

# TEXAS STATE

## **SCHOOL PSYCHOLOGY PROGRAM INTERNSHIP HANDBOOK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, ADULT EDUCATION AND  
SCHOOL PSYCHOLOGY**

**TEXAS STATE UNIVERSITY  
SAN MARCOS, TEXAS 78666  
Revised August 2022**

## SCHOOL PSYCHOLOGY INTERNSHIP HANDBOOK

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## **OVERVIEW**

### **INTERNSHIP IN SCHOOL PSYCHOLOGY**

The professional internship occurs at or near the end of formal training in school psychology. It is considered the culminating experience in the student's graduate preparation for the professional practice of school psychology. It provides the student with an opportunity to integrate the knowledge and skills obtained throughout the training program and to apply them as a professional in a supervised setting. The professional internship sequence (SPSY 6301 and 6302) is a full-time experience for a minimum total of 1200 clock hours over a period of one year or half-time for a minimum total of 1200 clock hours over a period of no more than two years.

Interns are considered full members of the school/agency staff, and they participate with regular education and special education staff as members of multidisciplinary teams. Supervision and primary responsibility for the work of the student intern are with the assigned school district or agency. Field-based internship supervisors are appropriately credentialed by the Texas State Board of Examiners of Psychologists (<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html>) as Licensed Specialists in School Psychology with at least three years of experience. They provide a minimum of two hours per week of direct supervision for each intern, half of which must be individual (e.g. one hour of individual and one hour of group). The University School Psychology Program (referred to subsequently as the Program) internship supervisors also provide an ongoing collaborative relationship with the field-based supervisor and intern. The university supervisor may be a licensed psychologist and/or licensed specialist in school psychology (LSSP).

A Memorandum of Agreement (MOA) is established between the intern and the internship site stipulating training objectives, supervision guidelines, the schedule of appointments, provision for participation in continuing education, and assurances that an appropriate work environment, including adequate supplies, material, office space, and services, will be provided. This agreement must be consistent with the Program goals and objectives, and the agreement must meet state regulations and ethical guidelines. The intern is eligible for employment during this internship year. Employment, however, in no way precludes the primary training aspect of the internship. The first semester of internship, the student will enroll in SPSY 6301.

The second semester of the internship (SPSY 6302) is a continuation of the supervised school-based experience. A minimum of 600 internship clock hours of the total 1200 clock hours, is required to be in a school setting. Placement may occur in an approved alternative setting (e.g. a child guidance clinic, mental health care center, private school, etc.). The same standards that applied to the first semester of internship also apply to the second semester unless that portion of the internship is in a non-school setting. In those instances, supervision is provided by a licensed psychologist whose credential is appropriate to the setting.

## GOALS FOR THE INTERNSHIP IN SCHOOL PSYCHOLOGY

1. The intern will demonstrate proficiencies and knowledge acquired during formal training in the School Psychology Program at Texas State University-San Marcos as described in the *School Psychology Program Student Handbook*, including:
  - Data-Based Decision-Making and Accountability
  - Consultation and Collaboration
  - Interventions and Instructional Support to Develop Academic Skills
  - Interventions and Mental Health Services to Develop Social and Life Skills
  - School-Wide Practices to Promote Learning
  - Preventive and Responsive Services
  - Family–School Collaboration Services
  - Diversity in Development and Learning
  - Research and Program Evaluation
  - Legal, Ethical, and Professional Practice
  
2. The intern will demonstrate competence in the practice of professional school psychology by:
  - Passing the National School Psychology Certification Exam (PRAXIS) administered by the Educational Testing Service
  - Completing all contractual agreements with the internship site and completing all School Psychology Program requirements
  - Applying for and receiving institutional certification from the University as having graduated with a specialist in school psychology (SSP) degree. The intern is responsible for applying to graduate in the final semester of internship
  - Applying to the Texas State Board of Examiners of Psychologists (TSBEP) for licensure as a Licensed Specialist in School Psychology (LSSP), including passing the required Jurisprudence Examination
  - Applying to the National School Psychology Certification Board and receiving Nationally Certified School Psychologist (NCSP) status (optional)

## PROCEDURES FOR INITIATING THE INTERNSHIP EXPERIENCE

1. The student should consult with their Program faculty advisor regarding readiness for internship during the fall and/or spring semester prior to the desired internship. Please consult with the University internship coordinator prior to selection of the internship site regarding its appropriateness if there is any doubt. A student who is bilingual and wishing to gain supervision from a bilingual supervisor may wish to look over the NASP bilingual school psychology register: <https://apps.nasponline.org/membership-and-community/bilingual-directory/directory.aspx>
2. The student must complete the academic degree plan by the start of the internship.
3. The student will present to the administrator of the internship site a Memorandum of Agreement stipulating the intent of the school district/agency to contract the student as an LSSP intern for the designated semester or school year (see the approved Memorandum of Agreement in this *Handbook*). If the district suggests any edits or changes to the MOA, they must be reviewed and approved by the University.
4. If the site is other than a public school, the student must obtain confirmation that the Program faculty internship coordinator has approved the internship site placement.
5. The student may then negotiate a contractual agreement with the internship site that specifies in writing the following, which are addressed in the MOA:
  - a. training commitment
  - b. provision of supervision
  - c. work environment
  - d. contract and salary
  - e. provision for continued professional development
  - g. travel expenses
6. The student must purchase professional student liability insurance prior to beginning the internship experience. The dates of coverage must span the entirety of the dates the intern will be contracted by the district. This may be longer than the Texas State school year.

7. The student intern must register for the appropriate course (6301 or 6302) by advance registration. Initially, enroll in any appropriate section. A university supervisor will be assigned prior to the start of the fall semester, which may require the intern to switch sections.

## EXPECTATIONS DURING THE INTERNSHIP AND POST-INTERNSHIP YEAR

1. The student shall apply for and pass the National School Psychology Certification Exam (PRAXIS) administered by the Educational Testing Service prior to the completion of the internship, upload the scores to eportfolio, and separately email the scores to the Program Coordinator by April 15.  
  
\*\*PRAXIS Scores must be sent to Texas State Board of Examiners of Psychologists and to NASP. If you choose these when you are taking the test, they are free. They may cost money to send after the test date.
2. Two weeks BEFORE graduation, the intern should submit the application packet for the Licensed Specialist in School Psychology (LSSP) to the Texas State Board of Examiners of Psychologists (TSBEP) with all required materials except the final transcript from Texas State University. Soon after graduation, the graduate must request that the official final transcript be submitted to TSBEP from the registrar.
3. No more than six months prior to applying for licensure in Texas, take and pass the Jurisprudence exam. If applying for licensure in other states, review the license requirements for that state.
4. The graduate should submit all required documents to the Program internship coordinator (see “Responsibilities of the Intern”) by the posted deadlines each semester of the internship. All documents are to be uploaded into eportfolio.
5. Following application for licensure in Texas, the intern has 45 days to complete the requirements for licensure, and may continue to serve at the internship site until that date (see TSBEP rules regarding delivery of services by unlicensed persons).

## RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR

The field-based internship supervisor will:

1. Have at least three years of experience and hold a valid credential from the TSBEP as a Licensed Specialist in School Psychology. For any portion of the internship in a non-school setting, the supervisor must be a licensed psychologist with expertise and training appropriate for that setting.
2. Review an internship plan (using the Internship *Evaluation and Competencies Form as a guide*) with the intern that is consistent with the goals and objectives of the Program.
3. Be responsible for no more than two LSSP interns at any given time.
4. Provide at least two hours per week of direct supervision for each intern, half of which must be individual.
5. Systematically evaluate the intern's performance in regard to the specific training objectives of the University Program and the field-based site.
6. Complete student's *Evaluation and Competencies Form at the end of each semester*.
7. Maintain contact with the University supervisor to address any concerns.
8. Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.



## **RESPONSIBILITIES OF THE UNIVERSITY-BASED SUPERVISORS**

The University-based internship supervisor will:

1. Ensure that the district/agency has a commitment to the internship as a training experience.
2. Monitor and ensure that the internship is consistent with Program goals and objectives.
3. Be responsible for no more than 12 interns at any given time.
4. Maintain consistent contact with the intern and the intern's field-based supervisor and provide at least one field-based contact per semester for each intern.
5. Be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or intern.
6. Document that the intern is meeting University Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
7. Document to the University when the student has completed all requirements of the internship.
8. Evaluate the intern's case studies as a measure of competencies.

## PLANNING DOCUMENT AND RESPONSIBILITIES OF THE INTERN

The intern will:

1. Review with the field-based supervisor the conditions specified in the *School Psychology Program Internship Handbook* and in the *Memorandum of Agreement*. Both parties must have a clear understanding of intern duties, supervision, work hours, assigned office space, secretarial support, provision of materials, calendar of continuing education opportunities and staff meetings, etc.
  
2. Review the *Objectives for the Internship* and internship assignments with the field-based supervisor and jointly develop an internship plan that specifies activities and duties that are consistent with the Program goals and objectives, including:
  - a. A timeline of when the activities should occur
  - b. The nature of the activities
  - c. The NASP objectives and competencies addressed
  - d. The approximate time or percent of time allotted for each of the activities
  
3. Complete the *Activity Log* on a regular basis by following the instructions on the *Activity Code Sheet*.
  - a. Complete the logs on a weekly basis, and have the log available for review at any time by the field-based and University-based supervisors.
  - b. Have the completed logs *and Activity Summary Sheet* signed by the field-based supervisor and turned in to the University-based supervisor at the end of each 600 hour semester.
  
4. Seek and review formal, written evaluation from the field-based supervisor

each semester, procure signatures, and submit the completed *Internship Evaluation and Competencies Form* to the University-based supervisor (in eportfolio) by the required deadline.

5. Notify and consult with the University-based supervisor in a timely manner regarding any major change of assignment(s), concerns or difficulties.
6. Attend group supervision and professional development sessions held at the University each semester.
7. Assist in coordination of site visit including the intern, university and site-based supervisors.

## OBJECTIVES FOR INTERNSHIP IN SCHOOL PSYCHOLOGY

As evidence that the intern has met Program goals and objectives, she/he/they will demonstrate proficiency and knowledge as evaluated on the *Internship Evaluation and Competencies Form*.

The intern will obtain experience and demonstrate proficiency in the following areas:

1. Application of ethical and legal aspects of professional school psychology in the following areas:
  - 1.1 Confidentiality, informed consent, and due process
  - 1.2 Family Educational Right to Privacy Act
  - 1.3 Texas State Board of Education Rules and Regulations
  - 1.4 Federal and State laws related to education and psychology
  - 1.5 Professional competence and standards for professional practice (NASP and APA)
  - 1.6 Texas State Board of Examiners of Psychologists (TSBEP) rules and regulations for licensure as a Licensed Specialist in School Psychology.
2. Understanding the operation, organization, and policy of the assigned district/campus or clinical setting through awareness of:
  - 2.1 District facilities and key administrative personnel and their roles and functions
  - 2.2 The roles and functions of other student service personnel
  - 2.3 The roles and functions of support and related service staff
  - 2.4 The roles and functions of the School Psychologist/Licensed Specialist in School Psychology
  - 2.5 District policies and procedures for crisis prevention and intervention
3. Understanding of regular and special education policies and procedures related to the education of all students:

- 3.1 Multi-tiered systems of support
  - 3.2 Referral for special education
  - 3.3 Operation of the multidisciplinary team
  - 3.4 Placement in least restrictive environment
  - 3.5 Development of individual education and behavior management plans
  - 3.6 School discipline policies, including manifestation determination procedures
4. Identifying the characteristics of various instructional arrangements for all students by observation and collaboration in different learning environments, including:
- 4.1 Regular (general) education
  - 4.2 Special education
  - 4.3 Bilingual education classroom
  - 4.4 English as a Second Language classroom
  - 4.5 Alternative learning environments
5. Awareness of the characteristics of exceptional learners by observation and/or implementation of direct/indirect services, including administration, scoring, and interpretation of assessment instruments for the evaluation of the following populations:
- 5.1 Specific Learning Disabilities
  - 5.2 Emotional Disturbance
  - 5.3 Intellectual Disabilities
  - 5.4 Visual Impairment
  - 5.5 Auditory Impairment
  - 5.6 Deaf-Blindness
  - 5.7 Orthopedic Impairment
  - 5.8 Other Health Impairment

- 5.9 Multiple Disabilities
  - 5.10 Autism/Pervasive Developmental Disorder
  - 5.11 Speech or Language Impairment
  - 5.12 Non-categorical Early Childhood (including Developmental Delays)
  - 5.13 Traumatic Brain Injury
  - 5.14 Gifted and Talented (not a special education category)
6. Proficiency in the selection, administration, scoring, and interpretation of psychoeducational tests for the evaluation of learning competencies and disabilities:
- 6.1 Integration of data from multiple sources and methods
  - 6.2 Development of meaningful recommendations related to assessment findings
7. Demonstration of positive personal characteristics in the performance of duties in the following areas:
- 7.1 Adaptability
  - 7.2 Communication skills (oral)
  - 7.3 Communication skills (written)
  - 7.4 Conscientiousness
  - 7.5 Cooperation
  - 7.6 Dependability/reliability
  - 7.7 Independence
  - 7.8 Motivation
  - 7.9 Personal stability
  - 7.10 Productivity
  - 7.11 Professional ethics
  - 7.12 Professional image/appearance

8. Direct observation and indirect/direct delivery of services to “at risk” populations, including the following areas:
  - 8.1 Developmental delays
  - 8.2 Situational adjustment difficulties
  - 8.3 Environmental deprivation
  - 8.4 Economic deprivation
  - 8.5 Attentional disorders
  - 8.6 Disrupted family systems
  - 8.7 Drug/alcohol abuse and addiction
  - 8.8 Culture, gender, ethnic and age differences.
  - 8.9 Physical/sexual/emotional abuse
  - 8.10 Adjudicated youth
  
9. Instructional support by assisting in the development of educational interventions for academic needs, including:
  - 9.1 Reading
  - 9.2 Mathematics
  - 9.3 Written language
  - 9.4 Classroom performance
  
10. Incorporation of a wide range of assessment techniques, in addition to individually administered normative tests, including:
  - 10.1 Criterion referenced testing
  - 10.2 Curriculum-based assessment
  - 10.3 Nonbiased alternative procedures for linguistically and culturally diverse students

- 10.4 Computer administered assessment
  - 10.5 Specialized assessment (e.g., for visual-motor, memory, executive functions, or other cognitive skills)
  - 10.6 Arena-based assessment
11. Direct and indirect services for children, families and school systems, including:
- 11.1 Problem solving and mediation
  - 11.2 Conflict resolution
  - 11.3 Functional behavior assessment and applied behavior analysis
  - 11.4 Parent training/home intervention
  - 11.5 Social skills training
  - 11.6 Crisis management
  - 11.7 Participation as a multidisciplinary team member
  - 11.8 Collaborating with administrators and other personnel regarding program and systems needs
12. Family/home/school/community collaboration:
- 12.1 Knowledge of family strengths, systems, and influences
  - 12.2 Involving families in education and service delivery
  - 12.3 Collaborating with families, educators, and others in the community to provide services to children and adolescents
  - 12.4 Engaging family systems through parent and child interviews to collect a developmental and family history
13. Counseling and intervention:
- 13.1 Facilitating or co-facilitating counseling groups
  - 13.2 Conducting individual counseling sessions



- 13.3 Leading or co-leading in-service training, seminars and/or workshops on mental health related topics.
  
- 14. Operation and organization of alternative educational and mental health systems for children and adolescents:
  - 14.1 Contacting local mental health and social service agencies to facilitate interventions
  - 14.2 Making appropriate referrals for school, staff, students, and families
  - 14.3 Familiarity with rules, regulations and standards applicable to the setting.
  
- 15. Interpersonal communication skills essential for working with individuals in schools and alternative clinical settings by demonstrating the following skills:
  - 15.1 Interviewing techniques
  - 15.2 Problem identification and goal setting
  - 15.3 Negotiation
  - 15.4 Reframing
  - 15.5 Restating
  - 15.6 Summarizing
  - 15.7 Empathy
  - 15.8 Risk-taking
  - 15.9 Evaluation
  - 15.10 Termination/closure
  
- 16. Promoting multi-tiered systems of supports to foster academic and social/emotional development:
  - 16.1 System wide positive behavior supports and instructional excellence

- 16.2 Targeted intervention for at- risk students
- 16.3 Individual intervention for students with intensive needs
- 16.4 Progress monitoring of individual response to intervention
- 16.5 Evaluation of fidelity of intervention implementation
- 16.6 Evaluation of intervention effectiveness
  
- 17. Research and Program Evaluation
  - 19.1 Knowledge of research, statistics, and evaluation methods
  - 19.2 Translate research into practice
  - 19.3 Plan and conduct program evaluations

## Internship Assignments

The assignments for the internship are listed in ePortfolio and CANVAS and are to be completed by the posted deadlines. Both consultation case studies are due in the first semester of internship. All other assignments should be done over the course of the internship. Failure to complete all assignments satisfactorily will result in a grade of Incomplete and will delay your graduation from the program.

Rubrics for evaluating the projects are also available for you to view in ePortfolio and will help you complete the assignments.

**Documentation of Eight Evaluations.** In ePortfolio, interns will document completion of eight evaluations with a minimum of one evaluation from each of the evaluation types listed below:

- academic
- emotional/behavioral
- developmental (e.g., ID, early childhood non-categorical)
- autism spectrum disorder

For at least one evaluation, attach an Evaluation report (e.g., FIE) without identifying information.

**Documentation of Two Counseling Cases.** Completion of two counseling cases- individual and/or group. Document with summary of goals and outcomes of both. One case must be summarized in a report using Goal Attainment Scaling and will be assessed using the rubric in ePortfolio.

**Reflection on Diversity in Internship.** Upload a reflection on any activity during internship that required you to consider student or family diversity.

**Document Attending a School Event.** Attend one school event (e.g., PTA, carnival, book fair, etc. with date.

**Attend conference presentation on ethical/legal issues** with date and description of main points.

**Documentation of RTI Meeting Participation.** Participation in at least two RTI meetings.

Summarize the process and your role.

**Documentation of Prevention/Mental Health Activities**

- Participation in one school program with a focus on prevention or positive mental health practices. Write a description with your role.
- Participation in one crisis intervention activity. This can be a training program, a school or district-wide meeting or in-service, or an actual intervention you participated in or conducted by yourself. Write a description.
- Parent or family meeting. Write a description of the purpose of the meeting, the process, and the outcome with any relevant follow-up information.

**Two consultation case studies** (one academic, one behavioral) for actual cases that have been completed by the interns using systematic and structured problem-solving procedures, including GAS rating scales with each.

The case studies are one component of the program's performance-based assessment of students (please refer to the program handbook for other components of the assessment) to ensure that our graduates have the skills

necessary for the practice of school psychology. Students should work closely with their university supervisors in the planning and execution of the case studies. The Program has elected to use the NCSP Case Study format, described below. Cases must be summarized in a report using Goal Attainment Scaling (see example) and will be assessed using the rubric below. Case studies are evaluated by Program faculty (University supervisors). *Students are responsible for obtaining informed consent from parents for the internship case studies.*

### **NCSP CASE STUDY**

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the NCSP Case Study. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. *Cases must be summarized in a report using Goal Attainment Scaling and will be assessed using the rubric in ePortfolio.*

**Texas State University**  
**School Psychology Program**  
**Internship Information**

**The following must be provided to the University Internship Coordinator as soon as all information is acquired. A form to gather this data may be emailed to you.**

Intern Name

Texas State Net ID

Phone #

School district/ site Email

Preferred contact method

Internship dates: Begin End

**Internship Site and Supervisor(s)**

School District or Agency Name

Internship Site Address

Primary LSSP/ LP Supervisor Name

License(s) or Certificate Held Expiration Date

Verification of 3 Years of Experience as an LSSP or School Psychologist

Supervisor Work Phone and E-mail

Secondary supervisor name and contact info (if applicable)

Site Administrator (e.g. Special Education Director) Name and email

Names and addresses of campuses you will serve

Annual salary (reporting required by NASP)

**SCHOOL PSYCHOLOGY PROGRAM**  
**TEXAS STATE UNIVERSITY- SAN MARCOS**

**MEMORANDUM OF AGREEMENT FOR INTERNSHIP**

In pursuance to carrying out the terms of supervision of specialist level school psychology interns, the following is understood and agreed to by the undersigned.

1. \_\_\_\_\_ will serve as a graduate level intern in school psychology from Texas State University. The internship setting location is \_\_\_\_\_.
2. The internship will begin on \_\_\_\_\_ (month, day, year) and end on \_\_\_\_\_ (month, day, year), for an approximate total of \_\_\_\_\_ hours.
3. \_\_\_\_\_ will serve as field-based supervisor for the same period.
4. Field-based supervisors will:
  - a. Hold appropriate certifications/degrees (i.e., LSSP with at least three years of experience).
  - b. Be responsible for all duties performed by the student while under supervision.
  - c. Review test protocols, counseling records or notes, reports, etc. and observe the student's professional skills.
  - d. Co-sign all psychological reports/evaluations.
  - e. Complete the *Internship Evaluation and Competencies Form*, and other evaluative forms as appropriate.
  - f. Provide at least two hours of supervision weekly with the intern.
  - g. Be available by appointment as requested by the internship student.
  - h. Be available for contact on emergency basis as needed.
  - i. Contact the University supervisor as needed.

5. Activities appropriate for the internship in school psychology are found in the *Internship Handbook*. Interns may, for example:
  - a. Complete full individual evaluations, case consultation and collaboration, parent collaboration and training, and other psychological services, as appropriate.
  - b. Attend staff meetings, to include:
    - (1) Inservice and professional development meetings of LSSPs and other school personnel.
    - (2) Miscellaneous staff meetings when possible.
  - c. Plan and conduct workshops and inservice programs for teachers, counselors, family members, and other personnel.
  - d. Plan appropriate interventions for children referred for assistance, and participate in these interventions, including counseling and development of behavior plans, if appropriate.
  - e. Participate in campus problem solving teams and ARD committees.
  - f. Serve as a resource to the school staff appropriate to the intern's level of training.
  - g. Participate in crisis management training, prevention, and postvention.
  - h. Other activities as appropriate.
  
6. The intern and administrative representative of the field-based site will negotiate an employment contract consistent with district/agency policy stipulating the following:
  - a. commitment to the internship as a diversified training experience
  - b. internship responsibilities, including campus assignments and roles
  - c. provision of supervision
  - d. provision for continuing education (per district/agency policy)
  - e. travel expenses (per district/agency policy)
  - f. work environment, e.g., office space, computer access, secretarial/clerical assistance
  - g. contract and salary



7. The University Program will designate a faculty member to act as the University supervisor. Regularly scheduled contact with the intern will be held with the University supervisor who is also available for mediation of difficulties.
  
8. The University supervisor will notify the intern that he or she is responsible for:
  - a. Adherence to the administrative policies, rules, standards, schedules and practices of the school district/agency.
  - b. Arrangements for his/her own transportation.
  - c. Informing the site supervisor of intern's obligation to attend supervision and professional development sessions at the University once each semester.
  - d. Arrangements for the University supervisor to make a site visit once each semester.
  
9. It is understood and agreed by and between the parties that the facility has the right to terminate the field experience of an intern whose behavior or health status is detrimental to the clients/students in that facility. Further, the facility reserves the right to terminate the use of the facility by any intern student, if, in the opinion of the field experience supervisor, the intern's behavior is detrimental to the operation of the facility and/or to student or client care. Such action will not be taken until the grievance against any intern has been discussed with the intern, the school's officials, and the University supervisor. The University supervisor maintains the right to terminate the internship in consultation with all parties when deemed necessary.
  
10. It is understood and agreed that the parties to this arrangement may revise or modify this *Memorandum of Agreement* or the written plan for the field experience by written amendment upon mutual agreement by all parties.
  
11. Nondiscrimination: In their execution of this agreement, the parties and others acting by and through them shall comply with all federal and state policies and laws prohibiting discrimination, harassment, and sexual misconduct. To the extent not in conflict with federal or state law, the parties agree not to discriminate on the basis of race, color, national origin, age, sex, religion, disability, veteran's status, sexual orientation, gender identity or gender expression. Any breach of this covenant may result in termination of this agreement.
  
12. Governing Law: This agreement and all claims arising from this agreement shall be interpreted and construed in accordance with the laws of the State of Texas.

13. Sovereign Immunity: Notwithstanding any provision of this agreement, nothing herein shall be construed as a waiver by Texas State University of its constitutional, statutory or common law rights, privileges, immunities or defenses. To the extent the terms of this paragraph conflicts with any other provision in this agreement, the terms of this paragraph shall control.

**THIS AGREEMENT SHALL BE EFFECTIVE WHEN EXECUTED BY ALL PARTIES AND IN ACCORD WITH THE DAY AND YEAR WRITTEN IN #2 ABOVE.**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
School Psychology Internship Student, Texas State University

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Field-Based Supervisor

By: \_\_\_\_\_ Date: \_\_\_\_\_  
School/District Administrator

By: \_\_\_\_\_ Date: \_\_\_\_\_  
School Psychology Program Supervisor, Texas State University

By: \_\_\_\_\_ Date: \_\_\_\_\_  
CLAS Department Chair, Texas State University

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean, College of Education, Texas State University

**TEXAS STATE UNIVERSITY- SAN MARCOS**  
**SCHOOL PSYCHOLOGY PROGRAM**

**Instructions for Completion of Internship Logs**

In order to provide a thorough description of internship activities and to facilitate accountability in supervision for certification and licensure, the following procedures need to be followed in completing internship logs.

As a general rule the two-semester sequence of internship should be completed in the school setting. Please consult with your faculty advisor should you wish to gain experience in a non-school setting. The first internship (SPSY 6301) is 600 clock hours as is the second (SPSY 6302). All internship semesters should reflect activities that meet the objectives of the *Internship Evaluation and Competency Form*.

Interns will:

1. Schedule required supervision times with both the University and field supervisors.
2. Maintain accurate records of activities in various categories to meet internship objectives and to document supervision hours.
3. List daily activities by number of hours spent according to the attached activity code sheet.
4. Submit copies of their logs and summary forms to their University supervisor by the announced deadline. Course credit will not be given until logs and summary forms are submitted and complete.
5. Document the subtotals of hours in each category and total logged hours on the internship summary form. The final total should be the same as that documented on the logs.

TEXAS STATE UNIVERSITY- SAN MARCOS  
**SCHOOL PSYCHOLOGY PROGRAM**

**Internship Log Summary Form**

Intern Name	Semester/Year
Intern Site	Beginning Date
Address	Ending Date
Field Site Supervisor	Field-based Supervisor Phone
University Supervisor	

<u>CODE</u>	<u>NUMBER OF HOURS</u>	
	Semester 1	Semester 2
<b>As</b> Assessment		
<b>DInt</b> Direct Intervention		
<b>CC</b> Consultation and Collaboration		
<b>FSC</b> Family/School/Community Collaboration		
<b>PII</b> Prevention and Indirect Intervention		

<b>PD</b> Professional Development	_____	_____
<b>USup</b> University Supervision	_____	_____
<b>FSup</b> Field Supervision	_____	_____
<b>RPE</b> Research/Program Evaluation	_____	_____
<b>Oth</b> Other	_____	_____
<b>SUBTOTALS:</b>	_____	_____

**TOTAL NUMBER OF HOURS THIS INTERNSHIP** \_\_\_\_\_

This form must be attached to the Internship Log and submitted to the University supervisor by the announced date in order to receive credit (CR) for the internship experience.

TEXAS STATE UNIVERSITY–SAN MARCOS  
SCHOOL PSYCHOLOGY PROGRAM

**Internship Log Coding System**

***CODE***

***ACTIVITIES***

- As**      ***Assessment Related Activities*** (NASP 2.1, 2.2, 2.3). Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and / or special education. These may include but are not limited to administration and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers, and data analysis and integration.
- DInt**      ***Direct Intervention*** (NASP 2.3, 2.4). Activities of a non-assessment nature which have the focus of affecting change. These may include but are not limited to group counseling or therapy, individual counseling or therapy, remediation of learning difficulties, direct instruction (social skills affective education, etc.) or feedback to student.
- CC**      ***Consultation and Collaboration*** (NASP 2.2, 2.5, 2.6, 2.7). Consultation and collaboration with teachers and other school personnel on an individual or group basis, participation in team meetings (prereferral, instructional, IEP teams, etc.), and system-level consultation efforts.
- FSC**      ***Family/School Community Collaboration*** (NASP 2.7). Work with parents and families for assessment, consultation, intervention, etc. May also include home visits and parent training.
- PII**      ***Prevention and Indirect Intervention*** (NASP 2.3, 2.4, 2.5, 2.6, 2.7). Activities of a non-assessment nature including but not limited to primary prevention activities (e.g., prevention of bullying, suicide, substance abuse, etc.). development of intervention strategies, presentation at staff development inservices, meetings, and other prevention / intervention activities.

- SSO** **School System Orientation** (NASP 2.8, 2.9, 2.10). Non-assessment and non-intervention observation related to the orientation to the regular and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
- PD** **Professional Development** (NASP 2.10). Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in-services, professional reading, etc. *Note: The number of PD hours derived from professional reading that can be applied to the total is limited, and must be negotiated with the site and university supervisors.*
- USup** **University Supervision** (NASP 3.1). Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit is required. However, regular communication and meetings are expected and should be documented.
- FSup** **Field Supervision** (NASP 3.1). Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology, Nationally Certified School Psychologist, and on occasion: Certified Educational Diagnosticians, Counselors, Social Workers, etc. Note. The field supervisor's signature is required on the logs to verify the other activities performed and listed.
- RPE** **Research and Program Evaluation** (NASP 3.9). Use of statistics, research, and evaluation methods that improve services for children and families. Evaluation of research, translation of research into practice, and program evaluation.
- Oth** **Other**. Travel between sites, materials and equipment ordering, organization.





## Internship Evaluation and Competencies Form

**To be completed by the primary site supervisor each semester**

**Intern Name** \_\_\_\_\_ **Date completed** \_\_\_\_\_

**Site Supervisor's Name** \_\_\_\_\_

*Using the rating scale below, please rate the quality of the intern's work based on your observations and interactions with the intern and/or the reports of the school/institutional staff. The intern is not required to be rated at the highest (4) level in any area. The intern is required to achieve an overall rating of 3 in each of the ten broad categories to successfully complete the internship.*

*Rating Scale:*

<i><b>Rating</b></i>	<i><b>Explanation</b></i>
<b>N/A</b>	<b>Not applicable or not observed.</b> This rating is to be used when the activity in question is not part of placement expectations or the rater has not had an opportunity to observe or rate the intern on this item.
<b>1</b>	<b>Inadequate.</b> Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, the intern's suitability for this field of work should be evaluated.
<b>2</b>	<b>Needs Improvement.</b> An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment.
<b>3</b>	<b>Meets Expectations.</b> Most interns will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations.
<b>4</b>	<b>Exceeds Expectations.</b> Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

<i><b>I. DATA-BASED DECISION MAKING</b></i>					
<i><b>The intern:</b></i>					
a. Demonstrated knowledge of and used multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods)	4	3	2	1	NA

b. Accurately administered, scored, and interpreted psychoeducational instruments	4	3	2	1	NA
c. Assessed and diagnosed student cognitive functioning and learning problems and strengths	4	3	2	1	NA
d. Assessed and diagnosed student behavioral and social-emotional problems and strengths (including functional analysis of behavior)	4	3	2	1	NA
e. Integrated relevant cognitive, environmental, emotional, social, medical, and family factors in the assessment process	4	3	2	1	NA
f. Generated cognitively and developmentally appropriate recommendations based on the assessment results	4	3	2	1	NA
g. Used assessment data to document and evaluate student responsiveness to interventions and make decisions at the classroom, school, or school district level	4	3	2	1	NA
h. Wrote coherent, focused, and well-organized psychoeducational reports	4	3	2	1	NA
<b>Mean score for Data-Based Decision Making and Accountability:</b>					

Comments:

<b>II. CONSULTATION AND COLLABORATION</b>					
<i>The intern:</i>					
a. Planned instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	NA
b. Implemented instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	NA

c. Collaborated with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels	4	3	2	1	NA
d. Collaborated with other professionals to create linkages between schools, families, and the community	4	3	2	1	NA
<b>Mean score for Consultation and Collaboration:</b>					

Comments:

<b>III. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS</b>					
<i>The intern:</i>					
a. Demonstrated an understanding of cognitive and developmental psychology related to student learning	4	3	2	1	NA
b. Demonstrated an understanding of reading, writing, and math curricula related to student learning	4	3	2	1	NA
c. Demonstrated an understanding of the potential impact of study skills, time management, and motivation on student learning	4	3	2	1	NA
d. Assisted in the development and/or implementation of interventions with individuals and/or groups that contributed to development of academic or life skills (such as through development of an IEP)	4	3	2	1	NA
e. Evaluated interventions with individuals and/or groups that contributed to development of academic or life skills	4	3	2	1	NA
<b>Mean score for Intervention and Instructional Support to Develop Academic Skills:</b>					

Comments:

<b><i>IV. INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS</i></b>					
<b><i>The intern:</i></b>					
a. Demonstrated an understanding of cognitive and developmental psychology related to student mental health	4	3	2	1	NA
b. Developed behavioral and/or cognitive behavioral interventions based on the assessment data	4	3	2	1	NA
c. Developed and/or implemented interventions with individuals and/or groups that contributed to development of social and emotional skills	4	3	2	1	NA
d. Evaluated interventions with individuals and/or groups that contributed to development of social and emotional skills	4	3	2	1	NA
e. Provided supportive counseling that targeted student educational, behavioral, or emotional problems	4	3	2	1	NA
<b>Mean score for Intervention and Mental Health Services to Develop Social and Life Skills:</b>					

Comments:

<b><i>V. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING</i></b>					
<b><i>The intern:</i></b>					
a. Demonstrated knowledge of regular and special education systems	4	3	2	1	NA
b. Demonstrated an understanding of schools and families as systems and assessed system resources to address student needs	4	3	2	1	NA

c. Made appropriate use of technology resources to enhance quality of services (such as adaptive technology, presentation, statistics, and word processing programs)	4	3	2	1	NA
d. Provided services that had a measurable positive influence on students, families, and/or teachers	4	3	2	1	NA
<b>Mean score for School-Wide Practices to Promote Learning:</b>					

Comments:

<b><i>VI. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS</i></b>					
<i>The intern:</i>					
a. Provided or contributed to school-wide prevention and intervention programs that promoted mental health	4	3	2	1	NA
b. Contributed to school crisis preparation	4	3	2	1	NA
c. Conducted risk assessments and provided crisis intervention and response support when needed	4	3	2	1	NA
<b>Mean score for Preventive and Responsive Services:</b>					

Comments:

<b><i>VII. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION</i></b>					
<i>The intern:</i>					

a. Demonstrated knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to engage families in education, service delivery, and home interventions	4	3	2	1	NA
b. Used skills and knowledge to support and facilitate family-school partnerships	4	3	2	1	NA
c. Sought and appropriately used school/community resources for students and families and demonstrated knowledge of community agencies	4	3	2	1	NA
<b>Mean score for Family-School Collaboration Services:</b>					

Comments:

<b>VIII. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS</b>					
<i>The intern:</i>					
a. Demonstrated sensitivity and skill when working with culturally and linguistically diverse students and families	4	3	2	1	NA
b. Used non-biased methods in assessing students from different cultural and/or linguistic backgrounds	4	3	2	1	NA
c. Assisted in developing and/or implementing strategies selected and/or adapted based on individual characteristics, strengths, and needs	4	3	2	1	NA
d. Actively engaged in promoting fairness and social justice in school policies and programs	4	3	2	1	NA
<b>Mean score for Diversity in Development and Learning:</b>					

Comments:

<b><i>IX. RESEARCH AND EVIDENCE-BASED PRACTICE</i></b>					
<b><i>The intern:</i></b>					
a. Applied knowledge of research design and statistics in the selection of appropriate assessment techniques	4	3	2	1	NA
b. Applied knowledge of evidence-based methods to evaluate the fidelity and effectiveness of school-based intervention plans	4	3	2	1	NA
c. Assisted school personnel in the evaluation of educational and mental health programs	4	3	2	1	NA
<b>Mean score for Research and Program Evaluation:</b>					

Comments:

<b><i>X. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE</i></b>					
<b><i>The intern:</i></b>					
a. Demonstrated an understanding of state and federal laws/regulations affecting services to students and families	4	3	2	1	NA
b. Adhered to ethical and legal standards of professional practice (including confidentiality, informed consent, due process)	4	3	2	1	NA
c. Managed relationships with students and families in an emotionally, socially, and ethically competent way	4	3	2	1	NA
d. Managed relationships with school personnel (including site supervisor) in an emotionally, socially, and ethically competent way	4	3	2	1	NA

e. Communicated opinions and data to all appropriate parties in a supportive, problem-solving fashion	4	3	2	1	NA
f. Responded appropriately to supervision and implemented recommendations for service delivery improvements	4	3	2	1	NA
g. Demonstrated initiative and appropriate level of independence in performing responsibilities	4	3	2	1	NA
h. Recognized his/her limitations and assumed responsibilities that reflected training and knowledge	4	3	2	1	NA
i. Observed schedules and kept appointments	4	3	2	1	NA
j. Completed all required duties (e.g., reports, forms, etc.) in a timely and conscientious manner	4	3	2	1	NA
k. Demonstrated flexibility and adaptability in response to changing situations and demands	4	3	2	1	NA
<b>Mean score for Legal, Ethical, and Professional Practice:</b>					

Comments:

*Please comment on the performance of the intern relative to any area that may not have been covered on this form or any area that needs more elaboration.*

Comments:

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Site Supervisor's Signature      Date

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Intern's Signature      Date



## Internship Case Studies

Texas State University School Psychology students submit two case studies during the internship year, (optimally to be submitted near the end of the first semester of the internship). The case studies are one component of the program's performance-based assessment of students (please refer to the program handbook for other components of the assessment) to ensure that our graduates have the skills necessary for the practice of school psychology. Students should work closely with their university supervisors in the planning and execution of the case studies. The Program has elected to use the NCSP Case Study format, described below. Case studies are evaluated by Program faculty (University supervisors). *Students are responsible for obtaining informed consent from parents for the internship case studies. GAS rating scales are required to accompany each case study.*

### NCSP CASE STUDY

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the NCSP Case Study. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The rubric on the following pages will be used to evaluate the submitted case study. Therefore, the applicant should submit the NCSP Case Study in a format that addresses Sections 1-4 as reflected in the evaluation rubric below.

The NCSP Case Study format must be in a 12 point, Times New Roman font, word-processed document that does not exceed 10 pages including charts and graphs. See next page for the organization and evaluation rubric.

**\*\*There must also be (Goal Attainment Scale) GAS ratings submitted for both the academic and behavioral case studies, as well as for *one* of the counseling cases. Without these, the case studies are not complete. Use the format provided in the example.**

Section 1: **Problem Identification**

	Very Effective	Effective	Needs Development
1.1	<ul style="list-style-type: none"> <li>○ The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms</li> </ul>	<ul style="list-style-type: none"> <li>○ The student's behavior is operationally defined</li> </ul>	<ul style="list-style-type: none"> <li>○ The student's behavior is identified but not operationally defined</li> </ul>
1.2		<ul style="list-style-type: none"> <li>○ The problem is collaboratively defined</li> </ul>	<ul style="list-style-type: none"> <li>○ The problem is not collaboratively defined</li> </ul>
1.3	<ul style="list-style-type: none"> <li>○ The discrepancy between current and desired level of performance is explained</li> </ul>	<ul style="list-style-type: none"> <li>○ The behavior is operationally defined or quantified in term of both current and desired levels of performance</li> </ul>	<ul style="list-style-type: none"> <li>○ The behavior is not operationally defined in terms of both current and desired levels of performance</li> </ul>
1.4	<ul style="list-style-type: none"> <li>○ Baseline includes the student's behavior and peer/grade norms and expectations with computed trend lines</li> </ul>	<ul style="list-style-type: none"> <li>○ A baseline for the student behavior is established using sufficient data</li> </ul>	<ul style="list-style-type: none"> <li>○ A baseline for the student behavior is not established or has insufficient data</li> </ul>
1.5		<ul style="list-style-type: none"> <li>○ The student behavior is identified as a skill and/or</li> </ul>	<ul style="list-style-type: none"> <li>○ The student behavior is not identified as a skill</li> </ul>

		performance deficit	and/or performance deficit
1.6		<ul style="list-style-type: none"> <li>○ Parents/guardians and teachers are involved in the problem-identification process</li> </ul>	<ul style="list-style-type: none"> <li>○ Parents/guardians and teachers are not involved in the problem-identification process</li> </ul>

Section 2: **Problem Analysis**

	Very Effective	Effective	Needs Development
2.1	<ul style="list-style-type: none"> <li>○ Hypotheses are generated through collaboration with teacher/ or parent</li> </ul>	<ul style="list-style-type: none"> <li>○ 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</li> </ul>	<ul style="list-style-type: none"> <li>○ Hypotheses are not developed in only one area and/or hypotheses are not measured</li> </ul>
2.2	<ul style="list-style-type: none"> <li>○ There are multiple sources of data that converge on each proposed hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>○ There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing and self report</li> </ul>	<ul style="list-style-type: none"> <li>○ Appropriate data are not collected to confirm or reject the hypotheses</li> </ul>
2.3		<ul style="list-style-type: none"> <li>○ Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</li> </ul>	<ul style="list-style-type: none"> <li>○ Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)</li> </ul>

Section 3: **Intervention**

	Very Effective	Effective	Needs Development
3.1		<ul style="list-style-type: none"> <li>○ Intervention is linked to observable, measurable goal statement(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention is not linked to observable measurable goal statement(s)</li> </ul>
3.2		<ul style="list-style-type: none"> <li>○ Intervention(s) selected is based on data from problem analysis and hypothesis testing</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention(s) selected is not based on data from problem analysis and hypothesis testing</li> </ul>
3.3		<ul style="list-style-type: none"> <li>○ Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)</li> </ul>
3.4		<ul style="list-style-type: none"> <li>○ Intervention(s) is developed collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention(s) is not developed collaboratively</li> </ul>
3.5		<ul style="list-style-type: none"> <li>○ Intervention(s) reflects sensitivity to individual differences, resources, classroom, practices and other system issues. Acceptability of intervention is verified</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention(s) does not reflect sensitivity to individual differences, resources, classroom, practices and other system issues. Acceptability of intervention is verified</li> </ul>

3.6		<ul style="list-style-type: none"> <li>○ Logistic of setting, time, resources and personal are included in the intervention plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Logistic of setting, time, resources and personal are not included in the intervention plan</li> </ul>
3.7		<ul style="list-style-type: none"> <li>○ Intervention selection considers unintended outcome or limitations</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention selection does not consider unintended outcome or limitations</li> </ul>
3.8		<ul style="list-style-type: none"> <li>○ Intervention is monitored and data are provided to ensure that it is implemented as designed</li> </ul>	<ul style="list-style-type: none"> <li>○ Treatment integrity is not monitored</li> </ul>

Section 4: **Evaluation**

	Very Effective	Effective	Needs Development
4.1	<ul style="list-style-type: none"> <li>○ Charting included student performance trend lines, and/or goal lines</li> </ul>	<ul style="list-style-type: none"> <li>○ Progress monitoring data are demonstrated on chart</li> </ul>	<ul style="list-style-type: none"> <li>○ Progress monitoring data are not demonstrated on chart</li> </ul>
4.2	<ul style="list-style-type: none"> <li>○ Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings</li> </ul>	<ul style="list-style-type: none"> <li>○ Progress monitoring data are demonstrated to be effective when compared to baseline data</li> </ul>	<ul style="list-style-type: none"> <li>○ Intervention is not demonstrated to be effective through data comparison</li> </ul>
4.3	<ul style="list-style-type: none"> <li>○ Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternative treatment)</li> </ul>	<ul style="list-style-type: none"> <li>○ Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)</li> </ul>	<ul style="list-style-type: none"> <li>○ Data are not used to inform further problem solving and decision making</li> </ul>

4.4	<ul style="list-style-type: none"> <li>○ Strategies for transfer/generalizing outcomes to other settings are documented as effective</li> </ul>	<ul style="list-style-type: none"> <li>○ Strategies for transfer/generalizing outcomes to other settings are addressed</li> </ul>	<ul style="list-style-type: none"> <li>○ Strategies for transfer/generalizing outcomes to other settings are not addressed</li> </ul>
4.5	<ul style="list-style-type: none"> <li>○ Modifications for future interventions are considered based upon collaborative examination of effectiveness data</li> </ul>	<ul style="list-style-type: none"> <li>○ Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel</li> </ul>	<ul style="list-style-type: none"> <li>○ Effectiveness of intervention is not shared or communicated</li> </ul>
4.6	<ul style="list-style-type: none"> <li>○ Strategies for follow-up are developed and implemented</li> </ul>	<ul style="list-style-type: none"> <li>○ Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)</li> </ul>	<ul style="list-style-type: none"> <li>○ Suggestions for follow-up are not developed</li> </ul>

Supervisor comments/suggestions:



## Goal Attainment Scale (GAS Ratings)

+2						
+1						
0						
-1						
-2						
Week:	1	2	3	4	5	6

Here is a sample data collection form for you to use to track your progress using GAS ratings. Feel free to copy, adjust/ modify for your needs. This graphic data must also be turned in with **both** of your consultation case studies, and one counseling case. Remember to use SMART goals, so you know where you are aiming, and how to track progress.

Sample final GAS rating data collected:

+2	Describe best desired outcome:	Student will demonstrate...
+1	Step toward best outcome:	
0	Baseline:	Prior to intervention, student was able to...
-1	regression	
-2	Regression (reconsider intervention)	

+2					x	
+1				x		x
0	x	x	x			
-1						
-2						
Week:	1	2	3	4	5	6

We began by targeting our intervention at (skills related to)...

Student didn't make progress after 3 weeks, so we modified the intervention by...

In summary, the intervention was/ was not effective.

## School Psychology Internship Site Evaluation Form

To be completed *by the intern* at the conclusion of the internship

Please complete this form at the conclusion of your internship and submit to the School Psychology internship coordinator with your log and evaluations. This information is for School Psychology Program purposes only and will be kept confidential.

Internship Site (district, agency, and/or school names)

Dates of internship

Supervisor(s)

1. Brief description of experience:

2. What did you find most valuable about this placement site?

3. What were the problems or difficulties you encountered?

4. What should change before next year?

If you would like to include your name and contact information, so that future students may reach out to you regarding your experience at this site, include your name and phone here: