

ILLINOIS
SCHOOL PSYCHOLOGY
INTERNSHIP MANUAL
2006

PART II

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APPENDIX H

HITTING THE GROUND RUNNING AS AN INTERN: FIRST 72 HOURS

HITTING THE GROUND RUNNING AS AN INTERN: FIRST 72 HOURS
A To Do List of
Introductions, Communication, Information, Schedules, and Procedures

by Cal Hainzinger, M.A. NCSP and Jeremy Jewell, Ph.D., CSP, LCP

	DONE	TASK DESCRIPTION
		Obtain staff name tag
		Introduction to the special education director, special education secretary, principal
		Introduction to guidance counselors, social workers, deans, speech pathologist, occupational therapists, etc.
		Introduction to special education and regular education teachers (time permitting)
		Obtain keys to office and bathroom
		Parking sticker and location of staff parking spaces.
		Name on mailbox in mailroom.
		Forms for Superintendent's Office: TB test form, W-4 tax form, Internship Approval form from ISBE's website.
		Copy of Internship Agreement from University
		Set up telephone voice mail and phone extension, if available.
		E-mail: how to log on, orientation to computer network to access student schedules, discipline, attendance information, announcements, etc.
		Computer set-up, password, use of computer printer.
		Obtain campus map or layout of building, location of schools in district, tour of the school, location of pertinent offices.
		Review documents: parent-student handbook (e.g., student rules), phone directory, emergency phone tree.
		Review staff handbook (school calendar, dress code, discipline procedures, sick day policy, expected working hours, transportation reimbursement).
		Review district's crisis plan procedures.
		Review lunch options and costs.
		Assign file drawer(s), bookshelf for intern's materials.
		Access to professional books in office.
		Procedures for making Xerox copies.
		Location of computer, printer
		Schedule for weekly intern supervision (e.g., specified time or ad hoc blocks of time as needs arise)
		Procedure for filling out conference request form (e.g., to attend Intern Workshop or ISPA Annual Conference)
		Block out ISPA conference dates, school holidays, department meetings, team meetings on personal planner.
		Notify special education or personnel secretary about name, birth date, phone number, and address.
		Become aware of schedule for 20 day rotation in high school or elementary district.
		Discuss office procedures (e.g., locking doors, security, etc.).
		How to obtain office supplies (paper, post-its, etc.)
		Schedule for staff supervision in hall, if necessary.
		Relaxed time to talk with intern supervisor

9-2-05

APPENDIX I

“SCAVENGER HUNT” OF ESSENTIAL INTERN ACTIVITIES

“SCAVENGER HUNT” OF ESSENTIAL INTERN ACTIVITIES

by Cal Hainzinger, M.A. NCSP and Jeremy Jewell, Ph.D., CSP, LCP

New Skill	Beginning	Competent	ACTIVITY
			Review/Analyze cumulative file.
			Review/Analyze special education file.
			Domain review for consent for evaluation.
			Review and tracking of information about student using databases.
			Functional analysis of behavior
			Behavior intervention plan (positive behavior support plan)
			Interview different individuals (e.g., students, parents, staff, administrators, etc.)
			Case studies for students with different disabilities
			Provide consultation to others about different disabilities
			Classroom observations in regular and special education
			Presentation to staff or parents (e.g., inservice)
			Provide consultation about behavior management issues.
			Administer standardized/norm-referenced assessments: achievement, cognitive, emotional.
			Observation of special education facilities.
			Curriculum-based assessment.
			Counseling: Individual and group
			Participation in building level student support team
			Pre-referral interventions: Academic, attentional, behavioral, emotional issues
			Provide consultation/Collaboration about I.E.P. with staff members
			Public relations efforts: (e.g., bulleting board, webpage, newsletter, newspaper article, explain services to staff and parents, brochure regarding school psychological services)
			Review or assemble Resource Directory (e.g., social service agencies, experts, literature)
			Work with multicultural populations to the extent possible.
			Participate on a school committee.
			Use of technology (e.g., scoring software, Microsoft Office software tools)
			Regular professional reading and sharing of ideas (e.g., NASP Communique, NASP Review, Sattler, Best Practices, etc.)
			ISPA Annual Conference workshop
			Ethics and law issues
			Visits to alternate schools
			Learning procedures to deal with pregnancy, child abuse, at-risk for suicide, self-mutilating, eating disorder, bullying/teasing, aggression, disorganization, lack of motivation.

9-2-05

APPENDIX J

USER-FRIENDLY INTERNSHIP PLAN, SUGGESTED ACTIVITIES, AND RESOURCES

Explanation of Appendix J

The following is an explanation of the “User-Friendly Internship Plan, Suggested Activities, and Resources” and the “85 Selected Activities”:

Objectives:

The activities listed in the 85 Selected Activities were selected with two objectives in mind: (1) Identify evidence based internship activities for interns to experience that correspond to various Performance Indicators. (2) Reduce redundancy of activities throughout the Internship Plan.

Selection Procedures:

The selection of these 85 activities listed was based on the following procedures:

In Appendix F of the Internship Plan are listed 326 potential prescribed activities related to each Performance Indicator. From these, 85 were identified as premium activities. These were combined with some of the “best” activities that were identified in several internship plans used by intern supervisors in Illinois. The combination provides a suggested draft of “best” activities that were connected to each of the Performance Indicators in the Internship Plan. This selection and matching of prescribed activities to Performance Indicators was intended to minimize the redundancy throughout the Internship Plan. By doing so, key activities could be incorporated into a model plan without the risk that an activity (e.g., FBA, CBA, consultation) would be repeated 5 to 10 times throughout the plan.

Individualizing the Internship Plan:

The internship supervisor in the school setting and the intern should review the above noted suggested activities and collaborate with each other to delete unwanted ones and add others, so as to individualize the plan. They may consult with the university supervisor, as needed.

The Plan as a Useful Working Document:

The intern supervisor and intern can make an extra copy to use as a working document throughout the year by highlighting different activities that have been engaged in with a light-colored highlighter (e.g., yellow). After competency is reached, re-highlight that activity with a light blue or light pink highlighter. Periodic visual review of the plan can quickly identify those performance indicators that need attention.

The “85 Selected Activities” and the “User-Friendly Internship Plan, Suggested Activities, and Resources” provide suggested resources and simplified language for each performance indicator. See the website at www.siue.edu/~jejewel or contact chainzinger@hfhighschool.org via e-mail for more information.

Cal Hainzinger, M.A. NCSP
Jeremy Jewel, Ph.D. CSP, LCP

10-1-05

USER-FRIENDLY INTERNSHIP PLAN, SUGGESTED ACTIVITIES, AND RESOURCES

By Cal Hainzinger, M.A. NCSP and Jeremy Jewell, Ph.D., CSP, LCP

STANDARD 1: DATA-BASED DECISION-MAKING AND ACCOUNTABILITY

	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
1P	Applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision making.	Considers characteristics of learner (age, developmental level, diversity) and the curriculum in making decisions and interventions.	Conducts case study evaluations and develops interventions that are age and developmentally appropriate.	Sattler (1): Chapter 6: Issues Related to the Measurement and Change of Intelligence. Interventions Ch. 30: Curriculum-Based Collaboration in Secondary Schools.
1Q	Collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies.	Collects data using a variety of methods to determine eligibility, establish goals, adjust curriculum, and develop interventions.	Administer, score, interpret a variety of assessment measures (CBM, authentic and portfolio assessment, traditional standardized assessment, observation codes and coding systems/techniques, Dynamic Indicators of Basic Early Literacy Skills, play-based assessment, family assessment techniques, projective and objective measures, interview techniques, rating scales, informal assessment techniques, learning/instructional environment). Review and analyze grades, current placement, attendance, on-task behavior, etc. Propose IEP goals, modifications, and academic strategies for teachers.	BP IV: 22 Best Practices for School Psychologists in Educational Accountability: High Stakes Testing and Educational Reform (accommodations and alternate assessment). BP IV: 83 Best Practices in Intellectual Assessment BP IV: 84 Best Practices in Intellectual Assessment: Future Directions. BP IV: 57 Best Practices in Providing Accommodations for Assessment
1R	Uses data to evaluate outcomes of services and to facilitate accountability	Uses data to evaluate effectiveness of interventions and services.	Practices outcome-based school psychological services: (e.g., goal-oriented and data driven interventions, progress monitoring of interventions and treatment plans, and ongoing collection of data to determine effectiveness of interventions). Follow-up data may include surveys, checklists, rating	BP IV: 11 Best Practices in Evaluating Psychoeducational Services Based on Student Outcome Data. BP IV: 33 Best Practices in Designing, Implementing, and Evaluating Quality Interventions BP IV: 34 Best Practices in Facilitating Intervention Adherence and Integrity BP IV: 35 Best Practices in Evaluating

			scales, etc.).	Interventions
1S	Uses environmental data (e.g., data from home, school, community) to plan interventions.	Uses data from a variety of sources (e.g., home and school) to plan interventions.	Reviewing and analyzing records (e.g., transcripts, discipline referrals, attendance, report cards, progress reports, previous scores on standardized tests). Interviews with students, parents, and staff. Considers data from variety of domains.	Sattler (2): Section I: Interview Methods.
1T	Applies psychometric theory to the evaluation of assessment materials and techniques.	Uses reliable and valid assessment methods and materials.	Ascertain that assessment methods and materials are reliable and valid.	Sattler (1): Section I: Introduction to the Assessment Process. Section 2: Theories and Issues in Intelligence.
1U	Applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.	Uses research information and skills to evaluate curriculum and instruction.	Observe district curriculum meeting. Relates IEP goals to regular education standards when possible. Considers readability of curriculum when working with students.	
1V	Uses nondiscriminatory evaluation procedures.	Uses nondiscriminatory evaluation procedures.	Checks procedures relative to literature about unbiased assessment.	BP IV: 81 Best Practices in Nondiscriminatory Assessment
1W	Analyzes group performance to design interventions that meet learners' needs.	Analyzes data from class or grade level to find patterns which may assist in designing academic interventions.	Looks for classroom or grade level trends in reviewing data from curriculum-based assessment, criterion-referenced tests, standardized tests, homework or test scores in class, etc.	BP IV: 45 Best Practices in Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-Driven Model BP IV: 44 Best Practices in Using Curriculum-Based Measurement in a Problem-Solving Model BP IV: 45 Best Practices in Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-Driven Model BP IV: 47 Best Practices in Developing Local Norms for Academic Problem-Solving BP IV: 48 Best Practices in Curriculum-Based Evaluation. BP IV: 56 Best Practices in Curriculum-Based Assessment BP IV: 51 Best Practices in Planning Interventions for Students with Reading

				Problems
1X	Uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.	Uses technology (e.g., software) to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.	Accesses student data on school's database. Uses Excel, charts, graphs, tables to monitor interventions.	BP IV: 14 Best Practices in Technology.
1Y	Uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.	Uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.	Use of computer to administer tests (e.g., Conners Continuous Performance Test-2). Computer-based scoring and interpretation programs (WISC-IV, BASC-2, WJ-III, WIAT-II)	Sattler (1): Chapter 2: p. 34. Use of Computers in the Assessment Process.
1Z	Prepares clearly written reports that address referral questions appropriately, reports data accurately, and provides guidance for interventions.	Prepares clearly written reports that address referral questions appropriately, reports data accurately, and provide guidance for interventions.	Writes observations, psychological or problem-solving reports with clearly stated referral questions, appropriate recommendations.	
1AA	Articulates assessment findings in a manner that is understandable for the intended audience.	Articulates assessment findings in a manner that is understandable for the intended audience.	Communicates information in an appropriate manner to parents and teachers through consultation, team meetings, or reports.	Sattler (1): Section VIII: Report Writing.
1BB	Uses data to identify factors that influence learning and behavior at the classroom, or building levels.	Collects data regarding any factors that may affect a student's learning in class or school.	Functional behavioral assessment. This can encompass observation of learning environment. Interviews with teachers, review of previous information.	BP IV: 64 Best Practices in Functional Behavioral Assessment for Designing Individualized Student Programs Sattler (2): Section III, Chapter 9: Functional Behavioral Assessment.
1CC	Assists school personnel and other agency administrators with the interpretation of data to evaluate classroom, and/or building level programs.	Interprets data for teachers and administrators to evaluate effectiveness of classroom or building level programs or interventions.	Consultation with teachers or group meetings after analysis of classroom, program, or intervention data.	
1DD	Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.	Adheres to legal and ethical guidelines, regulations, and standards, in professional practice and record keeping.	Applies knowledge of DSM-IV, special education criteria, ability/achievement discrepancies, response to intervention model, for determining disabilities. Secures confidential information.	

STANDARD 2: CONSULTATION AND COLLABORATION				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
2I	Applies knowledge of consultation and collaboration skills.	Applies knowledge of consultation and collaboration skills.	Dealing with a variety of referral issues. Using problem-solving model for consultation.	BP IV: 2 Best Practices in School Psychology as a Problem-Solving Enterprise. BP IV: 3 Problem-Solving as Best Practice
2J	Uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.	Uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.	Participating in school improvement activities. Consulting with administrators. Provide inservice training, individual/group presentations, parent education. Collaborates about academic or behavioral interventions in class and educational placements with staff and parents.	BP IV: 21 Best Practices in Promoting Educational Reform at a School District Level. BP IV: 39 Best Practices in School-Based Problem-Solving Consultation BP IV: 40 Best Practices in Instructional Consultation BP IV: 41 Best Practices in School Consultation Interventions Ch. 38: Preparing School Psychologists as Interventionists and Preventionists.
2K	Initiates collaboration to enhance student learning.	Initiates collaboration with administration or staff to design an individual, group, or system-wide intervention.	Consults with administration or staff (e.g., teacher, social worker, OT, PT, speech pathologist) when more information is needed about a student (i.e., regarding student's academic performance, social-emotional status, behavior, classroom management techniques, teaching style, organization of learning environment, or to design an intervention.	
2L	Participates in collaborative decision-making and problem solving with other professionals to achieve student success.	Participates in collaborative decision-making and problem solving with other professionals to achieve student success.	Collaborating with colleagues regarding IEP goals. Participating in IEP meetings, eligibility meetings. Team meetings using the problem-solving model to screen at-risk students. Academic or behavioral consultation with teachers.	BP IV: 38 Best Practices in Collaborative Problem-Solving for Intervention Design. BP IV: 42 Best Practices in Operating Pre-Referral Intervention Teams BP IV: 43 Best Practices in Problems-Solving Team Structure and Process.

2M	Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.	Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.	Relates appropriately to teachers, parents, staff, and students (e.g., with parents, IEP meetings). Facilitates discussion in workshops and group counseling, manages conflicts effectively.	BP IV: 75 Best Practices in Making School Groups Work
2N	Uses effective collaboration skills with individuals of diverse cultural, racial, and ethnic backgrounds.	Is mindful of diversity issues when collaborating with individuals and groups.	Consulting with parents. Individual counseling and case studies with different races, gender, and ethnic backgrounds. Develops awareness of multicultural issues within the district.	BP IV: 24 Best Practices in Working with Culturally Diverse Children and Families
2O	Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).	Shows ability to adapt to different audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).	Presents an inservice program or in eligibility/IEP meetings for parents and/or school staff regarding the psychoeducational or psychological development and understanding of the exceptional needs of the child. Communicates formally or informally in an appropriate manner.	BP IV: 26 Best Practices in Collaborating with Parents of Children with Disabilities
2P	Promotes and models ethical practices of confidential communication with others.	Handles or communicates confidential information in an ethical manner.	Uses appropriate discretion in sharing results of FBA, BIP, file reviews, case study evaluations to parents and staff. No repetition of conversations during counseling unless there is danger to self or others. Secures confidential records.	Sattler (1): p.71: Confidentiality of assessment Findings and Records
2Q	Uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency.	Uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with different constituencies (e.g., teachers, parents, administrators, colleagues, students).	Giving feedback to teachers, colleagues, students, and administrators regarding observations, assessment, intervention planning/monitoring. Examples: e-mail, memo, report, graph, spreadsheet, PowerPoint	

			presentation.	
2R	Uses technological resources to access, manage, and disseminate information to enhance the consultation process.	Uses technological resources to access, manage, and disseminate information to enhance the consultation process.	Writing newsletter articles. Use of e-mail, Internet, and recording data.	
STANDARD 3: LEARNING AND INSTRUCTION				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
3O	Works effectively with school personnel to promote supportive learning environments.	Works effectively with school personnel to promote supportive learning environments.	Relates cooperatively and contributes appropriate suggestions in the problem-solving process	BP IV: 50 Best Practices in Preventing Academic Failure and Promoting Alternatives to Retention. BP IV: 59 Best Practices in Promoting a Positive School Climate. Interventions Ch. 1: Structuring School-Based Interventions to Achieve Integrated Primary, Secondary, and Tertiary Prevention Goals for Safe and Effective Schools.
3P	Assists school personnel in developing cognitive and academic goals for all students.	Assists school personnel in developing cognitive and academic goals (e.g., IEP goals, grade level curriculum goals, school improvement plan).	Develops instructional plans and IEP goals. Participates in school improvement committees.	
3Q	Supports school's efforts to use evaluation techniques that measure cognitive and academic progress of all students.	Supports school's efforts to use evaluation techniques that measure cognitive and academic progress of all students.	Review or discuss with relevant professional the existing evaluation techniques (e.g., reading curricula measures, standardized tests, CBM, alternate assessment measures).	BP IV: 18 Best Practices in Standards-Based District-Wide Assessment
3R	Uses formal and informal assessment techniques to evaluate the performance and progress of students.	Uses formal and informal assessment techniques to evaluate the performance and progress of students.	Review of records, observations, work samples, interviews, CBM, FBA, standardized tests.	BP IV: 63 Best Practices in the Systematic Direct Observation of Student Behavior
3S	Uses assessment results to identify student's learning needs, develop instructional strategies, and contribute to eligibility and placement recommendations.	Uses assessment results to identify student's learning needs, develop instructional strategies, and contribute to eligibility and placement recommendations.	Develops appropriate recommendations for interventions based on screenings, problem-solving or case study results and child's situation.	

3T	Participates in the development and implementation of instructional strategies and interventions to promote learning in students at different stages of development and from diverse backgrounds.	Works on developing and implementing instructional strategies and interventions to promote learning in students of different ages and diverse backgrounds (e.g., race, age, disabled, nondisabled, family situations, etc.).	Problem-solving consultation, case study recommendations (e.g., regarding educational placement or levels of classes), IEP goal recommendations, CBM.	Children's Needs II: Section IV: Children's Family-Related Needs.
3U	Develops intervention plans consistent with curriculum, learner diversity, and learning theory.	Takes into account curriculum, diversity of student, and learning theory in planning an intervention.	Problem-solving consultation, case study recommendations, IEP goal recommendations, CBM.	
3V	Considers instructional methods and materials, student interests, and career needs when planning interventions.	Considers instructional methods and materials, student interests, and career needs when planning interventions.	Incorporates information regarding interests and career goals, and transition plans when planning interventions. Discussion with transition plan coordinator.	
3W	Uses intervention strategies and resources that encourage students' development of critical thinking, problem solving, and performance skills.	Chooses interventions and resources that can encourage students' development of (a) critical thinking, (b) problem-solving, and (c) performance skills.	Review curriculum regarding critical thinking. Engage student in problem-solving method. Urge students to keep behavior logs documenting their thoughts, feelings, actions, and consequences. Discuss how choices impact their lives.	BP IV: 85 Best Practices in Interventions for School Psychologists: A Cognitive Approach to Problem-Solving
3X	Monitors and adjusts interventions in response to feedback.	Collects data and revises interventions based on outcomes.	Recommend program modifications based on pre-referral intervention findings, consultative procedures, and/or assessment results. Consult with teachers to devise and monitor BMP interventions). Adjust academic or therapeutic intervention based on collected data.	
3Y	Identifies and uses community resources to enhance student learning and to provide opportunities for students to	Identifies and uses community resources to (a) enhance student learning and (b) provide opportunities for students to	Refer to outside agencies and contact them for input. Refer student to career resources. (e.g., help student research	

	explore career alternatives.	explore career alternatives.	information regarding chosen major for college, call local agency for parents regarding need for counseling).	
3Z	Accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.	Accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.	Demonstrate the ability to develop effective interventions for academic concerns (e.g., knowledge of effective teaching practices, ability to modify instructional materials, recommend instructional strategies, use task analysis, or modify curriculum). Shares articles in areas of interest. May make suggestions during IEP or screening meetings.	
3A A	Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards or expectations as established by the State of Illinois or by local districts.	Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards or expectations as established by the State of Illinois or by local districts	Participate or contribute to committees that are designed to remediate academic deficiencies (e.g., committee focusing on adequate yearly progress, building intervention teams, or regular division screenings).	
STANDARD 4: SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
4K	Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.	Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.	Demonstrate the ability to develop effective intervention techniques (e.g., BMP, academic therapy, counseling), for individuals with a range of difficulties (i.e., mental, emotional, behavior disorders, developmental disabilities, or learning disabilities).	BP IV: 80 Best Practices in Personality Assessment BP IV: 81 Best Practices in Multidimensional Assessment of Emotional or Behavioral Disorders
4L	Develops methods to assist teachers and families in teaching pro-social behavior to students.	Develops methods to assist teachers and families in teaching pro-social behavior to students.	Ability to identify skills and behaviors to be taught to increase student's social competence (e.g., through observation, interviews, and social skills ratings).	BP IV: 65 Best Practices in Social Skills Training. BP IV: 58 Best Practices in Promotion of Social Competence in the Schools.

			<p>Consultation with teachers and parents (e.g., BMP, behavior contracts). Parent education. Community resources for parent.</p>	<p>Sattler(2): Section II: Observational Methods. Section III, Chapter 6: Assessment of Behavioral, Social, and Emotional Competencies.</p> <p>Children's Needs II: I Children's Social Needs: Development, Problems, and Alternatives.</p> <p>Interventions Ch. 15: Teaching Social Skills to High-Risk Children and Youth: Preventive and Remedial Strategies.</p>
4M	Applies the principles of generalization and transfer of training to the development of interventions.	Applies the principles of generalization and transfer of training to the development of interventions.	<p>Intervention strategies (e.g., role-playing, behavioral homework, simulations, implementation across settings) through individual and/or group counseling.</p>	
4N	Assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.	Assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.	<p>Implements interventions (e.g., consultation, behavioral intervention, and counseling) to achieve goals related to socialization and adaptive behavior, and evaluates the effectiveness of the interventions. Parent consultation or parent programs.</p>	BP IV: 31 Best Practices in Behavioral Parent Training
4O	Identifies factors that lead to successful interventions.	Considers factors contributing to success when designing and analyzing intervention strategies.	<p>Collaborating with colleagues regarding IEP goals regarding socialization, adaptive behavior, and career goals. Use of research-based interventions. Successful interventions are correlated with having few people involved, reduced response effort, appealing reinforcers, not being not time-intensive).</p>	Children's Needs II: Section III: Children's Academic Needs. Topic 47: Career Development.

4P	Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.	Facilitates the implementation of strategies to (a) improve instructional environments and (b) maximize students' academic learning time.	Share research-based strategies (e.g., in psych report IEP, or consultation) that improve learning environment and increases time on task.	BP IV: 49 Best Practices in Increasing Academic Learning Time
4Q	Develops classroom management interventions.	Develops classroom management interventions.	Conduct FBA and collaborate with teachers to make suggestions about positive behavioral supports, implements plan, and monitor it.	BP IV: 52 Best Practices in Contingency Management: Application of Individual and Group Contingencies in Educational Settings
4R	Develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).	Develops intervention programs or strategies to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).	Being involved in transition planning. Explains changes in educational placement to student and parent.	BP IV: 100 Best Practices in Transition to Post-Secondary Work BP IV: 101 Best Practices in Transition Planning for College-Bound Students with Disabilities
4S	Links assessment information to the development of strategies that address individual student's goals.	Links assessment information to the development of strategies that address individual student's goals.	Administers interest inventory and behavior scales. Develop IEP strategies based on case study results. Uses CBM results to make suggestions for academic purposes.	BP IV: 37 Best Practices in Defining Student Goals and Outcomes. BP IV: 73 Best Practices in the Assessment of Adaptive Behavior. BP IV: 99 Best Practices in School-Based Vocational Assessment
STANDARD 5: STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
5N	Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.	Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.	Review relevant literature. Reflections from observations of students. Exposure to referrals on diverse population.	BP IV: 25 Best Practices in Increasing Cross-Cultural Competence Sattler (1): Chapter 2: p. 27: The Need to Consider Ethnic and Cultural Diversity and Section VII Culturally and Linguistically Diverse Children.
5O	Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.	Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.	Demonstrates awareness and sensitivity in working with individuals with diverse characteristics in counseling, consultation, interventions, and assessment.	
5P	Demonstrates respect for	Demonstrates respect for cultural	Working with teachers, students,	BP IV: p. 1733 Racism, Prejudice, and

	cultural diversity.	diversity.	parents of diverse backgrounds, low SES families.	Discrimination.
5Q	Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.	Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.	Models respect and helpful attitude, attends events with students of diverse background.	BP IV: 27 Best Practices in Facilitating Meaningful Family Involvement in Decision-Making BP IV: 28 Best Practices in Developing Home-School Collaboration
5R	Assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.	Supports the activities and talents of or assets of all students into instructional programs and other settings.	Participates in team meetings regarding inclusion students and recommends educational placement of all students based on concept of least restrictive educational environment.	
5S	Facilitates learning communities in which individual differences are respected.	Supports a climate of respect and tolerance for individual differences in the school.	Informs teachers of student's needs during consultation or case studies. Addresses these needs in social skills groups, one-to-one work, etc. Encourages and models respect and tolerance among students and staff.	
5T	Practices gender equity and non-sex-role stereotyping.	Practices gender equity and non-sex-role stereotyping.	Assessing male and female students; working with mother and father, male and female teachers. Self-monitoring of language and behavior.	
5U	Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes.	Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes.	Review of relevant literature, discussion with on-site supervisor, work with students of different cultures.	
5V	Uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.	Uses strategies to resolve cross-cultural conflicts and to teach interpersonal skills.	Participates in conflict resolution and/or social skill interventions with students of different races (e.g., peer mediation, group counseling).	BP IV: 98 Best Practices in Peer-Mediated Interventions
5W	Integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.	Takes into account the student's cultural, racial, and ethnic diversity to enrich educational experiences.	Understands the potential influence of social, cultural, and ethnic factors in development, learning, and communication skills and uses this information to	

			individualize student's interventions or IEP. Considers background information when reviewing student's placement to see if a change is needed to help the student.	
5X	Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.	Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.	Understands the potential influence of experiential and linguistic factors in development, learning, and communication skills. Considers information in social developmental study, health history, and language assessment. Consultation or assessment regarding bilingual or ethnically diverse children.	
5Y	Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.	Applies knowledge of student's background, family, culture, and community to individualize assessment, intervention, and progress monitoring.	Case studies and consultation cases for variety of at-risk students, disabilities (ED, SLD, MR, Autism, Aspergers, HI, VI, gifted, OHI, etc.), and a diverse population (gender, age, race, bi-racial, , linguistically diverse, sexual orientation, single parent family, divorced, foster families).	
5Z	Designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.	Designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.	Conducts non-biased assessment. Considers individual differences, abilities, and disabilities in assessment and intervention. e.g., use rating scales or tests based on the student, use reinforcers that fit the student).	
5AA	Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.	Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.	Choose assessments that take into account student's abilities in their primary and secondary language. Plan interventions accordingly. Review literature regarding second language factors.	BP IV: 93 Best Practices and Intervention Practices with Second Language Learners Children's Needs II: Topic 46: English as a Second Language.

5BB	Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.	Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.	Interventions reflect understanding of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. Review of relevant literature. Interventions are sensitive to unique background of student.	
5CC	Identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.	Identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.	Uses knowledge of district, special education cooperative, and community resources, referral process for making appropriate referrals. Participates in domain meetings to identify additional needed assessments.	BP IV: p. 1724: Interagency Collaboration to Support the Mental Health Needs of Children and Families.
5DD	Participates in professional continuing education to minimize biases and to enhance training and expertise.	Participates in professional continuing education to minimize biases and to enhance training and expertise in working with students who have diverse backgrounds.	Attends ISPA convention, uses resources from NASP, attends other relevant inservice, workshop, or conference.	
STANDARD 6: SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
6G	Contributes to the development of practices that provide beneficial programs and services for students and their family.	Contributes to the practices that provide beneficial programs and services for students and their families.	1. Becoming familiar with various types of programs provided through the local school districts (e.g., self-contained classrooms, resource programs), local cooperative, and/or the community (e.g., therapeutic schools) for parents/families of children with special needs. 2. Demonstrates skills to function as one of the school's key change agents through active involvement in designing or reforming system	BP IV: 16 Best Practices in System-Level Change

			level programs such as Early Childhood, CBM, intervention study team teams, flexible service delivery system.	
6H	Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.	Helps to create climates that foster mutual respect and caring for all students and their families in order to promote learning, prevention, and intervention.	1. Creating a database of community resources. 2. Interviewing different professionals in the school (administrators, social worker, speech pathologist, student assistance coordinator, nurse, occupational therapist, physical therapist, regular education teacher, special education teacher, administrators of curriculum, business, technology, and the community (local agencies, mental health clinics, private practitioners).	
6I	Participates in decision-making that promotes effective services for students and their families/guardians.	Participates in decision-making that promotes effective services for students and their families.	1. Becoming aware of customary channels of school communication, school policies, and special education procedures. 2. Participating in team meetings, support team meetings, building meetings, Board of Education meetings.	
STANDARD 7: PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
7R	Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).	Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).	Has knowledge of psychopathology.	
7S	Reviews crisis intervention plans utilized in schools.	Reviews crisis intervention plans utilized in schools.	Becoming familiar with the district's crisis plan. Reviews/critiques the district's crisis plan. Participates on the crisis team.	BP IV: 67 Best Practices in Crisis Prevention and Management. District Crisis Plan

			Provides crisis intervention services to students, teachers, and administrators.	
7T	Promotes mental health in the schools and other agencies.	Promotes mental health in the schools and other agencies.	1.Maintains an individual counseling caseload for regular and special education students. 2.Provides group counseling (e.g., problem-focused student or parent group).	BP IV: 61 Best Practices in Developing Exemplary Mental Health Programs in Schools BP IV: p. 1727: Mental Health Services in the Schools.
7U	Addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).	Addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).	Co-facilitating a prevention-oriented student or parent group.	
7V	Collaborates with other health care professionals to promote behaviors that lead to good health.	Collaborates with other health care professionals to promote behaviors that lead to good health.	1.Demonstrates knowledge of psychopharmacological effects. 2. Refers to a physician for consideration of medication and assessment of medication effects.	
7W	Uses resources to address a wide variety of cognitive, social-emotional, and physical problems.	Uses resources to address a wide variety of cognitive, social-emotional, and physical problems.	1. Participates in character education. 2. Participates in peer mediation.	Children's Needs II: Section II: Children's Emotional Needs. Section V: Children's Health and Wellness Needs.
7X	Empowers students, their families and/or guardians, educators, and others to gain access to and effectively use school and community resources.	Provides information and referrals to students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.	Being involved in Child Find activities, preschool screenings.	
7Y	Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.	Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.	Behavior Intervention plan	
7Z	Works effectively within the school and community to	Works effectively within the school and community to create/enhance	Behavior management techniques (knowledge of reward and	Interventions Ch. 12: Behaviorally Effective School Environments.

	create/enhance supportive learning environments.	supportive learning environments	punishment procedures, maintenance and generalization techniques).	Interventions Ch. 14: Prevention and Management of Behavior Problems in Secondary Schools.
7A A	Analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.	Analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels.	Select interventions based on case study evaluations, observations, interviews, classroom norms, FBA, and developmental levels of student.	Interventions Ch. 10: Selecting and Evaluating Classroom Interventions.
STANDARD 8: HOME/SCHOOL/COMMUNITY COLLABORATIONS				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
8E	Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.	Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.	Attending meetings and becoming involved with parent groups (such as the Parent-Teacher Organization) and local associations for parents of children with disabilities (e.g., CHADD).	
8F	Facilitates collaboration between schools and parents/guardians by designing educational interventions.	Facilitates collaboration between schools and parents/guardians by designing educational interventions.	1. Providing ongoing home and school communication (e.g., feedback to parents (written and/or oral) to parents regarding observations, intervention progress, procedures. 2. Know how and when to make referrals to community agencies and facilities. 3. Uses procedures for obtaining and sending information about children.	BP IV: p.1717: Home-School Collaboration: Establishing Partnerships to Enhance Educational Outcomes.
8G	Identifies resources and facilitates communication between schools, families/guardians, and community agencies.	Identifies resources and facilitates communication between schools, families/guardians, and community agencies.	1. Visiting other settings (e.g., residential centers, special education cooperative programs, speech and hearing centers, juvenile courts, alternate day schools, etc.).	

			<p>2. Becoming familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health (e.g., township services for counseling)</p> <p>3. Developing a resource directory for parents.</p>	
STANDARD 9: RESEARCH AND PROGRAM EVALUATION				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
9G	Applies research design and data analysis techniques when conducting and evaluating research.	Applies research design and data analysis techniques when conducting and evaluating research.	Conducts simple, informal types of evaluation or research studies in the schools.	BP IV: 6 Best Practices in Applied Research
9H	Evaluates psychometric properties when selecting assessment methods.	Evaluates psychometric properties when selecting assessment methods.	Critiques published tests.	
9I	Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.	Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.	<p>1. Reviewing literature for new information including evidence-based strategies.</p> <p>2. Reviews literature on specific research or problems of interest to the intern.</p>	Interventions Ch. 3: Implementing an Intervention-Based Approach to Service Delivery: A Case Example.
9J	Applies knowledge of intervention research in designing psycho-educational and mental health programs for children.	Applies knowledge of intervention research in designing psycho-educational and mental health programs for children.	<p>1. Assists in the identification of critical problems which lend themselves to research.</p> <p>2. Participates in ongoing research or evaluation studies in the schools.</p> <p>3. Develops evidence base for intervention strategies used in the school.</p> <p>4. Evaluates the effectiveness of recommended special education placements.</p>	
9K	Provides information about relevant research findings to	Provides information about relevant research findings to school	1. Reads appropriate journals and texts dealing with psychological	

	school personnel, parents, and the public.	personnel, parents, and the public.	and educational research. 2. Is a knowledgeable consumer of research by evaluating and making appropriate use of educational and psychological literature (e.g., recommendation and implementation of empirically based interventions and programs and utilization of current and effective techniques; Interpreting research findings to teachers, parents, and administrators).	
STANDARD 10: SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
10K	Practices in full accordance with the NASP Principles for Professional Ethics.	Practices in full accordance with the NASP Principles for Professional Ethics.	Practices in accordance with the NASP Principles for Professional Ethics.	BP IV: 5 Best Practices in Utilizing Professional Ethics. NASP Principles for Professional Ethics (in Best Practices IV, vol. 2).
10L	Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services).	Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services).	Practices in an ethical and legal manner. Demonstrates knowledge of the current legal and ethical practices and professional standards (e.g., NASP).	BP IV: 4 Best Practices in School Psychology and the Law. NASP Standards for the Provision of School Psychological Services (in Best Practices IV, vol. 2). Sattler (1): Section I: Chapter 3. Ethical, Legal, and Professional Applications of Assessment Practices.
10M	Maintains accepted standards in assessment, consultation, intervention, and general professional practice.	Maintains accepted standards in assessment, consultation, intervention, and general professional practice. THIS SEEMS TO BE THE SAME AS 10 L	Demonstrates familiarity with (a) current research (from psychoeducational and psychological journals), (b) current issues, trends, and developments in the fields of education and school psychology, and (c) multiple roles of the school psychologist.	Sattler (1): Section III Testing Children. Section IV: Wechsler Tests. Section V: Other Measures of Intelligence. Section VI: Achievement and Language Abilities.
10N	Complies with legal requirements for professional practice.	Complies with legal requirements for professional practice. THIS SEEMS TO BE THE SAME	Practices in accordance with Federal and state laws and regulations regarding special	BP IV: 4 Best Practices in School Psychology and the Law

		AS 10 L	education, abuse reporting mandates, maintaining confidentiality of information, Illinois School Student Records Act, the School Code of Illinois, The Administrative Code, (Part 226, Subchapter F), procedural safeguards (e.g., court cases and hearings).	
100	Participates in personal continuing professional development.	Participates in personal continuing professional development. SIMILAR TO 5DD.	1. Is involved with the profession by affiliating with professional organizations (ISPA, IPA, NASP, APA, ICEC, LDA, etc.). 2. Attends and participates in meetings and conventions with school psychologists in the district, neighboring districts, state, and nation.	
10P	Shares professional resources with teachers, parents or others to enhance and/or provide services to students.	Shares professional resources with teachers, parents or others to enhance and/or provide services to students. SEEMS LIKE 9K.	Demonstrates knowledge of the most current educational and special education service delivery issues (e.g., inclusion, outcome-based education, flexible service delivery system, and wraparound services).	BP IV: p. 1720: Inclusive Programs for Students with Disabilities.
10Q	Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.	Keeps accurate records and communicates information to students, families, staff, and community as appropriate.	Reflectively analyzes own performance. Keeping appropriate counseling notes. Keeping logs.	
STANDARD 11: TECHNOLOGY STANDARDS				
	<i>Official Performance Indicator</i>	<i>Simplified Performance Indicator</i>	<i>"Best" Activities</i>	<i>Articles/Resources/Websites</i>
11G	Practices ethical, legal, and socially responsible behavior when using technology and computer software.	Maintains confidentiality and ethical and legal practices when E-mailing, scoring, printing, etc.	E-mail, review accuracy of computer scoring. editing of reports does not rely on spellchecker, use of Internet research, etc.	

11H	Adheres to copyright laws and guidelines in the access and use of information from various technologies.	Adheres to copyright laws and guidelines in the access and use of information from various technologies.	Internet research and other media (e.g., computer software).	
11I	Uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, and current research findings.	Uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, and current research findings.	Using the Internet for research. Use of handheld computer.	
11J	Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.	Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.	Creating charts/graphs and tables to demonstrate obtained data. Familiarity with software for interventions (e.g., academic remediation).	Reed, Penny & Lahm, Elizabeth (Eds.), Assessing Students' Needs for Assistive Technology, 4 th Ed., 2004. www.wati.org
11K	Uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.	Uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.	Using computer for test administration, statistical analysis, test scoring, and report writing.	
11L	Uses multimedia resources to support and deliver oral presentations.	Uses multimedia resources to support and deliver oral presentations.	Using PowerPoint for presentations.	
11M	Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.	Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.	Reviewing the use of adaptive devices and suggesting the relevant ones.	BP IV: 97 Best Practices Working with Students Using Assistive Technology
11N	Uses technology in communicating, collaborating, and conducting research.	Uses technology in communicating, collaborating, and conducting research.	Communicating by E-mail. Joining list serves.	
11O	Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.	Keeps accurate records and communicates information to students, families, staff, and community as appropriate. THIS SEEMS TO BE THE SAME AS 10 Q.	Using technology for organization, time management, record keeping, and easy access to information (e.g., laptop).	

Color Code for Best Activities Column:

Fusia Highlighted Text = Best Activities from the boiled down list of 85 from the 300 activities in Internship Plan—Possible Activities for Performance Indicators. This Appendix accompanied the Illinois School Psychology Internship Agreement and Internship Plan Form dated January 2004.

Yellow Highlighted Text = Additional ideas supplemented from 5 intern plans

Blue Boldfaced Letters = Phrasing of Performance Indicator still seems ambiguous. Needs improvement.

RED BOLDFACED LETTERS = Performance Indicator seems to repeat another Performance Indicator

ABBREVIATION	RESOURCES LISTED ADJACENT TO EACH PERFORMANCE INDICATOR	
Children's Needs	Bear, George, Minke, Kathleen, and Thomas, Alex (Eds.), Children's Needs II: Development, Problems, and Alternatives, 1997, National Association of School Psychologists, Bethesda, MD.	
Assistive Tech	Reed, Penny & Lahm, Elizabeth (Eds.), Assessing Students' Needs for Assistive Technology, 4 th Ed., 2004. www.wati.org	
Sattler (1)	Sattler, Jerome, Assessment of Children: Cognitive Applications, 4 th Edition, 2001, Jerome M. Sattler, Publisher, San Diego, CA.	
Sattler (2)	Sattler, Jerome, Assessment of Children: Behavioral and Clinical Applications, 4 th Edition, 2001, Jerome M. Sattler, Publisher, San Diego, CA.	
BP IV	Thomas, Alex and Grimes, Jeff (Eds.), Best Practices in School Psychology IV: Volumes 1 and 2, National Association of School Psychologists, Bethesda, MD.	
Interventions	Shinn, Mark, Walker, Hill, Stoner, Gary (Eds.), Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches, 2002, National Association of School Psychologists, Bethesda, MD.2002, MD.	
	NASP Principles for Professional Ethics (in Best Practices IV, vol. 2).	
	NASP Standards for the Provision of School Psychological Services (in Best Practices IV, vol. 2).	
FURTHER RESOURCES (NOT INTEGRATED IN THE RESOURCES LISTED NEXT TO EACH PERFORMANCE INDICATOR)		
	Helping Children at Home and School II: Handouts for Families and Educators <i>Edited by Andrea S. Canter, PhD, NCSP; Leslie Z. Paige, EdS, NCSP; Mark D. Roth, EdS, NCSP; Ivonne Romero, PhD, NCSP; Servio A. Carroll, EdS, NCSP.</i>	www.nasponline.org Binder: NASP, 2004, ISBN # 0-932955-82-7, NASP Item # N0406 CD: NASP, 2004, ISBN # 0932955-80-0, NASP Item # N0408
	Links for School Psychology	www.nasponline.org http://www.nasponline.org/information/main_links.html
	Purchase of 2005 Illinois School Code	http://www.iasb.com/files/isc05.htm
	Intervention Resources and Useful Links	www.Interventioncentral.org
	John O. Willis's and David Sattler's Recommendations for Web Sites for School Psychology and Clinical Psychology	pp. 887-890 in Sattler, Jerome, Assessment of Children: Cognitive Applications, 4 th Edition, 2001, Jerome M. Sattler, Publisher, San Diego, CA
	Website on learning disabilities and resources for parents and educators	www.Ldonline.org
	Illinois School Records Act	http://www.illinoislegalaid.org/index.cfm?fuseaction=home.dsp_content&contentid=229
	Cultural Competence	http://www.nasponline.org/culturalcompetence/index.html
	Dumont-Willis website with comprehensive useful links for school psychologists	http://alpha.fdu.edu/psychology/extended_links.htm
	Illinois School Psychologists Association	www.ilispa.org
	NASP Position statements	http://www.nasponline.org/information/position_paper.html
	School psychology resources online	http://www.schoolpsychology.net/p_04.html#sp , http://www.schoolpsychology.net/

	Institute for Applied Psychometrics (Kevin McGrew homepage)	http://www.iapsych.com/
	NASP Fact Sheets	http://www.naspcenter.org/factsheets/index.html
	School Psychology website by Samuel Ortiz	http://facpub.stjohns.edu/~ortiz/spwww.html
	Official site of the CHC Cross-Battery Approach	http://facpub.stjohns.edu/%7Eortiz/cross-battery/
	Illinois Bilingual School Psychologists Directory	http://www.ilispa.org/Bilingual_resource.asp
	NASP Professional Conduct Model: Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services	http://www.nasponline.org/pdf/PCM1100.pdf
	Downloadable ISPA Best Practice Manuals on ADHD and Traumatic Brain Injury, and Practices on Inclusion	http://www.ilispa.org/page.asp?sec=ispamanuals
	ISPA Curriculum-Based Taskforce	http://www.ilispa.org/tcp.asp
	Illinois Internship Manual	http://www.ilispa.org/manual.asp

(These activities are not redundant for each standard)

Note: All of these are integrated in the “Best Activities” column so they are covered.

1. Data-Based Decision Making and Accountability

1. Reviewing and analyzing records (e.g., transcripts, discipline referrals, attendance, report cards, progress reports, previous scores on standardized tests).
2. Case study evaluations
3. Administer, score, interpret a variety of assessment measures (CBM, authentic and portfolio assessment, traditional standardized assessment, observation codes and coding systems/techniques, Dynamic Indicators of Basic Early Literacy Skills, play-based assessment, family assessment techniques, projective and objective measures, interview techniques, rating scales, informal assessment techniques, learning/instructional environment).
4. Functional behavioral assessment
5. Interviews with students, parents, and staff.
6. Demonstrating knowledge of DSM-IV and special education criteria for determining disabilities, ability/achievement discrepancies, response to intervention model.

2. Consultation and Collaboration

1. Participating in school improvement activities.
2. Collaborating with colleagues regarding IEP goals. Participating in IEP meetings, eligibility meetings,
3. Attending, participating, and presenting (if possible) in an inservice program for parents and/or school staff regarding the psychoeducational or psychological development and understanding of the exceptional needs of the child.
4. Writing newsletter articles.
5. Providing feedback to teachers regarding observations, assessment, intervention planning/monitoring.
6. Dealing with a variety of referral issues
7. Using problem-solving model for consultation.
8. Consulting with teachers regarding student’s academic performance, social-emotional status, behavior, classroom management techniques, teaching style, organization of learning environment, knowledge of child development/exceptionalities, and implementation of interventions.
9. Consulting with parents and administrators.
10. Communicating results of FBA, BIP, file reviews, case study evaluations to parents and staff.

3. Learning and Instruction (techniques to assess learning processes, instructional interventions, and consultation, and evaluating these interventions.

1. Develops appropriate recommendations based on case study results and child’s situation.
2. Develops instructional plans and IEP goals,
3. Alternative service delivery which link assessment to intervention.
4. Recommend program modifications based on pre-referral intervention findings, consultative procedures, and/or assessment results.
5. Demonstrate the ability to develop effective interventions for academic concerns (e.g., knowledge of effective teaching practices, ability to modify instructional materials, recommend instructional strategies, use task analysis, or modify curriculum).

4. Socialization and Development of Life Skills:

1. Being involved in transition planning.
2. Demonstrate the ability to develop effective intervention techniques for individuals with a range of difficulties (i.e., mental, emotional, behavior disorders, developmental disabilities, or learning disabilities).
3. Ability to identify skills and behaviors to be taught to increase student's social competence.
4. Collaborating with colleagues regarding IEP goals regarding socialization, adaptive behavior, and career goals, implements interventions (e.g., consultation, behavioral assessment/intervention, and counseling) to achieve those goals, and evaluates the effectiveness **of the interventions**.
5. Administers interest inventory and adaptive behavior scales.

5. Student Diversity in Development and Learning

1. Case studies and consultation cases for variety of at-risk students, disabilities (ED, SLD, MR, Autism, Aspergers, HI, VI, gifted, OHI, etc.) and a diverse population (gender, age, race, bi-racial, , linguistically diverse, sexual orientation, single parent family, divorced, foster families).
2. Understands individual differences, abilities, and disabilities.
3. Understands the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills.
4. Demonstrates awareness and sensitivity in working with individuals with diverse characteristics in counseling, consultation, interventions, and assessment.
5. Conducts non-biased assessment.

6. School and Systems Organization, Policy Development, and Climate

1. Becoming aware of customary channels of communication, school policies, and special education procedures.
2. Participating in team meetings, support team meetings, building meetings, Board of Education meetings.
3. Creating a database of community resources.
4. Interviewing different professionals in the school (administrators, social worker, speech pathologist, student assistance coordinator, nurse, occupational therapist, physical therapist, regular education teacher, special education teacher, administrators of curriculum, business, technology, and the community (local agencies, mental health clinics, private practitioners).
5. Becoming familiar with the educational programs provided through the local cooperative, local school districts, and/or the community for parents/families of children with special needs.
6. Exposure to various types of special education programs (self-contained classrooms, resource programs, and therapeutic school settings).
7. Demonstrates skills to function as one of the school's key change agents through active involvement in designing or reforming system level programs such as Early Childhood, CBM, intervention study team teams, flexible service delivery system.

7. Prevention, Crisis Intervention, and Mental Health

1. Has knowledge of psychopathology.
2. Becoming familiar with the district's crisis plan and participating on the crisis team.
3. Provides crisis intervention services to students, teachers, and administrators.
4. Provides group counseling.
5. Maintains an individual counseling caseload for regular and special education students.
6. Being involved in Child Find activities, preschool screenings.
7. Co-facilitating a problem-focused or prevention-oriented student or parent group.
8. Reviews/critiques the district's crisis plan.

9. Participates in character education.
10. Refers to a physician for consideration of medication and assessment of medication effects.
11. Demonstrates knowledge of psychopharmacological effects.
12. Participates in peer mediation.
13. Behavior Intervention plan
14. Behavior management techniques (knowledge of reward and punishment procedures, maintenance and generalization techniques).

8. Home/School/Community Collaborations

1. Attending meetings and becoming involved with parent groups (such as the Parent-Teacher Organization) and local associations for parents of children with disabilities (e.g., CHADD).
2. Know how and when to make referrals to community agencies and facilities, procedures for obtaining and sending information about children.
3. Developing a resource directory for parents.
4. Becoming familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health (e.g., township services for counseling)
5. Providing ongoing home and school communication (e.g., feedback to parents (written and/or oral) to parents regarding observations, intervention progress, procedures.
6. Visiting other settings (e.g., residential centers, special education cooperative programs, speech and hearing centers, juvenile courts, alternate day schools, etc.).

9. Research and Program Evaluation

1. Reviewing literature for new information.
2. Assists in the identification of critical problems which lend themselves to research.
3. Conducts research or special studies.
4. Conducts simple, informal types of evaluation studies in the schools.
5. Critiques published tests.
6. Develops evidence based intervention strategies.
7. Evaluates the effectiveness of recommended special education placements.
8. Is a knowledgeable consumer of research by evaluating and making appropriate use of educational and psychological literature (e.g., recommendation and implementation of empirically based interventions and programs and utilization of current and effective techniques; Interpreting research findings to teachers, parents, and administrators.
9. Participates in committees which examine areas of concern to the school district.
10. Participates in ongoing research or evaluation studies in the schools.
11. Reads appropriate journals and texts dealing with psychological and educational research.
12. Reviews literature on specific research or problems of interest to the intern.

10. School Psychology Practice and Development

1. Is involved with the profession by affiliating with professional organizations (ISPA, IPA, NASP, APA, ICEC, LDA, etc.)
2. Attends and participates in meetings and conventions with school psychologists in the district, neighboring districts, state, and nation.
3. Attends professional seminars.

4. Practices in an ethical and legal manner.
5. Demonstrates familiarity with reading regarding (a) current research (from psychoeducational and psychological journals) and (b) current issues, trends, and developments in the fields of education and school psychology (c) multiple roles of the school psychologist.
6. Demonstrates knowledge of the most current educational and special education service delivery issues (e.g., inclusion, outcome-based education, flexible service delivery system, and wraparound services).
7. Demonstrates knowledge of the current legal and ethical practices and professional standards relating to: Federal and state laws and regulations regarding special education, abuse reporting mandates, maintaining confidentiality of information, records (Illinois School Student Records Act and the regulations that apply), the School Code of Illinois, The Administrative Code, Part 226, Subchapter F (and the regulations that apply), APA/NASP ethical principles, procedural safeguards (e.g., court cases and hearings).
8. Uses evidence-based interventions and outcome based school psychological services (e.g., goal-oriented and data driven interventions, progress monitoring of interventions and treatment plans, and ongoing collection of data for interventions).
9. Reflecting analyzing own performance.
10. Keeping appropriate counseling notes.
11. Keeping logs.

11. Technology Standards

1. Creating charts/graphs to demonstrate obtained data.
2. Using the Internet for research.
3. Using PowerPoint for presentations.
4. Communicating by E-mail.
5. Joining list serves.
6. Reviewing the use of adaptive devices.
7. Familiarity with software for interventions (e.g., academic remediation).
8. Using computer for test administration, statistical analysis, test scoring, and report writing.
9. Using technology for organization, time management, record keeping, and easy access to information (e.g., laptop, palm held devices).

CHAPTERS FROM *BEST PRACTICES IV WHICH ARE* COLORED **BLUE** BELOW ARE THOSE WHICH ARE LISTED IN THE COLUMN OF RESOURCES IN THE USER-FRIENDLY INTERNSHIP PLAN.

Chapter # and Title of Chapter:

2 Best Practices in School Psychology as a Problem-Solving Enterprise

3 Problem-Solving as Best Practice

4 Best Practices in School Psychology and the Law

5 Best Practices in Utilizing Professional Ethics

6 Best Practices in Applied Research

11 Best Practices in Evaluating Psychoeducational Services Based on Student Outcome Data

14 Best Practices in Technology

- 16 Best Practices in System-Level Change
- 18 Best Practices in Standards-Based District-Wide Assessment
- 21 Best Practices in Promoting Educational Reform at a School District Level
- 22 Best Practices for School Psychologists in Educational Accountability: High Stakes Testing and Educational Reform (accommodations and alternate assessment)
- 24 Best Practices in Working with Culturally Diverse Children and Families

- 25 Best Practices in Increasing Cross-Cultural Competence
- 26 Best Practices in Collaborating with Parents of Children with Disabilities
- 27 Best Practices in Facilitating Meaningful Family Involvement in Decision-Making
- 28 Best Practices in Developing Home-School Collaboration
- 31 Best Practices in Behavioral Parent Training
- 33 Best Practices in Designing, Implementing, and Evaluating Quality Interventions
- 34 Best Practices in facilitating Intervention Adherence and Integrity
- 35 Best Practices in Evaluating Interventions
- 36 Best Practices in Reintegration and Special Education Decisions
- 37 Best Practices in Defining Student Goals and Outcomes
- 38 Best Practices in Collaborative Problem-Solving for Intervention Design
- 39 Best Practices in School-Based Problem-Solving Consultation
- 40 Best Practices in Instructional Consultation
- 41 Best Practices in School Consultation
- 42 Best Practices in Operating Pre-Referral Intervention Teams
- 43 Best Practices in Problems-Solving Team Structure and Process
- 44 Best Practices in Using Curriculum-Based Measurement in a Problem-Solving Model
- 45 Best Practices in Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-Driven Model
- 47 Best Practices in Developing Local Norms for Academic Problem-Solving
- 48 Best Practices in Curriculum-Based Evaluation
- 49 Best Practices in Increasing Academic Learning Time
- 50 Best Practices in Preventing Academic Failure and Promoting Alternatives to Retention
- 51 Best Practices in Planning Interventions for Students with Reading Problems
- 52 Best Practices in Contingency Management: Application of Individual and Group Contingencies in Educational Settings
- 53 Best Practices in Teaching Study Skills
- 54 Best Practices in Reading, Writing, and Math Assessment-Intervention Links: A Systems Approach for Schools, Classrooms, and Individuals
- 55 Best Practices in Assessment of Written Expression
- 56 Best Practices in Curriculum-Based Assessment
- 57 Best Practices in Providing Accommodations for Assessment
- 58 Best Practices in Promotion of Social Competence in the Schools
- 59 Best Practices in Promoting a Positive School Climate
- 61 Best Practices in Developing Exemplary Mental Health Programs in Schools
- 63 Best Practices in the Systematic Direct Observation of Student Behavior

- 64 Best Practices in Functional Behavioral Assessment for Designing Individualized Student Programs
- 65 Best Practices in Social Skills Training
- 67 Best Practices in Crisis Prevention and Management
- 69 Best Practices in Developing Local Norms in Behavioral Assessment
- 70 Best Practices in Classroom Interventions for Attention Problems
- 71 Best Practices in the Assessment of Children with Attention deficit/Hyperactivity Disorder: Linking Assessment to Intervention
- 73 Best Practices in the Assessment of Adaptive Behavior
- 75 Best Practices in Making School Groups Work

Special Populations

- 76 Best Practices in Assessment of Intervention Results with Infants and Toddlers
- 77 Best Practices in Measuring Growth and Development for Preschool Children
- 78 Best Practices in Early Intervention
- 80 Best Practices in Personality Assessment
- 81 Best Practices in Multidimensional Assessment of Emotional or Behavioral Disorders

- 81 Best Practices in Nondiscriminatory Assessment
- 83 Best Practices in Intellectual Assessment
- 84 Best Practices in Intellectual Assessment: Future Directions
- 85 Best Practices in Interventions for School Psychologists: A Cognitive Approach to Problem-Solving
- 93 Best Practices and Intervention Practices with Second Language Learners
- 94 Best Practices for Supporting Students with Autism
- 95 Best Practices in the School Psychologist's Role in the Assessment and Treatment of Students with Communication Disorders

- 97 Best Practices Working with Students Using Assistive Technology
- 98 Best Practices in Peer-Mediated Interventions
- 99 Best Practices in School-Based Vocational Assessment
- 100 Best Practices in Transition to Post-Secondary Work
- 101 Best Practices in Transition Planning for College-Bound Students with Disabilities

- NASP Principles for Professional Ethics
- NASP Standards for the Provision of School Psychological Services

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