

## **Department of Psychology**



# **Northern Illinois University**

## **School Psychology**

## **Ph.D. Program Handbook**

**For Doctoral Students Incoming Fall 2021**

## Table of Contents

	Page
Introduction .....	5
Overview of the Program .....	5
Admission Requirements and Procedures .....	5
Educational Philosophy and Training Model .....	7
APA Discipline-Specific Knowledge & Profession-Wide Competencies.....	9
Goals/Objectives/Competencies .....	14
Typical Doctoral Program of Study .....	17
Doctoral Program Requirements .....	21
Residency Requirement .....	21
Educational Licensure Course Work Requirements .....	21
Department Foundation Requirements .....	21
Breadth Requirements .....	21
Tool Requirement .....	22
Ph.D. Specialization Cognate .....	23
Doctoral Coursework Requirements Table .....	24
Second-year Competency and Candidacy Exams .....	25
Practicum Experiences .....	26
First-Year Practicum .....	27
Second-Year Practicum .....	27
Third and Fourth Year Advanced Practica .....	27
Thesis & Dissertation .....	28
Internship .....	29
Portfolio .....	30
Ongoing Student Advisement and Involvement.....	31

Advisement .....	31
Brown Bag Seminars.....	31
School Psychology Student Organization.....	32
Professional Involvement.....	32
Student Assessment .....	32
Requirements for Sufficient Progress .....	32
Annual Evaluations.....	33
Program Examinations.....	33
Portfolio Assessment .....	33
Alumni Surveys .....	33
Follow-up Procedure with Students Making Insufficient Progress ....	33
Maintaining Student Records .....	34
Student rights, Grievance and Other Procedures and Student Support .....	35
About NIU and the College of Liberal Arts and Sciences.....	35
About the Psychology Department.....	36
Department and University Assistantship Support.....	37
Costs Associated with Program .....	38
Program and Department Faculty .....	39
Core School Psychology Faculty.....	39
Associated Faculty.....	41
Affiliated Faculty .....	41
School Psychology Advisory Board .....	42
Appendix A: Competency Exam Reading List .....	43

Appendix B: Portfolio Assessment Procedures .....	44
Appendix C: Student Involvement in Publications and Presentations .....	57
Appendix D: Student Support Services Available at NIU .....	69
Appendix E: NIU Internship Agreement.....	70
CDSPP Internship Agreement.....	73
Intern Evaluation.....	77
Appendix F: Program History .....	80

## Introduction

The purpose of this Handbook is to provide school psychology students with information about the procedures, regulations, and requirements for completing the **doctoral** degree 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. We hope that your educational career at Northern Illinois University is exciting, challenging, and educationally profitable.

## Overview of the Program

The School Psychology Ph.D. Program at Northern Illinois University (NIU) offers a 90-hour, full-time Ph.D. program that provides comprehensive training in general psychology as well as specialized training in the applied area of school psychology. Note that NIU also has a Specialist in School Psychology (SSP) program that is approved by NASP and CAEP. 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. Note that NCATE is now the Council of Accreditation of Educator Programs (CAEP). The program earned accreditation from the American Psychological Association (APA) in 2010, effective 2009 (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 NIU School Psychology Ph.D. Program is to train professional psychologists to work in schools, 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 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 re-specialization 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. Please see the following link for the **APA Required Disclosure of Education/Training Outcomes and Information Allowing for informed Decision-Making to Prospective Doctoral Students** <http://www.niu.edu/psyc/graduate/school/outcomes.shtml>.

### Applying to the Graduate School:

Students applying to our doctoral program must submit the following materials to the NIU Graduate School by December 1:

- 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 (not required 2020 and 2021).

The statement of goals, transcripts, and letters of recommendation should be uploaded to the MyNIU portal. Any 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 Assistant, DeKalb, IL 60115.

### Criteria Reviewed and Process:

For strongest consideration for admittance into NIU's doctoral 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. (N/A 2020 and 2021)
- Strong letters of recommendation.
- Relevant research and/or applied experiences.
- A successful interview at our interview day, in person or online.

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 online (e.g. Zoom) or in person at a scheduled time prior to Interview Day. Candidates are notified of our admissions decisions as they are made following interviews. Assistantship decisions are made following admissions decisions; however, students typically have their assistantship offer prior to making their decision to accept admission to the program (by April 15<sup>th</sup>). Typically, three or four Ph.D. students are admitted to the program each year and are provided 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 SSP Program students interested in applying to the NIU Doctoral Program: There is no guarantee that students in the NIU SSP 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 scores, 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, 1949; 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) Practice Model (2020) 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; NASP, 2020; Song et al., 2014; Tilly, 2008).

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). Students work closely with faculty mentors and advisors on the completion of a Master's thesis and Ph.D. dissertation that make a substantial contribution to scientific knowledge. 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 Child Clinical-Developmental Brownbags), as well as participation in local, state, and national conferences and workshops. Please see Appendix D 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 a 90-hour Ph.D. degree with a specialization in school psychology. Students completing the Ph.D. program are eligible for the Illinois Professional Educator License (School Psychologist endorsement) from the Illinois State Board of Education and the Nationally Certified School Psychologist (NCSP) credential through NASP. The Program also provides all opportunities so that our students will be eligible for pursuing professional licensure as a psychologist in Illinois and other states, needing only postdoctoral hours and passing the EPPP to be eligible. The following goals, objectives, and competencies have been established for students in the Ph.D. program.

## **KNOWLEDGE AND COMPETENCIES of the PROGRAM**

The School Psychology Program trains school psychologists who have Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC) needed by health service providers, as communicated by the American Psychological Association. These knowledge areas and competencies are listed below, followed by the Program competencies which are aligned with the DSK and PWC.

### **APA Discipline-Specific Knowledge**

Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall demonstrate knowledge in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include: 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research.

#### **History and Systems of Psychology**

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

#### **Basic Content Areas in Scientific Psychology**

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

#### **Advanced Integrative Knowledge in Scientific Psychology.**

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

#### **Research Methods, Statistical Analysis, and Psychometrics**

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, nullhypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation

**APA Profession-Wide Competencies**  
(Commission on Accreditation, revised July 2017)

**Introduction**

The Commission on Accreditation (CoA) requires that all trainees who complete accredited training programs, regardless of substantive practice area, degree type, or level of training, develop certain competencies as part of their preparation for practice in health service psychology (HSP).

**I. Research**

The CoA recognizes science as the foundation of HSP. Individuals who successfully complete programs accredited in HSP must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices. Trainees are expected to:

***Doctoral students:***

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

**II. Ethical and legal standards**

This competency is required at the doctoral, internship, and post-doctoral levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

***Trainees at all levels*** are expected to demonstrate competency in each of the following areas:

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

**III. Individual and cultural diversity**

Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate

knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The CoA recognizes that development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible.

***Trainees at all levels*** are expected to demonstrate:

- an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
- knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Trainees are expected to:

***Doctoral students:***

- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

#### **IV. Professional values and attitudes**

This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

***Doctoral students and Interns*** are expected to:

- behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- actively seek and demonstrate openness and responsiveness to feedback and supervision.
- respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

## **V. Communication and interpersonal skills**

This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and are evident across the program's expected competencies.

*Doctoral students and interns* are expected to:

- develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- demonstrate effective interpersonal skills and the ability to manage difficult communication well.

## **VI. Assessment**

This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology.

*Doctoral students and Interns* are expected to:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

## **VII. Intervention**

This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence

across levels of training. Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

**Doctoral students** are expected to demonstrate the ability to:

- establish and maintain effective relationships with the recipients of psychological services.
- develop evidence-based intervention plans specific to the service delivery goals.
- implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- demonstrate the ability to apply the relevant research literature to clinical decision making.
- modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

### **VIII. Supervision**

This competency is required at the doctoral and internship level. The CoA views supervision as grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. Trainees are expected to:

**Doctoral students:**

- Demonstrate knowledge of supervision models and practices.

### **IX. Consultation and interprofessional/interdisciplinary skills**

This competency is required at the doctoral and internship level. The CoA views consultation and interprofessional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Trainees are expected to:

**Doctoral students**

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

## Program Goals, Objectives, and Student 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 1B. Students will demonstrate knowledge of biological bases 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 non- required learning opportunities and experiences.

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

Competency 3E. Students will develop competency in using evidence-based supervision methods to supervise psychologists and other professionals. \*2021

### **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 an evidence-based, problem-solving approach to the design, evaluation, and implementation of system-wide prevention/intervention 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 advanced 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 7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry.

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

## NIU School Psychology Program: Goals, Program Objectives, and Student Competencies

Goals	Program Objectives	Student Competencies
<p><b>Foundations.</b> To prepare entry-level psychologists who will have a solid foundational understanding of broad psychological principles.</p>	<p>1. Students will acquire knowledge of social and emotional, biological, cognitive/instructional, and developmental aspects of human behavior.</p>	1A. Students will demonstrate knowledge of <b>social</b> and <b>emotional</b> aspects of human behavior.
		1B. Students will demonstrate knowledge of <b>biological</b> bases of human behavior.
		1C. Students will demonstrate knowledge of <b>cognitive/instructional</b> , and <b>developmental</b> aspects of human behavior.
<p><b>Profession.</b> 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.</p>	<p>2. Students will acquire an understanding of the evolution of and key issues in the practice of school psychology.</p>	2A. Students will develop an understanding of the <b>history, roles, and functions</b> of school psychologists.
		2B. Students will develop and demonstrate an understanding of the <b>professional and ethical standards and legal issues</b> relevant to school psychology practice.
	<p>3. Students will learn to practice as socially competent professionals who are effective communicators, collaborators, and life-long learners.</p>	3A. Students will demonstrate effective <b>formal written and oral communication</b> skills related to the practice of school psychology.
		3B. Students will demonstrate appropriate, culturally-competent, <b>professional behavior and social competence</b> in their practice of school psychology.
		3C. Students will demonstrate a <b>life-long learner</b> disposition by seeking non-required learning opportunities and experiences.
		3D. Students will develop competency using relevant <b>information technology</b> to facilitate the practice of school psychology.
3E. Students will develop competency in using evidence-based <b>supervision</b> methods to supervise psychologists and other professionals.		
<p><b>Assessment and Intervention.</b> To prepare entry-level psychologists who use appropriate ecologically-based, empirically-validated assessment and intervention approaches for systems and individuals.</p>	<p>4. Students will take an ecological, evidence-based, problem-solving approach in their assessment of systems and individuals.</p>	4A. Students will develop and demonstrate skills in empirically-validated <b>cognitive and adaptive behavior</b> assessment procedures to meet the needs of diverse populations.
		4B. Students will develop and demonstrate competency in the assessment of <b>academic skills and performance</b> 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 <b>personality, social-emotional functioning, and behavior</b> using an ecological approach and empirically-validated methods to meet the needs of diverse populations.
	<p>5. Students will take an evidence-based, problem-solving approach in their prevention and intervention practices with systems and individuals.</p>	5A. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based <b>counseling interventions</b> for social-emotional issues appropriate to diverse populations.
		5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence-based <b>consultative interventions</b> 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 <b>direct interventions</b> for academic, behavior, and social-emotional issues appropriate to diverse populations.
5D. Students will develop and demonstrate an evidence-based, <b>problem-solving approach</b> 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 <b>prevention approaches and of crisis intervention</b> procedures.		
<p><b>Research.</b> To prepare entry-level psychologists who will be consumers and producers of research.</p>	<p>6. Students will acquire advanced understanding and skill in the process of scientific inquiry in research and practice.</p>	6A. Students will develop advanced skills in the principles of research design, statistics, and measurement and the <b>interpretation and evaluation of research</b> .
		6B. Students will <b>apply research and evaluation skills</b> in the practice of school psychology.
	<p>7. Students will contribute work to the scientific community through publications and presentations.</p>	7A. Students will propose, conduct, and complete <b>original research</b> that makes a substantial contribution to scientific inquiry.
		7B. Students will develop skills in <b>explaining and presenting research</b> findings.

### **Planned Ph.D. Program of Study**

The planned Ph.D. program of study is provided below, though course availability, staffing issues, and other changes may cause changes in this plan. In addition to courses, 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

\*Work with research mentor on thesis ideas

\*Complete doctoral 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 595 – 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

\*Continue thesis proposal development

#### Summer Semester 1:

PSYC 699 – Thesis

\*Complete second-year Competency Exam (August)

\*APA conference

#### Fall Semester 2:

PSYC 620 – Experimental Social Psychology

PSYC 595 – Seminar: Mental Health in Schools – Tier 1

PSYC 645 – Developmental Psychopathology

PSYC 653 – Practicum in School Psychology (Second Year)

PSYC 699 – Thesis

PSYC 690 – Psychological Research

\*Thesis should be proposed by the end of the semester

Spring Semester 2:

SESE 603 – (formerly 560) - Functional Analysis for the Special Education Teacher  
 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  
 PSYC 699 – Thesis  
 \*ISPA conference – required attendance (January or February)  
 \*NASP conference

Summer Semester 2:

PSYC 699 – Thesis  
 \*APA conference

Fall Semester 3:

PSYC 653 – Practicum in School Psychology (Advanced)  
 PSYC 699 – Thesis  
 PSYC 690 – Psychological Research  
 Cognate Course  
 \*Candidacy exam

Spring Semester 3:

Psychology Tool Course  
 PSYC 528 – History of Psychology  
 PSYC 653 – Practicum in School Psychology (Advanced)  
 PSYC 699 – Thesis  
 PSYC 690 – Psychological Research  
 \*NASP conference  
 \*Dissertation proposal  
 \*Candidacy exam

Summer Semester 3:

Psychology Tool Course  
 PSYC 699 – Thesis  
 Cognate Course  
 \*Candidacy exam  
 \*Start working on AAPI application  
 \*APA conference  
 \*Dissertation proposal

Fall Semester 4:

Psychology Tool Course

PSYC 603 – Biopsychology

PSYC 799 – Dissertation

PSYC 653 – Practicum in School Psychology (Advanced)

PSYC 690 – Psychological Research

\*Complete AAPI Application for Internship typically by Nov. 1

\*Must take/pass ISBE School Psychology Content Exam before internship begins

Spring Semester 4:

PSYC 799 – Dissertation

PSYC 653 – Practicum in School Psychology (Advanced)

PSYC 690 – Psychological Research

Cognate Course

\*NASP conference

\*Must take/pass ISBE School Psychology Content Exam before internship begins

\*Internship Interviews (December/January) and Match Day (typically February)

Summer Semester 4:

PSYC 799 – Dissertation

\*APA conference

\*Students doing a 12-month internship must be registered the summer they are doing internship (i.e., if the internship begins prior to July 15, register for the summer before the fall and spring semesters. If internship begins after July 15, register for the summer following fall and spring semesters. It is most common for students to register for internship the “second” summer.)

Fall and Spring Semester 5:

PSYC 656 – Internship

PSYC 799 – Dissertation

\*On-campus intern meetings (Fall, Spring)

\*Complete portfolio

\*Obtain Illinois Educator License (School Psychology)

Summer Semester 5:

PSYC 656 – Internship (unless registered for internship during prior summer semester)

\*If necessary, students should register for internship credits or dissertation credits until both are complete.

In addition to the content related courses and required practica, students also enroll in PSYC 690: Psychological Research during each semester they are 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. **Students only register for 690 if they have not yet proposed their dissertation.** The student's assigned faculty mentor will provide ongoing advisement regarding necessary course work, practicum experiences, and educational licensure requirements.

**Table View of a “Typical” Doctoral Schedule**  
**\*\*an example, please see Planned Program of Courses above**

<b>Yr.</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>1</b>	PSYC 604 - Analysis of Variance and Hypothesis Testing in Psych. 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  * Work on thesis ideas * Complete doctoral program of courses form	PSYC 606 - Correlation and Regression Analysis in Psychological Research PSYC 611 - Cognitive Psychology I PSYC 646 - Psychological Assessment of Children (Social/Emotional) PSYC 595 – Culturally and Linguistically Appropriate Academic and Literacy Assessment, Curriculum, and Instruction PSYC 653 – Practicum in School Psychology PSYC 690 - Psychological Research  * ISPA conference - required attendance * NASP conference * Continue thesis proposal development	PSYC 699 – Thesis  * Complete second-year Competency Exam * APA Conference
<b>2</b>	PSYC 620 - Experimental Social Psychology PSYC 595 – Seminar (Mental Health in Schools – Tier 1) PSYC 645 – Developmental Psychopathology PSYC 653 – Practicum in School Psychology PSYC 699 - Thesis PSYC 690 - Psychological Research  * Thesis should be proposed	SESE 603 (formerly 560) - Functional Analysis for the Special Education Teacher PSYC 648 – Consultative Interventions in School and Community Settings PSYC 647 – Psychological Interventions with Children & Their Families PSYC 653 – Practicum in School Psychology PSYC 676 - Social Personality Development PSYC 699 – Thesis PSYC 690 - Psychological Research  * ISPA conference - required attendance * NASP Conference	PSYC 699 – Thesis Cognate Course  * APA Conference
<b>3</b>	Cognate Course PSYC 653 – Practicum in School Psychology PSYC 699 – Thesis PSYC 690- Psychological Research  * Candidacy exam	Tool Course PSYC 653 – Practicum in School Psychology PSYC 690 – Psychological Research PSYC 528 – History of Psychology PSYC 699 - Thesis  * Candidacy exam/Dissertation proposal * NASP Conference	PSYC 699 – Thesis Cognate Course Tool Course  * Candidacy exam/Dissertation proposal * Start working on AAPI application * APA Conference
<b>4</b>	PSYC 603 – Biopsychology Tool Course PSYC 653 – Practicum in School Psychology PSYC 799 – Dissertation PSYC 690 – Psychological Research  • Complete AAPI Application for Internship • Take and pass School Psych Content Test	Cognate Course PSYC 653 – Practicum in School Psychology PSYC 799 – Dissertation PSYC 690 – Psychological Research  * Internship interviews at ISPA * NASP Conference	PSYC 799 – Dissertation  * APA Conference
<b>5</b>	PSYC 656 - Internship PSYC 799 – Dissertation  * Internship site conference (Fall) * On-campus intern meetings (Fall)  <i>Note – to walk in May graduation, the deadline for a complete approved draft of your dissertation is typically mid-March (even though actual degree graduation is in August)</i>	PSYC 656 - Internship PSYC 799 – Dissertation  * Internship site conference (Spring) * On-campus intern meetings (Spring) * Obtain Illinois Professional Educator License * Walk in Graduation (defer actual degree until after internship is complete (August)) * Complete portfolio	PSYC 656 – Internship  Degree conferred (typically August)

## Ph.D. Program Requirements

### I. Residency Requirement

The Ph.D. program requires each student to complete at least three academic years of full-time graduate study at Northern Illinois University prior to awarding the doctoral degree. For students entering post-Master's, we require each student to complete at least two academic years of full-time graduate study at Northern Illinois University. All students must complete a 12 month, full-time (or equivalent) internship prior to being awarded the Ph.D.

### II. Educational Licensure Course Work Requirements

Listed in the Doctoral Course Work Requirements Table are the course requirements for our doctoral program. A minimum of 60 semester hours at the graduate level is required for completion of the educational license program and 90 semester hours are required for the doctoral degree. The School Psychology 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>. Students are required to request their scores be sent to NIU.

### III. 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 the following: (**Bold = program requirement**)
  - PSYC 611 – Cognitive Psychology I**
  - PSYC 603 – Biopsychology**
  - PSYC 620 – Experimental Social Psychology**
  - PSYC 645 – Developmental Psychopathology**
  - PSYC 665 - Behavioral Development

### IV. Breadth Requirements (Discipline Specific Knowledge)

Students will complete course work in the following five domains integral to the profession of school psychology. Courses taken to complete other program objectives and competencies may be used to complete breadth requirements. Department courses listed below are designed to meet the breadth requirements and are required for the doctoral program and represent how we incorporate APA's required Discipline Specific Knowledge.

- A. *Biological Aspects of Behavior*: (e.g., physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology).

### **PSYC 603 - Biopsychology**

B. *Cognitive Aspects of Behavior*: (e.g., learning, memory, perception, cognition, thinking, motivation, emotion).

#### **PSYC 611 – Cognitive Psychology I**

C. *Social Aspects of Behavior*: (e.g., social psychology, cultural, ethnic, group processes, sex roles, organizational and systems theory).

#### **PSYC 620 – Experimental Social Psychology**

D. *Affective and Developmental Aspects of Behavior*: (e.g., personality theory, human development, individual differences, abnormal psychology).

#### **PSYC 645 – Developmental Psychopathology**

#### **PSYC 676 – Social Personality Development**

E. *History and Systems of Psychology*:

#### **PSYC 528 – History of Psychology**

### V. Tool Requirement

Upon admission into the doctoral program, students must specify the means by which they intend to satisfy the doctoral research tool requirement (this is typically done through two additional statistics courses beyond PSYC 604 and PSYC 606). Courses used to satisfy the tool requirement must be approved by the student's advisor, Director of Graduate Studies, and the office of the dean of the Graduate School. The tool request approval form can be obtained from the Director of Graduate Studies. Although the following list is not exhaustive (i.e. students may petition to have other courses approved), the following courses typically are approved. You should always check with your advisor.

PSYC 607	Psychometric Techniques
PSYC 671D	Studies in General Psychology – D Quantitative Methods (varies)
PSYC 710	Multivariate Data Analysis in Psychological Research
PSYC 712	Structural Equation Modeling in Psychological Research
ETR 560	Computer Data Analysis ( <i>less recommended</i> )
ETR 562	Applied Categorical Data Analysis
ETR 590	Workshop in Research and Assessment (e.g. MPLUS “smash up” series)
ETR 722	Methods of Multivariate Analysis
ETR 724	Multilevel Modeling
ETR 735	Theory of Measurement
ETR 790	Workshop in Research and Assessment (Hierarchical Linear Modeling)
ETR 790	Workshop in Research and Assessment (Multiple Linear Regression)
ETR 790	Workshop in Research and Assessment (Structural Equation Modeling in R)

## VI. Ph.D. Specialization Cognate

Students will complete course work in an approved area of specialization consisting of a minimum of 3 courses (i.e., 9 credit hours) conceptually integrated to provide the student in-depth knowledge/skills in an area related to the field of school psychology. These courses may be identified and completed at any time during the student's program of study, and two of the three courses may fulfill other departmental and/or program requirements. Provided below is a non-exhaustive list of specialization areas with courses that would meet the cognate requirement. **These are provided as examples.** Students must complete the "Cognate Completion Form" upon fulfillment of this requirement and turn it into the Program Director.

<i>Assessment:</i>	PSYC 640 - Theory and Assessment of Intellectual Functioning PSYC 646 - Psychological Assessment of Children LTIC 547: Assessment of Language-Minority Students
<i>Counseling:</i>	PSYC 647 - Psychological Intervention with Children and Their Families COUN 593 - Crisis Intervention HDFS 695 - Approaches to Marriage and Family Therapy
<i>Cultural Diversity:</i>	COUN 565: Multicultural and Social Justice Counseling LTIC 547: Assessment of Language-Minority Students COUN 766: Human Sexuality Counseling
<i>Trauma:</i>	COUN 593 - Crisis Intervention COUN 715 - Concepts in Trauma-Informed Counseling COUN 716 – Counseling for Complex Trauma
<i>Education Law:</i>	PSYC 639 – Ethics, Law, and Professional Issues in School Psychology LEEA 525 – Education Law I LEEA 725 – Special Education: Leadership and the Law

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### Doctoral Course Work Requirements Table

	Credits counted toward degree
PSYC 517 – Principles of Behavior Modification	3
PSYC 595 – Seminar: Culturally and Linguistically Appropriate Academic and Literacy Assessment,	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 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
<b>Total IL Professional Educator License Requirements (60 required)</b>	<b>60</b>
Psychology Tool Course	3
Psychology Tool Course	3
Cognate Courses (ranging from 1 to 3 courses)	3-9
PSYC 528 History of Psychology	3
PSYC 603 Biopsychology*	3
PSYC 653-3 Practicum in School Psychology (Advanced; 3 credits each of 4 semesters)	6
PSYC 699 Thesis	6
PSYC 799 Dissertation	18-24
<b>Total additional credits</b>	<b>49-61</b>
<b>TOTAL</b>	<b>112-124</b>

Courses with an \* are also Departmental Foundation Courses (total of 15 credits required)

#### NOTES:

- PSYC 102 TAs also register for PSYC 681A (1-3 CH).
- You must register for 690 (1-3 CH) every fall and spring semester until the formal approval of your dissertation proposal.
- Once you register for 699 (Thesis) or 799 (Dissertation), you must register for that course (at least one credit) each subsequent semester (including summer) until your Thesis or Dissertation has been formally approved by the Grad School. It is expected that the number of PSYC 690, PSYC 699, or 799 hours in which a student is enrolled should reflect the amount of work undertaken that semester. The dissertation (799) will account for approximately two full semesters of the 90-hour total (18 hours minimum, 24 maximum). 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 unless permission is secured for an underload. The number of graduate-level semester hours of independent study (PSYC 685) on the 90-hour program of study may not exceed 15.

## VII. Second-year Competency and Candidacy Exams

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 two hours to write answers to questions covering two domains:

1. Legal, Ethical, and Professional Practice
2. Individual, Linguistic, and Cultural Diversity-Informed Assessment

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 late summer before the second year (prior to fall classes). 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.

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.

Please note, the Graduate School combines the completion of the Competency Exam with the Oral Defense for Thesis track students. This means any progress reports or audits will not show the Competency Exam has been completed until AFTER the student has also successfully defended their Thesis. Basically, both Comps and Thesis defense must be done before the requirement will be checked off.

Candidacy exam. When students have completed most of the doctoral course work (except dissertation research), they will take the written candidacy examination. The candidacy exam samples the student's knowledge and ability to integrate theory and research relevant to the student's dissertation area of interest. The exam is comprised of three short take-home papers related to the student's area of research interest. The following procedures are followed:

- (a) A committee of faculty is formed that is related to the student's dissertation interests.

- (b) The student (in consultation with his/her advisor) formulates 5 questions that are relevant to his/her dissertation research interests and which could form the basis for a short paper.
- (c) The student develops a list of representative references that address each question. The separate reference list for each question will help the student determine if the question might be too broad or too narrow, for example.
- (d) The committee meets to review/revise the questions submitted and formulates the final three questions for the student to answer. Suggestions regarding the reading list also might be given.
- (e) The student is instructed to write a short paper (8 to 10 pages) addressing each of the questions, and a due date, three months from the start date, is specified.
- (f) When the student completes and turns in the papers, the committee members each independently review each paper, grading them as exceptional, satisfactory, or unsatisfactory. The committee then meets to discuss the paper responses. If any paper is unsatisfactory, the student is given one opportunity to re-write that paper (or any other failed responses) to obtain an overall Pass on the Candidacy exam.

### VIII. 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, Second, and Doctoral Practica and on Internship must be documented using Time2Track. 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. Under the university-based supervision of a licensed, Ph.D. school psychology faculty member, 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 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 university-based supervision of a licensed, 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. Students are supervised on site by educationally (and sometimes professionally) licensed supervisors. 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.

### Third- and Fourth-Year Advanced Practica (700 clock hours)

The third and fourth-year Ph.D. practica consists of a minimum of 350 clock hours each year (third and fourth years) and typically involves the student being placed one day a week in a school or clinical setting. The specific content of the Ph.D. practica is individualized for each student based on a student's interests and professional goals. All practicum placements must be approved by the program director. The purpose of the practicum is to allow students to adopt an authentic, professional role within a school or clinical setting. Under the supervision of an appropriately credentialed (professional licensed), doctoral-level practicing psychologist, the student will provide assessment, counseling, and consultation services to students, parents, or teachers. Students will also engage in supervision of less experienced school psychology students during the Ph.D. practicum. Under the direction of program faculty, the student will review key literature on supervision and will assist more junior students as they complete assessment, consultation, and counseling experiences. Students will also participate in serving one client in the Psychological Services Center (PSC) in the spring semester of third year.

Fourth year students will supervise that experience. At the end of each semester of Advanced Practicum, students are evaluated by their site supervisors. Please note, advanced practicum students are responsible for obtaining personal liability insurance prior to working at their placement.

## IX. Thesis and Dissertation

An essential aspect of the Ph.D. program is completion of the M.A. Thesis and Ph.D. Dissertation. Both the thesis and dissertation are research-based projects that represent a substantial contribution to the field. The completion of these projects provides students the opportunity to pursue in-depth study in an area of specialized professional interest.

Note that if a student enters the program with a master's degree in psychology that included a quantitative thesis, that thesis will be evaluated by a committee of faculty and the Director of Graduate Studies to determine if it meets our criterion and if not, another qualifying thesis or "in lieu of thesis" research product will be completed.

Students pursuing the Ph.D. will become engaged in thesis and dissertation work early in the program. Throughout the first year, students will develop his or her thesis proposal with the faculty advisor. Starting with the 2013-14 incoming cohort, research timeline guidelines were implemented (see below). Students are expected to propose the Master's Thesis by spring of second year and defend by February of third year. Students then do Candidacy exams and begin discussing the dissertation project which may be an extension of the thesis project under the supervision of the thesis director. However, students may not formally name a dissertation director until they have completed the departmental tool requirement (see more detailed description in *Tool Requirement* section). Students are enrolled in PSYC 699 (Thesis) or 799 (Dissertation) although, if in a semester they are not proposing or defending, students may be enrolled in PSYC 685 (Independent Study) to reflect work on their research.

Students will use ProQuest when formally submitting their thesis and dissertation. The Thesis and Dissertation Office has specific formatting guidelines that can be found on their site, along with other helpful information <http://go.niu.edu/thesis>. Please note, if the documents are not formatted to the specific guidelines, the submission will be rejected, and graduation may be delayed.

### **Goals and Deadlines for Research**

In an effort to provide guidance, structure, and support, the faculty are implementing the following Goals and Deadlines for Research. These goals/deadlines are meant to be supportive and to help students keep research progress as a top priority.

#### **Propose M.A. Thesis**

Aspirational Goal: December 1 of second year

Expected Deadline: April 1 of second year

Remediation Deadline: September 1 of third year

**Defend M.A. Thesis**

Aspirational Goal: October 1 of third year

Expected Deadline: February 1 of third year

Remediation Deadline: July 1 before fourth year

**Take and Pass candidacy exams**

Within five months after thesis defense date.

**Propose Dissertation**

Aspirational Goal: July 1 before fourth year

Expected Deadline: October 1 of fourth year (prior to internship application/required to be able to apply for internship [4<sup>th</sup> year] and go on internship fifth year)

Remediation Deadline: May 1 of fourth year (no internship fifth year)

**Defend Dissertation**

Aspirational Goal: October 1 of fifth year

Expected Deadline: February 1 of fifth year

Remediation Deadline: August 1 of sixth year

**Remediation Deadlines:** There may be natural consequences to not making the Expected Deadline. If, in addition, a student does not meet the Remediation Deadline, the student and advisor must draft a remediation plan to be presented to the full School Psychology Faculty.

**X. Internship**

The internship is the culminating experience in school psychology graduate preparation. Students are eligible to apply for internships following completion of all course work and practica experiences, although they are strongly encouraged to complete the dissertation proposal prior to the internship experience. Students **must complete the AAPI application by Dec 1** (Application for Psychology Internships) as part of the search process regardless of whether or not they plan to seek an AAPI or APA internship (see [www.appic.org](http://www.appic.org)).

Interns enroll for at least 1 semester hour of credit each fall and spring semester, and 1 credit in the summer. 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 internship will involve a full time, 12-month experience (**minimum of 2000 clock hours**) within a school or appropriate clinical setting under the **supervision of an appropriately credentialed (professional licensed), doctoral-level psychologist**. 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.

Students in an APA accredited or APPIC approved site will utilize their site’s evaluation plan. Students on internship will attend on-campus seminars once each semester or virtually. Students and the intern sites are monitored by program faculty using online logs and communication and through evaluations by site supervisors completed twice each year and shared with and monitored by the Program Director.

Almost all NIU School Psychology Ph.D. students have secured a match in the APPIC internship match for an APA-accredited internship if desired and if they ranked APA accredited placements highly. If an internship is not APA accredited, it must conform to the Council of Directors of School Psychology (CDSPP) Doctoral Level Internship Guidelines (2017). These guidelines can be found in detail (Appendix C) but include (among other requirements): (a) the intern spending at least 25% of time in providing direct (face-to-face) psychological services, (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 present at the internship site, (d) at least two hours per week of individual supervision take place with the licensed psychologist, (e) at least two additional hours per week of scheduled group or individual supervision by appropriately credentialed health service, and (f) the intern have regularly scheduled, supervised training activities with other psychology interns.

A contract indicating all CDSPP guidelines will be followed must be signed by the internship site if not APA accredited.

## XI. 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

At 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 regularly each semester (typically every other week). 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 an 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 Seminars

Throughout each fall and spring semester, the School Psychology Program hosts a series of brown-bag seminars (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 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) Division 16, 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, are strongly encouraged to attend NASP, and are encouraged to attend APA. See Appendix D: 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 and in courses designated for APA Discipline Specific Knowledge or Profession-Wide Competencies, (d) obtain no more than 6 credits with a grade of C or lower in any courses, (e) demonstrate adequate legal/ethical and professional responsibilities with no serious ethical violations, (f) demonstrate adequate professional behavior and social skills, and (g) meet expected research timelines.

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.

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### 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

Doctoral students complete two major program examinations. The Second-Year Competency Exam is a five-hour examination completed over two days covering major foundational domains of school psychology. The Candidacy exam is comprised of three short papers related to the student's area of research interest. More information on these exams 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.

### Alumni Surveys

APA accreditation requires the program to collect and report data on our alumni for 10 years after graduating. Students understand that after completing the program, they will be contacted periodically (each year, sometimes with two separate surveys) by the School Psychology Program in order to gather certain information for annual and accreditation data reporting. These data are important for us to be able to continue to provide students with a high-quality doctoral education.

### Procedures for 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 of competencies or appropriate professional or ethical behavior, 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 relevant 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.

### **Maintaining Student Records**

The School Psychology Program maintains (a) digital records for program level documentation and evaluation (e.g. practica evaluations, annual evaluation letters, internship application and completion records, any remediation plans) and (b) individual, hard copy folders for each student for departmental paperwork showing completion of major milestones such as thesis proposal, candidacy exam, signature forms indicating passing of dissertation defense, etc. The Department and Graduate School do not retain hard copies of the thesis or dissertation documents, instead storing them through ProQuest Digital Dissertations. The School Psychology Program hard copy files are kept inside the Graduate Studies Assistant's office in a locked file cabinet, accessible only to her or authorized Departmental Administrators and staff and the Program Director. The digital files are kept on a secure OneDrive server accessible only by the Program Director, Program Assistant, and Graduate Studies Assistant.

## Student Rights, Grievance and Other Procedures and Student Support

Several procedures and guidelines are in place to ensure that students feel respected, understand their rights, and know how to proceed with any complaints or grievances, and students have a right to having any grievances handled effectively and fairly.

First, 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 advisor, or through the School Psychology Student Organization (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 see *Procedures for Students Making Insufficient Progress* in this Handbook.

Regarding any perceived harassment or discrimination, students should please see the Nondiscrimination, Harassment, and Retaliation Policy and Complaint Procedures put forth by the NIU Ethics and Compliance Office. <https://www.niu.edu/policies/pdf/nondiscrimination-harassment-retaliation-policy.pdf>

Students are encouraged to familiarize themselves with the document “Northern Illinois University: Student Code of Conduct” <https://www.niu.edu/conduct/process/index.shtml>.

In addition, grievance procedures for students are detailed in the Constitution and Bylaws of Northern Illinois University (Article 6, Grievance Procedures for Students). <https://www.niu.edu/university-council/uc/constitution/bylaws/article06.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](mailto: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 Sciences**

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	Social & Industrial/organizational psychology
Neuroscience and Behavior	School psychology (APA-accredited)

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 typically receive financial support from a number of sources within the university community to assist with some costs associated with the program. Listed below are the three most common of these sources of support for school psychology students:

1. Graduate Assistantships: The Department of Psychology awards a large number of full- and part-time graduate teaching and research assistantships each year. Teaching assistantship duties include classroom teaching under appropriate levels of faculty supervision and assisting with undergraduate laboratory sections and graduate courses in assessment and statistics. Teaching assistants are also assigned to support the research of faculty members, primarily through overseeing undergraduates in PSYC 485 (Independent Study), where undergraduates gain research experience working on faculty research. Research assistantships are also occasionally available on faculty research grants and contracts. Externships (placements in school districts or other community settings) are available typically after the third year in the program.

Stipends: Most students receive a full-time assistantship with expectations of working 20 hours per week. Depending on the availability of funds, assistantships may be awarded on a half-time basis, with a corresponding reduction in hours and stipend amounts. Assistantships are typically for a nine-month period. All assistantships include tuition remission for the academic year plus the following summer session. Students are responsible for the payment of fees and necessary insurance. Historically, the school program has supported all first-year students with the vast majority of our students in good standing continuing to receive full funding until they depart for internship.

Summer Support: Limited financial support is available during the summer months.

2. Fellowships. The Graduate School offers a limited number of fellowships awarded on a university-wide competitive basis to graduate students whose performance has been outstanding. These awards include University Fellowships for students working on the M.A. degree and Dissertation Completion Fellowships.
3. Additional sources of support for minority students: The Graduate School provides funds on a matching basis with the department for a number of Rhoten Smith Assistantships for minority students. These assistantships carry stipend levels and duties consistent with other assistantships in the department. Because of the cost-sharing with the Graduate School, students receiving the Rhoten Smith Assistantship have priority funding during the summer months. Other programs are available to support minority students. The Diversifying Higher Educational Faculty in Illinois (DFI) is a state-supported program that provides one year of support that can be renewed for up to three years. The Carter G. Woodson Scholars Program (CGWSP) is funded locally by NIU and is reserved for doctoral level students with expressed interest in academic careers. The maximum length of tenure for the CGWSP is two years. All of these fellowships are competitive and open to minority students in all graduate departments. In addition to access to these special funds, minority students are eligible for the usual financial assistance available in the department. More information can be found at [niu.edu/grad/funding/fellowships.shtml](http://niu.edu/grad/funding/fellowships.shtml).

### 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>.

<b>Year 1</b>		
<b>Program Activity</b>	<b>Estimated Amount</b>	<b>How Often</b>
Student Fees	\$134.36 per credit hour (12 CH = \$1612)	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	<b>One</b> membership required of the following: ISPA (\$40), NASP (\$80), APA Div16 (\$20)	Annually
ISPA Conference (required)	\$150 registration plus travel (gas/hotel (shared among students))	Annually Fall
Student Health Insurance (optional)	If needed, \$1224 each fall/spring	Each semester if needed
Professional Development Activities	Variable	Periodic opportunities.
<b>Years 2 and Beyond</b>		
<b>Program Activity</b>	<b>Estimated Amount</b>	<b>How Often</b>
Student Fees	\$134.36 per credit hour (12 CH = \$1612)	Every semester
Tuition for internship year only	3 CH in Fall/Spring and 1 CH in summer	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 (\$80), APA Div16 (\$20)	Annually
ISPA Conference (required Yr 2)	\$150 registration plus travel	2 <sup>nd</sup> year, not required after
NASP Conference (recommended)	\$104 registration plus travel	Annually Spring
APA Conference (optional)	\$95 registration plus travel	Annually Summer
Research Costs	Varies-purchasing protocols; incentives, etc.	Data collections
Test Fees	School Psychology Content Test (\$122)	Third or fourth year
Personal liability insurance	\$35-\$50 per year	Third year and above
Internship Application Fees	\$110 for the match and \$15 per site application	At internship application /re-application
Internship Interviews	Varies – travel to sites to interview	Winter/Spring 4 <sup>th</sup> year
PREPARE Crisis Interv. Training	\$35 for materials	Once during program
Professional Development Activities	Variable	Periodic
<b>Other Fees</b>		
Forms requiring the University Seal	\$7.00	As needed post graduation

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 Faculty

Core School Psychology Faculty

**Michelle Demaray, Ph.D., LCP**

**Professor, School Psychology Program**

Dr. Demaray (Ph.D., University of Wisconsin-Madison) is a NIU Presidential Research Professor. She has authored and co-authored numerous peer-reviewed journal articles and has presented her research at many professional conferences throughout her career. Her research interests focus on bullying and victimization in schools, including cyber-bullying, cyber-victimization, and the role of bystanders in the bullying situation. Dr. Demaray has also spent over two decades focused on the measurement of social support and the relations among perceived social support in youth and positive and negative outcomes. She is also interested in both research and clinical practice issues relevant to Attention-Deficit/Hyperactivity Disorder (ADHD). More broadly, she is interested in social-emotional issues in schools. She has taught a variety of courses at Northern Illinois University including Psychological Assessment of Children, Principles of Behavior Management, and Developmental Child Psychology. Dr. Demaray was the 10th editor-in-chief for the Journal of School Psychology, a leading journal in our field that is managed by the Society for the Study of School Psychology.

**Christine K. Malecki, Ph.D., LCP**

**Professor, School Psychology Program**

**Director, School Psychology Program**

Dr. Malecki (Ph.D., University of Wisconsin-Madison) joined the Psychology faculty in Fall 1999. She served as a practicing school psychologist in Carroll, Iowa for Heartland Area Education Agency 11 for two years before coming to NIU. She is clinically licensed and is the Director of Clinical Training for the School Psychology Program. Dr. Malecki is an NIU Presidential Engagement Professor. She has served nationally as the Chair of the Council of Directors of School Psychology Programs (CDSPP, 2014-15) and the Secretary of the Council of Chairs of Training Councils (2014-15). Dr. Malecki currently teaches first year students each semester (intro class and academic assessment and intervention). She has authored and co-authored many peer-reviewed journal publications and has presented her research at a number of professional conferences throughout her career. Dr. Malecki's research interests include the study of students' perceived social support and how that support is related to their adjustment and academic achievement, the complexities of bullying behavior, and curriculum-based measurement (CBM) in written language. She is also interested in the relationship between social context and academic achievement and innovative school psychology delivery services.

**Julia Ogg, Ph.D., LCP****Associate Professor, School Psychology Program**

Dr. Ogg (Ph.D., Michigan State University) joined the program in 2015. Dr. Ogg teaches a series of mental health focused courses in the program (e.g., Tier 1 and 2 mental and behavioral interventions, psychotherapeutic interventions, parent training). Dr. Ogg's research focuses on youth with externalizing behavior challenges, and home and school factors that support adaptive development. Dr. Ogg is particularly interested in studying this relationship in children starting kindergarten, as well as how family-school relationships change as children progress through school. Dr. Ogg is also studying parenting attitudes and behaviors that support the development of academic enabling classroom behaviors (e.g., engagement, prosocial skills) in children. Dr. Ogg is licensed as a clinical psychologist and provides clinical services to children and families one evening a week. She serves as the Secretary for Division 16 (School Psychology) of the American Psychological Association, and will begin her role as the Vice President of Publications and Communications for the APA Division 16 starting in January 2022.

**Kara Styck, Ph.D., LCP****Assistant Professor, School Psychology Program**

Dr. Styck (Ph.D., Arizona State University) studies psychological measurement. In particular, she is interested in developing tools that improve how we measure psychological attributes (i.e., cognitive ability, social skills, and academic engagement and motivation) for students in K-12 and higher-education classrooms. Dr. Styck is also interested how psychological measurement impacts educational decisions for students (e.g., screening, progress monitoring, probable diagnoses, etc...). Graduate courses recently taught by Dr. Styck include Theory and Assessment of Intellectual Functioning and Consultative Interventions in School and Community Settings.

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**Molly McDade, Ph.D., LCP****Regular Adjunct Professor, School Psychology Program**

Dr. McDade (Ph.D. Northern Illinois University) teaches the five Practicum Courses, including First-Year Practicum (spring) and full years of Second-Year Practicum and Advanced Practicum. Dr. McDade is clinically licensed and supervises the Advanced Practicum students in the Psychological Services center. She is also a practicing school psychologist in a nearby school district.

Associated Faculty

Amanda Durik	Social Psychology Faculty Teaches PSYC 620 Social Experimental Psychology Serves on committees, consults w/students
Jesse Woody Johnson	Special and Early Education Faculty Teaches SESE 603 (FBA) SSP Training Grant Co-Project Director w/School Faculty
Molly McDade	Regular Adjunct Faculty Teaches entire practicum series (5 courses/year)
Nina Mounts	Developmental Psychology Faculty Teaches PSYC 676 Social Developmental Psychology Serves on committees, consults w/students
Laura Pittman	Child Clinical Psychology Faculty and Clinical DCT Often teaches PSYC 640 Intellectual Assessment or PSYC 645 Developmental Psychopathology
Alecia Santuzzi	Social/Industrial-Organization Psychology Faculty Teaches PSYC 606 Serves on committees, consults and publishes w/students
Tom Smith	Educational Technology Research and Assessment Faculty Teaches advanced statistics tools courses Serves on committees, consults and publishes w/students

Affiliated Faculty

Danielle Baran	Director of Psychological Services Center (Aug, 2021)
Anne Britt	Cognitive Psychology Faculty Director of Center for Interdisciplinary Study of Language & Learning
David Bridgett	Child Clinical Faculty Often teaches PSYC 645 Developmental Psychopathology
Vicki Collins	Educational Technology Research and Assessment Faculty Formerly taught academic assessment course
Angela Grippo-Wu	Neuroscience and Behavior Faculty Teaches PSYC 603 Biopsychology
Keith Millis	Cognitive Psychology Faculty Often teaches PSYC 528 History of Psychology
Brad Sagarin	Social Psychology Faculty Teaches PSYC 604 and PSYC 606
Elizabeth Shelleby	Child Clinical Faculty Sometimes Teaches PSYC 646
Kelly Summers	Educational Leadership Faculty Serves on committees, program alum

David Walker	Educational Technology Research and Assessment Faculty Teaches advanced statistics tools courses
Patricia Wallace	Adjunct Psychology Faculty and NIU IRB Director Teaches PSYC 528 History of Psychology
Katja Wiemer	Cognitive Psychology Faculty, Teaches PSYC 611 Cognitive Psychology
Karen White	Director of the Psychological Services Center (PSC) Retired (7/21)

### 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. The advisory board meets at least once every other year to provide 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.

### **Current Advisory Board Members (2020 to present)**

Jesse Woody Johnson, Ph.D.	Director of BCBA Program NIU
Kyle Gerdes, EdS	Director of Student Support of regional school district
Patti Palagi, Ph.D.	Director of Student Support of regional school district
Kelly Clark, Ph.D.	Assistant Professor, Louisiana State University Program alumnus
Melissa Terry, Ph.D., LCP	School Psychologist and Psychologist in private practice Program alumnus
Karen Enockson, M.A.	School Psychologist Supervisor in regional school district Program alumnus and frequent supervisor
Jazmyn Styles, M.A.	School Psychologist in regional school district Program alumnus (training grant alum)
Sarah Gebhardt, Ph.D., LCP	Dually licensed School Psychologist Frequent supervisor, APA internship site (ISPIC)
Molly McDade, Ph.D., LCP	Adjunct Professor and School Psychologist Ph.D. Program alumnus
DaShae Rodriguez-Harris	Current Ph.D. Student
Madeline Rodriguez	Current S.S P. Student

## Appendix A: Competency Exam Reading List

### Legal and Ethical Practice

- Song, S. Y., Miranda, A. H., Radliff, K. M., & Shriberg, D. (2019). *School psychology in a global society: Roles and functions*. Bethesda, MD: National Association of School Psychologists.
- Jacob, S., Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.
- American Psychological Association (2010). Specialty guidelines for the delivery of services by school psychologists.
- American Psychological Association (2002 w/ 2010 and 2016 updates). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
- National Association of School Psychologists (2020). *Principles for Professional Ethics*. Stratford, CT: NASP.
- National Association of School Psychologists (2020). *The Professional Standards of the National Association of School Psychologists*. Stratford, CT: NASP.
- National Association of School Psychologists (2010). *NASP Ethical Problem-Solving Worksheet*. Nasponline.org.

### Cultural and Linguistic Diversity-Informed Assessment

- American Psychological Association. 2017. *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. *Professional Psychology: Research and Practice*, 38, 356-362.
- 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.
- 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.
- 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.
- Ortiz, S. O. (2014). Best practices in nondiscriminatory assessment. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations*, 61-74.
- Assessment of English Language Learners. Best practices in school psychology: Foundations*, 6, 83-85.
- Assessing via Interpreters. Best practices in school psychology: Foundations*, 9, 117 & 123.

## **Appendix B: Portfolio Assessment Procedures**

### **A. 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.

### **B. 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.

### **C. 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.

### **D. 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.

**7. EVIDENCE:** The portfolio will provide one piece of internship evidence for each of the following Doctoral Program competencies

*Ph.D. 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.

*Competency 3E.* Students will develop competency in using evidence-based supervision methods to supervise psychologists and other professionals. \*2021

**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.

**E. 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!

Program Competency	Evidence
1A. Students will demonstrate knowledge of <b>social and emotional</b> aspects of human behavior.	Social-emotional case study report
1C. Students will demonstrate knowledge of <b>cognitive/instructional</b> and <b>developmental</b> aspects of human behavior.	Case study report documenting developmental history
2A. Students will develop an understanding of the <b>history, roles, and functions</b> of school psychologists.	
2B. Students will develop and demonstrate an understanding of the <b>professional and ethical standards and legal issues</b> relevant to school psychology practice.	
3A. Students will demonstrate effective <b>formal written and oral communication</b> skills related to the practice of school psychology.	Report, emails, correspondence.
3B. Students will demonstrate appropriate, culturally competent, <b>professional behavior and social competence</b> 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 <b>life-long learner</b> disposition by seeking learning opportunities and experiences.	Conference or professional development documentation
3D. Students will develop competency using relevant <b>information technology</b> to facilitate the practice of school psychology.	Excel sheet showcasing data effectively
3E. Students will develop competency in using evidence-based <b>supervision methods</b> to supervise psychologists and other professionals. *2021	De-identified supervision notes.
4A. Students will develop and demonstrate skills in empirically validated <b>cognitive and adaptive behavior</b> 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 <b>academic skills and performance</b> 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 <b>personality, social- emotional functioning, and behavior</b> 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 <b>counseling interventions</b> for social-emotional issues appropriate to diverse populations	
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based <b>consultative interventions</b> 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 <b>direct interventions</b> for academic, behavior, and social-emotional issues appropriate to diverse populations.	RTI paperwork related to Tier 1, Tier 2, or Tier 3.
5D. Students will develop and demonstrate an evidence-based, <b>problem-solving approach</b> 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	Data team data presentation, PBIS data and analysis, notes from Tier 1 team meetings,

implementation of system-wide <b>prevention approaches</b> and of crisis intervention procedures.	etc.
6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the <b>interpretation and evaluation of research.</b>	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 <b>apply research and evaluation skills</b> in the practice of school psychology.	
7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry (Ph.D. only)	
7B. Students will develop skills in <b>explaining and presenting research findings</b>	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning	Case study report
Quality of reflective statements (depth of reflection, quality of writing)	Personal reflections

F. Table of Evidence – Required Table

<b>Program Competency</b>	<b>Evidence</b>	<b>Location</b>
1A. Students will demonstrate knowledge of <b>social and emotional</b> aspects of human behavior.		
1C. Students will demonstrate knowledge of <b>cognitive/instructional</b> and <b>developmental</b> aspects of human behavior.		
2A. Students will develop an understanding of the <b>history, roles, and functions</b> of school psychologists.		
2B. Students will develop and demonstrate an understanding of the <b>professional and ethical standards and legal issues</b> relevant to school psychology practice.		
3A. Students will demonstrate effective <b>formal written and oral communication</b> skills related to the practice of school psychology.		
3B. Students will demonstrate appropriate, culturally competent, <b>professional behavior and social competence</b> in their practice of school psychology.		
3C. Students will demonstrate a <b>life-long learner</b> disposition by seeking learning opportunities and experiences.		
3D. Students will develop competency using relevant <b>information technology</b> to facilitate the practice of school psychology.		
3E. Students will develop competency in using evidence-based <b>supervision methods</b> to supervise psychologists and other professionals. *2021		
4A. Students will develop and demonstrate skills in empirically validated <b>cognitive and adaptive behavior</b> assessment procedures to meet the needs of diverse populations.		
4B. Students will develop and demonstrate competency in the assessment of <b>academic skills and performance</b> 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 <b>personality, social- emotional functioning, and</b>		

<b>behavior</b> 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 <b>counseling interventions</b> for social-emotional issues appropriate to diverse populations		
5B. Students will develop and demonstrate skills in the delivery and evaluation of evidence- based <b>consultative interventions</b> 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 <b>direct interventions</b> for academic, behavior, and social-emotional issues appropriate to diverse populations.		
5D. Students will develop and demonstrate an evidence-based, <b>problem-solving approach</b> 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 <b>prevention approaches</b> and of crisis intervention procedures.		
6A. Students will develop (advanced) skills in the principles of research design, statistics, and measurement and the <b>interpretation and evaluation of research.</b>		
6B. Students will <b>apply research and evaluation skills</b> in the practice of school psychology.		
7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry (Ph.D. only)		
7B. Students will develop skills in <b>explaining and presenting research</b> findings		
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning		
Quality of reflective statements (depth of reflection, quality of writing)		

#### G. Experiences with Diverse Populations – Required Table

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

#### H. 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.	
3E. Students will develop competency in using evidence-based supervision methods to supervise psychologists and other professionals. *2021	
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.	
7A. Students will propose, conduct, and complete original research that makes a substantial contribution to scientific inquiry (Ph.D. only)	
7B. Students will develop skills in explaining and presenting research findings	
Piece of Evidence Demonstrating a Measurable Impact on Student/Client Learning	
Quality of reflective statements (depth of reflection, quality of writing)	

Quality of Evidence Ratings: 3/E=Excellent; 2/S=Satisfactory; 1/U=Unsatisfactory (+/- denote half grade)

#### I. 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.

<b>1. Problem Identification</b>				
	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 levels 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 rates of improvement are operationally defined.	The students' current rate of improvement is not identified.	
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.	
<b>Total Points:</b>			___ out of 9	
<b>2. Problem Analysis</b>				
	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
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	Appropriate data are not collected to confirm or reject the hypotheses.	

		or more of the following: record review, interview, observation, testing, and self- report.		
<b>Total Points:</b>			___ out of 4	
<b>3. Intervention/Assessment (Plan Implementation)</b>				
	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
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.	
3.7		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.	
<b>Total Points:</b>			___ out of 7	
<b>4. Plan Evaluation</b>				
	Very Effective (2)	Effective (1)	Needs Improvement (0)	Not Applicable
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.	
4.2		Assessment data is presented in a clear and concise way.	Assessment data is not presented in a clear and concise way.	
4.3		Assessment results are linked to the problem behavior and	Assessment results are not considered within the	

		considered within the context of the student's grade and/or using peer comparisons/local norms	context of the problem behavior nor considered using grade and/or local comparisons.	
4.4	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 outcomes to other settings or using results to inform instruction and/or intervention are documented.	Strategies for transfer/generalizing outcomes to other settings or using results to inform instruction and/or intervention are not addressed.	
4.6	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.	
4.7	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.	
<b>Total Points:</b>			___ out of 11	

#### J. Evidence of Positive Impact on Student/Client Learning Table

Must demonstrate at least of the following quantifiable evidence of positive impact on student learning/skill

	Effective	Needs Improvement
Percentage of non-overlapping data		
Goal attainment scaling (-2 to +2)		
R <sup>2</sup> value		
Goal line comparison		
Trend line comparison		
Effect size		
<b>Does student meet the "Effective" criterion using at least one of the above methods?</b>	<b>Yes      No</b>	<b>Data (PND, effect size, etc.):</b>

- 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.
- 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. **R<sup>2</sup> :** 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.

#### References

- Burns, M. K., & Wagner, D. (2008). Determining an effective intervention within a brief experimental analysis for reading: A meta-analytic review. *School Psychology Review, 37*(1), 126-136. <https://doi.org/10.1080/02796015.2008.12087913>
- Busk, P. L. & Serlin, R. (1992). *Meta-analysis for single case research*. In: Kratochwill, T. R., Levin, J. R. (Eds). Single case research design and analysis: New directions for psychology and education. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cohen, J. (1998). *Statistical power analysis for the behavioral sciences* (2nd edition). Hillsdale, NJ: Erlbaum.
- Fuchs, L. S., & Fuchs, D. (2011). Using CBM for progress monitoring. Washington, DC: National Center on Student Progress Monitoring, American Institutes for Research. <https://doi.org/10.1016/B978-0-08-044894-7.00894-0>
- Roach, A. T., & Elliott, S. N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. *Teaching Exceptional Children, 37*(4), 8-17. <https://doi.org/10.1177/004005990503700401>
- Scruggs, T. E., & Mastropieri, M. A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification, 22*(3), 221-242. <https://doi.org/10.1177/01454455980223001>

#### K. Competencies Used to Measure the NASP Standards

The table below does NOT need to be in your portfolio. This document is for program data collection purposes only.

<b>NASP Standards</b>	<b>Program Competencies</b>
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

L. Rubric Summary Table

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

M. 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
  - a. Excellent: Relevance of portfolio product is evident; clear link made between evidence and competency and product is high quality.
  - b. Satisfactory: Relevant and adequate product available for each competency.
  - c. 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
  - a. 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).
  - a. 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**

<b>Program Competency</b>	<b>Internship Evidence</b>
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.	
3E. Students will develop competency in using evidence-based supervision methods to supervise psychologists and other professionals. *2021	
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	
Quality of reflective statements (depth of reflection, quality of writing)	

Note: See Portfolio Evaluation Rubric for description of evaluation criteria.

Quality of Evidence Ratings: 3/E=Excellent; 2/S=Satisfactory; 1/U=Unsatisfactory (+/- denote half grade)

## Appendix C: Student Involvement in Publications and Presentations

### Publications

- 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, 56*, 89-109. <https://dx.doi.org/10.1016/j.jsp.2016.03.002>
- Brown, C., Demaray, M. K., Tennant, J. E., & Jenkins, L. N. (2017). Cyber victimization in high school: Measurement, overlap with face-to-face victimization, and associations with social-emotional outcomes. *School Psychology Review, 46*, 288-303. <https://doi.org/10.17105/SPR-2016-0004.V46-3>
- Clark, K., & Malecki, C.K. (accepted, July, 2021). Adolescent Mental Health Profiles through a Latent Dual-Factor Approach. *Journal of School Psychology, xx*, xxx-xxx.
- Clark, K., Dorio, N., Demaray, M. K., & Malecki, C. K. (2019). Understanding bullying, victimization, and bystander behaviors through resource control theory. *Child & Youth Care Forum, 1-22*. <https://doi.org/10.1007/s10566-019-09539-z>
- Clark, K., Dorio, N. B., Eldridge, M. A., Malecki, C. K., Demaray, M. K. (2019). Adolescent academic achievement: A model of social support and grit. *Psychology in the Schools, 1-18*. <https://doi.org/10.1002/pits.22318>
- Clark, K., & Malecki, C. (2019). Academic Grit Scale: Psychometric properties and associations with achievement and life satisfaction. *Journal of School Psychology, 72*, 49-66. <https://doi.org/10.1016/j.jsp.2018.12.001>
- Clark, K., Strissel, D., Malecki, C., Ogg, J., Demaray, M., & Eldridge, M. (accepted, 2021). Screening for Suicide in Middle School: Students at Risk and Staff Acceptability. *School Psychology Review*
- Coyle, S., Demaray, M. K., Malecki, C. M., Tennant, J. E., & Klossing, J. (2017). The associations among sibling and peer-bullying, social support and internalizing behaviors. *Child Youth Care Forum, 1-28*. <https://doi.org/10.1007/s10566-017-9412-3>
- Demaray, M.K., Ogg, J., Malecki, C.K., & Styck, K. (in press, accepted December, 2020). Anxiety and Depression, Stress, and Coping during the COVID-19 Pandemic in Fourth through Twelfth Grade Students. *School Psychology Review, xx*, xxx-xxx.
- Demaray, M. K., Coddling, R. S., Doll, B., Overstreet, S., & Jones, J. M. (2020) Succeeding as a Woman in School Psychology. In Randy G. Floyd & Tanya L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology*. Routledge.
- Demaray, C. K., Malecki, C. K., Ryoo, J. H., & Summers, K. (2021). Deconstructing bullying roles: A longitudinal latent profile analysis of bullying role behaviors for students in grades 4 through 12. *Journal of School Psychology, 86*, 32-48. <https://doi.org/10.1016/j.jsp.2021.02.006>
- Dorio, N. B., Clark, K. N., Demaray, M. K., & Doll, E. M. (2019). School climate counts: A longitudinal analysis of school climate and middle school bullying behaviors. *International Journal of Bullying Prevention, 1-17*. <https://doi.org/10.1007/s42380-019-00038-2>
- Dorio, N. B., Secord Fredrick, S., & Demaray, M. K. (2018). School engagement and the role of peer victimization, depressive symptoms, and rumination. *The Journal of Early Adolescence, 39*, 962-992. <https://doi.org/10.1177/0272431618797007>
- Eldridge, M., Demaray, M., Emmons, J., & Riffle, L. (2020). Cyberbullying and Victimization and Youth with Disabilities. In Michelle Wright & Larry Schiamberg (Eds.), *Child and Adolescent Online Risk Exposure: An Ecological Perspective*. Academic Press.
- Fredrick, S.S., & Demaray, M.K. (2018). Peer victimization and suicidal ideation: The role of gender and depression in a school-based sample. *Journal of School Psychology, 67*, 1-15. <https://doi.org/10.1016/j.jsp.2018.02.001>
- Fredrick, S.S., Demaray, M.K., & Jenkins, L.N. (2016). Multidimensional perfectionism and internalizing problems: Do teacher and classmate support matter? *Journal of Early Adolescence, 37*, 1-29.

- <https://doi.org/10.1177/0272431616636231>
- Fredrick, S. S., Demaray, M. K., Malecki, C. K., & Dorio, N. B. (2018). Can social support buffer the association between depression and suicidal ideation in adolescent boys and girls? *Psychology in the Schools, 55*, 490-505. <https://doi.org/10.1002/pits.22125>
- Jenkins, L. N., & Demaray, M. K. (2015). An investigation of relations among academic enablers and reading outcomes. *Psychology in the Schools, 52*, 379-389. <https://doi.org/10.1002/pits.21830>
- 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. <https://doi.org/10.1002/pits.21824>
- Jenkins, L. N., & Demaray, M. K. (2016). Teachers' judgments of academic achievement of children with and without characteristics of inattention, impulsivity, and hyperactivity. *Contemporary School Psychology, 20*, 183-191. <https://doi.org/10.1007/s40688-015-0073-7>
- Jenkins, L. N., Demaray, M. K., Dorio, N. & Eldridge, M. (2019). The psychology and law of bullying. In M. K. Miller and B. H. Bornstein (Eds.), *Advances in Psychology and Law* (pp. 197-234). Springer. [https://doi.org/10.1007/978-3-030-11042-0\\_7](https://doi.org/10.1007/978-3-030-11042-0_7)
- Jenkins, L. N., Demaray, M. K., & Tennant, J. E. (2017). Social, emotional, and cognitive predictors of bullying. *School Psychology Review, 46*, 42-64. <https://doi.org/10.17105/SPR46-1.42-64>
- Jenkins, L. N., Tennant, J. E., & Demaray, M. K. (2018). Executive functioning and bullying participant roles: Differences for boys and girls. *Journal of School Violence, 17*, 521-537. <https://doi.org/10.1080/15388220.2018.1453822>
- Kelly, K. & Malecki, C.K. (in press, 2021). Depression and anxiety in a female adolescent population with sources of social support latent profiles. *Child and Youth Care Forum*
- Lyell, K., Coyle, S. Malecki, C. K., & Santuzzi, A. (2020). Parent and peer social support compensation and internalizing problems in adolescence. *Journal of School Psychology, 83*, 25-49. <https://doi.org/10.1016/j.jsp.2020.08.003>
- Malecki, C. K., Coyle, S., and Pyun, Y. (in production, 2022). Best practices in written language assessment and intervention. In A. Thomas.... *Best practices in school psychology-VII*. Bethesda, MD: National Association of School Psychologists.
- Malecki, C. K., Demaray, M. K., Smith, T., & Emmons, J. (2020). Disability, poverty, and other risk factors associated with involvement in bullying behaviors. *Journal of School Psychology, 78*, 115-132. <https://doi.org/10.1016/j.jsp.2020.01.002>
- Menter, K., Ritchie, T, Ogg, J., Rogers, M., Shelleby, E., Santuzzi, A., & Wendel, M. (2020). Changes in parenting practices during the COVID-19 pandemic: Child behavior, gender, and family income as moderators. *School Psychology Review, 1-18*. <https://doi.org/10.1080/2372966X.2020.1869497>
- Ogg, J., Anthony, C., Malecki, C.K., Demaray, M.K., Kelly, K., Menter, K., Rodriguez-Harris, D., & Riffle, L. (in press, July 2021). Bidirectional associations between biased language exposure and school-based relationships across gender. *Journal of School Psychology*.
- Ogg, J., Anthony, C., & Wendel, M. (under review, 2021). Student-teacher relationships and externalizing behavior. *Child Development*.
- Ogg, J., Shelleby, E., Santuzzi, A., Wendel, M., Alfonso, D., Corning, E., & Rogers, M. (in process, 2021). Examining daily parent involvement in caregivers of children with ADHD using electronic diaries. *Journal of School Psychology*.
- Ogg, J. & Strissel, D. (in press, 2020). Phenylketunuria. *Health-Related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating (2<sup>nd</sup> Edition)*.
- Riffle L. N., Demaray M. L., Jeong S. R. (2020) Bullying and Cyberbullying Throughout Adolescence. In Robert Geffner, Victor I. Vieth, Viola Vaughan-Eden, Alan Rosenbaum, Kevin Hamberger, & Jacquelyn W. White (Eds.), *Handbook of Interpersonal Violence Across the Lifespan*. Springer. [https://doi.org/10.1007/978-3-319-62122-7\\_19-1](https://doi.org/10.1007/978-3-319-62122-7_19-1)
- Riffle, L. N., Kelly, K., Demaray, M. K., Malecki, C. K., Santuzzi, A., Rodriguez-Harris, D., Emmons, J. (2021). Associations among bullying role behaviors and academic performance over the course of

- an academic year for boys and girls. *Journal of School Psychology*, 86, 49-63.  
<https://doi.org/10.1016/j.jsp.2021.03.002>
- Rueger, S. Y., Malecki, C.K., 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*, 142, 1017-1067. <https://dx.doi.org/10.1037/bul0000058>
- Styck, K., Malecki, C.K., Ogg, J., & Demaray, M.K. (in press, accepted November 2020). Measuring COVID-19-Related Stress among 4th through 12th Grade Students. *School Psychology Review*, xx, xxx-xxx.
- Styck, K. M., Rodriguez, M. C., & Yi, E. H. (2021). Dimensionality of the State-Trait Inventory of Cognitive and Somatic Anxiety. *Assessment*. Advance online publication.  
<https://doi:10.1177/1073191120953628>
- Styck, K. M., & Yi, E. H. (2021). Test review of the Devereux Student Strengths Assessment–Second Step Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson. (Eds.), *The twenty-first mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.
- 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. <https://doi.org/10.1016/j.chb.2015.04.014>
- Tennant, J.E., Klossing, J.J., Demaray, M.K. Dorio, N.B., Bixler, T., & Jones, C. (2019). Internalizing problems of youth involved in bullying via different participant role combinations and gender. *School Psychology Review*, 48, 222-236. <https://doi.org/10.17105/SPR-2017-0078.V48-3>
- Wendel, M. & Ogg, J. (in press, 2020). Prader-Willi Syndrome. *Health-Related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating (2<sup>nd</sup> Edition)*.
- Wendel, M., Ritchie, T., Rogers, M. A., Ogg, J. A., Santuzzi, A. M., Shelleby, E. C., & Menter, K. (2020). The association between child ADHD symptoms and changes in parental involvement in kindergarten children's learning during COVID-19. *School Psychology Review*, 49(4), 466-479.  
<https://doi.org/10.1080/2372966X.2020.1838233>

#### Presentations

- Anthony, C. & Ogg, J. (2019, February). *Parent involvement, approaches to learning, and student achievement: examining longitudinal mediation*. Poster presentation at the annual convention of the National Association of School Psychologists. Online.
- Ayala, K., Jeong, R., Wiemer, K., Kelly, K., Rodriguez-Harris, D., Riffle, L., Malecki, C., & Demaray, M. (2021, February). *Bullying as a mediator of school climate and school success*. Poster presentation at the annual convention of the National Association of School Psychologists. Online.
- Bander, B., Ogg, J., Suldo, S., Dedrick, R., Rogers, M., & Volpe, R. (2015, February). *Social-emotional strengths as predictors of academic success in kindergarten students*. Poster presentation at the annual convention of the National Association of School Psychologists. Orlando, FL.
- Bateman, L. & Ogg, J. (2015, February). *Life satisfaction in youth with symptoms of ADHD*. Paper presentation at the annual convention of the National Association of School Psychologists. Orlando, FL.
- 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. (2015, May). *Parent social support, peer bullying and related outcomes*. Poster presentation at the annual Northern Illinois University Undergraduate Research and Artistry Day. DeKalb, IL.
- Bixler, T. & Demaray, M. (2018, February). *Anxiety links between school climate and bystander behaviors during bullying*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Bixler, T. & Demaray, M. K. (2017, February). *School climate, student-reported anxiety, and bystander behavior during bullying*. Poster presentation at the annual convention of the National

- Association of School Psychologists. San Antonio, TX.
- Bixler, T., Demaray, M. K., Waas, G., & Bjork J. (2016, February). *Bystander behavior during bullying: A social-cognitive analysis*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Blythe, J., Jacques, T., Welch, E., Emmons, J., Malecki, C. M., & Demaray, M. K. (2017, December). *Bullying role behavior in middle school students with and without disabilities*. Poster presentation at the annual Northern Illinois University Undergraduate Research and Artistry Day. DeKalb, IL.
- Carroll, A., Demaray, M., Doll, E., Grundy, K., Johns, A., Kolakowski, L., Malecki, C., Molloy, C., Ogg, J., Phelan, A., Ryva, M., & Styles, J. (2019, February). *Cafeteria chaos: Consulting with a partner school to improve school climate*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Carroll, A., Doll, E., Grundy, K., Johns, A., Molloy, C., Phelan, A., Ryva, M., Seimetz, L., Styles, J., Pasel, K., Hirsch, M., Gohr, K., Malecki, C., Demaray, M., Ogg, J., (2018, January). *Preventing and addressing bullying through a unique training grant*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Carroll, A., Johns, A., Phelan, A., Ryva, M., Malecki, C., Demaray, M., & Ogg, J. (2018, October). *Preventing and addressing cyberbullying: Resources and tools for school personnel*. Professional development training presentation at the annual Northern Illinois University Bullying: How Schools Can Respond Conference. DeKalb, IL.
- Clark, K., Dorio, N., Klossing, J., Malecki, C., Gustafson, E., Torcasso, G., & Demaray, M. (2017, February). *The importance of perceived social support to adolescent grit*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Clark, K., Eldridge, M., Dorio, N., Malecki, C. & Demaray, M. (2019, February). *Adolescents' achievement and engagement as predicted by school climate and belongingness*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Clark, K. & Malecki, C.K. (2021, February). *Achievement, grit, and mindset across adolescent mental health profiles*. Paper presentation at the annual convention of the National Association of School Psychologists. Online.
- Clark, K. & Malecki, C. (2020, August). *Investigating adolescents' achievement, grit, and growth mindset through a dual-factor lens*. Poster presentation at the annual convention of the American Psychological Association. Online.
- Clark, K. & Malecki, C. (2020, February). *Investigating achievement and mental health through the dual-factor model*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Clark, K. & Malecki, C. (2019, February). *Investigating adolescents' academic achievement and mental health through the dual-factor model*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Clark, K. & Malecki, C. (2018, February). *Academic grit: Links to students' achievement and well-being*. Paper presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Clark, K. & Malecki, C. (2018, February). *Grit as a mediator between growth mindset and academic achievement*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Clark, K. & Malecki, C. (2017, February). *Understanding grit, its measurement, and implications for school psychologists*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Clark, K., Strissel, D., Eldridge, M., Malecki, C., & Demaray, M. (2020, February). *Screening for suicide: Students at-risk and staff experiences*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Clark, K., Strissel, D., Malecki, C., Ogg, J., Demaray, M., & Eldridge, M. (2021, August). *School staff's*

- treatment acceptability of school-based suicide prevention program*. Poster presentation at the annual convention of the American Psychological Association. Online.
- Clark, K., Strissel, D., Malecki, C., Ogg, J., Demaray, M., & Eldridge, M. (2021, August). *Screening for suicide in middle school: Students at risk*. Poster presentation at the annual convention of the American Psychological Association. Online.
- Coyle, S., Clark, K., Malecki, C.K., & McDade, M. (2021, February). *Social support compensation: The protective role of siblings*. Poster presentation at the annual convention of the National Association of School Psychologists. Online.
- Coyle, S., Geosling, R. Gustafson, E., Raack, A., Malecki, C., Demaray, M. (2016, February). *Siblings: Friends or foes in relation to children's depressive symptoms*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Coyle, S. & Malecki, C. M. (2016, February). *The social validity of supportive behaviors and social anxiety in adolescence*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Coyle, S. & Malecki, C. (2020, February). *Making writing interventions manageable: Utilizing peers effectively*. Paper presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Coyle, S. & Malecki, C. K. (2018, February). *Peer social support, self-efficacy beliefs and social anxiety in adolescence*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Coyle, S. & Malecki, C. K. (2018, February). *Positive and negative peer experiences: Relations with social anxiety*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Coyle, S. & Malecki, C. M. (2017, February). *Peer support: Classmate versus close friend support and social anxiety*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Coyle, S., Tennant, J., Bixler, T., Malecki, C. M., & Demaray, M. K. (2017, February). *Sibling bullying, family relationships and social-emotional well-being*. Paper presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Demaray, M. K., Dorio, N. & Riffle, L. (2019, November). *Bullying bystander roles: Rumination, depression, and school engagement*. Poster presentation at the annual convention of the International Bullying Prevention Association. Chicago, IL.
- Demaray, M., Eldridge, M., Clark, K., & Dorio, N. (2019, July). *Transition to middle school: Risk factors for bullying role behaviors*. Poster presentation at the annual convention of the International School Psychology Association. Basel, Switzerland.
- Demaray, M. K., Malecki C. K., Ogg J., Styck, K., Wiemer, K., Wendel, M., Jeong, R., & Pruitt, A. (2021, February). *COVID-19 pandemic reactions from 4th through 12th grade students*. Paper presentation at the annual convention of the National Association of School Psychologists. Online.
- Demaray, M. K., Malecki, C. K., & Summers, K. (2018, February). *Complex classifications of students involved in bullying across development*. Paper presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Demaray, M. (chair), Rose, C. A., Yell, M. L., Farmer, T. W., Malecki, C. & Ogg, J. (2017, August). *New frontiers in bullying of youth with disabilities: Research, social policy/law, and practice*. Collaborative symposium presentation at the annual convention of the American Psychological Association. Washington DC.
- DiSanti, K., Engles, D., Munos, C., Malecki, C. E., Clark, K., Dorio, N., Gustafson, E., & Klossing, J. (2015, December). *The big five, victimization, and receipt of prosocial behavior in adolescents*. Poster presentation at the annual Northern Illinois University Psychology Department Undergraduate Research Day. DeKalb, IL.
- Doll, E., Clark, K., Dorio, N., Dorosz, A., Styles, J., Jones, M., Demaray, M., & Malecki, C. (2017,

- February). *Adolescent participation in bullying role behaviors: A latent profile analysis*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Dorio, N., Clark, K., Demaray, M., Malecki, C., & Summers, K. (2017, February). *Importance of school climate in predicting traditional and cyber-bullying behaviors*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Dorio, N., Clark, K., Doll, E., Demaray, M., & Malecki, C. (2017, February). *School climate and adolescents' bullying perpetration: A longitudinal analysis*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Dorio, N. & Demaray M. K. (2020, February). *Roles of rumination and social support in victimization and depression*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Dorio, N. & Demaray, M. (2019, February). *Bullying bystander roles: Experiences that are associated with their involvement*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Dorio, N. & Demaray, M. (2018, February). *Rumination and social support: Helping victimized adolescents suffering depression*. Paper presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Dorio, N., Eldridge, M., Clark, K., & Demaray, M. (February 2019). *Transition to middle school: Risk factors for bullying role behaviors*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Dorio, N., Fredrick, S., & Demaray, M. (2018, February). *Peer victimization and school engagement: Testing a multiple mediator model*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Dorio, N., Riffle, L., & Demaray, M. (2020, February). *Bullying bystander roles: Rumination, depression, and school engagement*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Egan, C., Ezzo, K., Milner, M., & Warne, M. (2018, December). *The association of bullying role behaviors with academic performance*. Poster presentation at the NIU Psychology Undergraduate Research Conference. DeKalb, IL
- Eldridge, M., Clark, K., Malecki, C., & Demaray, M. (2020, February). *Validation of the dual-factor model through latent profile analysis*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Eldridge, M. & Demaray, M. (2020, February). *Adolescents' engagement: Moderation between bully roles and internalizing problems*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Eldridge, M., Dorio, N. & Demaray, M. (2018, August). *Transition to middle school: Risk factors for bullying role behaviors*. Poster presentation at the annual convention of the American Psychological Association. San Francisco, CA.
- Eldridge, M., Styles, J., Emmons, J., Carroll, A., Doll, E., Grundy, K., Jones, M., & Demaray, M. (2019, February). *Trauma-informed assessments and interventions: Tools for practitioners*. Mini-skills presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA
- Elzinga, N. & Demaray M. K. (2015, February). *Victimization and anxiety among youth with ASD: A longitudinal investigation*. Poster presentation at the annual convention of the National Association of School Psychologists. Orlando, FL.
- Emmons, J., Carroll, A., Malecki, C., & Demaray, M. (2019, February). *Associations among cybervictimization, social support, and individual perceptions of school climate*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Emmons, J. D. & Demaray, M. K. (2020, February). *Do prosociality and victimization relate to future*

- bystander behavior?*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Emmons, J., Malecki, C., Demaray, M., & Smith, T. (2019, February). *Bully role behaviors for students with disabilities with varied risk*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Emmons, J., Malecki, C.K., Demaray, M.K., & Smith, T. (2018, August). *Disability status and other risk factors in bullying involvement*. Poster presentation at the annual convention of the American Psychological Association. San Francisco, CA.
- Erickson, B. A., Laffoon, R. B., Ogg, J. A., Malecki, C. K., Styck, K. M., & Demaray, M. K., (2021, January). *COVID-19 stressors, rumination, and social support, with depression among students*. Poster presentation at annual convention of the Illinois School Psychologists Association. Online.
- Fredrick, S. S. & Demaray, M. K. (2017, August). *Traditional and cyber victimization, depression and suicidal ideation: A school-based sample*. Poster presentation at the annual convention of the American Psychological Association. San Francisco, CA.
- Fredrick, S. S. & Demaray, M. K. (2016, February). *Victimization and internalizing distress: Gender and social support as moderators*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Fredrick, S. S., Demaray, M. K., & Malecki, C. K. (2017, August). Social support as a moderator in the association between depression and suicidal ideation. In S. Y. Rueger (Chair), *No youth is an island: Examining social support and depression through a multidisciplinary lens*. Symposium presentation at the annual convention of the American Psychological Association. San Francisco, CA.
- Fredrick, S. S., Demaray, M. K., & Malecki, C. K. (2017, February). *Social support as a moderator in the association between depression and suicidal ideation*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Fredrick, S. S., Demaray, M. K., & Malecki, C. K. (2017, February). *Importance of suicide screening and social support for at-risk adolescents*. Paper presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Fredrick, S., Eldridge, M., Traudt, S., & Demaray, M. (2019, February). *Sources of social support: A latent profile analysis approach*. Poster presentation at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- 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 presentation at the annual convention of the Illinois School Psychology Association, Springfield, IL.
- Geosling, R. & Malecki, C. M. (2015, February). *The relationship of social support and internal factors in adolescents*. Poster presentation at the annual convention of the National Association of School Psychologists. Orlando, FL.
- Gohr, K., Ogg, J., & Henderson, A., Rogers, M., & Volpe, R. (2016, January). *Parenting practices, child adjustment, and academic competence in kindergarten*. Poster presentation at the annual convention of the Illinois School Psychology Association, Springfield, IL.
- Gohr, K., Ogg, J., & Volpe, R. (2017, February). *Reliability and validity of measuring ADHD symptoms during assessment sessions*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Guzman, R., Hafeez, A., Jones, K., Krueger, B., Palacios, S., Demaray, M. L. K., Malecki, C. E., Clark, K., Dorio, N., Gustafson, E., Klossing, J., & Torcasso, G. (2016, April). *Is parent social support important to adolescent grit?*. Poster presentation at the annual Northern Illinois University Undergraduate Research and Artistry Day. DeKalb, IL.
- Hinojosa, S., Bateman, L., Armstrong, K., Bander, B., Lam, G. Y. H., Ogg, J., Knap, K., & Powers, D. (2015, February). *Parent-child interaction therapy: Foundations, applications, and future directions*. Paper presentation at the annual convention of the National Association of School

- Psychologists. Orlando, FL.
- Hinojosa, S., Ogg, J., Armstrong, K., Bradley-Klug, K., & Ferron, J. (2016, February). *Beyond time out: A study of teacher child interaction therapy*. Poster presentation at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Hinojosa, S., Ogg, J., Knap, K., Smith, N., Armstrong, K., Bradley-Klug, K., & Ferron, J. (2016, August). *Teacher child interaction therapy: An ecological intervention for disruptive behaviors*. Poster presentation at the annual convention of the American Psychological Association. Denver, CO.
- Huber, L. & Demaray, M. (2016, February). *The role of self-concept in victimization and social anxiety*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Jenkins, L. & Demaray, M. K. (2016). *Bullying laws in Illinois: What school psychologists need to know*. Workshop presentation at the annual convention of the Illinois School Psychologist Association. Springfield, IL.
- Jenkins, L., Harris, B., & Demaray, M. (2018, February). *Navigating Job Searches: Finding your first, or second, faculty position*. Mini Skills presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Jenkins, L. & Ogg, J. (2017, August). *Characteristics of ADHD and academic performance: Academic enablers as a mediator*. Poster presentation at the annual convention of the American Psychological Association. Washington DC.
- Jenkins, L. N., Tennant, J. E., & Demaray, M. K. (2016, February). *Executive functioning skills of bullying participant roles*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Jones, C., Coyle, S., Geosling, R., Lewis, H. C., & Demaray, M. K. (2015, February). *Assessment of bullying: Approaches and tools*. Mini-skills presentation at the annual convention of the National Association of School Psychologists. Orlando, FL.
- Jones, C. & Demaray, M. (2018, February). *Examining hypermasculinity, bullying, and the role of homophobia*. Paper presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Jones, C. & Demaray, M. K. (2016, February). *Relations among gender typicality, anxiety, depression, and victimization*. Paper presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Jones, C. & Demaray, M. K. (2015, February). *Homophobic bullying-victimization: Associations with other bullying behaviors and outcomes*. Poster presentation at the annual convention of the National Association of School Psychologists. Orlando, FL.
- Jones, M., Doll, E., Carroll, A., Johns, A., Eldridge, M., Malecki, C., & Demaray, M., & Emmons, J. (2019, February). *The association of bullying role behaviors and academic performance*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Jones, M., Doll, E., Emmons, J., Eldridge, M., Carroll, A., Johns, A., Malecki, C., & Demaray, M. (2019, February). *The association of bullying role behaviors with academic achievement*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Jones, M. & Malecki C. K. (2018, February). *Discipline gap, schools, and school psychologists as agents of change*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Kelly, K. & Malecki, C. K. (2021, February). *Female adolescents' social support: Associations with anxiety and depression*. Poster presentation at the annual convention of the National Association of School Psychologists. Online.
- Kelly, K., Rodriguez-Harris, D., Riffle, L., Menter, K., Malecki, C., Demaray, M. K., & Ogg, J. (2020, January). *Indirect offensive language use: Impact on social climate*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.

- Klossing, J., Clark, K., Dorio, N., Demaray, M., & Malecki, C. (2017, February). *Grit: A possible buffer against negative outcomes in bullying?*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Klossing, J., Clark, K., Dorio, N., Gohr, K., Pasel, K., Hirsch, M., Torcasso, G., Demaray, M., & Hicks, A. (2017, February). *An executive functioning toolbox: Skills for effective assessment and intervention*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX
- Klossing, J. & Demaray, M. (2019, February). *Understanding youth victimization and depression: Assessing an integrated model*. Poster presentation at the annual convention of the National Association of School Psychologists. Atlanta, GA.
- Klossing, J. & Demaray, M. (2018, February). *Keeping kids engaged: Why body esteem is important*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Klossing, J., Gustafson, E., Clark, K., Dorio, N., Malecki, C., & Demaray, M. (2016, January). *The role of personality and social support in academic enablers*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Klossing, J. J., Gustafson, E. M., Kahrilas, I., Demaray, M. L. K., & Malecki, C. E. (2015, February). *Double teamed: The dual experience of peer and sibling bullying*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Lindah, C. & Ogg, J. (2018, February). *Effectiveness of a shared storybook intervention on early numeracy skills*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL
- Lyell, K., Malecki, C. K., & Demaray, M. K. (2017, August). Social support and internalizing problems: How important are school-based relationships? In P. Pössel (Chair), *How relevant are school-related relationships for students' internalizing problems?* Symposium presentation at the annual convention of the American Psychological Association. San Francisco, CA
- 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 annual convention of the National Association of School Psychologists. Orlando, FL.
- Malecki, C.K., Demaray, M.K., Ogg, J., Kelly, K., Riffle, L., Rodriguez-Harris, D., Menter, K., & Anthony, C. (2020, August). *The association between offensive language use and school climate*. Poster presentation at the annual convention of the American Psychological Association. Online.
- McDowell, E., Finn, C., Arce, M., Wiemer, K., Riffle, L., Malecki, C., & Demaray, M. (2019, December). Associations among Bullying, Victimization, Office Discipline Referrals, and Relationships in Schools. Poster presentation at the annual NIU Psychology Undergraduate Research Conference. DeKalb, IL.
- Molloy, C., Doll, E, Styles, J., Grundy, K., Seimetz, L., Carroll, A., Johns, A., Phelan, A., Ryva, M., Pasel, K., Gohr, K., Hirsch, M., Malecki, C., Demaray, M., & Ogg, J. (2018, February). *Preventing and Addressing Bullying Through a Unique Training Grant*. Poster presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Ogg, J. & Anthony, C. J. (2019, August). *Longitudinal effects of the interactions between parental involvement, style, and ses on achievement*. Poster presentation at the annual convention of the American Psychological Association. Chicago, IL.
- Ogg, J. & Anthony, C. (2018, August). *Parent Involvement and children's externalizing behavior: Exploring longitudinal bidirectional effects across gender*. Poster presentation at the annual convention of the American Psychological Association. San Francisco, CA.
- Ogg, J., Delach, T., Hofmann, N., Storey, E., LaRossa, K., Rogers, M., & Volpe, R. (2016, February). *Parent involvement and ADHD symptoms in kindergarten students*. Poster presentation at the annual convention of the National Association of School Psychologists conference. New Orleans, LA.
- Ogg, J., Demaray, M., Hadji, A., Kelly, K., Riffle, L., Rodriguez-Harris, D., Rodriguez, M., Villagomez,

- E., Wendel, M., Wilcox, H., Yi, E. (2020, February). *Anxiety prevention and intervention in schools: Essentials for practitioners*. Miniskills presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Ogg, J., Gohr, K., Rogers, M., & Volpe, R. (2017, February). *Do children's ADHD symptoms influence parent engagement*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Ogg, J. (chair), Grabacz, A., Piffner, L., Sheridan, S., Power, P. & Hoagwood, K. (2017, August). *Scaling up family interventions in schools and primary care settings*. Symposium presentation at the annual convention of the American Psychological Association. Washington DC.
- Ogg, J., Strissel, D., Siemetz, L., Doll, E., Grundy, K., Jones, M., Molloy, C., Styles, J. (February, 2018). *Mindfulness-based interventions implemented in schools: Essentials for practitioners*. Mini-Skills presentation at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Ogg, J., Strissel, D., Siemetz, L., Doll, E., Grundy, K., Jones, M., Molloy, C., & Styles, J. (May, 2018). *Showcase of Mindfulness Assessments and Interventions*. Professional development training presentation at the Northern Illinois University School Psychology Program Showcase. DeKalb, IL.
- Ogg, J., Styck, K., Malecki, C.K., Demaray, M.K., Menter, K., Baker, C. & Overstreet, S. (2021, August). *Pandemic Perspectives: Parent, Teacher, and Student-Reported Experiences of COVID-19*. Cross-division collaborative symposium presentation at the annual convention of the American Psychological Association. Online.
- Ogg, J., Wendel, M., Corning, E., Alfonso, D., Shelleby, E., & Santuzzi, A. (2020, February). *Using electronic diaries: Frequent reporting to capture parenting experiences*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Pasel, K., Hirsch, M., Molloy, C., Grundy, K., Doll, E., Dorosz, A., Clark, K., Dorio, N., Gohr, K., Styles, J., Malecki, C., Demaray, M., & Ogg, J. (2017, February). *Project Prevent and Address Bullying (PPAB): A review*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Phelan, A., Carroll, A., Johns, A., Ryva, M., Wilcox, H., Hadji, A., Villagomez, E., Rodriguez, Kelly, K., Demaray, M., Ogg, J., & Malecki, C. (January 2019). *Improving Cafeteria Climate: Consultation with a Partner School*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Piccirillo, C. & Demaray, M. K. (2015, February). *The moderating effect of social support on everyday stressors*. Poster presentation at the annual convention of the National Association of School Psychologists. Orlando, FL.
- Pruitt, A. E., Wiemer, K., Jeong, R., Wendel, M., Styck, K. M., Malecki, C. K., Ogg, J., & Demaray, M. K. (2021, January). *Measuring COVID-19-Related Stress among 4th through 12th Grade Students*. Poster presentation at annual convention of the Illinois School Psychology Association. Online.
- Riffle, L. & Demaray, M. (2020, February). *Associations among teacher and classmate social support on bully participant role behaviors among middle school students*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Riffle, L. & Demaray, M. K. (2020, January). *Bystander behaviors in bullying: Effects of teacher and classroom support*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Riffle, L., Rodriguez-Harris, D., Kelly, K., Emmons, J., Eldridge, M., Demaray, M., & Malecki, C. (2019, January). *Associations between Bully Role Behaviors and Academic Achievement*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Rodriguez-Harris, D., Kelly, K., Menter, K., Riffle, L., Ogg, J., Anthony, C., Malecki, C., & Demaray, M. (2021, February). *Inappropriate language and relationships at school: A cross-lagged panel*

- analysis*. Poster presentation at the annual convention of the National Association of School Psychologists. Online.
- Rodriguez-Harris, D. & Malecki, C. (2020, February). *Bully role behaviors in boys with autism spectrum disorder*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Rodriguez-Harris, D., Riffle, L., Kelly, K., Ayala, K., Jeong, R., Demaray, M., & Malecki, C. (2020, February). *Getting in trouble: Office disciplinary referrals and bullying behavior*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.
- Rueger, S. Y., Malecki, C. M., Pyun, Y., Aycock, C., & Coyle, S. (2016, August). A meta-analytic review of the association between perceived social support and depression in childhood and adolescence. In S. Rueger (Chair), *No youth is an island: Examining social support and depression through a multidisciplinary Lens*. Symposium presentation at the annual convention of the American Psychological Association. Washington, DC.
- Suszek, A., Figueroa, C., Riffle, L., Kelly, K., Rodriguez-Harris, D., Malecki, C. K., & Demaray, M. K. (2019, May). *Getting in Trouble: Are Disciplinary Referrals Associated with Bullying Behavior?*. Poster presentation at the annual Northern Illinois University Undergraduate Research and Artistry Day. DeKalb, IL.
- Strissel, D., Clark, K., & Ogg, J. & Rogers, M. (2019, February). *Method variance in parent and teacher reports of parental involvement*. Poster presentation at the annual convention of the National Association of School Psychologists, Atlanta, GA
- Strissel, D., Seimetz, L., Gohr, K., Brokhof, N., Del Rosario, S., Hadji, A., Nieto, A., Zambrano, J. & Ogg, J. (2017, February). *A review of mindfulness-based interventions implemented in schools*. Poster presentation at the annual convention of the Illinois School Psychology Association. Springfield, IL.
- 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 annual convention of the National Association of School Psychologists. Orlando, FL
- Tennant, J. E. & Demaray, M. K. (2017). *Emotion regulation profiles of various bullying role combinations*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Tennant, J. E., & Demaray, M. K. (2016, February). *Peer victimization, emotion regulation, and student engagement*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Tennant, J. E., Jenkins, L. N., & Demaray, M. K. (2016, February). *Cybervictimization: Overlap with traditional victimization and associated social-emotional outcomes*. Poster presentation at the annual convention of the National Association of School Psychologists. New Orleans, LA.
- Tennant, J. E., Summers, K. H., & Demaray, M. K. (2017). *Personality traits of bullying participant roles*. Poster presentation at the annual convention of the National Association of School Psychologists. San Antonio, TX.
- Wiemer, K., Ayala, K., Jeong, R., Kelly, K., Rodriguez-Harris, D., Riffle, L., Demaray, M., & Malecki, C. (2020, January). *Who gets in trouble?: Office disciplinary referrals and bullying behavior*. Poster presentation at the annual convention of the Illinois School Psychologists Association. Springfield, IL.
- Wiemer, K. & Malecki, C.K. (2021, February). *Understanding prosocial teasing in adolescents*. Poster presentation at the annual convention of the National Association of School Psychologists. Online.
- Wilcox, H., Hadji, A., Villagomez, E., Rodriguez, M., Demaray, M., Ogg, J., & Malecki, C. (February 2020). *School climate, bullying, and harassment screening: Resources and lessons learned*. Poster presentation at the annual convention of the National Association of School Psychologists. Baltimore, MD.

- Wilcox, H., Hadji, A., Villagomez, E., Rodriguez, M., Kelly, K., Demaray, M., Ogg, J., & Malecki, C., (October 2019). *Preventing and addressing bullying: A focus on bystanders*. Professional development training presentation at the annual Northern Illinois University Bullying: How Schools Can Respond conference. DeKalb, IL.
- Wilcox, H., Hadji, A., Villagomez, E., Rodriguez, M., Kelly, K., Ogg, J., Demaray, M., & Malecki, C. (2019, October). *Preventing and addressing bullying: Tools, tips, and take-aways*. Professional development training presentation at the annual Northern Illinois University Bullying: How Schools Can Respond conference. DeKalb, IL.
- Wilcox, H., Rodriguez, M., Villagomez, E., Hadji, A., Ogg, J., Demaray, M., & Malecki, C.K. (2021, February). *Adapting school bullying assessments for students with disabilities*. Poster presentation at the annual convention of the National Association of School Psychologists. Online.

## Appendix D: 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:

- [Child Development and Family Center](#) – a licensed facility, as well as accredited through the National Academy of Early Childhood Programs. The center provides full-time and part-time childcare 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%.
- [Counseling and Consultation Services](#) – 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.
- [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.
- [Gender and Sexuality 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.
- [Northern Illinois University Health Service](#) – provides high quality primary health care and prevention services at reasonable cost to eligible students.
- [Office of the Ombudsperson](#) – 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: Internship Agreement



### INTERNSHIP AGREEMENT FOR THE \_\_\_\_ - \_\_\_\_ ACADEMIC YEAR

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Name of School System/Agency  
has agreed to accept

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Name of Intern

as an intern for the \_\_\_\_ - \_\_\_\_ 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 doctoral level intern must complete at least 2000 hours of supervised experience and the Specialist SSP intern must complete at least 1200 supervised hours.
3. LOCATION: The internship will be performed at the following location (s):

Name Internship Site:

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Address:

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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. **If a doctoral internship, CDSPP guidelines must be met (see additional contract).**
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 meetings for school psychologists. Released time for attendance at professional meetings is required.

The intern will be expected to attend the following conferences, seminars, and/or in-service training program (s):

Intern/intern supervision workshop (typically in Sept. at ISU)  
Illinois School Psychologists Association (ISPA) Annual Conference  
University Internship Meetings at NIU (2 per year)

7. WORK ENVIRONMENT: Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines.
8. SUPERVISION: The cooperating practitioner must hold a valid credential as a school psychologist (and if a PhD internship, must be a professionally licensed psychologist). Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is required.

Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

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Name of Cooperating Practitioner

The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit per semester for each intern (or phone conference if out of state or long distance).

9. TRAINING COMMITMENT: The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.

## APPROVAL:

Signatures:

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Intern	Date
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Cooperating Practitioner	Date
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University Supervisor (or Designee)	Date
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*\*\*Note that APA accredited internships will have their own agreement that will be utilized with NIU. If the internship is not APA accredited, the following contract should be signed (instituted Spring, 2021).*

## **NIU Agreement with Internships not yet APA Accredited**

### **CDSPP Doctoral Internship Guidelines**

**Based on CDSPP guidelines approved by the membership, June, 2017**

In the absence of special circumstances, a doctoral internship program in school psychology that meets these guidelines will also be considered as meeting current *Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology* as developed by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.

1. A school psychology doctoral internship is an organized training program designed to provide an intern with a planned sequence of training experiences that will develop the intern's profession wide competencies in health service psychology and the specialty of school psychology.

The internship is the culminating (i.e., completed after a programmed sequence of coursework, practica, and field experiences), supervised training experience prior to the granting of a degree by a doctoral program. Consistent with the definition of health service psychology (i.e., the integration of psychological science and practice in order to facilitate human development and functioning), the internship consists of a range of activities promoting the development of the following profession-wide competencies<sup>1</sup>:

- research;
  - ethical and legal standards;
  - individual and cultural diversity;
  - professional values, attitudes, and behaviors;
  - communication and interpersonal skills;
  - assessment;
  - intervention;
  - supervision;
  - consultation and interprofessional/interdisciplinary skills.
2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours<sup>2</sup>. The intern engages in research

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<sup>1</sup> This listing identifies the profession-wide competencies required for all students who graduate from APA accredited programs in health service psychology. (SoA, 2015).

<sup>2</sup> These specific guidelines are consistent with requirements established by the National Register. <https://www.nationalregister.org/apply/credentialing-requirements/>

activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.

3. The internship program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of interns' work. The internship program, doctoral program, and intern must jointly approve in writing the goals and content of the internship, including clearly stated expectations for the nature of experiences offered by the internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies.

Internship program due process procedures are made available to interns prior to the beginning of the training period. If due process procedures are initiated as a result of intern behaviors, intern activities, or internship conditions, the supervisor of the internship program will notify the intern's doctoral program.

4. Interns will minimally receive a formal, written evaluation at the end of the doctoral program's semester, trimester, or quarter course grading period. The internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based on direct observation. The evaluated areas will be consistent with the doctoral program's aims and address intern development of profession-wide competencies.

Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student's readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists.

5. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours (NIU requires 2000) in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. Note that the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting), but this is not required for NIU. (The 600 school hours can be in advanced practicum).
6. The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in health service psychology.
7. The internship program employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program.

The internship program has at least two psychologists on staff available as supervisors for the intern. The intern's primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into *formal internship* agreements with other entities, such as other school districts, clinics, or university doctoral programs.

8. The full-time internship includes **at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level.** The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.<sup>4</sup>
9. In addition to the individual supervision (**as described in #8 above**), the intern spends **at least two additional hours per week in scheduled group or individual supervision conducted** by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).

The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.

10. The internship program has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.
11. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 8 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #8 and #9 above). The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships

using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

12. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.
13. The intern has a title such as “intern,” “resident,” or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.

INTERN: \_\_\_\_\_ for internship year \_\_\_\_\_

I have read and confirm that our internship will provide all of the elements listed above.

\_\_\_\_\_  
Internship Representative (Print Name)

\_\_\_\_\_  
Internship Representative (Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director (Print Name)

\_\_\_\_\_  
Program Director (Sign)

\_\_\_\_\_  
Date

## 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](mailto: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*

<u>Area of Evaluation</u>	<u>Rating</u>					
1. Develop an understanding of the development of the social and emotional aspects of human behavior.	Poor				Excellent	Not Observed
	1	2	3	4	5	
2. Develop an understanding of the development of cognition and learning aspects of human behavior.	Poor			Excellent		Not Observed
	1	2	3	4	5	
3. Develop an understanding of psychopathology and school-related problems.	Poor			Excellent		Not Observed
	1	2	3	4	5	
4. Develop an understanding of the history, roles, and functions of school psychologists	Poor			Excellent		Not Observed
	1	2	3	4	5	
5. Develop and demonstrate an understanding of the professional and ethical standards and legal issues relevant to school psychology practice.	Poor			Excellent		Not Observed
	1	2	3	4	5	

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.	Poor				Excellent	Not Observed
	1	2	3	4	5	
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.	Poor				Excellent	Not Observed
	1	2	3	4	5	
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.	Poor				Excellent	Not Observed
	1	2	3	4	5	
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	Not Observed
	1	2	3	4	5	
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	Not Observed
	1	2	3	4	5	
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	Not Observed
	1	2	3	4	5	
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	Not Observed
	1	2	3	4	5	
13. Develop competencies related to the principles of research design, statistics, and measurement.	Poor				Excellent	Not Observed
	1	2	3	4	5	
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	Not Observed
	1	2	3	4	5	
15. Develop an understanding of general education, special education, and other educational and related services. Develop ability to work with individuals	Poor				Excellent	Not Observed
	1	2	3	4	5	

and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

16. Develop an understanding of family systems and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Poor				Excellent	Not Observed
	1	2	3	4	5	

17. Develop and use information sources and technology relevant to their profession in ways that safeguard or enhance the quality of services.	Poor				Excellent	Not Observed
	1	2	3	4	5	

18. Develop an ability to integrate domains of knowledge and apply skills in delivering comprehensive ranges of services evidenced by measurable positive impact on children, youth, families, and other consumers.	Poor				Excellent	Not Observed
	1	2	3	4	5	

Additional Comments:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

(Intern signature indicates only that the evaluation has been reviewed with the intern. Please print, complete, sign, scan, and email to the Program Assistant at SchoolPsychology@niu.edu)

## **Appendix F: Program History**

*History in progress, currently incomplete but here is a start if you are interested!*

1978 – program instituted

1992 – full approval from the National Association of School Psychologists (NASP),  
next up 2021

1992 – approval from National Council for Accreditation of Teacher Education (NCATE) now  
Council for the Accreditation of Educator Preparation (CAEP) – continuous approval  
(last approval was Spring, 2021)

2009 – American Psychological Association (APA) accreditation (2014, next up in 2021)

2020 – M.A. + 30 program became Specialist in School Psychology (SSP) program

### Faculty History (in progress)

Elise Masur (PhD 1976; retired 2009 perhaps??)

Irv Lotsoff

Greg Waas 1986 - 2015, Program Director 1988 - 2003

Karen Stoiber

Steve Little

Patrick Nolten 199X – 1998

Michelle Demaray 1998 – present, Program Director 2003 - 2008

Christine Malecki 1999 – present, Program Director 2008 - present

Corrie Ray-Subramanian 2007-2008

Amy Luckner approx. 2010 - 2014

Julia Ogg 2015 – present

Kara Styck 2018 – present