (Optional)

CLINIC AND SCHOOL-BASED CASES:

Evaluation: (Circle One)		Midsemester			Semester End		Date:
Circle appropriate number		<u>Poor</u>			<u>Excellent</u>		<u>Comment:</u>
Case 1	Interview tech./Intake	1	2	3	4	5	
	Test Admin.	1	2	3	4	5	
	Report Writing	1	2	3	4	5	
	Feedback	1	2	3	4	5	
	Intervention Plan	1	2	3	4	5	
Case 2	Interview tech./Intake	1	2	3	4	5	
	Test Admin.	1	2	3	4	5	
	Report Writing	1	2	3	4	5	
	Feedback	1	2	3	4	5	
	Intervention Plan	1	2	3	4	5	
Case 3	Interview tech./Intake	1	2	3	4	5	
	Test Admin.	1	2	3	4	5	
	Report Writing	1	2	3	4	5	
	Feedback	1	2	3	4	5	
	Intervention Plan	1	2	3	4	5	

Case 4 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 5 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 6 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 7 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5

Intervention Plan	1	2	3	4	5
Case 8 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 9 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 10 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 11 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5

	Feedback	1	2	3	4	5
	Intervention Plan	1	2	3	4	5
Case 12	Interview tech./Intake	1	2	3	4	5
	Test Admin.	1	2	3	4	5
	Report Writing	1	2	3	4	5
	Feedback	1	2	3	4	5
	Intervention Plan	1	2	3	4	5
Case 13	Interview tech./Intake	1	2	3	4	5
	Test Admin.	1	2	3	4	5
	Report Writing	1	2	3	4	5
	Feedback	1	2	3	4	5
	Intervention Plan	1	2	3	4	5
Case 14	Interview tech./Intake	1	2	3	4	5
	Test Admin.	1	2	3	4	5
	Report Writing	1	2	3	4	5
	Feedback	1	2	3	4	5
	Intervention Plan	1	2	3	4	5
Case 15	Interview tech./Intake	1	2	3	4	5
	Test Admin.	1	2	3	4	5

Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 16 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5
Case 17 Interview tech./Intake	1	2	3	4	5
Test Admin.	1	2	3	4	5
Report Writing	1	2	3	4	5
Feedback	1	2	3	4	5
Intervention Plan	1	2	3	4	5

1. Did I handle the opening minutes of the interview adequately?
2. Was my vocabulary appropriate?
3. Did the interviewee have difficulty in understanding my questions?
4. Were my follow-up questions appropriate?
5. Did I follow important leads?
6. Did I make any stereotyped comments?
7. Did I use open-ended questions?
8. Did I change topics abruptly?
9. Was I overcontrolling?
10. Was I impatient?
11. How was my diction?
12. Was I alert to the interviewee's nonverbal behavior?
13. Was I aware of my own nonverbal behavior?
14. Did I establish and maintain rapport?
15. Was I attentive to the interviewee?
16. Did I daydream or let my mind wander?
17. Did I convey to the interviewee I wanted to understand him or her?
18. Was I willing to suspend judgment about the interviewee until the interview was over
19. Were my comments and techniques - such as reflection, praise and support - successful in motivating the interviewee and guiding the interviewee to discuss appropriate material?
20. Which techniques were most successful?
21. How did I handle silences?
22. How did I feel during the silences?
23. How did I handle resistance?
24. How did I handle effective reactions?

28. Was I able to keep my personal needs in the background?
29. Was I able to answer the interviewee's questions?
30. How did I handle personal questions that were asked about me?
31. Did I handle the closing minutes of the interview adequately?
32. Did the interview proceed smoothly?
33. Did the interview accomplish its goals?

Rating Key:5=excellent demonstration of this skill
 4=good demonstration of this skill
 3=fair demonstration of this skill
 2=poor demonstration of this skill
 1=very poor demonstration of this skill
 NA=not applicable

1. Created a positive interview climate	5	4	3	2	1	NA
2. Showed respect for and attention to interviewee	5	4	3	2	1	NA
3. Used good diction	5	4	3	2	1	NA
4. Used vocabulary understandable to interviewee	5	4	3	2	1	NA
5. Formulated appropriate general questions	5	4	3	2	1	NA
6. Formulated appropriate open-ended questions	5	4	3	2	1	NA
7. Formulated appropriate follow-up questions	5	4	3	2	1	NA
8. Used appropriate structuring statements	5	4	3	2	1	NA
9. Encouraged appropriate replies	5	4	3	2	1	NA
10. Used probes effectively	5	4	3	2	1	NA
11. Allowed interviewee to express thoughts/feelings in own way	5	4	3	2	1	NA
12. Was alert to interviewee's nonverbal behavior	5	4	3	2	1	NA
13. Conveyed to interviewee a desire to understand him/her	5	4	3	2	1	NA
14. Rephrased questions appropriately	5	4	3	2	1	NA
15. Used reflection appropriately	5	4	3	2	1	NA
16. Used feedback appropriately	5	4	3	2	1	NA
17. Handled minimally communicative interviewee appropriately	5	4	3	2	1	NA
18. Handled interviewee's resistance and anxiety appropriately	5	4	3	2	1	NA
19. Clarified areas of confusion in interviewee's statements	5	4	3	2	1	NA
20. Intervened appropriately when interviewee had difficulty expressing	5	4	3	2	1	NA

24. Timed questions appropriately	5	4	3	2	1	NA
25. Handled silences appropriately	5	4	3	2	1	NA
26. Used periodic summaries appropriately	5	4	3	2	1	NA
27. Made clear transitions	5	4	3	2	1	NA
28. Paced interview appropriately	5	4	3	2	1	NA
29. Maintained appropriate eye contact	5	4	3	2	1	NA
30. Used own nonverbal behavior appropriately	5	4	3	2	1	NA
31. Responded in nonjudgmental manner	5	4	3	2	1	NA
32. Handled interviewee's questions and concerns appropriately	5	4	3	2	1	NA
33. Allowed interviewee to express remaining thoughts and questions at close of interview	5	4	3	2	1	NA
34. Arranged for post assessment interview	5	4	3	2	1	NA
35. Used appropriate closing statements	5	4	3	2	1	NA
36. Conducted an appropriate interview overall	5	4	3	2	1	NA
37. Comments (Use back of page if necessary):						

1. To what extent is the reason for referral explained clearly?

to a large extent only partially not at all

2. To what extent are background information and test observations reported in "behavioral" form so that the client's behavior can be readily visualized or understood by the reader?

to a large extent only partially not at all

3. To what extent does the report provide information about test results in a clear concise fashion?

to a large extent only partially not at all

4. To what extent does the summary follow the guidelines presented in class (including a restatement of important information)?

to a large extent only partially not at all

5. If new information is added in the summary section, is there a compelling reason why it was not provided in the results section?

Yes No Don't know

6. To what extent are recommendations clearly tied to problem areas in the report?

to a large extent only partially not at all

7. To what extent are recommendations explained in sufficient detail to allow the provider to carry them out?

to a large extent only partially not at all

8. To what extent are recommendations realistic given the possibilities in the classroom and/or therapeutic setting?

to a large extent only partially not at all

9. To what extent does this report provide an adequate answer to the referral question?

11. To what extent are headings, structure, and format useful to the reader?

___ to a large extent ___ somewhat ___ not at all

12. Overall how useful would you judge this report to be?

___ Very useful ___ somewhat useful ___ not at all useful

13. What suggestion would you make for improving this report?

(PLEASE GIVE SPECIFIC AS WELL AS GENERAL SUGGESTIONS)

Log Sheets and Other Record Keeping Forms

SCHOOL PSYCHOLOGY PRACTICUM STUDENT LOG

Name _____

Week of _____ 19 __

Total Hours for Week

Date/ Times	Client's Name/Project	Practicum Site	Student Involvement	Supervisor's Initials	Assessments/ Technique(s)	Purpose/ Description	Total Hours

SCHOOL PSYCHOLOGY PRACTICUM LOG (Example)

Name **Sigmund Student** (**Sample**) Week of **July 5-11** 19 **92** Total Hours for Week **6**

Date/ Times Time	Client's Name/Project	Practicum Site	Student Involvement	Supervisor's Initials	Assessment Technique(s)	Purpose/ Description	Total Hours
7/8/92 1:30- 3:30	Susie Sunshine Jack Somebody Preschool Screening	Head Start	Administered screening instruments	BEG	Bracken Basic Concepts/MPI/ DVMI	Practice in preschool screening	2
7/9/92 8-12	Joseph Rainbow	Clinic	Administered achievement Conducted Parent intake Student interview	MAK	PIAT-R, Wishes & Fears	Psychoeducational Eval.	4

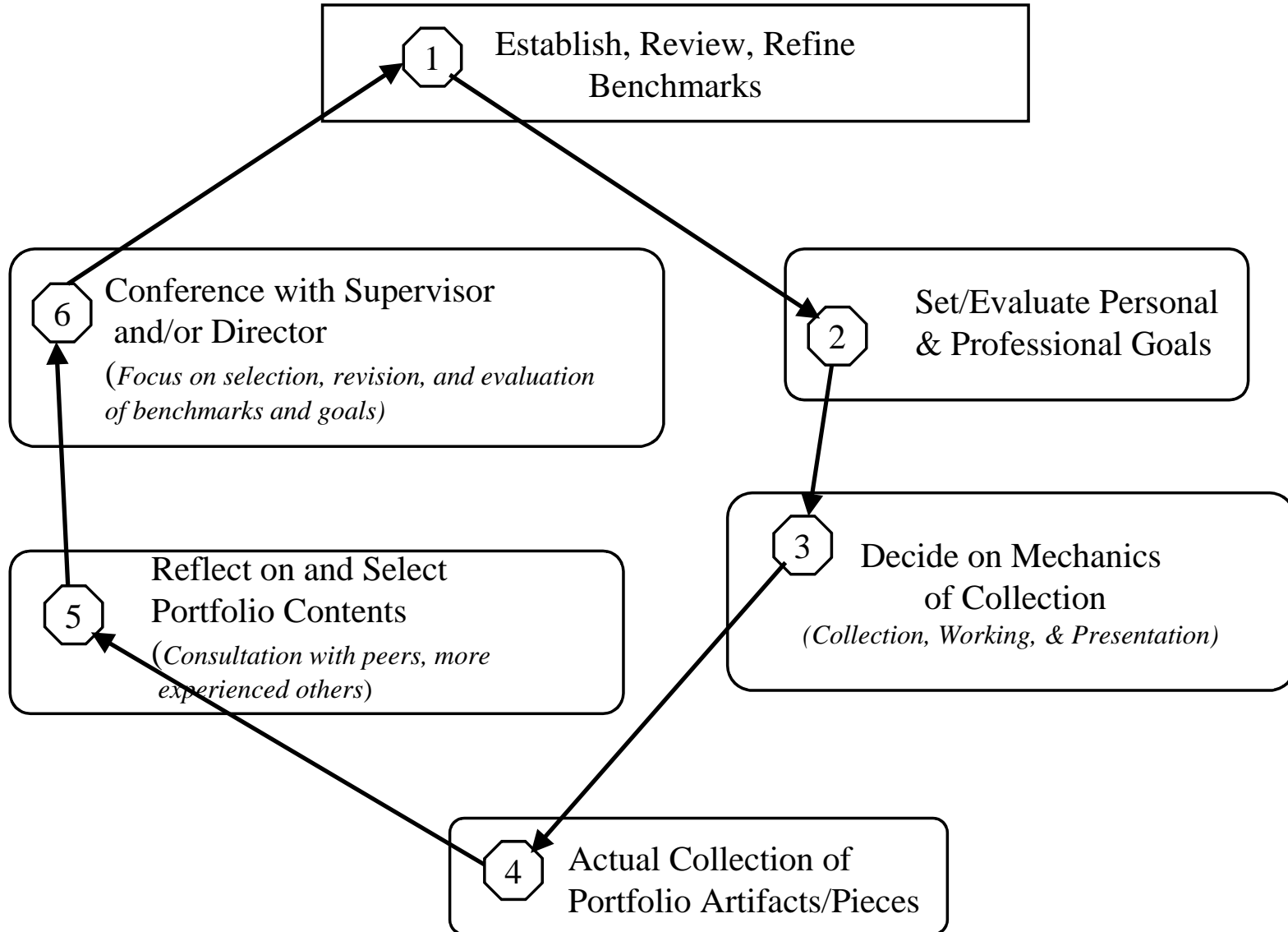
Appendix C

The Portfolio Process

Portfolio Overview

Portfolio Guidelines

The Portfolio Process



PORTFOLIO OVERVIEW

Areas	COMPETENCIES¹				
	Fluent Assessor and Interpreter	Working Consultant	Professional Attitudes and Habits	Researcher and Evaluator of Research	Intervention Specialist: Problem Solver
Contents and Activities	Work Samples Clinic Cases School Cases Agency Cases	<i>School Activities Checklist</i> Journal Entries Clinic Cases School Cases Agency Cases Head Start Observations	<i>School Activities Checklist</i> Formative Evaluations Clinic Cases School Cases Agency Cases Professional Meeting Attendance	Research Participation Clinic, School and Agency Cases Case Staffings Presentations	Intervention Plans Recommendations for Clinic, School, and Agency Cases

Areas	COMPETENCIES¹				
	Fluent Assessor and Interpreter	Working Consultant	Professional Attitudes and Habits	Researcher and Evaluator of Research	Intervention Specialist: Problem Solver
Ways to Assess Student Progress ²	Observations Video Taping Written Reports Direct Supervision Staffings Case Presentations	Observations Teacher Evaluations Participation in Clinic Seminars Reports	Observations Direct Supervision Reflective Journals Participation in Clinic Seminars Participation in Professional Organizations	Poster/Paper Presentations Use of Literature/Web Pages For Required Activities Direct Supervision Participation in Clinic Seminars	Reports, Written Plans Case Presentations Staffings Participation in Clinic Seminars

² Both Formative and Summative Evaluations reflect Competencies (see form

INSTRUCTIONS: Portfolios are to be turned in to a Clinic Director at least one week prior to the exit interview.

ITEMS TO INCLUDE:

Required:

- Reflective Journal
- Practicum Log Sheets
- Completed *School Activities Checklist*
- Completed *Summative Evaluation Forms*
 - Self-evaluation
 - Supervisor evaluation

These forms should be signed by the appropriate parties and the “goals” section completed.

Examples of reports, assessment plans, intervention plans, observations, reports, etc., evaluations of feedback, interviewing, video tapes, etc.

For each entry, the student should include the following:

- date of entry
- description of entry
- some indication of learning target or purpose for including the entry (e.g., “Entry shows how I progressed in report writing from early in the year to later.”)
- why this particular entry is important or valuable (e.g., being able to write a good report is essential to successful communication”).
- A two paragraph summary of your strengths and weaknesses as you leave practicum.

Supplemental

Any other materials that will showcase your expertise and/or progress throughout the practicum experience.

SCHOOL PSYCHOLOGY PORTFOLIOS

Have included:

- Table of Contents
- Vita
- Personal Services Delivery Statement & Goals
- Psychoeducational Assessment Reports
- Neuropsychological Case Report(s)
- Counseling/Consultation Case Report(s)
- Intervention Project(s)
- Listing of Test Administered/Interpreted
- Outlines of Inservices or Presentations
- Copies of Research or Change Project(s)
- Program/Practicum/Internship Requirements
- Professional, Reflective Journal
- Listing of personal Strengths & Weaknesses
- References
- Multimedia Presentations of Above

What an individual chooses to include within the portfolio is a decision based upon the goal of the portfolio and expectations of the supervisor and program directors.

*The portfolio may be kept on electronic media (**REMEMBER TO MAKE BACK-UPS!**)*