



**Indiana University
School of Education
Department of Counseling and Educational Psychology**

**School Psychology
First and Second Year Practicum Manual
2021-2022**

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Chapter 1: Practicum Experiences in the School Psychology Program

Practicum experiences are designed to give students the skills and competencies necessary to be successful practitioners. Students are prepared in foundations of psychology and education, practices and methodologies of school psychology, the multicultural context of the school, and research inquiry techniques through coursework and practical experience. Practicum and experiential aspects of the profession begin from the first semester of enrollment, with a variety of opportunities to expand and apply acquired skills. Practica are offered concurrently with theoretical and applied course work.

The faculty considers the required and elective practica to be some of the strongest components of the program. Students are required to complete several hundred hours of practicum and often elect to do more than the minimal requirements. Practica give the student the opportunity to develop knowledge, insights, and skills under supervision that will better prepare them for internships and professional employment. Practicum experiences begin with a *participant observer* perspective and end with students providing professional services at a more independent level while being supervised. Practicum experiences begin the first semester of the first year of graduate study and continue on throughout each year. The goals of practica are to provide opportunities for the development of consultation, assessment, and intervention skills, and to orient students to schools, the role of the school psychologist, and community agencies and resources. Practicum experiences expose students to a broad range of professional personnel in the schools, and also require their participation on multidisciplinary teams. Students are encouraged to set individual goals for practica and to have experiences across a range of ages, abilities, and cultural backgrounds.

All practicum experiences, including supervision, incorporate the program's social justice orientation. Further, each practica experience has a unique focus, building off content from various classes students have had and/or in which students are currently enrolled. For instance, the first semester practicum is about orienting students to schools and the field of school psychology. The second semester of first year is about building off of the initial assessment and consultation classes in the previous semester. Year 2 practicum experiences are designed to more wholistic, incorporating all content from year 1 coursework and practicum experience and addressing each of the NASP 10 Domains of Practice. By the time students begin their internship, students will have had enough coursework and experiences to deepen skills each of the NASP domains.

At the end of each semester, students are evaluated on their performance while engaging in practicum activities. While students are not likely to cover every area that the practicum evaluation covers in any one semester, the goal is that during the first two years all items are applicable. Supervision—both on-site and in supervision class—involves checking in on progression of these skills.

NOTE: You must be *enrolled* in a practicum section to complete a practicum in any semester, including summers, and you must be appropriately supervised. There are no exceptions to this requirement. In some cases, incomplete grades may be given for a practicum that is not finished during a semester or summer session.

The Nature of Practicum Experiences

Students are expected to follow the school calendar of the school district where they are doing their practicum. All students are expected to remain in their practicum placement until the end of the academic semester. The expectation is that students will have more direct experience as they become more competent in these areas throughout the academic year. The site supervisor in consultation with the faculty supervisor and the graduate student will determine readiness for direct experiences.

Although the practica are designated as courses, they are much more than didactic experiences. You will be interacting with children and youth, parents, school personnel, physicians, and many others during practicum. Therefore, the practica involve interacting in environments where appropriate professional behavior is expected. In many respects, the practicum experiences closely approximate the “real world” of the professional psychologist. How a student conducts themselves in practicum settings reflects directly on the program, the School of Education, Indiana University, the profession, and most importantly - **on you**.

Although professional psychologists have a wide range of skills, perhaps the most important asset one can have is her or his reputation. A professional with a negative reputation is not likely to be effective or be seen as someone in whom others can place their confidence. Therefore, it is important that students always conduct themselves in a professional and ethical manner and develop a reputation for professionalism, integrity, and competence. It is useful to remember a few points about professional behavior in practica:

- Be prompt and timely about arrivals, assignments, activities, etc.
- Always dress appropriately for the situation, according to the requirements of the site and/or your practicum supervisor(s), including campus meetings
- Let the supervisor(s) or others know when you cannot be on site, complete an assignment, or when other situations arise
- Strive to do the best work possible and go beyond what is expected
- Always adhere to APA and NASP Ethical Principles and legal requirements
- Stay in close contact with the faculty supervisors and let them know if problems arise
- Keep thorough records of practicum experiences
- Always treat children, parents, teachers, and others with respect, courtesy, and professional conduct

Use of Titles during Practicum and Internship

While in training, including during internship, you may not refer to yourself in any manner or circumstance using the term “psychologist.” Indiana defines “psychologist” as someone who has a doctoral degree in psychology and is licensed by the State Board of Psychology as a psychologist or as a “School Psychologist” licensed by the Indiana Department of Education. Other states are likely to be similar. Thus, titles on reports, presentations, etc., such as “School

Psychologist in Training” or “Intern School Psychologist” are not appropriate. Because this restriction is a legal requirement, it is also an ethical requirement. Some acceptable titles are:

School Psychology Graduate Student
School Psychology Graduate Clinician
School Psychology Student
School Psychology Practicum Student
School Psychology Intern
Resident in School Psychology

Note: it is important to make sure a student is/has not listed themselves as Ph.D, EdS, or doctoral candidate unless they have achieved the required milestones to warrant such titles.

Chapter 2: First Year Practicum Experiences

Overview

Practicum occurs during the fall and spring semesters of the first year of the school psychology program. Each semester, it is expected to spend approximately 4 to 8 hours a week on site engaged in practicum experiences. These placements allow students the opportunity to apply newly acquired skills in settings where children with special needs and those in general education receive services. Second semester practica are in public schools.

The initial, first semester practicum in school psychology is designed to orient students to school-based practice, particularly through the development of interview and observational skills. Working with teachers, parents, and students requires effective observational and interpersonal skills to engage in effective collaborative problem-solving. These skills form a foundation for later course work in assessment, consultation, and intervention. By conducting and analyzing the results of classroom observations along with readings, and class discussions, this practicum will focus on orienting oneself to the complex ecology of school environments.

Second semester practicum placements allow students to shadow practicing school psychologists in the public school settings. These experiences allow students to observe assessment and interview practices, conduct observations in a classroom settings, observe and participate in team meetings and case conferences, and gain practice administering academic and cognitive assessments and write reports.

First Year Course Learning Objectives

During the first year, students will experience the following learning objectives:

1. Develop and demonstrate the skills necessary to conceptualize and articulate practica experiences and current professionals issues relative to school psychologists
2. Develop and demonstrate skills necessary to conduct effective clinical interviews
3. Develop and demonstrate skills necessary to conduct classroom observations utilizing narrative recording and time-sampling methods
4. Develop an understanding with ethical and legal responsibilities of school psychologists pertaining to applied behavior analysis
5. Develop an understanding and appreciation for the culture of the schools, a sense of how the context of schools affects student behavior, and an awareness of the types of professional behaviors necessary to be effective in providing high quality psychological services to children and families.

During the practicum, students are expected to demonstrate their skills in the following core training areas:

- Professional Identity and Professional Behavior Assessment
- Consultation and Collaboration
- Promote learning/school-wide
- Prevention
- Culture and Diversity
- Ethical and Legal Issues

In addition to the above requirements, students must meet requirements as specified in the Indiana University Handbook in School Psychology. It is expected that students will familiarize themselves with these guidelines prior to beginning practicum and to inform their practicum instructor if they believe they are not making adequate progress on these guidelines over the year.

First Year, First Semester: Helping Hands Practicum

To gain experience with children and teachers in the classroom, first year school psychology graduate students are paired with classroom teachers in the Richland-Bean Blossom Community School Corporation (RBB) in Bloomington, IN as part of the Child Assessment and Intervention Clinic (CAIC). As classroom partners, school psychology graduate students may offer general consultation services, provide instructional support, and assist with classroom management. School psychology graduate students are expected to be in the classroom a minimum of **four to six hours per week**. The scheduled hours in RBB will be determined at the beginning of the fall semester after you are assigned a site and teacher as you set up a schedule with them. **Once the schedule is set, you are expected to be at the school on a regular basis and avoid changing your hours since doing so is disruptive to the teacher's classroom.** If an emergency arises, the school psychology graduate student is responsible for communicating to the teacher that they will be unable to fulfill their hours, and to make up those hours. This should also be communicated to the faculty supervisor and assistant director.

Upon each classroom visit, it is a requirement to wear your IU name tag identifying yourself. If any problems or schedule changes occur, make sure that you inform the assistant director.

To further help prepare for the Helping Hands program, below are some guidelines with a list of possible activities you may experience as a first-year school psychology graduate student with the CAIC. Each student is responsible for working with the supervising classroom teacher to negotiate specific roles and clarify expectations. Please note that you are also referred to as a CAIC student.

Roles of first year school psychology students include:

Observation

Observe teacher/student and student/student interactions. Ask teacher about instructional arrangements, methods & objectives, etc. (NOTE: CAIC students are not there to evaluate teachers or critique instruction.)

Assist Classroom Teacher

Working with groups of students in class or hallway
Helping students to initiate a game or other activity
Occasionally helping teacher on routine administrative/clerical duties.

Informal problem-solving or brainstorming

CAIC students are encouraged, at the teacher's invitation, to informally share ideas on addressing or preventing a given problem situation in the classroom.

**First year students are not there to "diagnose", formally consult, or work with specific pupils as in an actual case.*

At the end of the practicum experience, the supervising classroom teacher will complete an evaluation of the student's performance. This evaluation will be submitted to the faculty supervisor. The student must also upload this evaluation to their ePortfolio. See Appendix A for the first semester practicum evaluation.

Note: Some students entering the program with extensive classroom teaching experience bypass the Helping Hands placement and instead are placed into a shadowing practicum experience similar to what is outlined below, without direct assessment opportunities.

First Year, Second Semester: Shadowing Experience

Second semester of the first year, students are placed with a practicing school psychologist in a local school district. This placement allows students to see first-hand the day-to-day practice of a school psychologist in a public school setting. Students will be exposed to a variety of assessments and see first-hand how to conduct teacher and family interviews and classroom observations. Students will also observe and participate in team meetings and case conferences, and gain practice administering academic and cognitive assessments and write reports.

During the first semester, students are introduced to and practice administering standardized cognitive assessments along with writing psychological reports. As long as students receive a passing grade in P655 in the fall semester, they will be ready to administer cognitive assessments as part of case evaluations beginning in January. Also in January, practicum students will be practicing the administration and interpretation of achievement measures. Students will be ready to administer achievement measures by mid-February. Students will also be introduced to the theoretical application of Curriculum-Based Measurement although they are not required to incorporate CBM into the assessment process. If a student is placed in a district that utilizes a

Response to Intervention (RtI model), we encourage students and site supervisors to involve the student in the process in order to gain hands-on experience with RtI.

Over the course of the second semester, students are expected to complete a minimum of three evaluations. To the greatest degree possible, these cases would be those in which the primary referral question is academic rather than behavioral or emotional in nature. For Specific Learning Disability (SLD) referrals and evaluations, we expect the practicum students to use procedures that conform to the district's SLD assessment guidelines and report format. Site supervisors will review and co-sign the practicum student's reports.

Assessment

During the practicum, students are expected to take primary responsibility for at least three comprehensive assessments of individuals during the school year. Practicum students are expected to have direct experiences in each of the following areas throughout the year and to become knowledgeable about the strengths and limitations of each of these assessment procedures and tools*.

1. Interview teachers, parents, children/adolescents, and other relevant parties.
2. Administer, score, and interpret intelligence tests.
3. Evaluate students' academic performance by means of individually administered norm-referenced achievement tests and curriculum-based assessment.
4. Evaluate students' behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
5. Evaluate students' behavioral and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland, etc.)
6. Evaluate students' socio-emotional functioning through both objective and projective tests.
7. Review relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores)
8. Conduct clinical and systematic direct observations of the student in the classroom and/or other relevant settings.

**These expectations and experiences may fluctuate due to the placement or site the first year student is training in.*

Furthermore, practicum students are expected to have direct experiences in:

1. Developing data-based and practical recommendations based on assessments.
2. Writing case reports.

3. Presenting case reports at a meeting with parents, teachers and/or special education staff members.

At the end of the semester, the site supervisor will be asked to complete a brief evaluation of the student's performance. This evaluation will be reviewed with the student and submitted to the instructor. The student will also upload the evaluation to ePortfolio. See Appendix B for the first year, second semester evaluation.

Chapter 3: Second Year Practicum Experiences

Overview

The second year practicum is a field-based experience designed to enhance school psychology graduate clinicians' skills in the areas of psychoeducational evaluation, socioemotional and behavioral support, academic intervention, and problem-solving consultation. Clinical skills taught in first and second year coursework, including academic and behavioral assessment, academic and behavioral intervention, data-based decision making, and problem-solving consultation will be practiced in the practicum setting. The practicum is designed as a full-year placement to ensure continuity of services and to increase capacity to serve the district's students and faculty.

Across both semesters, students are required to complete four main components: conducting a Functional Behavior Assessment (FBA); implementing an academic intervention; implementing a behavioral intervention; and conducting a full psychoeducational evaluation. This practicum will allow students to gain experience with data-based decision-making through assisting with the administration and interpretation of common assessment measures (e.g., socioemotional screeners, curriculum-based measures, progress monitoring tools, functional behavior assessment), identifying students in need of tiered levels of support, and utilizing various formal and informal data collection techniques (e.g., systematic observational methods, interview techniques, record reviews). Over the course of the practicum experience, students will be expected to work directly with individual/small groups of students or indirectly through teachers on necessary academic and behavioral interventions to meet the needs of their case study students. Finally, students are expected to become familiar with school-based decision-making processes.

By the second semester of practicum, the expectation for practicum includes increasing efficiency, effectiveness, and autonomy in the delivery of screening/assessment/progress monitoring, intervention, and consultation services. In addition, students are expected to serve as systems-level professional resources, engaging in systems-change initiatives as indicated by the school/district, and providing professional development to the staff or parents of their assigned school or organization.

The second year practicum will provide students with the practical experiences needed to step into the role of school psychologist as an intervention and systems change agent for children experiencing difficulties in learning and/or behavior. As a result, clinicians will develop a working knowledge of consultation and intervention in school settings. Through discussion of these experiences, we will seek to develop an understanding of forces that may facilitate or hinder implementation of interventions with children through discussion and practice in the areas of consultation and systems change. Finally, an important focus for the class will be on evaluation--**how do we show the intervention works, and how do we begin to make evaluation a routine part of intervention?**

Graduate students in this practicum will be expected to gain competence in the following areas:

- (1) *Knowledge* of various research-based interventions, and steps in the consultation process and problem-solving model;
- (2) *Skills* in the application of the problem-solving model, methods of curriculum-based measurement and behavioral assessment and data collection, intervention design and evaluation, and support of intervention integrity;
- (3) *Skills* in effectively implementing an academic and/or behavioral intervention and leading an individual and/or small-group academic skills/socioemotional intervention; and
- (4) *Leadership* application related to local and systemic change, positive interpersonal competencies, and the consultative problem-solving process.

CAIC Clinician Role and Expectations

CAIC Clinicians are second year IU school psychology graduate students. Each student is responsible for working with the supervising psychologist and assigned classroom teacher to negotiate specific roles and to clarify expectations. As second year clinicians, students will be able to implement the following menu of services:

- Conduct academic and/or behavioral consultation with classroom teachers
- Conduct student, parent, and/or teacher interviews
- Assist with behavioral and academic screening procedures
- Analyze data and generate reports based on data
- Utilize systematic, data-based decision-making procedures to assist with the identification of students in need of more intensive levels of support
- Conduct functional behavior assessments and develop individualized behavior plans
- Conduct classroom observations utilizing a variety of observational methods
- Perform standardized assessments (e.g., cognitive/academic assessments, screeners, rating scales [second semester], etc.) *at the request of the supervising school psychologist*
- Implement individual, small group, and class-wide socioemotional interventions
- Implement individual and small group academic interventions
- Engage in progress monitoring effectiveness of interventions
- Collect and evaluate social validity data for interventions/services rendered
- Conduct fidelity checks to ensure high levels of implementation for individual, small group, and class-wide interventions
- Assist with researching topics related to referral questions (e.g., selective mutism, social anxiety, tic disorders, etc.)
- Provide professional development related to current topics driven by student and faculty need

Case Referrals

Clinicians are paired with students identified as being in need of additional services by their teachers or team at the school. How these cases are assigned is dependent upon existing processes and procedures in the schools in which we work. There are two ways by which staff may make referrals to request services:

1) Informal Consultation (no parent permission): The informal consultation approach consists of a teacher talking with a clinician in general terms, for example, "I am having problems with students not paying attention in my class." With the informal approach, clinicians do not focus narrowly on a specific child and do not, therefore, work individually/directly with a given child. Instead, the clinician will work with the teacher to identify specific concerns, brainstorm reasons for academic and/or behavior problems, and help develop strategies for the teacher to try with the classroom.

2) Formal Referral (requires parent permission): The formal referral approach allows clinicians to become more actively involved with a specific student and is appropriate in cases that involve more severe academic, behavioral and/or emotional problems that are limiting success in the classroom. This process will look different in each building and will depend upon existing procedures. For instance, referrals may come from a direct referral via the supervising psychologist and the school-level Behavior Assistance Team, the school's MTSS team, direct teacher referrals, or school-wide (e.g., SAEBRS) screening. Following the referral and teacher agreement, parent permission must be obtained before the clinician is able to work directly with a student. After permission is obtained, a clinician is assigned to work with the teacher to develop a plan of action. With a referral, teacher support, and parent permission, a clinician may conduct classroom observations of the child, review a student's cumulative file and academic work, talk with school staff, parents, and the student, and develop more intensive behavioral interventions.

Intervention Case Procedures at Training Sites

When cases are intensive enough to reach this stage of referral, teachers are often looking for immediate assistance. Thus, there should be as little delay as possible in beginning a case, with timely attention to each phase of consultation. Every effort should be made to collect information and design interventions within *two to three weeks* of obtaining parent permission. Once a referral is made and accepted, and parental permission is secured, consultation proceeds in six stages:

- Specifying the area of concern
- Identifying strengths and resources
- Hypothesis generation/skill deficit identification
- Plan development
- Plan implementation (including plans for progress monitoring)
- Generalization and fading

Specifying the Area of Concern

In the first phase, checklists, interviews, file reviews, and observations are used to specify the area of concern.

Interviews. As soon as possible and after all permissions have been secured (i.e., within 48 hours), an interview should be scheduled with the teacher. The goal of the interview is to have the teacher describe the problem and to gain as much information as possible about the area of

concern and how it fits into the context of the environment. Depending on the nature of the problem, interviews should also be scheduled with relevant school personnel who are involved with the child (e.g., school social worker, special education teacher, school psychologist, or the principal). A student-directed interview should also take place. Part of a comprehensive evaluation also includes an interview, however brief, with the parent/s/guardian of the students with whom the clinician is working. Interviews should generate relevant information to help guide the assessment process and intervention plan.

Summary of existing information and assessment data. Once permission has been obtained, the clinician will devote time to gathering existing and available information and other assessment data. The information collected should describe existing data, interventions tried and summary of results/responsiveness, and any additional assessment information gathered for each student. Work samples and existing data collected by the teacher/school should be examined to determine specific areas of need for the student. Some questions to consider as relevant information is gathered: What do last year's teachers say about this student's difficulties in school? What was previous attendance like? What were their grades? Statewide assessment and/or benchmark results? How long has the student been in the district? Is this a new school/transition for the student?

Observations. During this phase, the clinician will also conduct classroom observations to gain a more complete understanding of the area of concern using an observational method of the clinician's choosing. Baseline data (at least three data points) in the suspected skill area deficit should be collected; thus, it will be necessary to identify during the teacher interview one or more behaviors or academic concerns that are appropriate to act as indices of improvement across the course of the intervention. While accurate collection of data ideally requires a great deal of time, teachers are also looking for timely collaboration and intervention. Thus, this phase should generally take within one to two weeks after permission was obtained.

Strengths and Resources

As part of the first phase of data collection, the clinician will collect data on strengths and resources of the child, family, school/classroom, and community. Frequently, referrals become a "search for pathology". Specifically looking for strengths and resources enables the clinician and others on the team to begin with knowledge of the resources available for addressing the problem situation.

Hypothesis Generation: Function and Replacement Behavior/Identification of Behavioral/Academic Skill Deficits

For behavior referrals, as data is being collected, the clinician will work with the teacher, the faculty supervisor, and others at the school to generate hypotheses about the conditions that are leading to or maintaining the behavior. While interviews and observations will lead to a natural process of "guessing" what is causing the problem, more formal methods of generating hypotheses are also employed during this phase. For academic referrals, clinicians should conduct survey level assessments to gain an understanding of a student's instructional level. The clinician will share academic data with the teacher to confirm suspected areas in need of

intervention. This phase may overlap with the first phase, but generally should not extend more than one week beyond the problem identification phase.

Plan Development: Teaching Alternative Behaviors and Skills

Our work in the schools assumes that replacement behaviors and academic and behavioral skills can be taught utilizing evidence-based interventions. The goal of this phase, which may run concurrent with the previous phase, is to develop a plan that involves a *variety* of strategies designed to teach replacement behaviors and skills. Again, this phase will be conducted in collaboration with the teacher, faculty supervisor, and others. Ideally, behavior intervention plans (BIPs) and academic intervention plans should start to be implemented approximately *three weeks* after initial permission is obtained.

Plan Implementation

Once hypotheses are established concerning the nature and maintaining conditions for the behavior, and/or the clinician has identified the specific academic skill deficit(s), an intervention plan is developed. Since the goal is to develop a plan that will be integrated into the classroom as much as possible, a high degree of collaboration with the teacher and other school staff is expected. Consulting may include data-based decision making and selection of appropriate evidence-based techniques, strategies, and interventions for students experiencing academic and/or behavioral difficulties.

Data-based decision making and progress monitoring. It is important to bear in mind that implementation of any intervention is, in itself, a hypothesis. Thus, it is extremely important to continue systematically collecting data concerning the effects of the intervention. Clinicians should engage in regular (weekly or bi-weekly) communication with the teacher to share general impressions and make adjustments to the plan where necessary. It is essential for the clinician to continually collect some form of quantifiable data that can act as a check for general impressions. These data may include daily teacher ratings or student self-ratings, permanent product records of school work, or observation. The data should include a stable baseline, one or more intervention phases, and attend to conventions for graphing single case data.

Social validity and fidelity of implementation. Social validity is the extent to which a proposed intervention and skill targeted for development are socially accepted. Treatment integrity is the degree to which interventions are implemented as intended. Collecting data about social validity and treatment integrity is an essential, yet often missing piece, in determining if an intervention works. Fidelity of implementation is enhanced when the implementer feels the intervention matches the student's needs and is easy to implement. Clinicians will distribute a social validity scale to each teacher in whose classroom they have implemented an intervention. Each student will develop her own intervention integrity check for the intervention she is conducting. Each student will conduct a self-evaluation or recruit a colleague to observe the intervention and fill out the intervention integrity form. Based upon feedback received, adjustments to the intervention implementation should be made accordingly.

Intervention modification. Since interventions are viewed as hypotheses, this also means that we are very open to modification of the intervention depending on its effectiveness, its feasibility in the classroom, and student and teacher preference. We are not wedded to the success of any particular plan that we might generate, so much as to learn more about how to improve the "fit" between particular students, the intervention, and their classroom. In general, the intervention should be conceived of as being implemented over a period from 4 to 10 weeks. If the intervention seems to be needed for a longer time period than that, discussions should be held with the teacher to determine how this program can be integrated into ongoing classroom activities (see Fading, below).

Data share with team. At least three times during the intervention implementation, clinicians are expected to provide a "data-share" with teachers/team members during which they share empirical and qualitative/observational data about how the student is progressing and discuss any concerns. This data-share is meant to engender discussion about how well the student is responding to the intervention and to collaboratively determine ways in which the intervention and classroom instruction ought to be modified to occasion even greater responsiveness from the student.

Data-share with parent/guardian. Excellent practitioners also have ongoing communication with parents of students with whom they work. Clinicians should initiate contact with parents/guardians of each student on his/her caseload. Although a face-to-face meeting (e.g., at the school, during a home visit) is preferred, it may not always be possible. Sometimes, despite many attempts at communicating with a family, a clinician may not be able to make contact at all. At least twice during the semester, once at the beginning and once at the end, clinicians should make every attempt to contact parents/guardians in person or by phone. The data-share at the beginning of the semester has a twofold purpose. First, it should be a time when the clinician shares with parents the data collected, including hypotheses about the difficulties the child is experiencing and information about a potential plan to address the difficulty. Second, it should be a time to collect a parent's perspective about why the child is experiencing difficulty in school. The second parent data-share (i.e., phone or in-person when possible) with each parent should occur once the intervention has been implemented with fidelity for several weeks. The purpose of the second data-share is to review progress monitoring data about the child's response to the intervention.

Generalization and Fading

Our goal is not merely to demonstrate that a particular approach can have an effect on behavior or an academic skill. Our goal is to develop ecologically valid interventions that will yield continued improved adaptation even after the proper treatment is terminated. Thus, attention should be paid to careful fading of the plan and to ensure generalization back to the typical classroom setting. In some cases, the clinician and teacher may discuss a formal fading procedure, so that the treatment is gradually reduced over time, while monitoring ongoing data to test for any "bounce" in behavior that may occur.

In other cases, the problem may be such that it requires an intervention that will take longer than 10 weeks to demonstrate effectiveness, or may require ongoing adaptation in the classroom for

most of the school year. In this case, the clinician must determine, with the teacher, how the aspects of the plan that the clinician has had responsibility for can be shifted back to the classroom, so that the plan can be integrated into ongoing classroom activities. The goal of this phase is to ensure that, to the greatest degree possible, control over the student's behavior due to "special contingencies" (i.e., the clinician, token reinforcement, social skills training) be shifted back to the normal stream of classroom activity.

Intervention Reports

Comprehensive reports that include all the information gathered (i.e., summary of existing information, assessment data, and summary of intervention implemented) will be compiled and turned in. Each report, both academic and behavioral in nature, will go to both the faculty supervisor and the school where the case took place. The report should include a review of the background information and current problem, synthesized data collection, hypothesis statement and function of behavior (if applicable), intervention, results, and recommendations.

Functional Behavior Assessment Requirement at Training Sites

Students will be required to conduct one functional behavior assessment (FBA) on a behavior referral. For the case, you will submit a 5-7 page narrative summary of the FBA. Be aware this requirement is most likely in addition to the FBA document that is completed at your site. At a minimum, FBA reports should contain the following:

- Background information, including reason for referral/behavior(s) of concern and student strengths
- Teacher interview
- Family/parent/caregiver interview
- Student-assisted interview
- Summaries of (multiple) observations
- Data collected regarding target behavior(s)
- Potential explanation for target behaviors and replacement behavior(s) (e.g., hypothesis statement)
- Recommendations

Psychoeducation Evaluation Requirement at Training Sites

Students will be required to conduct and submit one sanitized case evaluation completed at their practicum site. The referral may be either academic or behavioral in nature; sometimes, an evaluation may contain both. You will be required to submit the sanitized psychoeducational report in which you have completed a significant portion of the assessment. In the final submitted document, highlight or otherwise indicate the portion of the report you wrote. It is *strongly encouraged* the student submit portions of the evaluation report as they are completed to receive timely feedback.

Practicum Expectations and Responsibilities

Supervision

Group Supervision Attendance. Attendance at all group supervision meetings and participation in discussions and activities is expected. Group supervision takes place on-site at the school in which the clinician is assigned. Supervision takes place one time a week for 90 minutes.

Individual Supervision Attendance. In addition to group supervision, clinicians will also meet with the Assistant Director (AD) for half an hour per week to review cases. This will be at a time that is mutually agreed upon with the AD.

Training

Clinicians will be required to participate in a practicum “boot camp” early in the fall semester, prior to their start date with the school system, to review various aspects of practice related to the practicum experience. Topics for training may include:

- Formal training on the district’s/school’s academic and behavioral screeners (should a screener be selected) including administration, scoring, and data analysis
- Review of data-based decision making, interpretation, and report writing
- Review how to conduct fidelity checks
- Review measures for examining social validity
- Review procedures/district’s procedures for conducting FBAs and BIP development
- Preview/review curriculum selected by district/school (e.g., Second Step) to be implemented in small group/class-wide format
- Review school placement’s procedures for check-in/arrival/departure, safety procedures, schoolwide procedures (e.g., MTSS, PBIS, etc.), communication procedures, obtaining parent permission, etc.

Time Commitment

As stated previously, the second year practicum is the equivalent of *1 day* (8 hours) on site at the practicum site, *plus extra hours off site* to complete paperwork, assignments, etc. Specific hours at the school will be a function of the negotiation between the clinician as well as the teachers and staff involved with the case. *Clinicians must remember that in arranging practicum hours, they are working to establish a schedule that works both for the clinicians and the teacher(s) with whom they are working and **must remain flexible.***

Practicum Logs

Clinicians must keep a detailed practicum log. Clinicians can use a spreadsheet format, or some students choose to use Time2Track, a fee-based online practicum hours tracking system. If using Time2Track, the fee to utilize the database is paid for by the student and will not be reimbursed.

All activities and hours must be recorded on this log and a summary of the hours over the course of the semester will be submitted to the faculty supervisor at the end of the semester. This log will be extremely important when clinicians begin applying for internships.

Communication and Following Local Procedures

If an emergency arises, the clinician is responsible for communicating to the teacher that they will be unable to fulfill their hours, and to make up those hours. Clinicians must sign the log book each time he/she arrives/departs from the school. Clinicians *must* wear a name tag identifying him/herself at all times while on school property and are expected to follow all local procedures. The *Assistant Director* should be informed of any problems or schedule changes that occur.

Chapter 4: Indiana University's Minimum Requirements for Satisfactory Completion of the Practicum Experience

In order for graduate students to attain a satisfactory grade in the practicum courses, they must meet the following minimum requirements in the areas of: (a) professional identity and professional behavior, (b) assessment, (c) intervention, (d) ethical and legal issues, (e) culture and diversity (f) program evaluation and applied research and (g) communication and information technology.

Professional Identity and Behavior

Practicum students are expected to demonstrate commitment to the profession of school psychology and conduct themselves in a professional manner. This includes, but is not limited to, seeking out professional development opportunities (e.g., trainings and/or workshops), joining professional associations, being reliable, promptly completing tasks, having good attendance, and appropriately collaborating and interacting with co-workers and supervisors.

Intervention

Consultation and Collaboration

Practicum students are expected to assist in or provide consultation for students, teachers, and/or parents during the school year. For the consultation course, students need to work alongside their school psychologist and site to implement strategies in the classroom. Consultation shall involve:

1. Helping the consultee clearly identify problems and factors that might be contributing to the problems.
2. Developing consultation goals in collaboration with the consultee.
3. Developing and facilitating the implementation of an evidence-based and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary adapting the intervention plan.

Prevention

Practicum students are expected to be involved with the planning and implementing of interventions designed to prevent problems. They should:

- Develop behavior plans that are proactive (e.g., modifies antecedent conditions)
- Take a systems and ecological perspective on preventing problems
- Collaborate with others to develop policies that might prevent problems
- Take systems and ecological perspectives on planning programs
- Understand how school level (e.g., resources, climate, policies, procedures) and family level variables (e.g., roles, relationships, structure) influence prevention activities.
- Develop collaboration between families and schools.
- Understands how special educational and general educational services are organized and are related to one another.
- Use data to monitor student progress and to inform decisions.
- Be familiar with the procedures of crisis intervention in the school.

Ethical and Legal Issues

Consistent adherence to the ethical standards relevant to the practices of assessment and consultation is expected. Students will have knowledge of and demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases. Graduate students shall be familiar with and conform to the ethical standards established by the National Association of School Psychologists (2010) and the American Psychological Association (2002; 2010; 2017).

Culture and Diversity

Practicum students are expected to demonstrate multicultural competencies in all aspects of their practicum experiences. The culturally competent school psychologist is able to sensitively deliver services to students and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include: (a) Attitudes and Beliefs, (b) Knowledge, and (c) Skills.

Program Evaluation and Applied Research

Practicum students shall use their knowledge about relevant applied research to their assessment and intervention recommendations and practices. Practicum students also shall systematically evaluate the implementation and outcomes of their work.

Communication and Information Technology

Practicum students shall demonstrate their competence in (a) written communication by means of assessment reports, case summaries and other written documentation provided for the portfolio, (b) oral communication skills by means of reports at team meetings, (c) information technology by appropriate use of e-mail for communicating with either staff or parents, or the documentation of the use of online resources for locating identifying evidence-based practices. It is extremely important to make sure the student's identifying information is removed and the report is sanitized, if not password protected.

Chapter 5: Practicum Expectations and Responsibilities

Time Commitment

A minimum time commitment of four to six hours per week is required for each first year school psychology graduate student “Helping Hand” within a local school corporation. Second semester, a minimum time commitment is six to eight hours per week. Specific roles are outlined on the previous pages. You will be assigned to one classroom for the entire semester, and gain exposure to school climate, teaching styles, daily routines and responsibilities, and academic and behavioral issues that arise in the school setting. You will also be given assignments, such as observations, to complete through your practicum course, P656. Additional hours will be spent writing observation reports, reading research literature, attending practicum meetings, and completing duties as specified by your P656 professor.

Practicum Logs

You must begin this semester by keeping a detailed practicum log. You will receive examples of such a log in your P656 class. All activities and hours must be recorded on this log. This log will be extremely important when you begin applying for internships. It will also be submitted to your faculty supervisor at the end of every semester.

Practicum Hour Policies

The practica in the School Psychology Program are intended to give students valuable field-based experiences that are developmental and cumulative, beginning with closely supervised, primarily observational and interactive experiences to increasing independence in preparation for the internship. In addition to obtaining learning experiences for students, the practica comply with NASP and APA requirements for pre-internship training.

NASP requires that EdS and Ph.D. students have a minimum of 600 hours in school settings across practicum and internship. There is no standard from APA or NASP for translating clock hours into credit hours (i.e., neither organization specifies how many clock hours constitute a practicum hour). However, some states may have specific requirements for clock hours, practicum hours, or semester credits for licensure as a psychologist or school psychologist. You should check requirements in states where you might intend to be licensed. Typically, state departments of education do not specify clock hour to credit hour equivalents, although they may require a minimum number of internship credits. Nearly all state licensing boards and departments of education require that credit be on transcripts for practicum and internship, although clock hours or semester hour credits most often are not stated.

Year I	Practicum hours	Semester hours
P656 (Fall)	120	3
P656 (Spring)	120	3

Year II

P695 (Fall)	120	3
P696 (Spring)	120	3
Total	480	12

This plan gives both EdS and Ph.D. students a minimum of 480 hours during their first two years and eight semester hours of credit. This number is sufficient for EdS students, because the internship includes at least 1,200 hours in a school setting, meeting NASP’s minimum requirement of 600 hours in a school setting.

Criminal Background Checks

The program requires that you complete a criminal background check each year you are enrolled in the program. This check is needed for all interactions you might have with children in research projects, practicum, internship, volunteer experiences, and other situations. Indiana University has partnered with backgroundchecks.com to provide our students a fast and easy way to achieve compliance with background screening requirements. The direct link is below: <http://www.backgroundchecks.com/solutions/indianauniversity>. Background checks will be submitted to each placement site as well as uploaded to ePortfolio each year.

Liability Insurance

Students are expected to obtain, and maintain, professional liability insurance throughout their time in the program. This can be obtained through either the NASP or APA websites; most students take advantage of the NASP student liability insurance policy. This needs to be uploaded to your ePortfolio annually.

Programs Involving Children

Each year, prior to engaging in practicum-related activities, you will be asked to register the program through IU’s Office of Public Safety. Please review the Programs Involving Children information website. [Programs Involving Children: Programs Involving Children & Policies: Police & Public Safety: Protect IU: Indiana University](#). You will be required to complete the “Child Abuse Recognition, Reporting and Prevention of Child Abuse Training”. Once you have completed the short training, submit your certificate of completion to the CAIC Assistant Director.

Performance in Practicum

At the conclusion of each practicum that you complete, your supervisor will be asked to complete an evaluation form to assess your performance on a number of competencies. The ratings are on a five-point scale. It is recognized that a high level of independence is not expected in the first years of your program, so supervisors are asked to evaluate you based on where you are at that time. Given that the nature of practicum experiences are developmental in

nature, it is possible some items on the practicum evaluation are rated as “not observed.” By the time the student engages in the internship experience, these items will all be rated in some manner. At least 90% of the ratings must be “3” or higher. If any rating is lower than “3”, your advisor will be notified and may ask to meet with you to discuss your progress. If there is judged to be a significant concern, a meeting will take place between the on-site supervisor and the university supervisor to engage in problem-solving and develop a remediation action plan.

Resolving Practicum Problems

Although infrequent, problems and/or conflict can develop during the field experience. Therefore, it is important to have a fair and consistent method that can be utilized in a systematic manner for problem resolution. Either the supervisor or the supervisee can initiate action to resolve the perceived problem.

1. The first step is for the supervisor and supervisee to jointly discuss any emerging concerns in an open and honest fashion. Moreover, it is important that this be done in a timely manner. It also might be advantageous to document the outcomes of the meeting.
2. Should that be insufficient, the university supervisor should become involved to provide assistance. The university supervisor will notify the university’s Program Director that concerns have been noted and will specify these concerns. At that time, a plan will be developed by that contains specific goals that are agreed upon in writing by all three parties (i.e., the student, site supervisor, and the university supervisor). A date for a review of the plan will be specified.
3. If resolution/improvement does not occur within the temporal framework agreed upon, the Program Director will be requested to mediate. At that time, previous concerns and plans to address the concerns will be reviewed. All parties will then agree on additional specific, written plans and a timely follow-up review date will be established.
4. Finally, if problems continue, the core faculty of the school psychology program will meet to determine an appropriate course of action. Such actions may include changing supervisors, changing sites, repeating the fieldwork experience or the student’s termination from the program.

Other Important Information

Faculty Supervisor

Your faculty supervisor will assist in providing feedback and making suggestions as you progress through the school year helping out in your classroom. It is each first-year school psychology graduate student’s responsibility to initiate and maintain contact with her/his supervisor to update them on how things are going. University e-mail is the primary mode of communication.

IU Faculty	E-Mail	Phone
Dr. Heather Ormiston	ormiston@indiana.edu	812-855-0352

Dr. Scott Bellini	sbellini@indiana.edu	812-856-8325
Dr. Dave Shriberg	dashri@iu.edu	812-856-8049
Dr. Lisa Aguilar	lnaguila@iu.edu	812-856-8064

Assistant Director

The assistant director is responsible for coordinating the practicum associated with the Institute for Child Study operations such as staff meetings, in-service sessions, referral screening, correspondence, scheduling appointments, file management, and supervision. The assistant director is available to school psychology graduate students by email, in person by appointment.

IU Assistant Director	E-Mail	Phone
Kane Carlock	kmcarloc@iu.edu	812-855-4952

Final Comments about Practica

While in the program, you will have practicum experiences that will prepare you for internship and professional employment. Prospective internship sites often will ask for references from faculty and site supervisors about your clinical skills and personal and professional behavior. Your performance in practicum may have an impact on the recommendations given by faculty and supervisors, so use these opportunities to gain some valuable experiences that will be of benefit as you continue your professional development. We hope that you will enjoy the experiences as opportunities for personal and professional growth.

Appendix A: First Year, First Semester Evaluation

**Indiana University Bloomington
School Psychology Program
Practicum Rating Form: Helping Hands Supervisor**

Student Name: _____ **Date** _____

Year in program: _____ **Semester/Year:** _____ **Site:** _____

Supervisor: _____ **Are you a licensed psychologist?** ___Y___ N

For each of the competencies listed below, please rate the trainee. As you rate each item, ask yourself: How characteristic of the trainee's behavior is each competence description? If you have not had an opportunity to observe the behavior associated with a competence, check N/O (no opportunity to observe).

- Rating Scale:** 1=Slightly or Not at All
 2=Somewhat
 3=Moderately Often
 4=Most of the time/typical
 5=Very often/highly typical
 N/O=Not applicable/No opportunity

Please return this evaluation me via email (ormiston@indiana.edu) or via US mail.

Heather Ormiston, PhD., NCSP, HSPP
 Practicum Coordinator
 Indiana University School Psychology Program
 201 North Rose Avenue, Room 4020
 Bloomington, IN 47405

NASP Domain 2: Consultation and Collaboration

Competency	1	2	3	4	5	N/O
Develops effective collaborative relationships with teachers, families, and other service providers (e.g., counselors, school social workers, school administrators)						
Shows appropriate affect, behavior, and interpersonal communication skills in professional interactions with supervisors, peers, clients, and others						
Communicates feelings, ideas, and information clearly in verbal, nonverbal, and written forms						

NASP Domain 5: School-Wide Practices to Promote Learning

Competency	1	2	3	4	5	N/O
Understands organization and functioning of public schools						
Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers, physicians, etc.						

NASP Domain 8: Equitable Practices for Diverse Student Populations

Competency	1	2	3	4	5	N/O
Aware of and sensitive to cultural traditions and customs of families and communities						
Demonstrates knowledge of factors that have created or maintain inequity and advocates equal opportunity for marginalized or historically underrepresented populations						
Understands and demonstrates sensitivity to own role in serving diverse populations						
Demonstrates knowledge, awareness, and understanding of others as cultural beings						
Shows appropriate attitudes and actions toward diverse populations						
Demonstrates cultural competence when interacting with school personnel, colleagues, students/clients, and parents						

NASP Domain 10: Legal, Ethical, and Professional Practice

Competency	1	2	3	4	5	N/O
Recognizes need for and seeks supervisory assistance						
Accepts and uses supervisory feedback						
Conducts self in a highly professional manner, indicating awareness of legal and ethical principles						
Is accountable, reliable and meets deadlines						
Understands mandatory reporting requirements for abuse and neglect						
Demonstrates commitment to welfare of others						
Understands own level of competence and needs for supervision						
Understands and demonstrates ability to balance personal and professional roles						
Respectful of supervisory relationships						

What are the student's strengths and weaknesses?

Do you believe that the student has achieved the level of competence expected at her/his current level of training? ___ yes ___ no If no, please explain why and what areas need improvement.

Open-ended Comments: Please comment on any areas you wish. You may also use this space to comment on any aspect of the student's preparation that you wish to call to the attention of the program faculty. If you see gaps in the student's preparation, we want to learn about them in order to improve our program. Feel free to use additional sheets. Thank you again for your help.

Signature of Student

Date: _____

Signature of Supervisor

Date: _____

Appendix B: First Year, Second Semester and Second Year Evaluation for EdS Students

**Practicum Student Evaluation Form
Indiana University Bloomington
School Psychology Program: EdS**

Student Name: _____ Date _____

Semester/Year: _____ School District Address: _____

Supervisor: _____

For each of the competencies listed below, please rate the practicum student. As you rate each item, ask yourself: **How characteristic of the trainee’s behavior is each competence description?** If you have not had an opportunity to observe the behavior associated with a competency, check N/O (no opportunity to observe). Please use the following interpretive guidelines to evaluate and rate the student’s performance.

Rating Scale:

Rating	Descriptor	Interpretive Guidelines
1	Slightly or Not at All	<ul style="list-style-type: none"> • Beginning to show this knowledge/skill • Needs further skill development and/or close supervision
2	Somewhat	<ul style="list-style-type: none"> • Inconsistent performance or still some gaps in skills
3	Moderately Often	<ul style="list-style-type: none"> • Basic knowledge/skills attained and demonstrated routinely
4	Most of the time/ Typical	<ul style="list-style-type: none"> • Development consistent with expectations at this stage • Uses knowledge/skills flexibly as part of an overall repertoire
5	Very often/Highly typical	<ul style="list-style-type: none"> • Demonstrates very advanced knowledge/skills
N/O	Not applicable/ No opportunity	<ul style="list-style-type: none"> • Student has not yet had the opportunity to experience an activity or you have no basis for appraisal

Please return this evaluation to the University Practicum Supervisor via email (ormiston@indiana.edu) or via US mail.

Heather Ormiston, PhD., NCSP, HSPP
Practicum Coordinator
Indiana University
Department of Counseling and Educational Psychology
School Psychology Program
CEP Suite 4000
201 North Rose Avenue
Bloomington, IN 47405

NASP Domain 1: Data-Based Decision Making	1	2	3	4	5	N/O
Uses assessment results to develop evidence-based academic, behavioral, and social interventions						
Understands and knows how to measure factors of treatment acceptability and treatment integrity						
Presents results of academic and behavioral observations, both orally and in written form						
Systematically collects data to monitor the effectiveness of interventions						
Conducts effective interviews for problem identification, problem analysis and problem-solving						
Effectively uses a variety of observational methods, e.g., narrative recording, time-sampling and computer-assisted methods						
Selects and correctly administers cognitive, academic, behavioral, social, emotional, and adaptive assessment procedures appropriate to the referral question(s) in order to conduct comprehensive assessments						
Coordinates and monitors implementation of collaboratively-developed intervention plans						
Modifies intervention plans in response to systematically collected data						
Communicates assessment results, in writing and orally, that address the referral questions						

NASP Domain 2: Consultation and Collaboration	1	2	3	4	5	N/O
Understands a variety of models of consultation (e.g., conjoint, behavioral, instructional)						
Develops effective collaborative relationships with teachers, families, and other service providers (e.g., counselors, school social workers, school administrators)						
Shows appropriate affect, behavior, and interpersonal communication skills in professional interactions with supervisors, peers, clients, and others						
Communicates feelings, ideas, and information clearly in verbal, nonverbal, and written forms						
Contributes to collaborative meetings (e.g., staffings, wraparound team meetings) and/or case conferences addressing student and family concerns						

NASP Domain 3: Academic Interventions and Instructional Supports	1	2	3	4	5	N/O
Considers instructional methods and materials, student interests, and career needs when planning academic and cognitive interventions						
Establishes developmentally appropriate instructional goals for students with different abilities, disabilities, strengths, and needs						
Implements evidence-based behavioral, social, and/or academic intervention strategies						
Has knowledge of a range of evidence-based individual and group interventions						
Develops and implements academic interventions that reflect a student's motivation and engagement						

NASP Domain 4: Mental and Behavioral Health Services and Interventions	1	2	3	4	5	N/O
Knowledgeable about biological, cultural, developmental, and social influences on students' behavior						
Understands the principles of behavior change within the behavioral, social, affective and adaptive domains						
Develops and/or implements evidence-based social-emotional, behavioral, and/or social interventions/strategies						
Has knowledge of a range of evidence-based individual and group behavioral and social-emotional interventions						

NASP Domain 5: School-Wide Practices to Promote Learning	1	2	3	4	5	N/O
Understands organization and functioning of public schools						
Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers, physicians, etc.						
Understands the role of they psychologist in diverse settings						
Works collaborative with others at the systems level in developing and implementing prevention and intervention programs that promote learning environments that are positive, safe, and facilitate the emotional, social, and academic development of all children						

NASP Domain 6: Services to Promote Safe and Supportive Schools	1	2	3	4	5	N/O
Understands your organization's procedures for suicide prevention and intervention, and postvention						
Helps to promote and maintain safe, caring, supportive, and effective learning environments for children						
Participates in risk assessments as needed for students threatening harm to self or others, consistent with level of training and with appropriate supervision.						
Collaborates with school-based teams in the implementation of prevention-based programs (such as PBIS, MTSS, school climate improvement, bully prevention, truancy prevention, youth suicide prevention) to reduce risk and increase protective factors.						

NASP Domain 7: Family, School, and Community Collaboration	1	2	3	4	5	N/O
Values contributions and insights of parents, teachers, and colleagues						
Understands family systems						
Knowledgeable of the ongoing, bi-directional, and culturally responsive communication methods with key stakeholders (e.g., families, educators, administrators)						
Understands the importance of family-school collaboration practices to promote learning, positive behavior, and social-emotional health						
Aware of and is sensitive to diverse characteristics, learning needs, and culture when developing and/or implementing family-school collaboration practices						

Collaborates with key stakeholders (families, educators, administrators, policy makers) to develop and/or implement family-school collaboration practices that promote learning, positive behavior, and social-emotional health						
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

NASP Domain 8: Equitable Practices for Diverse Student Populations	1	2	3	4	5	N/O
Aware of and sensitive to cultural traditions and customs of families and communities						
Demonstrates knowledge of factors that have created or maintain inequity and advocates equal opportunity for marginalized or historically underrepresented populations						
Understands and develops strategies to address cultural mismatch						
Values individual differences and diversity when planning and conducting assessment						
Understands and demonstrates sensitivity to own role in serving diverse populations						
Demonstrates knowledge, awareness, and understanding of others as cultural beings						
Shows appropriate attitudes and actions toward diverse populations						
Demonstrates cultural competence when interacting with colleagues, clients, and parents						
Designs and/or implements effective, culturally competent behavioral, social, and/or academic intervention strategies						
Demonstrates self-awareness of one's own level of cultural competence, including one's strengths and limitations with respect to cultural issues						

NASP Domain 9: Research and Evidence-Based Practice	1	2	3	4	5	N/O
Understands merits of diverse research methods and applies research knowledge in the provision of psychological services						
Accesses empirical research from a variety of sources, including electronic databases, and uses that information to inform and develop assessment methodologies and evidence-based interventions						
Conducts an in-service presentation using relevant scientific information about child, family, or school issues						
Disseminates research knowledge to parents, teachers, colleagues, and others						
Demonstrates and "buys into" scientist-practitioner model						
Contributes effectively to program evaluation efforts of the school district						
Displays critical scientific thinking						
Demonstrates understanding of science and practice with regard to serving diverse population						

NASP Domain 10: Legal, Ethical, and Professional Practice	1	2	3	4	5	N/O
Recognizes need for and seeks supervisory assistance						
Accepts and uses supervisory feedback						
Conducts self in a highly professional manner, indicating awareness of legal and ethical principles						
Is accountable, reliable and meets deadlines						
Understands mandatory reporting requirements for abuse and neglect						
Demonstrates commitment to welfare of others						
Understands own level of competence and needs for supervision						
Understands and demonstrates ability to balance personal and professional roles						
Respectful of supervisory relationships						
Has knowledge of IDEA, Section 504, and the state special education regulations						
Understands and consistently applies ethical principles						
Understands and adheres to legal requirements						
Understands and balances ethical and legal conflicts						
Understands that ethical principles guide the behavior of professional psychologists in practice						
Understands the professional values of the psychologist						
Shows understanding of self as a psychologist, i.e., “thinks like a psychologist”						
Reflects on self as an emerging psychologist and importance of competence in various settings						

Did you directly observe the student during this evaluation period? Yes _____ No _____

What are the student’s strengths and weaknesses?

Do you believe that the student has achieved the level of competence expected at her/his current level of training? ___ yes ___ no If no, please explain why and what areas need improvement.

Open-ended Comments: Please comment on any areas you wish. You may also use this space to comment on any aspect of the student’s preparation that you wish to call to the attention of the program faculty. If you see gaps in the student’s preparation, we want to learn about them in order to improve our program. Feel free to use additional sheets. Thank you again for your help.

Please discuss the evaluation with your Student prior to submitting it. Thank you for your contributions to your student's professional development!

Signed:

School Psychology Practicum Student

Date

Supervising School Psychologist

Date

Appendix C: First Year, Second Semester and Second Year Evaluation for PhD Students

**Practicum Student Evaluation Form
Indiana University Bloomington
School Psychology Program: PhD**

Student Name: _____ **Date** _____

Semester/Year: _____ **School District Address:** _____

Supervisor: _____

For each of the competencies listed below, please rate the practicum student. As you rate each item, ask yourself: **How characteristic of the trainee’s behavior is each competence description?** If you have not had an opportunity to observe the behavior associated with a competency, check N/O (no opportunity to observe). Please use the following interpretive guidelines to evaluate and rate the student’s performance.

Rating Scale:

Rating	Descriptor	Interpretive Guidelines
1	Slightly or Not at All	<ul style="list-style-type: none"> • Beginning to show this knowledge/skill • Needs further skill development and/or close supervision
2	Somewhat	<ul style="list-style-type: none"> • Inconsistent performance or still some gaps in skills
3	Moderately Often	<ul style="list-style-type: none"> • Basic knowledge/skills attained and demonstrated routinely
4	Most of the time/ Typical	<ul style="list-style-type: none"> • Development consistent with expectations at this stage • Uses knowledge/skills flexibly as part of an overall repertoire
5	Very often/Highly typical	<ul style="list-style-type: none"> • Demonstrates very advanced knowledge/skills
N/O	Not applicable/ No opportunity	<ul style="list-style-type: none"> • Student has not yet had the opportunity to experience an activity or you have no basis for appraisal

Please return this evaluation to the University Practicum Supervisor via email (ormiston@indiana.edu) or via US mail.

Heather Ormiston, PhD., NCSP, HSPP
Practicum Coordinator
Indiana University
Department of Counseling and Educational Psychology
School Psychology Program
CEP Suite 4000
201 North Rose Avenue
Bloomington, IN 47405

No.	Awareness and knowledge of diversity and equity issues	1	2	3	4	5	N/O
1.1.1	Aware of and sensitive to cultural traditions and customs of families and communities						
1.1.2	Demonstrates knowledge of factors that have created or maintain inequity						
1.1.3	Advocates equal opportunity for marginalized or historically underrepresented populations						
1.1.4	Values individual differences and diversity when planning and conducting assessment						
1.1.5	Understands and demonstrates sensitivity to own role in serving diverse populations						
1.1.6	Demonstrates knowledge, awareness, and understanding of others as cultural beings						
1.1.7	Shows appropriate attitudes and actions toward diverse populations						

No.	Provides culturally relevant psychological services	1	2	3	4	5	N/O
1.2.1	Understands and develops strategies to address cultural mismatch						
1.2.2	Demonstrates cultural competence when interacting with school personnel and parents						
1.2.3	Provides psychological service to individuals that is respectful						
1.2.4	Designs effective, culturally competent behavioral, social, and/or academic intervention strategies						
1.2.5	Implements effective behavioral, social, and/or academic intervention strategies that respects socio-cultural sensitivities						

No.	Demonstrates knowledge about organizations	1	2	3	4	5	N/O
2.1.1	Understands role of the psychologist in diverse settings						
2.1.2	Understands organization and functioning of public schools						
2.1.3	Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers						
2.1.4	Understands family systems						

No.	Understands supervisory relationships and roles	1	2	3	4	5	N/O
2.2.1	Recognizes need for and seeks supervisory assistance						
2.2.2	Accepts and uses supervisory feedback						
2.2.3	Demonstrates effective supervision of less experienced peers						

No.	Ethical, professional, and legal conduct	1	2	3	4	5	N/O
2.3.1	Behaves in a manner that indicates appropriate awareness of ethical and legal principles						
2.3.2	Has knowledge of IDEA, Section 504, and the state special education regulations						

2.3.3	Understands mandatory reporting requirements for abuse and neglect						
2.3.4	Understands and consistently applies ethical principles						
2.3.5	Understands and adheres to legal requirements						
2.3.6	Understands and balances ethical and legal conflicts						
2.3.7	Understands that ethical principles guide the behavior of professional psychologists in practice						

No.	Demonstrates knowledge of assessment methods	1	2	3	4	5	N/O
3.1.1	Demonstrates comprehensive knowledge of assessment methods appropriate to the referral questions						
3.1.2	Effectively uses a variety of observational methods, e.g., narrative recording, time-sampling and computer-assisted methods						

No.	Skill in conducting assessments and use of results	1	2	3	4	5	N/O
3.2.1	Selects and correctly administers cognitive, academic, behavioral, social, emotional, and adaptive assessment procedures						
3.2.2	Conducts comprehensive assessments						
3.3.3	Communicates assessment results, in writing and orally, that address the referral questions						
3.3.4	Uses assessment results to develop evidence-based academic, behavioral, and social interventions						

No.	Gathers information upon which to base interventions	1	2	3	4	5	N/O
4.1.1	Understands factors that influence motivation and academic engagement						
4.1.2	Knowledgeable about biological, cultural, developmental, and social influences on students' behavior						
4.1.3	Understands the principles of behavior change within the behavioral, social, affective and adaptive domains						
4.1.4	Values contributions and insights of parents, teachers, and colleagues						
4.1.5	Conducts effective interviews for problem identification, problem analysis and problem-solving						
4.1.6	Understands school district's procedures for suicide prevention and intervention, and postvention						

No.	Develops and implements interventions	1	2	3	4	5	N/O
4.2.1	Considers instructional methods and materials, student interests, and career needs when planning academic and cognitive interventions						
4.2.2	Establishes developmentally appropriate instructional goals for students with different abilities, disabilities, strengths, and needs						

4.2.3	Presents results of academic and behavioral observations, both orally and in written form						
4.2.4	Coordinates and monitors implementation of collaboratively-developed intervention plans						
4.2.5	Has knowledge of a range of evidence-based individual and group interventions						
4.2.6	Implements evidence-based behavioral, social, and/or academic intervention strategies						
4.2.7	Develops and implements academic interventions that reflect a student's motivation and engagement						
4.2.8	Develops and implements evidence-based social-emotional interventions						

No.	Evaluates effectiveness of interventions	1	2	3	4	5	N/O
4.3.1	Understands and knows how to measure factors of treatment acceptability and treatment integrity						
4.3.2	Systematically collects data to monitor the effectiveness of interventions						
4.3.3	Modifies intervention plans in response to systematically collected data						

No.	Consultation and collaboration skills	1	2	3	4	5	N/O
4.4.1	Demonstrates effective interpersonal communication skills in professional interactions						
4.4.2	Understands behavioral, conjoint, process, and instructional models of consultation						

4.4.3	Develops effective collaborative relationships with teachers and parents						
4.4.4	Contributes to collaborative meetings (e.g., staffings, wraparound team meetings) and/or case conferences addressing student and family concerns						

No.	Ability to conduct research and evaluation	1	2	3	4	5	N/O
5.1.1	Understands merits of diverse research methods						
5.1.2	Accesses empirical research from a variety of sources, including electronic databases, and uses that information to inform and develop assessment methodologies and evidence-based interventions						

No.	Ability to disseminate information to others	1	2	3	4	5	N/O
5.2.1	Conducts an in-service presentation using relevant scientific information about child, family, or school issues						
5.2.2	Disseminates research knowledge to parents, teachers, colleagues, and others						
5.2.3	Applies research knowledge in the provision of psychological services						

5.2.4	Contributes effectively to program evaluation efforts of the school district						
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No.	Professionalism	1	2	3	4	5	N/O
P1	Understands professional values of the psychologist						
P2	Conducts self in a highly professional manner						
P3	Is accountable, reliable and meets deadlines						
P4	Demonstrates commitment to welfare of others						
P5	Shows understanding of self as a psychologist, i.e., “thinks like a psychologist”						

No.	Reflective Practice/Self-Assessment/Self-Care	1	2	3	4	5	N/O
RP1	Reflects on self as an emerging psychologist and importance of competence in various contexts						
RP2	Understands own level of competence and needs for supervision						
RP3	Demonstrates self-awareness of one's own level of cultural competence, including one's strengths and limitations with respect to cultural issues						
RP4	Understands and demonstrates ability to balance personal and professional roles						
RP5	Respectful in supervisory relationships						

No.	Relational and Interpersonal Skills	1	2	3	4	5	N/O
RI1	Displays effective and appropriate interpersonal skills						
RI2	Shows appropriate affect and behavior in professional interactions with supervisors, peers, clients, and others						
RI3	Communicates feelings, ideas, and information clearly in verbal, nonverbal, and written forms						
RI4	Demonstrates understanding of science and practice with regard to serving diverse populations						
RI5	Works effectively with counselors, school social workers and school administrators						
RI6	Helps to promote and maintain safe, caring, supportive, and effective learning environments for children						

No.	Science	1	2	3	4	5	N/O
S1	Demonstrates and “buys” into scientist-practitioner model						
S2	Consistently recognizes that science should guide practice						
S3	Displays critical scientific thinking						
S4	Demonstrates understanding of science and practice with regard to serving diverse populations						

Did you directly observe the student during this evaluation period? Yes _____ No _____

What are the student’s strengths and weaknesses?

Do you believe that the student has achieved the level of competence expected at her/his current level of training? ___ yes ___ no If no, please explain why and what areas need improvement.

Open-ended Comments: Please comment on any areas you wish. You may also use this space to comment on any aspect of the student's preparation that you wish to call to the attention of the program faculty. If you see gaps in the student's preparation, we want to learn about them in order to improve our program. Feel free to use additional sheets. Thank you again for your help.

Please discuss the evaluation with your Student prior to submitting it. Thank you for your contributions to your student's professional development!

Signed:

School Psychology Practicum Student

Date

Supervising School Psychologist

Date

Appendix D: NASP Domains of Practice

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE:

<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice> *The NASP Domains of practice were recently updated in 2020.

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive.

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and

special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.