

Department of Psychology



**Northern Illinois
University**

School Psychology

**Master's/Specialist
Program Handbook**

For Master's/Specialist Students Incoming Fall 2019

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Introduction

The purpose of this Handbook is to provide school psychology students with information about the procedures, regulations, and requirements for completing the **master's** degree and specialist level educational licensure in the Department of Psychology. When used with other departmental literature (e.g., *Graduate Student Manual*, *Graduate School Catalog*), this handbook is designed to facilitate your progress through the program. It is important, therefore, that you read all sections of the Handbook so that you are thoroughly familiar with the program and department requirements.

If you have any questions regarding the program, department, or university, please contact your faculty mentor or the Program Assistant at SchoolPsychology@niu.edu. We hope that your educational career at Northern Illinois University is exciting, challenging, and educationally profitable.

Overview of the Program

The School Psychology Specialist-Level Program at Northern Illinois University (NIU) offers a 60-hour, full-time Master's educational license program (i.e., Specialist level) that provides comprehensive training in general psychology as well as specialized training in the applied area of school psychology. Instituted in 1978, the NIU school psychology educational license program received full approval from the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) in 1992 and has maintained this status. Our Doctoral program also achieved accreditation from the American Psychological Association (APA) in 2010. (Please contact the APA Office of Program Consultation and Accreditation with any questions: 750 First St., NE, Washington, DC 20002, phone: (202)336-5979, fax: (555)336-5978.) The primary goal of the program is to train professional psychologists to work in schools, state agencies, clinical practice, and university settings. Coursework and practica experiences provide a synthesis of essential theoretical and applied approaches across developmental, cognitive, social, and behavioral areas. Graduates of the program are prepared to function in multiple practitioner roles including treatment, assessment, and consultative modalities, as well as teaching and research roles.

Admission Requirements and Procedures

Our application process is competitive and we receive many more applications than we can accept each year. Please note the Department of Psychology and our School Psychology program admits only full-time students; we do NOT have a respecialization program. We strive to provide assistantship support to all of our students (see section on Assistantships), with priority given to our Ph.D. students. Please see below for important application procedures. We encourage students with cultural and individual diversity to apply to the program.

Applying to the Graduate School:

Students applying to our master's/specialist program must submit the following materials to the NIU Graduate School by December 15:

- Graduate School application and fee (including statement of goals).
- Three letters of recommendation.
- Transcripts of all undergraduate and graduate work (unofficial is fine).
- Graduate Record Examination (GRE) scores.

GRE scores, statement of goals, transcripts, and letters of recommendation should be uploaded to the MyNIU portal if possible. Hard copy items should be sent to the Graduate School, 223 Adams Hall, DeKalb, IL 60115. Additional optional materials, including writing samples and applications for assistantship, for example, should be sent to the Psychology Department, Northern Illinois University, Graduate Program Secretary, DeKalb, IL 60115.

Criteria Reviewed and Process:

For strongest consideration for admittance into NIU's master's/specialist program in school psychology, our candidates typically have:

- A B.A. or B.S. in psychology, although other related majors are considered.
- Earned a strong undergraduate GPA; typically above 3.40.
- Strong GRE scores, with Writing scores in the 4.0 to 6.0 range.
- Strong letters of recommendation.
- Relevant research and/or applied experiences.
- A successful interview, in person (preferable) or by Skype/phone.

Students with strong credentials are invited to interview during our annual *Interview Day* (typically in early February). Students unable to attend Interview Day have the option to be interviewed over the phone or in person at a scheduled time prior to Interview Day. Students are notified of our admissions decisions as they are made following interviews. Assistantship decisions are made following admissions decisions; however, students have their assistantship information prior to making their decision to accept admission to the program (by April 15th). Typically, three to four M.A./Specialist students are admitted to the program each year and to date, most are provided some level of assistantship support (see section on Assistantships).

Transfer Students

Students applying to our Doctoral Program with a Master's Degree from another program:

Please apply using all of the same procedures and criteria listed above. The Program Director will review your transcripts for any courses that may be waived for the Doctoral degree. However, please note that, typically very few courses are waived.

NIU Master's Program students interested in applying to the NIU Doctoral Program: There is no guarantee that students in the NIU Master's Program will be able to transfer to the Doctoral Program. Interested students should discuss this possibility with the Program Director and their respective faculty mentor. If the student wants to apply to the Doctoral Program they should understand that they will be considered as a new applicant to the program. The student must provide a formal letter requesting this consideration along with a statement of goals (i.e., personal statement) to the Program Director. The program faculty will review this request along with other criteria listed above (e.g., GRE score, GPA, performance in program, etc.) at

the time of admissions decisions and inform the student of the outcome in a letter by April 20 of that year.

Educational Philosophy and Training Model

The school psychology program is committed to the scientist-practitioner model and is designed to train professionals to contribute to the psychological well-being of children and adolescents. The faculty believe a school psychologist is characterized by the knowledge and ability to bring a scientific approach to the study, assessment, and treatment of children and adolescents to maximize their functioning in educational and other appropriate settings. The program is organized around four broad goals that graduates of the program will learn (a) a solid foundational understanding of broad psychological principles, (b) the profession and professional practice of school psychology, (c) appropriate assessment and intervention methodologies, and (d) to be consumers and producers of research. Knowing that new information and technologies are always being discovered, inherent throughout the program is the overarching goal to train psychologists committed to being life-long learners.

The dual emphasis of the scientist-practitioner model is more important than ever in this era of changing roles for school psychologists, and it is the primary goal of the program to provide rigorous training in both of these important roles. The scientist-practitioner role has been a longstanding tradition within psychology (Boulder Conference, 1948; Thayer Conference, 1954); however, the tenets of this model fit nicely with the most innovative of practices. Our training practices follow the principles of the National Association of School Psychologists' (NASP) publication *School Psychology: A Blueprint for Training and Practice III* (Ysseldyke et al., 2006) by training students with a solid basis of knowledge in psychological and educational principles and the application of science and the scientific method. Additionally, one of the approaches to practice that is emphasized in the program is the data-based collaborative problem-solving approach (e.g., Deno, 2002; Ikeda, Tilly, Stumme, Volmer, & Allison, 1996). The problem-solving approach by nature requires the integration of systematic scientific inquiry and service delivery in meeting the needs of children and adolescents. The program components including research experiences and requirements, courses, and practica allow our students to embody the scientist-practitioner model.

The scientist role is an important one to all professional psychologists. Students in the NIU School Psychology Program are trained to be both critical consumers of psychological research, so that they maintain the highest professional standards of practice, and active contributors to psychological and educational knowledge through the conduct of original research. The scientist role is emphasized throughout the program in multiple ways through a series of sequenced, cumulative, and integrated experiences and processes. Being housed within a comprehensive Ph.D. level Department of Psychology, the School Psychology Program provides its students with rigorous, research-based training not only in the core areas of school psychology, but also in the basic psychological and educational foundation content areas that inform school psychology practice. For example, in addition to completing research-oriented course work from primary school psychology faculty, students also complete rigorous research-based course work from faculty in the other Ph.D. curricular programs within the department (e.g., Social, Developmental, Cognitive, Clinical). Less formally, students participate in multiple activities throughout the academic year that directly facilitate and model the scientist role. These include participation in ongoing faculty research

projects as Research Assistants, participation as both attendees and presenters at a variety of departmental colloquium series (e.g., School Psychology Brownbags and Brownbags for the Cognitive/Instructional-Developmental-School Area, Child Clinical-Developmental, and the Center for the Study of Family Violence and Sexual Assault), as well as participation in local, state, and national conferences and workshops. Please see Appendix C for a listing of recent presentations and publications involving students.

The practitioner role also is central to the functioning of most school psychologists. It is necessarily a diverse role, requiring skills in psychological and educational intervention, consultation, and assessment. Course work and practica experiences provide a synthesis of theory, research, and applied aspects of school psychology practice. The program is designed to train students as problem-solving professionals who are competent to work in multiple capacities on a wide range of problems encountered in educational and other applied settings. The school psychology program provides students with a comprehensive set of graduated practicum experiences beginning their second semester on campus and continuing until the capstone internship experience. It is during these experiences that students apply the knowledge and skills they have acquired in their academic courses and research to educational and clinical settings. The synthesis of theory, research, and practice forms the foundation of the scientist-practitioner model adopted by the NIU program.

The Department of Psychology offers the M.A. degree (Specialist-Level) leading to Illinois state educational licensure in school psychology and eligibility for the Nationally Certified School Psychologist (NCSP) credential through NASP. The educational license program involves a minimum of 60 semester hours, including a 9-month internship. The NIU School Psychology Program meets all of these ISBE requirements. Our masters/specialist-level school psychology candidates get a Master of Arts degree in psychology as part of their licensure program. The Psychology Department requires a minimum of 30 credit hours for the M.A. and the licensure program is at least an M.A. + 30 credit hour program. Thus, our students are required to have at least 60 credit hours, but most finish with an average of 80 credit hours including their internship credits.

Students are generally able to complete the educational license program in two years of academic course work, plus the internship. The educational license program is designed to train qualified students as problem-solving professionals who are competent to work in multiple capacities on a wide range of problems encountered in the school setting. The following goals and objectives have been established for students in the educational license program.

Educational License Program Goals/Objectives/Competencies

Goal 1. To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles.

Objective 1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior.

Competency 1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.

Competency 1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.

Goal 2. To prepare entry-level psychologists who will understand the profession and the professional practice of school psychology and will seek learning experiences throughout their career.

Objective 2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology.

Competency 2A. Students will develop an understanding of the history, roles, and functions of school psychologists.

Competency 2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.

Objective 3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners.

Competency 3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.

Competency 3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.

Competency 3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.

Competency 3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.

Goal 3. To prepare entry-level psychologists who use appropriate ecologically-based, empirically-validated assessment and intervention approaches for systems and individuals.

Objective 4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals.

Competency 4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.

Competency 4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.

Competency 4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.

Objective 5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals.

Competency 5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.

Competency 5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.

Competency 5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.

Competency 5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.

Competency 5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.

Goal 4. To prepare entry-level psychologists who will be consumers and producers of research.

Objective 6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice.

Competency 6A. Students will develop skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.

Competency 6B. Students will apply research and evaluation skills in the practice of school psychology.

Objective 7. Students will contribute work to the scientific community through publications and presentations.

Competency 7B. Students will develop skills in explaining and presenting research findings.

Typical Specialist-Level Program of Study

A "typical" program of study (nonthesis option) leading to an M.A. degree (Specialist-Level) and educational licensure in school psychology is presented below. Other significant program milestones are also noted with an *.

Fall Semester 1:

PSYC 604 - Analysis of Variance and Hypothesis Testing in Psychological Research
 PSYC 639 - Ethics, Law, and Professional Issues in School Psychology
 PSYC 640 - Theory and Assessment of Intellectual Functioning
 PSYC 517 – Principles of Behavior Modification
 PSYC 690 - Psychological Research

- *Faculty mentor assigned
- *Complete M.A. program of courses form

Spring Semester 1:

PSYC 606 - Correlation and Regression Analysis in Psychological Research
 PSYC 611 - Cognitive Psychology I
 PSYC 646 - Psychological Assessment of Children (Behavioral, Social, Emotional)
 PSYC 653 - Practicum in School Psychology (First Year)
 PSYC Seminar – Culturally and Linguistically Appropriate Academic and Literacy Assessment, Curriculum, and Instruction
 PSYC 690 - Psychological Research

- *ISPA conference - required attendance (January or February)
- *NASP conference
- *Take/pass ISBE Academic Proficiency requirement (ACT/SAT)

Summer Semester 1:

SESE 603 (formerly 560) - Functional Analysis for the Special Education Teacher

- *Complete second-year Competency Exam (August)
- *Must take/pass ISBE School Psychology Content Exam before internship begins

Fall Semester 2:

PSYC 620 - Experimental Social Psychology
 PSYC 595 – Seminar (Mental Health in Schools – Tier 1)
 PSYC 653 - Practicum in School Psychology (Second Year)
 PSYC 645 – Developmental Psychopathology
 PSYC 690 - Psychological Research

- *Non-thesis students eligible for M.A. graduation if foundations requirements met (apply for Student-at-Large)

Spring Semester 2:

PSYC 647 - Psychological Interventions with Children and Their Families
 PSYC 648 - Consultative Interventions in School and Community Settings
 PSYC 653 - Practicum in School Psychology (Second Year)
 PSYC 676 - Social Personality Development
 PSYC 690 - Psychological Research

- *Internship interviews at ISPA (January or February)
- *NASP conference
- *Non-thesis students eligible for M.A. graduation if foundations requirements met (apply for Student-at-Large)
- *Must take/pass ISBE School Psychology Content Exam before internship begins

Summer Semester 2:**Elective courses (not required)**

These listed are options among many others!

BCBA courses

LTIC 547: Assessment of Language-Minority Students

Independent Study with School Psychology faculty

Fall and Spring Semester 3:

PSYC 656 - Internship

- *On-campus intern meetings (Fall, Spring)
- *Complete portfolio
- *Obtain Illinois Educator License (School Psychology)
- *Graduation

In addition to the content related courses and required practica, students also enroll in PSYC 690: Psychological Research during each semester they are on campus in the program. PSYC 690 is designed to develop students' research and professional skills related to their areas of specialty and is graded on a satisfactory - unsatisfactory basis.

Please note that students can apply for graduation from the Master's program once the foundation requirements are met, either Fall or Spring semester of second year. At that time, students apply for Student-at-Large (SAL) status. SAL's do not qualify for financial aid, and may not be able to defer their loans, so students should plan accordingly for their internship year.

The student's assigned faculty mentor will provide ongoing advisement regarding necessary course work, practicum experiences, and educational licensure requirements.

Specialist Program Requirements

I. Educational Licensure Course Work Requirements

Listed below are the course requirements for the Specialist-Level educational license program along with Departmental Foundation Course Requirements. A minimum of 60 semester hours at the graduate level is required for completion of the educational license program. For more information and requirements please see the University Office of Educator Licensure and Preparation (UOELP) website (<http://niu.edu/educator-licensure/requirements-testing/tap/index.shtml>).

The School Psych content test for Illinois, must be taken and passed before starting internship. Additional information can be obtained from the Illinois Certification Testing System (ICTS) webpage: <http://www.icts.nesinc.com>.

II. Department Foundation Requirements

Students must also complete the following required foundation courses in the Psychology Department (totaling 15 credits). Courses taken to fulfill foundation requirements may be used to fulfill program requirements as well. Students should consult the *Graduate Student Manual* for additional information on the department foundation requirements. These are completed as part of the program requirements as required School Program courses are in bold. Thus, students meet these breadth requirements via completion of the required School Program courses.

1. **PSYC 604 – Analysis of Variance and Hypothesis Testing in Psychological Research**
2. **PSYC 606 – Correlation and Regression Analysis in Psychological Research**
3. Three courses selected from: (**Bold = program requirement**)
 - PSYC 611 – Cognitive Psychology I**
 - PSYC 603 - Biopsychology
 - PSYC 620 – Experimental Social Psychology**
 - PSYC 645 – Developmental Psychopathology**
 - PSYC 665 - Behavioral Development

Specialist-Level Educational Licensure and Foundation Course Work Requirements Table

Course	Credits
PSYC 517 – Principles of Behavior Modification	3
PSYC 595 – Seminar (Mental Health in Schools – Tier 1)	3
PSYC 604 Analysis of Variance and Hypothesis Testing in Psychological Research *	3
PSYC 606 Correlation and Regression Analysis in Psychological Research *	3
PSYC 611 Cognitive Psychology I *	3
PSYC 620 Experimental Social Psychology *	3
PSYC 639 Ethics, Law, and Professional Issues in School Psychology	3
PSYC 640 Theory and Assessment of Intellectual Functioning	3
PSYC 645 Developmental Psychopathology *	3
PSYC 646 Psychological Assessment of Children (Behavioral, Social, Emotional)	3

PSYC 647 Psychological Intervention with Children and Their Families	3
PSYC 648 Consultative Interventions in School and Community Settings	3
PSYC 676 Social Personality Development	3
PSYC 690 Psychological Research	3
PSYC Seminar - Culturally and Linguistically Appropriate Academic and Literacy Assessment, Curriculum, and Instruction	3
PSYC 653-1 First-Year Practicum in School Psychology	3
PSYC 653-2 Second-Year Practicum in School Psychology	6
PSYC 656 Internship in School Psychology (3 credits each semester)	6
Total Credits	60

Note: Courses with an * are also Departmental Foundation Courses (total of 15 credits)

**Check Appendix E for the schedule rotation

Note: Prior to 2014, students took PSYC 665, Behavioral Development instead of PSYC 620, Experimental Social Psychology.

NOTES: PSYC 102 TA's also register for PSYC 681A (1-3 CH). You must register for 690 (1-3 CH) every fall and spring semester. Graduate students holding full or partial assistantships, fellowships, or similar assignments during a regular semester are required to enroll in 12 semester hours of courses by the department.

III. Second-year Competency Exam

In addition to completing the above curricular requirements, all students with a specialization in school psychology must complete a second-year Competency Examination. The examination will be administered in a "closed-book" format in a computer lab, and students may not refer to any notes, books, articles, etc. during the examination. Students will be given four hours (across two days) to write answers to questions covering five domains:

1. Principles of Behavior and Evidence-Based Behavioral Intervention
2. Competencies in Individual, Linguistic, and Cultural Diversity
3. Legal, Ethical, and Professional Practice
4. Single Case Design

Students should obtain a copy of the reading list from the program coordinator (see Appendix A). The reading list is intended to provide a basic background for questions asked on the examination. The list is not exhaustive, however, and students are encouraged to utilize information gained through course work and independent study.

Students specializing in school psychology must take the exam for the first time in the fall of the second year (prior to fall classes) and must successfully pass the examination prior to accepting an internship. Students are given two opportunities to take the exam and are graded as follows:

High Pass - Represents an outstanding level of performance and is necessary for a student to be admitted to the Ph.D. program.

Pass - Represents a high level of performance and is necessary for completion of the Master's degree and educational licensure as a school psychologist. The student will not be eligible for

continuation in the Ph.D. program if this is the highest grade achieved on both attempts at the examination.

Conditional Pass - The student has not passed the examination but is eligible for a grade of Pass by completing the additional work designated by the examining committee. The committee will evaluate the additional work to determine whether a grade of Pass or Fail will be assigned.

Fail - The student has not passed the examination. If this is the grade on the student's first attempt, the student must retake the examination. If no higher grade is achieved, the student will not be allowed to continue in the program.

IV. Practicum Experiences

The school psychology program provides students with a comprehensive set of graduated practicum experiences beginning their second semester on campus and continuing throughout their graduate career. It is during these experiences that students apply the knowledge and skills they have acquired in their academic course work to educational and clinical settings. All clinical hours spent in First and Second year Practicum and on Internship must be documented using Time2Track or MyPsychTrack. See Program Director for more information. The program director is responsible for selecting and placing students in practicum sites to ensure the placement, diversity of activities, quality of supervision and collaboration with the program faculty and site supervisor are appropriate for the candidates, and that the site provides them with the best possible experience, and effectively prepares them for internship and professional practice. In addition, located within both the first and second year practicum syllabi, is a list of experiences that correspond to several NASP objectives which the student is expected to participate in. This list is provided to practicum site supervisors to ensure that students are getting the experiences necessary to develop their professional skills and competencies.

Prior to beginning practicum, students will have a background check according to the procedure at each school where they train/work during the program. Students will have to go through the process each year at each new district, following what is likely their new employee procedures. This will often (usually) include a fee that students will have to pay. One reason for this procedure is that schools will be the owners of the CBC information and they will decide on their own whether or not a conviction warrants exclusion from their schools and classrooms.

First-Year Practicum (75 clock hours)

The first-year practicum experience begins the spring semester of the first year. Students are required to observe and participate for a minimum of 75 clock hours in the public schools, while under the supervision of a practicing school psychologist. This semester involves work in regular education as well as special education classes in elementary, middle school, and high school buildings, and includes involvement with a practicing school psychologist in "on the job" observation and supervised experiences. Additionally, students are registered for and attend a weekly seminar in which their activities and observations are reviewed and discussed. Students are also evaluated by their site supervisor at the end of the semester. These evaluations are reviewed with the practicum instructor during individual conferences to provide students with feedback, and to

evaluate their performance and development of professional characteristics and their progress towards program competencies. Speakers such as special-education teachers, administrators, and health-care professionals may also make presentations to the practicum group.

Second-Year Practicum (350 clock hours)

The second-year practicum consists of a minimum of 350 clock hours and is designed to provide students with more intensive experiences in assessment, consultation, and treatment interventions. Under the supervision of a Ph.D. school psychology faculty member, students are placed in a regional public school setting where they engage in assessment, intervention, and consultation with teachers and parents regarding student's academic, social, and emotional problems, using a problem-solving approach. All students enrolled in the second-year practicum participate in weekly group supervision meetings with other practicum students and the university-based supervisor. Similar to first-year practicum, students are evaluated by their site supervisor at the end of each semester and these evaluations are reviewed to evaluate professional development and progress towards program competencies.

V. Internship

The internship is the culminating experience in school psychology graduate preparation. Students are eligible to go on internship following completion of all course work and practica experiences.

During the second semester of the year preceding the internship, students make preliminary inquiries at several state approved internship sites (although out-of-state internships can be arranged as well), and typically students interview at the Illinois School Psychology Association convention. The student cannot formally accept an internship, however, until the plan submitted by the site has been approved by the program coordinator. Additionally, interns may not accept an internship until after March 1, a date mandated by the Directors of University School Psychology Programs (DUSPP).

Interns must enroll for enough total credit hours to meet the MA+30 requirement. Typically, MA students graduate after their second year fall semester, so credit hours from second year spring (13-15 CH) and summer (3 CH) will be counted towards the extra 30 credit hours, and students will need to register for 12-14 TOTAL internship hours.

All students are enrolled in a Blackboard Internship course webpage prior to starting internship. This Blackboard course provides access to all of the essential paperwork and communication necessary during the internship year.

The internship should include a comprehensive set of experiences through which the student integrates the knowledge and applied skills that entail school psychology practice. The internship should provide a wide range of experiences including assessment, direct intervention, and consultation activities on behalf of diverse populations of children, adolescents, or their families.

The ultimate selection of the training site is the student's responsibility. Faculty members provide assistance in helping students to obtain the best possible training experiences, and a strong emphasis

is placed on the provision of balanced training and experiences in assessment, consultation, and counseling.

The internship will involve a full time, at least 9 month experience (**minimum of 1200 clock hours**) within a school or appropriate clinical setting under the **supervision of an appropriately credentialed psychologist**. Please note that 600 of the 1200 hours are required in a school setting. An average of 2 hours per week of on-site supervision is also required for students during the internship year. Internship hours are tracked using an online tracking system. For the past several years, our program has used the system “Time2Track” to document all hours completed during the internship.

Prior to internship, students complete an Internship Plan as well as a formative self-rating of their current competencies to document their placement and provide baseline data on their progress towards program competencies. Each semester, the intern supervisor forwards a report to the program coordinator, as well as an intern evaluation to determine the intern’s progress towards program competencies and personal goals outlined in the self-rated formative evaluation completed prior to internship. As deemed necessary, the involvement of the university supervisor may be increased. Students on internship will attend on-campus seminars once each semester. Students and the intern sites are monitored by program faculty using online logs, and evaluations by site supervisors completed twice each year.

Over the past several years, all NIU School Psychology students have secured their first or second choice internship site. While compensation is negotiated by the intern and the site, NIU requires that all internships be paid positions of at least \$9,000/year which is the amount that the Illinois State Board of Education reimburses the school district for an intern. NIU also requires that all interns attend the Illinois School Psychologists Association (ISPA) Annual Convention during their internship year to continue their participation in professional development activities. A more detailed description of the internship is provided in the *Illinois School Psychology Internship Manual*.

Note. We encourage internships to conform to the Council of Directors of School Psychology (CDSPP) Doctoral Level Internship Guidelines (January, 2013). These guidelines can be found in detail (Appendix F) but include (among other requirements): (a) the intern spending some time (no more than 25%) conducting research, (b) the internship site have a written statement/brochure stating goals, content, clear expectations, and due process procedures of their internship training program, (c) a licensed, doctoral-level psychologist is an employee of the agency and is present at least 20 hours each week, (d) two hours per week of formal face-to-face supervision take place with the licensed psychologist providing at least one of those hours each week, (e) at least two hours per week of scheduled learning activities take place, and (f) the intern have regularly scheduled, supervised training activities with other psychology interns.

VI. Portfolio

As part of the evaluation process, students are to develop a portfolio of performance-based products related to their graduate training. Although students receive evaluation feedback from faculty and supervisors throughout their graduate experience, the portfolio assessment is intended to enable students to monitor their progress through the school psychology program and ensure that primary

program competencies are being met through the student's course work, practica activities, and other professional experiences. The final result of the portfolio assessment will be a collection of "best-work" performance-based products that serve to document the student's completion of program competencies for both faculty evaluators and outside judges, such as future employers.

The specific contents of the portfolio will be unique to each student but should provide evidence of graduate performance in relation to the NIU school psychology program competencies. Such items as assessment, therapy, and consultation reports, course papers, projects and exams, conference presentation summaries, letters of reference, syllabi, as well as practicum and internship logs and journals would be appropriate components of the portfolio. Typically, portfolio documents will be placed in a loose-leaf binder with a detailed index that identifies each component of the portfolio and indicates which program competency(s) are supported by each document. A portfolio document may provide support for the completion of more than one program competency. At least one piece of evidence for each competency included in the portfolio must come from the internship experience. In addition to individual pieces of evidence for each competency, students are required to submit two formal case studies to be evaluated using the Case Study Rubric in Appendix B. One case study should be a behavioral case and one case study should be an academic case.

Evaluation of students' portfolios will be conducted by program faculty prior to the completion of the internship experience. Additional information about the content, procedures, and evaluation of student portfolios can be found in Appendix B: *Portfolio Assessment Procedures*.

Ongoing Student Advisement and Involvement

Advisement

After admission to the program, each student is assigned a faculty mentor. This mentor will coordinate annual student evaluations, serve as a resource regarding scheduling issues and, in general, be available to assist students in any area of their graduate training. It is expected that students will meet with their assigned mentor at least once each semester, although additional contact between the student and all members of the faculty are expected and encouraged. Additionally, soon after admission to the program, entering students will become involved in a student mentoring program in which they are assigned to an advanced student in school psychology. The names and phone numbers of participating students are exchanged so that new students may quickly establish contacts with other students in the department.

During the year, students are strongly encouraged to attend a variety of department sponsored activities, such as brown-bag lunches, open lab meetings, department colloquia, intern presentations, and state/regional workshops and conferences. These activities are viewed as an important aspect of students' development into scientist-practitioners who continue to engage in professional growth activities. During these activities, students will have ample opportunity to discuss informally topics relating to the program and profession with other students, faculty, and members of the professional community. Program faculty maintain an "open door" policy, and students are strongly encouraged to schedule additional meetings with their faculty mentor as needed.

Brown-Bag Lunches

Throughout each fall and spring semester, the School Psychology Program hosts a series of brown-bag lunches (every other week) intended to provide a forum for students and faculty to present school psychology research and information on topics that relate to the field. Students can present thesis or dissertation work, guest presenters share their knowledge on a current topics, and program issues are sometimes discussed. Students are invited to bring their lunches and participate in the presentations and discussions. Attendance is required for all on-campus students. Often the School Psychology Student Organization (SPSO) meets on the "off" week from the brownbag, so students are encouraged to keep the scheduled time free each week.

School Psychology Student Organization

The School Psychology Student Organization (SPSO) is run by graduate students in the School Psychology Program. This organization is affiliated with the American Psychological Association's (APA) Student Affiliates in School Psychology (SASP) organization and also the National Association of School Psychologists' (NASP) Student Leader Program. The Organization serves several functions including increased communication among students, a formal method to communicate with program faculty, a forum for formal presentations, a way to fundraise for program events, and a group to organize social events. Students in previous years have been involved in organizing "in-service days," planning and conducting large-scale community trainings, presenting to undergraduates about the field of school psychology during School Psychology Awareness Week, hosting an alumni event at the Illinois State Psychology Association (ISPA) conference, and planning social events.

Professional Involvement

Students are encouraged to be involved with the profession of School Psychology while in graduate school. This is encouraged via joining professional organizations such as the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Illinois School Psychologists Association (ISPA). **Students are required to be members of at least one of these organizations each year.** Students are also encouraged to attend and/or present at local, state, and national conferences. Specifically, students are **required** to attend ISPA each year and are strongly encouraged to attend NASP. See Appendix C: Student Involvement in Publications and Presentations.

Student Assessment

Requirements for Sufficient Progress

Students are expected to maintain sufficient progress in the program and are evaluated via several methods described below. To be considered to be making adequate progress students must (a) maintain an average GPA of 3.0, (b) pass the Competency Exam, (c) obtain a grade of B or higher in all practicum courses, (d) obtain no more than 6 credits with a grade of C or lower, (e) demonstrate adequate legal/ethical and professional responsibilities, and (f) demonstrate adequate professional behavior and social skills. Students' progress in their professional development as school psychologists is monitored closely by faculty throughout the program. This includes formal

assessment procedures such as course grades, exams, practicum and internship supervisor evaluations, research projects, and annual evaluations. It also includes less formal observation of students' performance during such activities as assistantships, presentations, and interactions with both NIU and other professional colleagues. Students also complete a self-assessment of their progress each year in the program. All of these procedures are designed to allow the program to assess candidates' professional work characteristics/dispositions on a continuing basis.

Annual Evaluation

Near the end of each academic year, each student's progress during the current year is evaluated by the school psychology program faculty. This process is initiated by students completing an Annual Report of Student Progress in which they summarize their educational activities and achievements during the past year. The progress of each student is then evaluated on such dimensions as: performance in course work, practica, assistantships, research, and professional conduct. Students receive written evaluation feedback regarding their performance in the program, and they are encouraged to meet with the program coordinator and/or advisor to discuss their performance during the year.

Students may request a re-consideration of their annual evaluation. Such requests should be made in writing to the coordinator of the program within 30 days of receipt of the evaluation. Students may also provide a written response to the annual evaluation for inclusion in their file.

Program Examinations

The Second-Year Competency Exam is a five-hour examination completed over two days covering major foundational domains of school psychology. More information on this exam was presented earlier in this Handbook.

Portfolio Assessment

Throughout their work at NIU, students develop a portfolio of knowledge- and performance-based products related to their graduate training in school psychology. The final result of the portfolio assessment is a collection of "best-work" products that serve to document students' completion of program competencies for faculty evaluators and others, such as future employers. Additional information on the portfolio can be found in the previous section on the Portfolio and in Appendix B: Portfolio Assessment Procedures.

Follow-up Procedures with Students Making Insufficient Progress

Students' progress in their professional development as school psychologists is monitored closely by faculty throughout the program. This includes formal assessment procedures such as course grades, exams, research projects, and annual evaluations. It also includes less formal observation of students' performance during such activities as assistantships, presentations, and interactions with both NIU and other professional colleagues. Should serious concern arise about a student's professional development, these concerns will be identified and communicated to the student as part

of their annual evaluation. If program faculty believe that more systematic feedback, remediation, and monitoring is necessary, the following procedures will be followed:

1. The Director and one other program faculty member (e.g., practicum supervisor) will meet with the at-risk student to understand the nature of the student's difficulties, explore options, specify identified weaknesses, and develop goals and strategies for remediation.
2. An individualized plan will be developed that will specify student activities, expected levels of performance, methods of faculty monitoring, and schedule of evaluation.
3. The student will be provided written feedback about his or her performance on a scheduled basis.
4. At the conclusion of the remediation period, the school psychology faculty will determine whether sufficient progress has been made for the student to be no longer considered "at risk," to continue or modify the remediation plan, or to terminate the student from the program. The faculty's decision will be communicated to the student in writing.
5. The student may appeal the faculty's decision to the department chair, who will review the recommendations with the student, coordinator, and other relevant parties. If the decision is unchanged the chair will inform the student of the process for further appeal.
6. If a student is dismissed from the program, a final meeting should be initiated by the Director to provide help or referrals for: academic counseling, personal counseling, status of future letters of recommendation, and any other issues of concern to the student.

Grievance Procedures and Student Support

Several procedures and guidelines are in place to ensure that student complaints or grievances are handled effectively and fairly. There are informal procedures that students are encouraged to utilize to handle program complaints or grievances. Students are encouraged to bring the complaint to the attention of the program via the Program Director, their assigned faculty mentor, or through the graduate student organization in School Psychology (SPSO). All student concerns and grievances will be treated fairly and kept confidential. The nature of all grievances will be documented for program development and evaluation.

Students may also opt to more formally bring complaints to the Department or University. Within the Psychology Department, students may contact the Director of Graduate Studies or the Graduate Student Advisory Committee regarding concerns. See the Department of Psychology Graduate Student Manual for information on the formal Departmental grievance procedures. This Handbook also provides information on appealing course grades.

Students are encouraged to familiarize themselves with the document “Northern Illinois University: Student Code of Conduct” https://niu.edu/conduct/_pdf/niu-scc-final.pdf.

In addition, grievance procedures for students are detailed in the Constitution and Bylaws of Northern Illinois University (Article 12, Grievance Procedures for Students). http://www.niu.edu/u_council/constitution/bylaws/article12.shtml

Finally, two of the most relevant University resources for students regarding grievances are listed below:

The NIU Ombudsperson, <https://www.niu.edu/ombuds>, (815) 753-1414, Ombuds@niu.edu. The University ombudsperson is independent of the university's formal administrative structure and will consider all sides of an issue in an impartial and objective manner. The ombudsperson cannot impose solutions, but will identify options and strategies for resolution.

The Office of Affirmative Action and Equity Compliance, Human Resource Services, 815-753-1118. Any student who experiences and/or witnesses possible acts of discrimination, harassment, or retaliation has the right to report this activity the Office of Affirmative Action and Equity Compliance. All complaints and/or allegations of discrimination will be examined in a reasonable, objective, confidential, and expedient manner, and in accordance with applicable federal and state employment laws. This office also offers alternatives to filing a complaint: Mediation and Confidential Counseling.

About Northern Illinois University and the College of Liberal Arts and Science

Chartered in 1895, Northern Illinois University is one of the nation's premier regional public universities, a comprehensive teaching and research institution with over 19,000 students.

The mission of the University is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service. NIU is included in the *Research Universities-Higher Activity* category of the Carnegie Foundation for the Advancement of Teaching. The University has 23 doctoral programs, with 15 Ph.D.-granting departments, including the Department of Psychology. NIU is accredited by the Higher Learning Commission and is a member of the North Central Association.

The College of Liberal Arts and Sciences is the largest of NIU's seven colleges, with 33 baccalaureate degree programs, 31 graduate programs, 18 departments, 11 doctoral level programs, 7 research centers, and 5 interdisciplinary research and teaching programs. The College is committed to promoting excellence in undergraduate liberal education and in graduate programs built around cutting-edge research, and to fostering the connections between teaching and research, to their mutual benefit.

About the Psychology Department

Housed within the College of Liberal Arts and Sciences, the Psychology Department is a vibrant and exciting atmosphere in which to develop and train as a psychologist. The Department provides advanced training in several areas of psychology including:

- Clinical psychology (APA-accredited)
- Cognitive-Instructional psychology
- Developmental psychology
- Industrial/Organizational psychology
- Neuroscience and Behavior
- School psychology (APA-accredited)
- Social psychology

Students obtain training that integrates both basic and applied aspects of psychology. Each area of study is designed to thoroughly acquaint students with the theoretical content of the particular area and to provide training in the research skills needed to become competent and creative investigators. In addition to being prepared to succeed in academic settings, our students also find suitable placements as applied researchers or service practitioners in a variety of mental health, educational, physical health, and organizational (e.g., corporate and non-profit) settings.

Financial support, in the form of research or teaching assistantships, is generally available to graduate students in the Psychology Department who are making satisfactory progress in the program. Study in Psychology at NIU is of the highest quality as we have over 30 full-time, Ph.D. faculty in the department. Each academic year approximately 135 students are enrolled in the graduate psychology program, including several on clinical or school internship, and several in the process of completing their dissertations while employed off-campus. At any point, there are approximately 85-90 students in full-time residence.

The Department is located in a large building which provides ample research, clinical, and office space for faculty and student use. The Department also administers *the Psychological Services Center*, a clinic facility designed to provide both training to departmental students and service to the community. The Psychological Services Center is equipped with extensive videotaping capabilities, observation facilities, and rooms designed for testing, as well as individual and group counseling.

Department and University Assistantship Support

Graduate students in the department may receive financial support from a number of sources within the university community to assist with some costs associated with the program. Students should note additional out-of-pocket expenses, such as student fees; ISPA, NASP, and APA conferences; and expenses associated with research activities. Listed below are the four most common of these sources of support for school psychology students:

1. Graduate Assistantships. The Department of Psychology awards a limited number of graduate teaching and research assistantships each year. These assistantships are generally awarded on a nine month basis but are available for ten and eleven month periods as well. Full-time assistantships are for 20 hours per week, and half-time assistantships are for 10 hours per week. The stipend for a typical 20-hour per week department assistantship is \$1483.20 per month, plus a university tuition waiver. "Research Assistants" are actively involved in the ongoing research programs of the faculty members to whom they are assigned, while "Teaching Assistants" are involved in the teaching of undergraduate psychology courses. Assistantship awards are made on a competitive basis, and a strong priority is given to those students who are making tangible progress toward the Ph.D. degree.
2. Fellowships. The Graduate School offers a limited number of fellowships which are awarded annually on a university-wide competitive basis.
3. Additional sources of support for minority students. A limited number of Rhoten Smith fellowships are available for first-year minority students with excellent credentials. Departmental assistantships are provided in subsequent years.
4. Other university positions. Numerous graduate assistantship positions are available throughout the university community. Students are strongly encouraged to seek out such positions. Additional information is available from the school psychology program coordinator or director of graduate studies.

Costs Associated with Program

Just as with any graduate program, there are costs associated with the program that cannot be covered by the options mentioned above. Below is a table showing an estimate of out-of-pocket costs to expect. For your information, a Tuition and Fee Estimator is available at: <http://www.niu.edu/bursar/tuition/estimator.shtml>.

Year 1		
Program Activity	Estimated Amount	How often
Student Fees	\$139.04 per credit hour (12 CH = \$1668)	Each semester
Parking Pass (optional but typical)	\$92/year	Annual
Criminal Background Checks	\$65 required for each practicum site	Typically one each year
Books and Supplies	Variable	Each semester
Membership Dues	One membership required of the following: ISPA (\$40), NASP (\$70), APA Div. 16 (\$20)	Annually
ISPA Conference (required)	\$150 registration plus travel (gas/hotel (shared among students))	Annually Fall
Test Fee	Test of Academic Progress (\$125) unless waived per ACT score	Once in Year 1 or 2 (unless waived)
Student Health Insurance (optional)	If needed, \$1179 each fall/spring	Each semester if needed
PREPARE Crisis Intervention Training	\$35 for materials	Once during program
Professional Development Activities	Variable	Periodic opportunities come up, offered by local districts
Years 2 and Beyond		
Program Activity	Estimated Amount	How often
Student Fees	\$139.04 per credit hour (12 CH = \$1668)	Every semester
Tuition for internship year only	15-17 CH	Internship year only
Parking Pass	\$92/year	Annual
Criminal Background Checks	\$65 required for each site	Typically one each year
Books and Supplies	Variable	Each semester
Student Health Insurance (optional)	If needed, \$1179 each fall/spring	Each semester if needed
Membership Dues	ISPA (\$40), NASP (\$70), APA Div. 16 (\$20). One membership required.	Annually
ISPA Conference (required)	\$150 registration plus travel	Annually Fall
NASP Conference (recommended)	\$104 registration plus travel	Annually Spring
APA Conference (optional)	\$95 registration plus travel	Annually Summer
Test Fees	School Psychology Content Test (\$84)	Second year
PREPARE Crisis Interv. Training	\$35 for materials	Once during program
Professional Development Activities	Variable	Periodic
Other Fees		
Forms and documents requiring the University Seal	\$5.00	As needed

The program faculty as well as the School Psychology Student Organization (SPSO) work hard to find ways to support students in their conference and research endeavors. There are times when the Department, the College, and/or SPSO are able to provide small travel grants to students presenting at conferences, for example. The above information is simply provided so that students can plan for opportunities that may not be fully or partially funded.

Program and Department Faculty and Staff

The teaching and research interests of the primary faculty and staff currently associated with the program are summarized below. Students also may wish to work with other faculty in the department.

Core School Psychology Faculty

Michelle K. Demaray (Ph.D. University of Wisconsin-Madison) teaches Psychological Assessment. Her research interests include: Attention-Deficit/Hyperactivity Disorder (ADHD), measurement of perceived social support, the relationship between social support and children's adjustment, and bullying and victimization in schools. Michelle is clinically licensed.

Email: mkdemaray@niu.edu

Phone: 815-753-7077

Christine K. Malecki (Ph.D. University of Wisconsin-Madison) is our Director of Clinical Training for School Psychology. She teaches Second-Year Practicum. Her research interests include: social support perceived by children and adolescents, curriculum-based measurement, and innovative school psychology delivery services. Christine is clinically licensed and oversees our advanced practicum in the Psychological Services Center.

Email: cmalecki@niu.edu

Phone: 815-753-1836

Julia Ogg (Ph.D. Michigan State University) teaches Psychological Intervention with Children and Their Families and Consultative Interventions. Her research interests include: risk and protective factors for children with externalizing behavior, Attention-Deficit/Hyperactivity Disorder (ADHD); and parent training interventions.

Email: jogg@niu.edu

Phone: 815-753-0372

Kara Styck (Ph.D. Arizona State University) teaches Theory and Assessment of Intellectual Functioning. Her research interests include the measurement of individual differences in cognitive and affective factors that impact success in school. Kara is currently a statistical and methodological advisor for the Journal of School Psychology.

Email: kstyck@niu.edu

Phone: 815-753-0372

School Psychology Staff

Arielle Sherman (Program Assistant) has been with the school psychology program since 2009, and is available to answer any questions or concerns.

Email: asherman1@niu.edu

Phone: 815-753-0374

Psychology Department Graduate Secretary

Marj Holliday is in the Psychology Department and is an excellent resource for any questions about NIU's graduate program in general.

Email: mholliday@niu.edu

Phone: 815-753-0772

Faculty Associated with the School Psychology Program

Faculty	Title	Contribution to Program
Molly McDade	Visiting Assistant Professor	Teaches Practicum, licensed psychologist
Brad Sagarin	Professor	Teaches two research/statistics courses
Laura Pittman	Associate Professor	Teaches Developmental Psychopathology
David Bridgett	Associate Professor	Teaches Developmental Psychopathology
Alecia Santuzzi	Associate Professor	Teaches advanced tool (stats) courses
Tom Smith	Associate Professor	Teaches advanced tool (stats) courses
Amanda Durik	Associate Professor	Teaches Experimental Social course
David Walker	Professor	Teaches advanced tool (stats) courses
Angela Grippo	Associate Professor	Teaches Biopsychology
Keith Millis	Professor	Teaches History of Psychology

Other Affiliated Faculty

Faculty	Title	Contribution to Program
Alan	Acting Department	Department Chair
Katja Wiemer	Professor	Teaches Cognitive Psychology
Nina Mounts	Professor	Teaches Developmental Psychology
Karen White	Clinic Director	Director of the Psychological Services Center

School Psychology Advisory Board

The NIU School Psychology Advisory Board was formed in 2005 to provide the program with more formal, ongoing contact with the school psychology community. Currently comprised of eight members, the advisory board meets at least once every other year to provide the program with feedback about all aspects of the program. Most recently, the board reviewed the program structure and objectives, recruiting diverse students, and program strengths and weaknesses.

School Psychology Advisory Board Members	
Name	Title
Vicki Collins, Ph.D.	Assistant Professor at NIU Educational Technology, Research & Assessment
Kari Cremascoli, Ph.D.	Superintendent of regional school district
Lisa Becker, Ph.D.	Program alumnus and frequent supervisor
Don Sibley, M.A.	Instructor for NIU Retired School Psychologist
Julianna Alitto, Ph.D.	Assistant Professor, University of Wisconsin
Vinita Menon, Ph.D.	Visiting Assistant Professor, NIU Psychologist in Private Practice Program alumnus
Karen Erkfritz, Ph.D.	Dually-licensed Psychologist in Private Practice
Kip Fontana, Psy.D.	Dually-licensed school psychologist Frequent supervisor
Bill Connor, Ed.D.	Dually-licensed school psychologist Frequent supervisor (APA accredited internship site)
Molly McDade, Ph.D.	School Psychologist Program alumnus
TBD	Current student

Appendix A
Second Year Competency Exam
Reading List

NOTE: In addition to the readings listed, students are responsible for all school psychology related course material.

Legal, Ethical, and Professional Practice

Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School Psychology for the 21st Century: Foundations and Practices* (2nd ed.). New York: The Guilford Press.

Jacob, S., Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

Armistead, L., Williams, B. B., & Jacob, S (2011). *Professional Ethics for School Psychologists: A problem-solving casebook* (2nd ed.). Bethesda, MD: NASP.

American Psychological Association (1996). Specialty guidelines for the delivery of services by school psychologists.

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

National Association of School Psychologists (1997). *Professional conduct manual*. Stratford, CT: NASP.

Fagan, T. K. (2014). Trends in the history of school psychology in the United States. In P. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology Foundations* (pp. 383-400). Bethesda, MD: National Association of School Psychologists.

Jacob, S. (2014). Best practices in ethical school psychology practice. In P. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology Foundations* (pp. 437-448). Bethesda, MD: National Association of School Psychologists.

Armistead, R. J., & Smallwood, D. L. (2014). The National Association of School Psychologists Model for Comprehensive and Integrated School Psychological Services. In P. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology Data-Based and Collaborative Decision Making* (pp. 9-24). Bethesda, MD: National Association of School Psychologists.

Pluymert, K. (2014). Problem solving foundations for school psychological services. In P. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology Data-Based and Collaborative Decision Making* (pp. 25-40). Bethesda, MD: National Association of School Psychologists.

Stoiber, K. C. (2014). A comprehensive framework for multitiered systems of support. In P. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology Data-Based and Collaborative Decision Making* (pp. 41-70). Bethesda, MD: National Association of School Psychologists.

Ysseldyke, J. E., & Reschly, D. J. (2014). The evolution of school psychology: Origins, contemporary status, and future directions. In P. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology Data-Based and Collaborative Decision Making* (pp. 71-84). Bethesda, MD: National Association of School Psychologists.

Principles of Behavior and Evidenced-Based Behavioral Intervention

Basics of Behavior and Application in Schools

Online Modules

- Class 1: Basics
- Class 2: Increasing Positive Behaviors
- Class 3: Decreasing Negative Behaviors
- Class 4: Antecedent Strategies to Address Behavior

Maag, J.W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67, 173-186.

Bear, G. & Manning. (2014). Best Practices in Classroom Discipline. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology V: Student Level Services* (pp. 251-267). Bethesda, MD: NASP.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.

Frisby, C. L. (2013). School discipline and behavior management. From *Meeting the Psychoeducational Needs of Minority Students: Evidence-based guidelines for school psychologists and other school personnel* (Ed. C. L. Frisby). pp. 313-351.

Recommended: Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis (2nd Ed)*. Upper Saddle River, New Jersey: Prentice Hall. Specific chapters?

Functional Behavioral Assessment

Steege, M. W. & Watson, S. (2009). *Conducting School-Based Functional Behavioral Assessments (2nd Ed)*. New York: The Guilford Press.

Steege, M. W. (2014). Best Practices in Conducting Functional Behavioral Assessments. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology V: Data Based and Collaborative Decision Making* (pp. 273-286). Bethesda, MD: NASP.

Umbreit, J., Ferro, J., Liaupsin, C. J. & Lane, K. L. (2007). *Functional Behavioral Assessment and Function-Based Intervention: An Effective, Practical Approach*. Pacific Grove, CA: Prentice Hall.

Single Case Design

- Riley-Tillman, T. C. & Burns, M. K. (2009). *Evaluating Educational Interventions: Single-case design for measuring response to intervention*. New York: The Guilford Press.
- Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M. & Shadish, W. R. (2010). Single-case designs technical documentation. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.
- Kazdin, A. E. (1982). Experimentation, valid inferences, and pre-experimental designs. In, Author, *Single-case research designs: Methods for clinical and applied settings* (pp. 76-102).
- Brown, R., Steege, M. W., & Bickford, R. (2014). Best practices in evaluating the effectiveness of interventions using single-case methods. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology V: Foundations* (pp. 317-380). Bethesda, MD: NASP.

Competencies in Individual, Linguistic, and Cultural Diversity

- Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. *Professional Psychology: Research and Practice, 38*, 356-362.
- Telzer, E.H., & Fuligni, A.J. (2009). A longitudinal daily diary study of family assistance and academic achievement among adolescents from Mexican, Chinese, and European backgrounds. *Journal of Youth and Adolescence, 38*, 560-571.
- Carvalho, C., Dennison, A., & Estrella, I. (2014). Best practices in the assessment of English language learners. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 75-78.
- Elizalde-Utnick, G., & Guerrero, C. (2014). Best practices in school-based services for immigrant children and families. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 99-111.
- Fisher, E. S. (2014). Best practices in supporting students who are lesbian, gay, bisexual, transgender, and questioning. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 191-203.
- Hess, R. S., Pejic, V., & Castejon, K. S. (2014). Best practices in delivering culturally responsive, tiered-level supports for youth with behavioral challenges. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student level services*, 321-334.
- Jones, J. (2014). Best practices in providing culturally responsive interventions. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 49-60.

- Miranda, A. H. (2014). Best practices in increasing cross-cultural competency. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 9-19.
- Mulé, C., Briggs, A., & Song, S. (2014). Best practices in working with children from economically disadvantaged backgrounds. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 129-142.
- Ortiz, S. O. (2014). Best practices in nondiscriminatory assessment. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 61-74.
- Proctor, S. L., & Meyers, J. (2014). Best practices in primary prevention in diverse schools and communities. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 33-47.

Interventions and Instructional Support to Develop Academic Skills (Literacy & Engagement)

Assessment to Inform Intervention:

- Hosp, M. K., & MacConnell, K. L. (2014). Best practices in curriculum-based evaluation in early reading. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*, 171-186.
- Howell, K. W., & Hosp, J. L. (2014). Best practices in curriculum-based evaluation. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*, 159-170.
- Lichtenstein, R. (2014). Best practices in identification of learning disabilities. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*, 331-354.
- VanDerHeyden, A. M. (2014). Best practices in can't do/won't do academic assessment. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*, 305-316.

Intervention/Instructional Support:

- Burns, M. K., VanDerHeyden, A. M., & Zaslofsky, A. F. (2014). Best practices in delivering intensive academic interventions with a skill-by-treatment interaction. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student level services*, 129-141.
- Gettinger, M., & Miller, K. (2014). Best practices in increasing academic engaged time. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student level services*, 19-35.
- Joseph, L. M. (2014). Best practices on interventions for students with reading problems. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student level services*, 97-113.

- Malecki, C. M. (2014). Best practices in written language assessment and intervention. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*, 187-202.
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Appendix B

Portfolio Assessment Procedures

School Psychology Program Portfolio Assessment Procedures

**M.A./Specialist
Program**
Revised May 2016



**Northern Illinois
University**

**Department of Psychology
Northern Illinois University**

Portfolio Assessment Purpose

Students are to develop a portfolio of performance-based products from their internship year related to their graduate training in school psychology. The portfolio assessment is intended to enable students to celebrate the culmination of their progress through the school psychology program and ensure that primary program objectives were met as reflected in these internship products. The final result of the portfolio assessment will be a collection of “best-work” products that serve to document students’ completion of program objectives for faculty evaluators and others, such as future employers.

Portfolio Content

The specific contents of the portfolio will be unique to each student but should provide evidence of having met the NIU school psychology program competencies. High quality portfolios will provide relevant and high quality products from the internship year for each program competency. The portfolio will also include evidence of students’ applied experiences with diverse populations. Students are also required to submit two formal case studies, one academic and one behavioral, to demonstrate a positive impact on student learning. Finally, the portfolio will also require students’ self-reflection on the evidence they provide in the portfolio for each program **objective**. Specific requirements on portfolio contents are provided in this document.

Suggested Portfolio Organization

Please organize the materials by piece of evidence, regardless of the association to the competencies. For example, a student might have a case study report that provides evidence for three or four competencies. They would only include that report once, but would refer to it in the evidence table for each relevant competency for which it is being used. The Evidence List Table would note the location of each piece of evidence. The portfolio supporting documents should all be at the beginning of the portfolio. These items are listed below as part of the list of requirements.

Please number, label, or otherwise clearly identify each piece of evidence in your portfolio. In your evidence tables or other references to your evidence, please use these numbers or labels in addition to noting in which binder or location the evidence can be found. Page numbers can be used to serve this purpose but are not necessary if the evidence can be easily found in some other way.

Please de-identify, to the fullest extent, all case study reports or other pieces of evidence referring to children or adolescents.

Portfolio Format and Requirements

Each of the following documents should be included in your portfolio and should be easily accessible. Please title each document as noted and present the documents in the following order.

1. Overview Document

One or two paragraphs should be written as an introduction to the portfolio and as an overview of how it is organized.

2. Table of Evidence (One Piece of Evidence listed for Each Program Competency)

One “best practices” internship-based performance product should be listed for each Program Competency in this table (one table total, example later in this packet).

3. Impact on Student/Client Learning Evidence (2 reports and 2 case study rubrics)

Two cases studies will make up your two pieces of evidence from your internship highlighted as evidence that your work resulted in **improved outcomes** for a student/client. Please have one separate page titled “Impact on Student (or client) Learning Evidence,” list the location of the two reports, and describe the evidence and how it demonstrated student/client learning. This evidence should include two case studies, one academic and one behavioral. You should **self-evaluate your reports** using two of the Case Study Evaluation Rubrics. You need not have every element.

4. Reflective Statements (one per OBJECTIVE for 7 total)

A self-reflective statement must be written for each Program **Objective**. These statements typically will be one to two pages single spaced and must address two issues: (a) How have your courses, practica, professional development, and internship combined resulted in the completion of the relevant objective? (b) What are your self-reflection / self-evaluative thoughts regarding the objective as it relates to your professional strengths / weaknesses, goals, and plans for future development? Please refer to your entire graduate school journey including courses, supervision, practica, professional development, and internship in these statements. However, please also tie in the portfolio evidence that you are using to illustrate having met this objective (sometimes involving more than one competency).

5. Experiences with Diverse Students Table

This table should include a list of all practicum, assistantship, internship, and other settings in which you have had professional experiences during your time at NIU. For each setting, you will indicate if you have had experiences with individuals in the diverse populations (low income, limited English, disability, ethnic groups).

6. Self-Assessment Table (with Strengths/Weaknesses clearly highlighted)

This table should include a list of all competencies and should contain your self-ratings of the evidence in your portfolio. You will also highlight the competencies you believe are your strengths and areas in need of growth. The format of this table is provided in this document in Table 3.

EVIDENCE: The portfolio will provide one piece of internship evidence for each of the following M.A./Specialist Program competencies.

M.A./Specialist Program Goals/Objectives/Competencies

Goal 1. To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles.

Objective 1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior.

Competency 1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.

Competency 1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.

Goal 2. To prepare entry-level psychologists who will understand the profession and the professional practice of school psychology and will seek learning experiences throughout their career.

Objective 2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology.

Competency 2A. Students will develop an understanding of the history, roles, and functions of school psychologists.

Competency 2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.

Objective 3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners.

Competency 3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.

Competency 3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.

Competency 3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.

Competency 3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.

Goal 3. To prepare entry-level psychologists who use appropriate ecologically-based, empirically-validated assessment and intervention approaches for systems and individuals.

Objective 4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals.

Competency 4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.

Competency 4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.

Competency 4C. Students will develop and demonstrate skills in the assessment of personality, social-emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.

Objective 5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals.

Competency 5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.

Competency 5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.

Competency 5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.

Competency 5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.

Competency 5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.

Goal 4. To prepare entry-level psychologists who will be consumers and producers of research.

Objective 6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice.

Competency 6A. Students will develop skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research.

Competency 6B. Students will apply research and evaluation skills in the practice of school psychology.

Objective 7. Students will contribute work to the scientific community through publications and presentations.

Competency 7B. Students will develop skills in explaining and presenting research findings.

Sample Portfolio Contents

Provided below is a list of the NIU student competencies and a sample of possible portfolio items that could work to document your competency. Students are encouraged, however, to include any products that you believe illustrate your competency. This list is not exhaustive!

Student Competencies	Evidence
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.	Social emotional case study report
1C. Students will demonstrate knowledge of cognitive/instructional , and developmental aspects of human behavior.	Case study report documenting developmental history.
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.	
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice	
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.	Report, emails, correspondence.
3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.	Correspondence with linguistically diverse parent, case study report of linguistically or culturally diverse student.
3C. Students will demonstrate a life-long learner disposition by seeking non-required learning opportunities and experiences.	Conference or PD/inservice documentation.
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.	Excel sheet showcasing data effectively.
4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.	Case studies might work nicely for these competencies. You might also have session plans for a group, progress monitoring charts and explanation/interpretation, etc.
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.	
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.	
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.	
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional behavioral, and other issues appropriate to diverse populations.	RTI paperwork related to Tier 1, Tier 2, or Tier 3.
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.	
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.	
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.	Data team data presentation, PBIS data and analysis, notes from Tier 1 or Green team meetings, etc.
6A. Students will develop advanced skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research .	Any original research (theses, dissertation as relevant, or other studies for conference presentations, etc.), single case design for a case, presentations added that are rigorous and evidence-based, evidence-based topics being presented for professional development or conferences, etc.
6B. Students will apply research and evaluation skills in the practice of school psychology.	
7B. Students will develop skills in explaining and presenting research findings.	

Table of Evidence– Required Table

Student Competencies	Evidence	Location
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.		
1C. Students will demonstrate knowledge of cognitive/instructional , and developmental aspects of human behavior.		
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.		
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice		
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.		
3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.		
3C. Students will demonstrate a life-long learner disposition by seeking non-required learning opportunities and experiences.		
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.		
4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.		
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.		
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an ecological approach and empirically-validated methods to meet the needs of diverse populations.		
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.		
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.		
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based direct interventions for academic, behavior, and social-emotional		

issues appropriate to diverse populations.		
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.		
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.		
6A. Students will develop advanced skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research .		
6B. Students will apply research and evaluation skills in the practice of school psychology.		
7B. Students will develop skills in explaining and presenting research findings.		

Experiences with Diverse Populations – Required Table

Setting (e.g., practicum, assistantship, internship, other)	Low Income	Limited English	Disability	Ethnic

Portfolio Evaluation Self-Evaluation – Required Table

Please include this **completed** self-assessment table in your portfolio.

1. Rate Quality of Internship Evidence as Unsatisfactory, Satisfactory, or Excellent.
2. Please identify at least two program competencies that you believe are a strength for you (per your evidence).
3. Finally, identify at least one program competency on which you believe you need further development.

Program Competency	Internship Evidence
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.	
1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.	
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.	
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.	
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.	
3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.	
3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.	
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.	
4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.	
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an <u>ecological approach and empirically-validated methods to meet the needs of diverse populations</u> .	
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an <u>ecological approach and empirically- validated methods to meet the needs of diverse populations</u> .	
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.	
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based consultative <u>interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations</u> .	
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based direct interventions for <u>academic, behavior, and social-emotional issues appropriate to diverse populations</u> .	
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.	
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.	
6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research	
6B. Students will apply research and evaluation skills in the practice of school psychology.	
7B. Students will develop skills in explaining and presenting research findings.	

Quality of Evidence Ratings: E-Excellent; S-Satisfactory; U-Unsatisfactory (+/- denote half grade)

Case Study Evaluation Rubric (2 required)

Two of the required items to be submitted as part of the portfolio include an academic and a behavioral case study from the internship year. These case study reports should follow best practice in assessment, intervention, evaluation and consultation as much as possible and be consistent with NASP criteria. The case studies should follow the problem solving process and the steps of this process should be documented throughout the report. The rubric below is used to evaluate the case studies using an adopted version of the criteria from the NCSP Case Study Evaluation Rubric. Students are evaluated on their total percentage of points earned compared to the number of total possible points (31 points). In addition, students are evaluated on whether or not they have evidence of positive impact on the student(s) with whom they worked. They are also to provide data to support that impact.

1. Problem Identification				
	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
1.1	The target behavior is operationally defined in the context of the student's grade and/or using peer comparisons/local norms	The target behavior is operationally defined	The target behavior is identified but not operationally defined.	
1.2	The discrepancy between the current and desired level of performance is clearly and explicitly explained.	The expected and current level of behavior are both operationally defined.	The behavior is not operationally defined in terms of both current and desired levels of performance.	
1.3	The current and expected rate of improvement is operationally defined in the context of the student's grade and/or using peer comparisons/local norms.	The expected and current rate of improvement are operationally defined.	The students' current rate of improvement is not identified.	N/A
1.4	Baseline data includes the student behavior and peer/grade norms and expectations with computed trend lines (if applicable).	A baseline for the student behavior is established using sufficient data.	A baseline for the student behavior is not established or has insufficient data.	
1.5		The student behavior is identified as either a skill and/or performance deficient.	The student behavior is not identified as a skill and/or performance deficit.	
Total Points:			_____ out of 9	
2. Problem Analysis				
2.1	Hypotheses are generated through collaboration with teachers and/or parents.	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home.	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable.	
2.2	There are multiple sources of data that converge on each proposed hypothesis.	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record	Appropriate data are not collected to confirm or reject the hypotheses.	

		review, interview, observation, testing, and self report.		
Total Points:			_____ out of 4	
3. Intervention/Assessment (Plan Implementation)				
3.1		Intervention/Assessment is linked to observable, measurable goal statement(s).	Intervention is not linked to observable, measurable goal statement(s).	
3.2		Intervention/Assessment selection is based on data from problem analysis and hypothesis testing.	Intervention(s)/Assessment selection is not based on problem analysis and hypothesis testing.	
3.3		Intervention(s)/Assessment is evidence based (e.g., research literature, functional analysis, single case design analysis).	Intervention(s)/Assessment is not evidence based.	
3.4		Intervention(s)/Assessment reflects sensitivity to individual differences, resources, classroom practices, and other system issues.	Intervention(s)/Assessment does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues.	
3.5		Logistics of settings, time, resources, and personnel are included in the intervention plan.	Logistics of settings, time, resources, and personnel are not included in the intervention plan.	
3.6		Intervention is monitored and data are provided to ensure that it is implemented as designed.	Treatment integrity is not monitored.	
		Clear decision rules are made prior to intervention implementation or evaluation of progress monitoring data/assessment results.	No decision rules are made ahead of time.	
Total Points:			_____ out of 7	
4. Plan Evaluation				
4.1	Charting of progress monitoring data includes trend lines and/or goal lines.	Progress monitoring data are demonstrated on a chart.	Progress monitoring data are not demonstrated on a chart.	
		Assessment data is presented in a clear and concise way.	Assessment data is not presented in a clear and concise way.	
		Assessment results are linked to the problem behavior and considered within the context of the student's grade and/or using peer comparisons/local norms	Assessment results are not considered within the context of the problem behavior nor considered using grade and/or local comparisons.	
4.2	Response to intervention data are used to inform problem solving and decision making.	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention, eligibility).	Data are not used to inform further problem solving and decision making.	
4.5		Strategies for transfer/generalizing	Strategies for	

		outcomes to other settings or using results to inform instruction and/or intervention are documented.	transfer/generalizing outcomes to other settings or using results to inform instruction and/or intervention are not addressed.	
4.4	Modifications for future interventions are considered based upon collaborative examination of effectiveness data.	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.	Effectiveness of intervention is not shared or communicated.	
4.5	Strategies for follow up are developed and implemented.	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow up are not developed.	
Total Points:			_____ out of 11	

Evidence of Impact on Student Learning (must demonstrate at least of the following quantifiable evidence of positive impact on student learning/skills)		
	Effective	Needs Improvement
Percentage of Non-overlapping data	80% or higher	69% or less
Goal Attainment Scaling (-2 to +2)	Score of 1 or higher	Score of 0 or lower.
R ² value	.09 or higher	Less than .09
Goal Line Comparison	Four consecutive scores above the goal line.	Less than four consecutive scores above goal line.
Trend Line Comparison	Trend line is steeper than the goal line.	Trend line is not steeper than the goal line.
Effect Size	ES greater than 2.87	ES less than 2.87.
Does the student meet the “Effective” criterion using at least one of the above methods? Yes No		Data (present effect size or PND, etc.):

Rubric Summary

Problem Solving Process Stage	Number of Points Earned
Problem Identification	
Problem Analysis	
Plan Implementation	
Plan Evaluation	
Total Points Earned:	_____ out of 31
Evidence of Positive Impact on Student Learning	Yes or No (and data presented as evidence):

Evaluating Effectiveness: Positive Impact on Student Learning

1. **Percentage of non-overlapping data points:** The most extreme baseline point (highest if the desired effect is an increase and lowest if the desired effect is a decrease) is determined and a line is drawn from that data point across the intervention data graph. The number of data points above or below (depending on the desired outcome) are counted and divided by the total number of data points to determine a percentage. Scruggs and Mastropieri (1998) recommend a percentage above 80 to be considered a large effect.
2. **Goal Attainment Scaling (Roach & Elliott, 2005):** Provide individualized approach to determine the effectiveness of an intervention using specific criterion. Involves selecting a target behavior (objective behavior), describing the desired outcome behavior, plan instruction/intervention, construct the goal attainment scale, implement the instruction or intervention and evaluate instruction or intervention using the GAS ratings.
Goal Attainment Scale: create a 5 point scale ranging from +2 (best possible outcome) to -2 (worst possible outcome). A score of 0 represents no change in behavior. Determine the appropriate dimensions depending on the behavior (Frequency, quality, percentage, etc).
3. **No Assumptions Effect Size (Busk & Serlin, 1992):** subtracting the mean of the baseline from the mean of the intervention data and dividing by the standard deviation of the baseline. Burns and Wagner (2008) found a mean NAES of 2.87 for interventions that were considered effective. Since NAES often exceed 2, the Cohen's typically used es is not generally applicable to this effect size.
4. **R²:** Most widely accepted effect size. Can be easily computed using excel by creating a line graph, right click on the line and select "add trend line". Next select the "display R-Square value on chart" option and close. Cohen (1988) recommends that .25 is considered large effect, .09 is moderate and .01 is small.
5. **Goal line comparison (Fuchs & Fuchs, 2011):** If the student's most recent four consecutive scores are above the goal line, the student's goal should be increased.
6. **Trend line comparison (Fuchs & Fuchs, 2011):** If the student's trend line is steeper than the goal line, the goal should be increased.
7. **Student attained specified goal:** A decision rule or goal should be established prior to the implementation of the intervention to set a criterion to determine whether or not the intervention should be considered successful or whether the student is making progress at an acceptable rate. If the student reaches this goal at the end of the intervention period, the intervention can be considered successful.

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Competencies Used to Measure the NASP Standards (for program data collection purposes)

NASP Standards		Program Competencies
II	Data-Based Decision-Making and Accountability	3D 4A 4B 4C 5D
III	Consultation and Collaboration	3A 5B
IV.1	Interventions and Instructional Support to Development Academic Skills	1C 4A 5C
IV.2	Interventions and Mental Health Services to Develop Social and Life Skills	1A 5A 5B 5C
V.1	School-Wide Practices to Promote Learning	2A 2B 3D 5D
V.2	Preventive and Responsive Services	5E
VI	Family-School Collaboration	3A 5B
VII	Diversity	3B 4A 4B 4C 5A 5B 5C 5D
VIII.1	Research and Program Evaluation	3D 6A 6B 7B
VIII.2	Legal, Ethical, and Professional Practice	2A 2B 3C

**Note the above table does NOT need to be in your portfolio. This document is for program data collection purposes only. Thank you!

Portfolio Evaluation

Evaluation of the student portfolio will be conducted by program faculty near the completion of the internship experience. Portfolios will be evaluated for the quality of products presented, the quality of the reflective statements, and self-evaluation of the academic and behavioral case study reports including the impact on student learning criterion.

Portfolio Evaluation Rubric:

1. Suitability/quality of evidence for each objective

- Excellent: Relevance of portfolio product is evident; clear link made between evidence and competency and product is high quality.
- Satisfactory: Relevant and adequate product available for each competency.
- Unsatisfactory: Product is clearly not related to the program competency or is of low quality and not reflective of skills that would demonstrate competency.

2. Quality of reflective statements

- Faculty will evaluate (overall) the quality of the reflective statements. Criteria or excellence will include demonstration of meaningful reflection on your competency in each objective area and will include the quality of your writing.

3. Case study self-evaluations (academic and social-emotional).

- Case study rubrics will be complete. Students will show effective self-reflection in critically evaluating their own reports. Scores are not required for each element, but students are encouraged to have as many elements as possible in their reports. Similarly, positive impact is not required, but the report should address factors that can be addressed to change the trajectory if impact is not positive.

Portfolio Evaluation by Program Faculty

Program Competency	Internship Evidence
1A. Students will demonstrate knowledge of social and emotional aspects of human behavior.	
1C. Students will demonstrate knowledge of cognitive/instructional, and developmental aspects of human behavior.	
2A. Students will develop an understanding of the history, roles, and functions of school psychologists.	
2B. Students will develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.	
3A. Students will demonstrate effective formal written and oral communication skills related to the practice of school psychology.	
3B. Students will demonstrate appropriate, culturally-competent, professional behavior and social competence in their practice of school psychology.	
3C. Students will demonstrate a life-long learner disposition by seeking learning opportunities and experiences.	
3D. Students will develop competency using relevant information technology to facilitate the practice of school psychology.	
4A. Students will develop and demonstrate skills in empirically-validated cognitive and adaptive behavior assessment procedures to meet the needs of diverse populations.	
4B. Students will develop and demonstrate competency in the assessment of academic skills and performance using an ecological approach and empirically-validated methods to meet the needs of diverse populations.	
4C. Students will develop and demonstrate skills in the assessment of personality, social- emotional functioning, and behavior using an ecological approach and empirically- validated methods to meet the needs of diverse populations.	
5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based counseling interventions for social-emotional issues appropriate to diverse populations.	
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based consultative interventions for academic, social-emotional, behavioral, and other issues appropriate to diverse populations.	
5C. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based direct interventions for academic, behavior, and social-emotional issues appropriate to diverse populations.	
5D. Students will develop and demonstrate an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of education-related issues to meet the needs of diverse populations.	
5E. Students will develop and demonstrate evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention approaches and of crisis intervention procedures.	
6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the interpretation and evaluation of research	
6B. Students will apply research and evaluation skills in the practice of school psychology.	
7B. Students will develop skills in explaining and presenting research findings.	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – ACADEMIC case study report	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning – SE/BEHAVIOR case study report	
Quality of reflective statements (depth of reflection, quality of writing)	

Note: See Portfolio Evaluation Rubric for description of evaluation criteria. E-Excellent; S-Satisfactory; U-Unsatisfactory (+/- denote half grade)

Appendix C

Recent Publications and Presentations Involving Students

PUBLICATIONS WITH STUDENTS IN THE LAST SEVEN YEARS:

*Student names are italicized

- Rueger, S. Y., Malecki, C. M., Pyun, Y., Aycocock, C., & *Coyle, S.* (2016). A meta-analytic review of the association between perceived social support and depression in childhood and adolescence. *Psychological Bulletin*. <http://dx.doi.org/10.1037/bul0000058>
- Alitto, J.*, Malecki, C.K., *Coyle, S.*, & Santuzzi, A. (2016). Examining the effects of adult and peer mediated goal setting and feedback interventions for writing: Two studies. *Journal of School Psychology*.
- Jenkins, L. N.*, & Demaray, M. K. (2015). Teachers' judgments of academic achievement of children with and without characteristics of inattention, impulsivity, and hyperactivity. *Contemporary School Psychology*.
- Tennant, J. E.*, Demaray, M. K., *Coyle, S.*, & Malecki, C. M. (2015). The dangers of the web: Cybervictimization, depression, and social support in college students. *Computers in Human Behavior*, 50, 348-357.
- Jenkins, L. N.*, & Demaray, M. K. (2015). An investigation of relations among academic enablers and reading outcomes. *Psychology in the Schools*, 52, 379-389. *Jenkins, L. N.*, & Demaray, M. K. (2015). Indirect effects in the peer victimization-academic achievement relation: The role of academic self-concept and gender. *Psychology in the Schools*, 52, 235-247.
- Malecki, C.K., Demaray, M.K., *Coyle, S.*, *Geosling, R.*, *Rueger, S.Y.*, & *Becker, L.D.* (2015). Frequency, power differential, and intentionality and the relationship to anxiety, depression, and self-esteem for victims of bullying. *Child and Youth Care Forum*, 44(1), 115-131. doi:10.1007/s10566-014-9273-y.
- Jenkins, L. N.*, Demaray, M. K., *Fredrick, S. S.*, & *Summers, K. H.* (2014). Associations among middle school students' bullying roles and social skills. *Journal of School Violence*, 1-20. Advance online publication.
- Brown, C. F.*, Demaray, M. K., & *Secord, S. M.* (2014). Cyber victimization in middle school and relations to social emotional outcomes. *Computers in Human Behavior*, 35, 12-21.
- Demaray, M. K., *Summers, K. H.*, *Jenkins, L. N.*, & *Becker, L.* (2014). Bullying Participant Behaviors Questionnaire (BPBQ): Establishing a reliable and valid measure. *Journal of School Violence*, 1 – 31. Advance online publication.
- Jenkins, L. N.*, Demaray, M. K., *Smit Wren, N. A.*, *Secord, S. M.*, *Lyell, K. M.*, *Magers, A. M.*, *Setmeyer, A. J.*, *Rodelo, C.* & *Newcomb-McNeal, E. C.*, *Tennant, J.*, (2014). A critical review of five commonly used social-emotional and behavioral screeners for elementary or secondary schools. *Contemporary School Psychology*, 18, 241-254.

- Tennant, J. E., Demaray, M.K., Malecki, C.K., Terry, M. N., Clary, M., & Elzinga, N. (2014). Students' ratings of teacher support and academic and social-emotional well-being. *School Psychology Quarterly*, 30(4), 494-512. doi:10.1037/spq0000106
- Demaray, M.K., Malecki, C.K., Secord, S., & Lyell, K. (2013). Agreement among Students', Teachers', and Parents' Perceptions of Victimization by Bullying. *Children and Youth Services Review*, 35, 2091–2100.
- Menon, V., & Demaray, M. K. (2013). The Child and Adolescent Social Support Scale for Healthy Behaviors (CASSS-HB): Scale Development and Assessment of the Relation between Targeted Social Support and Body Size Dissatisfaction. *Children's Health Care*.
- Demaray, M. K., Malecki, C. K., Secord, S., & Lyell, K. (2012). Promoting social support for crisis prevention and intervention. In S. Brock, & S. Jimerson (Eds.), *Best Practices in Crisis Prevention and Intervention in the Schools (2nd ed.)*. Bethesda, MD: National Association of School Psychologists.
- Jenkins, L. N., & Demaray, M. K. (2012). Social support and self-concept in relation to peer victimization and peer aggression. *Journal of School Violence*, 11, 1-19.
- Demaray, M. K., Malecki, C. K., Secord, S., & Lyell, K. (2012). Promoting social support. In S. Brock, & S. Jimerson (Eds.), *Best Practices in Crisis Prevention and Intervention in the Schools, Second Edition* (pp. 79-95). Bethesda, MD: National Association of School Psychologists.
- Demaray, M. K., & Jenkins, L. N. (2011). Relations among academic enablers and academic achievement in children with and without high levels of parent-rated symptoms of inattention, impulsivity, and hyperactivity. *Psychology in the Schools*, 48, 573-586.
- Demaray, M. K., Malecki, C. K., Jenkins, L. N., & Westermann, L. D. (2011). Social support in the lives of students involved in aggressive and bullying behaviors. In S. Jimerson, A. Nickerson, M. Meyer, & M. Furlong (Eds.), *The Handbook of School Violence and School Safety: International Research and Practice, Second Edition* (pp. 57-67). New York: Routledge.
- Demaray, M. K., Malecki, C. K., Jenkins, L. N., & Westermann, L. D. (2011). Social support in the lives of students involved in aggressive and bullying behaviors. In S. Jimerson, A. Nickerson, M. Meyer, & M. Furlong (Eds.), *The Handbook of School Violence and School Safety: International Research and Practice (2nd ed.)*. New York: Routledge.
- Rueger, S. Y., & Malecki, C. K. (2011). Effects of stress, attributional style and perceived parental support on depressive symptoms in early adolescence: A prospective analysis. *Journal of Clinical Child and Adolescent Psychology*, 40, 1-13.

Rueger, S. Y., Malecki, C. K., & Demaray, M. K. (2011). Stability of peer victimization in early adolescence: Effects of timing and duration. *Journal of School Psychology, 49*, 443-464.

PRESENTATIONS WITH STUDENTS IN THE LAST SEVEN YEARS:

*Student names are italicized

Gohr, K., Ogg, J., & Henderson, A., Rogers, M., & Volpe, R. (2016, January). Parenting practices, child adjustment, and academic competence in kindergarten. Poster presented at the Annual Meeting of the Illinois School Psychology Association, Springfield, IL.

Flannery, A., Gustafson, E., Hicks, A., Klossing, J., Raack, A., Stewart, E., Torcasso, G., & Ogg, J. (2016, January). Appropriateness of therapeutic approaches for counseling diverse youth. Poster presented at the Annual Meeting of the Illinois School Psychology Association, Springfield, IL.

Bumphrey, P., DiSanti, K., Engles, D., Munos, C., Malecki, C. E., Clark, K., Dorio, N., Gustafson, E., Klossing, J., Psychology Department Undergraduate Research Day, "The big five, victimization, and receipt of prosocial behavior in adolescents," Northern Illinois University, DeKalb, IL. (December 2015).

Bittner, S., Fritz, K., Diaz Luna, C., Hernandez, B., Shields, A., Hinkle, C., Demaray, M. L. K., Malecki, C. E., Coyle, S., Gustafson, E., Klossing, J., Tennant, J. E., Northern Illinois University Undergraduate Research and Artistry Day, "Parent social support, peer bullying, and related outcomes," Northern Illinois University, DeKalb, IL. (May 2015).

Klossing, J. J., Gustafson, E. M., Kahrilas, I., Demaray, M. L. K., Malecki, C. E., Annual conference of the Illinois School Psychologists Association, "Double teamed: The dual experience of peer and sibling bullying," Illinois School Psychologists Association, Springfield, IL. (February 2015).

Geosling, R., & Malecki, C. M. (2015, February). *The relationship of social support and internal factors in adolescents*. Poster presented at the National Association of School Psychologists annual convention, Orlando, FL.

Piccirillo, C., & Demaray, M. K. (2015, February). *The moderating effect of social support on everyday stressors*. Poster presented at the National Association of School Psychologists annual convention, Orlando, FL.

Elzinga, N., & Demaray M. K. (2015, February). *Victimization and anxiety among youth with ASD: A longitudinal investigation*. Poster presented at the National Association of School Psychologists annual convention, Orlando, FL.

- Jones, C., & Demaray, M. K. (2015, February). *Homophobic bullying-victimization: Associations with other bullying behaviors and outcomes*. Poster presented at the National Association of School Psychologists annual convention, Orlando, FL.
- Jones, C., Coyle, S., Geosling, R., Lewis, H. C., & Demaray, M. K. (2015, February). *Assessment of bullying: Approaches and tools*. Mini-skills session was presented at the National Association of School Psychologists annual convention, Orlando, FL.
- Malecki, C. M., Demaray, M. K., Coyle, S., & Tennant, J. E. (2015, February). *Sibling bullying and sibling social support in elementary school*. Poster presentation at the National Association of School Psychologists annual convention, Orlando, FL.
- Tennant, J. E., Coyle, S., Demaray, M. K., & Malecki, C. M. (2015, February). *Social support in the lives of student-athletes*. Poster presentation at the National Association of School Psychologists annual convention, Orlando, FL.
- Hinkle, C., Shields, A., Trejo, G., & Wirsing, R. (December, 2014). Supervised by Michelle Demaray, Christine Malecki, Samantha Coyle, Emily Gustafson, Ian Kahrilas, & Jaclyn E. Tennant. *Can a sister be a bully?: The prevalence and correlates of sibling bullying*. Poster presented at the Northern Illinois University Psychology Department Undergraduate Research Day, DeKalb, IL.
- Berg, J., Brinson, J., Charzcuk, A., Dunn, J., Graham, L., Hall, G., Hinkle, C., & Kooiker, A. (May, 2014). Supervised by Michelle Demaray, Christine Malecki, Samantha Coyle, Ray Geosling, Jaclyn E. Tennant, & Melissa Terry. *'You are so gay': Investigating bullying of a sexual or homophobic nature in college students*. Poster presented at the Northern Illinois University Undergraduate Research and Artistry Day, DeKalb, IL.
- Summers, K. H., Demaray, M. K., & Jenkins, L. N. (February, 2014). *The Bully Participant Role Survey: Development and psychometric properties*. Paper presented at the annual convention of the National Association of School Psychologists Association, Washington DC.
- Elzinga, N. & Demaray, M. K. (February, 2014). *Victimization related to outcomes for students with Autism Spectrum Disorder*. Poster presented at the annual convention of the National Association of School Psychologists Association, Washington DC.
- Jones, C., & Demaray, M. K. (February, 2014). *Important research considerations regarding homophobia and bullying*. Poster presented at the annual convention of the National Association of School Psychologists Association, Washington DC.
- Secord, S. M., Jenkins, L. N., Demaray, M. K., & Summers, K. H. (February, 2014). *Social skills and bullying participant roles*. Poster presented at the annual convention of the National Association of School Psychologists Association, Washington DC.
- Clary, M. & Malecki, C. K. (2014, February). *Perceived type of social support and relations to*

- student outcomes*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, D.C.
- Lyell, K., & Malecki, C. K. (2014, February). *Social support compensation and self-esteem in adolescence*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, D.C.
- Mars, E., Secord, S., Lyell, K., Piccirillo, C., Douglas, K., Huber, L., Leino, M., & Malecki, C. K. (February, 2014). *An overview of evidence-based math interventions*. Poster Presented at the annual convention of the National Association of School Psychologists, Washington, D.C.
- Nowakowska, S., Jones, C., Piccirillo, C., Mars, E., Douglas, K., Huber, L., Leino, M., Terry, M., Geosling, R. & Malecki, C. K. (2014, February). *Best practices in goal-setting for academic skills and behavior*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, D.C.
- Terry, M., & Malecki, C. K. (2014, February). *Social support and quality of life for adolescents with disabilities*. Poster Presented at the annual convention of the National Association of School Psychologists, Washington, D.C.
- Coyle, S., Tennant, J. E., Geosling, R. L., Demaray, M. K., & Malecki, C. M. (January, 2014). *Adolescents caught in the web: Gender differences in cyber-engagement*. Poster presented at the annual convention of the Illinois School Psychologists Association, Springfield, IL.
- Barkley, A., Berg, J., Bland, B., Hall, G., Holm, T., & Oostmeyer, T. (December, 2013). Supervised by Michelle Demaray, Christine Malecki, Samantha Coyle, Ray Geosling, Jaclyn E. Tennant, and Melissa N. Terry. *Adolescents caught in the web: Gender differences in cyber engagement*. Poster presented at the NIU Psychology Department Undergraduate Research Day, DeKalb, IL.
- Clary, M., Demaray, M. K., Malecki, M. & Elzinga, N. (2013, February). *Cybervictimization: Gender differences and relations to negative outcomes*. Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Dickson, A., & Malecki, C. (2013, February). *Examining the Literacy Performance of Native English- and Native Spanish-Speaking Students Receiving Bilingual Instruction*. Poster presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Elzinga, N., Malecki, C. K., Demaray, M. K., & Clary, M. (2013, February). *Does type of social support matter? Teacher support related to outcomes*. Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.

- Huber, L.F., Terry, M.N., Nowakowska, S., Mars, E., Piccirillo, C., Leino, M., & Demaray, M.K. (2013, February). *A Critical Review of Social-Emotional Progress Monitoring Tools*. Mini-skills session presented at the annual conference of the National Association of School Psychologists, Seattle, WA.
- Jenkins, L., & Demaray, M. K. (2013, February). *Peer social support: Gender differences and relations to emotional outcomes*. Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Lyell, K. M., & Malecki, C. K. (2013, February). *Social Support and Psychological Adjustment in Adolescence: A Study of Compensatory Relationships*. Poster presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- Ortiz, J. A., & Demaray, M. K. (2013, February). *Latino ELL's social emotional outcomes: The role of social support*. Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Secord, S., & Demaray, M. K. (2013, February). *Multi-dimensional perfectionism: Sources of perceived support, anxiety, and depression*. Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Nowakowska, S., Mars, E., Terry, M.N., Piccirillo, C., Leino, M., Huber, L.F., & Demaray, M.K. (2013, January). *A Critical Review of Social-Emotional Progress Monitoring Tools*. Mini-skills session presented at the annual conference of the Illinois School Psychology Association, Springfield, IL.
- Lyell, K. M., & Malecki, C. K. (January, 2013). *Social Support and Psychological Adjustment in Adolescence: A Study of Compensatory Relationships*. Poster presented at the meeting of the Illinois School Psychologist Association, Springfield, IL.
- Berenson, A., Farrett, L., Nelson, L., Smythe, K., & Trejo, G. (December, 2012). Supervised by Christine Malecki and Michelle Demaray. *Critical Levels of Social Support for Adolescents: How Much Social Support is Enough?* Poster presented at NIU Psychology Department Undergraduate Research Day, DeKalb, IL.
- Zwolski, S., Rabe, K., Secord, S., Lyell, K., Malecki, C., Demaray, M. (2012, May). *Agreement of victimization reports across parent, teacher, and student perceptions*. Poster presented at the 2012 Midwestern Psychological Association Meeting, Chicago, IL.
- Zwolski, S., Goff, A., Deinzer, M., Terranova, B., Haywood S., Malecki, C., Demaray, M. (May, 2012). *The investigation on the reports of bullying behavior and the agreement across parent, teacher, and student perceptions*. Poster presented at the 2012 Midwestern Psychological Association Meeting, Chicago, IL.
- Berenson, A., Flores, J., Fronczak, H., Lidik, K., & Yarbrough, D. (April, 2012). Supervised by Christine Malecki and Michelle Demaray. *Cybervictimization: Gender Differences and Relations to Negative Outcomes*. Poster presented at NIU Undergraduate Research and

Artistry Day, DeKalb, IL.

- Jenkins, L., & Demaray, M. K. (2012, February). *Indirect effects in the peer victimization-academic achievement relationship*. Poster presented to the National Association for School Psychologists Conference, Philadelphia, PA.
- Demaray, M. K., Malecki, C. K., Lyell, K., & Secord, S. (2012, February). *Agreement among students', teachers', and parents' perceptions of bullying*. Poster presented to the National Association for School Psychologists Conference, Philadelphia, PA.
- Demaray, M. K., Luckner, A. E., & Malecki, C. K. (2012, February). *Perceptions of intent: Engagers versus receivers of aggressive behaviors*. Poster presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- Brown, C., & Demaray, M. K. (2012, February). *Middle school cybervictimization: Measurement, outcomes, and overlap with traditional bullying*. Paper presented to the National Association for School Psychologists Conference, Philadelphia, PA.
- Lyell, K, Secord, S., & Malecki, C.K. (2012, January). *An overview of evidence-based math interventions*. Paper presented at the annual Illinois School Psychologists Association Conference, Itasca, IL.
- Zwolski, S., Goff, A., Deinzer, M., Terranova, B., Haywood, S., Malecki, C.K. & Demaray, M.K. (2011, April). *The Investigation of Bullying Behavior and the Agreement Across Parent, Teacher, and Student Perceptions*. A poster presented at the annual Northern Illinois University Undergraduate Research and Artistry Day, DeKalb, IL.
- McDade, M. & Malecki, C.K. (2011, March). *Measuring Adolescents' Perceptions of Sibling Support*. A poster presented at the annual Graduate Student Research Association Conference, DeKalb, IL.
- Secord, S., Lyell, K., Smit, N., Demaray, M., Rodelo-Bristol, C., Allen, E., Jenkins, L., Magers, A., & Setmeyer, A. (2011, February). *Overview and application of common social-emotional screeners*. Mini-Skills session presented at the National Association of School Psychologists Conference, San Francisco, CA.
- Lyell, K., Secord, S., & Malecki, C.K. (2011, February). *An Overview of Evidence-Based Math Interventions*. A paper presented at the annual convention of the National Association for School Psychologists, San Francisco, CA.
- Lane, A.J. & Malecki, C.K. (2011, February). *Examining the Utility of Tools Used to Measure Achievement Gaps*. A poster presented at the annual convention of the National Association for School Psychologists, San Francisco, CA.
- Magers, A., Setmeyer, A., Allen, E., Rodelo-Bristol, C., Demaray, M., Smit, N., Lyell, K., Secord, S., & Jenkins, L. (2011, January). *Overview and application of common social-emotional*

- screeners*. Mini-Skills session presented at the Illinois School Psychologists Association Conference, East Peoria, IL.
- Summers, K. H., Demaray, M. K., & Becker, L. D. (2010, March). *The development of the Bully Participant Roles Survey*. Paper presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Summers, K. H., & Demaray, M. K. (2010, March). *The relationship among school bullying, social support, and school climate*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Rueger, S. R., Ortiz, J., Dickson, A., & Malecki, C.K. (2010, March). *A Meta-Analysis of School-Based Social Support and Depression*. Paper presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- Rueger, S. Y., Malecki, C. K., & Demaray, M. K. (2010, March). *Stability of early adolescent peer victimization: Timing and duration effects*. Paper presented at the National Association for School Psychologists Conference, Chicago, IL.
- Menon, V., & Demaray, M. K. (2010, March). *Childhood obesity: Body dissatisfaction and social support for healthy behaviors*. Poster presented at the National Association of School Psychologists Conference, Chicago, IL.
- McDade, M. & Malecki, C.K. (2010, March). *Reducing Peaks and Valleys in Progress Monitoring Graphs: An Illustration*. Paper presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- Lyell, K., Jamison, A., & Malecki, C.K. (2010, March). *Using Curriculum-Based Measurement to Monitor Potential Achievement Gaps*. Paper presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- Jenkins, L., & Demaray, M. K. (2010, March). *The relationship between academic enablers and academic achievement*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Enockson, K. & Malecki, C.K. (2010, March). *Examining the Social Support Students Perceive in an Afterschool Program*. Paper presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- Demaray, M. K., & Jenkins, L. (2010, March). *Social support and self-competence in relation to bullying and victimization*. Poster presented at the National Association of School Psychologists Conference, Chicago, IL.
- Brown, C. F., & Demaray, M. K. (2010, March). *School-based cyberbullying interventions*. Poster presented at the National Association of School Psychologists Conference, Chicago, IL.

Jenkins, L. & Demaray, M. K. (2010, January). A review of studies examining the link between victimization and academic achievement. Poster presented at the Illinois School Psychology Association Conference, Peoria, IL.

Appendix D

Student Support Services Available at NIU

Student Support Services Available at NIU

Northern Illinois provides an exceptionally supportive environment for faculty and graduate students alike. Student support services are a priority for the university and they are not only comprehensive in scope, but they are user friendly and competently run. The following is a selection of those services that are particularly relevant to school psychology graduate students:

- The Shirley W. Nelson Campus Child Care Center – a licensed facility, as well as accredited through the National Academy of Early Childhood Programs. The center provides full-time and part-time child care for children ages 2 months to 5 years. Parents must be a student or faculty/staff at Northern Illinois University to enroll their child in the center. Priority for enrollment is given to students. Students make up 70% of the Center's enrollment while faculty and staff make up 30%.
- The Counseling and Student Development Center (CSDC) – a comprehensive human development service providing a full range of programs to meet the needs of a diverse student population. The mission of the Counseling and Student Development Center is to support the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, consultation, and educational services, including psychological counseling, group therapy, and crisis intervention. Drug and alcohol assessment and treatment are offered, as well as services related to interpersonal violence.
- The Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center – helps to provide a university climate that supports the academic and professional success of these members of our university community. With the goal of fostering a welcoming campus environment, the university offers a variety of programs, services, and activities to serve the needs of individuals who are lesbian, gay, bisexual, or transgender as well as for the benefit and enrichment of the entire campus.
- The Northern Illinois University Health Service – provides high quality primary health care and prevention services at reasonable cost to eligible students.
- Disability Resource Center (DRC) – ensures that NIU's academic and campus facilities are available to all students, faculty, and staff. The DRC advocates accessible opportunities by providing a wide range of support services tailored to individual needs and cooperates with a network of other NIU offices and outside agencies to enhance related services and assist individuals with disabilities.
- Office of the Ombudsman – provides confidential and informal assistance for resolving university related concerns. The ombudsman is independent of the university's formal administrative structure and considers all sides of an issue in an impartial and objective manner. The ombudsman cannot impose solutions, but will identify options and strategies for resolution. The ombudsman advises students of their rights and responsibilities within the university, but cannot provide legal advice.
- Student Legal Assistance – an office that provides legal advice and assistance to students.

- University libraries – NIU has several libraries including the Shapiro Law library. The main library includes an extensive collection containing 1,654,926 volumes and a large collection of journals and periodicals. It also participates in an interlibrary loan service. The library periodically consults with the Department of Psychology regarding books and periodicals pertinent to the educational objectives of the department.

The NIU institutional web page contains information for students on all of the above resources.

Appendix E
Projected Rotation of Courses
SESE and LEEA

Course rotation (Adv Pract, BCBA, Dir SpEd) This is a tentative schedule, locations may be changed due to site and instructor availability. Students seeking Graduate degrees must take the 500 level courses for Graduate Course Credit when available. TBD location to be determined. Revised 5/31/18

Semester	Fa17	Sp18	Su18	Fa18	Sp19	Su 19	Fa19	Sp20	Su20	Fa20	Sp21
Advanced Special Education Practices and Certificate of Graduate Study											
SESE 523	Dek			Dek			Dek			Dek	
SESE 524		Dek			Dek			Dek			Dek
SESE 526	Dek			Dek			Dek			Dek	
SESE 520	online	online	online	online	online	online	online	online	online	online	online
SESE 592/747	Oak Forest*		Dek*				TBD				TBD
SESE 593		Wau				TBD					
SESE 606**				Nap				Hof			
SESE 578			Nap				TBD			TBD	
SESE 555X			Nap								
*for Advanced Special Education students (not completing Dir SpEd) ** for BCBA students											
BCBA											
SESE 554	Wau			Wau			TBD			TBD	
SESE 570					Wau		TBD			TBD	
SESE 603		Wau			Wau			TBD			TBD
SESE 792			Wau			Wau			TBD		
SESE 709		Wau			Wau			TBD			TBD
SESE 710			Wau			Wau			TBD		
SESE 711	Wau			Wau			TBD			TBD	
Director Special Education											
SESE 592/747	Oak Forest			Hof			TBD			TBD	
LEEA 726			Oak Forest			Hof			TBD		
SESE 575X			Oak Forest			Hof			TBD		
SESE 760		Oak Forest			Hof			TBD			TBD
LEEA 577	Oak Forest			Hof			TBD			TBD	
SESE 765		Oak Forest			Hof			TBD			TBD
SESE 786 (2 hr)			Oak Forest			Hof					

Appendix F

**Intern Evaluation,
NIU Internship Agreement,
and
Illinois School Psychology Internship Plan**

**Northern Illinois University
School Psychology Program
Department of Psychology**

Intern Evaluation

Intern: _____

Supervisor: _____

Site: _____

Evaluation Period: _____ December 1 _____ June 1

PLEASE RETURN TO the PROGRAM ASSISTANT (DEPARTMENT OF PSYCHOLOGY, NORTHERN ILLINOIS UNIVERSITY, DEKALB, IL 60115-2854; FAX 815-753-8088) or email to SchoolPsychology@niu.edu.

Directions: The Internship experience is the last experience before students seek employment as a practicing school psychologist. Ratings are intended to guide the student and the program in **evaluating readiness for independent practice.**

Please use the following rating scale in evaluating the student on the characteristics listed below:

- 1 - Poor: Student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill.
- 2 - Needs improvement: Plans should be made to assure student gains extra practice in this skill prior to leaving the program.
- 3 - Satisfactory: Student's skills in this area are adequate for practice in schools; student should continue to practice and improve this skill.
- 4 - Good: Student is comfortably independent in this skill.
- 5 - Excellent: Student's skills in this area are exceptionally strong; student could be a model practitioner in this skill area.

EVALUATION OF INTERN

- | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------|---|---|---|---|---|--------------|
| 1. Develop an understanding of the development of the social and emotional aspects of human behavior. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |
| 2. Develop an understanding of the development of cognition and learning aspects of human behavior. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |
| 3. Develop an understanding of psychopathology and school-related problems. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |
| 4. Develop an understanding of the history, roles, and functions of school psychologists. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |
| 5. Develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |
| 6. Develop competencies in understanding and applying nondiscriminatory assessment of cognitive functioning using procedures that are empirically validated, ecologically relevant, and meet the needs of diverse populations. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |
| 7. Develop competencies in understanding and applying nondiscriminatory assessment of educational achievement using procedures that are empirically validated, ecologically relevant, and meet the needs of diverse populations. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |
| 8. Develop competencies in understanding and applying nondiscriminatory assessment of personality, social-emotional, and behavioral functioning using procedures that are empirically validated, ecologically relevant, and meet the needs of diverse populations. | <u>poor</u> | <u>excellent</u> | 1 | 2 | 3 | 4 | 5 | Not Observed |

9. Develop competencies in the delivery and evaluation of counseling interventions involving a wide variety of evidence-based procedures appropriate to diverse populations. poor excellent
1 2 3 4 5 Not Observed
10. Develop competencies in the delivery and evaluation of consultative interventions involving a wide variety of evidence-based procedures appropriate to diverse populations. poor excellent
1 2 3 4 5 Not Observed
11. Develop competencies in the delivery and evaluation of academic interventions involving a wide variety of evidence-based procedures appropriate to diverse populations. poor excellent
1 2 3 4 5 Not Observed
12. Adopt an evidence-based, problem-solving approach to the delivery of school psychological services involving a wide variety of school related issues involving diverse populations. poor excellent
1 2 3 4 5 Not Observed
13. Develop competencies related to the principles of research design, statistics, and measurement. poor excellent
1 2 3 4 5 Not Observed
14. Develop and demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs. poor excellent
1 2 3 4 5 Not Observed
15. Develop an understanding of general education, special education, and other educational and related services. Develop ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. poor excellent
1 2 3 4 5 Not Observed

Please print, complete, sign, scan, and email to the Program Assistant at SchoolPsychology@niu.edu. Thanks.



INTERNSHIP AGREEMENT
FOR THE 2019-2020 ACADEMIC YEAR

Name of School System/Agency
has agreed to accept

Name of Intern

as an intern for the 2019-2020 academic year. The internship site and the intern agree to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION**: The internship will begin on _____ and continue through _____. The intern is expected to follow the same daily schedule and yearly calendar as other psychology staff employed by the school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.
2. **HOURS**: The intern is appointed on a full-time basis for one year. The specialist-level intern must complete at least 1,200 hours of supervised experience (1,500 for doctoral students).
3. **LOCATION**: The internship will be performed at the following location (s):

Name Internship Site:

Address:

4. **PLAN**: Internship activities shall be determined by a written plan developed jointly by the intern and internship personnel and approved by the University internship supervisor. It is expected the plan will be consistent with the guidelines and objectives as contained in the *Illinois School Psychology Internship Manual* and with the internship training standards of the National Association of School Psychologists (NASP) internship criteria.
5. **COMPENSATION**: The intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount of \$_____ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.
6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING**: Ongoing conferences, seminars, and in-service training opportunities available to employed psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level

Northern Illinois University
INTERNSHIP PLAN

School Year: _____

School Psychology Intern: _____

Supervising School Psychologist: _____

_____, a school psychology intern, has been employed full-time

by _____ School District/Special Education Cooperative. The parties agreed that the following learning experiences will be provided during the _____ school year under the direct supervision of _____, a certified school psychologist. The internship will total 1200 hours, 600 of which will take place in a school setting and with an average of 2 hours of direct on site supervision each week. The school administration of School District/Special Education Cooperative understands that the internship is a learning and training experience which stresses the quality and variety of experiences available to the intern. As part of this experience, it is required that the student be excused from their internship site during the fall Illinois Internship Day held at Illinois State University for professional development event and for professional development at the Illinois School Psychology Association (ISPA) Annual Convention to participate in continuing professional development activities as part of their training.

In the training process, there will inevitably be some service to the district. However, it is stressed that the primary purpose of the internship is the training of the intern rather than service to the school district.

School Administrator

Date

University Intern Supervisor

Date

New Skill Level (NEW) refers to a skill that is just being learned

Developing Skill Level (DEVELOPING) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level.

Competent Skill Level (COMPETENT) refers to being knowledgeable about and has attained the skill level of an entry level practitioner.

The following indicators include minimum required activities to be achieved and evaluated during the internship.

	FORMATIVE INTERN SELF-RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
STANDARD I– Data-Based Decision Making and Accountability (NASP STANDARD II)											
1A. Demonstrates knowledge of varied assessment and data collection methods including the appropriate technologies.											
1B. Collects and analyzes data to identify student, program, curriculum, or system strengths and needs using appropriate methods and technologies.											
1C. Collects and analyzes data to develop effective interventions, services, and programs.											
1D. Collects and analyzes data to evaluate the progress and outcomes of interventions, services, and programs.											
1E. Uses appropriate technology to report and document assessment and data collection results in meaningful, appropriate, and professional, formats.											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
STANDARD IV – Interventions and Mental Health Services to Develop Social and Life Skills (NASP STANDARD IV.2)											
4.2A. Use assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.											
4.2B. Integrates behavioral supports and mental health services with academic and learning goals for children.											
4.2 C. Uses evidence-based strategies to promote behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning.											
4.2D. Uses appropriate assessment techniques to monitor and evaluate the performance and progress of students and the effectiveness of mental health programs in reaching social-emotional/behavioral goals.											
4.2E. Facilitates the implementation of strategies to improve instructional environments, and maximizes students’ academic learning time.											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
STANDARD VII–Direct and Indirect Services-Family-School Collaboration (NASP STANDARD VI)											
7A. Identifies diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and addresses these factors when developing and providing services for families											
7B. Designs, implements, monitors, and evaluates programs that assist parents with promoting positive academic and social-behavioral outcomes for their children and parental issues and concerns.											
7C. Designs and implements evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.											
7D. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.											
7E. Utilizes technology appropriate for identifying potential programs, monitoring, and evaluating outcomes related to effective family-school collaboration.											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
STANDARD IX – Research and Program Evaluation (NASP STANDARD VIII.1)											
9.1A Demonstrates knowledge of research design, statistics, measurement, data collection and analysis techniques.											
9.1B Demonstrates skills to apply research in service delivery											
9.1C. Uses various techniques and technology resources for data collection, measurement, analysis and program evaluation to support effective practices at the individual, group, and systems levels.											
9.1D. Uses technology (e.g., Digital media internet, e-mail, interactive video, distance learning) to acquire and or disseminate information and current research findings.											
9.1E. Uses technology in collaborating and conducting research.											
STANDARD X –Legal, Ethical, and Professional Practice (NASP STANDARD VIII.2)											
10.2A. Provides school psychological services (assessment, consultation, intervention and general professional practice) consistent with prevailing legal, ethical (APA and NASP), and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services) and participates in legal requirements for professional development											

FORMATIVE GOALS: The following goals have been developed for the internship:

Training Goal (developed in Fall)	Mid-Year Progress/Date	Summative Progress/Date

_____ has successfully completed the above Internship Plan and is recommended for certification as a school psychologist. The internship was a total of at least 1200 hours of service, 600 of which were in a school setting. There was a two part component to the internship experience. The primary internship site was at the high school or elementary/preschool level and was provided at _____.

In order to afford a well rounded internship experience the candidate also spent a minimum of 20 days at the high school or elementary/preschool level.

This component of the internship was completed at _____.

The intern had an opportunity to visit _____, a district not directly involved in the internship. In addition, the intern was involved in the following non-school community agency(s):

_____.

Signature, School Psychology Intern Supervisor

Date