

# STEPHEN F. AUSTIN STATE UNIVERSITY

Graduate Program in

## School & Behavioral Psychology In the Department of Human Services



## Program and Internship Handbook

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Program Accredited by the Texas Higher Education Coordinating Board

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## **Mission of the School & Behavioral Psychology Program**

Stephen F. Austin State University is a regional university located in Nacogdoches, a thriving historic community nestled in the beautiful piney woods of East Texas, only 132 miles from Houston and 165 miles from Dallas. With a student population of approximately 12,000, SFA has a strong reputation for excellence. Housed within the recently completed Human Services and Telecommunication Building, the SFA School & Behavioral Psychology Program is on the cutting edge of behavioral research and technology.

The Master of Arts program in School & Behavioral Psychology at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of critical and creative problem solving. The program's philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in public school. Our program emphasizes functional analytic, collaborative, and data-based decision making expressed in the following themes:

1. An appreciation and respect for the special attributes, dignity, diversity, and unique characteristics of each student as a contributor to our culture;
2. A commitment to support the best interests of students over and above bureaucratic and procedural demands of institutions;
3. An emphasis on the scientist-practitioner model of problem solving directed at behavioral assessment, intervention, follow-up treatment, consultation, applied and basic research, and on-going program evaluation.
4. Our training model assumes that the primary functions of a school psychologist are relevant to both academic and social issues within the public school system. In addition of tenet of this training model is that the school psychologist's service is most effective when it is approached from a data-based decision making orientation.

## **Goal and Objectives**

We believe our main purpose as school psychologists is to disseminate and inculcate future professionals with the conceptual knowledge, practical teaching skills, ethical principles, content knowledge, and critical thinking skills to accomplish the mission provided to educators by society. Society expects professional school psychologists to intervene effectively on the behalf of children. As school psychologists, we must be mindful of the trust the public has placed in our hands. In this regard, we believe that society has sanctioned public educators to transmit the culture to its citizens and prepare each new generation for the ever changing demands of a democratic society. Based on the principles of equity and social justice, our role as school psychologists is to provide the public schools with the human resources needed to fulfill their primary mission of transmitting the culture. In accomplishing our role, we must keep the public trust by training candidates in a manner consistent with the mission that society has given the public schools.

We embrace our societal obligation to promulgate those scientific research-based practices that have demonstrated their effectiveness. In doing so, we accept our responsibility to be accountable for our own performance in transmitting effective pedagogical practices to our students.

We believe that school psychologists must be empirical by carefully observing the effects of their practices on students. Rather than assuming that certain practices are effective, we believe professional school psychologists systematically collect and evaluate objective data of the effects of their practices and systematically make changes designed to improve student performance and student behavior.

By engaging in this reflective process with the goal of continuous improved performance, we believe that school psychologists and school psychology trainers practice in a responsive and ethical way. We must be accountable to the students we teach and to the larger society whom we serve and whom the products of our labor will also serve.

The trainers of school psychologists take steps to ensure that each candidate possesses knowledge of scientific, research-based pedagogy as well as specific content knowledge of education, the science of learning, human growth and development, classroom management, the specific subjects to be taught, laws governing public education, and ethical conduct. We believe that this strong fund of knowledge provides the intellectual capital that leads to effective practice.

We believe that schools constitute a community of professionals. To succeed in the school's primary mission, we believe that school psychologists must act collaboratively and collegially. Each psychologist must act in consort with other educators and see his/her own service as an integral part of the common mission of the whole school. To better serve the community, we believe school psychologists and trainers of school psychologists must value life-long learning and act continuously to increase and update their knowledge of practice, legal, and ethical issues.

We believe that school psychologists help prepare students to meet the needs of a pluralistic society by reflecting in their teaching the broad range of values and experiences inherent in American society. School psychologists provide opportunities for open discussion and debate of the important issues facing a diverse democratic society. School psychologists and trainers practice in ways that facilitate access to knowledge and expedite the success of all students. We give special attention to the needs of students whose learning has been adversely affected by cultural heritage, disability, linguistic diversity, and cultural uniqueness.

### **Master's in School & Behavioral Psychology**

The School & Behavioral Psychology Program at SFA offers a three-year Masters (commensurate with what is referred to by many states as *Specialist Level*) program of graduate study which is designed primarily to prepare program participants to practice school psychology in the schools. This program is in compliance with all Texas State Board of Examiners of Psychologists (TSBEP; <http://www.tsbep.state.tx.us/>) guidelines and requirements for licensure

as a Licensed Specialist in School Psychology (LSSP; <http://www.tsbep.state.tx.us/licensed.html>) and the national training standards for certification as a National Certified School Psychologist (NCSP) as set forth by the National Association of School Psychologists (NASP; <http://www.nasponline.org>). The Masters program includes 63 semester hours with an internship among its requirements for graduation. The structure of the training has been shaped to a large degree by the standards set by the Texas State Board of Examiners of Psychologists, the Texas Education Agency, and the National Association of School Psychologists (NASP). Assessment and intervention procedures were developed in accordance with NASP and the Association for Behavior Analysis (ABA). Our students are trained to be applied researchers, therapists, and consultants in public and private school settings. Graduates usually work in the public school sector. Occasionally our graduates work in special ASD/PDD programs or treatment centers and child development centers.

### **Components of the SFA School and Behavioral Psychology Training Model**

- The School & Behavioral Psychology Program incorporates the following components in its training model: An ***education component*** that yields generalizable knowledge and skills, including course work in scientific methods and research, psychological and educational foundations, professional standards and ethics, assessment, direct and indirect interventions (counseling, behavior management and consultation), professional issues, and program evaluation. Candidates acquire the knowledge and skills of this component prior to initiating their internship.
- Our program has a ***multiple exemplar training component*** (Hayes, Barnes-Holmes, & Roche, 2001). Thus, within this handbook we provide three case studies conducted by our graduate students. These case studies employ traditional and functional behavior assessments and data-based interventions in different educational contexts. Although none of these case-studies provide perfect solutions, all three provide illustrations of pragmatic, functional analytic, data-based interventions with a special emphasis on follow-up and maintenance procedures. We have found that employing ***multiple exemplars*** allows our candidates to develop knowledge and skills that generalize to a much wider spectrum of new challenges and contexts.
- A ***problem-solving component*** is incorporated into the training and education component and integrates scientific and professional principles and practices. Whether the student is solving research or referral questions, a scientist-practitioner model of problem solving is applicable and implemented, with a special emphasis on functional assessment. It entails behavioral intervention procedures derived from functional assessment software, data analysis and graphing, and individualized behavior intervention programs and follow-up procedures.

### **State Licensure as a Licensed Specialist In School Psychology (LSSP)**

**Licensure in the State of Texas** requires meeting the requirements of the Texas State Board of Examiners of Psychologists. Subsequent to the degree in School Psychology from a regionally accredited university, candidates must pass a national exam for licensure: the National School

Psychology Examination **Praxis II in School Psychology** (Test # 0400). These examinations are administered every other month beginning in January. Texas' minimum pass percentage for Licensed Psychologists is 70%. **Licensure** requires the passing of a state jurisprudence exam as well. **The Jurisprudence Examination** is required of all candidates for licensure and covers the Texas Psychologists' Licensing Act, Board rules and regulations, and applicable Texas laws. Oral examinations are given each year in January and July. The Texas State Board of Examiners of Psychologists must have the applicant's passing scores on both the PRAXIS II and the Jurisprudence Exam before the applicant is requested to submit the Oral Examination fees.

Texas State Board of Examiners of Psychologists  
333 Guadalupe, Suite 2-450  
Austin, TX  
512-305-7700

### **Certification as a Nationally Certified School Psychologist (NCSP)**

NASP offers the NCSP credential. *All students are required to take and pass the NCSP examination at the completion of their studies (during internship is recommended).* To obtain certification as an NCSP, students must have their credentials reviewed by the NCSP Board (administered by the National Association of School Psychologists). Successful completion of the NCSP examination and review of application material by NASP will then earn the NCSP certification. Continued NCSP certification requires on-going professional development with 75 documented clock hours of in-service education every three years. An application packet for the NCSP may be obtained from:

National Association of School Psychologists  
4340 East West Highway, Suite 402  
Bethesda, MD 20814  
301-657-0270

### **National Certification as a Board Certified Behavior Analyst (BCBA)**

The School & Behavioral Psychology Program at SFA also prepares graduate students for certification as Board Certified Behavior Analysts. As noted on the Web site (<http://www.bacb.com/pages/about.html>), the Behavior Analyst Certification Board (BACB) program is based on the successful Behavior Analysis Certification Program initially developed in the State of Florida by the Department of Children and Families. Programs credential behavior analysts similarly in California, Texas, Pennsylvania, New York, and Oklahoma, using the Florida examinations and eligibility requirements. The California, Texas, Pennsylvania, New York, Florida, and Oklahoma programs have all closed and transferred their certification and credentialing responsibilities to the Behavior Analysis Certification Board. The BACB credentials practitioners at two levels. Individuals who wish to become Board Certified Behavior Analysts (BCBAs) must possess at least a Master's degree, have 180 classroom hours of specific graduate-level course work, meet experience requirements, and pass the Behavior Analyst Certification Examination. Persons wishing to be Board Certified Associate Behavior Analysts (BCABAs) must have at least a Bachelor's degree, have 90 classroom hours of specific course work, meet experience requirements, and pass the Associate Behavior Analyst Certification Examination. See the ABA newsletter for more information regarding this process:

<http://www.abainternational.org/sub/membersvcs/journalspubs/newsletter/vol261/bacupdate.asp>



## The School & Behavioral Psychology Program Facilities



- SFASU has recently constructed a new facility for the Department of Human Services. The Human Services and Telecommunication Building serves as a model academic building for the 21<sup>st</sup> century. In addition to housing the Department of Human Services, it also contains the Department of Telecommunication.
- The new building network infrastructure has the ability to accommodate gigabit Ethernet to the desktop for high-speed networking. It contains Interactive Television classrooms with H.323 protocol and H.320 backward compatibility. There is a digital video editing facility with the ability to stream media feeds for interactive Internet-distributed multimedia content. All classrooms have Ethernet connectivity for student use as well as multimedia presentation capability, Internet access, document cameras (elmos), and sophisticated built-in computer systems. In addition, the building and campus offers wireless connection capability for students.
- Many resources also are available in the College of Education, including a TV studio, Macintosh computer lab, and an audiovisual materials lab. State-of-the-art technology is available to students and faculty through the Center for Professional Development and Technology; this technology includes computers, CD ROMS, VCRs, laserdisc players, DVD players, overhead projectors, LCD panels, scanners, VDO cameras, copiers, and fax machines. On-going technology training is provided for faculty.
- The Department of Human Services' Resource Room is open to students throughout school days and during evenings. Four networked computers, zip drives, scanners, and network printers are available for student use. Staff provide instruction in word processing, Internet, and spreadsheet applications, specialized class-related software, and the use of adaptive equipment.
- In addition to the above facilities and resources, the Human Services Building also contains a Counseling Clinic, Speech and Hearing Clinic, and Human Neuroscience Laboratory. These settings have state-of-the-art equipment for training students in applied

practice and research. Both the Counseling Clinic and Speech and Hearing Clinic have recording capabilities in all the clinic rooms, conference rooms, and student work areas. The Human Neuroscience Laboratory has brain imaging equipment that allows for the study of various types of brain activities.

### **School & Behavioral Psychology Program Faculty**

The School & Behavioral Psychology program's scholarly and professional activities include a blending of teaching, research, and service. The faculty are both state licensed and/or nationally certified as psychologists or school psychologists, and they are active members of the Trainers Committee for TASP and the Council of Texas Association of Behavior Analysis. Graduate training in School & Behavioral Psychology is complemented by the expertise and resources provided by the faculty in the Psychology Department and the faculty in the Counseling Program within the Department of Human Services. Counseling theories, systems assessment, group processes, family consultation, and multicultural counseling are some of the areas in which counseling faculty support this program. The interdisciplinary approach used in this program provides the student a broader perspective of the field of School & Behavioral Psychology.

#### **Chris Ninness, Professor and Director:**

Post-Doctorate in Behavioral Pediatrics from  
The Johns Hopkins University School of Medicine;  
Ph.D., Education, University of North Texas;  
Ph.D., School Psychology, Texas Woman's University

**Biographical Sketch:** Dr. Chris Ninness is a school and behavioral psychologist with a special interest in behavioral software development, functional assessment, and data-based treatment strategies. His school/clinical activities provide the foundation for his research endeavors, including development of computer-based observation techniques to systematically evaluate dysfunctional behaviors. Recently, Dr. Ninness has received funding to further develop a series of on-line neural network algorithms that are applicable to a wide range of investigations within school psychology and related disciplines. Previously, his architecture has been used to reveal various physiological patterns (e.g., auditory brainstem responses, and cortical qEEG activity) and behavioral functions that would not be apparent using traditional statistical procedures. His colleagues and he have published a series of studies that identify and remediate various types of learning problems that occur during computer-interactive instruction. He has developed and continues to expand his on-line neural networking system and statistical Web server that allows SFA and other scholars throughout the country to identify behavior patterns that are not possible to obtain by using traditional statistical procedures. Dr. Ninness sits on the editorial boards of the *Journal of Applied Behavior Analysis*, *The Psychological Record*, and *Behavior and Social Issues*. He has served as a guest reviewer or a member of the editorial boards of other journals and is an active member of the Trainers' Committee in the Texas Association of School Psychologists and council member (2003-2006) for the Texas Association for Behavior Analysis.

**Robin Rumph, Associate Professor and Program Coordinator:**  
Post-Doctoral Study, Western Michigan University, Behavior Analysis  
Ph.D., School Psychology, Texas Woman's University

**Robin Rumph**, Associate Professor of School Psychology at SFA, earned his doctoral degree in Educational Psychology/School Psychology from Texas Woman's University. He currently teaches EPS 380 (Educational Psychology), EPS 560 (Learning and Cognitive Development), EPS 561 (Individual Intelligence Testing), EPS 562 (Social Basis of Behavior), and EPS 563 (Individual Case Consultation). Dr. Rumph is a Board Certified Behavior Analyst, a Licensed Psychologist, and a Licensed Specialist in School Psychology. He will direct the Behavior Analysis in School Psychology program. Not only was he fundamental in founding the Texas Association of Behavior Analysis but he has served as past President of the Texas Association of Behavior Analysis, and continued to be instrumental in development of behavior analysis within the State of Texas.

Dr. Rumph's academic and research interests include scientific research-based educational practices in regular and special education, the use of relational frame theory to produce computer-based math instruction, the use of relational frame theory to analyze language and social problems such as discrimination and prejudice, and the analysis of macro-contingencies and meta-contingencies affecting educational and other societal practices. Dr. Rumph sits on the editorial board of *Behavior and Social Issues*. He also has served as a guest reviewer or a member of the editorial boards of other journals, and he is an active member of the Trainers' Committee in the Texas Association of School Psychologists and council member (2003-2006) for the Texas Association for Behavior Analysis.

**Glen McCuller, Professor**  
**Director of Special Education Programs:**  
Ph.D., Special Education/Behavior Analysis, Utah State University

**Biographical Sketch: Glen McCuller**, Ph.D. a Professor of Special Education and Director of Special Education Programs at SFA, earned his degree in Special Education and Behavior Analysis from Utah State University. He currently teaches SPE 539 (Principles of Behavior), SPE 439 (Introduction to Applied Behavior Analysis), SPE 438 (Instruction for Persons with Disabilities), SPE 558 (Practicum), SPE 562 (Instructional Strategies for Exceptional Children), and SPE 565 (Educational Programming for Students with Autism). Dr. McCuller conducts research in the area of learning and stimulus control. Recently, he has researched the use of stimulus equivalence procedures in the area of geography instruction and sign language. Dr. McCuller has directed two U.S. Department of Education OSEP grants, which focused on preparing special education teachers with an emphasis in emotional disturbance and autism. These grants were worth a combined total of over \$1.3 million and have made possible teacher certification and master's degrees for over 70 individuals.

**David Lawson, Professor**  
**Faculty in School & Behavioral Psychology Program**  
**Director of the School Counseling Program**  
Ph.D., Counseling, University of North Texas

**Biographical Sketch: David Lawson,** is a Professor at SFA, earned his doctoral degree in Counseling from the University of North Texas. He is a licensed psychologist Colorado and a licensed marriage and family therapist. He currently teaches courses in the graduate counseling program and provides supervision for school psychology practicum students. He will teach the child and family therapy courses (COU 529, 522), child psychopathology (EPS 585), practicum (EPS 555 and 655), and Counseling Theories and Skills (COU 531, 533). Dr. Lawson's research and clinical focus involve the treatment and understanding of intimacy violence and related trauma and its effects on women and children. His current research has identified psychological profiles for both male and female partner abusers, forms of integrated treatment approaches with perpetrators and victims, and the effects of attachment styles (e.g., secure or insecure) on treatment effectiveness. Currently, he is examining treatment effects on children who have been exposed to interparental violence in school, home, and community settings. His past research focused on implementing and testing the effects of school family groups on middle school students. Dr. Lawson teaches counseling courses and provides ongoing support for students during their practicum experience. Note that practicum supervision is conducted on a weekly basis, and it entails guided discussions utilizing decision-making processes, including reliance on well-substantiated traditional and functional assessment, intervention, and consultation strategies. Working in conjunction with Dr. Ninness, Dr. Lawson provides group supervision through weekly practicum meetings and seminars; individual supervision occurs regularly with designated peer, faculty, and field-based supervisors. **Dr. Epperson (adjunct professor) also takes part in this supervision**

### **Professional and Ethical Standards in Practice and Research**

The School Psychology programs are predicated on the professionally identified core areas of psychology, behavior analysis, education, and professional practice as recommended by the American Psychological Association, the National Association of School Psychologists, and International Association of Behavior Analysis. The faculty of the Department of Human Services at SFA pride themselves on the practice of offering students didactic instruction as well as direct and indirect supervision with a very wide range of opportunities for continuous personal interaction between candidates, mental health care professionals, and faculty.

Ethical practice is instructed, modeled, and monitored for compliance. Professional and ethical research and practice permeate all classes and are infused within the practicum and internship experiences. Our program interfaces with the SFA Psychology Department in the development of specific course work (Professional and Ethical Issues; PSY 517) addressing professional standards across all areas of psychology and behavior analysis. This includes the ethical treatment of clients, co-workers, students, and research animals. It also addresses research issues concerned with participant deception or stress, the oversight of thesis research, and the development and review of standards in the institutional review of all forms of research within the university.

## **Admission to the School & Behavioral Psychology Program**

The graduate training program in School & Behavioral Psychology includes didactic course work, practicum, and internship experiences. Our program has a special emphasis on applied research in behavior analysis, and our students are active in publishing in refereed journals and in presenting at local, regional, and national professional conferences. These include (but are not limited to) the National Association of School Psychology (NASP), the Texas Association of School Psychology (TASP), the International Association of Behavior Analysis (ABA), and the Texas Association of Behavior Analysis (TxABA). Many of the students attend classes part-time (3 to 6 semester hours per term). Average time for completion of the master's program is 3 years. Our students are required to take a minimum of 63 semester hours, including the full-time academic year internship. All students are expected to complete a minimum of 21 semester hours per calendar year.

Applicants to the program must demonstrate completion of a bachelor's and master's degree from a regionally accredited institution of higher learning. Admission to the program will require an undergraduate grade point average of 3.25 or the equivalent. There will be no absolute minimum Graduate Record Examination (GRE) score. Competitive scores will approximate a combined score of 1000 on the Verbal and Quantitative sections of the GRE. However, admission is based on personal characteristics beyond acceptable GRE scores and GPA's, such as applicants' professional interests/goals and personal suitability in the emphasis area for which they have applied. This information will be reviewed and assessed in conjunction with related application materials. Applicants are considered for admission based on three letters of recommendation, a statement of professional goals, a completed information sheet, and an interview by the program faculty. Acceptance entails meeting all of the above requirements prior to entering the program. Applicants may be conditionally accepted if they have not yet submitted GRE scores but have fulfilled all other requirements for the program. However, acceptable scores must be submitted no later than the end of their first semester to continue in the program.

## **Admission to the Program**

Admission to the Graduate School is under the control of the associate vice president for graduate studies and research, to whom application must be made for admission and to whom all correspondence on the subject should be addressed. Following review of individual applications, admission to the School & Behavioral Psychology Program is determined by the program director and program coordinator. Admission to the program may take place when a student has completed all requirements for full admission to the Graduate School and the department.

Criteria for acceptance include:

- minimum GRE verbal and quantitative total times undergraduate cumulative GPA (for the last 60 hours) must equal at least 2500
- transferred graduate cumulative GPA of 3.5 or greater
- three letters of recommendation
- a statement of professional goals
- a completed school psychology information sheet
- approval of the departmental graduate faculty

No person shall on the basis of race, color, religion, sex, age, national origin, disability, or veteran status be excluded from participation in, denied the benefits of, or subjected to discrimination in employment, recruitment, consideration, or selection thereof, under the School & Behavioral Psychology Program or any of Stephen F. Austin State University's educational programs.

### **Four Types of Admission**

- 1) Clear admission under which the student is eligible to work toward a graduate degree;
- 2) Probationary admission under which the student is eligible to work toward a graduate degree but with the provision that the student earn a B average on course work the first semester or summer session of registration or be placed on academic suspension;
- 3) Provisional admission under which an individual is permitted to take graduate courses for one semester only, under the provisions described below;
- 4) Post-baccalaureate admission under which the student already holding a bachelor's or master's degree is eligible to take graduate courses but may apply only a limited number of these courses toward a graduate degree. Application forms for admission are available from the Graduate School and online at [www.sfasu.edu/graduate/application.htm](http://www.sfasu.edu/graduate/application.htm). Official transcripts from each college/university attended must be included with the completed application form and sent to the Graduate Office at least 30 days prior to entering.

Stephen F. Austin State University and the School & Behavioral Psychology Program will accept credit or recognize degrees only from institutions accredited by one of the regional accrediting bodies. Furthermore, an applicant must present General Test scores on the Graduate Record Examination (GRE). Under certain circumstances, an applicant may be granted provisional admission or temporary post-baccalaureate admission without having taken this examination. In such cases, the student must provide GRE scores during the first semester or summer session of enrollment.

An applicant for admission to graduate study must either (1) be in the final semester of undergraduate work, (2) hold a baccalaureate degree from a regionally accredited institution, or (3) have completed 95 or more semester hours of undergraduate work at SFA and be approved for graduate study as an overlap student.

An applicant admitted to the School & Behavioral Psychology Program must enroll within one calendar year of admission. Thereafter, the applicant must reapply for admission. The application process will be conducted in accordance with the requirements of the Admission and Scholarship Policies for Graduate and Professional Programs.

### **Clear Admission**

An applicant to the School & Behavioral Psychology program must have an overall grade point average of 2.5 and a grade point average of 2.8 on the last 60 hours of undergraduate work (exclusive of freshman-level courses), each on a 4.0 scale. The student must also present acceptable scores on the General Test of the Graduate Record Examination (GRE). If the applicant does not meet the minimum GPA requirements, he or she should contact the

department advisor to see if the GRE scores and/or a combination of other factors might meet the requirements for clear admission. In all cases, an applicant must be recommended for admission to a graduate degree program by the major department and the appropriate academic dean. No applicant will be granted clear admission until all official transcripts and GRE scores are received by the Graduate Office.

### **Probationary Admission**

An applicant to the School & Behavioral Psychology Program failing to achieve clear admission to graduate study may qualify for probationary admission by having an overall grade point average of 2.3 and a grade point average of 2.5 on the last 60 hours of undergraduate work (exclusive of freshman-level courses), each on a 4.0 scale. The student must also present acceptable scores on the General Test of the Graduate Record Examination (GRE). If the applicant does not meet the minimum GPA requirements, he or she should contact the department advisor to see if the GRE scores and/or a combination of other factors might meet the requirements for probationary admission. In the case of a mature applicant for graduate study, an alternative set of criteria may be used to consider admissibility on a probationary basis:

1. Alternative criteria will be applied only in a case in which the applicant has had a minimum of five consecutive years of successful professional experience beyond the baccalaureate degree which is relevant to the applicant's graduate aims.
2. The applicant's professional experience will be considered in lieu of standard criteria, but admission will be determined on a case-by-case basis and granted only upon the agreement of the appropriate academic department and the academic dean.
3. The applicant's professional experience must be well documented by endorsements from supervisors or by other appropriate means.
4. Professional experience to be considered will include military service, governmental service, business or industrial work, teaching or educational administration, and social work.
5. Admission by alternative criteria will be probationary.
6. Necessary background work will be included in conditional admission.
7. An applicant must be recommended for admission to a graduate degree program by the major academic department and the appropriate academic dean.
8. Probationary admission under the alternative criteria requires the applicant to present acceptable scores on the General Test of the Graduate Record Examination.

### **Provisional Admission**

School & Behavioral Psychology Program applicants who are unable to supply all the required documentation prior to the first semester of enrollment, but who, based on previous academic performance, appear to meet the requirements for clear admission, may be considered for provisional admission. The record must indicate a minimum overall grade point average of 2.5, and a 2.8 for the last 60 semester credit hours (exclusive of freshman-level courses), based on a 4.0 scale. This status requires the recommendation of the appropriate department and the approval of the academic dean, and it is valid for one regular semester or two summer sessions

only. Complete and satisfactory credentials must be received by the Graduate School prior to the beginning of the following semester of work. Otherwise, the person will not be permitted to continue as a degree-seeking student. A maximum of 12 hours of graduate-level course work taken under provisional status may be applied toward a degree.

### **Post-Baccalaureate Admission**

A student already holding a baccalaureate or graduate degree may be admitted to graduate study on post-baccalaureate status. With this status, a student may take courses for the purpose of qualifying for a graduate degree program, certification, professional development, or personal enrichment. There are restrictions and limitations on the application of post-baccalaureate hours toward a graduate degree. Upon gaining admission to a degree program and with the approval of the graduate advisor, the department chair, and the academic dean, the post-baccalaureate student may apply a maximum of six credit hours earned with grades of “B” or better. To be admitted to post-baccalaureate study, the applicant must present proof of holding at least a bachelor's degree from a regionally accredited institution.

### **Overlap Program Admission**

The Overlap Program permits qualified undergraduates to pursue a limited number of graduate studies concurrently with undergraduate ones. A maximum of 12 credit hours is allowed. To be eligible for the Overlap Program, a student must be enrolled at SFA and must have achieved at least 95 semester hours of undergraduate credit. A student with fewer than 115 hours of undergraduate credit must present a 3.0 grade point average both overall and in the major field. A student with 115 hours or more of undergraduate credit, however, may be admitted to the Overlap Program by presenting a 2.5 grade point average overall and a 2.8 grade point average in the major field. Any student admitted to the Overlap Program must take the Graduate Record Examination (GRE) at the earliest possible date before admission.

To be admitted to the Overlap Program, a student should:

1. Apply to the Graduate School
2. Complete an Overlap Application
3. Obtain the recommendation of the School & Behavioral Psychology Program, and
4. Obtain the recommendation of the appropriate academic dean

### **Application Fees**

The program requires a \$25 application fee to be included with the application materials. A fee of \$50 must accompany the application of all foreign applicants, except those under university-sponsored exchange programs.

### **Transfer of Credits**

Master's degree students may transfer up to 18 semester hours of graduate credit from an accredited institution provided that the course is not older than six years at the time of completion of the Master's degree. Only graduate courses in which the grade of “B” or better



is awarded by an accredited institution may be considered for transfer credit. No credit toward a graduate degree may be obtained by correspondence or by extension work from another institution. Transfer credit will be considered on a course-by-course basis by the student's advisor. In addition, course work that is older than 6 years at the time of the student's graduation will not be accepted by the Graduate School. For additional information in this area, students can access the following website:

[http://www.sfasu.edu/bulletin/general\\_bulletin/2005/toc.html](http://www.sfasu.edu/bulletin/general_bulletin/2005/toc.html)

The program does not allow course credit for experiences such as workshops, seminars, remedial study, or other such types of learning experiences. While the School & Behavioral Psychology Program encourages the student to participate in these types of activities, the practicum experience is designed to meet specific program goals. Furthermore, the program and the Graduate School do not award graduate credit for undergraduate course work.

### **Grading System**

The student's grades are determined by daily work, oral and written quizzes, and a final examination. A grade of "A" indicates excellent; "B", good; "C", average; "D", passing; "F", failure; "QF", quit failure; "WH", incomplete or grade withheld; "WF", withdrew failing; "WP", withdrew passing. "WP" and "WF" are assigned only when a student has withdrawn from the university after the mid-term deadline or with special approval of the student's academic dean. Specified courses are graded on a pass (P)/fail (F) system with no other grades awarded. A student who earns an F can obtain credit only by repeating the work. A grade of "A" gives the student four grade points per semester hour; "B", three grade points; "C", two grade points; "D", one grade point; and "F", "WH", "WF", and "WP", no grade points. Ordinarily, a grade of "WH" will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a "WH", or the grade automatically becomes an "F".

### **Failure to Maintain a 3.0 GPA**

In the event that a student demonstrates consistent inability to sustain a 3.0 overall GPA in graduate courses, dismissal from the Graduate School is stipulated in the graduate bulletin. When a student's cumulative GPA on graduate-level work falls below "B" or when a student receives a grade of "D" or "F" during any one semester or full summer semester of twelve weeks, the student is automatically on academic probation and notified of this status. Failure to restore the cumulative average to 3.0 or above during the next enrollment, either in a long semester or full summer session, results in dismissal from the program.

### **Repeating Courses**

A student who desires to repeat courses in order to improve his/her grade point average at SFA must repeat those courses. The following rules apply:

- A. For any course that is repeated once at SFA, the higher of the two grades will be used to determine the GPA.
- B. If a course is repeated more than once at SFA, all grades earned for that course will be used to determine the GPA. Credit hours for courses taken at other institutions to replace credit hours earned at SFA may be used to meet graduation credit hour requirements, but grades from transferred courses will not change the GPA based on courses taken. Only grades earned at SFA will be used for calculating grade point average.

Other details on SFA grade requirements are specified in the Graduate Bulletin, which can be assessed at the following website: <http://www.sfasu.edu/bulletin/generalbulletin/2005/toc.html>

## **Financial Aid**

Stephen F. Austin State University's Office of Financial Assistance is committed to helping graduate students meet their financial needs. SFA provides graduate students traditional financial assistance in the form of state grants, work-study programs, and student loans. To be considered for these funds, an applicant must complete a Free Application for Federal Student Aid on paper or online at [www.safied-baseda.edu.gov](http://www.safied-baseda.edu.gov). Additional forms may be required and can be completed online at [www.sfasu.edu/faid](http://www.sfasu.edu/faid). For priority consideration, applications should be received by the Office of Financial Assistance by April 1; however, applications received after this date will be accepted and processed. Once this information is received, graduates will be evaluated for all available funds. Electronic notification of awards will be made within two to four weeks after receipt of all required documentation. Typically, graduate students qualify for state grant funding through the TPEG program and benefit from elevated federal loan eligibility. For more information or to speak with a counselor, contact the Office of Financial Assistance at (936) 468-2403 or e-mail at [www.sfasu.edu/faid](http://www.sfasu.edu/faid).

## **Policy on Scholarship Awards**

Stephen F. Austin State University provides a comprehensive scholarship program to help students meet educational costs. Scholarships are based on need, merit, or athletic and special skills. Several factors are considered when selecting scholarship recipients. Selection criteria may include (but are not limited to) the applicant's academic record, degree goals, financial status, and performance on a standardized test. If applicable, other factors may be taken into consideration; these factors may include socioeconomic background, first generation of college attendance, rank in class, the applicant's region of residence, involvement in community activities, extracurricular activities, and career plans after graduation from college. The university scholarship committee or donors of scholarship funds may specify other appropriate selection criteria. Stephen F. Austin State University complies with all state and federal laws concerning awarding scholarships and other financial assistance.

## **Assistantships**

A number of departments offer graduate assistantships to carefully selected students. The stipends vary according to the major and extent of the assignment. To be eligible for an assistantship, a student must have clear or provisional admission to the Graduate School and be

in good academic standing. A graduate assistant may be assigned to research projects or to teaching. Graduate assistants assigned at the 50 percent rate are required to serve 20 clock hours per week in the department to which they are assigned. Those assigned to other percentages are required to work a proportionate number of clock hours per week. To aid the completion of degree requirements at the earliest practical date, department chairs are not encouraged to offer graduate assistants additional responsibilities beyond the 20-hour norm. A graduate assistant must be enrolled for at least nine hours of graduate course work in the fall or spring semesters and three semester hours in each summer session in which the student has an assistantship. Should a graduate assistant fall below the nine or three semester hour minimum for a semester or summer session, he or she will not be eligible for an assistantship the following semester.

A student interested in a graduate assistantship should contact the appropriate academic department well in advance of the semester in which he or she is interested in the assistantship. Also, the student should apply for graduate admission by the first of March or the middle of October. Applicants for assistantships should secure an application form from the appropriate academic department. Application forms are also available on the Graduate School Web site ([www.sfasu.edu/graduate](http://www.sfasu.edu/graduate)). Along with a completed application form, the student must submit a letter of application and three letters of recommendation to the department. When the student is approved for an assistantship by the department chair, the chair will initiate a "Personnel Action Request" and submit it with the application form, transcripts, letter of application, notice of admission, and letters of recommendation through the academic dean, budget office, associate vice president for graduate studies, and the director of human resources. After all signatures are obtained on the "Personnel Action Request" form, the associate vice president for graduate studies will send a letter to the prospective assistantship candidate offering the position. The student will be asked to accept or decline the offer in writing. If the student accepts, he or she will then contact Human Resources to set up an appointment for a new employee orientation and complete the appropriate paperwork. A graduate assistant orientation program is offered to all new graduate assistants at the beginning of the fall semester each year. Details as to time and place for the orientation session will be provided through the academic departments. They are also available through the Graduate Office upon request. Information regarding responsibilities of graduate assistants, assignment of duties, training, evaluation, and reappointment can be found at the Graduate School Web site ([www.sfasu.edu/graduate](http://www.sfasu.edu/graduate)) under Graduate Assistant Administration policy. Graduate assistantships are considered security sensitive positions by the university, and criminal histories will be checked.

### **Graduate Teaching Assistantships**

The University provides a limited number of research and clinical assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Applications for assistantships may be secured from the chair of the Department of Human Services. A graduate student on scholastic probation may not hold a graduate assistantship.

Based on student needs and recommendations from advisors, students may be allowed to carry a reduced course load in order to attend to personal responsibilities beyond the Masters Program. In addition, assistantships and other financial assistance will be available for nontraditional students.

## **Student Employment**

In addition to graduate assistantships, numerous other jobs are available to graduate students both on and off campus. Jobs are kept current and posted on the bulletin board located in the Student Employment Center on the third floor of the Rusk Building. Students must have a complete file indicating that they qualify in order to be employed in the federally funded Work-Study Program. Students must be progressing satisfactorily in their academic work in order to qualify to work in this program. All student employees and prospective employees must fill out a student data sheet, I-9 form and verification, and a W-4A form in the Student Employment Center.

## **Professional Activities**

Students, who participate in professional activities (e.g., attending or presenting papers at state or national conventions) are eligible to apply for reimbursement of travel expenses by the SFA Student Travel Fund Committee. See Dr. Ninness or Dr. Rumph for details.

## **Advisors**

Upon acceptance into the School & Behavioral Psychology program, new students are assigned to a faculty member for advising. The faculty member facilitates the sequence of the new student's course sequence. We strongly suggest that new students meet with their advisor well in advance of the first semester of classes.

## **Course Loads and Sequence**

A full load for a graduate student during a long semester is nine semester hours, and the maximum load is 15 semester hours. A full load during a six-week summer session is three semester hours, and the maximum is six hours. Candidates who register for an overload without the academic dean's prior approval will not be allowed to count the overload course toward their degrees. A student in a thesis program must register for the thesis research and writing courses (EPS 589, EPS 590) each semester until the work is completed or the program abandoned. Credit for master's degree thesis research and writing courses, however, is awarded only one time, and enrollment in these courses is not counted in determining the maximum course load for a semester or summer session. A candidate holding a graduate assistantship during a semester is required to enroll for a minimum of nine semester hours of graduate work. Should a graduate assistant fall below the nine-hour minimum for a semester, he or she will not be eligible for an assistantship the following semester.

Prior to registering for the first semester of course work, a schedule of classes should be obtained from the Office of Admissions and Registrar. Courses to be offered are identified, and registration procedures are outlined. Upon completing a preliminary schedule, the candidates consult with their faculty advisor to obtain telephone/online registration codes. The course sequence in the degree plan is based on a full-time course load of 9-12 hours per semester and 6

hours per summer semester. Part-time candidates may obtain permission from the program director if additional time is required to complete the M.A. degree in School & Behavioral Psychology. Candidates should consult the departmental course calendar for information on when to expect courses to be scheduled. Since some courses at SFA are offered on a rotating basis, while others are offered every other year, it is important to plan ahead. Some courses (e.g., Intellectual Assessment and Practicum) have limited enrollment due to availability of testing materials.

Sign-up sheets for these courses are posted near the elevator on the 3<sup>rd</sup> floor of the Human Services and Telecommunication Building. Signing up for one of these courses implies that the student will register for the course.

## **Registration Procedures**

*Prior to your registration time:*

1. Currently enrolled and returning students may register according to the published time schedule. Date of birth will not be accepted as a valid PIN. If you are currently using date of birth as your PIN, the system will ask you to change it before proceeding with your registration. If you forget your PIN, you must contact the Registrar's Office at (936) 468-1370.
2. Clear all delinquencies.
3. Refer to the "Academic Advising Center" heading under the "Student Services" section in SFA Student Bulletin for advising requirements. After selecting your courses, meet with your advisor to discuss your tentative schedule and obtain your advisory code, which is necessary to register by phone. Telephone registration forms are in the *Schedule of Classes* or online through *mySFA*: <http://cp.sfasu.edu/cp/home/loginf>.
4. Follow procedure described in the class schedule for registration. Consult your *Schedule of Classes* each semester. A schedule can be obtained from the Registrar's Office several months prior to the beginning of the semester. An updated list of changes will be available in the Department of Human Services. A comprehensive list of classes can be found online at <http://www.sfasu.edu/hs/schedule.htm>.

Candidates must access *mySFA* for registration. If you require assistance, phone (936) 468-1370 between 8 a.m. and 5 p.m. or request personal service in Room 202 of the Rusk Building during the same business hours.

## **Degree Plan**

Before completing 21 hours of required graduate work in the School & Behavioral Psychology Program, the student should meet with her or his advisor to develop and file a degree plan. The degree plan is submitted by the student and advisor to the Dean's Office in the McKibben Education Building. A copy of the degree plan is sent to the Graduate Dean, and another copy is placed in the student's file in the faculty advisor's office (see sample degree plan below).

**STEPHEN F. AUSTIN STATE UNIVERSITY  
SCHOOL & BEHAVIORAL PSYCHOLOGY PROGRAM**

**TO THE STUDENT:** Complete items 1 through 6 below. Type or print plainly. Confer with the program advisor in your major department, and in the minor department, if you desire a minor, to complete your program. Take with you a copy of your undergraduate and graduate transcripts. Submit the completed and signed form to the Office of the Dean of the college in which your graduate program is located. You will be given a photocopy. Keep your degree plan in a safe place and present it each time you wish a conference about your program. The program may be changed by use of a form entitled *Petition to Change Degree Plan*. Responsibility for knowing the catalog requirements rests entirely upon the student. Upon completion of 12 semester hours of graduate work at SFA, you are required to file with your dean an application for admission to candidacy. Please note: All course work (including transfer classes) must be completed in six years from the time the first graduate class is taken.

1. Name: _____ Social Security Number: _____		
2. Mailing Address: _____ <small>(Street) (City) (State) (Zip)</small>		
3. Bachelor's Degree: Major: _____ No. Sem. Hrs.: _____ Minor: _____ No. Sem. Hrs.: _____ Institution conferring the degree: _____ Date: _____		
4. Master's Degree: Major: _____ No. Sem. Hrs.: _____ Minor: _____ No. Sem. Hrs.: _____ Institution conferring the degree: _____ Date: _____		
5. Certificate Held: _____		
6. Degree and/or certificate to be earned: _____		
<b>WORK TO BE COMPLETED FOR THE MASTER'S DEGREE</b>		
<b>ADDITIONAL BACKGROUND NEEDED</b>	<b>COURSES COMPLETED (DEPARTMENT AND COURSE NUMBERS)</b>	<b>COURSES STILL NEEDED</b>
<b>Major</b>		
<b>Minor</b>		
<b>Electives</b>		
In recommending approval of this plan the departments concerned indicate that they accept the student as a major or minor.		
_____ Major Graduate Advisor	_____ Minor Graduate Advisor	
_____ Chair of Major Department	_____ Chair of Minor Department	
_____ Certificate Officer	_____ Dean	_____ Date

Please see [http://titan.sfasu.edu/~F\\_ninnessca/degPlan.pdf](http://titan.sfasu.edu/~F_ninnessca/degPlan.pdf) for Adobe copy of this form.

## **School & Behavioral Psychology Courses**

**AED 501 Introduction to Educational Leadership (3 semester hours):** Study and application of the historical research, philosophical, theoretical, demographic forces, and required strategic planning skills to provide learner-centered leadership.

**COU 531 Theories of Counseling (3 semester hours):** A survey of selected counseling theories. Training in the application of individual counseling skills to build client rapport and move clients toward change.

**COU 535 Multicultural Counseling (3 semester hours):** Fundamentals of cultural diversity and counseling culturally diverse clients (NASP Standard 1.2).

**EPS 502 Applied Behavior Analysis (3 semester hours):** Educational planning for pre-referral intervention and students with disabilities. An advanced review of behavioral principles with special applications to strategies addressing functional assessment and the contingencies of instructional control.

**EPS 544 Achievement Testing (3 semester hours):** Administration and interpretation of tests designed to measure achievement, adaptive and maladaptive behavior, and social/emotional behavior for use in educational planning and interventions with students with disabilities.

**EPS 545 Individual Intelligence Testing (3 semester hours):** The administration and interpretation of intelligence tests, writing of reports, selection and interpretation of assessment batteries including measures of social/emotional behavior for use in educational planning and interventions with students with disabilities.

**EPS 550 Research Methods (3 semester hours):** Advanced study of basic principles and procedures in experimental research design and data analysis.

**EPS 555 Practicum (3 semester hours):** Supervised experience in the administration and interpretation of various psycho-educational instruments, functional assessment, and data-based treatment resulting in written diagnostic evaluation reports. Supervised practicum experiences providing instruction or classroom management, curriculum-based assessment, individual treatment, behavior and cognitive interventions in school settings.

**EPS 560 Learning and Cognitive Development (3 semester hours):** Scientific principles of learning and its applications to human learning and behavioral development.

**EPS 562 Social Basis of Behavior (3 semester hours):** Seminar on the effects of the social environment including culture on individual behavior.

**EPS 563 Individual Case Consultation (3 semester hours):** Techniques and models of individual case consultation applicable to parents, teachers, administrators, and other professionals. Special emphasis is placed on working within the school culture.

**EPS 565 School Psychology (3 semester hours):** Advanced study of consultation, assessments, and intervention strategies in the school system. Preparation for National Certification as a school psychologist.

**EPS 585 Advanced Human Growth and Development (3 semester hours):** A study of current research and theory related to emotional, social, and mental development across the lifespan.

**EPS 589 Thesis Research (3 semester hours):** Research for thesis proposal. Grade will be withheld until completion of thesis. **Prerequisites:** Admission to departmental degree candidacy and consent of thesis director.

**EPS 590 Thesis Writing (3 semester hours):** Writing of thesis. Grade will be withheld until completion of thesis. **Prerequisites:** EPS 589 and consent of thesis director.

**SPE 562 Instructional Strategies; Process of learning and effects of disabilities on learning.**

**EPS 595 Internship A (3 semester hours):** Internship in School Psychology (See Internship Section Below on p. 73).

**EPS 595 Internship B (3 semester hours):** Internship in School Psychology (See Internship Section Below on p. 73).

**PSY 517 (3 semester hours): Professional and Ethical Issues:** Standards, legal issues, and ethical responsibilities pertinent to the psychologist in academic, private and government agency, and laboratory settings. **Semesters offered:** Fall only. **Prerequisite:** 9 hours of graduate course work or consent of instructor.

**SPE 567 Educating Exceptional Children:** An advanced survey course. Emphasis is on current research in human exceptionalities.

**PSY 504 Biopsychology:** Physiological correlates of learning and memory, emotions, and mental disorders.



### Suggested School & Behavioral Psychology Course Sequence

<b>Year 1 (27 hours)</b>		
Fall (12 hours)	Spring (12 hours)	Summer (3 hours)
COU 535 Multicultural Counseling	EPS 502 Applied Behavior Analysis	PSY 517 Professional & Ethical Issues
SPE 567 Educating Except Child	EPS 563 Individual Case Consultation	
EPS 545 Individual Intelligence Testing	EPS 562 Social Basis of Behavior	
EPS 560 Learning & Cognitive Development	EPS 550 Research Methods	
<b>Year 2 (24 hours)</b>		
Fall (12 hours)	Spring (12 hours)	Summer
COU 531 Theories of Counseling	EPS 555 Practicum in School Psychology	
SPE 562 Instructional Strategies	PSY 504 Biopsychology	
EPS 544 Achievement Testing	EPS 565 School Psychology	
EPS 585 Adv. Hum Growth & Development	AED 501 Introduction to Educational Leadership	
<b>Year 3 (12 hours)</b>		
Fall (6 hours)	Spring (6 hours)	
EPS 595A Internship EPS 589 Thesis Research	EPS 595B Internship EPS 590 Thesis Writing	

### Admission To Candidacy

Before admission to candidacy to a degree can be made, the graduate student must satisfy the following requirements:

1. Completed a graduate degree plan;
2. Attained at least a B average on all work at SFA in the major and overall;
3. Taken the General Test of the Graduate Record Examination (GRE) and filed with the Graduate School a copy of the scores with the program director;
4. Obtained the recommendation of the major department;



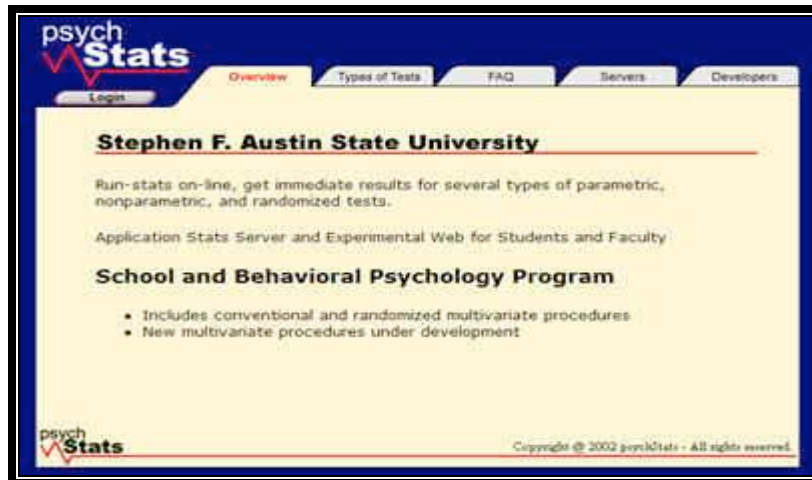
## **Academic and Professional Requirements for Graduation Residency Requirements**

At least one year of study must be taken in residence at Stephen F. Austin State University (NASP Standards 1.1 and 1.3). To satisfy this residence requirement, a student must be on campus in regular attendance. Enrollment to meet the residence requirement shall consist of one of the following:

1. two consecutive long semesters of at least nine semester hours each, exclusive of dissertation, or
2. one long semester of nine hours contiguous to two consecutive summer sessions. The Master's Program is intended to be for full-time or part-time study. Usually, students enroll for 9 hours each of the fall and spring semesters that proceed the internship year.
3. Note: SFA is guided by state law in determining the residency status of students. Sections 54.001-54.209 of the Texas Education Code provides, in part, as follows: In essence, the student who has not resided in Texas for 12 months immediately preceding the student's registration into the university will be classified as a non-resident.
4. A non-resident teaching assistant employed at least half-time in a position that relates to his or her degree program shall be entitled to pay the tuition and fees of a resident student. A non-resident student holding a competitive scholarship of at least \$1,000 for the academic year awarded by a scholarship committee of SFA is entitled to pay the tuition and fees of a resident student. Rules and regulations governing the residency classification of a student shall be available in the Office of Admissions, and any student who is uncertain of his or her status should obtain such rules and regulations and seek a determination of status through that office. Individual determinations can be affected by: the death or divorce of parents, custody of a minor by court order, and/or active military duty of a student or a student's parents.
5. Registering under the proper residency classification is the responsibility of the student. If there is any question of the student's right to classification as a resident of Texas, it is the student's obligation to raise the question with the Office of Admissions prior to registration.

### **Limitation of Time**

All work toward a graduate degree must be completed within six years of the time the student first enrolls in graduate courses, whether the courses are taken at SFA or elsewhere. In the case of the student who serves on active duty with the armed forces of the United States between the dates of matriculation and graduation, the six-year limitation will be extended one year for each year of active duty up to a maximum extension of four years.



## Research Agenda

Candidates are working in the area of behavioral software development, human computer-interactive learning, and artificial neural networking processes. In the past few years, students have conducted research to help develop a series of computer algorithms that are applicable to a wide range of investigations within educational psychology and related disciplines. At the same time, candidates and faculty have published a series of studies that identify and remediate mathematical errors that occur during computer-interactive learning.

Candidates run a wide range of standard statistical procedures using our experimental Web site at [www.lcsdg.com/psychStats](http://www.lcsdg.com/psychStats). These on-line procedures run analyses for small group data (fewer than 100 data points) as well as large groups. This server is used by candidates in EPS 550 to compare the average differences between groups with various t-tests and analysis of variance techniques. Additionally, psychStats allows candidates to run correlations, multiple correlations, regression analysis, and a wide range of traditional statistical strategies. Moreover, candidates have helped to develop and deploy our latest versions of permutation tests for functional assessments.

See page 42 of this handbook for a partial list of student authors and co-authors in refereed journals.

## Registration and Annual Review

All graduate students in School and Behavioral Psychology are admitted provisionally to the program. Each student's progress is evaluated annually. At the annual review where it is determined that the student has met all of the entry requirements, the faculty will change the student's status to unconditional. Continuous registration is recommended for all graduate students in the School & Behavioral Psychology Program.

## Written/Oral Comprehensive Examination

**Purpose:** The written/oral comprehensive examination is designed as a final test of the basic knowledge the candidate has acquired upon completion of the School & Behavioral Psychology Program. The examination addresses all didactic course work, practicum, and internship experiences. All questions are in essay format addressing the **11 Domains of School Psychology Training and Practice**.

The candidate should be able to demonstrate the ability to synthesize content from the program courses as well as the ability to analyze a specific problem situation presented in the examination. Candidates should demonstrate a comprehensive knowledge of theory, practice, research, and assessment.

Comprehensive examinations are individually scheduled to occur just prior to (or in some cases immediately following) the oral thesis/comprehensive examination. The combined oral and written comprehensive examinations usually require 3 to 4 hours to complete. Candidates may choose to respond to essay questions in longhand or by using a departmental laptop computer.

Two thesis committee members independently grade each area of candidate response. If the committee members are in agreement regarding the comprehensive exam, the candidate's performance is recorded. In the case of disagreement, the members confer regarding the candidate's response to resolve the difference.

Candidates will receive notification of their comprehensive exam results from the committee chair. Grading of the exams will be completed no later than five working days after the date of administration. Candidates failing all or part of the exam are expected to arrange a meeting with their advisor to discuss the exam. When a candidate fails a portion of the exam, graders will make specific recommendations to the candidate's advisor concerning the reasons for the failure and steps to aid the candidate in passing the exam in the future. The advisor will provide a written copy of these recommendations to the candidate and place a copy in the candidate's file.

Candidates may retake the comprehensive examination a maximum of two times. Candidates who fail only one area will retake only that area. If two or more areas are failed, the candidate must retake the entire comprehensive exam (all 11 areas). *In addition to the written comprehensive examination, the candidate will be scored regarding his/her performance on the oral presentation and related committee questions. A scoring guide for this examination is provided below (see rubrics):*

## Written Section of Comprehensive Examination and Thesis Defense

This assessment is based on the 11 Domains within NASP Standard 2 and the candidate's thesis, current applied research in conjunction with SFA faculty, or recently completed internship experience.

- 1. Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision making permeates every aspect of professional practice.**

Based on the above domain, your didactic course work, thesis, current supervised research in conjunction with faculty, or recently completed internship experience, you have seen that school psychologists must be able to use assessment strategies to gather information and define current problem areas, strengths, and needs for individuals, groups, and systems. Please respond to the following items. (*New Items each Administration*)

- 2. Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. Consider the following:**

Thus, school psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level. Please respond to the following items. With regard to your thesis, current applied research with SFA faculty, or internship experience, please respond to the following items. (*New Items each Administration*)

- 3. Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.**

Based on this domain, it is apparent that school psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide

information about ways in which students can achieve these goals, and monitor student progress toward these goals. With regard to your thesis, current applied research with SFA faculty, or internship experience, please respond to the following items. (*New Items each Administration*)

- 4. Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.**

From your recently completed course work, thesis, current research, or recently completed internship experience, you have seen that school psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals. Please respond to the following items. (*New Items each Administration*)

- 5. Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.**

Based on this domain, school psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds. Considering your recent thesis, other current applied research you are currently conducting, or internship experience, please respond to the following items. (*New Items each Administration*)

- 6. School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.**

From your recently completed course work, thesis, your ongoing research activities with faculty members, or recently completed internship experience, you have seen that school psychologists must have the ability to understand the school as a system and work with

individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community. Please respond to the following essay questions. (*New Items each Administration*)

- 7. Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. Consider the following:**

Based on the above domain, it follows that school psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders. Considering your thesis, current applied research in conjunction with faculty members, or internship experience, please respond to the following essay items. (*New Items each Administration*)

- 8. Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. Consider the following:**

Thus, school psychologists must have knowledge of family influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community. Considering your thesis, current applied research activities with faculty, or internship experience, Please respond to the following items. (*New Items each Administration*)

- 9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. Consider the following:**

It follows that school psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. With regard to your thesis, current applied research with SFA faculty, or internship experience, please respond to the following items. (*New Items each Administration*)

- 10. School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists**



**practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.**

Clearly, it is essential that school psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties. With regard to your thesis, current applied research with SFA faculty, or internship experience, please respond to the following items. *(New Items each Administration)*

**II. Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.**

Obviously, school psychologists need to be intimately familiar with and able to evaluate the appropriateness of various technologies that may impact the practice of their profession. Please respond to the following items. With regard to your thesis, current applied research with SFA faculty, or internship experience, please respond to the following items. *(New Items each Administration)*

**The Written/Oral Comprehensive Examination** is administered at the completion of the School & Behavioral Psychology Program. The examination is administered in conjunction with the oral thesis defense, as a final test of the basic knowledge the candidate has acquired during coursework and practicum/internship.

The candidate should be able to demonstrate his/her ability to synthesize content from the program courses as well as the ability to analyze specific problem situations presented in the examination. Candidates should demonstrate a basic knowledge of theory, practice, research, and assessment. **Following the written examination the student proceeds to take the oral examination by all members of his/her thesis committee.**

**See Scoring Guide Below:**

## Written/Oral Comprehensive Scoring Guide

Domain	3 Target	2 Acceptable	1 Unacceptable	0 NA	Score
<b>2.1 Data-Based Decision Making and Accountability</b>	<i>Answer demonstrates a clear and precise understanding that school psychologists must be able to use assessment strategies to gather information and define current problem areas. Response addresses the need for assessing strengths, and needs for individuals, groups, and systems.</i>	<i>Answer provides at least one component or details suggesting that school psychologists must be able to use assessment strategies to gather information and define current problem areas, strengths, and needs for individuals, groups, and systems.</i>	<i>Answer shows an insufficient understanding that school psychologists must be able to use assessment strategies to gather information and define current problem areas. Candidate's oral defense provided no evidence to support knowledge in this domain.</i>		
<b>2.2 Consultation and Collaboration:</b>	<i>Answer shows that school psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.</i>	<i>This answer entails at least one element indicating that school psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.</i>	<i>Response does not include sufficient details in area. Candidate's oral defense provided no evidence to support knowledge in this domain.</i>		
<b>2.3 Effective Instruction and Development of Cognitive/ Academic Skills</b>	<i>Candidate demonstrates an appreciation for the fact that school psychologists are able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.</i>	<i>Candidate's response has at least one of the features regarding the need to provide challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.</i>	<i>Candidate written response did not show familiarity with or appreciation for school psychologists being able to develop challenging but achievable cognitive and academic goals for all students. Other related elements are missing from the candidate's written response to this item.</i>		
<b>2.4 Socialization and Development of Life Skills</b>	<i>Candidate's response demonstrates a clear understanding that school psychologists must be able to develop challenging but achievable</i>	<i>Candidate's response demonstrates at least two of the features regarding the need to develop challenging but achievable behavioral, affective, or adaptive</i>	<i>Candidate's written response in this area was insufficient in the identification and description of the critical features regarding this</i>		

	<i>behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.</i>	<i>goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.</i>	<i>domain. Candidate's oral defense provided no evidence to support knowledge in this domain.</i>		
<b>2.5 Student Diversity in Development and Learning</b>	<i>Response establishes that the student has a strong appreciation for the fact that school psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.</i>	<i>Response contains details regarding the fact that school psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.</i>	<i>Candidate's written response was insufficient in the identification and description of the critical features regarding this domain. Candidate's oral presentation was likewise inadequate with regard to diversity issues.</i>		
<b>2.6 School and Systems Organization, Policy Development, and Climate</b>	<i>Response shows that as a school psychologist, the candidate must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community.</i>	<i>Response contains at least one important fact showing that psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for community issues.</i>	<i>Candidate's written response was insufficient in the identification and description of the critical features regarding this domain. Candidate's oral defense did not show an appreciation for or knowledge of organizational policy in the school.</i>		
<b>2.7 Prevention, Crisis Intervention, and Mental Health</b>	<i>Response shows that school psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.</i>	<i>Response contains at least one illustration showing the importance of knowledge of child development and psychopathology sufficient to develop and implement prevention and intervention programs.</i>	<i>Candidate's written response was insufficient in the identification and description of the critical features regarding this domain. Candidate's oral defense provided no evidence to support knowledge in this domain.</i>		

<p align="center"><b>2.8 Home/School Community Collaboration</b></p>	<p><i>Answer demonstrates an appreciation for the fact that school psychologists have knowledge of family influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community.</i></p>	<p><i>Answer provides at least one of the ways in which an appreciation for the fact that school psychologists have knowledge of family influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community.</i></p>	<p><i>Candidate's response was insufficient in the identification and description of the critical features regarding this domain. Elements of the candidate's oral defense did not provide evidence of knowledge in this domain.</i></p>		
<p align="center"><b>2.9 Research and Program Evaluation</b></p>	<p><i>Answer demonstrates a clear understanding of issues regarding the evaluation of research, translating research into practice, and understanding research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</i></p>	<p><i>Response captures at least one primary strategy regarding the evaluation of research, translating research into practice, or a clear understanding of research design and statistics.</i></p>	<p><i>Candidate's response is insufficient with regard to the essential features of research, experimental design, and program evaluation. Candidate's oral performance was likewise inadequate with regard to demonstrating research skills.</i></p>		
<p align="center"><b>2.10 School Psychology Practice and Development</b></p>	<p><i>The candidate demonstrates understanding that school psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services and protect the rights of all parties.</i></p>	<p><i>The candidate's response provides at least one form by which school psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards.</i></p>	<p><i>Candidate's response is insufficient with regard to professional practice. Candidate's oral defense was inadequate with regard appreciating these standards. Candidate's oral defense provided no evidence to support knowledge in this domain.</i></p>		
<p align="center"><b>2.11 Information Technology</b></p>	<p><i>Response indicates clear understanding and enthusiasm for being familiar with and being able to evaluate the appropriateness of various technologies that impact the practice of their profession.</i></p>	<p><i>Response provides at least two systems that show familiarity with technologies that impact the practice of their profession.</i></p>	<p><i>Candidate's response was insufficient in the identification and description of the critical features regarding this domain. Candidate's oral defense was likewise inadequate with regard to demonstrating technological skills.</i></p>		

**Scoring Procedure:**

Two thesis committee members independently score the candidate's twenty-two essay questions. One committee member is designated as "primary scorer" and another member as "secondary scorer." A reliability coefficient is obtained by calculating the number of cells in which both committee members provide matching scores for each essay response. This value is divided by the total number of cells in the scoring guide and multiplied by one hundred to obtain the overall percentage of agreement between the two committee members.

$\Sigma =$

## Thesis Content Oral Defense Scoring Guide

<b>Category</b>	<b>3 Target</b>	<b>2 Acceptable</b>	<b>1 Unacceptable</b>	<b>0 NA</b>	<b>Score</b>
<b>Coherence</b>	<i>The presentation is very coherent and exhibits no fragmentation. It contains an abundance of evidence of continuity throughout.</i>	<i>The presentation is coherent and not fragmented. It contains adequate evidence of continuity throughout.</i>	<i>The presentation is not coherent; it is fragmented. It does not contain evidence of continuity throughout.</i>		
<b>Thesis Development</b>	<i>The thesis development to the final conclusion is very similar to research process in that the candidate has a very clearly identified thesis and that the final conclusions relate and develop that thesis very well.</i>	<i>The thesis development to the final conclusion is similar to research process in that the candidate has a clearly identified thesis and that the final conclusions relate and develop that thesis adequately.</i>	<i>The thesis development to the final conclusion is not similar to research process in that the candidate does not have a very clearly identified thesis and in that the final conclusions do not relate and develop that thesis.</i>		
<b>Supporting Themes or Patterns</b>	<i>The verbal presentation exhibits a very well developed thesis with excellent evidence of supporting theme patterns.</i>	<i>The verbal presentation exhibits a developed thesis with adequate evidence of supporting theme patterns.</i>	<i>The verbal presentation does not exhibit a developed thesis with supporting theme patterns.</i>		
<b>Professional Aspects of Presentation</b>	<i>The formal presentation is extremely professional in relation to the use of a technological format.</i>	<i>The formal presentation is adequately professional in relation to the use of notes.</i>	<i>The formal presentation is unprofessional in relation to the use of notes and visuals or technological oriented format.</i>		
<b>Use of Vocabulary and Scholarly References</b>	<i>The presentation exhibits a very well developed vocabulary and very effective scholarly references.</i>	<i>The presentation exhibits adequately developed vocabulary and adequate scholarly references.</i>	<i>The presentation exhibits neither a well developed vocabulary nor effective scholarly references.</i>		
<b>Applications of Concepts in Context</b>	<i>The candidate demonstrates an excellent application of scholarly concepts to</i>	<i>The candidate demonstrates an adequate application of scholarly concepts to personal, academic, and</i>	<i>The candidate does not demonstrate an application of scholarly concepts to personal, academic,</i>		

	<i>personal, academic, and professional life in an outstanding manner.</i>	<i>professional life in an outstanding manner.</i>	<i>and professional life.</i>		
<b>Influences of Program on Life</b>	<i>The presentation shows how school &amp; behavioral psychology studies have made a difference in the candidate's life in an outstanding manner. This growth may be the result of applying concepts in a personal, academic, and professional context. It may also include the new patterns that are emerging as a consequence of the candidate's studies.</i>	<i>The presentation adequately shows how school &amp; behavioral psychology studies have made a difference in the candidate's life. This growth may be the result of applying concepts in a personal, academic, and professional context. It may also include the new patterns that are emerging as a consequence of the candidate's studies.</i>	<i>The presentation does not show how school &amp; behavioral psychology studies have made a difference in the candidate's life. There is no evidence of growth as the result of applying concepts in a personal, academic, and professional context. There also is no growth involving the emergence of new patterns as a consequence of the candidate's studies.</i>		
<b>References to Global Concepts Related to Scientist-Practitioner Model</b>	<i>The candidate refers to more global concepts and relates them to a scientist-practitioner practice in an outstanding manner.</i>	<i>The candidate adequately refers to more global concepts, relating them to a scientist-practitioner practice.</i>	<i>The candidate does not refer to more global concepts and does not relate them to a scholar-scientist practice.</i>		
					<b>Σ =</b>

### Students with Disabilities

In a broad sense, any impairment of one or several of life's major physical activities, such as seeing, hearing, walking, etc., constitutes a physical disability. The severity of such conditions may vary greatly, but all students with physical disabilities have equal access to the educational and extracurricular programs of the university by right and by law. SFA does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities, or in its hiring or employment practices. This notice is provided as required by Title II of the *Americans with Disabilities Act* of 1990 and is available in large print, on audiotape and in Braille.

SFA is a leader in the state of Texas in providing outstanding access to higher education for students with disabilities. The university takes great pride in this achievement. More than 85

percent barrier free, the university gives students with physical disabilities access to university facilities through handicapped parking, curb cuts, ramps, wide doors, Braille signs, and lowered elevator buttons and telephones. The university works closely with the [Texas Department of Assistive and Rehabilitative Services](#).

Reasonable accommodations to students with physical disabilities include but are not limited to: allowing the taping and transcribing of lectures and classes; providing barrier-free meeting places for classes; allowing readers for blind students and signers for the deaf. A Braille machine, transcribers, and voice capable computers are available through the Steen Library and the Computer Center. In addition, some personal computers have been modified for use by students with disabilities and are linked to the mainframe.

To request Information or submit inquiries or complaints, contact the:  
Chuck Lopez, Office of Americans with Disabilities Act Compliance Coordinator  
[Disability Services](#)

P.O. Box 6130, SFA Station  
Nacogdoches, Texas, 75962-6130  
Phone: 936.468.3004-Voice/TDD  
Fax: 936.468.1368

Individuals needing auxiliary aids are invited to make their needs and preferences known to the ADA compliance coordinator. Upon admission, if you are a graduate student with a disability, plan to contact the director of disability services for needed assistance to make the transition to the campus and community as convenient and pleasant as possible.

## **Student Conduct**

Upon entering a graduate program, you accept an ethical and moral code that is demanding and integral to your future societal role as leaders. It is important that you understand and maintain standards of intellectual honor that reflect well upon your own conduct and upon your profession. Cheating and plagiarism, indeed any type of dishonorable conduct is morally degrading and ethically reprehensible. Moreover, such conduct seriously impedes true intellectual growth. In setting your goals and reviewing your conduct, there is a simple, clear standard: The sensible rule of thumb as always is to treat others and to deal with the property of others as carefully, thoughtfully, and considerately as you would want to be treated

### **Cheating**

Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating.

### **Plagiarism**

Materials, even ideas, borrowed from others necessitate full and complete acknowledgment. Offering the work of another as one's own is plagiarism and is unacceptable in the academic



community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials or, indeed, even the writing of fellow students. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on [Academic Integrity](#) and [Misconduct in Research](#).

## **University Property**

For most graduate students, their department and college will be an elemental focus of their life for several semesters, even years, as they complete their professional training. In a sense, the campus becomes a home away from home and understandably familiarity may breed carelessness regarding the use of state property, such as telephones, photocopiers, facsimile machines, mail services and university records or files. It is illegal to remove equipment from the campus for use at home or in the field without proper approval. Wrongful use of such materials can incur legal liabilities.

## **Research Subjects**

In your professional training, you may on occasion be involved in projects using human subjects, laboratory animals or hazardous materials. Sensitivity, compassion and the highest professional standards are imperative ethical requirements in dealing with all living creatures. All research involving humans, laboratory animals, or hazardous material is regulated by the university and subject to state and federal regulations. The committees most actively involved in these areas are: the [Institutional Review Board for the Protection of Human Subjects](#), [Institutional Animal Care and Use Committee](#), [Institutional Biosafety Committee](#) and [Environmental Safety and Health/Radiation Committee](#).

## **Sexual Harassment**

SFA is committed to creating and maintaining an intellectual atmosphere in which students, faculty and staff may work productively and free from harassment, retaliation or intimidation. This is crucial for any learning environment. Sexual misconduct or harassment is not accepted or tolerated within the academic community. Sexual harassment is any unwanted sexual attention that makes another person feel uncomfortable, threatened or disrupts the individual or the workplace. It encompasses many areas. It can be verbal innuendo, offensive, pejorative or derogatory comments, sexual jokes, remarks about clothing or bodily features, requests for sexual favors, and improper advances or physical contact. Unfortunately, sexual harassment can and does go further. Sexual harassment also can be non-verbal. Whistling, suggestive or provocative sounds, vulgar gestures, and use of offensive sexual images are unacceptable. Sexual harassment can be physical, ranging from unnecessary touching, pinching, holding or detaining to assault or coerced sexual activity. All types of harassment are degrading and contrary to the mission of the university. Graduate students, male and female, need to know and be sensitive to issues of sexual misconduct.

## **Student Authors and Co-authors since 2000 (Student names in bold)**

- Davis, R.**, Ninness, C., et al., (in review) Functional Behavior Assessment of Self-Initiated Maladaptive Behaviors: A Case Study, *Behavior and Social Issues*.
- Ninness, H.A.C., McCuller G., & **Ozenne, L.** (2000). *School & Behavioral Psychology: Research in Human-Computer Interactions, Functional Assessment and Data-Based Treatment*. Norwell, MA: Kluwer Academic Publishers. **(textbook)**
- Rumph., R. Ninness, C., McCuller, G. **Holland, J. Ward, T., Wilbourn, T.** (in press). The Shame of American Education Redux. *Behavior and Social Issues*.
- Ninness, C., Barnes-Holmes, D. Rumph, R., McCuller, G., Ford, A., Payne, R., **Ninness, S., Smith, R., Ward, T., & Elliott, M.** (in press-2006). Transformation of Mathematical and Stimulus Functions. *Journal of Applied Behavior Analysis*, 39, pages pending.
- Ninness, C., Rumph, R., McCuller, G., Harrison, C., Ford, A. & **Ninness, S.** (2005). A functional analytic approach to computer-interactive mathematics. *Journal of Applied Behavior Analysis*, 38, 1-22.
- Ninness, C. Rumph, R., McCuller, G., Harrison, C., **Vasquez, E.**, Ford, A., **Ninness, S.** & Bradfield, A. (2005). A relational frame and artificial neural network approach to computer-interactive mathematics. *The Psychological Record*, 55, 561-570.
- Ninness, C., Rumph, R., **Vasquez, E.** & Bradfield, A., (2002) Multivariate Randomization Tests for Small-n Behavioral research. *Behavior and Social Issues*, 12, 64-74.
- Kenney, M.**, Ninness, H.A.C., Rumph, R., Bradfield, A. & Cost, H (2002). Paradoxical patterns in the measurement of hyperactivity. *Behavior and Social Issues*, 12, 40-52.
- Ninness, C., Rumph, R., McCuller, G., Bradfield, A., **Saxon, J., Calliou, M. & Ninness, S.** (2001), The Effect of Computer Emitted Speech Inflections During Verbal-Interactive Responding. *The Psychological Record*, 51, 561-570.
- Ninness, C., **Ozenne, L.**, McCuller, G., Rumph, R., & **Ninness, S.** (2000). Fixed-interval responding during computer-interactive problem solving. *The Psychological Record*, 50, 387-401.

## **Student Presentations**

**Graduate Students from the School & Behavioral Psychology have presented or co-presented at over thirty state, national, and international conferences during the past five years.**

## **Student Organization**

### **Student Association for School and Behavioral Psychology**

**President: James Holland,  
Graduate Student School & Behavioral Psychology Program**

**Vice President: Tiffany Wilbourn,  
Graduate Student School & Behavioral Psychology Program**

# Practicum and Internship

**Prerequisites:** To be eligible for practicum the student must have completed all program requirements that entail didactic instruction.

## **I. Course Description:**

Following primary coursework, School & Behavioral Psychology candidates initiate assessments, consultations, and treatments for students with handicapping conditions (as well as for students who are in the pre-referral stages of assessment and treatment) in the general areas of learning problems and emotional/behavioral disorders. During practicum, candidates interact with field-based school psychologists, special educators, educational diagnosticians, and related special education and psychological services personnel. Candidates (practicum students) become directly involved in conducting traditional and functional assessments, taking reliability measures during direct-observation procedures, as well as developing and implementing intervention strategies. Practicum requires that candidates receive regular supervision and feedback as they progress through the 150 training experience. Case studies and related reports regarding the assessment and treatment of students are reviewed by class cohorts, professors, and field supervising psychologists. Class time will be divided between traditional didactic lecture, seminar discussions, and face-to-face supervision of individual case studies. The first hour of each class period will be arranged according to a traditional lecture and seminar format. Subsequently, 1.5 hours will be devoted to discussion and reviews of individual case studies, consultation, and face-to-face supervision of individual cases. Field-based supervisors and program faculty will conduct face-to-face supervision of individual cases.

The School & Behavioral Psychology program is committed to the scientist/practitioner model. Integral to this model of professional preparation is the expectation that candidates will gain critical content knowledge related to current research and theory in the field while engaging in the application of knowledge to real world issues and concerns. Although practicum stands alone as an independent course, it remains closely tied to other school psychology courses and reflects general program competencies, skills, knowledge, and dispositions. Practicum supervision is conducted on a weekly basis, and it entails guided discussions utilizing decision-making processes, including traditional and functional assessment, data-based intervention, and a wide range of consultation strategies.

## **II. Intended Learning Outcomes/Goals/Objectives:**

The objective of this practicum is to provide an opportunity to practice skills in the field of school and behavioral psychology; obtain an orientation to schools as organizations; increase levels of practice with traditional and functional assessment techniques; and provide intervention addressing general learning problems in accordance with the instructed, modeled, and rehearsed strategies employed during didactic classes (e.g., EPS 560, EPS 502, & EPS 563). Practicum has a special emphasis on developing and implementing a comprehensive case study prepared by each candidate. The case study

should include details such as those described by a recent graduate, Rosa L. Davis (in review).

**Note: This sample case study (Functional assessment of self-initiated maladaptive behaviors: A case study) is attached to this syllabus. This article is under review at *Social and Behavior Issues*. Please do not make additional copies of this material without permission from the author.**

**Also see: Hoff, K. E., Ervin, R. A., & Friman, P. C. (2005). Analyzing the separate and combined effects of hypothesized controlling variables during ongoing classroom routines, *School Psychology Review*, 34, 45-57.**

**These materials will be used as exemplars throughout the duration of the coming semester.**

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. Candidates will give classroom demonstrations, present psychological reports, use computer-interactive observation systems, obtain reliabilities, determine the efficacy of interventions, and implement follow-up strategies throughout the duration of the academic semester. EPS 555 Practicum requires completion of five traditional intellectual and achievement assessments; two of these reports will include complete case studies (Functional Behavior Assessment (FBA), data-based interventions, and follow-up strategies). Two of case studies will be presented to the faculty at the conclusion of the academic semester via PowerPoint presentation. The complete case study will become part of the candidate's final assessment (Please see example case study on p. 50).
2. It is important to note that candidates (practicum students) will develop and employ social validation scales and satisfaction surveys to be used subsequent to data-based interventions and consultations in public and private schools. These surveys will be included as part of the class presentations, psychological report, and measures of intervention effectiveness (See p. 70 for an example). Also see Behavior Intervention Rating Scale of Kratochwill et al., 2002 for additional illustrations of social validity scales.
3. **As mentioned above, the first hour of each class period will be arranged according to a traditional lecture format. The second 1.5 hours will be devoted to discussion and reviews of individual case studies, consultation, and face-to-face supervision of individual cases. Program faculty will facilitate face-to-face supervision of individual cases in conjunction with field-based supervisors.**

**IV. Evaluation and Assessments (Grading):**

1. There are no formal examinations associated with the EPS 555 practicum experience. The course grade will be based on a combination of the activities using the **Scoring Guide beginning on p. 50 of this syllabus**. The practicum experience entails 10 hours of school psychology field experience per week with appropriate documentation provided according to the automated logging systems in the Program Handbook. Note: The

automated Daily, Weekly, and End-of-Semester Field Logs are provided on the web-based version of this syllabus. Throughout the semester, candidates will log their activities within the web-interactive text fields of these forms. These logs will be reviewed each week during class time. Details of the automated logging system will be described during the first class lecture.. See instructions and sample logs provided: [http://titan.sfasu.edu/~F\\_ninnessca/Internship\\_Handbook\\_6\\_1\\_2006.pdf](http://titan.sfasu.edu/~F_ninnessca/Internship_Handbook_6_1_2006.pdf).

2. Evaluative criteria include clarity of written and oral expression; competency in collaborative, empirically-based assessment, intervention, and consultation; sensitivity to and respect for cultural and individual differences; competency in scientific problem solving; competency in ethical professional conduct; competency in recognizing the influence of the family; and competency in serving the best interests of students. The professor will develop a remediation plan for any student who fails to meet course criteria.
3. The candidate, field-based supervisor, and university-based supervisor perform evaluations according to the scoring guide on p. 50. Supervisors will review all the rubric objectives as they apply to NASP Domains and completion of logging procedures provided in the syllabus.
4. A formative evaluation will be completed following the submission of each assessment (traditional and case study). This will entail a rubric analysis by the candidate, field-based supervisor, and university-based supervisor. An overall review of the candidate's daily, weekly, and end-of-semester web-based logs, assessments and case studies will be conducted in the final two weeks of the semester. The candidate's grade will be based on the combination of all of the above activities.

## **V. Tentative Course Outline/Calendar**

See current course syllabus for EPS 555 Practicum in School Psychology

## **VI Texts and Readings:**

*Handbook of School Psychology Second Edition Best Practices in School Psychology IV, Volumes 1 and 2 (2002).*

Fisher, W. W., Ninness, C., & Owen, J., & Piazza, C. (1996). On the reinforcing effects of the content of verbal behavior. *Journal of Applied Behavior Analysis, 29*, 235-238.

Hintze, J. M., Volpe, R. J. & Volpe, E. S. (2002). Best practices in systematic direct observation of student behavior (2002), Page 517, *Best Practices in School Psychology, (4th ed.)*

- Hoff, K. E., Ervin, R. A., & Friman, P. C. (2005). Analyzing the separate and combined effects of hypothesized controlling variables during ongoing classroom routines. *School Psychology Review, 34*, 45-57
- Kenney, M., Ninness, C., Rumph, R. Bradfield, A. & Cost, H (2002). Paradoxical patterns in the measurement of hyperactivity. *Behavior and Social Issues, 12*, 40-52. [pdf link: [www.bfsr.org/BSI\\_12\\_1/12\\_1kenn.pdf](http://www.bfsr.org/BSI_12_1/12_1kenn.pdf)]
- Kratochwill, Elliott, & Callan-Stoiber. (2002). *Best Practices in School Psychology*, (4<sup>th</sup> ed.)
- Ninness, H., McCuller, G., & Ozenne, L. (2000). *School and behavioral psychology: Applied research in human-computer interactions, functional assessment and treatment*. Norwell, MA: Kluwer Academic Publishers.
- Ninness, H. A. C., Ellis, J., Miller, B., Baker, D., & Rutherford, R. (1995). The effects of a self-management training package on the transfer of aggression control procedures in the absence of supervision. *Behavior Modification, 19*, 464-490.
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## VII Course Evaluations

Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes, including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. The evaluation guidelines state, "As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

## **VIII Student Ethics and Other Policy Information:**

**Attendance:** Attendance and participation in all class meetings are expected. Class absences will result in a 5% reduction in grade for each absence. More than 3 absences will result in class failure. The class will meet on a regular (weekly) basis for two hours. During class times, case studies will be reviewed and critiqued. The final presentation of all case studies will be conducted during the last three class periods. See Scoring Guide for details on the assessment of these presentations to cohorts, field-based supervisors, and departmental faculty beginning on p. 50. **Note that field-based supervisors and faculty will employ this Scoring Guide in the determination of the candidates' final course grade.**

**Students with Disabilities**—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

**Academic Honesty**—it is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with university regulations and procedures. Discipline may include suspension or expulsion from the University. (see [Academic Integrity A-9.1](#))

## **IX Other Relevant Course Information**

### **Professional Liability Insurance Policy**

The Department of Human Services requires candidates providing clinical services to maintain professional liability insurance within their respective areas of specialization. Reasonably priced student professional liability insurance may be obtained through NASP. See <http://www.nasponline.org/membership/faq.html#2> for details. Proof of insurance must be provided before initiating any form of services with students in the public schools.

### **NASP Training and Practice Domains**

**1 Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, understanding problems, and measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

**2 Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

**3 Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**4 Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**5 Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities and disabilities, and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**6 School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**7 Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

**8 Home/School/Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**9 Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.



**10 School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

**11 Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

### **Three intellectual/achievement assessments including “three” case studies**

Data-based decision making entails an understanding of, knowledge of, and skills in the scientist practitioner model (observation, hypothesis generation, data collection, analysis, recommendation generation, intervention implementation, and follow up data collection). During the practicum, candidates employ these practices to behavior and learning problems and demonstrate outcomes from case studies. Case studies require multidisciplinary strategies including consultation with teacher and parents regarding maladaptive behavior and/or educational deficits, and psycho-educational assessments, **(see p. 62 for an example)**.

As noted above, in the culminating activity in the SFA School & Behavioral Psychology practicum, candidates will demonstrate the knowledge and professional expertise necessary to collaborate with families and school- and community-based professionals. Proof for these skills in candidates’ repertoires will be established by having all candidates conduct PowerPoint presentations of protocols in accordance with the educational and mental health needs of children and youth employing data-based decision making strategies **Please see sample PowerPoint illustrations beginning on p 72. (Also see Chapter 39 by Kratochwill, Elliott, and Callan-Stoiber. (2002). *Best Practices in School Psychology*, (4<sup>th</sup> ed.), p. 583.)** During practicum, candidates will demonstrate competencies in accordance with the 11 NASP Domains for Training and Practice. A sample case study addressing many of these domains begins on page 62 of this syllabus. The Scoring Guide provided below will be employed by the field-based and university-based supervisors. Consistent with NASP Standards, candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the NCSP Case Study. As stipulated by NASP, the case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following scoring guide includes items developed by NASP and items developed by the SFA School & Behavioral Psychology Program.

**Case Presentation and General Performance Scoring Guide for  
EPS 555 Practicum in School and Behavioral Psychology**

Several of the rubric definitions below were adapted from the following sources:

NASP Case Study scoring guide:

<http://www.nasponline.org/certification/nonapprovedapp705.pdf>

These are identified within the scoring guide as \*NCSP case study rubric

**The Johns Hopkins University School of Medicine (JHUSM),  
Kennedy Krieger Institute Neural Behavioral Unit**

<http://www.hopkinschildrens.org/pages/residency/facilities.cfm>

**Father Flanagan’s Girls’ and Boys’ Home Outpatient Behavioral Pediatrics  
and Family Services, University of Nebraska Medical School**

<http://www.girlsandboystown.org/pros/NRI/Fellows/index.asp>

**Practicum Scoring Guide**

NASP Domains	3 Target	2 Acceptable	1 Unacceptable	#
<p align="center"><b>Domain 1 Data-Based Decision-Making and Accountability:</b></p> <p>Observations of this candidate’s practice as well as his/her written reports</p>	<p>Candidate’s reports, assessment strategies, and interventions, suggest that she/he has exceptional knowledge of varied models of assessment yielding information identifying strengths and needs, understanding problems, and measuring progress and accomplishments.</p> <p>Candidate employed systematic processes to collect data and other information, translate assessment results into data-based decisions about service delivery, and evaluate the outcomes of services.</p> <p>These are reflected in illustrations and graphs of assessments, treatment, and follow-up observations.</p>	<p>Candidate’s reports, assessment strategies, and interventions provided important components or details requiring a knowledge of varied models of assessment yielding information identifying strengths and needs, understanding problems, and measuring progress and accomplishments</p> <p>Candidate provided sufficient data-based illustrations and graphs of assessments and outcomes.</p>	<p>Candidate’s reports and practice showed an insufficient understanding that school psychologists must be able to use assessment strategies gather information and define current problem areas.</p> <p>Candidate’s reports and practice provided little evidence to support knowledge in this area.</p> <p>Candidate did not provide sufficient data-based illustrations and graphs of assessments.</p>	
<p align="center"><b>Domain 1 Continued:</b></p> <p>Monitoring plan</p>	<p>Includes systematic and detailed plan for follow-up observations.</p> <p>These are reflected in illustrations and graphs of follow-up observations.</p>	<p>Inclusive plan for follow-up observations included</p>	<p>No plan included</p>	

<p><b>Domain 1 Continued:</b></p> <p>Review of referred student's history and family information</p>	<p>Clearly delineated, detailed, relevant, social and family history provided. This includes pertinent family, developmental, medical, and educational history</p>	<p>Sufficiently detailed information regarding pertinent family, developmental, medical, and educational history</p>	<p>Insufficient or irrelevant history and family background</p>	
<p><b>Domain 1 Continued:</b></p> <p>Operational Definition of Target Behavior/s</p>	<p>Concrete and specific operational definitions</p>	<p>Sufficiently detailed behavioral definitions</p>	<p>Inadequate, poorly organized, and vague definitions</p>	
<p><b>Domain 1 Continued:</b></p> <p>Reliability measures of problem Behaviors</p>	<p>Reliability measures at or above 80% for occurrence, nonoccurrence, and overall reliabilities</p>	<p>Reliability measures at or above 60% for occurrence, nonoccurrence, and overall reliabilities</p>	<p>Reliabilities measures below 60% for occurrence, nonoccurrence, or overall reliabilities</p>	
<p><b>Domain 1 Continued:</b></p> <p>Monitoring of treatment *Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Interventions are monitored in a collaborative manner to ensure reliability, and reliable data are provided to ensure that interventions are implemented as designed.</p>	<p>Interventions are monitored, and data are provided to ensure that interventions are implemented as designed</p>	<p>Treatment integrity is not monitored</p>	
<p><b>Domain 1 Continued:</b></p> <p>Academic and prosocial behaviors identified</p>	<p>Student's academic and prosocial skill levels are contrasted with expected level of performance in measurable terms.</p>	<p>Student's academic and prosocial skill levels are described and contrasted with expected level of performance.</p>	<p>Insufficient details regarding student's academic and prosocial.</p>	
<p><b>Domain 1 Continued:</b></p> <p>Operational definitions of behaviors *NCSP case study rubric</p>	<p>The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms</p>	<p>The student's behavior is operationally defined</p>	<p>The student's behavior is identified but not operationally defined</p>	
<p><b>Domain 1 Continued:</b></p> <p>Collaborative generation of hypotheses *NCSP case study rubric</p>	<p>Hypotheses are generated through collaboration with teacher and/or parent</p>	<p>One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home</p>	<p>Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable</p>	

<p><b>Domain 2 Consultation and Collaboration:</b></p> <p>Observations of this candidate's practice as well as his/her written reports</p>	<p>Direct observations of this candidate as well as a review of his/her reports and case practice show several ways in which he/she has a clear understanding of behavioral, mental health, collaborative, and/or other consultation models and methods. Based on observation of this candidate, he/she demonstrated an ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.</p>	<p>Direct observations of this candidate as well as a review of his/her reports and case practice entail at least one element indicating an understanding of behavioral, mental health, collaborative, and/or other consultation models and methods. Based on observation of this candidate, he/she demonstrates an ability to listen well, and to some extent, to participate in discussions, convey information, and work at individual, groups, and systems levels.</p>	<p>Direct observations of this candidate as well as a review of his/her reports and practice do not reveal that the candidate has sufficient skills in this area. Based on observation of this candidate, he/she does not demonstrate an ability to listen well, participate in discussions, convey information, and work at individual, groups, and systems levels.</p>	
<p><b>Domain 2 Continued</b></p> <p>Development of collaborative interventions</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Intervention(s) is collaboratively developed in an excellent manner as evidenced by a thorough discussion in written reports of intervention(s) based on individual, group, and systems input, as well as by an excellent knowledge of interventions based on direct observations and case practice.</p>	<p>Intervention(s) is developed collaboratively</p>	<p>Intervention(s) is not developed collaboratively</p>	
<p><b>Domain 2 Continued:</b></p> <p>Use of multiple data sources</p> <p>*NCSP case study rubric</p>	<p>There are multiple sources of data that converge on each proposed hypothesis</p>	<p>There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report</p>	<p>Appropriate data are not collected to confirm or reject the hypotheses</p>	

<p><b>Domain 3 Effective Instruction and Development of Cognitive/ Academic Skills</b></p> <p>Observations of this candidate's practice as well as his/her written reports</p>	<p>Candidate exhibits exceptional knowledge of human learning processes, assessment techniques, and direct and indirect services applicable to the development of cognitive and academic skills.</p>	<p>Candidate's report and practice contain important features regarding the need to provide challenging but achievable cognitive and academic goals for all students; they provide information about ways in which students can achieve these goals, and methods to monitor student progress toward these goals.</p>	<p>Candidate's written reports and practice do not show familiarity with or appreciation for school psychologists being able to develop challenging but achievable cognitive and academic goals for all students.</p> <p>Other related elements are missing from the candidate's written reports and practice. Observations of the candidate's practice support this conclusion.</p>	
<p><b>Domain 3 Continued</b></p> <p>Achievable cognitive and academic goals</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Candidate is able to develop challenging but achievable cognitive and academic goals for all students; provide information about ways in which students can achieve these goals; and monitor student progress toward these goals.</p>	<p>The student behavior is identified as a skill and/or performance deficit</p>	<p>The student behavior is not identified as a skill and/or performance deficit</p>	
<p><b>Domain 3 Continued</b></p> <p>Outcome Evaluation</p>	<p>Using curriculum-based assessment, subject shows at least 20% improvement in scores for target cognitive/academic skills over the course of two weeks</p>	<p>Using curriculum-based assessment, subject shows between 10% and 20% improvement in scores for target cognitive/academic skill over the course of two weeks</p>	<p>Subject does not show significant improvement in scores for target cognitive/academic skill</p>	
<p><b>Domain 4 Socialization and Development of Life Skills</b></p> <p>Observations of this candidate's practice as well as his/her written reports</p>	<p>Candidate demonstrates a strong and consistent ability to develop challenging but achievable behavioral, affective, or adaptive goals for all students, to provide information about ways in which students can achieve these goals, and to monitor student progress toward these goals for students with different abilities, strengths, and needs.</p>	<p>Candidate demonstrates skills in the development of challenging but achievable behavioral, affective, or adaptive goals for all students, in the provision of information about ways in which students can achieve these goals, and in the monitoring of student progress toward these goals for students with different abilities, strengths, and needs.</p>	<p>Observations of this candidate's practice and a review of his/her reports suggest that he/she requires more training in the identification and description of the critical features regarding this area.</p> <p>Candidate's practice provides no evidence to support knowledge in this area.</p>	

<b>Domain 4 Continued:</b> Assessment linked interventions	Intervention is very well developed, founded clearly on assessment data, and tailored specifically for the subject.	A link between assessment data and intervention is evident.	No apparent link between assessment data and intervention exists.	
<b>Domain 4 Continued:</b> Goal-linked interventions <i>*Scores of 2 &amp; 1 from NCSP case study rubric</i>	Intervention(s) is linked to observable, measurable goals statements in an excellent manner as evidenced by being based on very clear assessment data and by being very well tailored to specific subjects.	<i>Intervention(s) is linked to observable, measurable goal statement(s).</i>	<i>Intervention(s) is not linked to observable, measurable goal statement(s).</i>	
<b>Domain 4 continued:</b> <b>Hypothesis-driven interventions</b> <i>*Scores of 2 &amp; 1 from NCSP case study rubric</i>	Intervention(s) is based on data from problem analysis and hypothesis testing in an exceptionally well organized manner as evidenced by very clear assessment data, effective problem analysis, and logical hypothesis testing.	<i>Intervention(s) selection is based on data from problem analysis and hypothesis testing.</i>	<i>Intervention(s) selection is not based on data from problem analysis and hypothesis testing.</i>	
<b>Research-based intervention:</b> <i>*Scores of 2 &amp; 1 from NCSP case study rubric</i>	Intervention(s) is evidenced-based in an excellent manner as indicated by references to current research studies conducted by renowned experts in the field and detailed functional analysis with case design analysis.	<i>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis).</i>	<i>Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis).</i>	
<b>Domain 4 Continued:</b> Monitoring plan	A systematic and detailed plan for monitoring progress toward goal is included.	General plan is provided for monitoring progress toward goal.	Sufficient details are not in plan.	
<b>Domain 5 Student Diversity in Development and Learning:</b>  Observations of this candidate's practice as well as his/her written reports reflect	Candidate " helps develop and successfully implement strategies" requiring a special understanding and sensitivity to individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.	Candidate "contributes to strategies" that require knowledge and sensitivity to individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender, and linguistic factors in development and learning.	Candidate's reports and practice are insufficient in the identification and description of the critical features regarding this area.  Candidate was likewise unknowledgeable and somewhat insensitive with regard to diversity issues.	

<p><b>Domain 5 Continued:</b></p> <p>Culturally sensitive hypotheses</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Hypotheses reflect an excellent awareness of issues related to diversity as evidenced by the tailoring and implementing of strategies that accommodate for individual's physical, social, linguistic, and cultural needs in reports and practice.</p>	<p>Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</p>	<p>Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)</p>	
<p><b>Domain 5 continued:</b></p> <p>Differentiated interventions</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Intervention(s) reflects an excellent sensitivity to individual differences, resources, classroom practices, and other system issues in reports and practice. Acceptability of intervention is verified in an exceptional manner.</p>	<p>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</p>	<p>Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified</p>	
<p><b>Domain 5 Continued:</b></p> <p>Surveys on Diversity</p>	<p>Well-developed social validation surveys included in reports and presentation. Surveys indicate satisfaction with candidate's expertise.</p>	<p>Social validation surveys are included in reports and presentations.</p>	<p>Social validation surveys are not included in reports and presentations.</p>	
<p><b>Domain 6 School and Systems Organization, Policy Development, and Climate:</b></p> <p>Observations of this candidate's practice as well as his/her written reports reflect</p>	<p>Candidate demonstrates a clear understanding of the school as a system. The candidate shows strong skills relating to working with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community. Candidate exhibited knowledge of general education, special education, and other educational and related services</p>	<p>Candidate provides sufficient information to indicate that he/she has the ability to understand the school as a system and to work with individuals and groups in order to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for community members.</p>	<p>Candidate provides insufficient information in the identification and description of the critical features regarding this area.</p> <p>Candidate's practice does not demonstrate sufficient knowledge of organizational policy in the school.</p>	
<p><b>Domain 6 Continued:</b></p> <p>Description of assessment methods</p>	<p>Candidate communicates theoretical and practical issues to non-psychologists clearly and effectively.</p>	<p>Candidate adequately communicates theoretical and practical issues to non-psychologists.</p>	<p>Candidate is unable to adequately convey technical matters to non-psychologists</p>	

<p><b>Domain 6 Continued:</b></p> <p>Resource management</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Logistics of setting, time, resources, and personnel are included in the intervention plan in an exceptional manner as evidenced by the collaborative facilitation of structure and policies to create safe, caring, and inviting places for members of the learning community in the most efficient and effective manner within the least restrictive environments.</p>	<p>Logistics of setting, time, resources and personnel are included in the intervention plan.</p>	<p>Logistics of setting, time, resources and personnel are not included in the intervention plan.</p>	
<p><b>Domain 6 Continued:</b></p> <p>Consideration of unintended side effects</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Intervention selection considers unintended outcomes or limitations in a very thorough manner in relation to the creation of safe, caring, and inviting places for members of the learning community.</p>	<p>Intervention selection considers unintended outcomes or limitations.</p>	<p>Intervention selection does not consider unintended outcomes or limitations.</p>	
<p><b>Domain 6 Continued:</b></p> <p>Social Validity Scale Employed</p>	<p>Satisfaction survey shows treatment outcomes are very well accepted by public school administrators and support staff. Survey is crafted to specific needs and interest of the school and community.</p>	<p>Satisfaction survey shows treatment outcomes are fairly well accepted by public school administrators and support staff.</p>	<p>No social scale is employed or a scale is employed that indicates the public school is not satisfied with the intervention outcomes</p>	
<p><b>Domain 7 Prevention, Crisis Intervention, and Mental Health:</b></p> <p>Observations of this candidate's practice as well as his/her written reports</p>	<p>Candidate helps "develop and implement" interventions that promote child development and help resolve emotional/behavioral problems. In doing so, the candidate shows an understanding of human development, psychopathology, and the associated biological, cultural, and social influences on human behavior.</p>	<p>Candidate is able to "contribute to" interventions that promote child development and aid in resolving emotional/behavioral problems. In doing so, the candidate demonstrates an understanding of human development, psychopathology, and the associated biological, cultural, and social influences on human behavior</p>	<p>Observation of the candidate's practice, as well as his/her reports, are insufficient with regard to this area.</p> <p>Candidate's oral practice provides no evidence to support knowledge in this area.</p>	
<p><b>Domain 7 Continued:</b></p> <p>Baseline data</p>	<p>Candidate establishes a stable baseline previous to implementing an intervention.</p>	<p>Candidate establishes abbreviated but stable baseline previous to intervention</p>	<p>Candidate fails to establish stable baseline previous to intervention.</p>	



<p><b>Domain 7 Continued:</b></p> <p>Data collection</p>	<p>Data is collected from several sources, using a variety of methods, in a systematic way. Detailed reference to multiple baseline or alternating treatment designs is present.</p>	<p>Suitable data collection methods are chosen and implemented in an appropriate manner. Reference to multiple baseline or alternating treatment designs is present.</p>	<p>Data collection methods are poorly chosen, poorly implemented, or inappropriate. Reference to multiple baseline or alternating treatment designs is absent.</p>	
<p><b>Domain 8 Home/School Community Collaboration:</b></p> <p>Observations of this candidate's practice as well as his/her written reports</p>	<p>"Throughout much of the candidateship experience," the candidate works sensitively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families. In doing so, he/she demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior, as well as knowledge of the methods to involve families in education and service delivery.</p>	<p>"On several occasions," the candidate works with families, educators, and others in the community to promote and provide services to children, adolescents, and families. In doing so, he/she demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.</p>	<p>Candidate's report and practice are insufficient in the identification and description of the critical features regarding this domain. Elements of the candidate's oral practice do not provide evidence of knowledge in this area.</p> <p>Observation of this candidate practice supports this conclusion.</p>	
<p><b>Domain 8 Continued:</b></p> <p>School and Community Collaboration</p>	<p>Collaborative efforts to include family members, support staff, and members of the community are provided in written reports and presentations in a very thorough manner, and they are very apparent in practice.</p>	<p>Collaborative efforts to include family members, support staff, and members of the community in planning assessments and remediation strategies are discussed in written reports and presentations, and they are apparent in practice.</p>	<p>Collaborative efforts to include family members, support staff, and members of the community in planning assessments and remediation strategies are not included in written reports and presentations, and they are not apparent in practice.</p>	
<p><b>Domain 8 Continued:</b></p> <p>Documentation</p>	<p>Very thorough and consistent documentation is included.</p>	<p>Complete documentation is included.</p>	<p>Documentation is incomplete or missing.</p>	
<p><b>Domain 9 Research and Program Evaluation:</b></p> <p>Observations of this candidate's practice as well as his/her written reports reflect</p>	<p>Candidate demonstrates strong skills and a clear understanding of research evaluation procedures and "successfully implemented strategies" for translating research into practice. The candidate "directly" assists in the design or analysis of data in planning and conducting important investigations or program evaluations for</p>	<p>Candidate demonstrates strong skills and a clear understanding of evaluation of research, translating research into practice.</p> <p>The candidate "provides useful information that assists" in the design or analysis of data in planning and conducting important investigations or program evaluations for</p>	<p>Candidate's reports and practice are insufficient with regard to the essential features of research, experimental design, and program evaluation.</p> <p>Candidate's report is likewise inadequate with regard to demonstrating applied research skills.</p> <p>Assessment and treatments do</p>	

	improvement of services to students. Assessment and treatments indicate exceptionally well developed and integrated applied research strategies.	improvement of services to students.  Assessment and treatments indicate sufficiently developed applied research skills.	not show sufficiently developed applied research designs.	
<b>Domain 9 Continued:</b>  Proficiency with design and analysis	The candidate demonstrates proficiency with traditional design and analysis of parametric models (e.g. correlation, multiple regression, analysis of variance, and analysis of covariance), as well as with advanced statistical analyses (e.g., <b>Artificial Neural Network Analyses or Randomization Tests for single subject designs</b> ).	The candidate demonstrates proficiency with traditional design and analysis of parametric models (e.g., correlation, multiple regression, various t-tests, analysis of variance, and analysis of covariance) or implements a well organized <b>single-subject design</b> .	The candidate does not demonstrate proficiency with traditional design and analysis.  Implementation of single-subject strategies are not employed correctly.	
<b>Domain 10 School Psychology Practice and Development:</b>  Observations of this candidate's practice as well as his/her written reports	The candidate's written reports, presentations, and practice demonstrate an exceptional understanding that school psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.	The candidate's written reports, presentations, and practice demonstrate an understanding that school psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.	Candidate's written reports, presentations, and practice are insufficient with regard to professional practice. Candidate's oral practice is inadequate with regard to appreciating these standards. Candidate's report provides no evidence to support knowledge in this domain.	
<b>Domain 10 Continued:</b> Style and Format of case study and related reports	Written reports are very well organized and exhibit elegant style, and they follow correct APA style and contain well designed figures in accordance with NASP Best Practices.	Written reports have adequate organization and good style with correct APA format.	Written reports have inadequate organization and poor style, and they exhibit incorrect APA format.	
<b>Domain 10 Continued:</b> Transference and generalization of improved behaviors *NCSP case study rubric	Strategies for transfer/generalizing outcomes to other settings are addressed and documented as effective.	Strategies for transfer/generalizing outcomes to other settings are addressed.	Strategies for transfer/generalizing outcomes to other settings are not addressed.	

<p><b>Domain 10 Continued:</b> Development of follow-up strategies</p> <p>*NCSP case study rubric</p>	<p>Strategies for follow-up are developed (e.g., continued progress monitoring, transition planning) and implemented</p>	<p>Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)</p>	<p>Suggestions for follow-up are not developed</p>	
<p><b>Domain 11 Information Technology:</b></p> <p>Observations of this candidate's practice as well as his/her written reports reflect</p>	<p>Reports, presentations, and practice indicate clear understanding and enthusiasm for applied research. Candidate is able to evaluate the appropriateness of various technologies that impact the practice of their profession. His/her data collection procedures make optimal use of current technology.</p>	<p>Reports, presentations, and practice provide at least two systems that show familiarity with technologies that impact the practice of the profession.</p> <p>Data collection procedures employ the current technology.</p>	<p>Reports, presentations, and practice are insufficient in the identification and description of the critical features regarding this domain. These are inadequate with regard to demonstrating technological skills.</p>	
<p><b>Domain 11 Continued:</b></p> <p>Psychological software design, develop, and implementation</p>	<p>Candidate has personally developed and implemented a series of software programs that has immediate application for data-based assessment and treatment of children.</p>	<p>Candidate correctly employs a wide range of software programs that has immediate application for data-based assessment and treatment of children.</p>	<p>Candidate is not sufficiently skilled in software development or the application of software systems as they pertain to professional and academic activities in the discipline of school psychology.</p>	
<p><b>Domain 11 Continued:</b></p> <p>Familiarity with programming languages</p> <p>Behavioral software development and implementation</p>	<p>Candidate demonstrates capability in the development of psychological software systems in C++, Visual Basic, Net, ActionScript 2.0, or other languages. Candidate has published or co-authored new psychological software systems during his/her training at SFA.</p>	<p>Candidate demonstrates an ability to successfully employ new psychological software systems. Additionally, the candidate has provided useful feedback to psychological software developers at SFA.</p>	<p>Candidate does not demonstrate an ability to successfully employ new psychological software systems. Additionally, the candidate has not provided useful feedback to developers for the improvement of existing systems at SFA.</p>	

<p><b>Domain 11 continued:</b></p> <p>Familiarity with traditional software programs employed by school psychologists</p>	<p>Candidate has demonstrated outstanding proficiency in <i>Excel</i> (or related) graphing or design procedures, <i>PowerPoint</i> presentations, and word processing procedures. Candidate is highly skilled in related technological systems such as Adobe or Flash design. Student has demonstrated strong skills associated with organizing interactive hardware systems for the above software systems.</p>	<p>Candidate has demonstrated sufficient proficiency in <i>Excel</i> (or related) graphing or design procedures, <i>PowerPoint</i> presentations, and word processing procedures.</p>	<p>Candidate has not demonstrated sufficient proficiency in <i>Excel</i> (or related) graphing or design procedures, <i>PowerPoint</i> presentations, and word processing procedures.</p>	
<p>Candidate Signature _____ Date _____</p> <p>Field Based Supervisor _____ Date _____</p> <p>University Supervisor _____ Date _____</p>				Σ

### Roles and Functions of the SFA University-Based Supervisor

**The university-based supervisor** serves as the link between the School & Behavioral Psychology Program, the candidate/practicum, and field-based-supervisor. The university-based supervisor is a NCSP and LSSP and holds a faculty position in the Department of Human Services. The university-based supervisor reviews the candidate's work with the candidate/practicum student, the field supervisor, and other appropriate persons in the school district or agency. In addition, university-based supervisor performs the following functions:

1. With input from the field-based supervisor (Appendices G and J of the program handbook), the university supervisor has final authority to determine the course grade candidateship experience.
2. Review and critique the candidate's logs and related documents. Review and critique the candidate's functional behavioral assessments and behavior intervention plan for a minimum of one detailed case study.
3. If at any stage during the practicum it is suggested by the university or field supervisor that there exists a serious need for improvement in the candidate's skills, knowledge, or dispositions, it becomes the responsibility of the university supervisor (in conjunction with the candidate and field supervisor) to develop and implement supplementary training experiences. This may take form in the candidate obtaining additional course work, attending specific workshops or conference presentations, engaging a regimen of self-study, or implementing other remediation strategies deemed necessary and appropriate.

4. The university supervisor will respond to questions and issues regarding professional and ethical conduct. If deemed necessary, the university supervisor will seek advice and counsel from colleagues and/or university counsel and administration.
5. On occasions when a candidate resides in or near the proximity of Nacogdoches, the field-based supervisor and the university supervisor may be directly affiliated with the Stephen F. Austin State University. For example, in some circumstances (given the rural nature of SFA), it may be necessary and feasible for an candidate/practicum student to be supervised under the auspices of the university-based supervisor and a full time field-based supervisor who is completing the required post graduate three-years of experience as a school psychologist in Texas.
6. When such arrangements are made through the Nacogdoches Independent School District (NISD) Special Education Office, the contractual agreement stipulates that the university-based supervisor receives no form of additional compensation from the NISD or SFA for performing this dual function. Moreover, when such arrangements are made, the role of supervisor is shared with a Licensed Specialist in School Psychology (LSSP) who is employed by the NISD on a full time basis. Thus, in this special arrangement, the candidate receives dual and concurrent supervision in that there is a full time on-site LSSP providing supervision in conjunction with a NCSP/faculty member. Under such special conditions, functional and traditional psychological assessments are reviewed by both supervisors.
7. The university supervisor will conduct weekly class meetings in accordance with the timelines and details described in the Course Outline/Calendar of this syllabus.

**The Field-Based Supervisor for the Practicum experience operates in a manner which approximates the Internship supervision in accordance with the following items.**

**The Field-Based Supervisor coordinates the following:**

1. Organizes the practicum agenda with the candidates, public school administrators or agency directors, and university-based supervisor/s.
2. Sometime near the beginning of the practicum experience, the field-based supervisor arranges a general orientation/tour of the public school facilities and programs.
3. The field-based supervisor provides face-to-face conferences for each week of the practicum experience. This includes a variety of formats such as direct observation of the candidate's activities (e.g., reviewing reports of casework and written reports, direct observation of assessment and treatment of referred cases, and reviewing logs associated with the above experience). Alternatively (or conjunction), the field-based supervisor may attend the weekly class and provide reviews and feedback regarding the candidates activities.
4. During the face-to-face supervision, the candidate's logs are reviewed and signed to verify the specific details of the candidate's experience. All logs are co-signed by the candidate.

5. The field-based supervisor makes specific arrangements to provide the practicum student with a broad a range of professional experiences. (See the Practicum section of the School & Behavioral Psychology Handbook.)

### **Sample Report with Exemplars for Scoring Guide**

**The case study below was conducted by Rosa L. Davis (2006) during her 2006 Internship in School & Behavioral Psychology. The complete version of this case study is under review for public the journal, *Behavior and Social Issues*. Please do not make copies without permission of the author and the editor of *Behavior and Social Issues*.**

The student was referred for assessment and treatment based upon the following criteria: 1) an inability to learn that appeared to be associated with a wide range of behavior problems according to teacher interviews and classroom observations, 2) teachers were willing to participate and implement interventions, and 3) the parent or guardian provided written informed consent and permission for the student to participate. The school psychology candidate obtained permission from the parents and IEP team to employ additional behavior intervention plans (IEPs) that had not been attempted previously.

The student, identified here as Jerome (fictitious name), presented as an 8-year-old male exhibiting a wide range of problem behaviors in the classroom. He was not under the care of a physician or diagnosed with any medical or psychological disorder at the time of referral for pre-intervention assessment and treatment. He was enrolled in special education and identified as learning disabled in the area of reading, according to the guidelines provided in IDEA and the DOE policies and procedures in the State of Texas. Jerome attended received academic instruction in a general education setting for the majority of the day. Jerome's IEP specified that he was to attend two 45-min class periods for language arts and math, respectively, within a special education classroom setting. He received instruction in three additional classes within the general education setting, including reading (which focused on the subject matter for which he was identified as learning disabled).

#### **Instruments and Observation Procedures Accessed by the IEP Team**

The *Behavior Evaluation Scale-3* (BES-3) is a behavior rating instrument for children in grades kindergarten through 12.

1. *Focal Point* is a software package designed to provide tools for conducting FBA procedures using notebook computers (Ninness et al., 2000).
2. The *Automatic graphing* (Alessi & Kaye, 1983) is a procedure that enables an observer to record ongoing behavior while simultaneously creating a graph representing the distribution of problem behaviors in the classroom context.
3. *Informal interviews* were conducted with Jerome's parents and members of the IEP team.
4. *Counseling logs* were obtained from the special education counselor, who had been working with the special education and regular education teachers to address Jerome's academic and social needs.

5. A review of records included all of the discipline reports, achievement testing, and academic assessment that compiled on Jerome during his school history.

**General Procedures for the Development and Testing of FBA Hypotheses**

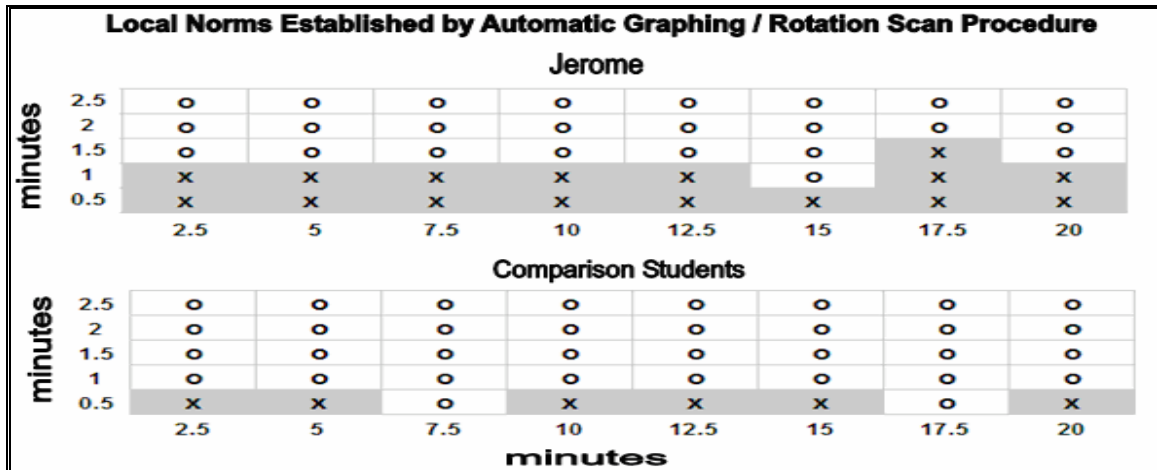
IEP team members included the following: assistant principal, school psychologist, special education teacher, regular education teacher, school psychology candidate, and supervising school psychologist. The team reviewed the following assessment data (described above) in order to develop hypotheses regarding variables that might be interacting with Jerome’s problem behaviors.

**BES Outcomes.** As previously noted, the BES-3 is a behavior rating instrument for children in grades kindergarten through 12. This scale measures five dimensions corresponding to the five characteristics of behavior disorders/emotional disturbance in IDEA: learning problems, interpersonal difficulties, inappropriate behavior, unhappiness/depression, and physical symptoms/fears. Somewhat analogous to many intelligence tests, this instrument employs standard scores having a mean score of 10 and a standard deviation of 3 for each of the five subscales. Jerome’s scale scores and percentile ranks are listed in below:

Behavior Dimensions on BES 3	SS	%tile
Learning problems	5	25
Interpersonal Difficulties	2	10
Inappropriate Behavior	3	15
Unhappiness/Depression	1	5
Physical Symptoms/Fears	1	5

The rating scale outcomes indicated that Jerome exhibited high rates of behavior problems across all dimensions. All five scales pointed to severe behavior problems; however, of particular concern were the scales that indicated Unhappiness/Depression and Physical Symptoms/Fears. Although the BES-3 did not provide information regarding the circumstances in which such problems were most likely to emerge, it did provide support for the IEP team’s determination to provide immediate supplementary interventions for Jerome.

**Automatic Graphing Outcomes.** The *automatic graphing procedure* (Alessi & Kaye, 1983) enables the observer to record ongoing behavior while simultaneously creating a graphic presentation of what occurs throughout a session, or even across multiple sessions or days of observations. The rotation scan is used when the comparison group and targeted student are seated close to each other. In this procedure, the observer attends to only one of the comparison students in addition to the targeted student during each observation interval. Each interval, the observer rotates to the next comparison student but sustains concurrent observation of the target student. During the observation, the graph can easily be drawn by hand or on a computer spreadsheet. Graphed outcomes from Jerome’s automatic graphing/rotation scan procedure are illustrated below.



Jerome’s level of inappropriate and off-task behavior was clearly in excess of the comparison students throughout this 20-min observation. This preliminary observation suggested that peers in Jerome’s immediate proximity (comparison students) were not exhibiting off-task or socially inappropriate behaviors. This supported the teacher’s contention that other students in her classroom were in compliance with her general classroom management procedures.

Although the automatic graphing procedure provided only an overview of a student’s level of exhibiting problem behaviors relative to other student who are in the his proximity, it did allow the observer an opportunity to take preliminary note of the conditions that might be associated with a student’s problem behaviors. During this time, the observer noted that Jerome occasionally seemed to be responding inappropriately in order to gain peer attention as well as negative attention from his teacher.

**Outcomes from Interviews.** During an interview with Jerome’s mother, it was noted that Jerome had a history of academic and behavior problems and that she had very little control over him in the home. Jerome’s mother participated in the IEP meeting and was fully in favor of developing a treatment package that included social skills training. Moreover, she indicated that she might be interested in learning how to adapt these strategies to the home environment.

**Counseling Logs.** Logs from the special education counselor seemed to confirm that there was lack of consistency and structure in Jerome’s home environment. These logs noted that the school had considerable difficulty initiating or maintaining contact with Jerome’s parents.

**Review of Records.** Jerome’s most recent assessments, including intellectual and achievement testing, were reviewed by the school psychology candidate and her field-based supervisor. In general, these records confirmed Jerome had weak academic skills, particularly in the area of basic reading, reading fluency, and reading comprehension. On his most recent report card, he earned a failing grade in reading.

Jerome had several discipline reports mentioning that he was unwilling to initiate and sustain academic tasks. These records appeared to support the possibility that Jerome’s maladaptive behaviors might be at least partially a function of his weak academic skills and general reluctance to engage in school work.



**FBA Outcomes and Data-Based Decision Making Steps** The FBA included a series of individualized steps that allowed data-based decisions with the objective of helping Jerome to realize his academic and social potential. This process included the following: 1) general assessment of the student's behavior, 2) development of hypotheses, 3) direct observation of the student's behavior, 4) implementation or treatment (a brief reversal and reinstatement was included in this study), and 5) development of a maintenance program.

***Step 1. General Assessment of the Student's Behavior:*** Prior to conducting functional assessment and baseline observation, an automatic graphing/rotation scan procedure (Alessi & Kaye, 1983) was conducted. This observation system allowed the observer to monitor and record behavior of the student while using a comparison recording of all other students sequentially. This preliminary observation system allowed the observer/s to compare Jerome's behavior with others in the classroom and to establish a "local norm of behaviors" in that setting. As previously mentioned, Jerome's level of inappropriate and off-task behavior was clearly in excess of the comparison students throughout this 20-min observation. Outcomes from this preliminary observation suggested that peers in Jerome's immediate proximity were not "continually" contributing to his target behaviors. However, the observer noted a few occasions in which this might have been a variable. Generally, this observation system supported the teacher's contention that other students in her classroom were in compliance with her classroom management plan, albeit there were occasions during which Jerome appeared to be responsive to negative attention.

***Step 2. Operational Definitions and Development of Hypotheses:*** The compilation of all assessments and preliminary observations suggested that Jerome was most likely to demonstrate inappropriate and off-task behavior that fell under the general heading of disruptive, non-compliance, and general "fidgeting" during class time. The operational definition of targeted behaviors included the following: aggravation of peers by poking them, talking out without permission, throwing things or making noises with his mouth that disrupted others, calling others inappropriate names, and making inappropriate comments that were not acceptable in school. General off-task behaviors included fidgeting or squirming in the seat for longer than 5 s and playing with materials or engaging in non-academic activities (e.g., playing with school supplies) for longer than 5 s.

Based on a review of assessments, preliminary observations, and existing records, the IEP team hypothesized that Jerome's problem behavior might be related to at least four different variables occurring in the classroom context. These might be maintained by one of the hypothesized variables of peer attention, teacher attention, academic escape, or "self-initiated," as listed by the IEP team. If off-task or disruptive behavior were being engaged in during the course of a specific academic assignment by the teacher, the behaviors were to be recorded as "academic escape." If the student's behavior appeared to be related to an effort to entertain or gain the interest of peers, "peer attention" was to be recorded. "Teacher attention" was to be recorded if it appeared that the target behavior was a function of trying to gain the teacher's attention inappropriately. The "self-initiated" condition was to be recorded if the target behavior occurred when no other environmental variables were apparent to the observer/s. The operationally defined classroom circumstances, antecedents, and consequences are illustrated in Table 3.

**Step 3. Systematic Direct Observation of the Student's Behavior:** In the next step, a series of computer-facilitated direct observations were conducted in an attempt to identify the actual conditions that were most likely to be maintaining Jerome's problem behaviors. Subsequent to these direct observations, the FBA/baseline outcomes were to be graphed such that a treatment protocol could be developed by the IEP team.

**Step 4. Implementation or Treatment (a brief reversal and reinstatement was included):** Treatment procedures were determined subsequent to conducting the FBA. Following a six-week period, a meeting of the team was held again to assess Jerome's progress.

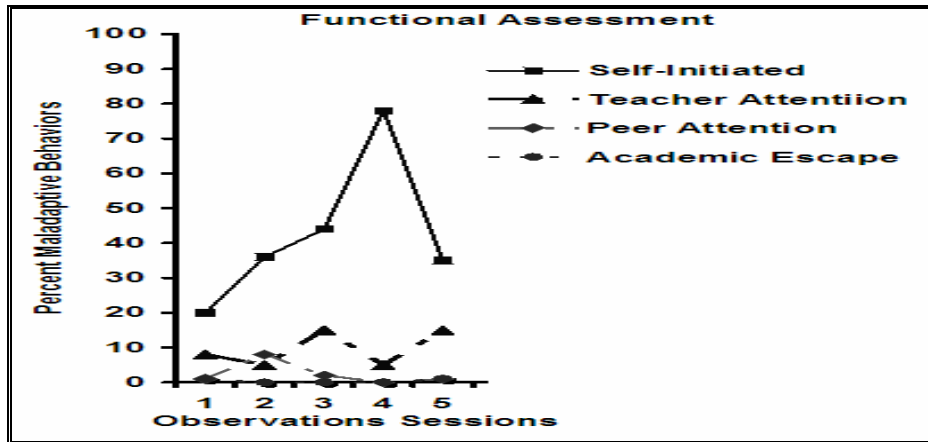
**Step 5. Development of a Maintenance Program:** When the intervention strategies were determined to be effective, procedures were implemented for fading out much of the structure of Jerome's IEP with the target of making these skills a part of his school repertoire. Details regarding the development of this maintenance plan were discussed and arranged to be carried forward in the coming school year.

\* See Chapter 63 of Hintze, J. M., Volpe, R. J. & Volpe, E. S. (2002) *Best Practices in Systematic Direct Observation of Student Behavior (2002)*, Page 517, *Best Practices in School Psychology*, 4th edition for a series of similar examples.

Circumstances	Antecedent/s	Consequence/s
"Teacher Attention" Maintained by positive reinforcement	Teacher present, but ignores Jerome	Teacher makes a statement of "redirection" or reprimand to Jerome
"Academic Escape" Maintained by negative reinforcement	Teacher present; academic materials present; teacher provides instructions	Teacher terminates instructions
"Peer Attention" Maintained by positive reinforcement	Peers ignoring; academic materials may or may not be available	Peers show interest in Jerome's behavior
"Self-Initiated" ? Usually this is a "control condition."	Academic materials may be available, but no particular instructions are conspicuous to observer	None are conspicuous to observer

Table 3

**FBA and Baseline.** Baseline observational data were gathered in this student's regular education classroom setting. Data were collected by direct observations using the *Focal Point* software (Ninness et al., 2000) on a laptop computer. During 15 min sessions, 10 s partial interval observations were conducted and any feature of the target behavior that occurred during a 10 s interval was recorded as an occurrence. The graphed outcomes from the FBA in Figure 1 illustrate that in most of the episodes in which Jerome exhibited behavior problems, the observers were unable to isolate and record particular antecedent or consequent events in the classroom environment. Although he demonstrated a high level of problem behaviors (55% of the observed intervals), the self-initiated condition was recorded during 42.6% of all intervals.



**Treatment by Teaching Self-Control Strategies.** The social skills training procedures were adapted from scenarios from the Father Flanagan’s Boys Town skills streaming package. The self-control (self-management) protocols were based on techniques described by Ninness et al. (2000). The school psychology candidate and supervising school psychologist reviewed the intended social skills training, self-control, and classroom management strategies with the IEP team, and upon approval by the team, the protocol was initiated. Social skills such as “accepting no to a request,” “accepting criticism,” “asking for assistance politely,” and “organizing work materials” were instructed by the school psychology candidate, modeled by the candidate, and then role-played first by the candidate and then by Jerome (see Dowd & Tierney, 1992, for similar types of skill streaming strategies employed at Boys and Girls Town). During these role-playing exchanges, the school psychology candidate provided specific self-control strategies in conjunction with each of the above skills. In the context of each rehearsal, Jerome was given instructions regarding how to correctly assess his own performance. Rather than using a numerical scoring system, Jerome was asked to provide a brief verbal description of what he had done well and poorly during the rehearsal of each social skills scenario. The candidate provided feedback regarding the accuracy of these descriptions.

These social skills and self-control procedures were instructed, modeled, rehearsed, and role-played for approximately 15 min each school day. Contingent upon improving rehearsal and accurate descriptions of his own behavior, reinforcers such as rubber bracelets (and similar trinkets) were given at the end of each session. Jerome was asked to attempt to continue practicing his newly learned prosocial skills in the context of his general education setting. It is important to note, however, that no formal assessment strategies were implemented within the regular education classroom setting.

**Concurrent Treatment with Classroom Management Strategies:**

The school psychologist candidate trained the classroom teacher to employ a classroom management system to supplement the social skills and self-control training sessions. The system was designed to generate more opportunities for Jerome to engage in appropriate interactions with his peers and allow him to have more opportunities to practice the skills he was acquiring during social skills and self-control sessions.

Following training by the school psychology candidate, the teacher implemented a dependent group-oriented (collaborative) contingency (Slavin, 2006). In this classroom

management system, all members of the class were required to meet a particular behavior standard. For an example, designated teams could share diversified rewards if they exhibited the following types of behaviors: 1) brought materials to class; 2) worked quietly at their requested assignment; or 3) raised their hands for questions and to talk. The types of reinforcers employed changed daily throughout the duration of this treatment condition. If one or both teams fulfilled the specified requirements, additional reading time, computer time, and “reduced homework passes” were distributed at the end of the period.

In this context, Jerome was encouraged by the school psychology candidate and the classroom teacher to practice employing his social skills and self-control techniques during regular class hours. While no structured self-assessment system was implemented for the management of these skills during class time in general education setting, Jerome described his classroom behaviors each day to the school psychology candidate. In consulting with the classroom teacher, the candidate made continuous veracity checks to verify the accuracy of Jerome’s descriptions of his own behavior in the classroom setting. Important to note is that in the general education classroom context, the only immediate reinforcement provided was in the form of intermittent verbal praise from the teacher and descriptions by the teacher of the forthcoming reinforcers to be distributed to team winners at the end of each school day.

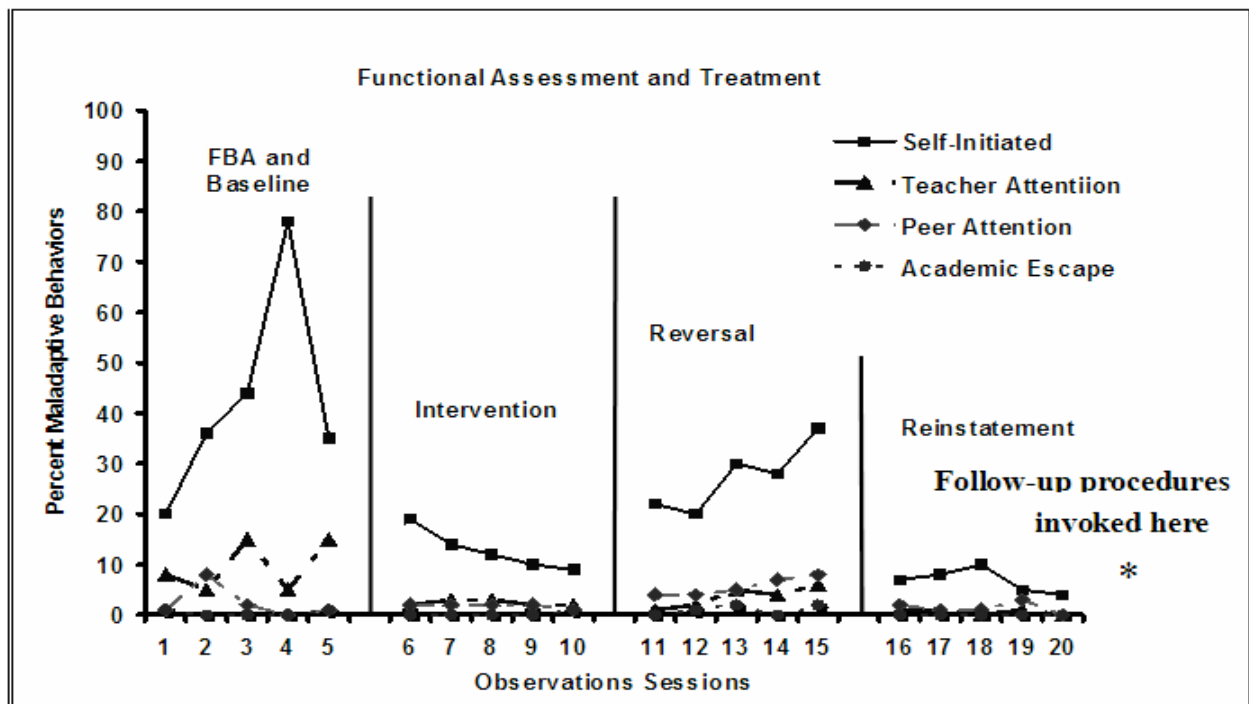
**Reversal.** During the reversal condition, the social skills training and group-oriented contingencies were temporarily discontinued. The school psychology candidate continued to conduct observations in an effort to identify conditions in which Jerome’s problem behaviors might emerge.

**Reinstatement of Treatment.** After five days, the intervention system was reinstated. During the last three days, the frequency of social skills and classroom management strategies were systematically faded. During the final 2 days of treatment, the group contingencies were terminated. On the last day of this treatment condition, the regular education teacher was absent throughout the entire school day, leaving the class under the supervision of a paraprofessional aide.

**Interrater Reliability:** Direct observational data were recorded by a second observer for approximately 15 percent of the sessions. Reliability was calculated by obtaining the number of intervals in which both observers agreed that the problem behavior occurred. Using a Microsoft Excel spreadsheet, this value was divided by the total number of intervals and multiplied by one hundred to obtain the percentage of agreement. Overall reliabilities (percentage agreement) were found to range from a low of 88% to a high of 100%. Occurrence and nonoccurrence reliabilities were somewhat lower, ranging from 77% to 94%.

**Changes in Target Behavior Across Conditions:** The first panel of Figure 2 (Baseline) shows the functional behavior assessment that occurred during baseline observations. During these five sessions, Jerome was found to be demonstrating maladaptive/off-task behaviors during 55% of the observed intervals. Generally, the direct observations suggested that during most of the episodes in which Jerome demonstrated maladaptive behaviors, the observers were unable to identify correlated antecedents or consequences events. The graphs of the functional assessment outcome conducted during baseline suggested that these problems were related to teacher attention during approximately 9.6% of the observations. Peer attention and academic escape

constituted 2.4% and 0.4% of the observations, respectively. As previously noted, the self-initiated condition was identified during 42.6% of the observed intervals. The second panel of Figure 2 (Intervention) shows a clear reduction in the previously high level of target behaviors exhibited by Jerome. During the first five treatment sessions, Jerome exhibited maladaptive/off-task behaviors at a conspicuously decreased level. His average level of problem behavior fell to an average of only 17.2%. Nevertheless, during most of these intervals, the observers were unable to identify correlated antecedents or consequences events. Problem behavior correlated with teacher attention were recorded only 2.4% of the interval. Peer attention and academic escape averaged only 1.8% and 0.2% of these observations. Maladaptive behaviors that appeared to be “self-initiated” averaged 12.8% of the observed intervals.



**Figure 2** \* Follow-up and Maintenance Procedures were developed

In the third panel of Figure 2 (Reversal), increases in self-initiated maladaptive behaviors become apparent. Likewise, there is a slight increase in the level of problem behaviors interacting with peer attention and teacher attention. During the reversal to baseline, Jerome begins to exhibit increasingly higher levels of inappropriate behavior that approximate those seen during the first baseline sessions. Specifically, he demonstrates inappropriate behavior for an average of 37.6% of the observations. Again, the observer/s were unable to clearly identify environmental events “triggering” these episodes. Teacher attention is identified as a possible variable, averaging at 3.6% during these observations. Peer attention or academic escape constitute an average of only 5.6% and 1% of the reversal-to-baseline sessions. Consistent with the previous recordings of Jerome’s behavior, the self-initiated condition is identified at an average of 27.4% during these observations.

In the last panel, a final shift in the level of targeted behavior is evident. With the reinstatement of social skills and the opportunity to practice these skills in the classroom setting, Jerome was

recorded performing maladaptive behavior at an average of only 8.8% of observations. These infrequent and sporadic episodes are evasive in terms of their environmental correlates. Teacher attention is recorded at an average of 0.6%, peer attention and academic escape average 1.4% and 0.0%, respectively, during the final five observations, and self-initiated is recorded at an average of 6.8%.

**\* See Chapter 35 Steege, M., Brown-Chidsey, R., & Mace, F. C. (2002) Best Practices in Evaluating Interventions (2002), Page 517, Best Practices in School Psychology, 4th edition for a series of similar examples.**

**Changes in Academic Performance.** Six-week reports cards were given just prior to and subsequent to the treatment protocol. Table 3 illustrates the academic changes that occurred concurrent with the implementation of social skills, self-control, and classroom management strategies.

Classes	5th six weeks (prior to treatment)	6th six weeks (following treatment)
Science	70	73
Language Arts	80	72
Math	72	76
Social Studies	63	72
Reading	0	93

Although Jerome’s language arts grade dropped during this time period, his other class grades improved somewhat. Particularly in the area of reading (his major deficiency and area of eligibility for the handicapping condition of learning disabled), Jerome showed striking improvement. Important to note is that the intervention protocol was not directed specifically at reading; however, general on-task, time-management, and organizational skills were prominent components of the social skills and self-control/self-management strategies employed with this student (Dowd et al., 1993; Ninness et al., 2000).

### Social Validity Scale

**Acceptability of the Intervention.** Jerome’s IEP team members responded to a four-item survey regarding satisfaction with the social skills, self-control, and classroom management program as implemented by the school psychology candidate. The team’s responses to these items are listed below:

**Was your experience with the analysis, treatment, and follow-up favorable?**

Response: All members indicated “yes.”

**Did you feel you had adequate training for your participation in the treatment team process of analysis, treatment, and follow-up?**

Response: Four members indicated “yes.” One member indicated “no” and commented that she would have liked more training.

**Would you recommend this process to others in the future?**

Response: All members indicated “yes;” however, one member indicated that the procedure was very time consuming.

**Were you pleased with the results? If not, do you have any recommendations for changes?**

Response: All members indicated “yes.” No changes regarding the program’s implementation were provided at that time; however, the team decided to reconvene at the beginning of the next school year, and it is possible that suggestions for protocol change might be developed at that time

**\* See p. 603 Behavior Intervention Rating Scale of Kratchwill et al., 2002 for additional illustrations of social validity scales.**

Following a review of preliminary assessment data by the IEP team, an FBA was conducted in an attempt to identify the environmental variables that might be interacting with Jerome’s problem behaviors. The IEP team reconvened to determine the most beneficial treatment strategy, and a treatment protocol was developed in accordance with the graphed outcomes of the FBA/baseline data. Jerome demonstrated clear reductions in problem behavior during this condition. To ascertain the efficacy of this protocol, intervention strategies were temporarily terminated and reinstated with the objective of gradually fading all treatment strategies and helping Jerome to learn to manage his own academic and social behaviors more productively. During the final condition, Jerome’s behavior improved demonstrably in the classroom setting. Moreover, he demonstrated substantial improvements in several academic areas during this time. Due to the ending of the school year, observational data collection continued for only five additional days; however, during the last 2 days, the intervention procedures were faded, and the IEP team moved toward the development of a maintenance/generalization program with the intention of reemploying these treatment strategies during the next school year and gradually fading the intervention procedures to a point at which Jerome might be able to sustain his prosocial skills and self-control techniques on a more independent basis. Additionally, the IEP team developed plans aimed at finding better strategies to work in conjunction with Jerome’s family members during the implementation of the protocol in the coming academic year.

**Self-Initiated Maladaptive Behaviors**

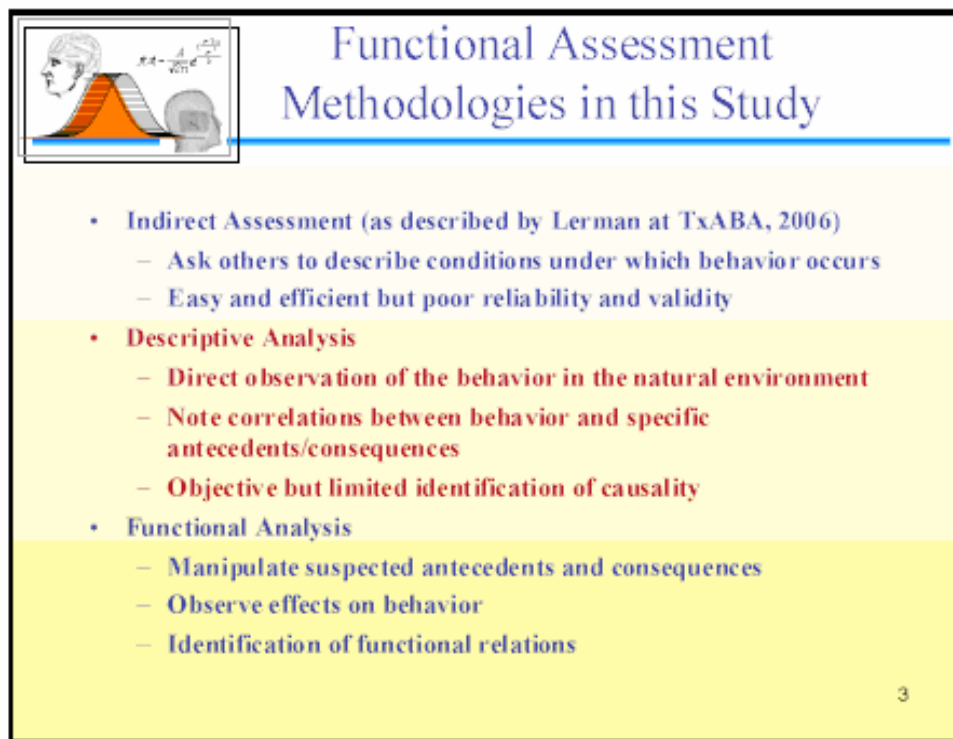
FBA’s provide critical information regarding the circumstances in which individuals are most likely to demonstrate problem behaviors. Behavior analysts and school psychologists have consistently demonstrated that graphing of behavior is particularly helpful in obtaining an understanding of many of the environmental conditions that interact with and maintain a wide range of problem behaviors exhibited by humans. However, this becomes an increasingly complex task when observing the behaviors of verbal individuals. Clearly, the salience of antecedent and consequent conditions that interact with a verbally sophisticated student’s probability of engaging in particular types of maladaptive behaviors may vacillate across and within settings.

Even when it is especially difficult to identify specific environmental correlates of maladaptive behaviors, graphed outcomes from FBA’s may serve as a guide for developing efficient and

prescriptive behavior intervention plans. For example, observers may record “self-initiated” by default when the actual circumstances maintaining a student’s problem behavior is academic escape. However, academic escape is often difficult to isolate as a precipitating variable when the target student has not been given a conspicuous request to engage in a particular school-related task. This might represent a technical/observation problem requiring better methods of differentiating variables. As a practical matter, irrespective of whether a referred student is behaving inappropriately in an attempt to escape specific academic tasks or as a function of verbal rules contradicting the teacher’s management plan, providing training in social skills and self-control strategies may be one of several reasonable intervention protocols developed from a functional behavior assessment using direct observation procedures.

**Selected (1 of 30) PowerPoint slides from the above case study by Rosa L. Davis, 2006 Graduate of SFA’s School & Behavioral Psychology Program.**

**Note: All School & Behavioral Practicum Candidates will provide an end of semester presentation employing this format.**



The slide features a title box with a graphic of a person's head and a graph, and a list of methodologies. The list items are: Indirect Assessment (as described by Lerman at TxABA, 2006) with sub-points: Ask others to describe conditions under which behavior occurs; Easy and efficient but poor reliability and validity; Descriptive Analysis with sub-points: Direct observation of the behavior in the natural environment; Note correlations between behavior and specific antecedents/consequences; Objective but limited identification of causality; Functional Analysis with sub-points: Manipulate suspected antecedents and consequences; Observe effects on behavior; Identification of functional relations.

**Functional Assessment Methodologies in this Study**

- **Indirect Assessment** (as described by Lerman at TxABA, 2006)
  - Ask others to describe conditions under which behavior occurs
  - Easy and efficient but poor reliability and validity
- **Descriptive Analysis**
  - **Direct observation of the behavior in the natural environment**
  - **Note correlations between behavior and specific antecedents/consequences**
  - **Objective but limited identification of causality**
- **Functional Analysis**
  - Manipulate suspected antecedents and consequences
  - Observe effects on behavior
  - Identification of functional relations

3



# Internship Guidelines

## **EPS 595 (A) and EPS 595 (B): Internship in School Psychology (3 credit hours for each semester)**

### **National Association of School Psychologists and Stephen F. Austin State University School & Behavioral Psychology Program Internship Experiences Required Practices**

The internship requires a minimum of 1200 hours and is completed during two consecutive academic semesters. Internships are directly supervised by field-based school psychologists who possess state (and frequently national) certification in school psychology. School psychology faculty members serve as the university-based supervisors for all interns with responsibilities that involve helping to obtain internship agreements, usually face-to-face contact with field-based supervisors and interns, directly collecting documentation of intern activities, intermittently monitoring intern progress throughout the academic year, reviewing field-based supervisor evaluations, and completing the university-based supervisor evaluations forms (NASP Standard 1.7).

The School & Behavioral Psychology Internship is a combined endeavor among SFA university faculty, field-based supervisors, and the intern/candidate. The principal mission for our program's internship is to obtain placement sites that are particularly responsive to our program's mission of producing ethical, responsible, and competent school psychologists who employ scientific knowledge and critical and creative methods of problem solving.

Our program's philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior problems, and psychosocial problems that exist in general and special education populations in the public schools and agencies. Our role as trainers of School & Behavioral Psychologists is to identify the public schools with the human resources to fulfill this mission.

Our model is based on the belief that whether the student is consulting with parents or teachers, problem solving, conducting applied research, or attempting to address referral questions, a scientist-practitioner model of problem solving is applicable. This necessarily includes a special emphasis on functional behavior assessment in conjunction with traditional assessment procedures. It entails behavioral intervention procedures derived from data-based decision making, graphing of intervention outcomes, and particular attention to the details of the highly individualized behavior intervention programs and follow-up/maintenance procedures. Internships are organized by a contract that clearly identifies the specific responsibilities of the intern, school district, field-based supervisor, and university-based supervisor as well as the School & Behavioral Psychology Program.

**In accordance with NASP Standard III and the  
SFA School & Behavioral Psychology Program:**

Internships are organized by a contract that clearly identifies the specific responsibilities of the intern, school district, field-based supervisor, and university-based supervisor. Candidates integrate competencies that address the domains of professional preparation, practice, goals, and objectives of our training program. The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

**Particular emphasis will be placed on the following:**

- School psychology candidates have the opportunities to demonstrate, under conditions with appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.
- Services are provided to handicapped students who receive general and special educational services at elementary and secondary levels.
- Rural, urban, and suburban districts are considered equally appropriate as internship settings.
- The internship experience is necessarily performed separate from the university campus and within a recognized public school district or recognized and well-established educational facility.
- Field-based supervision is provided by an individual who has attained a current and valid credential at the state and/or national level as a school psychologist.
- This professional has a minimum of three years experience as a school psychologist.
- The university-based supervisor is responsible for providing academic credit, while immediate and direct supervision of intern activities is provided by the field-based supervisor.
- It is our ambition that field-based and university-based supervisors will be actively engaged in professional activities such as workshop development, presentations at state and national conferences, affiliations with professional organizations, and maintenance of continuing education activities in the lifelong pursuit of learning.

**SFA Intern candidate will receive a specified salary as identified by contractual agreement**

In accordance with NASP policies and procedures, the school district and the student intern will enter into a contractual agreement regarding the terms of the school psychology internship. This contract will identify the required time and salary to be provided during the internship experience. The intern will not be specifically obligated to stay with the school district beyond the internship experience unless a separate contract is developed subsequent to completing the internship experience.

**Time allocation for professional activities:** The school psychology intern will perform duties in accordance with those of regular school psychology and/or special education personnel employed by the district or agency. The intern will perform duties in the same conditions as his/her co-workers and colleagues employed at the internship facility. For example, the intern will participate in activities such as in-services and training workshops scheduled for related support personnel. These activities will be identified and listed within the intern's ongoing log of scheduled professional and service-related activities. During the internship experience, the candidate will have opportunities to participate in state and national professional conferences. Per the arrangements made with full-time support personnel, the candidate will receive compensation and support for attending and/or presenting at such professional functions.

**Employment facilities and support services:** Behavioral and psychological assessment, treatment, and consultation necessarily entail computer access and/or facilities, professional testing materials, clerical and secretarial support, and traditional office operating supplies. The school district or agency will provide the intern with sufficient materials and office supplies as are required to fulfill professional functions and obligations within the contracted agreement.

**Provision of supervision:** The local educational agency ensures that supervisory personnel meet the criteria specified in Standard 3.4 of the NASP Field Experience requirements. Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist, or for non-school settings, a psychologist appropriately credentialed for the internship setting.

**Intern roles and activities within the public school or agency:** School & Behavioral Psychology interns are not expected to perform roles or functions that are inconsistent with the activities of behavior analysis or school psychology. For example, interns do not conduct classroom instruction, playground supervision, educational diagnostics, or coaching on a regular basis. Such activities are included only insofar as they might temporarily address consultative or modeling of behavior management objectives. Internships are prepared by an agreement specifying the tasks and responsibilities of the candidate/intern, school district, field-based supervisor, and university-based supervisor as well as the School & Behavioral Psychology Program. Internships are arranged to be completed during one year or a half-time basis over two years as specified by the National Association of School Psychologists. Policies and procedures are given an in-depth description within the School & Behavioral Psychology Program handbook.

**In accordance with NASP Standard 1.1**, the internship requires a minimum of 1200 hours and is completed during two consecutive academic semesters. Internships are directly supervised by field-based school psychologists who possess state (and frequently national) certification in school psychology. School psychology faculty members serve as the university-based supervisors for all interns with responsibilities that involve helping to obtain internship agreements, usually face-to-face contact with field-based supervisors and interns, directly collecting documentation of intern activities, intermittently monitoring intern progress throughout the academic year, reviewing field-based supervisor evaluations, and completing university-based supervisor evaluations forms.

**In accordance with NASP Standard 3.2**, “the internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.”

### **Responsibilities of School Districts and Agencies**

The internship experience must occur under conditions of appropriate supervision. Field-based internship supervisors must provide at least two hours per week of direct supervision for each intern. If a qualified internal supervisor is not available from the school district, the internship coordinator will assist in locating a qualified supervisor who could be employed by the school district for that specific purpose. Obtaining appropriately qualified supervision is a prerequisite for internship approval.

Indeed, the field-based supervisor is seen by our program as the most critical component to the complete development of the intern’s professional expertise. The field-based supervisor must be a role model as well as an authority responsible for the professional development and welfare of the intern. SFA School & Behavioral Psychology interns must be afforded opportunities to work in conjunction with and be supervised by the most experienced and qualified professionals available within the placement location. An LSSP with at least **three years** of experience is the minimum competency level acceptable for field-based supervisors.

### **Roles and Functions of a Field-Based Supervisor**

The field-based supervisor must be an NCSP (or LSSP) and have at least three years of experience in field of school psychology providing direct services. It is expected that auxiliary and support personnel (e.g., educational diagnosticians, social workers, psychiatrists, clinical psychologists, administrators, special educators, and general education teachers) will share some oversight responsibility in supervising the intern’s various activities. However, it is the field-based supervisor who assumes the primary responsibility for directing and supervising the intern throughout the duration of the experience.

### **The Field-Based Supervisor coordinates the following:**

1. Organizes the internship agenda with the candidates, public school administrators or agency directors, and university-based supervisor/s.
2. Sometime near the beginning of the internship experience, the field-based supervisor arranges a general orientation/tour of the public school facilities and programs.
3. The field-based supervisor specifically allocates an average of 2 hours of face-to-face conferences for each week of the internship experience. This includes a variety of formats such as direct observation of the intern's activities (e.g., reviewing reports of casework and written reports, direct observation of assessment and treatment of referred cases, and reviewing logs associated with the above experience).
4. During the face-to-face supervision, the intern's logs are reviewed and signed to verify the specific details of the intern's experience. All logs are co-signed by the intern.
5. As the contract goals state, the field-based supervisor makes specific arrangements to provide the intern with a broad a range of professional experiences. See the Practicum and Internship section of the School & Behavioral Psychology Handbook, Intern Contract, Internship Evaluation Forms, NASP Internship Guidelines, TSBEP Internship Guidelines.
6. The field-based supervisor participates with the intern and university-based supervisor in completing two formal evaluations of the intern's progress and general performance. These are prearranged to occur at the middle and end of the internship experience. (See Appendix E for details on evaluations.)

### **Roles and Functions of the SFA University-Based Supervisor**

**The university-based supervisor** serves as the link between the School & Behavioral Psychology Program, the candidate/intern, and field-based supervisor. The university-based supervisor is an NCSP and LSSP and holds a faculty position in the SFA Department of Human Services. S/he reviews the practicum and intern student's work with the student, the field supervisor, and other appropriate persons in the school district or agency. The university-based supervisor has the following responsibilities:

1. Organize internship site visits that specifically entail two formal evaluations that occur in the middle and end of the internship experience. Formal evaluations are conducted during these visits.
2. Negotiate with the student and the field-based supervisor a plan to accomplish the purposes of the two on-site visits.
3. With input from the field-based supervisor (Appendices G and J), has final authority to determine the course grade for the internship experience.
4. Review and critique the intern's logs and related documents. Review and critique the intern's functional behavioral assessments and behavior intervention plan for a minimum of one detailed case study.
5. If at any stage during the internship it is suggested by the university or field supervisor that there exists a serious need for improvement in the intern's skills, knowledge, or dispositions, it becomes the responsibility of the university supervisor (in conjunction with the intern and field supervisor) to develop and implement supplementary training experiences. This may take the form of the intern obtaining additional course work,

attending specific workshops or conference presentations, engaging in a regimen of self-study, or other remediation strategies deemed necessary and appropriate.

6. Respond to questions and issues regarding professional and ethical conduct. If deemed necessary, the university supervisor will seek advice and counsel from colleagues and/or the university counsel and administration.
7. On rare and unusual occasions, the field-based supervisor and the university supervisor may be directly affiliated with SFA. For example, in some circumstances (given the rural nature of SFA), it may be necessary and feasible for an intern to be supervised under the auspices of the university-based supervisor and a full time field-based supervisor who is completing the required post-graduate three years of experience as a school psychologist in Texas.
8. When arrangements are made through the Nacogdoches Independent School District (NISD), the contractual agreement stipulates that the university-based supervisor receives no form of additional compensation from the NISD or SFA for performing this dual function. Moreover, the role of field supervisor is shared with an LSSP who is employed by the NISD on a full-time basis and who is making progress toward fulfilling the required three years of full time experience subsequent to matriculation from a recognized school psychology program. Thus, in this special arrangement, the intern receives dual and concurrent supervision in that there is a full-time on-site LSSP providing supervision in conjunction with an NCSP/faculty member. Under such special conditions, functional and traditional psychological assessments are reviewed by both supervisors.

### **Candidate responsibilities during the internship experience**

In consultation with the candidate/intern, the field-based and university-based supervisors will agree upon the activities required to meet the goals and objectives identified for the prospective intern. This agreement will become formalized upon all parties signing the internship agreement (Appendix B). Supervisors are permitted considerable latitude in helping to develop the types of assessments, consultation formats, interventions, and related activities for the intern. It must be agreed that the intern will not conduct any type of assessment or intervention for which he/she has not received training. Moreover, it must be mutually agreed upon by all parties that the intern will develop a series of Functional Behavior Assessments and data-based interventions during the course of the internship experience. Additional types of academic, intellectual, vocational, and social/emotional assessments will be conducted; however, all assessments will be performed under the direct auspices, authority, and license of the field-based supervisor. A partial list of the general internship activities follows:

### **Committee and program meetings**

- Admission Review Dismissal (ARD) meetings
- Support service programs and meetings
- General staff meetings
- Workshops and in-services education provided at Region Service Centers
- Workshops and in-services education provided on campus
- Administrative meetings: Manifest determination and alternative educational hearings
- IEP team meetings
- REED interdisciplinary team meetings

## **Direct and indirect services in the internship experience**

- Consults (formal and informal) regarding student progress and areas of special need.
- Consults among regular and special educators, principals, support personnel specialists, social workers, counselors, speech therapists, and other specialists regarding assessments, interventions, classroom management strategies, peer tutoring arrangements, academic progress, strategies for developing three-tier intervention programs.
- Development of response-to-intervention (RTI) strategies for improving student academic performance.
- Consults regarding student eligibility for special services or accommodations.
- Helps to develop and review emergency preparedness strategies.
- Provides consultation regarding emergency detention facilities and alternative education settings.
- Assesses and treats emotional and behavioral disorders.
- Implements social skills training when needed.
- Provides written reports and graphed outcomes regarding intervention strategies.
- In the course of interacting in the above formal and informal consultations, the intern will have an opportunity to receive and review referrals to address student needs in the areas of conducting functional assessments, pre-referral intervention, and classroom management strategies; developing peer tutoring strategies; helping to develop and improve three-tier/RTI systems; helping to develop and improve curriculum-based assessment strategies; obtaining direct observation data using computer-interactive observation systems; and addressing a wider variety of student problems in the areas of referral to special education and the identification of students who are at risk for emotional and behavioral disorders.
- Provides services to children and youth from a wide variety of ages and presenting problems or needs such as: exceptional children, at-risk children, and children of diverse cultural backgrounds. The FBAs and BIPs outcomes provided in Appendices K and L illustrate the types of strategies outcomes expected from our interns. Heavy emphasis is placed on data-based decision making and monitoring the progress of interventions. Strategies that employ counseling in conjunction with instruction, modeling, and rehearsal of social skills are well documented by SFA school psychology interns. Graphing of direct observations of student behavior is employed in an effort to gauge the effectiveness and generalizability of interventions. Interns have developed various types of questionnaires to assess further the acceptability of the intervention they have developed (see Appendix K). Interns from the SFA School & Behavioral Psychology Program are expected to pay particular attention to the issue of nondiscriminatory evaluation practices while showing sensitivity to the cultural background of any culturally underrepresented populations being served in the district or agency.
- Behaves in accordance with the professional ethical code of the National Association of School Psychologists, the Association of Behavior Analysis, and the American Psychological Association. As a representative of SFA, interns have a special obligation to conduct themselves at the highest level of professional courtesy and dignity at all times. Interns have this responsibility to the public schools, the disciplines of school psychology and behavior analysis, and the students they serve.
- Conscientiously maintains logs of all professional activities by submitting weekly summaries to their field-based supervisor. At mid-year and end-of-year, these logs are aggregated and submitted for review to the university-based supervisor. The intern's personal log documents all relevant academic, therapeutic, professional development, assessment, and other relevant experiences as described in Appendices F, G, H, and I.

- Functional assessment and data-based treatments are graphed and summaries of interventions, consultation, follow-ups, and other student/client data become part of the intern's permanent record within the program and masked copies of these reports are available for review by credentialing agencies.

### **Documentation of assessments, treatments, and follow-up data**

Interns develop and submit assessments, treatments, general reports, and follow-up data. The field-based and university-based supervisor will critically evaluate outcomes from these assessments and treatment outcomes. Under no circumstances will computer-generated psychological reports be employed. The field-based supervisor will critically evaluate intern reports. It is anticipated that interns will maintain professional levels of writing quality and develop a high level of integration and efficiency in the graphing of functional assessments and treatments as well as information obtained in traditional report writing.

The School & Behavioral Psychology candidate/intern will be required to maintain extensive documentation regarding the internship experience. This documentation includes the following:

- Traditional and functional assessments require preliminary interviews with teachers and support personnel involved in working with the student.
- Documentation of outcome regarding consultations in the form of teacher and parent conferences.
- Documentation of supervised individual and group social skills training in conjunction with counseling.
- Documentation of follow-up and maintenance procedures subsequent to direct and indirect services to students (see Appendices K and L).
- Participation in preparation of proposals for improving psychological services within the school district or agency.
- Participation in programs addressing delivery of behavioral health activities and crises intervention procedures.
- Supervised development pre-referral interventions strategies that emphasize curriculum-based assessment procedures (see Appendices K and L).
- Administration of traditional intellectual and achievement testing.
- Observations of student behavior to obtain reliability measures.
- Data collection of student academic improvements relative to RIT procedures.
- Initiation and sustenance of contact with the field and university supervisors. Interactions entail oral and written descriptions of progress in general areas of the internship experience. This includes (but is not limited to) logs, special consultation issues, graphed outcomes of assessment and treatments, and professional or personal concerns related to the internship.



## **Applied research addressing behavior and learning problems**

Several of the interns who have completed the SFA School & Behavioral Psychology Program have used the internship experience as part of their thesis research activity. This has allowed them an opportunity to conduct applied action-based research with results that directly serve at-risk individuals.

Interns apply research skills in the form of computer-based functional assessments as well as interventions based on these assessments. Outcome measures will be graphed and appropriately described.

## **Evaluation of internship performance**

Evaluation by field-based supervisors is a cumulative process throughout the internship experience. It is not conducted exclusively as an end-of-semester or end-of-year evaluation. Ultimately, intern evaluations are the mutual and ongoing responsibility of the district/agency and university-based faculty. Both levels of supervision represent a continuous flow of feedback regarding supervisor expectations and intern performance.

Candidate/intern evaluations are the unified responsibility of the university and field supervisors. The intern's performance is evaluated on a series of rating scales that address all elements of the services provided by the intern to the school district or educational agency. At the conclusion of each semester, the field supervisor will complete the evaluation forms (Appendices D & E) and provide a brief narrative summary of the intern's overall professional demeanor.

## **SFA School & Behavioral Psychology Program recommendations for making application to a particular internship site:**

**Developing Specific Goals:** We have found that it is particularly helpful for aspiring interns to list and clearly identify objectives to be attained during the internship experience. These objectives can become part of the contractual agreement between the university and the internship site. Please review the material in Appendix B of the Practicum and Internship section of this document for examples of how this process is accomplished.

**A Field Training and Evaluation Plan:** Following the format originally developed by Texas Woman's University, a job description and monitoring document is arranged in cooperation with the candidate and university and field supervisors. This document is predicated on the candidate's goals and objectives statement as a guide. The Field Supervision Internship Agreement (Appendix C) is signed and dated by the student and key supervisory parties who agree to follow the guidelines of the SFA Internship Handbook, the National Association of School Psychologists Internship Regulations, and the regulations of the Texas State Board of Examiners of Psychologists.

**Developing a Format for a Case Study and Thesis:** Case studies are conducted in partial fulfillment of the school psychology internship in accordance with the requirements for the M.A.

degree in the School & Behavioral Psychology Program at SFA. Appendices K and L provide two examples of case studies conducted by interns. These case studies include Functional Behavior Assessments (FBA) obtained during baseline conditions. In addition, they include specific Behavior Intervention Plans (BIPs) developed from the FBA's, reliability measures, and assessments of follow-up behaviors and student academic performances prior to face-to-face supervisory conferences.

## **Internship Sequence**

Below, we provide a list of procedures for obtaining an internship experience that is compatible with the objective of the School & Behavioral Psychology Program and the National Association of School Psychologists.

- Internship candidates will enroll in EPS 595 Internship in School Psychology and earn three hours credit for each of two semesters. The grade will be awarded by the university-based supervisor in consultation with the field-based supervisor and intern following a review of the intern's FBA/BIP write-up/ the evaluation and monitoring documents.
- Working in conjunction with your faculty advisor, complete all items on Internship Application Form (see Appendix A).
- In the event that a candidate is offered a position, all procedures in this document will serve as the prototype for arranging student goals and objectives (Appendix B) as well as for addressing particulars regarding training procedures, conducting FBAs and BIPs, maintenance, and observation of follow-up data.
- This document also provides details on the evaluation of the candidate's performance (Appendix D). Signatures on the agreement for the student's position (Appendix C) need to be completed as described. These appendices need to be reviewed carefully prior to finalizing contractual arrangements between the internship site, university, and intern.
- At least two visits to local sites will be made by the university-based supervisor. Ordinarily, these will be scheduled for mid-year and the end of the year. At these times, a three-way conference will be held with the student, university supervisor, and field supervisor. A review of the intern's data-based decision process will be conducted. A particular focus will include a review of the intern's progress on developing suitable FBA's and BIP's and the maintenance of treatment plans. The intern's progress in these areas will be discussed openly and candidly, and constructive criticism will be provided by the respective supervisors. If this conference is being conducted during the first 600 hours of the internship experience, it is possible that changes may be made regarding the particular details of the initial agreement.
- At mid-semester/year and end-of-the-semester/year conferences, the field logs will be reviewed and discussed. During the conference, supervisors will verify the weekly logs, the number of hours completed in each category, and total hours across categories. Upon completing this conference/review, all log forms will be signed by the field supervisor, and copies will be kept as part of the intern's permanent record in the School & Behavioral Psychology Program. These records will be available to licensing and credentialing agencies for review.

- In the event that either or both the field and university supervisors feel that the intern is conspicuously deficient in the performance of activities agreed upon in the internship contract or monitoring agreement, remediation strategies may be initiated. Under such conditions, it is possible that the intern may be requested to compensate or remediate his/her deficiencies. Suggested remedial strategies might include having the intern take additional course work or individual study in an area of deficiency, participate in a supplemental practicum in the area of deficiency, or attend and write a synopsis of information provided at seminars or workshops. In the unlikely event that the above remediation strategies are deemed unsuccessful, it is possible (by the terms of this document and those in the contract agreements provided herein) that the intern could be dismissed from the internship.
- By way of phone conference and/or computer video conferencing and emails, the university supervisor and the intern will have ongoing communicative exchanges throughout the duration of the internship experience. In the coming semesters, our program will continue to develop a network of computer video conferencing protocols; however, this technology will not (in any way) be used as the university-based supervisor's end-of-semester/year face-to-face conferencing.

**NASP recommends the following process in making application for an internship:**

**<http://www.naspcareercenter.org/students/internships.html>**

- The application process can be handled internally or informally at some sites, while at other sites, students must apply for internships in much the same way that they would apply for regular positions. They must obtain program approval for their internships.
- Although each school district, department of education, or agency may handle the process differently, the general steps are likely to be universal.
- Timelines: Many internship sites require that applications be submitted well in advance of the internships. Many school districts have similar deadlines. Students must check the deadlines well in advance. Generally, they should begin planning at least a year in advance.
- Students must send cover letters indicating their interest in internships as well as their program's internship requirements. They should include personal resumes or vitae with letters of introduction and interest.
- Typically, those systems or agencies that are interested in applications will contact students to set up times for interviews. The interview process will vary widely depending on the system to which students are applying. Students may have a series of individual interviews or one interview with several psychologists and administrators. Some systems may require students to submit samples of their work or ask them to complete writing samples at the time of their interviews.
- Students may be contacted for a second-round interview or with an offer of a position. Most school systems have a deadline by which they must provide applicants with a response. Students must be sure to follow all requirements and respond to all inquiries and deadlines in a timely manner.

- Students must determine if some form of temporary or provisional certification or license is required for sites or states they are considering.
- Once they accept positions, they must develop written plans with assistance from their program directors or advisors. These plans will specify the responsibilities of their training program and internship site in providing supervision, support, and evaluation of performance.

**NASP lists important questions to ask regarding potential internship sites. These questions can be accessed at the following website:**

**<http://www.naspcareercenter.org/students/internships.html>**

**Some important questions to ask about potential internship sites include:**

- How many interns does the site typically have in any given period, and how many are supervised by any given school psychologist? The fewer the interns, the more likely it is that you will get personal attention. However, many interns note the advantage of interacting with fellow students on internship through skills seminars and group supervision. Students will want to find a district that offers a balance that meets their personal needs.
- What are the opportunities for supervision and mentoring from professionals in diverse roles?
- How much room will there be for pursuit of your specific interests? Students should determine if the internship program has opportunities for them to develop internship experiences in a manner consistent with their goals.
- What is the district or agency conceptualization of the role of a school psychologist? Do school psychologists and interns devote the majority of their time to assessment, or do they engage in a variety of functions including consultation, counseling, behavior analysis and intervention, and other duties consistent with NASP standards? Are there any specific requirements (e.g., number of cases) for particular roles or functions?
- What support is provided to interns? Do interns receive a stipend or salary? Are they provided with access to computers, materials, and other resources needed to perform their duties?
- What professional development opportunities, such as seminars, conferences, and in-service presentations, will be available to interns?
- With which clients/populations will you likely have the opportunity to work during internship?
- Assuming successful completion of the internship, what are the opportunities for full-time employment in the school district or surrounding areas?

## Appendix A

SFA Human Services Dept., School & Behavioral Psychology Program

Possible Placements: \_\_\_\_\_

Approve \_\_\_\_ Deny \_\_\_\_ Remediation Plan \_\_\_\_

Student Notified \_\_\_\_\_ (date)  
for office use only

### GRADUATE INTERNSHIP APPLICATION

DATE \_\_\_\_\_

1. Name \_\_\_\_\_ SS# \_\_\_\_\_

2. Degree \_\_\_\_\_

3. Telephone Numbers: Home \_\_\_\_\_ Business \_\_\_\_\_

4. Address (include zip) \_\_\_\_\_  
\_\_\_\_\_

5. Proposed graduation date \_\_\_\_\_

6. Completed graduate credit hours including this semester \_\_\_\_\_

7. If presently enrolled in classes, indicate current graduate semester hour load planned during internship \_\_\_\_\_

8. If presently working, indicate place of employment, days and hours at work site  
\_\_\_\_\_

9. Semester in which proposed internship is to be initiated \_\_\_\_\_

10. Indicate geographical area preferred (if any) \_\_\_\_\_

**Appendix A continued**

Indicate completion date of the following course work (e.g. Fall 06 or Spring 07):

Check if completed:	<u>SEMESTER</u>
<input type="checkbox"/> PSY 504 Biopsychology	_____
<input type="checkbox"/> COU 535 Multicultural Counseling	_____
<input type="checkbox"/> EPS 585 Advanced Human Growth & Development	_____
<input type="checkbox"/> SPE 567 Educating Exceptional Children	_____
<input type="checkbox"/> EPS 560 Learning & Cognitive Development	_____
<input type="checkbox"/> EPS 562 Social Basis of Behavior	_____
<input type="checkbox"/> SPE 562 Instructional Strategies for Exceptional Learners	_____
<input type="checkbox"/> EPS 563 Individual Case Consultation	_____
<input type="checkbox"/> AED 501 Education Leadership Administrative Theory	_____
<input type="checkbox"/> EPS 544 Achievement Testing	_____
<input type="checkbox"/> EPS 545 Individual Intelligence Testing	_____
<input type="checkbox"/> COU 531 Theories of Counseling	_____
<input type="checkbox"/> EPS 502 Applied Behavior Analysis	_____
<input type="checkbox"/> EPS 550 Research Methods	_____
<input type="checkbox"/> EPS 555 Practicum in School Psychology	_____
<input type="checkbox"/> EPS 565 School Psychology	_____
<input type="checkbox"/> EPS 595A Internship in School Psychology	_____
<input type="checkbox"/> EPS 595B Internship in School Psychology	_____
<input type="checkbox"/> EPS 589 Thesis in School Psychology	_____
<input type="checkbox"/> EPS 590 Thesis in School Psychology	_____
<input type="checkbox"/> PSY 517 Professional & Ethical Issues	_____

Note: School Psychology students should schedule the date for NCSP examination during the internship year

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## **Appendix B continued**

### **UNIVERSITY SUPERVISOR**

The University Supervisor is a representative of the Stephen F. Austin State University School Psychology Program. The University Supervisor should have at least three years experience as a practicing school psychologist and hold the Licensed Specialist in School Psychology credential issued by the Texas State Board of Examiners of Psychologists. The responsibilities of the University Supervisor will include the following:

- Responsibly ensure that the district has a commitment to the internship as a training experience,
- Monitor the internship to ensure it is consistent with Program goals,
- Limit supervision to no more than 12 interns at any time,
- Maintain an ongoing relationship with the intern and the intern's field-based supervisor and provide at least one field-based contact per semester for each intern,
- Be available to interns to provide mediation of difficulties, technical assistance, and any additional services deemed necessary,
- Be responsible for documenting that the intern is meeting the Program objectives in a manner that is consistent with current legal/ethical standards of the profession, and
- Provide documentation to the university when the student has completed all requirements of the internship including a final grade through collaboration with the student and field supervisor.

### **INTERN**

The Intern must have completed sufficient coursework required by the Program and have approval of the University Supervisor to complete the internship. The intern is expected to fulfill the following responsibilities:

- Review with the Field-Based Supervisor intern duties, supervision, work hours, work space, supplies, etc.,
- Review and jointly create with the Field-Based Supervisor an internship plan consistent with program goals and objectives,
- Complete Internship Logs and obtain Field-Based Supervisor's signature weekly, and
- Notify the University Supervisor of any major change of assignment or difficulties associated with the internship.



**Appendix C:**

**STATEMENT OF AGREEMENT**

**between**

**STEPHEN F. AUSTIN STATE UNIVERSITY  
P. O. BOX 13019  
NACOGDOCHES, TX 75962**

**and**

\_\_\_\_\_ **INDEPENDENT SCHOOL DISTRICT**

Stephen F. Austin State University, hereinafter referred to as the **University**, and the \_\_\_\_\_ Independent School District, hereinafter referred to as the **Agency**, agree to establish an affiliation for the purpose of providing a practicum or internship course for selected graduate students in School Psychology from the **University**.

The **University** and **Agency** agree that:

1. The purpose of field placements is to provide opportunities for teaching and learning activities that will enable the student to meet stated objectives,
2. There will be open channels of communication between the **University** and **Agency** relative to the field practicum or internship through designated representatives,
3. The student will adhere to **Agency** working hours, dress codes, and procedures; however, beginning and ending dates for the field practicum or internship courses will be determined by the **University** after consultation with the **Agency**,
4. Either of the parties may modify or withdraw from the affiliation without penalty or liability by giving thirty (30) days notice in writing to the other party,
5. The student will adhere to professional ethics, including maintaining strict confidentiality in all client matters, and the rules and regulations of the **Agency**, and
6. The number of qualified students assigned to the **Agency** laboratory will be determined by the **Agency** and program officials and shall in no instance exceed five (5) students.

The **University** agrees to:

1. Assign a faculty member to serve as an internship or practicum coordinator. This representative will make appropriate visits to the **Agency** during the semester and will be responsible for points 2 and 6 below,
2. Select academically qualified students who shall be placed at the **Agency** subject to the approval of the **Agency**,
3. Provide information, upon request, regarding the background, experience, and educational needs of each student to the **Agency** prior to the student's placement,

4. Restrict the internship or practicum coordinator from performing any service for the **Agency** except in the course of performance of field instruction, unless otherwise agreed or contracted,
5. Respect the mission of the **Agency** and both expect and require students to accept **Agency** clientele, staff, and administrators, regardless of race, ethnic origin, sex, age, religion, handicap, or political belief, and
6. Withdraw upon written request any student whose performance is unsatisfactory or whose conduct is unacceptable to the **Agency**.

The **Agency** agrees to:

1. Accept students for specific field practica or internships in the **Agency**, with the provision that the students may also participate in overall **Agency** programs and activities as appropriate,
2. Provide interns with opportunities to gain experience in assessment, intervention, behavior management, and consultation for children representing a range of ages, populations and needs,
3. Accept students without regard to race, ethnic origin, sex, age, religion, handicap or political belief,
4. Provide appropriate instruction by a qualified **Agency** representative, hereafter known as the field supervisor, approved by the **University**, at a ratio of no more than two interns to one supervisor,
5. Allow the field supervisor time to prepare for conferences with students with at least two hours of direct supervision to interns each week; to maintain scheduled conferences with students; and to consult with the **University's** representative,
6. Provide suitable equipment, office space, or other materials and support necessary for the accomplishment of the learning experience,
7. Inform the **University** of changes in **Agency** policy, accreditation, procedures, and staffing that affect field practicum, or internship courses,
8. Withdrawal of the student by the **University** when the placement fails to be in the best interest of the **Agency**, student, or **University**, and
9. Provide reimbursement, where possible, for student travel on behalf of client or **Agency**.

In order to clarify the joint and separate responsibilities for the faithful performance of the terms of this Agreement, the parties, hereto in their capacity as stated, affix their signatures and declare their intentions effective the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Agency

Stephen F. Austin State University  
University

\_\_\_\_\_  
Agency Executive

\_\_\_\_\_  
Field Practicum Coordinator

\_\_\_\_\_  
Field Instructor

## Appendix D

Intern \_\_\_\_\_ Training Year \_\_\_\_\_

### FIELD TRAINING AND EVALUATION PLAN

Job Description and Monitoring Plan \* Form Courtesy of Dr. Dan Miller, Texas Woman's University

The following activities are recommended percentage of time expected of the intern student during the training semester/year. These activities will be evaluated formally at mid-semester/year and at the end of the semester/year.

Activities	Beginning	Mid Point	End Point
<b>DIRECT SERVICES</b>	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
10 Consultation			
10.1 - Parent/Family	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
10.2 - School Personnel	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
10.3 - Other Professional	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
10.4 - Multiple Consultees	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
20 Assessment / Interventions			
20.1 - Direct Observation/Functional Assessments	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
20.2 - Evaluation: Standardized	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
20.3 - Evaluation: Informal	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
20.4 - Individual-Based Interventions based on Functional Assessments	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
20.5 - Group-Based Intervention	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
20.6 - Miscellaneous, unaccounted	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
30 Direct Service Meetings			
30.1 - Pre-referral	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
30.2 - Assessment & Classification	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
30.3 - Case conferences & Follow-up	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
30.4 - Miscellaneous, unaccounted	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
<b>INDIRECT SERVICES</b>	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
40 Professional Development			
40.1 - Direct Supervision	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
40.2 - Inservices, Conferences, Direct training	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
40.3 - Orientation to School Setting & Organization	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
40.4 - Orientation to Other Child Care and Community Services	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
40.5 - Study New Methods Intervention & Consult	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
50 Documentation & Research			
50.1 - Logs	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
50.2 - Scoring & Report Writing	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
50.3 - Research	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
50.4 - Service Delivery Preparation	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
50.5 - Other	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
60 Indirect Service Meetings			
60.1 - Administrative	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
60.2 - Miscellaneous, unaccounted	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
70 Travel / Miscellaneous			
70.1 - Travel	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
70.2 - Miscellaneous	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX

Student Signature \_\_\_\_\_  
Mid Year End Yr

Field Supervisor Signature \_\_\_\_\_  
Mid Year End Yr

University Signature \_\_\_\_\_  
Mid Year End Yr

## Appendix E

### EVALUATION OF THE QUALITY OF PROFESSIONAL SERVICE

\* Form Courtesy of Dr. Dan Miller, Texas Woman's University

**EPS 595**

**Fall / Spring / Summer of 20\_\_**

**Mid / End (Circle)**

Intern \_\_\_\_\_ Site \_\_\_\_\_

Field Supervisor \_\_\_\_\_

Rating:    1 Clearly below expected competency level, Problem area  
               2 Slightly below expected competency level  
               3 Competent for level of training  
               4 Very competent for level of training  
               NA Little opportunity to observe/Not Applicable

**A. FIELD EXPERIENCE DIMENSIONS**

**1. INTERPERSONAL SKILLS**

A. With students/clients	1	2	3	4	NA
B. With teachers/staff members	1	2	3	4	NA
C. In working as a team member	1	2	3	4	NA

**2. INTERVIEW/CONFERENCE/ORAL COMMUNICATION**

A. Empathetic/sensitive	1	2	3	4	NA
B. Organized, well prepared	1	2	3	4	NA
C. Comprehensive, collects needed information	1	2	3	4	NA
D. Presents well to teachers and parents	1	2	3	4	NA
E. Facilitates communication, participation	1	2	3	4	NA
F. Listens carefully	1	2	3	4	NA

**3. DIRECT STUDY/OBSERVATION**

A. Selects appropriate study methods	1	2	3	4	NA
B. Collects complete and accurate data	1	2	3	4	NA
C. Analysis/interpretation of data	1	2	3	4	NA
D. Intervention Design	1	2	3	4	NA
E. Evaluation/adaptation of intervention	1	2	3	4	NA

**4. DIRECT SERVICES: ASSESSMENT**

A. Cognitive assessment	1	2	3	4	NA
B. Diagnostic achievement assessment	1	2	3	4	NA
C. Social/emotional assessment	1	2	3	4	NA
D. Sensory/motor assessment	1	2	3	4	NA
E. Selection of assessment tools & techniques	1	2	3	4	NA

**5. RECOMMENDATIONS**

A. Develops explicit recommendations	1	2	3	4	NA
B. Recommendations match problems	1	2	3	4	NA
C. Recommendations are practical/realistic	1	2	3	4	NA
D. Recommendations linked to data	1	2	3	4	NA

**6. WRITTEN COMMUNICATION**

A. Completes forms & paperwork as needed	1	2	3	4	NA
B. Reports are complete, precise & integrated	1	2	3	4	NA
C. Reports tactful & appropriate for teachers/parents	1	2	3	4	NA

7. TEAM COORDINATION AND MANAGEMENT					
A. Developed good team management plan	1	2	3	4	NA
B. Seeks and facilitates the contributions of others	1	2	3	4	NA
C. Can process/integrate the contributions of others	1	2	3	4	NA
D. Coordinates Team effectively	1	2	3	4	NA
E. Understands/competently manages documentation	1	2	3	4	NA
8. DIRECT SERVICES: INTERVENTION					
A. Behavioral Intervention	1	2	3	4	NA
B. Consultation with teachers	1	2	3	4	NA
C. Consultation with parents	1	2	3	4	NA
D. Counseling: Individual	1	2	3	4	NA
E. Counseling: Group	1	2	3	4	NA
F. Training (parent, social skills, friendship, etc.)	1	2	3	4	NA
9. DOCUMENTATION/RESEARCH					
A. Completes logs accurately, punctually	1	2	3	4	NA
B. Researches assessment/intervention casework	1	2	3	4	NA
C. Completes Functional Assessment and Treatment projects	1	2	3	4	NA
10. PROFESSIONAL CONDUCT					
A. Dependable/responsible to appointments	1	2	3	4	NA
B. Completes tasks promptly & on schedule	1	2	3	4	NA
C. Completes tasks thoroughly, no loose ends	1	2	3	4	NA
D. Knows & follows procedures, formal & informal	1	2	3	4	NA
E. Has developed good follow-up procedures	1	2	3	4	NA
F. Seeks advice, information as needed	1	2	3	4	NA
G. Effective communications: complete, frequent	1	2	3	4	NA
H. Initiates contact, self-starting, self-motivated	1	2	3	4	NA
I. Sensitive to multicultural and individual differences	1	2	3	4	NA

B. OVERALL PERFORMANCE 1 2 3 4

Number of Clients ( ) Age Range of Clients ( - ) Total Placement Hours ( )

C. BRIEF SUMMARY OF STRENGTHS:

D. BRIEF SUMMARY OF AREA(S) WHICH NEED IMPROVEMENT:

Field Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## Appendix F

### INTERNSHIP LOG OF PROFESSIONAL EXPERIENCE INSTRUCTIONAL GUIDE

\* Form Courtesy of Dr. Dan Miller, Texas Woman's University

This instructional guide defines each of the categories used to document your work during practicum and internship.

#### DIRECT SERVICES 10.x CONSULTATION

Consultation refers to "Problem solving" meetings with parents or professional staff. It is indirect service provision where the focus is on the child or adolescent. Meetings may include problem identification, problem analysis, plan identification, and/or plan evaluation.

NOTE: Please code the consultation according to the person you consider the primary consultee (parent, teacher, principal, psychologist, etc.). There are, of course, often multiple personnel present at consultations. Please code your primary contact (or consultee). Consultation meetings may be formal (organized, pre-arranged meeting) or informal (catching a teacher or staff member in the hall) and may take place in a number of settings (home, school, clinic).

<u>Category</u>	<u>Description</u>
10.1 PARENT FAMILY	Consultation that is focused on the child, and the parent or family member is the primary contact. Meetings may take place in the home, at school (and may include the child's teacher), or in a clinic setting. Parent interview is recorded here.
10.2 SCHOOL PERSONNEL	Consultation where either teachers or professional staff who work directly with the child/adolescent is the primary consultee. Consultation with administrators and/or program directors is also coded here. Teacher Interview is recorded here.
10.3 OTHER PROFESSIONAL	Consultation where primary contact is a person other than parent or school personnel or professional staff member (i.e., Physician, Community-Based Psychologist, Social Worker). Time spent consulting with a peer or peers about a specific case or issue should also be coded here.
10.4 MULTIPLE CONSULTEES	Consultation where there are two Consultees (e.g., parent and teacher) or more.

## Appendix F continued

### 20.x ASSESSMENT / INTERVENTIONS

All services are provided directly to the client/child with an identified need. Activities where you are working one on one or in small groups with the person(s) who is/are the focus of intervention.

<u>Category</u>	<u>Description</u>
20.1 DIRECT OBSERVATION	Code all direct systematic observations related to a specific referral. This may take place at home, at school, or be in a clinic setting.
20.2 EVALUATION: STANDARDIZED	The administration of standardized instruments such as the WISC-III, Woodcock Johnson Revised, and any intellectual social-emotional or academic assessments is coded here.
20.3 EVALUATION: INFORMAL	Any assessment of a client that has not utilized a standardized instrument is coded here. Informal assessment refers to all assessments using criterion-referenced or curriculum-referenced material as well as Informal Reading Inventories (e.g. CBM).
20.4 INDIVIDUAL- BASED INTERVENTION	Time spent working one-on-one with a client or a specific referral, and any time spent directly involved in the implementation of a behavioral or academic intervention is coded here. Included are individual/family counseling, parent training where the focus is on families and teaching parenting skills, and child counseling. This includes a special emphasis on functional assessment procedures and graphing of outcomes.
20.5 GROUP-BASED INTERVENTION	Time spent working with small groups or classes of clients teaching a specific skill or addressing a specific issue are coded here. Such groups/classes would include parent training and social skill training groups or divorce and grieving support groups.
20.6 MISCELLANEOUS, UNACCOUNTED	Direct services not accounted for in any of the above categories.

### 30.x DIRECT SERVICE MEETINGS

Meetings to be coded here are all organized, predetermined meetings that take place at a practicum or internship site or that are related to practicum or internship cases and clients.

<u>Category</u>	<u>Description</u>
30.1 PRE-REFERRAL	Meetings where school personnel or professional staff discuss strategies to address a problem and a specific client or child (i.e. Teacher Assistance Team, Child Study Team). <b>Written Reports</b> are provided to personnel and staff.

## Appendix F continued

30.2 ASSESSMENT AND CLASSIFICATION	Code here all meetings regarding the assessment and placement of children/adolescents (i.e. ARD, D&E). Also include all meetings designed to update professional staff on case and/or client status (Follow-Up or Case Progress Meetings, Staffings).
30.3 CASE CONFERENCES & FOLLOW-UP	Include here support services, team meetings, triage, follow-up, coordination, progress monitoring. <b>Written Reports</b> are provided to personnel and staff.
30.4 MISCELLANEOUS, UNACCOUNTED	All meetings not specified above that are related to your practicum or internship setting dealing with direct services. <b>Written Reports</b> are provided to personnel and staff or other interested parties.

## INDIRECT SERVICES

### 40.x PROFESSIONAL DEVELOPMENT

All activities related to professional growth and development.

<u>Category</u>	<u>Description</u>
40.1 DIRECT SUPERVISION	All individual small group supervision related to personal training issues should be coded here. Activities in this category would include Practicum and Internship supervision and Practicum class (case discussions).
40.2 TRAINING, IN- SERVICE WORKSHOPS, CONFERENCES	Code here all meetings, conventions and workshops for professional growth (i.e. NASP, APA, TASP, TPA, or DFW RASP meetings), Practicum or Internship meetings as well as individual skill development and training other than individual supervision.
40.3 ORIENTATION TO SCHOOL SETTING & ORGANIZATION	Orientation to school setting and organization includes meetings with Personnel Department regarding employment conditions and benefits, observation in regular, special and alternative education settings to become familiar with school district services, or meetings designed to orient the new employee.
40.4 ORIENTATION TO OTHER CHILD CARE / COMMUN SVC	Orientation to other child care and community services includes educative or orientation meeting with and/or observations in community child care or social services (e.g., Child Protective Services, homeless shelters for families, drug and alcohol abuse services, in-patient and adolescent facilities).
40.5 STUDY NEW METHODS OF INTERVENTION / CONSULTATION	Study new methods of intervention and consultation includes: time spent researching, reading or observing new methods of techniques of counseling, behavior intervention strategies, instructional strategies (e.g., response-to-intervention), or consultation.



## Appendix F continued

### 50.x DOCUMENTATION / RESEARCH

"Documentation" refers to all formal and informal recording of internship/practicum activities such as assessment reports, case notes, progress reports, and site, practicum and internship logs. "Research" is related to all activities having to do with a specific project. Only those individual therapy cases taken and/or intervention plans designed for the expressed purpose of an organized project are recorded here.

<u>Category</u>	<u>Description</u>
50.1 LOGS	Record here all time spent documenting your daily activities for placement site, consortium, or classes.
50.2 SCORING & REPORT WRITING	Under <u>scoring</u> document all time spent completing any assessment protocol (i.e. intelligence, achievement, behavior checklist). Activities done to complete protocols may include scoring, recording additional behavioral observations, completing identifying information and checking accuracy. Under <u>report writing</u> document all time spent compiling and editing written information regarding a client, such as assessment reports, case notes, and progress reports.
50.3 RESEARCH	All activities related to organized research. Research activities may include reviewing literature, data collection, computer documentation, analysis, design/formulation, professional readings, assigned or case-related library work.
50.4 PREPARATION FOR SERVICE DELIVERY	Preparation is defined as work done prior to a formal assessment, consultation, meeting, or intervention. Tasks in this category may include reviewing records, developing interventions, or reviewing assessment materials.
50.5 OTHER	All other miscellaneous paper work not related to any of the previous categories should be coded here.

### 60.x INDIRECT SERVICE MEETINGS

<u>Category</u>	<u>Description</u>
60.1 ADMINISTRATIVE	Meetings with Administrators and/or staff to receive update information, review weekly activities/service provision, etc. (i.e. Faculty/Staff Meetings, School Board, School Psychology meetings). Also included in this category are all orientation-type activities and meetings.
60.2 MISCELLANEOUS, DIVERSIFIED	All meetings or support services not specified above that are related to your internship setting and pertaining to indirect services. This may include specialized support activities provided under crises or unique circumstances.

### 70.x MISCELLANEOUS / TRAVEL

<u>Category</u>	<u>Description</u>
70.1 TRAVEL	All travel related to district and internship activities.
70.2 MISCELLANEOUS, UNACCOUNTED	Record here activities not accounted for in the previous categories as well as tasks specific to internship site such as supervising lunch or recess, attending field trips, other group activities or school programs.



**Appendix H \* Form Courtesy of Dr. Dan Miller, Texas Woman's University**

**Weekly FIELD LOG**

**SFA School Psychology**

Name \_\_\_\_\_

Semester / Year \_\_\_\_\_

Start Date \_\_\_\_\_

End Date \_\_\_\_\_

<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>DIRECT SERVICES</b>												
<b>10 Consultation</b>												
10.1 - Parent/Family												
10.2 - School Personnel												
10.3 - Other Professional												
10.4 - Multiple Consultees												
<b>Subtotal Consultation</b>												
<b>20 Assessment/Interventions</b>												
20.1 - Direct Observation												
20.2 - Evaluation: Standardized												
20.3 - Evaluation: Informal												
20.4 - Individual-Based Interv												
20.5 - Group-Based Intervention												
<b>Subtotal Direct Svcs</b>												
<b>30 Direct Service Meetings</b>												
30.1 - Pre-referral.												
30.2 - Assessment & Classification												
30.3 - Case conf.-based & Follow-up												
30.4 - Misc, unaccounted												
<b>Subtotal Meetings</b>												
<b>INDIRECT SERVICES</b>												
<b>40 Professional Development</b>												
40.1 - Direct Supervision												
40.2 - In-services, Conferences, Direct training												
40.3 - Orientation to School Setting & Organization												
40.4 - Orientation to Other Child Care & Community Svcs												
40.5 - Study New Methods Care & Community Svcs												
<b>Subtotal Prof Dev</b>												
<b>50 Document/Research</b>												
50.1 - Logs												
50.2 - Scoring/Report Writing												
50.3 - Research												
50.4 - Service Delivery Prep												
50.5 - Other												
<b>Subtotal Doc./Research</b>												
<b>60 Indirect Service Meetings</b>												
60.1 - Administrative												
60.2 - Miscellaneous, unaccounted												
<b>Subtotal Indirect Serv Meet</b>												
<b>70 Travel / Miscellaneous</b>												
70.1 - Travel												
70.2 - Miscellaneous and diversified												
<b>Subtotal Travel/Misc.</b>												
<b>Weekly Total</b>												
<b>Cumulative Total</b>												

**Enter hours directly into the PDF file available online, print the completed form, turn one copy into Field Supervisor for signature, email one copy to University Supervisor and retain one copy for your records.**

**Appendix I** \* Form Courtesy of Dr. Dan Miller, Texas Woman's University  
**COMPREHENSIVE SUMMARY OF ACTIVITIES FOR FIELD LOG**  
**SFA School Psychology**

Name \_\_\_\_\_

Semester / Year \_\_\_\_\_

Start Date \_\_\_\_\_

End Date \_\_\_\_\_

<b>*Intern Activity during week</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>DIRECT SERVICES</b>															
<b>10 Consultation</b>															
10.1 - Parent/Family															
10.2 - School Personnel															
10.3 - Other Professional															
10.4 - Multiple Consultees															
<b>Subtotal Consultation</b>															
<b>20 Assessment/Interventions</b>															
20.1 - Direct Observation															
20.2 - Evaluation: Standardized															
20.3 - Evaluation: Informal															
20.4 - Individual-Based Interv															
20.5 - Group-Based Intervention															
<b>Subtotal Direct Svcs</b>															
<b>30 Direct Service Meetings</b>															
30.1 - Pre-referral.															
30.2 - Assess & Classification															
30.3 - Case conf.-based & Follow-up / Consult															
30.4 - Misc, unaccounted															
<b>Subtotal Meetings</b>															
<b>INDIRECT SERVICES</b>															
<b>40 Professional Development</b>															
40.1 - Direct Supervision															
40.2 - In-services, Conferences, Direct training															
40.3 - Orientation to School Setting & Organization															
40.4 - Orientation to Other Child Care & Community Svcs															
40.5 - Study New Methods Intervention & Consult															
<b>Subtotal Prof Dev</b>															
<b>50 Document/Research</b>															
50.1 - Logs															
50.2 - Scoring/Report Writing															
50.3 - Research															
50.4 - Service Delivery Prep															
50.5 - Other															
<b>Subtotal Doc./Research</b>															
<b>60 Indirect Service Meetings</b>															
60.1 - Administrative															
60.2 - Misc, unaccounted															
<b>Sub Indirect Serv Meet</b>															
<b>70 Travel / Miscellaneous</b>															
70.1 - Travel															
70.2 - Miscellaneous															
<b>Subtotal Travel/Misc.</b>															
<b>Weekly Totals</b>															
<b>Cumulative Total Hours</b>															

**Enter hours directly into the PDF file available online, print the completed form, turn one copy into Field Supervisor for signature, email one copy to University Supervisor and retain one copy for your records.**

**Appendix J**  
**ARD, INTERVENTION, AND CASE MANAGEMENT FORM (Fall 2005 / Spring 2006)**  
**Two Semesters Course # EPS 595A & EPS 595B Title: Internship in School Psychology**

Student \_\_\_\_\_ SS# \_\_\_\_\_

Directions: Please type or print all responses as this report will become part of the student's SFA permanent file.

**I. Placement Information**

Site \_\_\_\_\_ Field Supervisor \_\_\_\_\_  
 School, Agency, Institution  
 \_\_\_\_\_ Title \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_ Phone \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_ Area Code & Number \_\_\_\_\_

**II. Characteristics of Placement Setting** \* References the Activities in Appendix I

**Age Range:** \_\_\_\_\_ **Number of Clients:** \_\_\_\_\_ **Percent Special Ed.** \_\_\_\_\_ **Percent Regular Ed** \_\_\_\_\_

**III. Service Provided with Regular Education Clients (enter number of hours)**

Activity						Activity					
	PS	ES	MS	HS	Adult		PS	ES	MS	HS	Adult
File Review or Interview *60.1 & 60.2						Direct Training (Teacher, staff, peer) *40.2					
Observation / Data Collection *20.1						Teacher *10.2 Consult *30.3					
Evaluation / Assessment *20.2						Parent *10.1 Consultation or Counseling					
Written Report Case Management *30.1, 30.2, 30.4						Consultation School / Prof. *10.3 & 10.4					
ARD Team Participation						Counseling Child *20.4--20.5					
Supervise others						Research *50.3					

**IV. Service Provided with Special Education Clients (enter number of hours)**

Activity						Activity					
	PS	ES	MS	HS	Adult		PS	ES	MS	HS	Adult
File Review or Interview *60.1 & 60.2						Direct raining (Teacher, staff, peer) *40.2					
Observation / Data Collection *20.1						Teacher *10.2 Consult *30.3					
Evaluation / Assessment *20.2						Parent *10.1 Consultation or Counseling					
Written Report Case Management *30.1, 30.2, 30.4						Consultation School / Prof. *10.3 & 10.4					
ARD Team Participation						Counseling *20.4-20.5					
Supervise others						Research *50.3					

\* General Format Courtesy of Dr. Dan Miller, Texas Woman's University

**Appendix J continued**

**V. Summary Evaluation of Performance**

\_\_\_ Not Acceptable. Student remediation needs include:

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\_\_\_ Acceptable. Goals for future practice or supervision include:

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Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

### Appendix K Internship Scoring Guide

Several of the rubric definitions below were adapted from the following sources:

NASP Case Study scoring guide:

<http://www.nasponline.org/certification/nonapprovedapp705.pdf>

These are identified within the scoring guide as \*NCSP case study rubric

The Johns Hopkins University School of Medicine (JHUSM),

Kennedy Krieger Institute Neural Behavioral Unit

<http://www.hopkinschildrens.org/pages/residency/facilities.cfm>

Father Flanagan’s Girls’ and Boys’ Home Outpatient Behavioral Pediatrics  
and Family Services, University of Nebraska Medical School

<http://www.girlsandboystown.org/pros/NRI/Fellows/index.asp>

NASP Domains	3 Target	2 Acceptable	1 Unacceptable	#
<p style="text-align: center;"><b>Domain 1 Data-Based Decision-Making and Accountability:</b></p> <p>Observations of this intern’s practice as well as his/her written reports</p>	<p>Intern’s reports, assessment strategies, and interventions, suggest that she/he has exceptional knowledge of varied models of assessment yielding information identifying strengths and needs, understanding problems, and measuring progress and accomplishments.</p> <p>Intern employed systematic processes to collect data and other information, translate assessment results into data-based decisions about service delivery, and evaluate the outcomes of services.</p> <p>These are reflected in illustrations and graphs of assessments, treatment, and follow-up observations.</p>	<p>Intern’s reports, assessment strategies, and interventions provided important components or details requiring a knowledge of varied models of assessment yielding information identifying strengths and needs, understanding problems, and measuring progress and accomplishments</p> <p>Intern provided sufficient data-based illustrations and graphs of assessments and outcomes.</p>	<p>Intern’s reports and practice showed an insufficient understanding that school psychologists must be able to use assessment strategies gather information and define current problem areas.</p> <p>Intern’s reports and practice provided little evidence to support knowledge in this area.</p> <p>Intern did not provide sufficient data-based illustrations and graphs of assessments.</p>	
<p><b>Domain 1 Continued:</b> Monitoring plan</p>	<p>Includes systematic and detailed plan for follow-up observations.</p> <p>These are reflected in illustrations and graphs of follow-up observations.</p>	<p>Inclusive plan for follow-up observations included</p>	<p>No plan included</p>	
<p><b>Domain 1 Continued:</b> Review of referred student’s history and family information</p>	<p>Clearly delineated, detailed, relevant, social and family history provided. This includes pertinent family, developmental, medical, and educational history</p>	<p>Sufficiently detailed information regarding pertinent family, developmental, medical, and educational history</p>	<p>Insufficient or irrelevant history and family background</p>	

<b>Domain 1 Continued:</b> Operational Definition of Target Behavior/s	Concrete and specific operational definitions	Sufficiently detailed behavioral definitions	Inadequate, poorly organized, and vague definitions	
<b>Domain 1 Continued:</b>  Reliability measures of problem Behaviors	Reliability measures at or above 80% for occurrence, nonoccurrence, and overall reliabilities	Reliability measures at or above 60% for occurrence, nonoccurrence, and overall reliabilities	Reliabilities measures below 60% for occurrence, nonoccurrence, or overall reliabilities	
<b>Domain 1 Continued:</b> Monitoring of treatment <i>*Scores of 2 &amp; 1 from NCSP case study rubric</i>	Interventions are monitored in a collaborative manner to ensure reliability, and reliable data are provided to ensure that interventions are implemented as designed.	<i>Interventions are monitored, and data are provided to ensure that interventions are implemented as designed</i>	<i>Treatment integrity is not monitored</i>	
<b>Domain 1 Continued:</b> Academic and prosocial behaviors identified	Student's academic and prosocial skill levels are contrasted with expected level of performance in measurable terms.	Student's academic and prosocial skill levels are described and contrasted with expected level of performance.	Insufficient details regarding student's academic and prosocial.	
<b>Domain 1 Continued:</b> Operational definitions of behaviors <i>*NCSP case study rubric</i>	<i>The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms</i>	<i>The student's behavior is operationally defined</i>	<i>The student's behavior is identified but not operationally defined</i>	
<b>Domain 1 Continued:</b>  Collaborative generation of hypotheses  <i>*NCSP case study rubric</i>	<i>Hypotheses are generated through collaboration with teacher and/or parent</i>	<i>One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home</i>	<i>Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable</i>	
<b>Domain 2 Consultation and Collaboration:</b>  Observations of this intern's practice as well as his/her written reports	Direct observations of this intern as well as a review of his/her reports and case practice show several ways in which he/she has a clear understanding of behavioral, mental health, collaborative, and/or other consultation models and methods. Based on observation of this intern,	Direct observations of this intern as well as a review of his/her reports and case practice entail at least one element indicating an understanding of behavioral, mental health, collaborative, and/or other consultation models and methods. Based on observation of this intern,	Direct observations of this intern as well as a review of his/her reports and practice do not reveal that the intern has sufficient skills in this area. Based on observation of this intern, he/she does not demonstrate an ability to listen well, participate in discussions, convey information, and work at	



	he/she demonstrated an ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.	he/she demonstrates an ability to listen well, and to some extent, to participate in discussions, convey information, and work at individual, groups, and systems levels.	individual, groups, and systems levels.	
<b>Domain 2 Continued</b>  Development of collaborative interventions  *Scores of 2 & 1 from NCSP case study rubric	Intervention(s) is collaboratively developed in an excellent manner as evidenced by a thorough discussion in written reports of intervention(s) based on individual, group, and systems input, as well as by an excellent knowledge of interventions based on direct observations and case practice.	Intervention(s) is developed collaboratively	Intervention(s) is not developed collaboratively	
<b>Domain 2 Continued:</b> Use of multiple data sources  *NCSP case study rubric	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	Appropriate data are not collected to confirm or reject the hypotheses	
<b>Domain 3 Effective Instruction and Development of Cognitive/Academic Skills</b>  Observations of this intern's practice as well as his/her written reports	Intern exhibits exceptional knowledge of human learning processes, assessment techniques, and direct and indirect services applicable to the development of cognitive and academic skills.	Intern's report and practice contain important features regarding the need to provide challenging but achievable cognitive and academic goals for all students; they provide information about ways in which students can achieve these goals, and methods to monitor student progress toward these goals.	Intern's written reports and practice do not show familiarity with or appreciation for school psychologists being able to develop challenging but achievable cognitive and academic goals for all students.  Other related elements are missing from the intern's written reports and practice. Observations of the intern's practice support this conclusion.	
<b>Domain 3 Continued</b>  Achievable cognitive and academic goals  *Scores of 2 & 1 from NCSP case study rubric	Intern is able to develop challenging but achievable cognitive and academic goals for all students; provide information about ways in which students can achieve these goals; and monitor student progress toward these goals.	The student behavior is identified as a skill and/or performance deficit	The student behavior is not identified as a skill and/or performance deficit	

<b>Domain 3 Continued</b>  Outcome Evaluation	Using curriculum-based assessment, subject shows at least 20% improvement in scores for target cognitive/academic skills over the course of two weeks	Using curriculum-based assessment, subject shows between 10% and 20% improvement in scores for target cognitive/academic skill over the course of two weeks	Subject does not show significant improvement in scores for target cognitive/academic skill	
<b>Domain 4 Socialization and Development of Life Skills</b>  Observations of this intern's practice as well as his/her written reports	Intern demonstrates a strong and consistent ability to develop challenging but achievable behavioral, affective, or adaptive goals for all students, to provide information about ways in which students can achieve these goals, and to monitor student progress toward these goals for students with different abilities, strengths, and needs.	Intern demonstrates skills in the development of challenging but achievable behavioral, affective, or adaptive goals for all students, in the provision of information about ways in which students can achieve these goals, and in the monitoring of student progress toward these goals for students with different abilities, strengths, and needs.	Observations of this intern's practice and a review of his/her reports suggest that he/she requires more training in the identification and description of the critical features regarding this area.  Intern's practice provides no evidence to support knowledge in this area.	
<b>Domain 4 Continued:</b> Assessment linked interventions	Intervention is very well developed, founded clearly on assessment data, and tailored specifically for the subject.	A link between assessment data and intervention is evident.	No apparent link between assessment data and intervention exists.	
<b>Domain 4 Continued:</b> Goal-linked interventions <i>*Scores of 2 &amp; 1 from NCSP case study rubric</i>	Intervention(s) is linked to observable, measurable goals statements in an excellent manner as evidenced by being based on very clear assessment data and by being very well tailored to specific subjects.	<i>Intervention(s) is linked to observable, measurable goal statement(s).</i>	<i>Intervention(s) is not linked to observable, measurable goal statement(s).</i>	
<b>Domain 4 continued:</b> <b>Hypothesis-driven interventions</b> <i>*Scores of 2 &amp; 1 from NCSP case study rubric</i>	Intervention(s) is based on data from problem analysis and hypothesis testing in an exceptionally well organized manner as evidenced by very clear assessment data, effective problem analysis, and logical hypothesis testing.	<i>Intervention(s) selection is based on data from problem analysis and hypothesis testing.</i>	<i>Intervention(s) selection is not based on data from problem analysis and hypothesis testing.</i>	
<b>Research-based intervention:</b> <i>*Scores of 2 &amp; 1 from NCSP case study rubric</i>	Intervention(s) is evidenced-based in an excellent manner as indicated by references to current research studies conducted by renowned experts in the field and detailed functional analysis with case design analysis.	<i>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis).</i>	<i>Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis).</i>	
<b>Domain 4 Continued:</b> Monitoring plan	A systematic and detailed plan for monitoring progress toward goal is included.	General plan is provided for monitoring progress toward goal.	Sufficient details are not in plan.	

<p><b>Domain 5 Student Diversity in Development and Learning:</b></p> <p>Observations of this intern’s practice as well as his/her written reports reflect</p>	<p>Intern “ helps develop and successfully implement strategies” requiring a special understanding and sensitivity to individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</p>	<p>Intern “contributes to strategies” that require knowledge and sensitivity to individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender, and linguistic factors in development and learning.</p>	<p>Intern’s reports and practice are insufficient in the identification and description of the critical features regarding this area.</p> <p>Intern was likewise unknowledgeable and somewhat insensitive with regard to diversity issues.</p>	
<p><b>Domain 5 Continued:</b></p> <p>Culturally sensitive hypotheses</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Hypotheses reflect an excellent awareness of issues related to diversity as evidenced by the tailoring and implementing of strategies that accommodate for individual’s physical, social, linguistic, and cultural needs in reports and practice.</p>	<p>Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</p>	<p>Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)</p>	
<p><b>Domain 5 continued:</b></p> <p>Differentiated interventions</p> <p>*Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Intervention(s) reflects an excellent sensitivity to individual differences, resources, classroom practices, and other system issues in reports and practice. Acceptability of intervention is verified in an exceptional manner.</p>	<p>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</p>	<p>Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified</p>	
<p><b>Domain 5 Continued:</b></p> <p>Surveys on Diversity</p>	<p>Well-developed social validation surveys included in reports and presentation. Surveys indicate satisfaction with intern’s expertise.</p>	<p>Social validation surveys are included in reports and presentations.</p>	<p>Social validation surveys are not included in reports and presentations.</p>	
<p><b>Domain 6 School and Systems Organization, Policy Development, and Climate:</b></p> <p>Observations of this intern’s practice as well as his/her written reports reflect</p>	<p>Intern demonstrates a clear understanding of the school as a system. The intern shows strong skills relating to working with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community. Intern exhibited knowledge of general education, special education, and other educational and related services</p>	<p>Intern provides sufficient information to indicate that he/she has the ability to understand the school as a system and to work with individuals and groups in order to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for community members.</p>	<p>Intern provides insufficient information in the identification and description of the critical features regarding this area.</p> <p>Intern’s practice does not demonstrate sufficient knowledge of organizational policy in the school.</p>	

<p><b>Domain 6 Continued:</b> Description of assessment methods</p>	<p>Intern communicates theoretical and practical issues to non-psychologists clearly and effectively.</p>	<p>Intern adequately communicates theoretical and practical issues to non-psychologists.</p>	<p>Intern is unable to adequately convey technical matters to non-psychologists</p>	
<p><b>Domain 6 Continued:</b>  Resource management  *Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Logistics of setting, time, resources, and personnel are included in the intervention plan in an exceptional manner as evidenced by the collaborative facilitation of structure and policies to create safe, caring, and inviting places for members of the learning community in the most efficient and effective manner within the least restrictive environments.</p>	<p>Logistics of setting, time, resources and personnel are included in the intervention plan.</p>	<p>Logistics of setting, time, resources and personnel are not included in the intervention plan.</p>	
<p><b>Domain 6 Continued:</b> Consideration of unintended side effects  *Scores of 2 &amp; 1 from NCSP case study rubric</p>	<p>Intervention selection considers unintended outcomes or limitations in a very thorough manner in relation to the creation of safe, caring, and inviting places for members of the learning community.</p>	<p>Intervention selection considers unintended outcomes or limitations.</p>	<p>Intervention selection does not consider unintended outcomes or limitations.</p>	
<p><b>Domain 6 Continued:</b>  Social Validity Scale Employed</p>	<p>Satisfaction survey shows treatment outcomes are very well accepted by public school administrators and support staff. Survey is crafted to specific needs and interest of the school and community.</p>	<p>Satisfaction survey shows treatment outcomes are fairly well accepted by public school administrators and support staff.</p>	<p>No social scale is employed or a scale is employed that indicates the public school is not satisfied with the intervention outcomes</p>	
<p><b>Domain 7 Prevention, Crisis Intervention, and Mental Health:</b>  Observations of this intern's practice as well as his/her written reports</p>	<p>Intern helps "develop and implement" interventions that promote child development and help resolve emotional/behavioral problems. In doing so, the intern shows an understanding of human development, psychopathology, and the associated biological, cultural, and social influences on human behavior.</p>	<p>Intern is able to "contribute to" interventions that promote child development and aid in resolving emotional/behavioral problems. In doing so, the intern demonstrates an understanding of human development, psychopathology, and the associated biological, cultural, and social influences on human behavior</p>	<p>Observation of the intern's practice, as well as his/her reports, are insufficient with regard to this area.  Intern's oral practice provides no evidence to support knowledge in this area.</p>	
<p><b>Domain 7 Continued:</b> Baseline data</p>	<p>Intern establishes a stable baseline previous to implementing an intervention.</p>	<p>Intern establishes abbreviated but stable baseline previous to intervention</p>	<p>Intern fails to establish stable baseline previous to intervention.</p>	

<p><b>Domain 7 Continued:</b> Data collection</p>	<p>Data is collected from several sources, using a variety of methods, in a systematic way. Detailed reference to multiple baseline or alternating treatment designs is present.</p>	<p>Suitable data collection methods are chosen and implemented in an appropriate manner. Reference to multiple baseline or alternating treatment designs is present.</p>	<p>Data collection methods are poorly chosen, poorly implemented, or inappropriate. Reference to multiple baseline or alternating treatment designs is absent.</p>	
<p><b>Domain 8 Home/School Community Collaboration:</b></p> <p>Observations of this intern's practice as well as his/her written reports</p>	<p>"Throughout much of the internship experience," the intern works sensitively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families. In doing so, he/she demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior, as well as knowledge of the methods to involve families in education and service delivery.</p>	<p>"On several occasions," the intern works with families, educators, and others in the community to promote and provide services to children, adolescents, and families. In doing so, he/she demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.</p>	<p>Intern's report and practice are insufficient in the identification and description of the critical features regarding this domain. Elements of the intern's oral practice do not provide evidence of knowledge in this area.</p> <p>Observation of this intern practice supports this conclusion.</p>	
<p><b>Domain 8 Continued:</b></p> <p>School and Community Collaboration</p>	<p>Collaborative efforts to include family members, support staff, and members of the community are provided in written reports and presentations in a very thorough manner, and they are very apparent in practice.</p>	<p>Collaborative efforts to include family members, support staff, and members of the community in planning assessments and remediation strategies are discussed in written reports and presentations, and they are apparent in practice.</p>	<p>Collaborative efforts to include family members, support staff, and members of the community in planning assessments and remediation strategies are not included in written reports and presentations, and they are not apparent in practice.</p>	
<p><b>Domain 8 Continued:</b> Documentation</p>	<p>Very thorough and consistent documentation is included.</p>	<p>Complete documentation is included.</p>	<p>Documentation is incomplete or missing.</p>	
<p><b>Domain 9 Research and Program Evaluation:</b></p> <p>Observations of this intern's practice as well as his/her written reports reflect</p>	<p>Intern demonstrates strong skills and a clear understanding of research evaluation procedures and "successfully implemented strategies" for translating research into practice. The intern "directly" assists in the design or analysis of data in planning and conducting important investigations or program evaluations for improvement of services to students. Assessment and treatments indicate exceptionally well developed and integrated applied research strategies.</p>	<p>Intern demonstrates strong skills and a clear understanding of evaluation of research, translating research into practice.</p> <p>The intern "provides useful information that assists" in the design or analysis of data in planning and conducting important investigations or program evaluations for improvement of services to students.</p> <p>Assessment and treatments indicate sufficiently developed applied research skills.</p>	<p>Intern's reports and practice are insufficient with regard to the essential features of research, experimental design, and program evaluation.</p> <p>Intern's report is likewise inadequate with regard to demonstrating applied research skills.</p> <p>Assessment and treatments do not show sufficiently developed applied research designs.</p>	

<p><b>Domain 9 Continued:</b></p> <p>Proficiency with design and analysis</p>	<p>The intern demonstrates proficiency with traditional design and analysis of parametric models (e.g., correlation, multiple regression, analysis of variance, and analysis of covariance), as well as with advanced statistical analyses (e.g., <b>Artificial Neural Network Analyses or Randomization Tests for single subject designs</b>).</p>	<p>The intern demonstrates proficiency with traditional design and analysis of parametric models (e.g., correlation, multiple regression, various t-tests, analysis of variance, and analysis of covariance) or implements a well organized <b>single-subject design</b>.</p>	<p>The intern does not demonstrate proficiency with traditional design and analysis.</p> <p>Implementation of single-subject strategies are not employed correctly.</p>	
<p><b>Domain 10 School Psychology Practice and Development:</b></p> <p>Observations of this intern's practice as well as his/her written reports</p>	<p>The intern's written reports, presentations, and practice demonstrate an exceptional understanding that school psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.</p>	<p>The intern's written reports, presentations, and practice demonstrate an understanding that school psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.</p>	<p>Intern's written reports, presentations, and practice are insufficient with regard to professional practice. Intern's oral practice is inadequate with regard to appreciating these standards. Intern's report provides no evidence to support knowledge in this domain.</p>	
<p><b>Domain 10 Continued:</b></p> <p>Style and Format of case study and related reports</p>	<p>Written reports are very well organized and exhibit elegant style, and they follow correct APA style and contain well designed figures in accordance with NASP Best Practices.</p>	<p>Written reports have adequate organization and good style with correct APA format.</p>	<p>Written reports have inadequate organization and poor style, and they exhibit incorrect APA format.</p>	
<p><b>Domain 10 Continued:</b></p> <p>Transference and generalization of improved behaviors</p> <p>*NCSP case study rubric</p>	<p>Strategies for transfer/generalizing outcomes to other settings are addressed and documented as effective.</p>	<p>Strategies for transfer/generalizing outcomes to other settings are addressed.</p>	<p>Strategies for transfer/generalizing outcomes to other settings are not addressed.</p>	
<p><b>Domain 10 Continued:</b></p> <p>Development of follow-up strategies</p> <p>*NCSP case study rubric</p>	<p>Strategies for follow-up are developed (e.g., continued progress monitoring, transition planning) and implemented</p>	<p>Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)</p>	<p>Suggestions for follow-up are not developed</p>	

<p><b>Domain 11 Information Technology:</b></p> <p>Observations of this intern's practice as well as his/her written reports reflect</p>	<p>Reports, presentations, and practice indicate clear understanding and enthusiasm for applied research. Intern is able to evaluate the appropriateness of various technologies that impact the practice of their profession. His/her data collection procedures make optimal use of current technology.</p>	<p>Reports, presentations, and practice provide at least two systems that show familiarity with technologies that impact the practice of the profession.</p> <p>Data collection procedures employ the current technology.</p>	<p>Reports, presentations, and practice are insufficient in the identification and description of the critical features regarding this domain. These are inadequate with regard to demonstrating technological skills.</p>	
<p><b>Domain 11 Continued:</b></p> <p>Psychological software design, develop, and implementation</p>	<p>Intern has personally developed and implemented a series of software programs that has immediate application for data-based assessment and treatment of children.</p>	<p>Intern correctly employs a wide range of software programs that has immediate application for data-based assessment and treatment of children.</p>	<p>Intern is not sufficiently skilled in software development or the application of software systems as they pertain to professional and academic activities in the discipline of school psychology.</p>	
<p><b>Domain 11 Continued:</b></p> <p>Familiarity with programming languages</p> <p>Behavioral software development and implementation</p>	<p>Intern demonstrates capability in the development of psychological software systems in C++, Visual Basic, Net, ActionScript 2.0, or other languages. Intern has published or co-authored new psychological software systems during his/her training at SFA.</p>	<p>Intern demonstrates an ability to successfully employ new psychological software systems. Additionally, the intern has provided useful feedback to psychological software developers at SFA.</p>	<p>Intern does not demonstrate an ability to successfully employ new psychological software systems. Additionally, the intern has not provided useful feedback to developers for the improvement of existing systems at SFA.</p>	
<p><b>Domain 11 continued:</b></p> <p>Familiarity with traditional software programs employed by school psychologists</p>	<p>Intern has demonstrated outstanding proficiency in <i>Excel</i> (or related) graphing or design procedures, <i>PowerPoint</i> presentations, and word processing procedures. Intern is highly skilled in related technological systems such as Adobe or Flash design. Student has demonstrated strong skills associated with organizing interactive hardware systems for the above software systems.</p>	<p>Intern has demonstrated sufficient proficiency in <i>Excel</i> (or related) graphing or design procedures, <i>PowerPoint</i> presentations, and word processing procedures.</p>	<p>Intern has not demonstrated sufficient proficiency in <i>Excel</i> (or related) graphing or design procedures, <i>PowerPoint</i> presentations, and word processing procedures.</p>	
<p>Intern Signature _____ Date _____</p> <p>Field Based Supervisor _____ Date _____</p> <p>University Supervisor _____ Date _____</p>				Σ

## Appendix L: Sample Case Study 1

The School & Behavioral Psychology Program Internship Handbook requires that all school psychology interns will complete case studies. These case studies must include a Functional Behavior Assessment (FBA) obtained during baseline conditions. The case study should include a specific Behavior Intervention Plan (BIP) based on the results of the FBA, reliability measures, and an assessment of follow-up behaviors and student academic performance prior to and subsequent to treatment.

Case Study 1 and Case Study 2 were conducted by interns/candidates in partial fulfillment of the school psychology internship as per the requirements for the M.A. degree in School & Behavioral Psychology Program at Stephen F. Austin State University. They are provided as exemplars and general guide for entering practicum and intern student/candidates.

These case studies employ variations on the functional assessment and treatment strategies trained (instructed, modeled, and rehearsed) by all School & Behavioral Psychology candidates during Individual Case Consultation (EPS 563), Applied Behavior Analysis (EPS 502) and Practicum in School & Behavioral Psychology (EPS 555). Prior to internship, all candidates receive extensive practice using FocalPoint and Excel graphing procedures.

Direct observations of student behavior are conducted with FocalPoint FBA software (Ninness et al., 2000) as a variation of the model functional behavior assessment software employed at the Kennedy Krieger and Johns Hopkins University School of Medicine Neurobehavioral Unit.

The social skills training employs a model based on that used at Boys and Girls Town. (Dowd, T., Tobias, L., Connolly, T., Criste, A. & Nelson, C., (1993). Specialized classroom management: A boys town approach. Father Flanagan's Boy's Home: Boys Town, NE)

The self-management and self-control procedures are consistent with those of Ninness, C., McCuller, G., & Ozenne, L. (2000). *School and Behavioral Psychology: Applied Research in Human-Computer Interactions, Functional Assessment and Treatment*. Norwell, MA: Kluwer Academic Publishers.

### **Pre-referral Intervention with Functional Behavior Assessment and Data-Based Treatment**

The following assessment and treatment were developed to address the needs of two students by conducting functional behavioral assessments while employing several types of available information. Multiple sources of background information gathered from the students' home and school were employed to develop data-based assessments and interventions aimed at reducing maladaptive behaviors. Two third grade students, Alan and Betty (not actual names), eight and nine years of age, respectively, were referred for pre-referral intervention and treatment. Both of the students received instruction in a regular education classroom. A review of cumulative and special education records indicated that none of the students had been previously identified, using state and federal qualifying guidelines, as eligible to receive special education services.

These students were selected based on the following criteria: 1) the student was referred for a behavioral screening by school officials after exhibiting behaviors that interfered with his or her learning and/or the learning of peers, 2) the student's teacher was willing to help implement the



recommended interventions in an appropriate manner, and 3) informed consent was obtained by the student's legal guardian. It is important to note that both of these students had received weekly counseling services for approximately one month prior to and throughout the course of the following functional assessment and behavior intervention. Services provided by the counselor, Mrs. Smith, were maintained in conjunction with and following interventions developed by the school psychology intern.

### ***Problem Behaviors***

Problem behaviors were identified for each of the students based on the data obtained from preliminary observations, teacher/parent discussions, and review of the students' records. The preliminary observations consisted of the following components: review of records, behavioral checklists, teacher interviews, and a series of informal classroom observations. Information gathered from these sources led to the determination to conduct a Functional Behavior Assessment (FBA). Problem behaviors demonstrated by these students included mild and moderate disruptions as well as a variety of novel off-task behaviors. Targeted problem behaviors included but were not limited to the following: playing with objects during class-time, throwing objects at other students, talking loudly to students seated in nearby seats, slouching way down in seats, and refusing to engage in academic tasks. Preliminary information suggested that the students' problem behavior were most often maintained (or interacted with) peer attention, teacher attention, and/or academic escape. The classroom teacher indicated that both students occasionally displayed such behavior in the absence of these conditions. Thus, problem behaviors that occurred in the absence of contextually related variables were identified as self-initiated.

For the purpose of this case study, problems behavior was defined as being out of seat without permission, playing with or throwing objects, annoying or distracting other students in the classroom, failing to comply with teacher directions, slouching extremely low in the seat, talking aloud to oneself or others without permission and noise making with body parts or school supplies, and engaging in any other "unusual" but conspicuously off-task behavior that occurred during class time. Only unusual behaviors that were "incompatible" with performing academics were scored as off-task.

### ***Data Collection***

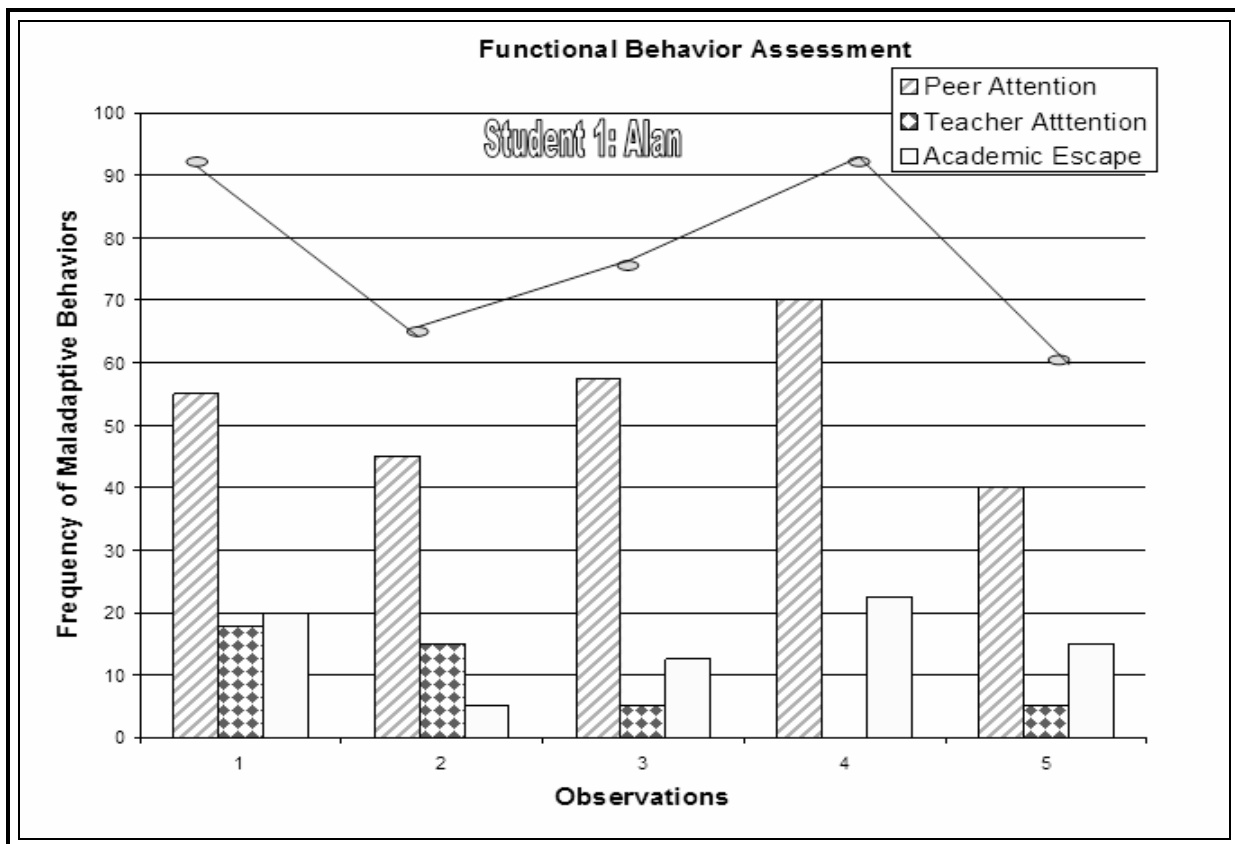
The students were observed from an unobtrusive location in the classroom and behavioral data were recorded using a portable laptop computer. The occurrence of maladaptive behavior was closely monitored using the FocalPoint software. Each observational session was twenty minutes in length. Data were recorded within 30-s partial intervals during five 20-minute observation sessions. Using direct observations in the classroom, each occurrence of maladaptive behavior was coded in terms of having coinciding with one of the four following variables: peer attention, teacher attention, academic escape, or self-initiated. Peer attention was scored if the problem behaviors were exhibited in an apparent attempt to gain peer attention. In a similar manner, teacher attention was scored if the student inappropriately attempted to gain the attention of an authority figure (e.g. teacher, counselor, or observer/intern) in the classroom and/or the occurrence of maladaptive behavior resulted in immediate reinforcement provided by the authority figure. Academic escape was recorded as the controlling variable if the maladaptive behavior allowed the student to escape from academic activity and did not result in attention from teacher or peers. Self-initiated was recorded on occasions when a student performed a targeted behavior, but contributing conditions were not conspicuous to the observer/school psychology intern.

### ***Interobserver Reliability***

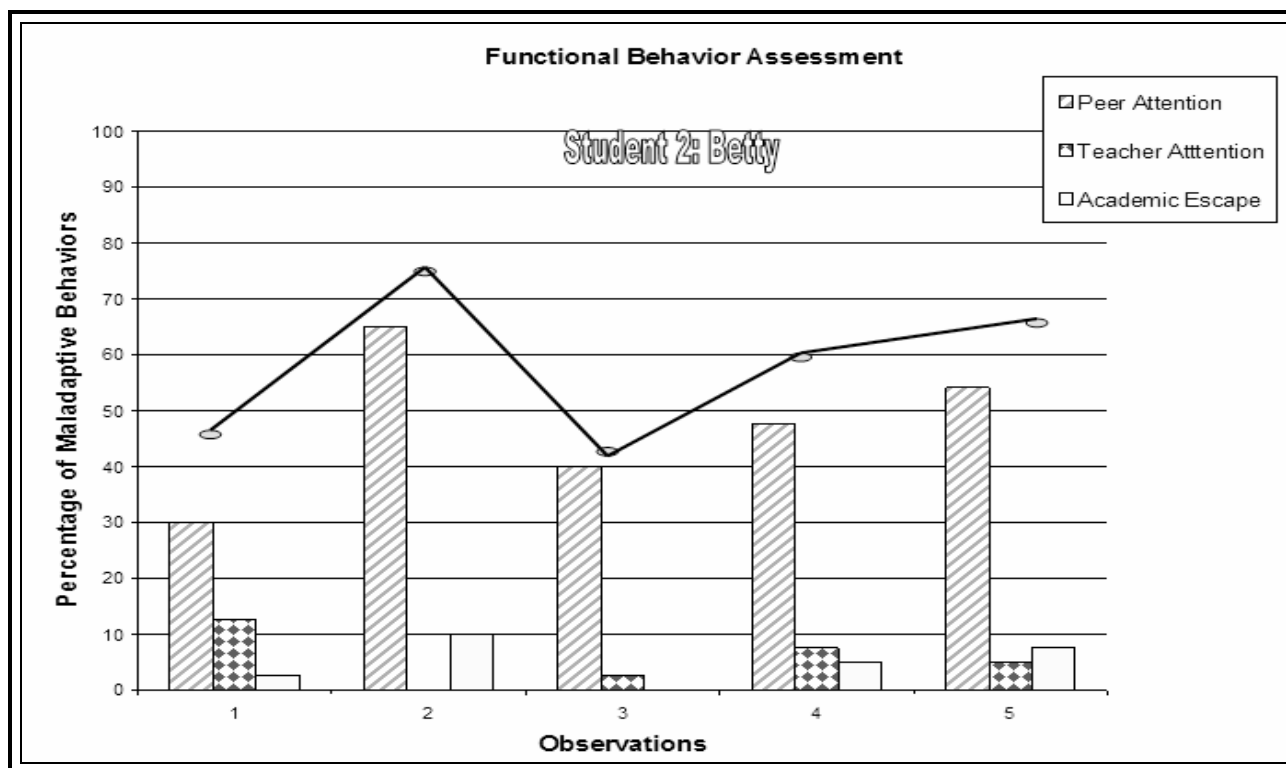
Prior to baseline data collection (during EPS 502 and EPS 555 classes), two observers had received extensive training regarding the use of computer-based observation systems. Recording was rehearsed until interobserver reliability reached 95% reliability. Following initiation of the study, interobserver reliability was calculated for approximately twenty-five percent of all sessions. An overall reliability coefficient was calculated by tallying the number of intervals in which both observers agreed that the maladaptive behavior did or did not occur. This number was divided by the total number of intervals and multiplied by one hundred to obtain a reliability coefficient percentage. Overall reliabilities ranged from 86 to 100 percent. A nonoccurrence reliability percentage was calculated using the same formula. Occurrence and nonoccurrence reliabilities ranged from 76 to 100 percent.

### ***Baseline and FBA***

During baseline, each student's behavior was observed and recorded in the natural classroom environment using the FocalPoint software. As indicated in the FBA histograms in Figures 1 and Figure 2 below, peer attention, rather than teacher attention or academic escape, most often maintained the students' maladaptive behavior. Self-initiated behaviors did not occur during any of the baseline/FBA sessions; nevertheless, it was reported by the classroom teacher that spontaneous episodes of maladaptive behavior sometimes were apparent to her during other parts of the school day. However, the classroom teacher agreed that both students appeared to be very responsive to peer-attention.



**Figure 1**



**Figure 2**

### ***Academic Task Performance***

To assess the effect of learning appropriate on-task behavior on the students' writing productivity, the school psychology intern counted the number of words written by both students during writing time. This included all baseline, treatment, and follow-up sessions. However, throughout this intervention, neither the teacher nor the intern gave praise or special instructions to either of these students regarding to the improvement of their writing tasks. All training was aimed exclusively at organizational, social, and on-task skills. All measures of writing productivity were employed as probe measures of generalization effects relating to teaching self-management skills and employing a class-wide group contingency program directed at improving on-task behavior of both students.

### ***Social Validity Measure***

The intern developed a five item questionnaire to assess the acceptability of the intervention. Examples included the amount of risk posed to the target child, the amount of teacher time consumed by the intervention, the effects of the intervention on other children, and the amount of teacher skill required to implement the intervention. The teacher responded to the questionnaire on 4-point scales (1 = not at all, 4 = very much) at the conclusion of treatment.

### ***Data-Based Behavior Intervention Plan (Part 1)***

The school psychology intern carried out a series of social-skills training sessions before beginning the class-wide intervention. That is, prior to initiating the Good Behavior Game, the intern developed a self-control training strategy working exclusively with the referred students. This pre-intervention social-skills training was conducted for five consecutive days, 30-min a day, in a nearby large office that was not occupied. The initial training consisted of self-instruction, discrimination training of appropriate on-task behavior, and role-playing/ rehearsal of organizing school supplies (e.g., papers, pens, workbooks).

Other social skills training included attending skills and appropriate postural stance, eye-contact, and hand-raising. This included instructions, modeling, role-playing and rehearsal of proper on-task behavior in the classroom. Both students

rehearsed self-instruction after the model/intern described and demonstrated various forms of academic engagement and organizing of school supplies and related materials. Subsequently, the students role-played these activities while practicing overt self-instructions. For example, students practiced attending and asking questions appropriately. During role-playing, each of the two students monitored the on-task performance of the child who sat next to him and gave feedback to each other. The intern gave verbal praise to the students who sat appropriately or gave specific feedback to the child who sat inappropriately.

After the initial training and rehearsal, training aimed at establishing children's appropriate academic engagement and ability to stay focused during simulated/abbreviated assignments. Additionally, the intern gave baseball cards to each student contingent upon improving approximations intermittently of on-task behavior and academic compliance (e.g., appropriate hand raising before asking questions of the teacher). In each of the five sessions, both students practiced working independently and interacting appropriately with the intern.

During this time the students engaged in writing tasks while rehearsing appropriate on-task skills. One minute after the task started, the trainer walked around the office/simulated classroom and observed the students' organizing and engaging in their writing tasks. Under no conditions was any type of reprimand or punishment procedure employed. All feedback was constructive and directed at the students gradually improving skills.

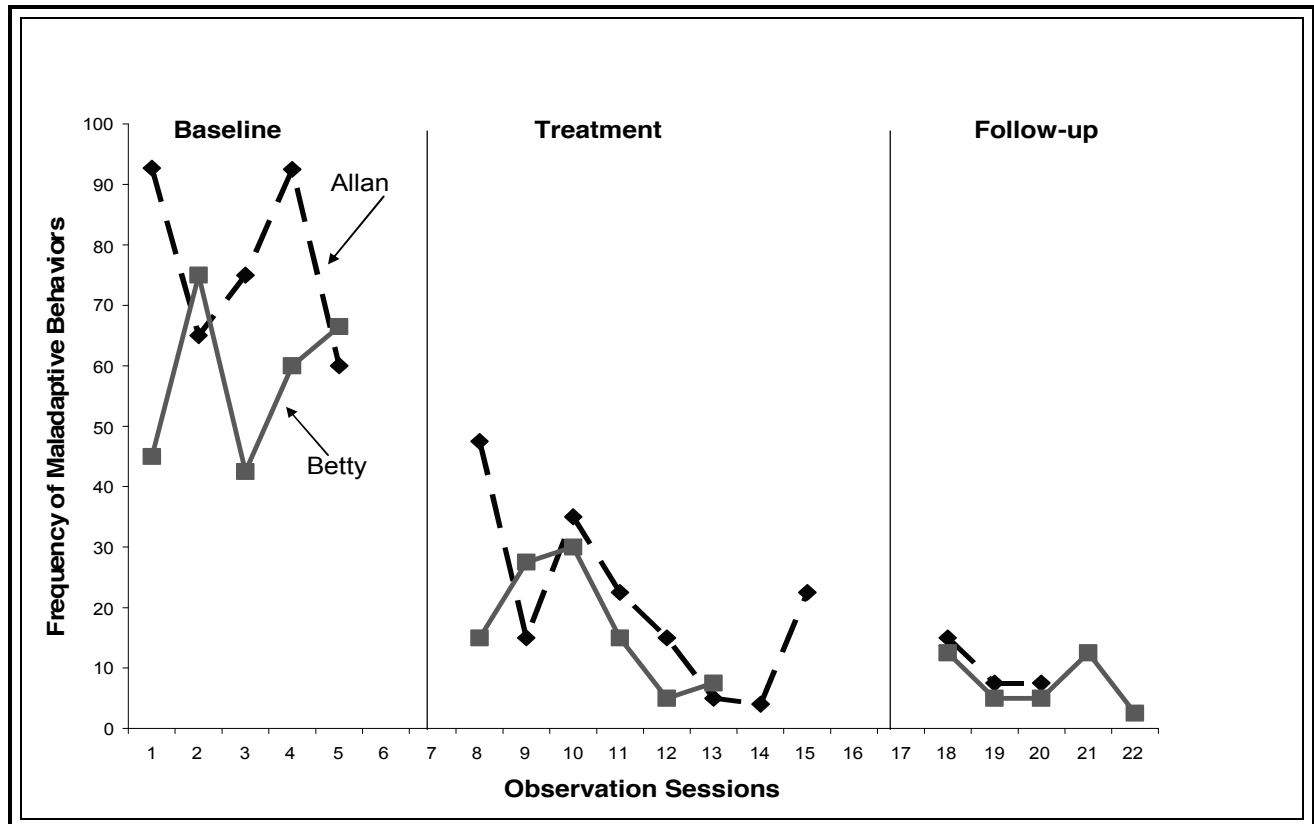
The use of baseball cards was gradually faded across sessions. At the beginning of fourth session, the intern simply said to the students, "We do not have any baseball cards today, but please make an effort to organize your supplies and work in the very best way you can." This statement was employed on the following day during social-skills session. All other features of the social-skills rehearsal remained the same. By the end of the fifth social-skill training the intern determined that both students were ready to take part in a more general classroom management procedure.

#### ***Data-Based Behavior Intervention Plan (Part 2)***

Obtained data indicated that peer attention was the primary condition maintaining the majority of the maladaptive behaviors observed during baseline, an intervention was designed and implemented to eliminate peer attention as a reinforcer for maladaptive behavior. During intervention, the frequency of maladaptive behaviors was recorded over the course of six and eight sessions for Betty and Alan, respectively. The intervention was a variation on the Good Behavior Game, a group contingency system first introduced into literature by Barrish, Saunders, and Wolf (1969); however, in this adaptation of the game, points were only awarded to the class based on the demonstration of improving academic and social skills. Depending upon the number of points earned during the game, the entire class was given up to 15-min of free time in which all students were allowed to play on the computer, listen to music of their choice, read, play games, or talk quietly with one another. Moreover, each targeted student received counseling support services throughout the course of the classroom intervention.

The treatment data shown in Figure 3 below were not collected until the completion of the five days of individualized social skills training for Alan and Betty. For Alan, the percentage of intervals in which problems behaviors were displayed averaged 77.04% of the observed intervals

during baseline. This level of problems behavior was reduced to 20.81% following five days of social-skills training and during the class-wide group contingency (Good Behavior Game phase). During follow-up in which the Good Behavior Game was played intermittently, an average of only 10% of the intervals were recorded as having at least one occurrence of the maladaptive behaviors. Initially, the percentage of intervals in which off-task behaviors were exhibited by Betty averaged 57.8. During baseline and follow-up phases, this level dropped to 16.66% and 7.5%, respectively.



**Figure 3**

As peer attention was found to be highly correlated with the occurrence of maladaptive behavior, a specific intervention was designed to eliminate the reinforcing effects of peer attention. A significant decrease in the occurrence of maladaptive behavior was observed when the treatment was applied. Future treatment plans include a maintenance program for both of these students. It is important to point out that a positive version of the Good Behavior Game removes the punishment contingency and rewards select students for slight improvements in behavior. As these students earn rewards for their respective teams, verbal acknowledgement of their contribution solicits a more powerful reinforcer, class appreciation for positive behavior change.

Although the Good Behavior Game successfully reduced the maladaptive behavior exhibited by the students in this particular study, its use as an intervention strategy is not appropriate in all situations. This treatment was selected only after peer attention was identified as the primary variable criticism of descriptive analysis procedures. The school psychology intern arranged to implement the Good Behavior Game only after providing the referred students with five days of specialized instruction, modeling, and role-playing of classroom social skills. This specialized intervention also included the use of teaching self-instruction while learning the social skills program.

This follows procedures recommended by the social skills training program employed at Boys and Girls Town, Nebraska (The Father Flanigan's Boys Home Social Skills Program).

### ***Treatment Integrity and Maintenance***

In addition to observations conducted in the classroom these students were observed in several other campus locations throughout the school day. Direct observations and teacher reports suggest that both students showed considerable improvement across school locations following treatment and intermittent use of the Good Behavior Game in conjunction with occasional visits from the school counselor.

### ***Improvement of Writing Task Performance***

The intern assessed both students' writing task performance in the home-room class during the Good Behavior Game and during times when the game was not conducted by the classroom teacher. For Alan, the average number of written words increased from 52 in baseline to 93 during the Good Behavior Game and 87 in the absence of the game. For Betty, the average number of written words increased from an average of 24 in baseline to 76 during the Good Behavior Game and 59 in the absence of the game. Concurrently, both students improved their letter grade from "F" during baseline to "C" following the treatment. At the end of the school year, both students were maintaining "C" averages in writing class. Although both students were still identified as "at risk" at the end of the semester, the referral process was postponed pending the results obtained during maintenance interventions to be conducted in the following school year.

### ***Acceptability of the Interventions by the Classroom Teacher***

The homeroom teacher rated the acceptability of the 2 part intervention system on 4-point scales with 4 indicating "most acceptable" and 1 as "least acceptable." This teacher rated all 5 of the following items positively with the score of 3 or higher:

- 
1. Conducting the social-skills training and Good Behavior Game is suitable for third grade students.
  2. The amount of time needed to development and implement the program was reasonable.
  3. I intend to use the program in the future with other students who may show similar types of problem behaviors.
  4. I would recommend this system to other teacher's who have students with similar problems.
  5. The procedure of employing social skills in conjunction with the Good Behavior Game had a favorable influence on other students in my classroom.

## Appendix M: Sample Case Study 2

Two students attending an intermediate school in a rural area of East Texas were referred for re-evaluation and updating of individual treatment plans. Throughout this report, the names of all individuals and programs have been changed to protect students' identities. Students were in the fifth and sixth grade and were referred for assessment to provide treatment pertaining to their handicapping conditions. At the time of the behavioral assessment and treatment, the students were being educated in general education classrooms with access to a pull-out program in which teachers could remove students from class if their behaviors were causing a disruption in that setting. The New Options Program (not actual name of program) at this school was designed to allow the students opportunities to remove themselves from a potentially volatile classroom situation. According to the primary theme of this program, after working on how to best deal with the situation, students might be able to return to class with improved self-control.

Students were selected for assessment and treatment based on the following criteria: 1) previously they had been identified as emotionally disturbed and/or overt serious behavior problems; 2) their behavior problems were occurring to such an extent that they interfered with their learning and/or others in the class according to teacher reports and verified through informal observations; 3) the teachers of the students were willing to participate and implement interventions; and 4) receipt of informed consent and permission for participation signed by both the guardians and students. Two students, Phillip and Ralph (both pseudonyms), were selected for enhanced treatment plans based on the problem behavior they exhibited in the classroom setting. The examiner/school psychology intern obtained permission to modify the New Options program in order to more efficiently address the self-management needs of these particular students.

### **Problem Behaviors:**

Problem behaviors were defined for each student based on the data provided through a review of the student's discipline referrals, preliminary classroom observations, and a review of prior psychological assessment instruments including the Behavior Assessment Scale for Children (BASC), and teacher interviews. The compilation of this information seemed to suggest that Phillip's and Ralph's predominant problems were a combination of disruptive behaviors as well as general off-task behaviors. For the purpose of the Functional Behavior Assessment (FBA), disruptive behaviors were defined to include the following: talking out to self, peers or teacher without permission; touching others; leaving seat or classroom without permission; and throwing things. Off-task behaviors included any behavior that was incompatible with academic engagement that continued for more than approximately 10 seconds.

### **Initial data collection procedures for developing FBA hypotheses:**

Prior to collected baseline/FBA data, both students were observed by way of employing an automatic graphing (rotation scan) procedure. This system enabled the observer to record ongoing behavior while simultaneously creating, a graphic presentation of behavior problems throughout a session. The rotation scan enables the observer to sequentially sample the behavior of comparison students. Data from these preliminary observations appeared to show that both students were showing problem/off-task behaviors well in excess of their classmates. These preliminary observations and other sources of background information (e.g., behavior rating scales, teacher interviews, parent interviews, review of student records, etc.) were used in developing the necessary FBA hypotheses regarding the environmental conditions that might be contributing to the likelihood of these students' exhibiting problem behaviors in the classroom. The hypothesized variables were

identified as peer attention, teacher attention, academic escape, self-initiated, or provocations by peers. For the purposes of these students' FBA's, the "peer attention" condition was defined as maladaptive behavior exhibited in response to attention by peers and/or peer attention immediately followed the maladaptive behavior. "Teacher attention" was defined as maladaptive behavior exhibited in an apparent attempt to gain the attention of the teacher. The "academic escape" condition identified conditions in which problem behaviors resulted in the student escaping from some academic activity. The "self-initiated" condition was scored on occasions when problem behaviors were observed; however, no environmental variables could be identified by the observer/s at these times. "Peer provocation" was operationally defined as the maladaptive/off-task behaviors under conditions when Phillip became distracted by the verbal or physical taunting of peers in the classroom.

### **Functional Behavior Assessment:**

Data were collected using the Focal Point software for functional behavior assessments (Ninness et. al., 2000) using laptop computers. This software allows the observer to record direct observations of student behavior as they occurred in real time in the students' respective classrooms. Using partial-interval observations, any occurrence of the target behavior by the student during a given interval was recorded as an occurrence within that interval. Therefore, in some instances, a student might demonstrate the behavior for more than one of the conditions within a given interval. Both students were observed during each 30-min. sessions using 30-s partial interval recordings. Both students were observed from an unobtrusive location in the classroom. (Interrater reliability observations were conducted by this examiner/school psychology intern and another school psychology intern trained in observation of the targeted behavior.)

This observation format was used to record the antecedent and consequent variables maintaining the target behavior. Each occurrence of disruptive and/or off-task behavior was coded in terms of being maintained by one of the hypothesized variables (peer attention, teacher attention, academic escape or self-initiated). This FBA and treatment plan incorporated a multiple baseline design across these two students. Therefore, Ralph had a slightly extended number of baseline observation sessions. During all baseline sessions, FBA's were conducted in an attempt to find the environmental variables that might influence the students' likelihood of engaging in maladaptive behaviors.

### **Baseline and FBA Observations:**

Baseline was established for each student when targeted behaviors reached stabilization. The duration of each student's baseline was staggered in sequence. Once the behavior change was demonstrated by Phillip, then the treatment began with Ralph. In order to ensure that the effects of the treatment were able to maintain over a period of time, both students received three post-treatment observation sessions approximately one month after conclusion of the treatment sessions,

### **Interobserver Reliability:**

Observational data were obtained for approximately twenty percent of all sessions by a second observer trained in observational techniques. Overall reliability was obtained through these observations by dividing the number of intervals in which both observers agreed on the presence or absence of the target behavior during an interval by the total number of intervals and then multiplying by one hundred to get a reliability coefficient percentage. Overall reliabilities ranged from 90 to 100 percent.



### Academic Measures of Student Performance Prior to Treatment:

A review of Phillip's and Ralph's academic progress provided by their respective teacher's indicated that both students were failing in most academic areas. Of particular concern was the fact that neither student appeared to be putting forth any effort in his class assignments. Generally, both students had a well documented history of poor or incomplete in-class assignments, and both students were at serious risk of failure.

### Phillip's FBA outcomes:

The FBA's conducted during baseline illustrated the particular intervention needs for each student. Phillip appeared to be motivated by teacher attention, peer attention and academic escape. The percentage of intervals in which he exhibited either the disruptive or off-task behavior during peer attention conditions averaged 12 percent of the observed intervals. During the teacher attention condition, the behaviors averaged to 12.3 percent of the intervals. The behavior in the academic escape condition averaged to 36 percent. The self-initiated condition was observed only 6.6 percent of the FBA observations (see graph below). The above averages were obtained by aggregating the data across each of the five FBA sessions. Thus, the relatively high percentage of maladaptive behaviors during "academic escape" (36 percent) was obtained by averaging the five consecutive cross-hatched bars representing the Academic Escape condition (see Figure 1 below).

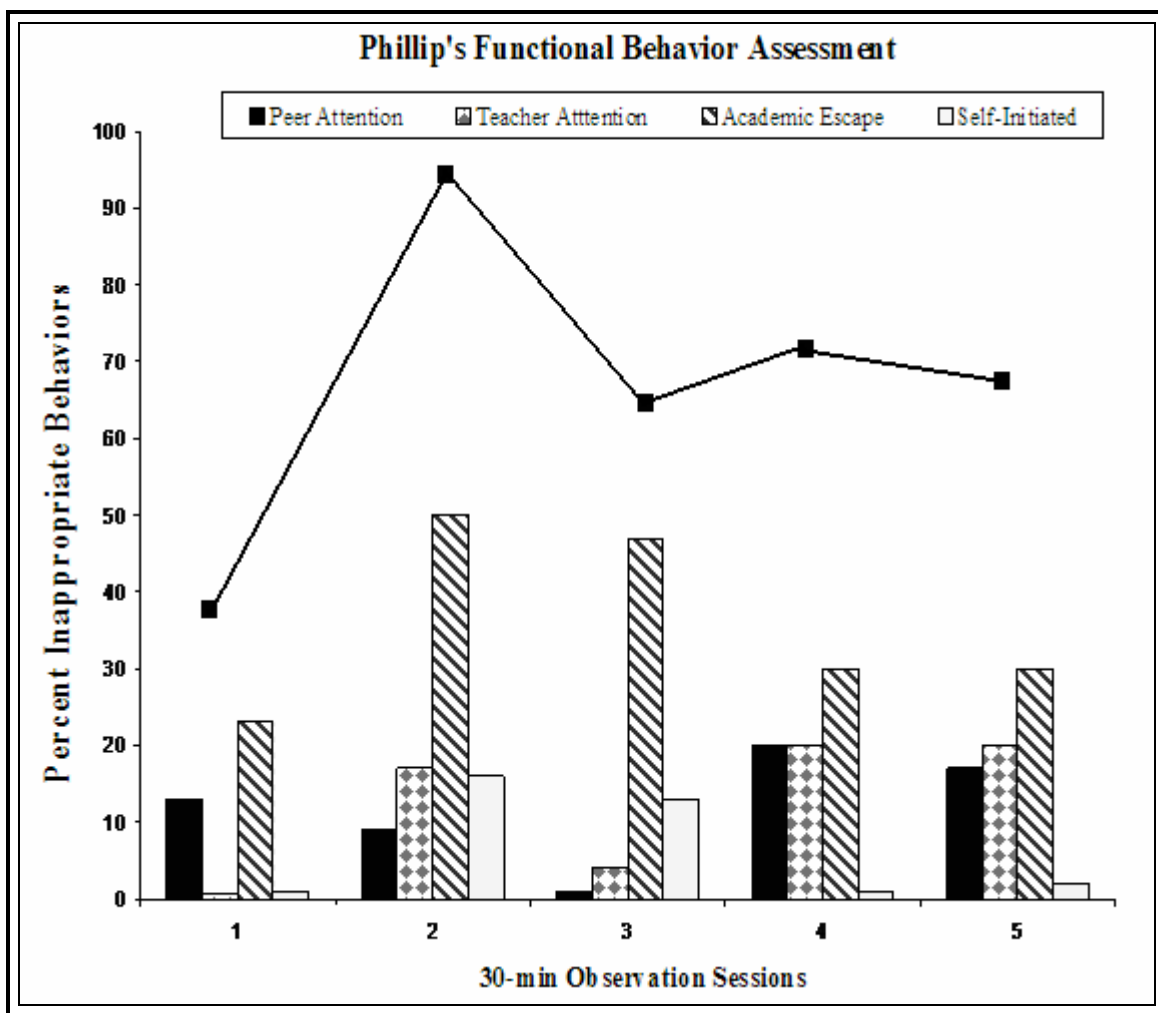


Figure 1

### Ralph's FBA Outcomes:

Data obtained during Ralph's FBA (and simultaneous baseline) illustrated that his inappropriate behaviors were both peer attention seeking but primarily related to escape from academic activities. Through teacher feedback, office referrals and behavioral observations by the examiner/intern, the academic escape appeared to be the biggest problem. His classroom disruptions and other off-task behaviors occurred during the "academic escape" condition averaged 44.6 percent of the observed intervals. Problem behaviors exhibited while under the "peer attention" condition averaged to 22 percent. "Teacher attention" was noted to a much lesser degree averaging only 3.7 percent of the observed intervals. The "self-initiated" and "transitions" conditions averaged 2 and 2.8 percent respectively (see Figure 2 below). Although it is possible that the intern/observer's presence may have been a contaminating influence, provocation by peers was not observed or recorded during any of the observations sessions.

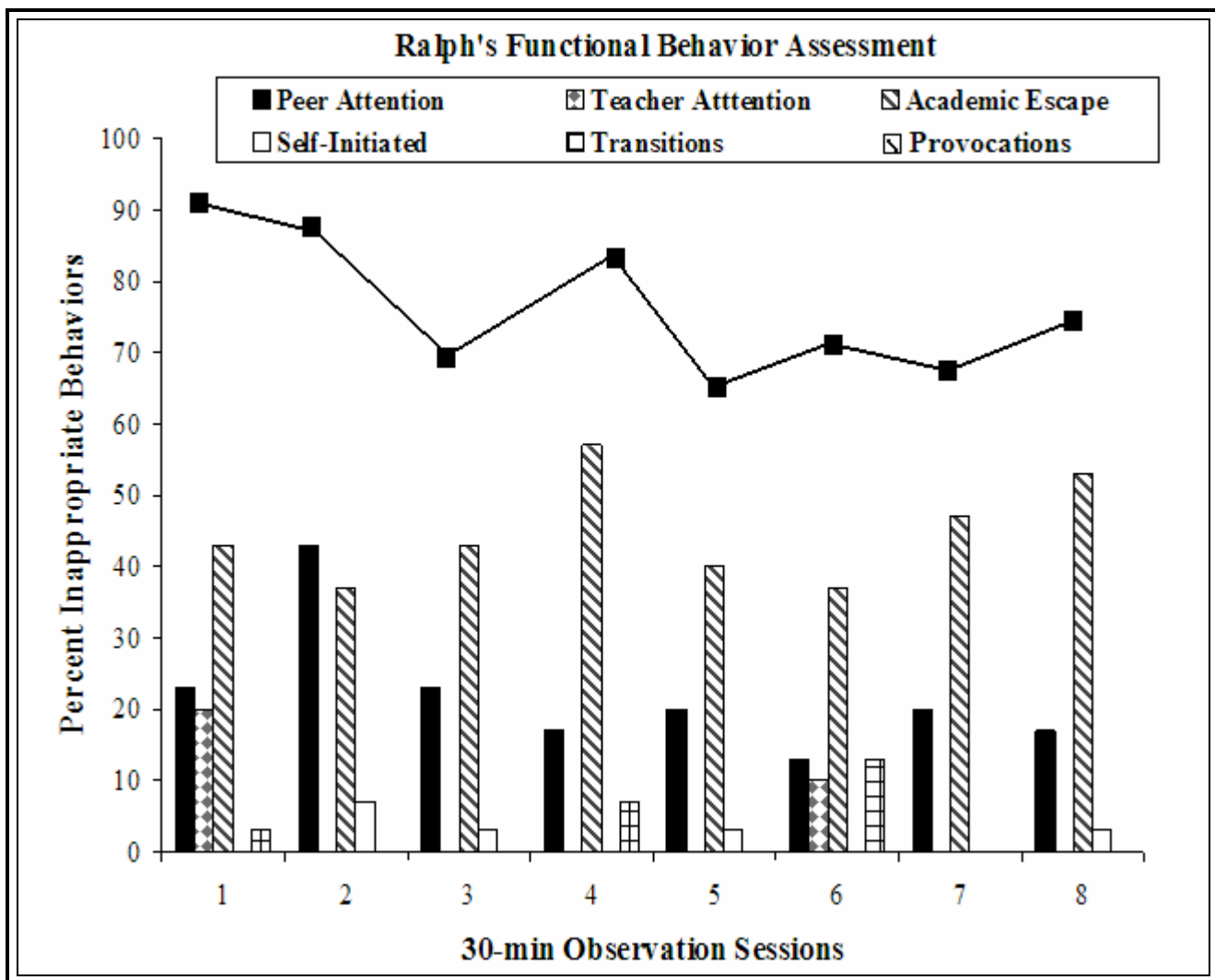


Figure 2

### **Overview of Student Behavior Intervention Plans:**

A multiple baseline across students design was used to test the effectiveness of the treatment across students. Phillip received the treatment phase after stabilization of data in five baseline observations were obtained. Ralph entered the treatment phase only after the behavior change had been established for Phillip. Following the treatment phase, each student was observed for several post-treatment observations to determine the continued efficacy of the designed interventions.

### **Phillip's Behavior Intervention Plan:**

FBA data obtained during Phillip's baseline conditions illustrated this student's motivation to gain peer and teacher attention (by what ever means necessary); however, academic escape appeared to be a dominating source of motivation to engage in inappropriate behaviors. Therefore, two separate treatments were developed to address the attention seeking behaviors separately from the escape behaviors. The academic escape problem was presenting more of a problem because his teachers continually complained that they had no grades for him. A behavioral contract was developed immediately. The fine points of this contract were extensively reviewed with the student with the objective of increasing his work accuracy and the amount of time he spent engaged in completing all assignments during class time.

Phillip provided ideas for reinforcers that he would like to work toward and practiced modeling the appropriate behavior. This student chose to earn Pokemon and Harry Potter games and coupons for pizza. Under the terms of his behavioral contract, he could draw coupons for the items from a grab-bag at the end of the day. His teachers reviewed the contract and signed an agreement. The teachers kept a spreadsheet with the student's assignments and initialed if the student successfully worked on or completed the assignment for the period. The teachers and the school psychology intern developed details of his contract and counseled him regarding the reason for the plan in which he would check out the materials he needed at a particular time in the period from the teacher. This was agreed upon by the student and was designed to reduce his apparent temptation to be distracted by his surrounding materials near his seating area. Mastery for this was set at 3 out of 5 times. The disruptive-behaviors were addressed by further extensive modeling practice with the intern and followed by a behavior-rating chart the teachers kept with the student's assignment chart.

The four behaviors on which the teachers rated Phillip were sitting correctly in seat facing forward, raising his hand to ask questions, refraining from talking to peers unless directed to do so, and doing what teachers ask of him. These four behaviors were compiled through teacher feedback, office referrals, and behavioral observations conducted by the intern. The teachers initialed on the line next to the number for each behavior if the student were able to successfully perform that behavior for most of the period. Phillip could earn a point for each of the behaviors that he successfully performed for each class period. These points earned the student special privileges, set up by the teacher in class. These privileges included being the line leader, receiving extra time at recess, and for a good week, earning a popcorn party for the entire class. Replacing the student's previously negative attention-seeking behavior with appropriate behavior allowed him to earn the attention that he wanted.

**Ralph's Behavior Intervention Plan:**

Outcomes from Ralph's FBA also revealed academic escape as a primary variable influencing his problem behaviors; however, previous attempts at behavioral contracting had proven ineffective with this student, and it was determined that he required a more intensive and pervasive treatment plan. Ralph's plan included social skills and self-management training in conjunction with a series of short-term behavioral contracts. During treatment, Ralph was instructed, modelled, and rehearsed regarding how to carry these on-task skills with him to a wide variety of diversified school settings. On task and time-management training was introduced within the one classroom for 20-min daily sessions. These on-task and time management procedures were adapted from Ninness, Glenn, and Ellis (1993) and *Father Flanagan's Boys Home Skill Streaming*. Note: Ralph's particular self-management program was not directly scripted from the above sources. It was specifically designed to address his particular curriculum and behavioral needs. (The adapted versions of Ralph's particular self-management training procedures are provided within Ralph's FBA/BIP Appendix).

For Ralph, on-task training entailed two very important details: 1) teaching Ralph new organizing and time-management skills, and 2) developing a way to make these skills employable in different classroom settings. During the course of treatment, these skills were practiced in several different classroom contexts. Ralph practiced staying on-task and organizing all of his materials in conjunction with self-management training in the two different classrooms. For increasing the time he spent working on assignments, listening more attentively and participating in class activities, Ralph could earn free time to use the computer or work puzzles. He also had the opportunity to earn special privileges in class and treats at lunch-time.

The mastery criteria for this student was higher than that of student 1 because this student had turned in approximately 50 of his assignments prior to beginning treatment; therefore, the mastery criteria for him was set at 4 out of 5 times, and approximately 80 percent.

A behavior contract was developed and extensively reviewed with this student along with the role playing procedures for appropriate ways to obtain the teacher and peer attention. He was able to choose the reinforcers that he wanted. He chose to have positive notes sent home, treats at lunch-time, and special privileges such as being a line leader or monitor. He could earn the opportunity to obtain special privileges for his class such as extra time at recess and free time at the end of the period.

On task and time-management training was introduced within the one classroom for 20-min daily sessions. These on-task and time management procedures were adapted from Ninness, Glen, and Ellis (1993) and the Social Skills curriculum at Boys and Girls Town (*Father Flanagan's Boys Home*). An overview of these social skills training procedures for addressing improved on-task behavior are provided within the Appendix of this report. During the post-treatment condition, the intern transferred the responsibility of treatment entirely to the teacher. After allowing a brief period for this transfer to occur, at least three sessions, of post-treatment observations were obtained to determine the continued efficacy of the treatment program.

### Treatment Outcomes for Phillip and Ralph:

When all conditions (Peer Attention, Teacher Attention, Self-Initiated, Transitions, Academic Escape, and Provocation.) were combined for each observations session, Phillip engaged in disruptive and off-task behaviors for an average of 67 percent during baseline. Problem behaviors were reduced to an average of 11 percent during the treatment phase and an average of 5.2 percent during post-treatment observations. Ralph engaged in the problems behaviors for an average of 72.2 percent of the observed intervals during the baseline phase (when aggregated data across all hypothesized conditions). Following treatment, his problem behaviors were reduced to an average of 12.7 percent and an average of 8.7 percent during post-treatment observations, respectively. The post-treatment observations on the both students indicated that the treatments were well maintained in the natural environment (see Figure 3 below).

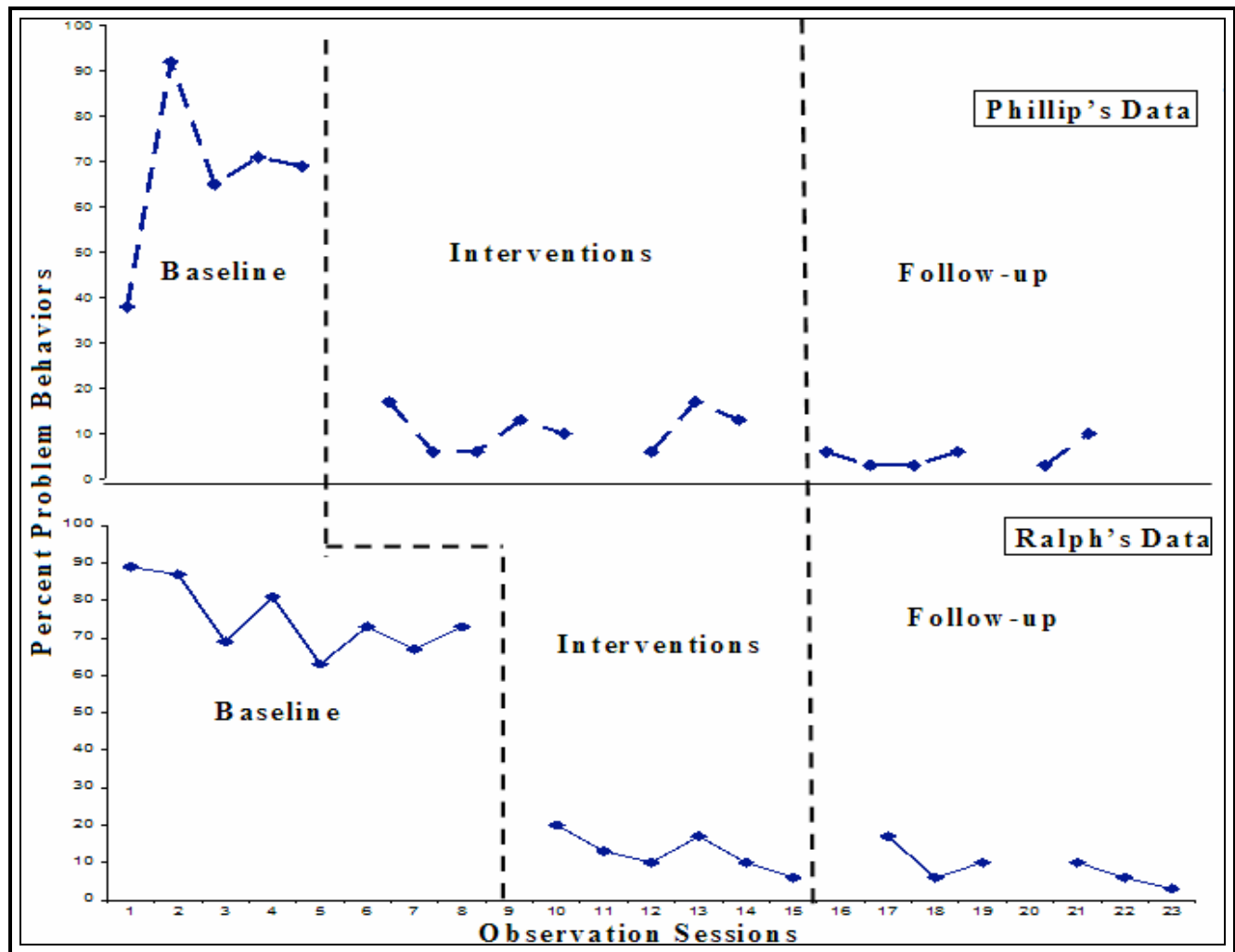


Figure 3

It should be noted that both students demonstrated improvement in the completion of the in-class assignments during and following their respective behavior interventions plans. Although neither of them was making "A's" in any of their classes, both had improved their performance to a level at which they were passing most of their classes. It should be noted, however, that at the time of his last report card, Ralph was still doing poorly on class assignments relating to basic arithmetic. Based on these data, interventions (including computer-assisted instruction) are being

developed to address this academic area of special need for Ralph. Overall, the current behavior assessment and treatment suggests the effectiveness of individual behavioral interventions designed for two intermediate school students following assessment by of Functional Behavior Assessment.

Observations of these students were performed in the natural environment. Therefore, certain variables may have limited the results. One limitation to this assessment and intervention might include the fact that since students were disciplined by school administrators, the discipline assigned to students for misbehaving in other arenas of the school day were not in the control of the school psychology intern.

### **Appendix to Ralph's FBA and BIP**

#### **Training On-Task Skills based on a composite of Ninness, Glenn, & Ellis (1993) and The Father Flanagan Social Skills Curriculum at Boys and Girls Town, Nebraska**

##### ***Progressive Setting and Attaining of Academic Goals***

***Objectives:*** As stated within his BIP, Ralph will demonstrate consistent independent goal setting, accurate self-assessment and recording of goal achievement, accurate self-assessment and recording of obtaining necessary class materials, accurate self-assessment and recording of uncluttered and organized academic products over a period of several weeks.

***Format:*** Instruct, model, role-play, and unsupervised role-play (emphasize self-instruction, self-assessment, and self-recording).

***Instructions:*** Within the confines of one classroom, provide Ralph with details and logic regarding the importance of learning to set and achieve academic goals independently.

Ralph was instructed as follows:

1. In order to succeed in regular and resource classes, it will be necessary to sustain these skills.
2. In order to advance on the pyramid and gain points toward the wheel of fortune, it will be necessary to demonstrate improvement in these skills.
3. Once the student has acquired these skills, they will be used in conjunction with the previous skill of avoiding distractions. This combination of skills may be the source of additional bonus points.

**Instructions:** Ralph will be provided a goal setting card/sheet as listed below:

1. Assignment objectives \_\_\_\_\_
2. Time required for the academic objective \_\_\_\_\_
3. Notation regarding neat and organized product \_\_\_\_\_
4. Notation regarding working independently \_\_\_\_\_
5. Notation regarding having all necessary materials \_\_\_\_\_

Total Self-Assessment \_\_\_\_\_

Ralph will be informed that he is to verbally specify exactly what he is to accomplish during an academic assignment. This should usually include some form of visible response product, which then may be assessed by the teacher. The teacher then can provide a sample goal-setting sheet that is demonstrated on the board. For example:

1. Assignment objective: Completion of twenty multiplication problems at 95 % accuracy.
2. Time required to complete objective: Twenty minutes.
3. Notation regarding neatness: A simple check will be included, but this outcome is to be monitored by the teacher or paraprofessional.
4. Notation regarding working independently: Again, a simple check will be included, but this outcome is to be monitored by the teacher or paraprofessional and used in the determination of the total assessment of the student's performance.
5. Notation regarding having all necessary materials: Check the space.

***Modeling and Role-Playing:***

The following is a sample teacher script for student goal setting:

1. Continuing the same demonstration as given above, the school psychology and/or teacher demonstrates (models) the completion of the above form using the blackboard for illustration. The teacher may fill out a form and provide the following information for Ralph's observation.
  - a. "First, I figure out exactly what I'm going to do and write it on the top of my form. I need to do twenty problems at 95 percent accuracy." This information is then placed on the board in the proper location."
  - b. "Next, I say how long it will take me. This will take me about twenty minutes." This is also written on the board as an example.
  - c. "I need to get all my things organized and be neat. Check!"
  - d. "I need to remember to do my work independently. Check!"
  - e. "Do I have all of my materials? Check!"

2. Ralph performs this procedure and verbalize the self-instructions associated with fulfilling each part of the above task.
3. Ralph will grade himself (scale of 1 to 4) as to the adequacy of his task completion under simulated and abbreviated conditions. For example, the teacher suggests that for modeling purposes, a very short assignment be performed by each student while other students observe and assess the Ralph's process.
4. Peers may provide assessments of these exercises, as does the teacher. These peer assessments, which serve as feedback only, are not used as part of the daily scoring system.
5. During class time, other students may rotate this demonstration with performance feedback from teacher and peers. It is important for the teacher or paraprofessionals to monitor this corrective feedback from peers very closely. Only constructive criticism and assessments are acceptable.
6. The teacher may have other students score themselves regarding their total performance during the social skills period or at various intervals associated with the point system.
7. Variations on this activity can and should be practiced daily throughout the entire semester. As Ralph improves in goal setting and achieving, this training process should be transferred to other classes and incorporated within the on-going self-assessment process.

***Role-Playing in the Absence of Supervision:***

Once Ralph has role-played and self-assessed to the teacher's satisfaction, the teacher may have the students replicate the previous scenario with a minimal amount of formal instruction and performance feedback. This exercise is gradually incorporated into all aspects of student academic performance.

1. This procedure may also be incorporated into the previous exercise regarding assertively ignoring provocative statements and distractions by peers.
2. When Ralph self-assesses in the absence of supervision as per the previous exercise, he may use goal setting and achieving as some of the criteria for self-assessment.