

UNIVERSITY OF DETROIT MERCY

Goals and Objectives for the Internship Experience

The broad goals of the internship experience are to:

1. Demonstrate interpersonal skills necessary to be a school psychologist (NASP Domains 2, 7, and 8)
2. Analyze and synthesize the consultation, assessment, and intervention components of school psychology (NASP Domains 1, 2, 3, 4, and 10)
3. Analyze and synthesize the concepts involved in individual, group and systems consultation (NASP Domains 2, 5, 6, and 7)

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

6. The intern will complete the Portfolio requirement and present it to the faculty at the completion of their internship.
7. The intern, in collaboration with the site supervisor, will complete the Y3 Site Supervisor's Evaluation of Trainee at the end of each semester of internship
8. The intern will complete an evaluation of their internship and supervision experiences at the end of the year.
9. The intern will work with psychological services staff, school personnel/staff, students, and families in activities that are consistent with school and district policies and consistent with the internship requirements and training plan.
10. The intern will attend internship seminar each month, which will be conducted on-campus by the University internship supervisor. The intern seminar is held in conjunction with the intern experience. Its purpose is to help support the attainment of the competencies in the training experience. Intern seminar will involve the shari 1.5 0 Td(T)4ini
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Integrate the intern into the culture of the district, and ensure that district policies and procedures are followed.

Finally, while the field supervisor is clearly recognized as the professional responsible for supervision, input from other school personnel (e.g. principals, teachers), as well as parents, should be solicited to ensure comprehensive feedback regarding the intern's progress.

Evaluation

Training Plans: Students will be required to review their internship training plan with their supervisor each month and submit any revisions to the university supervisor each month.

Y3 Site Supervisor's Evaluation of Trainee: The intern is responsible for providing the university supervisor with

GAS SUMMARY FORM

Detroit Mercy School Psychology Program

Intern: _____ Year: _____ Average _____

LEVEL OF ATTAINMENT	Academic or PBS Tier 1	Academic Intervention: Tier 2	Academic Intervention: Tier 3	PBS Tier 2	PBS Tier 3
Much Improved +2					
Improved +1					
No change 0					
Worse -1					
Much worse -2					

Step-by-Step Guide for Calculating Percentage of Non-Overlapping Data (PND)

For an intervention designed to increase the target behavior, determine the percentage of the intervention data points that fall above the highest baseline data point. In the example that follows, all but one of the intervention data points are above the highest baseline data point. Therefore 9 of the 10 intervention data points do not overlap the baseline. The PND = 90%.

For an intervention designed to decrease the target behavior, determine the percentage of the intervention data points that are below the lowest baseline data point. In the example that follows, the first four intervention data points, as well as data points 11 and 12, are below the lowest baseline data point. Therefore, 6 of the 10 intervention data points do not overlap the baseline. The PND = 60%.

Considerations When Using PND

PND should not be used if there are extreme scores, such as a 0 in the baseline for a target behavior you want to decrease or an extremely high value in the baseline for a target behavior you want to increase.

PND scores above 85% indicate the intervention is highly effective; scores between 65% and 85%

Step-by-Step Guide for Calculating Effect Sizes (ES)

STEP 1

Calculate the mean of the baseline data points. In the example below, the mean of the three baseline data points (18, 6, 12) is 12.0.

STEP 2

Calculate the mean of the intervention data points. In the example below, the mean of the ten intervention data points (4, 3, 3, 3, 5, 5, 6, 6, 3, 2) is 4.0.

STEP 3

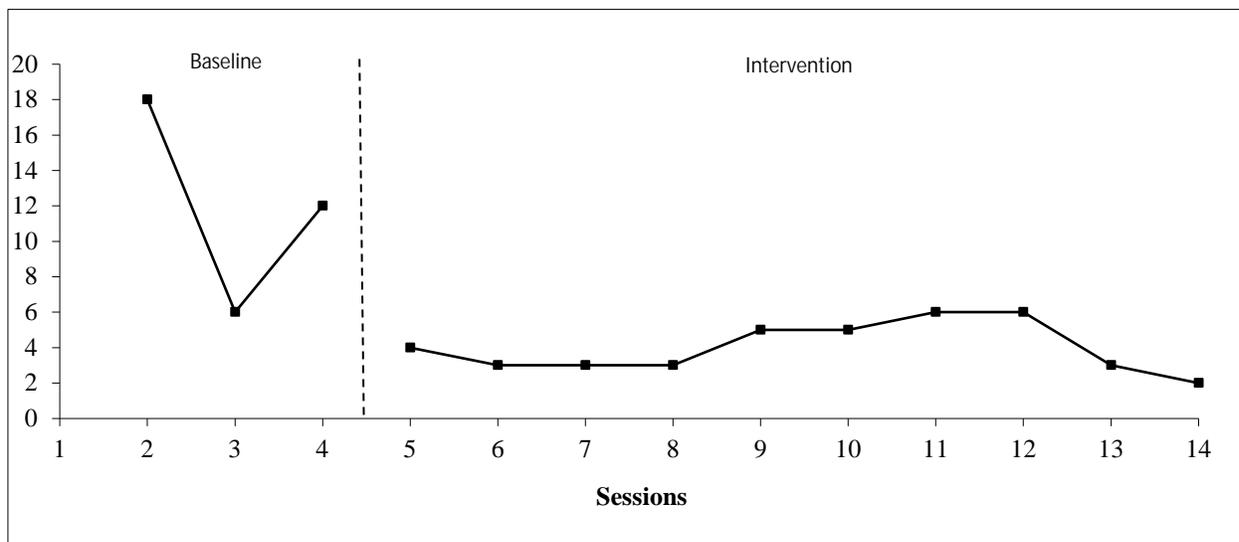
Calculate the standard deviation of the baseline data points. In the example below, the standard deviation of the three baseline data points (18, 6, 12) is 6.0.

STEP 4

Calculate the difference between the mean of the intervention data and the mean of the baseline data and divide that by the standard deviation of the baseline data.

$$ES = \frac{\text{mean of the intervention data} - \text{mean of the baseline data}}{\text{standard deviation of baseline data}}$$

In the example below, $ES = (4.0 - 12.0) / 6.0 = -1.0$



Considerations When Using ES

ES should not be used if the baseline data are limited (one or two points only).

ES should not be used if there is no variability in the baseline data ($SD = 0$)

An ES of $\pm .80$ or greater is considered large; an ES of $\pm .50$ -.79 is considered moderate; an ES of $\pm .20$ -.49 is considered small.

Intervention Case Study Report Format

Identifying Information:

Name, age, grade, teacher

Relevant Background Information:

A summary of what we know about the student so far. Include past school history, any relevant environmental factors, other medical factors, and past intervention successes/failures (academic, behavioral, pharmacological, etc.).

Building Relationship with Consultee:

Goal: Establish an effective working relationship with the consultee.

Points to Consider and Information to Include in Report:

- Discuss the strategies you used to build rapport/establish a relationship with the consultee.
- Evaluate the effectiveness of these strategies.
- Describe what you plan on doing to continue building the relationship.

Definition of Problem:

Goal: Collaboratively define the problem and ensure that appropriate baseline data are collected.

Guiding questions: Is the problem specific, observable, and measurable? Does it pass the so what test? Does the problem lend itself to repeated measurement over time? Have baseline data been collected?

Points to Remember:

1. Focus on describing the presenting problem or referral question as accurately and specifically as possible.
2. Descriptions of the problem must be in observable measurable terms.
3. Describe the **CURRENT LEVEL** of performance as well as the **EXPECTED LEVEL** of performance. The expected level can be determined through consultation with the teacher, observations of typical children, or discussions with administrators, depending on the referral question, but you must include where the child is performing NOW

Generation of Hypotheses:

Goal: Collaboratively determine hypotheses (educated guesses) about why the problem exists. Entertain various hypotheses

Guiding questions: Was the intervention implemented as planned? Was the goal from Step 2 reached? What further action will be taken? Be sure to discuss the next steps – continue the intervention, modify/intensify the intervention, scale back the intervention, etc.

Points to Remember:

1.

Internship Case Review and Feedback- REVISED 2019
University of Detroit Mercy School Psychology Program

Trainee:
Case #:

3. PROBLEM IDENTIFICATION

Criteria

The student's behavior is operationally defined.

The student's behavior is defined in the context of appropriate grade and/or peer expectations.

The problem is collaboratively defined and discussed in detail.

Parents and teachers are involved in the problem-identification process.

5. DEVELOPMENT OF THE INTERVENTION**Criteria**

Intervention is selected based on data from problem analysis.
Intervention is linked to the goal statement.
Intervention is evidence based.
Intervention is clearly described.
Intervention is selected/developed with input from parents and teacher(s).
Intervention reflects sensitivity to individual differences.
Intervention is selected/developed with consideration of resources, classroom practices & other system issues.
Logistics of setting, time, resources and personnel are included in the intervention plan.
The intervention and plan are acceptable to those involved.
Intervention is monitored and treatment integrity data are collected.
Single-case design is specified and is appropriate for demonstrating experimental control.

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7. DISCUSSION

Criteria
<p>The collaborative nature of the process is thoroughly discussed with mention of strengths and weaknesses.</p> <p>Limitations/difficulties are discussed with suggestions or input for future similar cases.</p>
<p>Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development</p> <p>Comments:</p>

8. WRITING QUALITY

Criteria
<p>All areas of the case report are clearly and concisely written.</p> <p>All components of the problem-solving process are described in a way that is straightforward and clear to the reader.</p> <p>Spelling, punctuation, and usage are correct throughout the paper.</p> <p>Any citations and/or references are in APA format.</p>
<p>Overall rating for this area: <input type="checkbox"/> Effective <input type="checkbox"/> Needs Development</p>

Site Supervisor Information Form

**The University of Detroit Mercy
School Psychology Program**

Name _____ Highest Degree _____

Office Address _____

Internship Memorandum of Agreement

The School Psychology Program of the University of Detroit Mercy hereby enters into an agreement with _____ (an intern), and _____ (school), pursuant to a school psychology internship. The purpose of this agreement is to set forth the conditions

5. The supervisor will provide an average of two hours per week of face-to-face supervision with the intern.
6. The supervisor will provide opportunities for the intern to engage in experiences necessary to attain ALL competencies. This includes ensuring that the intern is not required to complete an excessive number of evaluations (no more than 30 special education evaluations per year). Again, please understand that as an intern the student is not expected to carry a caseload separate and independent from their supervisor.
7. The supervisor and intern will complete the Y3 Site Supervisor's Evaluation of Trainee at the end of each term.
8. The supervisor is responsible for seeing that the intern conducts him/herself in a manner consistent with the current ethical and legal standards of the profession. A violation of such standards is considered to be grounds for termination of the internship experience.
9. The supervisor will discuss monthly with the intern the projected timeline for independent functioning (i.e., independent assignment at one building).
10. The supervisor will contact the University internship supervisor immediately for the following reasons:
 - a. A competency area cannot be fulfilled within the district.
 - b. The intern is not fulfilling requirements or is at-risk for failure.
 - c. A conflict arises that jeopardizes the intern's ability to have a qrr d39 d t. (mu8(n)2 (s2 (a)4 (nne)4 (

3. The University supervisor will assist the intern and the intern supervisor in problem solving when the intern or intern supervisor reports an unresolved issue.
4. The University supervisor, with input from the intern supervisor, will assign the intern a grade at the end of each semester for the internship experience.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience by written amendment upon mutual agreement to such amendments.

This agreement shall be effective when executed by all parties.

By: _____
University Internship Supervisor

Date: _____

By: _____

Date: ____

Internship Training Plan

Detroit Mercy Intern: _____

District: _____

Intern Supervisor: _____

Record of Intern Site Visit

Date of visit: _____

**University of Detroit Mercy School Psychology Program
Y3 Site Supervisor's Evaluation of Trainee**

Intern: _____ **Date:** _____

Site Supervisor: _____ **District:** _____

Formative rating _____ *Final rating* _____

Please use the following criteria: 1 = Needs Development 2 = Acceptable 3 = Exceptional or N/A if the trainee had limited exposure or no opportunity

1	Systematically collects information to identify the problem, & determine strengths & needs		1	2	3
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30	Utilizes single-subject research designs in the evaluation of interventions		1	2	3
31	Presents information in a clear and useful manner for intended audience		1	2	3
32	Written communication is clear, checked f		1	2	3

Parent Feedback Form

The University of Detroit Mercy
Department of Psychology
 School Psychology Program

Child assisted _____ Parent Name _____

Trainee _____

Parent: *Thank you very much for working with us this year! In order to assist us with our program, please complete the following and return to _____.*
You may add any comments at the bottom.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I understood why the trainee began working with my child.	1	2	3	4	5

Feedback Form (Intervention Target)

The University of Detroit Mercy
Department of Psychology
School Psychology Program

Directions: Read the questions to the child, rewording appropriately for child's level of understanding and for the type of intervention. Record answers in summary form below.

The (intervention) helped me (?) better.

How/why?

I liked the (intervention). (Agree/disagree)

Do you want to do it again/more/something else like this?

How did you feel during (the actual intervention activity)?