BALL STATE UNIVERSITY

Student Handbook and Program Policies

Doctor of Philosophy
Educational Psychology (School)

Accredited by
Commission on Accreditation
c/o Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5979
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Ball State University

History

Ball State was founded as a state institution in 1918 and a state-assisted residential university in Muncie, Indiana, a midsized Midwestern city one hour northeast of Indianapolis. The Ball family of Muncie donated the previously purchased campus and buildings of the Muncie Normal Institute to the state of Indiana. In 1922 the board of trustees named the school Ball Teachers College. Ball State Teachers College was the name given to the institution by the Indiana General Assembly in 1929. The General Assembly renamed the institution Ball State University in 1965. Along with changes in name, Ball State has increasingly diversified its program offerings. In the spring of 1932, master’s degree programs were instituted, and the first master’s degree was granted in 1934. By the 1940s, both a six-year degree program and a Doctorate in Education (in cooperation with Indiana University) had been inaugurated. The Specialist in Education degree was offered for the first time in 1959; doctoral programs (Ph.D. and Ed.D.) were instituted in 1961. The National Council for the Accreditation of Teacher Education (NCATE) granted Ball State full accreditation for all graduate programs through the doctorate in fields of education in 1961, and the North Central Association of Colleges and Secondary Schools granted final accreditation at the doctoral level in 1974.

Ball State is ranked as a doctoral/research-intensive institution by the Carnegie Foundation and is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Additionally, the Indiana Department of Education and the National Council for Accreditation of Teacher Education accredit Teachers College programs.

Department of Educational Psychology

The program is housed within the Department of Educational Psychology. The Department offers two doctoral degree options: Educational Psychology (School) and Educational Psychology (General). Sharon Paulson, Ph.D. is the Chair of the Department of Educational Psychology. In addition to the two doctoral programs, the department offers the MA in Educational Psychology (General), the MA in School Psychology, the Ed.S. in Educational Psychology (School), the MA in School Counseling, and three certificate programs in gifted and talented education, human development and learning, and neuropsychology. The department also provides several doctoral cognates (a formally recognized concentration of study, which includes specific courses and/or practica) including neuropsychology, developmental psychology, educational psychology, gifted education, assessment, and research methodology.

The Department of Educational Psychology is housed within Teachers College (TC). The Dean of TC is John Jacobson, Ph.D. Ball State is one of the largest granters of professional education
degrees in the United States. The college’s reputation for leadership is the result of its emphasis on educational practice and applied research. Within TC, there are five departments: Educational Leadership, Educational Psychology, Educational Studies, Elementary Education, and Special Education.

**Overview of Ph.D. Program in Educational Psychology (School)**

**General**

The Ph.D. Program in Educational Psychology (School) at Ball State offers candidates preparation for the practice of professional psychology, specifically for entry-level practice in school psychology, a substantive area of professional psychology. School psychology is a professional discipline with the objective of enhancing the psychological and educational well-being of children, adolescents, adults, and families through the provision of empirically derived assessment, consultation, prevention, and intervention services. The doctoral program’s coursework, research, experiences, practica, and internships afford candidates the competencies to work in school, private practice, mental health, hospital, and academic settings. It is our belief that school psychologists too often have been limited by the focus on “school.” We believe the title does not necessarily define the location where services will or should be provided. It is our contention that our graduates are best defined by their skills -- those necessary to perform the professional role asked of them across settings and within the ethical bounds of their education, training, and supervised experience. The American Psychological Association has continuously accredited the Ph.D. Program in Educational Psychology (School) since 1985. It is also approved by the National Association of School Psychologists (NASP).

**National Recognition**

The program’s primary goal is to train school psychologists as scientists and practitioners. To this end, Little (1999) and others have noted that Ball State graduates were in the top 10 in the nation in number of publications. A more recent study ranked faculty from Ball State University’s school psychology program among the nation’s best for scholarly productivity (Wagner, Lail, Viglietta, & Burns, 2007). The program’s faculty was ranked seventh nationally in total scholarly publications and seventh in scholarly publications published in major school psychology journals from 1995-1999. In general, our faculty was fifth among the 53 programs accredited by the American Psychological Association from the period of 1977-1999. A number of published studies rank Ball State University’s School Psychology Doctoral Program among the nation’s top 10 in scholarly productivity and success of graduates. Below are some of the program’s accomplishments mentioned in publications.
First in total number of graduates since 1990 in academic positions (Little, Akin-Little, & Tingstrom, 2004).

First in annual rate of graduates in academic positions since the program gained American Psychological (APA) accreditation (Little, Akin-Little, & Tingstrom, 2004).

Third overall in total number of graduates in academic positions. (Little, Akin-Little, & Tingstrom, 2004).

Seventh in number of publications from 1995-99 (Carper & Williams, 2004).

Third in number of journal publications outside of school psychology (Carper & Williams, 2004).

Ninth in authorship credit and number of publications from 1995-99 (Carper & Williams, 2004).

Fifth in total publications of current APA programs from 1970-99 (Little, 1999).


**Training Model, Goals, and Objectives**

The training perspective of the program is the scientist-practitioner model (Boulder). The doctoral program prepares candidates to integrate psychological theory, research, and established methods of scientific inquiry into effective practice, and to engage in research and evaluation activities that contribute to the science and practice of psychology.

The program’s goals, objectives, and competencies are consistent with the scientist-practitioner model and the substantive area of professional psychology, school psychology. Specifically, the program has the following five goals:

Goal #1: Assessment: Demonstrate knowledge and skills concerning fundamentals of measurement and assessment, and the use of assessment measures in a non-biased, reliable and valid manner;

Goal #2: Consultation: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals;

Goal #3: Prevention/Intervention: Demonstrate knowledge and skills concerning the theories and tactics used to guide the design and implementation of effective interventions for children and adolescents;

Goal #4: Research and Evaluation: Demonstrate knowledge and skills pertaining to research design, statistical analysis, and the communication of research results; and
Goal #5: Professional Practice: Demonstrate skills required for appropriate professional practice, legal and ethical decision-making, and sensitivity to individual and cultural differences.

For each goal, specific objectives (13 total) have been identified and corresponding competencies have been developed (see Table below). The program’s curriculum focuses on candidates and developing competencies in assessment, consultation, prevention, research, and professional practice. Professional practice includes gaining knowledge of legal, ethical, and quality assurance expectations as they related to the practice of psychology. The program also has determined minimal levels of achievement and specific methods for assessing outcomes specific to each competency (see Appendix A).

School Psychology Faculty

Dr. Janay Sander is the current Director of Training, effective August 2016. From August 2012 to July 2016, Dr. Andrew Davis was Director of Training. From August 2008 to May 2013, Drs. David E. McIntosh and Barbara Rothlishberg served as Co-Directors. Administration of the program is conducted with the counsel of the six other school psychology core faculty and the department chair. The school psychology faculty include Drs. Greg Callan (FTE = 100%; core), Andrew Davis (FTE = 100%; core), Maria Hernández Finch (FTE = 100%; core), Kathrin Maki (100% FTE; core), Eric Pierson (100% FTE; core), Renee Vaux Nevins (FTE = 100%; core), and Janay Sander (FTE = 100%; core). The program is committed to preparing school psychologists who integrate theory, research, and practice in their implementation and evaluation of psychological services and in their production of applied research. The program faculty, through their unique perspectives and experiences, create a learning environment that encourages students to experiment with different theoretical perspectives and approaches to research. Faculty pursuits reflect a range of interests, including neuropsychology, measurement, statistics, preschool assessment, developmental disabilities, learning disabilities, and school retention. Following the scientist-practitioner model, each of the faculty members takes an eclectic perspective. Furthermore, all of the faculty have extensive and varied applied experiences. All core members have been and continue to be involved in providing direct psychological services, consultation, and research with an applied focus.

School Psychology Faculty Educational Backgrounds and Research Interests

Gregory L. Callan, Ph.D., HSPP (Core Faculty)
University of Wisconsin-Milwaukee (2014)
Assistant Professor of Educational Psychology
Licensure: Licensed Psychologist
Research Interests: Self-regulated learning (SRL), motivation, school-based academic and mental health interventions.
Andrew S. Davis, Ph.D., HSPP (Core Faculty)  
University of Northern Colorado (2003)  
Professor of Psychology-Educational Psychology  
Director of Neuropsychology Lab  
Licensure: Licensed Psychologist and Licensed School Psychologist  
Research Interests: Neuropsychological Assessment for Intervention

Maria Hernández Finch, Ph.D. (Core Faculty)  
University of South Carolina (2002)  
Assistant Professor of Educational Psychology  
Practicum Coordinator  
Licensure: Licensed School Psychologist  
Research Interests: Cultural Competency, Assessment, Gifted, and Cultural Responsive Assessment and Intervention

Kathrin E. Maki, Ph.D. (Core Faculty)  
University of Minnesota (2016)  
Assistant Professor of Educational Psychology  
Research Interests: Specific Learning Disabilities identification; academic intervention

Eric Eugene Pierson, Ph.D., HSPP (Core Faculty)  
Illinois State University (2007)  
Associate Professor of Psychology-Educational Psychology  
Licensure: Licensed Psychologist and Licensed School Psychologist  
Research Interests: Assessment, Personality Development and Assessment, and Contextual Factors Influencing the Training and Practice of School Psychology

Janay B. Sander, Ph.D., HSPP (Core Faculty)  
University of Texas-Austin (2001)  
Associate Professor of Psychology-Educational Psychology  
Director of Doctoral Program  
Director of Doctoral Internships  
Licensure: Licensed Psychologist (Texas (inactive); Indiana)  
Research Interests: Acting out disorders in children and adolescents. Juvenile delinquency and systemic interventions to address the needs of youth offenders and their families using positive and theory-driven approaches.

Renee Vaux Nevins, Ph.D., HSPP (Core Faculty)  
Ball State University (2009)  
Assistant Professor of Educational Psychology  
Director, Psychoeducational Diagnostic and Intervention Clinic  
Licensure: Licensed Psychologist and Licensed School Psychologist
**Director and Co-Director Responsibilities**

Dr. Janay Sander is primarily responsible for the day-to-day operation of the program including direct contact with students about issues of admission, advising, file maintenance, committee development, and yearly review. Dr. Sander also is primarily responsible for program data and assessment including development of student surveys, management of rGrade, data collection and entry, and data analysis for programmatic review.

Co-Directors or Director will serve renewable 4-year terms. The Co-Directors or Director will be selected by the School Psychology Core Faculty with final approval by the Department Chair and the Dean of Teachers College. Assistant professors are not eligible to serve as a Co-Director or Director of the Doctoral Program. Prior to the beginning of the third year of a term, the School Psychology Core faculty will identify the next Co-Directors or Director. If the selected Co-Directors or Director are new to the position, the current Co-Directors or Director will mentor and transition responsibilities to the incoming Co-Directors or Director during the course of the fourth year. This process will help ensure a smooth transition from one director to another.

**Core Meetings**

The School Psychology Core Faculty typically meets every other Wednesday during the fall and spring semesters. In addition, student representatives from the doctoral and MA/Ed.S. programs also participate in the committee meetings, unless student-related issues are being discussed. Minutes are kept for each meeting and are sent to the department chair.

**Program Information**

**Sequence of Coursework**

The model of training is demonstrated through the training sequence of coursework, research opportunities, and practica with a strong focus on the integration of science and practice of psychology. Overall, the curriculum is sequential, cumulative, and graded in complexity. The outlined sequence of courses for students in the doctoral program can be found in Appendix B. Students are required to follow the course and practica sequence during their first four years in the program. Specifically, students must complete foundational courses in human development, personality theories, developmental psychopathology, behavior analysis, and statistics (Introduction) during the first year in the program. Students also enroll in cognitive assessment, introductory school psychology and pre-practicum courses during the first semester in the program. During the second semester, students enroll in academic interventions, psychological consultation, personality assessment, and pre-practicum in consultation. Students begin
practicum in the Psychoeducational, Diagnostic, and Intervention Clinic (PDIC) during the summer of their first year by conducting one psychological evaluation with close supervision. During the second year in the program, students complete a full year of practicum (practicum in school psychology and practicum in consultation) in a local school district (see Practicum Handbook; Appendix C). Also, as part of practicum, doctoral students are required to complete two psychological evaluations in the PDIC. In the first semester of the second year, students complete an intermediate statistics course, a neuropsychology course, and measurement course; whereas, during the second semester, they complete a counseling course, a teaching of reading course, and a learning course. Courses on learning disorders, curriculum, and counseling the culturally diverse are taken during the second summer semester. Students also should begin taking their first course related to their identified cognate in the summer prior to their third year in the program. During their third and fourth years of training, students continue to take more advanced courses related to their identified cognate as well as more advanced courses in human development, statistics and supervision. Students also must complete EDPS 775: Evidenced-Based Interventions in Psychology and EDPS 776: Legal, Ethical, and Multicultural Issues in Professional Psychology. Typically, students apply for an internship during their fourth year in the program and complete the professional internships in their fifth year.

On-line Courses

The number of courses a student is allowed to take on-line is limited. No courses with an applied focus (e.g., cognitive assessment, personality assessment, practicum) may be taken on-line. In addition, any on-line courses taken prior to being admitted to Ball State that are considered applied or requiring clinical supervision (practicum or cognitive assessment) cannot be transferred and students will have to retake those courses at Ball State. The only courses that may be taken online are noted in Appendix B with an asterisk. All on-line courses at Ball State require students to enter a personal login ID and password.

Residency and Credit Hour Requirements

The program involves a minimum of five academic years of full-time study beyond the baccalaureate degree, which includes four years of full-time coursework (including summer courses) and a year of internship. The graduate school requires candidates to complete, including the dissertation, a minimum of 90 semester hours of graduate work beyond the bachelor’s degree (Graduate Catalog). However, our doctoral program in school psychology asks students to complete, including the dissertation, a minimum of 135 semester hours of graduate work beyond the bachelor’s degree. Our number of graduate credit hours is larger because doctoral candidates in the program must take additional coursework in education, consistent with most school psychology doctoral training programs, as well as complete a cognate (a formally recognized concentration of study, which includes specific courses and/or
practica) in which to garner expertise. Therefore, a minimum of 119 semester hours is taken exclusive of credit for internship (6 credit hours) and dissertation (10 credit hours). These credit hours do not include undergraduate or remedial courses designed to remove admission deficiencies. Also, Ball State University residency requirements (Graduate Catalog) stipulate that at least two consecutive semesters of graduate work completed beyond the master’s degree must be in residence at Ball State.

Transfer Credits

Students who hold a master’s degree from an accredited institution other than Ball State may apply up to 42 of their semester hours to the Ph.D. program; however, they must complete at least two of their four academic training years at Ball State. Prior to enrolling in classes, students are assigned an advisor who will review prior graduate coursework and develop a preliminary plan of study using the doctoral sequence and advising sheet (Appendix B). Once the preliminary plan has been developed, it is submitted to the Director (Dr. Sander) for additional review and approval. During this process, students provide course syllabi for all courses they would like transferred to Ball State and/or to meet program requirements for faculty review. The review is typically conducted by the advisor and the faculty member who has expertise in the content area (e.g., cognitive assessment, human development, statistics). Prior course work must cover the breadth of scientific psychology and the current body of knowledge specific to each content area for it to satisfy program requirements. The transferred credits must meet stipulations that include but are not limited to a minimum student G.P.A. of 3.0 on all graduate work at other institutions; a minimum grade of B (B- does not transfer) on courses considered for transfer; and completion of hours within the seven years allowed for completion of advanced degrees at Ball State.

Students admitted without an undergraduate or master’s degree in psychology may be required to take additional undergraduate level courses in psychology or statistics prior to taking the more advanced courses required in the Ph.D. program.

Competency Review for Students Licensed as School Psychologists or Who Already Have a Master’s Degree in School Psychology

Students admitted to the doctoral program who are licensed as school psychologists or who have completed a master’s degree in school psychology (unless the student obtained the master’s degree in school psychology from Ball State) must demonstrate competencies in assessment, prevention, intervention, and consultation. Students will need to submit a prevention program, a summary of an academic intervention, a summary of a behavioral intervention, and a consultation summary that they have implemented and completed for review by the Practicum Coordinator and their academic advisor. These samples will be evaluated using the appropriate rubrics in Appendix E. Students may use work samples (de-identified) from their work as a school psychologist or from their master’s program. Students must have an overall rating of
proficient or higher on each rubric to meet competency requirements in the areas of evaluation (see below for assessments), prevention, consultation, and intervention. The faculty reviewers will meet and discuss any discrepancies in overall rubric ratings and will come to a mutually agreed upon overall rating. Students who do not receive an overall rating of proficient or higher will be required to take additional coursework, complete additional practica, and/or complete a remediation program designed specifically to help them attain competency in the deficient area. If a remediation program is selected as the best approach to assuring student competency, it will have clearly identified objectives, a clear time-line for completing the objectives, and assessments that are behaviorally anchored. The clinical faculty (practicum coordinator, PDIC director) will work with the student to develop the remediation plan. The practicum coordinator will be responsible for entering the rubric ratings into rGrade. Students must meet with the practicum coordinator early in their first semester to outline the process for meeting the aforementioned requirements. If it is decided that a remediation plan will be developed, it must be developed no later than the end of fall semester. All requirements (prevention program, academic intervention, behavioral intervention, etc.) must be completed by the end of the spring semester of the first year.

All students who are licensed school psychologists or who have completed a master’s degree in school psychology (unless the student obtained the master’s degree in school psychology from Ball State) must take our ethics exam. The ethics exam will be offered once during the fall semester and may be taken when offered in EDPS 685: Introduction to School Psychology course. The instructor for EDPS 685 will work with students on arranging a time and providing appropriate study materials. Students must obtain a score of 80% or higher on the ethics exam to meet the minimal level of competency. Students will continue to take the ethics exam until they have met the minimal level of competency. The instructor for EDPS 685 is responsible for entering the scores into rGrade.

**Practicum and Students Admitted with a Master’s or Educational Specialist Degree**

Students who are admitted with a master’s degree other than in school psychology will be required to complete the prepracticum and practicum sequence of courses. Students with a master’s degree or educational specialist degree in school psychology (including licensed school psychologists) will be required to complete two cases in the Psychoeducational, Diagnostic, and Intervention Clinic to assess their assessment, interview, and diagnostic skills. The student’s supervisor (licensed psychologist) will rate each report using the Psychoeducational Report Grading Rubric (Appendix E). Students must have an overall rating of proficient or higher on each rubric to meet competency requirements in the area of evaluation. Based upon the two assessments and rubrics, the director of the PDIC and the student’s supervisor will determine whether additional practicum hours are needed for the student to meet program competencies in the area of assessment. Students who do not receive an overall rating of proficient or higher may be required to take additional coursework, complete additional practica, and/or complete a remediation program designed specifically to help them attain competency in assessment. If a
remediation program is selected as the best approach to assuring student competency, it will have clearly identified objectives, a clear time-line for completing the objectives, and all assessments will be behaviorally anchored. The student’s supervisor will work with the student to develop the remediation plan. The student’s supervisor is responsible for providing the practicum coordinator with the graded rubrics, who then will be responsible for entering the rubric ratings into rGrade. Students must meet with the practicum coordinator early in their first semester to outline the process for meeting the aforementioned requirements. If it is decided that a remediation plan will be developed, it must be developed no later than the end of fall semester. The two cases must be completed by the end of the spring semester of the first year.

Practicum Hours

Students will need to demonstrate prior practica that are comparable to those required of the program to receive credit for the experience. The student must provide logs or other documentary evidence demonstrating the number of practicum hours completed prior to admission to Ball State. The number of practicum hours accrued must meet the number of hours required by program (see below). Specifically, no actual hours will be credited toward the completion of the minimum number of practicum hours other than those documented by prior course work and approved by the Director (Dr. Sander) with input and discussion with the core faculty. If needed, core faculty will discuss each student’s prior experiences, and modify/tailor the program’s expectations to reflect the individual needs and skills of the student prior to enrollment in the program.

Master and Ed.S. Programs in School Psychology

The Department of Educational Psychology offers two doctoral degree options: Educational Psychology (School) and Educational Psychology (General). In addition to the two doctoral programs, the department offers the MA in Educational Psychology (General), the MA in School Psychology, the Ed.S. in Educational Psychology (School), and three certificate programs in Giftedness, Development, and Neuropsychology.

Students admitted to the program straight from completing an undergraduate degree are required to attain the MA in School Psychology as they work toward completing the requirements of the doctoral program. Students entering with a master’s degree are required to meet with their academic advisor prior to beginning coursework to develop a preliminary plan of study.

Cognates

The department offers several doctoral cognates (a formally recognized concentration of study, which includes specific courses and/or practica) including neuropsychology, developmental psychology, educational psychology, assessment, and research methodology. Other frequent
cognates are those in counseling psychology, clinical psychology, social psychology, sociology, and special education (Applied Behavior Analysis and/or autism). Flexibility is allowed in the development of skills and knowledge within the candidate’s interest area(s). Students will select either two cognate fields consisting of a minimum of 15 hours each or a single cognate field consisting of a minimum of 24 hours. For the 15-hour cognate, 9 hours must be taken at Ball State; 12 hours of the 24-hour cognate must be taken at Ball State. The majority of students complete the single 24-hour cognate. A faculty member from that concentration area must supervise the choice of courses in the cognate and sit as a member of the student’s doctoral dissertation committee.

**Outside Employment**

Appendix F outlines the process for gaining approval for outside employment and any current doctoral student must complete this approval process if they are seeking outside employment. If a limited amount (10 hours or less) of outside employment is deemed advisable, such employment must be approved by the Director of Doctoral Internships (Dr. Sander). It should be noted that outside employment is typically not approved for students who are completing their first and second year in the program. If such additional employment is at Ball State, the approval of the Dean of the Graduate School also is necessary.

**Teaching**

There are numerous opportunities for students to teach while pursuing their doctoral degree. Students interested in teaching undergraduate courses are encouraged to visit with the Director (Dr. Sander). It is not uncommon for doctoral students to teach undergraduate courses in human development, tests and measurement, and behavioral analysis. It should be noted that teaching is typically not approved for students who are completing their first and second year in the program.

**Licensing**

Ball State offers a MA in School Psychology degree after the completion of 30 credit hours of approved course work. However, this level of training does not prepare the student for practice as a School Psychologist in Indiana or most other states. In fact, the majority of states require the completion of a Master’s, Specialist, or Doctoral degree in School Psychology with a minimum of 60 semester hours from an institution regionally accredited to offer such a degree. To promote licensure eligibility for our graduates, students must complete all course requirements recommended by Ball State for practice in the schools (72 semester hours). In light of the number of hours required, many students elect to apply for either an educational specialist (Ed.S.) or doctoral degree (Ph.D.). For more information about licensing requirements, including requirements of states other than Indiana, visit the Ball State Office of Teacher Education Services’ Licensing web-site, [http://www.bsu.edu/teachers/otes/licensing/](http://www.bsu.edu/teachers/otes/licensing/). Awarding of the
Ed.S. or the Ph.D. requires students to have passed the National School Psychology Examination. Graduates are eligible for the National Certification in School Psychology (NCSP).

Licensure as a psychologist, which allows one to practice inside and outside the schools, requires the completion of the doctoral program. To be eligible for the Health Service Provider in Psychology (HSPP) endorsement, completion of a doctoral degree in psychology and a postdoctoral internship are required. This is in keeping with the guidelines of the American Psychological Association (2005) and the majority of state licensure boards. It is important to note that licensing laws are constantly changing and students are responsible for familiarizing themselves with the licensing laws for the state(s) in which they wish to pursue licensure after graduation.

The Ph.D. program meets the licensing criteria outlined by the National Association of School Psychologists (NASP, 2010) and the requirements for certification as a National Certified School Psychologist. The program is accredited by the Indiana Department of Education.

**Individual and Cultural Diversity**

A commitment to understanding and responding to human diversity is articulated throughout all aspects of the program, including admissions, faculty, course work, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected, and Ball State is committed to developing innovative programs and policies that will attract, retain, and nurture a diverse university community and foster a campus environment that will enable all of our graduates to excel in a culture that is growing ever more diverse.

Respect for and understanding of cultural and individual diversity is reflected in the program's policies for the recruitment, retention, and development of faculty and students (Appendix G), and in its curriculum and field placements. The program has non-discriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession. One of the requirements for admissions to the program is a short autobiographical paper that addresses interests in or personal exposure to elements of cultural diversity the candidate would like to share with the committee. In turn, these data are considered in admissions decisions.

Ball State is challenged in its location in a small Midwestern city where, according to the U.S. Census, only 10% of Delaware County residents and 12.5% of State residents are of minority status. However, the program's efforts to attract minority students have met with some success. Currently, large percentage of our doctoral program's student body are women. We also have students who are African-American, Native-American, Multi-ethnic and Asian-American. Continued efforts are underway to enhance cultural diversity. In fact, Teachers College is a member of the Holmes Partnership that supports recruitment of minority students, and one of our 2005 graduates was a Holmes Scholar. Further, the Admissions Committee recognizes the
necessity and advantages of a multicultural student population when reviewing applications to the program.

Teachers College’s Conceptual Framework has articulated a shared vision of professional competence in graduate education that includes active engagement with culturally diverse communities (http://cms.bsu.edu/Academics/CollegesandDepartments/Teachers.aspx). The Conceptual Framework enjoin graduate programs to engage educational professionals. A policy of professional engagement encourages students to be active in efforts to build better communities; to be responsive to the needs of diverse communities through collaboration and joint ventures; and to build institutional commitments that insist on work with culturally diverse patients, clients, and partners. Consequently, a policy of engagement encourages advanced programs to provide site-based and field-based practicum and internship experiences that maximize the contextual-relevance and ecological competence of candidates. The theme of context embraces an ecological-systems perspective. Person and context interact in complex ways that generate normative individual difference, diversity and plasticity of outcomes. As a result programs require their candidates to operate responsibly in diverse settings, in multiple contexts, with diverse students, communities, cultural values and allegiances. This point of view is articulated as part of Ball State University’s Multicultural Center.

School Psychology Practica and Curriculum

Students in our program are required to demonstrate competence in working with children and adolescents of all ability groups including those with exceptionalities and from diverse ethnic and socioeconomic groups. Through consultation experiences, candidates work with students across age and grade levels within the general education classroom to ameliorate various learning problems. Moreover, candidates are required to complete a full-year school-based practica within the Muncie Community Schools, which maximizes their exposure to the full range of human diversity. The school psychology program developed a relationship with the Muncie Community Schools and has adopted two schools with the highest percentage of ethnic minority students within the county.

Issues of diversity are also infused within academic coursework. In fact, every course addresses some aspect of individual and cultural diversity through additional readings (many are primary readings), course assignments, and/or course activities. For example, individual and cultural diversity are examined in the School Psychology Pre-Practicum (EDPS 687), in the Practicum in Consultation (EDPS 688), and in the Practicum in School Psychology (EDPS 689) as well as EDPS 750: Developmental Psychopathology and EDPS 745: Diagnosis and Interventions for Learning and Related Disorders. In general, the program strives to ensure all curriculum addresses issues of cultural and individual diversity.
**Student Representatives and Student Organizations**

There are two student representatives who serve on the core committee, one from each program in school psychology (Ed.S. and Ph.D.). There also are student representatives for multiple professional organizations, including Indiana Association of School Psychologists (IASP), National Association of School Psychologists (NASP), the American Psychological Association (APA), and Student Affiliates in School Psychology (SASP). All the student representatives are nominated and voted for by other current students in the school psychology programs at Ball State University. The term for any student representative is one year (which is renewable). Student memberships in professional organizations are encouraged. Moreover, the Department of Educational Psychology pays for student membership to IASP.

**Student Orientation**

Each fall students participate in a series of meetings geared to reviewing program requirements and policies. The first meeting occurs with incoming students the week prior to classes starting. An additional meeting is held with all students within the first month of fall semester to review the contents and policies in the Handbook, confidentiality agreements, any updates in policies or procedures, and review the process for internship applications. Students are sent a copy of the School Psychology Handbook during the application process, along with other information (e.g. application information, Ball State information, multicultural organizations brochure, etc.). Students are provided another electronic copy of the School Psychology Handbook during the first orientation meeting and are required to read the Handbook and sign a form (Appendix H) indicating they have read it (This policy in effect as of Fall 2011).

**Graduates**

From 2003 to 2010, the majority of graduates (60%; n=24) work in the public schools right after graduation, while 20% (n=8) immediately completed postdoctoral training. A small percentage (7.5%; n=3) accepted positions in higher education after completing the doctoral degree. The percentage of program graduates working in the public schools tends to change after the first year of employment, with a small decrease in the percentage currently working in public schools (50%; n=20) and an increase in those currently working in the higher education setting (17.5%; n=7). In addition, more of graduates are working in multiple settings (30%; n=12). Graduates first jobs and current employment settings for 2003 to 2010 is listed below:

First employment settings held after graduating:

- Public School System: 60% (n=24)
- Higher Education: 7.5% (n=3)
- Hospital Setting: 5% (n=2)
- Private Practice Setting: 5% (n=2)
Postdoctoral Training: 20% (n=8)
Not Employed: 2.5% (n=1)

Current employment settings:

Public School System: 50% (n=20)
Higher Education: 17.5% (n=7)
Community Mental Health Agency: 2.5% (n=1)
Hospital Setting: 7.5% (n=3)
Private Practice Setting: 5% (n=2)
Not Employed: 7.5% (n=3)
Medical School: 2.5% (n=1)
Postdoctoral Setting: 2.5% (n=1)
Other Setting: 5% (n=2)
Holding Two Positions: 30% (n=12)

The program has had 44 graduates from 2002-2003 to 2009-2010. Of the 44 graduates, 24 (54.5%) have obtained licensure through a State Board of Psychology.

Professional Practice, Research, and Life-Long Learning

The majority of program graduates (97.5%; n=39) from 2003 to 2010 reported continuing to read articles in scientific journals to inform their practice of psychology. Sixty-five percent (n=26) indicated they attended a national professional conference in the past two years and 77.5% (n=31) attended a state level professional conference in the past two years. All (87.5%; n=35) but five indicated that they completed continuing education requirements within the past two years. A large percentage (40%; n=16) of our graduates authored or co-authored an article published in a professional journal since they graduated and 22.5% (n=9) indicated they authored or co-authored a book chapter. Sixteen (40%) reported presenting a paper or poster at a state or national conference since graduating. It is evident that graduates of our program use research to inform practice and many of our graduates continue to publish after graduation. In addition, our graduates have a strong commitment to life-long learn as demonstrate by the large number who continue to read articles in scientific journals and the large number who have completed continuing education requirements over the last two years.

Alumni Survey

Graduates (n=41) from 2003 to 2010 were surveyed and asked to rate (1=Not at all; 2=Somewhat; Good; 4=Very Good; 5=Excellent) the program on how well it prepared them in the area of assessment, consultation, prevention, intervention, research and evaluation, ethics and professional standards, and individual and cultural diversity. Forty alumni returned surveys (see Appendix I). Preparing students in the area of assessment is a strength of the program. The program was rated
highest in preparing graduates to administer, score, and interpret norm-referenced measures (Item 1; Mean=4.96) and in the evaluation and interpretation of assessment instruments (Item 8; Mean=4.9). The program also was rated high in developing observation skills during testing (Item 6; Mean=4.88). All ratings related to developing competencies in assessment had a mean of 4 or higher, except for how well the program prepared student’s to administer, score, and interpret curriculum-based measures (Item 3), which still was rated fairly high (Mean=3.75).

Graduates highest ratings in the area of consultation were related to building rapport with clients, teachers, and/or clients (Item 13; Mean=4.63), communicating effectively with educational personnel or parents (Item 18; Mean=4.63), and identifying the problem when implementing a systematic approach to problem-solving (Item 19; Mean=4.7). All ratings related to how well the program prepared graduates in consultation had a mean of 4 or higher except for how well the program prepared graduates to write a consultation plan (Item 23; Mean=3.94), which still received a fairly high mean rating.

The program consistently received high rates related to preparing graduates in the area of prevention. Highest mean ratings were related to preparing graduates to have the necessary skills to develop and implement a prevention program (Item 26; Mean=3.78), in preparing graduates to conduct a needs assessment (Item 27; Mean=3.75), and in preparing graduates to evaluate the effectiveness of prevention programs (Item 30; Mean=30).

The program consistently received mean ratings of 4.0 and higher in preparing graduates to develop and implement behavioral and academic interventions. The highest mean rating was related to preparing students to use research when developing and implementing interventions (Item 34; Mean=4.40). In addition, a strength of the program is facilitating graduate’s knowledge of evidenced-based interventions (Item 33; Mean=4.38). All mean ratings were 3.43 or higher.

The program consistently received high ratings in increasing graduates’ knowledge of research and evaluation, with all mean ratings of 4.0 higher. In the area of research, the highest mean ratings were related to conducting statistical analyses (Item 41; Mean=4.7), ability to conduct a literature review (Item 47; Mean=4.78), and skills needed to present/discuss research with peers (Item 49; Mean=4.6). Highest mean ratings in the area of evaluation were related to knowledge of validity and reliability when selecting instruments (Item 46; Mean=4.80), and knowledge of measurement and the ability to explain concepts to others (Item 50; Mean=4.60). The program’s preparation in helping graduates link research with evidenced-based treatments (Item 44; Mean=4.43) is a strength of the program.

Increasing graduate’s knowledge of ethics (Item 52; Mean=4.85), professional standards of practice (Item 53; Mean=4.85), and state and federal regulations related to the practice of psychology (Item 54; Mean=4.65) are strengths of the program. Graduates also rated the program high in helping them recognize the need to participate in professional development activities to maintain knowledge of current research and practice related to professional psychology (Item 59; Mean=4.8).
High ratings were obtained related to the program’s preparation of graduates’ ability to recognize the influence of diversity when conducting psychological assessments (Item 61; Mean=4.48), when developing and implementing interventions and treatments (Item 62; Mean=4.25), and when consulting (Item 63; Mean=4.2). Graduates also rated the program high in preparing them to respect individual and group differences and to recognize their own biases on influences on behavior (Item 65; Mean=4.5).

In summary, graduates rated the program as providing them with a high level of preparation in assessment, consultation, prevention, intervention, research and evaluation, ethics and professional standards, and individual and cultural diversity. It is evident that graduates are able to integrate psychological theory, research, and established methods of scientific inquiry into effective practice, and to engage in research and evaluation activities that contribute to the science and practice of psychology. In addition, the program prepares graduates consistent with its goals and objectives.

**Policy for Continual Assessment of Program Graduates**

The program has a policy that graduates will be mailed the survey two years after they have graduated. The school psychology faculty at Ball State conducts annual assessments of the program with the goal of enhancing training. This annual review is typically conducted each spring with the intent of using both proximal and distal data to make program improvements and policy changes. In addition, the program is required by APA to collect distal data from its graduates to include in our self-study. The Director (Dr. Sander) is responsible for tracking program graduates and sending them the survey two years after they graduate. The Director also is responsible for analyzing the distal data and bringing it to the yearly annual program review meeting held by the school psychology core every spring.

**Financial Information**

**Program Costs**

All students admitted to the doctoral program in school psychology for the 2012-2013 academic year received graduate assistantships. Students received a stipend of $11,127 as part of their assistantship for the academic year and should receive $1,669.05 for a half-time assistantship during the summer semester (if money is available). All students who applied for a summer assistantship in the past 7 years received them. Along with the stipend, students are given full tuition remission for the academic year and can enroll in up to 12 credit hours per semester. If a student has an assistantship for both semesters during an academic year, they also are eligible to receive full tuition remission during the summer terms/semester, regardless of whether they have a summer assistantship assignment. Students can enroll for 6 credit hours if they have a full-time summer assistantship. Historically (for the past 7 years), all students in the doctoral program have received graduate assistantships including the tuition remission every year of the program prior to
leaving for internship. This has typically equated to 3 to 5 years of funding and tuition remission. All students in the program were full-time students prior to leaving for internship. Students are required to pay the following fees:

1) Health Center Fee: $152

3) Technology Fee $336

4) Recreation Center Fee: $174

Additional information on fees, tuition and expenses are available online. General information on types of financial assistantships are available at the Graduate School, Assistantships and Financial Support webpage.

**Funding and Support**

Our program is committed to funding all doctoral students enrolled in full-time study. All first and second year, and most third year doctoral students are supported with a **graduate assistantship** that includes a stipend of approximately $11,000+ for the academic year, remission of the contingent portion of the general fee, remission of the graduate course fee, and an out-of-state waiver. Although students are “guaranteed” only first and second year support, it has been our experience that the majority of third and fourth year students secure assistantships as well. The program cannot guarantee support from year to year due to Indiana law. However, the pattern of funds available to date has enabled us to fund every full-time doctoral student since the inauguration of the Ph.D. Program in Educational Psychology (School). Stipends for each five-week summer term are 15 percent of the student’s academic year stipend.

Assistantship activities are determined by the faculty member to whom the graduate student is assigned. Typically, doctoral assistants help supervise practicum students, teach courses, conduct faculty research projects, or offer administrative support. Assistants are to work 20 hours per week. To apply for an assistantship, simply check the appropriate box on the graduate school application. Also, the program has developed a matching process for graduate assistants who have completed their first year (Appendix J). All assistantships are identified and listed for students to consider. Students are then asked to rank the assistantships. The goal of the faculty is to place students with one of their top three ranked choices, if possible. The core considers the student’s years in the program, their interests, prior funding, career goals, and prior placements/graduate assistantships during the matching process. Over the past three years, it is estimated that 90% of the students were matched to one of their top three ranked assistantship choices, with the majority being matched with their first choice.

In addition to the basic financial resources provided the program, students receive funding through tuition scholarships, loans, and internships.
Additional tuition and yearly fee assistance may be applied for by students through the Lyell L. Bussell Memorial Graduate Fund. Recipients of this award are students enrolled in graduate programs in education at Ball State University. The award may be used for activities that broaden a student’s graduate education and/or teaching experience. The amount is determined by a committee chaired by the Dean or Associate Dean of the Teachers College and representatives of departments in Teachers College who offer graduate programs in education.

Other resources for students are available on a competitive basis from a variety of campus and national organizations. Loans also are available through the university. Advanced students may be offered teaching positions, which allow for supervised experience while receiving both teaching experience and financial remuneration. Finally, students and faculty may apply to the graduate school for re-imbursement of travel costs related to professional conferences.

Program Student Information

Attrition

<table>
<thead>
<tr>
<th>Variable</th>
<th>Year of First Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Students for whom this is the year of first enrollment (i.e. new students)</td>
<td>5</td>
</tr>
<tr>
<td>Students whose doctoral degrees were conferred on their transcripts</td>
<td>1</td>
</tr>
<tr>
<td>Students still enrolled in the program</td>
<td>3</td>
</tr>
<tr>
<td>Students no longer enrolled for Any reason other than</td>
<td>1</td>
</tr>
</tbody>
</table>
From 2005-2011, 50 students have enrolled in the doctoral program in school psychology. Seventeen (34%) students have graduated with the Ph.D. in Educational Psychology (School). Twenty-two (44%) students are still enrolled of the 50 students admitted over the last 7 years. Over the last 7 years, 11 (22%) students have left the doctoral program in school psychology. Of the students who decided not to continue in the doctoral program, three decided to complete the Ed.S. degree and began working in the schools as a school psychologist, one student passed away, two students changed career paths outside of the field of psychology, two students decided to switch doctoral programs and complete the Ph.D. in Educational Psychology (General), and three students did not complete the program within the required time limits.

**Time to Completion**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year in which degrees were conferred</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degree conferred on transcript</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Mean</strong> number of years to complete the program</td>
<td>5.33</td>
<td>4.75</td>
</tr>
<tr>
<td><strong>Median</strong> number of years to complete the program</td>
<td>6</td>
<td>4</td>
</tr>
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</table>

**Time to Degree Ranges**

<table>
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<tr>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in less than 5 years</td>
<td>2</td>
<td>33</td>
<td>2</td>
<td>50</td>
<td>4</td>
<td>57</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>67</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Students in 5 years</td>
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<td>0</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>14</td>
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<td>0</td>
<td>2</td>
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<td>Students in 6 years</td>
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<td>33</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>33</td>
<td>2</td>
<td>40</td>
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</tr>
<tr>
<td>Students in 7 years</td>
<td>1</td>
<td>17</td>
<td>1</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Students in more than 7 years</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

**Time to Completion for Students Entering the Program with a Bachelor's Degree**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year in which degrees were conferred</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with doctoral degree conferred on transcript</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong> number of years to complete the program</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td><strong>Median</strong> number of years to complete the program</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>
A total of 42 students have graduated with the Ph.D. in school psychology from 2005-2012. The average time to completion for students who were admitted to the doctoral program and who held a master’s degree (N=38) at time of admittance was 5.56 years (Median = 5 years). For students who were direct admits (held a BA or BS degree only), the average time to complete the doctoral program was 7.5 years (N=4; Median=6 years). Of these four, 2 (50%) took less than 7 years and 2 (50%) each took over 7 years to complete the program. Of the 38 who were admitted with a master’s degree, 17 (44.74%) completed the doctoral degree in less than 5 years. Only 7 students (18.42%), who were admitted with a master’s degree, took over 7 years to complete the degree.

**Internship Placements**

From 2005-2006 to 2011-2012, 100% (n=42) of our candidates who pursued an internship have obtained a paid internship. Internships ranged in pay from $15,000 to $33,000. Typical minimum stipend is $20,000 for 12 month internships. Candidates are encouraged to complete an internship that is APA accredited, and at minimum must be consistent with the Council of Directors of School Psychology Programs (CDSPP) and APPIC membership guidelines. All students in the past seven years have opted to complete an internship that conforms to APA, CDSPP and/or APPIC guidelines. Of the 42 candidates who have completed an internship in the last seven years, 33.33% (n=14) obtained an APA internship, six obtained an APPIC (14.29%) internship, and 22 obtained a CDSPP (52.38%) internship. Many of our candidates decided to complete an internship locally based upon geographical restrictions. Additionally, many in-state candidates choose to participate in the BSU Internship Consortium (see Appendix M, the internship handbook) because they plan on staying and working in Indiana after graduation. Our BSU Internship Consortium is listed in the CDSPP Internship Directory and meets all CDSPP guidelines. The Consortium also meets all APPIC membership guidelines, although it is not an APPIC member. The BSU Consortium will apply for APPIC membership in 2017. Internships developed through the BSU Internship Consortium typically involve placement in a hospital, mental health, private practice, and/or school setting within a one- to two-hour drive from Muncie, Indiana. Since 2005, the program has encouraged candidates to obtain APPIC and APA approved internships. The program schedules meetings each year to educate and prepare candidates to apply for and pursue APPIC and APA approved internships. Candidates must successfully complete the preliminary exam and dissertation proposal process prior to applying for internship (implemented 2004-2005).
Applying to the Ph.D. in Educational Psychology (School)

**Application for Admission**

Applicants who have or will be granted a Baccalaureate degree are eligible to apply for the MA, Ed.S., or Ph.D. degree. Applications may be made directly for any of the degrees, but many of our students choose combined admissions. For example, applicants may concurrently be granted admission into either the MA and Ed.S., or the MA and Ph.D. in Educational Psychology (School). Applicants may be of such outstanding quality that they are eligible for concurrent admission into the MA and Ph.D. in Educational Psychology (School). Such applicants must meet the admission requirements of the graduate school, achieve scores on the GRE at a level commensurate with master’s degree applicants applying to the advanced degree programs, and submit the additional materials appropriate to the degree program desired (see graduate school and departmental application procedures for the Ph.D. in Educational Psychology (School) below). Candidates for admission must be approved by the Departmental Advanced Graduate Studies Committee and should contact the program Director for appropriate forms and additional information.

Multiple criteria are used to select students for admission to the Ph.D. program in Educational Psychology (School). These criteria include GRE scores, previous undergraduate and graduate grade point averages, letters of recommendation, and personal written statements regarding professional goals and special background experiences highlighting individual diversity. The written statements required of applicants are important admission criteria because they allow for comparisons between the potential students’ intellectual prowess, professional development, and intended career paths and the goals, objectives, and philosophy of the program. Students who are offered admission to the program need to hold professional goals that are consistent with the program’s model of training and faculty expertise.

Our program is committed to the preparation of graduates who are of a professional disposition that enables life-long learning and reflective practices based on an interactive model of theory, research, and practice. To accomplish this goal, faculty do not only provide advisement regarding the completion of program requirements, but also encourage and assist students in their professional development. Specifically, the core faculty assist each student in identifying a cognate and planning course work and experiences consistent with that cognate. In addition, faculty encourage and provide continual opportunities for students to participate in professional activities outside of the classroom context, including participation in collaborative and/or faculty-supervised independent research, practice, service activities, presentations at professional conferences, and publications in professional journals.

The program attempts to attract and retain a diverse student body with respect to age, gender, race, and ethnicity, all of whom are fully capable of pursuing careers in professional psychology. During the past seven years the number of applicants has increased substantially. We now have combined admissions to the MA and Ph.D. and applicants who enter with a master’s degree. Given this, we have approximately fifty (50) applicants yearly who apply directly to the Ph.D. Program.
We admit only those students that we are able to fund. The number of Ph.D. admissions has been 7-8 per year. A summary of GRE scores for students admitted to the doctoral program from 2007 to 2013 is shown below:

<table>
<thead>
<tr>
<th>Quantitative Data</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal GRE %</td>
<td>64.35</td>
</tr>
<tr>
<td>Quantitative GRE score</td>
<td>56.92</td>
</tr>
</tbody>
</table>

**Graduate School Application**

Applicants must apply to both the Graduate School and the Department of Educational Psychology. The department must receive notification from the Graduate School that the application has been approved before the student’s department file can be evaluated for admission to the program. It takes the Graduate School approximately four (4) weeks to process a completed application, so it is imperative that students submit their materials in plenty of time to meet the departmental deadline of December 1st. The following is the address for the graduate school:

Director of Admission  
The Graduate School  
Ball State University  
Muncie, IN 47306

Send the following materials directly to Admissions, The Graduate School:

**Graduate School Application Form:** It will ask for your degree objective. Indicate Educational Psychology (School) as your major. Do NOT write “psychology” as your degree objective; doing so will result in your application being forwarded to the wrong department. If you are currently enrolled as a graduate student at Ball State University, you must still submit an application to the Graduate School.

**$50 application fee**

**Official transcripts:** Include transcripts from every institution attended, including transcripts from schools in which courses were transferred to another institution: If you are currently attending Ball State University or have attended in the past, the graduate school will obtain transcripts that are already on file for you.

**Results of the general Graduate Record Examination General Test (GRE):** Results must from exam taken within the last five years. Official results should be sent directly to Ball State University. If you use
the code for BSU (R1051), the results will go to the graduate school. Please indicate that your major will be School Psychology (3406).

**Departmental Application**

The application deadline for the Ph.D. in Educational Psychology (School) is **December 1st**. All materials must be postmarked by the deadline. Send the items listed below directly to:

Graduate Admissions Specialist  
Programs in School Psychology  
Department of Educational Psychology  
Ball State University  
Teachers College 524  
Muncie, IN 47306  
Phone: 765-285-8500  
Fax: 765-759-3653

**Departmental Application Cover Sheet:** A personal file will be created for you upon receipt of this form.

**Professional Goals and Self-Assessment Statement:** An autobiography including pertinent childhood, academic, and vocational experiences, reason for wanting to enter school psychology, and a personal philosophy statement should be included. Applicants should also outline their previous multicultural experiences.

**Three letters of recommendation:** We strongly urge you to follow up with your references to remind them of the deadline.

**Official Transcripts:** Transcripts from all granting institutions and graduate programs previously attended must be forwarded (even if you only took one or two classes).

**Official scores of the GRE General Test:** Scores must be sent directly from the GRE testing service. Copies are not accepted. The GRE must have been taken within the last five years.
**International Applicants**

If you are not a United States citizen, your application must be evaluated and approved by Ball State Universities Rinker Center for International Programs before the department can review your file. Contact the Center at 765-285-5422 (FAX 765-285-3710) for an application packet. The Center prefers to receive applications by November 1st so that there is plenty of time to review your application prior to the departmental deadline of December 1st. You must also submit the required departmental application materials listed above. SEND ALL THE DEPARTMENTAL APPLICATION MATERIALS AND THE MATERIALS REQUIRED BY THE RINKER INTERNATIONAL CENTER DIRECTLY TO THE CENTER FOR INTERNATIONAL PROGRAMS -- NOT TO THE DEPARTMENT OR TO THE GRADUATE SCHOOL.

BSU Center for International Programs deadline: November 1st

**Application Review and Admission Process**

When the Graduate School has determined that the university's minimum requirements have been met, the School Psychology Core Faculty proceeds with the review process. Each completed application file is reviewed independently by each committee member. The first step in admission is to determine which prospective students to invite for an interview. No one criterion is the sole basis of a decision to invite prospective students for an interview; rather, each faculty member is charged with assessing the degree to which the applicant will be able to complete the program successfully and be a credit to the profession. The appropriateness of the training program to an applicant's career goals also is evaluated. This step in the review process is typically completed by the last week in January. At this point, letters are sent to prospective students requesting that they participate in an Interview Day in mid-to-late February. Prospective students not meeting the admission criteria and/or whose career goals are not considered consistent with the program’s stated goals and objectives are sent letters informing them of the core faculty’s decision.

Approximately 14 to 16 students are typically invited for an interview. The Interview Day is structured to allow prospective students and program faculty to interact in both formal and informal ways. The day starts with an overview of the doctoral program (e.g., course requirements, course sequence, program requirements, funding, faculty) and progresses to structured interviews with program faculty, a Q and A session with current students, and a tour of the Department and campus. The day concludes with a social hour, where all departmental faculty and students are invited to interact with prospective students.

During the structured interviews, faculty independently evaluate prospective student responses on a set of predetermined questions. Core faculty then meet, usually within a couple of days of the Interview Day, to make admission decisions. The core faculty come to a consensus on the top 7-8 prospective students to admit and typically make offers via phone calls after the meeting. A limited number of other qualified applicants are placed on an alternate list and are offered admission if openings become available. The program is committed to affirmative action and recognizes the need for diversity in the profession. Each student should receive notification of an admission
decision and a statement of his/her admission status no later than the first week in March but typically no later than April 15th.

Program Requirements

Doctoral Guidelines and Paperwork

A complete review of the doctoral guidelines and corresponding paperwork is included in Appendix K. The paperwork in Appendix K corresponds to the sections below (Doctoral Committee Form, Plan of Study, Dissertation Signature Page, etc.). The student’s doctoral chairperson is responsible for ensuring that student paperwork is completed and a copy given to the departmental secretary to include in each student’s file. The department secretary typically is aware of the latest forms that need to be completed and can provide students with electronic copies of the forms. However, it is the student’s responsibility, not the secretary’s, to make sure that all necessary forms, deadlines, and procedures are completed in compliance with university guidelines.

Doctoral Committee

A student’s doctoral committee should be established by the end of the second year of graduate work (Appendix K). At admission, a member of the core faculty is assigned to serve as each student’s academic advisor. The advisor meets with the student prior to the start of the fall semester and develops a preliminary plan of study. The faculty member will serve as the student’s academic advisor until the student selects the Chair of his/her doctoral committee. The advisor may or may not eventually be the chair of the student's dissertation committee. This often depends on whether the advisor's area of expertise is relevant to the student's interest. However, the advisor will, in any event, be in a position to direct the student to faculty members with the most appropriate skills. Students also are encouraged to consult faculty other than the advisor on any matter of concern or interest to them. Once a student selects a chair and doctoral committee, the chair, along with the doctoral committee, develop the formal plan of study and will provide ongoing guidance regarding the student's academic program.

The doctoral committee must consist of either four or five members, depending upon the student’s program of study. If the degree program is structured to include one 24-hour cognate, then the committee will typically consists of four members: two from the student’s major area (school psychology), one from the cognate field, and one member appointed by the Graduate School. Students are expected to develop a doctoral committee no later than the end of the spring semester of their second year.
School Psychology Faculty Dissertation Load

The school psychology faculty developed a dissertation load limit policy with the goal of helping students complete the dissertation in a timely manner. Limiting the number of committees any faculty member can chair helps ensure that each student receives the appropriate amount of support during the dissertation process and facilitates completion of the dissertation in a timely manner. In addition, this policy will ensure an equitable distribution of dissertation advisement among faculty. The following criteria will be followed by faculty:

For each incoming class, each faculty member may accept up to 2 students per year to serve as their dissertation chair.
Each faculty member may chair up to 10 total committees at any given time. If a faculty member exceeds the limit they may no longer accept any new students.
For this policy, co-chairing counts as chairing a committee.
This limit includes faculty members in educational psychology as it applies to school psychology students. That is, an educational psychology faculty member could agree to chair the dissertation committee of up to 2 school psychology students per year, chairing up to a total of 10 school psychology dissertation committees at any one time.
This policy went into effect for the 2010-2011 academic year.

Prior to approaching a faculty member and selecting a committee chair, it is recommended that students visit with the departmental administrators in the main office (TC 505) who keeps track of the number of committees each faculty member chairs.

Plan of Study (Doctoral Degree Check Sheet)

After developing a doctoral committee, students are expected to develop their Plan of Study (Doctoral Degree Check Sheet; Appendix K) and have it approved by their committee. The Plan of Study outlines the sequence of courses students will complete while in the program. In addition, the Plan of Study outlines the courses that will be completed to fulfill the identified cognate. The Plan of Study is expected to be completed and approved by the doctoral committee no later than the end of the fall semester of the 3rd year. It is important to note that the Plan of Study can be revised; however, all committee members must agree to the revisions. Typically, revisions are made when students change their cognate, a course that was going to be offered has been cancelled, and/or students decide to replace a course with another course that they are more interested in taking.

It is important to note that courses listed under the cognate area on the Doctoral Degree Check Sheet cannot also be listed under the specialization area (School Psychology). Specifically, courses cannot be used to satisfy both the specialization area course requirements and the cognate course requirements.
Credit Requirements

The program requires a minimum of five academic years of full-time study beyond the baccalaureate degree, including four years of full-time coursework (including summer courses) and a one-year internship. The graduate school requires candidates to complete, including the dissertation, a minimum of 90 semester hours of graduate work beyond the bachelor’s degree (Graduate Catalog). However, the doctoral program in school psychology requires students to complete, including the dissertation, a minimum of 135 semester hours of graduate work beyond the bachelor’s degree.

If a student will defend a dissertation prior to completing the 10 hour requirement the student should meet with their chair who will discuss the situation with the Director who will contact the Graduate School. The preferable way for this to occur is for the chair to advise the student to be sure the student has 10 hours appropriately allocated. Students should register for three hours of internship for each semester for which they are on internship. The fall and spring hours (spring, specifically) will carry over into summer to allow the student to be considered an “active” student per graduate school rules if they complete internship during the summer session.

Advanced Graduate Status

After the student has earned a minimum of 12 hours of graduate credit beyond the master’s degree with outstanding scholarship at Ball State and has had the plan of study approved by his or her committee, the student will be admitted to advanced graduate status (Appendix K).

Practica

Practicum Settings

Doctoral students complete practicum in two settings: The Muncie Community Schools (Primary) and the Psychoeducational, Diagnostic, and Intervention Clinic (PDIC). In 2009, the program adopted two elementary schools (Grissom Elementary and Sutton Elementary) in Muncie, Indiana with the highest percentage of ethnic minorities in the area. Both schools also have a high percentage of students receiving the reduced lunch program. In addition, Grissom Elementary houses the low-incidence classrooms for the Muncie Community Schools (MCS). The PDIC is located in the basement level of Teacher College, which is the same floor as the Counseling Psychology practicum clinic. The PDIC provides psychological assessments to children, adolescents, and adults in Central Indiana, with the majority of referrals coming from the Ball State community (e.g., students, faculty, staff, faculty children) and Muncie, Indiana. MCS offers students opportunities for consultation and prevention as well as psychological assessments. There
is an emphasis on providing empirically supported interventions to clients. MCS provides office space for practicum students. The services offered by the students supplement those provided by each school’s school psychologist. Although the PDIC provides psychological assessment services at a greatly reduced cost, the primary objective of the clinic is student training.

Two school psychology core faculty (Drs. Hernández Finch and Nevins) provide on-site supervision in the Muncie Community Schools. Dr. Hernández Finch is a licensed school psychologist and Dr. Nevins is licensed school psychologist and psychologist. Advanced doctoral students offer additional practicum supervision options within the Muncie Community Schools and PDIC for MA- and Ed.S.-level students under the direct supervision of licensed psychologists.

**Practicum Sequence**

The prepracticum and practicum sequence is integrated with coursework. During the first two semesters in the program, students complete courses in assessment (cognitive, academic, and personality), consultation, psychopathology, and professional issues in school psychology, as well as other foundational psychology courses. Students also take prepracticum in school psychology (first semester) and prepracticum in consultation (second semester), where the focus is on observing classrooms, case conferences, and evaluations. Students also shadow school psychologists and more advanced students. The primary objective of prepracticum is to become oriented to the practice of school psychology and begin to become familiar with professional practice.

During practicum, students are required to attend weekly seminars planned by the practicum coordinator (Dr. Hernández Finch). Weekly meetings allow for specific coverage of relevant topics as well as a forum for students to share and discuss their various experiences. In addition, students receive one-on-one, face-to-face supervision for at least one hour week with either Drs. Hernández Finch or Nevins. The Practicum Manual is included in Appendix C.

During the first summer of their program, students complete a psychological evaluation within the PDIC under the direct supervision of an advanced doctoral student. The supervision is one-on-one and intensive with the goal of preparing students for the 2nd year practicum experience in the MCS and PDIC. Also, in the summer, students complete courses in applied behavior analysis, behavior consultation, and statistics.

The practicum is directly linked to the program’s goals and objectives. Students must demonstrate competencies specific to all program objectives during the practicum year. Specifically, practicum affords students the opportunity to demonstrate skills and competencies in such areas as assessment, prevention, intervention, consultation, evaluation and research in response to a number of problem situations within the schools. Students also must show the ability to implement and evaluate evidenced-based interventions.
**Practicum Hours**

The total minimum number of practicum hours required of all Ph.D. students is 550. These hours are in addition to hours required for individual testing courses such as EDPS 651 and EDPS 654. Of the 550 hours, at least 200 hours must involve direct service and 100 hours must be met under formally scheduled supervision. No student will receive a grade for practicum or start internship until he/she has: 1) completed an exit interview with his/her practicum supervisor and 2) been judged competent to proceed based on the final evaluation.

**Development of a Portfolio**

Throughout the program, students are required to develop an on-line portfolio. This portfolio provides a systematic and organized collection of evidence concerning a student’s professional competencies and personal growth and professional development. The goal of the portfolio is for students to develop a means for purposeful self-appraisal that can be used during their careers in school psychology. The portfolios document a collection of work that show a student’s efforts, progress, and achievement in specified areas of practice.

The portfolio is not intended to replace graded evaluation in classes. Rather, it is a collection of artifacts that are linked to rationale and reflective statements addressing the goals of the program. Although artifacts may include assignments that have already been evaluated in a particular class, individual artifacts are not assessed within the portfolio. Instead, the format provides opportunities for students to connect their field and classroom experiences and to reflect on how the selected products illustrate their growth and understanding of the knowledge base, professional roles, or responsibilities the artifacts represent. This level of self-assessment is typically not seen in most classroom-based assessments.

A vehicle for reflection, the portfolio is essential to the self-study process in that it is a measure of a student’s development of self-evaluation skills and his/her ability to document acquired competencies and monitor areas of academic and professional development.

Guidelines and structure for initial portfolio development are referenced in the *Practicum Handbook*. Portfolios are used in prepracticum and practicum classes to evaluate the degree to which first and second year students are able to demonstrate proficiency in the skills necessary to organize a professional portfolio as well as select evidence of competencies. Evidence students might include are examples of psychological evaluations, indirect and direct intervention cases, analysis of an ethical/legal dilemma, an in-service presentation, a quality research paper, and a review of professional literature related to an area of specialization. A curriculum vita and other program elements related to their professional preparation can also be part of the portfolio. The portfolio organized to address the attainment of the program’s goals is assessed as part of Part II of the comprehension exam process. Results of the evaluations are entered into rGrade (Appendix L). The practicum coordinator is responsible for making sure portfolios are evaluated after the
completion of practicum and the Director is responsible for portfolio ratings being entered into rGrade after being evaluated by the student’s doctoral committee.

**Development of Professional Disposition**

Professional disposition is an important component of practice in School Psychology. The school psychology programs at Ball State affirm that it is our responsibility to articulate and demonstrate the professional dispositions we expect of our students. Students are expected to acquire, nurture, and maintain a professional disposition during their programs of study and throughout their professional careers. To this end, the definition of professional dispositions embraced by the program includes personality features, as well as beliefs and values that influence the student’s behavior and relationships in professional settings. Clearly, long-standing patterns of behavior influence the student’s professional demeanor. These involve, but are not limited to, being cooperative, flexible, patient, and empathetic. Psychologists with positive dispositions are self-assured, confident, and openly honest. Although difficult to evaluate, these behaviors are most often demonstrated through one’s actions and the quality of interactions with colleagues, supervisors, clients, families and supervisees. Opportunities to develop these behaviors are embedded in our courses, practica, and internships. In clinical settings, professional disposition is seen in a student’s flexibility and willingness to adjust assessment and intervention strategies to the needs, interests, and diverse backgrounds of the client.

Student attitudes essential for lifelong learning, scholarly inquiry, and professional problem solving as psychologists are continually reinforced throughout the doctoral program. Faculty encourage and provide continual opportunities for students to participate in professional activities outside of the classroom context, including opportunities to participate in collaborative and/or faculty-supervised independent research, practicum experiences, service activities, and presentations at professional conferences (e.g., the American Psychological Association).

**Procedures for Completion of Comprehensive Exams for Doctoral Candidates in Educational Psychology (School)**

Each student must complete a two-part Comprehensive Examination process. Part I involves achieving a minimum score on the NTE Specialty Examination in School Psychology, administered by ETS. Part II involves the comprehensive written examination. The process for completing Part I and II is outlined below:

1. The candidate’s doctoral committee may serve as his or her examining committee. However, if the doctoral committee does not include two members of the school psychology core faculty, then the School Psychology Core Committee will assign a member of the school psychology faculty to the examining committee.
2. Prior to taking the written examination, the candidate must complete and have on file a passing score on the Praxis School Psychology exam (presently 165 or higher). This is typically completed between the second and third years of the program.

3. Comprehensive written examinations will take place during a two-week period in the fall and spring semesters and will be primarily based on the candidate’s portfolio. Candidates must submit in writing to the chair of the candidate’s doctoral committee his or her intentions to complete comprehensives by the second Monday of the term (August/September or January) in which the candidate wishes to complete the exam.

4. The core committee will release specific dates for preliminary exams following their first meeting of the fall and spring semesters. The written examination and portfolio submission will take place during the fifth or sixth week of the same term, with the oral defense to take place within three weeks of the written portion. Failure to meet these deadlines will cancel the candidate’s opportunity to complete the examination during that cycle. Scheduling of written and oral comprehensives will be done in order of request by candidates.

5. The written portion of the exam will consist of two parts:

By the date specified by the core committee for submission of written materials, the candidate’s iweb account will be made available to the members of the committee for review. Members of the committee will rate the level of quality of the student’s evidence for competently completing the program’s goals based on the portfolio rubrics developed for rGrade. The committee will have the option to meet in person or via email to discuss the student’s portfolio performance. Acceptable performance will be determined by an average rating of 3 or higher for each of the major goal areas. If the portfolio meets this criteria, the portfolio portion of the examination will be considered “passed,” If not, the student will be given feedback regarding areas of weakness and will be asked to resubmit a stronger portfolio prior to the oral examination.

One week before the date specified by the core committee for the written portion of the examination, the candidate will be provided with 6 to 10 questions by the chair of the doctoral committee drawn from the bank of standard questions developed and approved by the school psychology core committee. The actual core examination will consist of 3 questions (or 6 questions paired so that the candidate chooses 3) chosen by the doctoral chair and at least two other members of the committee from the 6 to 10 questions already provided to the candidate. The candidate schedule 3 hours during a 1-week period to sit and write responses to the questions (e.g., 3 hours on 1 day, 2 hours and 1 hour on 2 consecutive days). The selected question is given out prior to the session, not as a group at the beginning of the prelim. The total question bank will be available to students who wish to begin preparation for preliminary exams 1 semester before their actual planned examination period.

The cognate examination will be developed by the cognate representative in consultation with the chair of the committee, or (if the chair is also the cognate representative) with a second
member of the committee. These two members of the committee will determine the format of the cognate exam. Possible formats might include (but are not limited to) questions for which the student would have 6 hours to write responses during the examining period or a paper (e.g., review of literature or pilot study) to be submitted during the examining period. Although the paper option may be related to the student’s dissertation topic, the paper cannot be used directly as any chapter of the dissertation. The chair of the committee will collect the written examination responses for the core and cognate areas and make them available to committee members so that each may read the total examination.

6. The chair will call a meeting of the committee with the student not present (this may occur immediately prior to the oral portion of the examination) to:
   
   a. Discuss the quality of the portfolio and the examination responses, individually and as a whole.
   
   b. Agree on the evaluation of the student’s performance on the written examination.
   
   c. Agree on areas to be emphasized in the oral examination if the written examination warrants completion of the comprehensives.

7. The student schedules, in consultation with the chair, the oral portion of the comprehensive examination within three weeks (exclusive of vacation periods) after the written portion has been completed.

8. The committee agrees, in private session subsequent to completion of the oral examination, on the results of the comprehensive examinations. If two or more committee members dissent, the student fails the examination and it must be repeated per University policy and procedures.

9. Upon successful completion of the comprehensives examinations, the student may commence with the submission of the dissertation proposal.

It is important to note that the comprehensive exams must be completed and passed (along with an approved dissertation proposal) prior to a student applying for a professional internship.

**Admission to Candidacy for the Doctoral Degree**

Students may apply for admission to candidacy for the doctoral degree after completing a minimum of 30 hours of graduate work beyond the master’s degree with an outstanding scholastic record, satisfactorily passed the comprehensive examinations, and submitted a satisfactory plan for the proposed dissertation.
**Research Requirement**

Doctoral students are required to present a poster or paper at a national or regional professional meeting (e.g., American Psychological Association, National Association of School Psychologists, National Academy of Neuropsychology), submit a manuscript for possible publication in a refereed journal, or write a book chapter prior to completing their prelims. Reviews and content synopses (e.g., encyclopedia entries, definitions, abstracts) will not meet this requirement. Students must be the senior author on posters or papers presented at national or regional conferences. However, students do not have to be senior authors on manuscripts submitted to refereed journals for possible publication or book chapters. It is okay to be a co-author.

**Internship**

Students must have successfully completed all practicum requirements, preliminary examinations, and have their doctoral dissertation proposal approved prior to applying and accepting an internship. The Director of Doctoral Internships (Dr. Sander) approves all internship placements. During the fall semester (typically in late September or early October), the Director of Doctoral Internships conducts a mandatory meeting for all students who are interested in applying for an internship for the following year. First year doctoral students also are encouraged to attend to gain an early understanding of the requirements prior to applying for an internship and to gain understanding of the application process. During this meeting, the program’s internship requirements (Appendices M and N), the process for applying for APA and APPIC internships, and the timeline for applying for internships are reviewed.

During the past seven years all of our students completed paid internships. Intern sites for Ph.D. students are selected and maintained on the basis of their capacity to offer the most comprehensive repertoire of experiences within the allotted time period. Each site is expected to meet the requirements necessary for licensure as a Psychologist/Health Service Provider. Further, the site should allow trainees to develop new knowledge and skills and to take substantial responsibility for carrying out major professional functions with appropriate supervisory support and consistent with ethical and legal practices.

Primary considerations in the selection and maintenance of intern sites include the availability for contact with a doctoral-level psychologist for supervision, access to a cross section of clients/students (based on age, ethnicity, exceptionality), contact with a variety of community agencies, provision of a full range of special education services for persons with disabilities as well as regular education programming.

APPIC member and APA approved internships are emphasized. If a student has not pursued an APPIC member or APA approved internship, students still complete internships that meet the same requirements in terms of hours, supervision, and length. **Further, all interns must complete at least 600 hours of internship in a school setting.**
**Externship Opportunities**

Students interested in completing the 600 school-based internship hours (NASP requirement) prior to completing a traditional internship in psychology may do so by completing an externship. Students often choose to complete an externship prior to completing the full-year internship so they can complete an internship in a non-school setting (e.g., hospital, mental health center, private practice). Externships typically are reserved for third, fourth, and fifth year doctoral students. The program has developed partnerships with several school districts close to Ball State and students can request to be matched with a school when the school psychology core conducts the graduate assistantship match each spring. Specifically, students can complete the 600 hour school-based requirement as part of a graduate assistantship. Students must work closely with the Director of Doctoral Internships and submit a plan for completing the 600 hour school-based internship. In addition, students must enroll in EDPS 791: Doctoral Internship in School Psychology for two consecutive semesters and attend weekly seminar classes. Students also must receive weekly one-on-one, face-to-face supervision by a licensed school psychologist or a licensed psychologist for a minimum of two hours per week. It is important to note that the externship does not meet the program’s requirement of a full-year internship and that students must complete a full-year professional internship prior to gradation.

**BSU School Psychology Internship Consortium**

The BSU School Psychology Internship Consortium provides internship opportunities for students. The consortium is listed in the Council of Directors of School Psychology Programs Internship Directory (Appendix M) and meets the same internship requirements as APPIC members. The program maintains complete control and oversight of the internship ensuring the quality of the internships. Each intern must have at least two licensed psychologists as supervisors, attend weekly group supervision, participate in weekly seminars, and complete at least 2000 hours of internship over no less than 12 months. In addition, each intern is required to receive no less than two hours of individual, face-to-face, supervision from a licensed psychologist each week and two hours of group supervision each week. There must be at least two interns participating in the consortium each year. Students are required to enroll in EDPS 792: Doctoral Internship in Professional Psychology (6 credit hours) as part of consortium.

In the past, the Ball State Neuropsychology Laboratory, the Ball State Psychoeducational, Diagnostic, and Intervention Clinic, St. Vincent Medical Center, the Ball State Burris Laboratory School, Cummings Mental Health, the Hillcroft Applied Behavior Analysis Clinic, Fort Wayne Neurology, and local school districts have participated in the internship consortium. Prior to soliciting internship sites, students must obtain the consent of the Director of Doctoral Internships. A written agreement must be approved by the director before any contract can be signed. Students must agree to any additional requirements imposed by the director. Historically, students have
had few problems obtaining appropriate well-paying internships within Indiana. To date, all Ball State doctoral students have completed a paid internship.
Dissertation

The general supervision of the dissertation will be the responsibility of each student’s committee chairperson. Whenever needed, members of the committee will advise candidates about the dissertation. All dissertation topics must have the potential to contribute to the field of psychology. The comprehensive written and oral examinations must be passed and the dissertation proposal approved by the committee before students enroll for Dissertation (DISS 799) or Internship.

Dissertation Proposal

The dissertation proposal must consist of Chapters 1-3: Introduction, Literature Review, and Methods. The expectation is that the proposal will consist of three complete chapters and not abbreviated chapters. The approved proposal cannot be a prospectus of the full proposal. If a student chooses to use the paper option as part of his/her comprehensive exams (cognate) it is important to note that it may be related to the student’s dissertation topic; however, the paper cannot be used directly as any chapter of the dissertation. Students must provide a copy of the proposal (electronic or hardcopy) to all committee members at least two weeks prior to the final examination.

Dissertation Final Examination

Each candidate takes a final oral examination covering the dissertation. The oral examination will be administered by his/her committee. The time and place of the defense must be announced to the university community at least ten days in advance. Students must provide a copy of the dissertation (electronic or hardcopy) to all committee members at least two weeks prior to the final examination. No defense will be conducted without all committee members present, unless prior consent is granted by the graduate dean in consultation with the chairperson of the examining committee and the absent committee member. When the final oral examination is passed, the student will be recommended to receive the formal degree. Candidates must complete all degree requirements at least two weeks before the end of the semester or term in which they plan to graduate (see graduate school requirements for electronic submission of the dissertation).

Student Annual Review and Retention

School psychology faculty meet annually (spring semester) to review all students in the doctoral program. Students’ progress in the program are assessed consistent with the program’s five goals (Appendix A). Core faculty members discuss student performance in required courses, as well as information from practicum supervisors and departmental faculty concerning performance and
professional work characteristics in contexts related to completed coursework, practicum, and assistantships. Departmental faculty who are assigned a school psychology student as a graduate assistant also are asked to evaluate the student’s work performance (Appendix O). In addition, all faculty chairing a doctoral committee of a school psychology student are asked to update the school psychology core faculty regarding the student’s progress in the program (e.g., timelines for completing the Plan of Study, the comprehensive exams, and the doctoral dissertation).

Based upon the aforementioned information, the school psychology core complete three rubrics of student progress (Appendix P). The first rubric (Ph.D. Program Goals Rubric) assesses students’ progress related to the program’s five goals over the past year. This rubric was recently developed and has only been used in 2010 and 2011. This rubric is completed each year (up to five years) the student is in the doctoral program. The second rubric (Program Disposition Assessment) assesses students’ professional disposition in areas of engagement, responsibility, motivation, ethics, respect, flexibility, and diversity over the past year while the student is on campus and completing the prepracticum and practicum. The third rubric (BSU Disposition Assessment Rubric) is required by Ball State and is completed once while a student is in the doctoral program—typically at decision point 3 of rGrade (after proposal but before internship). In addition, students’ completion of program requirements (e.g., Doctoral Committee, Plan of Study, Comprehensive Exams, Dissertation Proposal, Dissertation) also are reviewed. The rubric assessments are entered into rGrade for students to access and review. In addition, each student receives a letter indicating the annual review has been conducted by the school psychology core faculty. The letter provides a brief overview of the ratings, outlines achievements, and identifies program requirements that still need to be completed (if needed). In addition, if the school psychology core identify areas in need of improvement or remediation, they are included in the letter. The Director (Dr. Sander) is responsible for writing the letters within two weeks after the annual review. A copy of the letter will be placed each student’s permanent file and students will be provided with a copy of the letter. The Director also is responsible for entering the ratings into rGrade within two weeks after the annual review.

**Remediation**

Typically, students will be referred to the Director or a core faculty member to discuss areas identified by faculty that need to be addressed. The majority of issues identified by the school psychology core faculty are related to completing program requirements. Therefore, students are often requested to meet specific timelines related to developing a committee, developing a Plan of Study, completing comprehensive exams, completing the dissertation proposal, or completing the doctoral dissertation.

When program faculty identify areas related to professional disposition that need to be addressed, students are often asked to meet with the Director, their academic advisor, and/or a core member. The majority of these discussions are conducted informally with the goal of sharing core faculty views related to how students can make improvements over the course of the next year.
When school psychology faculty identify areas that require remediation, students are notified in the annual letter to meet with the School Psychology Doctoral Program Director, their faculty advisor, a core faculty member, and/or course instructor to develop a remediation plan. Usually, a remediation plan is needed when attempts by the practicum supervisor/coordinator, internship supervisor, or course instructor have not been successful in addressing the areas of concern. The most common areas that have required a remediation plan have been completing psychological evaluations in a timely manner, completing practicum requirements, not completing course requirements, or demonstrating competencies in specific clinical skills (e.g., diagnostic interviewing skills, assessment skills, consultation skills). Typically, if students are having difficulties completing the requirements of a specific course, the instructor of the course will be involved in meeting with the student and developing a remediation plan. The remediation will include clearly identified objectives, a clear time-line for completing the objectives, and behaviorally anchored assessments. The remediation plan also will include the consequences when the inadequacies identified by the core faculty are not rectified. In addition, all remediation programs will be positively stated. The remediation plan is developed with input and in collaboration with the student. The primary focus of remediation plans is to help identify the most appropriate methods to help the student, complete program requirements, obtain competencies, and be successful in the program. If the student disagrees with the remediation plan, the student can request in writing that the school psychology core faculty review the plan and assist in the development of the remediation plan. If a student disagrees with the need for a remediation plan, he or she can follow the due process procedures of the program and university. Complete procedures are available below in the Student Review and Retention Policy of the School Psychology Programs and Student Review, Due Process, and Grievance Policy. A copy of the agreed-to remediation plan is placed in the student’s file.

**Remediation Plans Not Related to the Yearly Annual Review**

At times, a remediation plan may be required during the year not related to the yearly annual review. A school psychology core faculty member, faculty member from the department, a practicum supervisor, or internship supervisor may raise an issue related to a specific student’s performance or professional disposition at any time during the year. When this occurs and the school psychology core determines a remediation plan is warranted without waiting for the yearly annual review, the student is notified in a letter to meet with the Director (Dr. Sander), their faculty advisor, a core faculty member, and/or course instructor to develop a remediation plan. Usually, a remediation plan is needed when attempts by the practicum supervisor, internship supervisor, or course instructor have not been successful in addressing areas of concern. The most common areas that have required a remediation plan have been completing psychological evaluations in a timely manner, completing practicum requirements, not completing course requirements, demonstrating competencies in clinical skills (e.g., diagnostic interviewing skills, assessment skills, consultation skills). Typically, if students are having difficulties completing the requirements of a specific course, the instructor of the course will be involved in meeting with the student and developing a remediation plan. The remediation will include clearly identified objectives, a clear time-line for completing the objectives, and behaviorally anchored assessments. The remediation plan also will
include the consequences of not rectifying the inadequacies identified by the school core. In addition, all remediation programs will be positively stated. The remediation plan will be developed with input and in collaboration with the student. The primary focus of remediation plans are to help identify the most appropriate methods to help students, complete program requirements, obtain competencies, and be successful in the program. If the student disagrees with the remediation plan, the student can request in writing that the school psychology core faculty review the plan and assist in the development of the remediation plan. If a student disagrees with the need for a remediation plan, he or she can follow the due process procedures. Complete procedures are available below in the Student Review and Retention Policy of the School Psychology programs and Student Review, Due Process, and Grievance Policy. A copy of the remediation plan will be placed in the student’s file.

**Termination Policy**

Candidates must demonstrate the highest professional standards at all times while pursuing the doctoral degree. In addition, candidates must display a high level of professionalism during prepracticum, practicum, and internship. During these applied experiences, the candidate is expected to conform to established program, school, and clinic (Psychoeducational, Diagnostic, and Intervention Clinic, Neuropsychology Lab) policies to insure student/client safety and well-being, and to exhibit professional behavior that is consistent with the professional standards outlined by the American Psychological Association and the National Association of School Psychologists. When it appears that a candidate is seriously deficient in meeting these expectations, a request may be made by faculty, the school supervisor, clinic directors, or by the university supervisor to terminate the candidate and remove him/her from the program. Reasons for dismissal from the doctoral program may include, but are not limited to, the following:

- Lack of responsibility in fulfilling program requirements
- Behaviors indicating an attitude of indifference or hostility
- Poor written or oral language skills that interfere with provision of psychological services
- Limited clinical competency (i.e., chronically unprepared, poorly developed diagnostic skills, poorly developed interview skills, poor assessment skills, etc.)
- Poor interpersonal skills with peers, a school's students, clients, faculty, and/or staff
- Violation of program or school policies, procedures, rules, regulations, or code of ethics
- Lack of appropriate professional attitude or behavior in an educational or clinical setting
- Mental health issues (e.g., paranoid schizophrenia, bi-polar disorder, personality disorder) that interfere with providing psychological services and/or place students/clients at-risk or at harm
- Addiction (e.g., alcohol, marijuana, gambling)
- Conviction of a felony (e.g., stealing, assault, child sexual abuse)
- Inability to officially document prior degrees (bachelor’s degree, master’s degree)
- Plagiarism
The procedures for termination are outlined in Appendix Q. All students are required to review the termination policy and sign that they have read it during the first orientation meeting (This policy effective Fall 2011).

**rGrade**

Note: rGrade will be phased out at Ball State starting fall 2016. This section will remain in place and the program will revise the storage mechanism as soon as possible.

All programs at Ball State use rGrade to electronically store student assessment data and help track student progress at learning goals. Through rGrade, students have access to their own course and/or program-specific rubrics and assessments at any time (see Appendix L). Thus, students have a means by which they can monitor their progress in a program and understand the competencies they are expected to master as well as the criteria that are being used to evaluate them. Likewise, programs and the faculty can monitor the effects of curricular changes and evaluation criteria to determine whether they are accomplishing what is expected from professional training. Advanced programs like school psychology have at least three decision points (DP) that divide professional preparation into segments defined by programmatic levels. Although some programs have decision points equivalent to each year of a program, such as the Ed.S. in Educational Psychology (School), this is not required. Our doctoral program has 5 decision points from DP 0 for admission data to DP 4 that includes completion of the dissertation and professional internship. The use of the decision point structure is designed to give students a clear picture of the key training levels of the program and explicit feedback as to the student’s level of success in achieving professional preparation. Consequently, evaluation of student progress is intended to be consistent, transparent, and fair. Data inputted for decision points can include course grades, specifically identified course assignments, or program level evaluations unrelated to specific coursework. The core faculty have reviewed the structure of the decision points and the selection of data to be stored for program analysis. Essentially, content selected is related to knowledge and skills associated with professional training objectives. Specifically, data from practicum evaluations, internship evaluations, report grading rubrics, consultation rubrics, etc. are stored in rGrade. Instructors who have specific DP assessments (directly linked to the program’s goals and objectives) within their courses are responsible for inputting that data into rGrade where it is imported into the program’s site. Program assessments (such as the annual student review) or accomplishments not related to a course (completion of the dissertation proposal) are inputted by the Director. Once data is saved in rGrade it can be analyzed by cohort or across cohorts to determine the effectiveness of our training model. This improves accountability and documents whether the program is accomplishing its aims and supporting its purported goals and objectives. For example, three years ago, program faculty reviewed student performance on the intervention rubric from practicum and determined that students were not performing as well as expected on academic evidenced-based interventions. As a result, the program revised the curriculum to enhance interventions related to improving the achievement of children and has seen increased proficiency in the rubric ratings and an increase in Praxis scores in the area of intervention.

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Overview of rGrade

In general, rGrade was designed by educators who know that sound assessment practices lead to student learning and effective, on-going program improvement. rGrade uniquely combines this academic sophistication with industry-standard technologies that result in a flexible platform for program assessment. rGrade comes with numerous professional and academic standards already installed, but since it is site deployed and highly configurable, institutions can add additional standards, decision points, metadata, and program templates to their own rGrade environment. The “r” in rGrade stands for “rubric”, which is the original signature tool in rGrade. Instructors can build and share their own rubrics, import common rubrics for key assessments, and conduct formative and summative assessments using these rubrics. Rubric rows can be aligned to performance indicators and the outcomes can be aggregated across students.

The Code of Student Rights and Responsibilities

Equal Opportunity and Affirmative Action Policy

Ball State University provides equal opportunity to all students and applicants for admission in its education programs, activities, and facilities without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age. More detailed information concerning this topic may be found in the Graduate Student Handbook offered by the graduate school.

Ball State offers equal opportunity to all employees and applicants for employment in its recruitment, hiring, retention, promotion, tenure, transfer, layoff, return from layoff, training, and other employment decisions and in its compensation and benefits programs without regard to race, religion, color, sex (except where sex is a bona fide occupational qualification), sexual orientation, physical or mental disability, national origin, ancestry, age, or citizenship (for U. S. citizens and protected lawfully-admitted foreign nationals).

The university also takes affirmative action to employ and advance minorities, women, qualified disabled persons, and qualified disabled veterans and veterans of the Vietnam era. Information concerning the university’s affirmative action programs can be obtained from the Office of University Compliance, Ball State University, Muncie, IN 47306.

Each line administrator is responsible for ensuring that educational and employment decisions are made and implemented in accordance with the University’s equal opportunity and affirmative action policy. All persons involved in the decision-making process, including members of faculty and other employee committees, shall act in a nondiscriminatory manner. The Office of University Compliance is responsible for developing, coordinating, and implementing policies and procedures for institutional compliance with all applicable federal and state equal opportunity laws.
and regulations and for preparing and monitoring compliance with required affirmative action programs.

Complaints regarding unlawful discrimination should be filed within 45 calendar days following the alleged act or incident giving rise to the complaint in the Office of University Compliance in accordance with the Ball State University Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process. A copy of this document may be obtained by contacting the Office of University Compliance.

The president will review the university's equal opportunity and affirmative action policy and programs at least once each year, measure progress against the objectives stated in the affirmative action programs, and report findings and conclusions to the Board of Trustees.

**Statement on Sexual Harassment**

1. Harassment on the basis of sex is a form of illegal sex discrimination. Sexual harassment in employment violates Title VII of the Civil Rights Act of 1964, as well as state law. Student-on-student sexual harassment and sexual harassment directed toward a student by a University employee violates Title IX of the Education Amendments of 1972.

2. Ball State University will not tolerate sexual harassment of students or employees by members of its faculty or staff, its students or by other agents of the university and will respond in a suitable manner to every complaint.

3. The university has adapted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for our academic community: Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when:

3.1 submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or participation in a university-sponsored education program or activity;

3.2 submission to or rejection of such conduct by an individual is used as the basis or threatened to be used as the basis for employment decisions or academic decisions or assessments affecting an individual; or

3.3 such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or offensive working or educational environment. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating or will persist despite the objection of the person targeted by the speech or conduct.
Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member’s or supervisor’s position.

4. Sexual harassment can be verbal, visual, physical or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment – such as a threat that a grade or promotion will depend on submission to sexual advance. But whether particular conduct constitutes sexual harassment will often depend upon the specific context of the situation, including the participants’ reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, colleague, etc.) and the specific setting.

The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Sexual harassment must be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of instructional, advisory, or supervisory responsibilities. Instructional responsibilities, in particular, require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

5. Examples of conduct which may constitute sexual harassment include but are not limited to:

5.1 requests for sexual favors;

5.2 unwelcome physical contact such as hugging, rubbing, touching, patting, pinching or brushing another’s body;

5.3 veiled suggestions of sexual activities;

5.4 requests for private meetings outside of class or business hours for other than legitimate academic or business-related purposes;

5.5 use in the classroom of sexual jokes, stories or images in no way germane to the subject of the class;

5.6 use in the workplace of sexual jokes, stories or images in no way germane to the subject of the work environment;

5.7 remarks about a person’s body or sexual relationships, activities or experience that are in no way germane to the subject of the work or academic environment;

5.8 use of inappropriate body images to advertise events.

6. Members of the university community can expect to be free from sexual harassment and thus all members of the university community should guard against it. The fact that someone did not
intend to sexually harass an individual is generally not considered a sufficient defense to a complaint of sexual harassment, although the reasonableness of the accused’s perceptions may be considered. In most cases, it is the effect and characteristics of the behavior on the complainant and whether a reasonable person similarly situated would find the conduct offensive that determine whether the behavior constitutes sexual harassment.

7. The university will not tolerate retaliation or discrimination against persons who report or charge sexual harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of sexual harassment. In this context, retaliation means speech or conduct that adversely affects another’s terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation – or encouragement of another to retaliate – is a serious violation of University policy and law, independent of whether the particular claim of sexual harassment is substantiated. Anyone who believes he or she has been subjected to retaliation in violation of this rule may use the procedures described in this policy to complain and seek redress.

8. Any member of the university community who believes he or she is being sexually harassed or is being retaliated against is encouraged to contact the Office University Compliance and make a complaint. The complaint will be investigated in accordance with the “Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process.” A copy of this document may be obtained by contacting the Office of University Compliance.

9. The university can respond to specific instances and allegations of harassment only if it is aware of them. The university therefore encourages anyone who believes that he or she has experienced sexual harassment to come promptly forward (typically within 45 calendar days) with inquiries, reports or complaints and to seek assistance from the Office of University Compliance. In addition, any university employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report them to the Office of University Compliance. It shall be the responsibility of the Office of University Compliance to respond to allegations and reports of sexual harassment or refer them to other university officials for an appropriate response.

10. Any dean, chairperson, director or department head or other similar administrator who becomes aware of information indicating a significant likelihood of sexual harassment must report such information to the Office of University Compliance. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to respond. Administrators should consult the Office of University Compliance prior to responding to any situation involving alleged harassment.

11. Possible sanctions for a person found engaging in behavior which is in violation of this policy include but are not limited to the following:
11.1 oral or written reprimand, placed in personnel file;

11.2 required attendance at a sexual harassment sensitivity program;

11.3 an apology to the victim;

11.4 loss of salary or benefit, such as sabbatical or research or travel funding;

11.5 transfer or change of job, class or residential assignment or location (i.e., removing the person from being in a position to retaliate or further harass the victim);

11.6 demotion;

11.7 suspension, probation, termination, dismissal or expulsion.

While counseling is not considered a sanction, it may be offered or required in combination with sanctions. Where alcohol/drugs are involved in the sexual harassment, such counseling may include a substance abuse program.

If students or student groups are guilty of sexual harassment, any of the sanctions set forth in the “Code of Student Rights and Responsibilities” may also be invoked.

12. The university seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment frequently have injurious, far-reaching effects on the careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of sexual harassment will be considered a serious violation of university policy.

**Student Accommodations for Disabilities**

The Americans with Disabilities Act defines a wide range of conditions, which qualify students for accommodations. For example, students who are not able physically to write rapidly may qualify to have note-takers who are hired by the university. Students with certain types of learning disorders may qualify to take course examinations individually in the Learning Center in North Quad 323 rather than with their entire class. A variety of technological assistance is available to help disabled students obtain and process the content of a course.

Students who seek accommodations should contact the Office of Disabled Student Development, in Student Center Room 307, and/or call (765)285-5293. Examination of documentation of student disabilities, along with recommendations about the sort of accommodations which the university must provide under the law will be provided.

**Graduate Student Grievance and Appeal Process**
I. Rationale
The purpose of this document is to outline procedures for an appeal and to specify recourse available to graduate students who believe that decisions on matters covered by section III below have adversely influenced their progress in graduate school. It is the intent of Ball State University to address fairly and expeditiously and to resolve appeals of graduate students. Students should refer to the Code of Student Rights and Responsibilities for more information.

II. Parties in the Appeal
The two parties in the appeal process shall include the appellant and the decision makers representing the unit having made the original adverse decision to be appealed, hereafter referred to as the “decision makers.”

III. Basis for an Appeal
Graduate students may appeal adverse decisions impacting their progress toward a graduate degree. There are three permissible reasons to request an appeal:

a) Allegation of violation of approved departmental, collegiate, and/or University policies, including those set forth in the Graduate Catalog.

b) Allegation of unfair treatment on the part of the decision makers.

c) Allegation of discriminatory treatment on the part of the decision makers.

Grade appeals should be conducted according to the process outlined in Section 6.5 of the Code of Student Rights and Responsibilities.

When an appellant alleges violation of approved departmental, collegiate, or University policies, including those set forth in the Graduate Catalog, then he or she must cite the specific policies which the decision makers failed to follow. When filing an appeal, the appellant must also provide a summary of the way(s) in which the policies were violated and how such violation(s) adversely affected the appellant.

Unfair treatment is defined as decisions which are arbitrary or capricious or which are clearly not supported by the evidence. When an appellant alleges unfair treatment on the part of the decision makers, then he or she must cite the specific treatment engaged in by the decision maker. When filing an appeal, the appellant must also provide a summary of the reasons why the decision in question was clearly not merited by the evidence available to the decision makers and must also attach to the summary specific and detailed evidence in support of the reasons listed in the summary.

When a request for reconsideration or appeal is filed which alleges discriminatory treatment on the part of the decision makers, the University’s Director of Equal Opportunity and Affirmative Action, or her or his designee, shall serve in an advisory capacity to the committee or hearing panel at each level of appeal.
Discriminatory treatment is defined as decisions based upon constitutionally or statutorily prohibited reasons, including unlawful discrimination. When an appellant alleges discriminatory treatment on the part of the decision makers, then he or she must cite the specific treatment engaged in by a decision maker. When requesting an appeal, the appellant must also provide a summary of the prohibited reasons upon which he or she believes the decision was based. These prohibited reasons are contained within the Ball State University Anti-discrimination policy. The appellant must provide a detailed summary of the evidence which supports the appellant’s allegation.

IV. Actions of the Appellant
Appeals should be considered first at the program, departmental and college levels before being forwarded to the Graduate Education Committee (GEC). Graduate students should initiate an appeal by submitting a formal written appeal according to the established policy of their Program, Department and/or College.

Following an adverse decision at the college level, a graduate student may appeal adverse decisions to the GEC within ten (10) working days of the adverse decision. The burden of proof is upon the appellant.

V. Actions of the Graduate Education Committee
Upon receipt of a formal appeal, the Executive Committee of the GEC will appoint a Graduate Appeals Panel and establish an appeals file. The stakeholders, including the appellant, at least one Department and one College representative, and the members of the Graduate Appeals Panel, must be given at least ten (10) working days notice of the hearing date, time, and place.

VI. Graduate Appeals Panel
The Graduate Appeals Panel shall consist of three (3) graduate faculty members and two (2) graduate students. A designee of the Dean of the Graduate School shall serve as a non-voting ex officio member.

The members of the panel shall elect one of the three graduate faculty members as the panel chair. The graduate faculty members and graduate students serving on the panel shall not be members of the departments or colleges from which the appeal originates, nor shall they have a demonstrated conflict of interest in regards to the appeal.

VII. Graduate Appeals Hearing
Within fifteen (15) working days of receipt of a valid written appeal, a hearing will be conducted with the Graduate Appeals Panel, the appellant, witnesses for the appellant, representative(s) of the decision makers and other witnesses with direct information about the appeal (unless an extension is granted by the Executive Committee of the GEC). The chairperson of the Graduate Appeals Panel shall conduct the hearing with a view for generating a complete understanding of the circumstances surrounding the appeal. As such, each party shall be granted up to thirty (30) minutes of testimony to present relevant information to the panel. The chairperson may disallow
documentation or witnesses. The student shall be given the option of presenting first or second. Following the presentations, each party may request an additional five-minute rebuttal. Following the rebuttal, members of the Panel may question the parties and witnesses to clarify relevant details. The hearing may not be audiotape or videotaped. The Chair of the Graduate Appeals Panel will designate a secretary from the panel to keep minutes of the proceedings. and appeal shall be retained in the appeals file which shall reside in the office of the Graduate Dean.

Immediately following the hearing, the Graduate Appeals Panel will consider the evidence and judge whether additional information is needed to inform their recommendation. Within five (5) working days of the hearing, the panel must offer a written recommendation to the Dean of the Graduate School whether to grant or deny the appeal. Copies of the recommendation must also be provided to the appellant, the decision makers, the Dean of the College, and the Chairperson of the Graduate Education Committee. The Graduate Dean must specify a recommended course of action to the appropriate parties.

VIII. Attendance at Hearings
In addition to the appealing party, the decision makers, and the members of the Graduate Appeals Panel, the following persons and no others will be permitted to attend the hearing: one current student or one full-time University employee invited by the appellant and one full-time University employee invited by the decision makers to assist the respective parties. Both parties may also invite witnesses to the hearing. Other university-affiliated person(s) whose presence is required for the hearing may also be approved by the Graduate Appeals Panel.

IX. Use of Witnesses for the Hearing
The appealing party or the decision makers may call witnesses as necessary. Witnesses must be affiliated with the university. The time used by the witness in her/his initial testimony shall be counted as part of the allotted time of the person who calls that witness. Time spent answering any questions by the other party or the Graduate Appeals Panel shall not be counted as part of the time allotted to the person who calls the witness.

The Graduate Appeals Panel may call or recall persons to give additional testimony concerning the issues involved in the case.

X. Materials Used in Hearing
The appellant must provide copies of any previous departmental and college rulings. The student must also provide a written statement outlining the basis of the appeal and provide any supporting documentation not to exceed a total of twenty (20) pages.

The decision makers may present materials, not to exceed a total of twenty (20) pages, no less than five (5) days prior to the hearing. All records and decisions generated by the appeal shall be retained in the appeals file which shall reside in the office of the Graduate Dean.

XI. Confidentiality of Appeal Hearing
The Graduate Student Appeals Panel members shall not retain in their possession any personal files, materials received during the appeal procedure, or notes taken during the meetings of the Graduate Student Appeals Panel.

No party, Graduate Student Appeals Panel member, or other participant or observer in the appeal procedure shall reveal any facts, documents, or testimony gained through participating in or observing the hearing to any other person, unless required by a court of law to do so or upon the advice of the University’s legal counsel.

XII. Additional Procedures
The Chair of the Graduate Student Appeals Panel, in consultation with the Chair of the Graduate Education Committee or his/her designee and under specific, compelling facts, may modify procedures or establish additional procedures for the conduct of hearings in order to ensure that they are conducted in a fair and orderly manner provided that such procedures shall not be inconsistent with the procedures stated herein. Whenever possible, all parties must be notified of any modifications and additions to procedures in advance of the hearing.

Student Review, Due Process and Grievance Policy

Purpose
This policy was developed to delineate the procedures used by the program to (a) evaluate student performance, b) respond to problematic, inadequate, or impaired student performance, and c) ensure that due process is accorded all parties during the evaluation and review. The formal evaluation policies and procedures outlined in this document have been designed to provide:
1. students with information about their progress that will enable them to take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal development.
2. faculty with information about the progress of students in order to facilitate decision making that is in the best interests of students and the profession they are preparing to enter.

Rationale
Successful completion of a program in school psychology is based on students demonstrating academic, professional, and personal effectiveness related to professional objectives. The faculty of the program have a professional responsibility to evaluate the academic, professional, and personal development of students in its training programs. There needs to be a mechanism to address concerns about the suitability of students entering the profession. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner.
Due Process

General Guidelines:
Due process ensures that decisions made by the program about students are not arbitrary or personally based and requires that the program has a) specific evaluative procedures that are applied to all students and b) appropriate appeal procedures available to students so that they may challenge the program’s action. General due process guidelines follow.

Responsibilities of the program include:
- Presentation, in writing, to students of the program’s expectations related to academic/professional functioning.
- Stipulation of the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals.
- Articulation of the various procedures and actions involved in making decisions regarding impairment. Definition of Academic/Professional Impairment appears below.
- Communication, early and often, with students about any suspected difficulties.
- Remediation planning for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
- Provision of a written procedure to the student that describes how the student may appeal the program’s action. Such procedures are included in the program’s handbook and are made available to students at the beginning of the program of study.
- Insurance that students have sufficient time to respond to any action taken by the program.
- Use of input from multiple professional sources when making decisions or recommendations regarding students’ performance.
- Documentation, in writing to all relevant parties involved, the action taken by the program and its rationale.

Storage of Complaints/Grievances

All complaints or grievances will be stored in the chairperson’s office in a locked filing cabinet. Therefore, access is to the complaints/grievances is limited by two locks—the office door and the locked filing cabinet. No one is allowed access to the file unless he/she has permission from the chairperson.

Guidelines for Student and Program Responsibilities
**Students:**
There are several general expectations and responsibilities of all students regarding their academic/professional performance in attaining program goals as well as their individual personal goals. These expectations and responsibilities are outlined above and in the Ball State Graduate Student Handbook (available at Graduate School Web Site).

**Program:**
The Ph.D. in Educational Psychology (School) offered by the Department of Educational Psychology provides essential academic and practical experiences that foster the goal of developing highly qualified school psychologists to work with children and adolescents, families and other professionals in schools and related human service settings. The program is committed to providing an environment to assist students in integrating personal values and attitudes, functioning as individuals, and meeting their academic/professional goals.

1. The program will provide students with information regarding academic/professional standards and guidelines as well as information regarding relevant legal regulations and ethical standards that govern the practice of psychology. In addition, departmental standards are provided to students in the program handbook.

2. To assess students’ competencies in skills identified by the program, criteria in the form of evaluation forms have been established (see Appendixes A & E).

**Appeal/Grievance Procedures**

**Basis for Appeal**
The student may appeal decisions of the university and if he/she feels that correct procedures have not been followed or that the core faculty committee acted without sufficient information. If the student believes the grievance involves illegal discrimination, then the student should contact the University Office of Equal Opportunity and Affirmative Action and/or other relevant university offices (e.g., Office of Disabled Student Services).

**Procedure**
If the student challenges the action(s) taken by the committee as described previously, she/he must inform the School Psychology Doctoral Program Director within ten (10) days of the committee’s decision. He/She will in turn notify the Chair of the Department of Educational Psychology of such a challenge. The Chair of the Department of Educational Psychology will convene the Advanced Graduate Studies Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior. A review hearing will be conducted in which the challenge is heard and the evidence presented. The Advanced Graduate
Studies Committee will submit a report to the student, the core committee, the Director, and the Chair of the Department within five (5) days of the completion of the hearing. This letter will include recommendations for further action. Decisions of the committee will be determined by a majority vote. Further action will follow departmental and university grievance guidelines.

**Definition of Impairment**

Impairment is defined as the interference in professional functioning which is reflected in one or more of the following ways:

- An Inability and/or unwillingness to acquire and integrate academic/professional standards into one’s repertoire of academic/professional behaviors.
- An inability to acquire academic/professional skills in order to reach an acceptable level of competency.
- An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions which interfere with academic/professional functioning.

**Definition of Problematic Behavior**

When a student’s behavior, attitude, or characteristic which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training. Performance anxiety, discomfort with clients of diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

**When do problematic behaviors become identified as impairments?**

Although it is a professional judgment as to when a student’s behavior becomes more serious (i.e., impaired) rather than just problematic, problems typically become identified as impairments when they include one or more of the following characteristics:

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit which can be remediated by academic or didactic training.
- The quality of services delivered by the student is sufficiently negatively affected.
- The problem is not restricted to one area of academic/professional functioning.
- A disproportionate amount of attention by faculty/training personnel is required.
- The trainee’s behavior does not change as a function of feedback, remediation efforts, and/or time.
- The problematic behavior has the potential for ethical or legal ramifications if not addressed.
- The student’s behavior negatively affects the public view of the department.
References


School Psychology Confidentiality and Information Access Agreement

The Programs in School Psychology are dedicated to safeguarding and maintaining the confidentiality, integrity, and availability or our clients. Therefore, all students must read and sign the School Psychology Confidentiality and Information Access Agreement Form (see Appendix R) at the beginning of each academic year.
Appendix A: Program Goals, Objectives, and Competencies
<table>
<thead>
<tr>
<th>Program Goals, Objectives, and Competencies</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal #1: Assessment:</strong> Demonstrate knowledge and skills concerning fundamentals of measurement and assessment, and the use of assessment measures in a non-biased, reliable and valid manner.</td>
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</tbody>
</table>
| **Objectives for Goal #1:**  
Students will demonstrate the ability to define problem areas, strengths, and needs of clients through a variety of assessment procedures and show how effective the problem solving process was in addressing the issue.  
Students will demonstrate the ability to write psychological reports, interpret psychological results, make inferences about assessment data, and develop recommendations based upon psychological data. |
| **Competencies Expected for these Objectives:**  
**Objective 1 Competencies**  
Demonstrate the ability to use norm-referenced and curriculum-based assessments.  
Demonstrate the ability to use interviews, observations of school and testing environment, inspection of records and developmental history, and evaluate results of instruments when identifying problems areas, strengths, and needs of clients.  
Students will understand the problem-solving process and integrate data to form hypotheses about client needs.  
**Objective 2 Competencies**  
1) Report Introduction—Demonstrate the ability to conduct psychological evaluations by conducting a diagnostic interview, collecting background information, and writing an integrated introduction based upon the information collected.  
2) Data-Presentation/Interpretation—Demonstrate the ability to present assessment data accurately and the ability to correctly interpret assessment data.  
3) Inferences Based Upon Assessment Data—Demonstrate the ability to draw information from all sources and make inferences about psychological data.  
4) Recommendations—Demonstrate the ability to develop pertinent recommendations based upon the assessment data and to develop precisely described recommendations.  
5) Errors of Communication—Demonstrate the ability to write a report free of communication errors (e.g., misspellings, use of jargon, grammatical errors).  
6) Errors of Interpretation—Demonstrate the ability to write a report free of interpretation errors (e.g., errors in interpreting testing data, making erroneous assumptions, unreliable data). |
<p>| Appendix &amp; Page Number for Evaluation Tools Used for each Competency (if applicable): Review and Evaluation of Practicum’s Student Performance (Appendix #, page #), and Review and Evaluation of Intern’s Performance (Appendix #, page #, and Psychoeducational Report Grading Rubric (Appendix #, page #). |</p>
<table>
<thead>
<tr>
<th>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</th>
</tr>
</thead>
</table>

**Objective 1 Competencies 1 Through 3: How Measured and MLA**  
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form. Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.  
- Competency 1: Items 1 through 3  
- Competency 2: Items 4 through 8  
- Competency 3: Items 9 through 10

**Objective 2 Competencies 1 Through 6: How Measured and MLA**  
During practicum, supervisors (i.e., psychologist, school psychologist) evaluate two psychological reports using the Psychoeducational Report Grading Rubric. The second report rubric is used by the program to evaluate each student’s competencies. Students must attain a rating of Basic or higher (Ratings fall into the following four categories: Distinguished, Proficient, Basic, and Unsatisfactory.) to be considered competent for each of the four competencies outlined above for Objective 2. **NOTE:** These competencies are only assessed during practicum.

**Goal #2: Consultation: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.**

**Objectives for Goal #2:**  
Students will demonstrate appropriate communication and listening skills when consulting with professionals and parents.  
Students will demonstrate knowledge of and ability to use consultative techniques.  
Students will consult with teachers, parents, and/or other mental health professionals.

**Competencies Expected for these Objectives:**

**Objective 1 Competencies**  
Demonstrate the ability to develop rapport with clients, teachers, and/or parents.  
Communicates effectively with school personnel and parents.

**Objective 2 Competencies**  
1) Students are able to model collaborative behavior during consultation.  
2) Students are able to apply a systematic approach to problem-solving during consultation.

**Objective 3 Competencies**  
1) Students will demonstrate the ability to comprehensively describe the nature of the consultation.
2) Students will demonstrate the ability to accurately describe and implement a theoretical model (e.g., behavioral, mental health, collaborative, etc.) followed during the consultation.
3) Students will demonstrate the ability to conduct a consultative interview.
4) Students will demonstrate the ability to write a consultation plan.
5) Students will demonstrate the ability to evaluate whether the consultation was effective or non-effective based upon data.

Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable): Review and Evaluation of Practicum’s Student Performance (Appendix #, page #), and Review and Evaluation of Intern’s Performance (Appendix #, page #, and Consultation Summary Grading Rubric (Appendix #, page #).

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

**Objective 1 Competencies 1 Through 2: How Measured and MLA**
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form.
Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.
   Competency 1: Items 14 through 16
   Competency 2: Items 17

**Objective 2 Competencies 1 Through 2: How Measured and MLA**
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form.
Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.
   Competency 1: Items 18
   Competency 2: Items 19

**Objective 3 Competencies 1 Through 5: How Measured and MLA**
During practicum, supervisors (i.e., psychologist, school psychologist) evaluate the consultation implemented by the student using the Consultation Summary Grading Rubric. Students must attain a rating of Basic or higher (Ratings fall into the following four categories: Distinguished, Proficient, Basic, and Unsatisfactory.) to be considered competent for each of the five competencies outlined above for Objective 3. **NOTE:** These competencies are only assessed during practicum.


Goal #3: Prevention/Intervention: Demonstrate knowledge and skills concerning the theories and tactics used to guide the design and implementation of effective interventions for children and adolescents.

Objectives for Goal #3:
- Students will implement a prevention program.
- Students will implement effective interventions.

Competencies Expected for these Objectives:

**Objective 1 Competencies**
- Students will demonstrate the ability to conduct a needs assessment when designing a prevention program.
- Students will demonstrate the ability to provide justification for the level of prevention chosen when designing and implementing a prevention program.
- Students will demonstrate the ability to develop a prevention manual that enables others to model and implement the prevention program.
- Students will demonstrate the ability to evaluate the effectiveness of the prevention program based upon data.
- Students will demonstrate an awareness of prevention programs.

**Objective 2 Competencies**
1) Students will demonstrate competency in developing a behavioral definition when implementing academic and behavioral interventions.
2) Students will demonstrate competency in data collection.
3) Students will demonstrate the ability to conduct problem validation.
4) Students will demonstrate competency in their ability to collect relevant data when developing specific interventions to change behavior.
5) Students will demonstrate the ability to develop measurable goals.
6) Students will demonstrate the ability to develop an intervention plan.
7) Students will demonstrate the ability to develop a measurement strategy linked to the intervention.
8) Students will demonstrate the ability to develop a decision-making plan that incorporates data.
9) Students will demonstrate competency in their ability to conduct progress monitoring when implementing an intervention.
10) Students will demonstrate the ability to use data to modify or change an intervention.
11) Students will demonstrate the ability to assess treatment integrity.
12) Students will demonstrate the ability to use data to make outcome decisions related to the effectiveness or non-effectiveness of the intervention.
13) Students demonstrate knowledge and can use empirically-validated interventions.

Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable): Review and Evaluation of Practicum’s Student Performance (Appendix #, page #), and Review and Evaluation of Intern’s Performance (Appendix #, page #)
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

**Objective 1 Competencies 1 Through 4: HowMeasured and MLA**
During practicum, supervisors (i.e., psychologist, school psychologist) evaluate the prevention program developed and implemented by students using the Prevention Grading Rubric. Students must attain a rating of Basic or higher (Ratings fall into the following four categories: Distinguished, Proficient, Basic, and Unsatisfactory.) to be considered competent for each of the four competencies outlined above for Objective 1.

**NOTE:** These competencies are only assessed during practicum.

**Objective 1 Competency 5: How Measured and MLA**
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form. Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.

  Competency 5: Items 37 through 39

**Objective 2 Competencies 1 Through 12: How Measured and MLA**
During practicum, supervisors (i.e., psychologist, school psychologist) evaluate an intervention developed and implemented by students using the Academic and Behavioral Intervention Grading Rubric. Students must attain a rating of Basic or higher (Ratings fall into the following four categories: Distinguished, Proficient, Basic, and Unsatisfactory.) to be considered competent for each of the four competencies outlined above for Objective 1.

**NOTE:** These competencies are only assessed during practicum.

**Objective 2 Competency 13: How Measured and MLA**
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form. Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.

  Competency 13: Items 22 through 29

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**Goal #4: Research and Evaluation: Demonstrate knowledge and skills pertaining to research design, statistical analysis, and the communication of research results.**

**Objectives for Goal #4:**
Students will gain knowledge in statistics and research design and be able to apply this knowledge. Students will be able to communicate research and evidenced-based interventions effectively.

Competencies Expected for these Objectives:

**Objective 1 Competencies**

- Students will demonstrate knowledge of research design.
- Students will accurately distinguish between good and poor research.
- Students will demonstrate knowledge of statistical analyses.

**Objective 2 Competencies**

1. Students will demonstrate competency in their ability to communicate their knowledge of research.
2. Students will demonstrate the ability to review the literature and make conceptual links between research and interventions/treatments.
3. Students will demonstrate competency in their ability to effectively communicate evidenced-based interventions.

Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable): Review and Evaluation of Practicum’s Student Performance (Appendix #, page #), and Review and Evaluation of Intern’s Performance (Appendix #, page #), Academic Intervention Presentation Grading Rubric (Appendix #, page #), and specific statistic courses.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

**Objective 1 Competencies 1 Through 2: How Measured and MLA**

During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form. Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.

- Competency 1: Item 50
- Competency 2: Item 51

**Objective 1 Competency 3: How Measured and MLA**

Students will complete EDPS 641 and EDPS 642 with a grade of B or higher.

**Objective 2 Competency 1: How Measured and MLA**

Students will complete EDPS 643 with a grade of B or higher.

**Objective 2 Competencies 2 Through 3: How Measured and MLA**
During practicum, the instructor evaluates the academic intervention presentation by students using the Academic Intervention Presentation Grading Rubric. Students must attain a rating of Basic or higher (Ratings fall into the following four categories: Distinguished, Proficient, Basic, and Unsatisfactory.) to be considered competent for each of the four competencies outlined above for Objective 1. **NOTE:** These competencies are only assessed during practicum.

- Competency 2: Review of Research
- Competency 3: Presentation Evaluation

### Goal #5: Professional Practice: Demonstrate skills required for appropriate professional practice, legal and ethical decision-making, and sensitivity to individual and cultural differences.

### Objectives for Goal #5:

- Students will practice in appropriate ways that are ethical and legal.
- Students will use standards of practice that improve the quality of services to clients and protect the rights of all parties.
- Students will gain knowledge and understanding of the racial, ethnic, experiential, economic, and/or linguistic backgrounds of their clients.

### Competencies Expected for these Objectives:

#### Objective 1 Competencies

- Students will demonstrate knowledge of professional ethical codes.
- Students will demonstrate the ability to practice psychology in ways consistent with the professional ethical codes.

#### Objective 2 Competencies

1. Students will demonstrate knowledge of state and federal regulations.
2. Students will demonstrate the professionalism and maturity.

#### Objective 3 Competencies

- Students will demonstrate the ability to recognize the influence of diversity when conducting psychological assessments and when developing interventions.
- Students will demonstrate the ability to respect individual and group differences and recognize their own biases and influences on behavior.
- Students will demonstrate the ability to identify needs and suggest appropriate modifications related to diversity.

### Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable): Review and Evaluation of Practicum’s Student Performance (Appendix #, page #), and Review and Evaluation of Intern’s Performance (Appendix #, page #, and Ethics Exam (Appendix #, page #).

### How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:
Objective 1 Competency 1: How Measured and MLA
First year doctoral students take an ethics exam while enrolled in EDPS 685: Introduction to School Psychology. Students must attain a minimal score of 80% to demonstrate competency.

Objective 1 Competency 2: How Measured and MLA
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form. Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.

Competency 2: Item 55

Objective 2 Competencies 1 and 2: How Measured and MLA
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form. Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.

Competency 1: Item 54
Competency 2: Items 56 - 64

Objective 3 Competencies 1 through 3: How Measured and MLA
During practicum and internship, supervisors (i.e., psychologist, school psychologist) rate practicum students using the Review and Evaluation of Practicum’s Student Performance form or the Review and Evaluation of Intern’s Performance form. Students must attain a rating of three (1=Unsatisfactory, 2=Developing, 3=Satisfactory, 4=Above Average, 5=Excellent) or higher to be considered competent on each item rated.

Competency 1: Item 46
Competency 2: Item 47
Competency 3: Item 48
Appendix B: Doctoral Sequence of Courses
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>EDPS 653 Individual Cognitive Assessment</td>
<td>EDPS 654 Academic Achievement and Intervention</td>
<td>EDPS 640 Methodology of Educational and Psychological Research or 643 Research Design</td>
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<tr>
<td>EDPS 685 Introduction to School Psychology (2)</td>
<td>EDPS 686 Pre-Practicum in Consultation (1)</td>
<td>*SPCED 609 Introduction to Applied Behavior Analysis</td>
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<tr>
<td>EDPS 687 Pre-Practicum—School Psychology(1)</td>
<td>EDPS 612 Psychological Consultation (2)</td>
<td>EDPS 689 Practicum in School Psychology</td>
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<tr>
<td>*EDPS 603 Psychology of Human Development</td>
<td>EDPS 651 Personality Assessment of Children and Adolescents</td>
<td>**EDPS 641 Statistical Methods in Educational and Psychological Research</td>
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<tr>
<td>CPSY 631 Introduction to the Study of Personality</td>
<td>EDPS 750 Developmental Psychopathology</td>
<td>SPCED 610 Behavior Consultation Techniques</td>
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<tr>
<td>* On-line Course Only</td>
<td>**Offered On-campus and On-line</td>
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<th>Year 2</th>
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<tr>
<td>EDPS 689 Practicum in School Psychology</td>
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<td>EDPS 642 Intermediate Statistics</td>
<td>CPSY 621 Theories and Techniques of Counseling</td>
<td>*EDCUR 610 The Elementary School Curriculum</td>
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<tr>
<td>EDPS 652 Introduction to Neuropsychology</td>
<td>*EDRDG 610 The Teaching of Reading in the Elementary School</td>
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<td>EDPS 746 Theory of Measurement</td>
<td>EDPS 765 Theories of Learning</td>
<td>CPSY 678 Theories and Techniques of Counseling the Culturally Diverse</td>
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### Year 3

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<tr>
<td>EDPS 775 Evidence-Based Treatments in Psychology <em>OR</em> EDPS 776 Legal, Ethical, and Multicultural Issues in Professional Psychology</td>
<td>EDPS 720 Developmental Theories and Research Across the Lifespan</td>
<td>Cognate Course</td>
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<tr>
<td>EDPS 789 Supervision in School Psychology</td>
<td>Cognate Course</td>
<td>Cognate Course</td>
</tr>
<tr>
<td>EDPS 741 Applied Regression Analysis for the Social Sciences</td>
<td>Cognate Course</td>
<td>PSYSC 691 Systems of Psychology</td>
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<td>Cognate Course or EDPS 791 Doctoral Internship in School</td>
<td>ID 705 Interdepartmental Research Colloquium</td>
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<tr>
<td>DISS 799</td>
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<tr>
<td>SOPSY 610 Social Psychology</td>
<td>EDPS 791 Doctoral Internship in School Psychology</td>
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<tr>
<td>EDPS 775 Evidence-Based Treatments in Psychology <em>OR</em> EDPS 776 Legal, Ethical, and Multicultural Issues in Professional Psychology</td>
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<tr>
<td>EDPS 791 Doctoral Internship in School Psychology (elective)</td>
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### Year 5

EDPS 792 Doctoral Internship in Professional Psychology
If a student has completed all coursework but have not yet graduated, as indicated in the Graduate Catalog, student are required to be continuously enrolled in at least 3 credits of DISS 799 each semester (excluding summers) until they graduate unless they are taking other courses. This is required even if the student has already taken 10 hours of DISS 799.
**Preliminary Advising Sheet**

Name: ______________________________________    Degrees Held:
Date: ________________________________  MA ___ MS ___ MAE ___  Other ______
Academic Advisor _________________________ Univ. Name: ____________________
Preliminary Cognate: _____________________ Specialty: ______________________
Program Director: _______________________

# Preliminary Advising Sheet

## Year 1

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*EDPS 603 Psychology of Human Development

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<td>Ethical, and Multicultural Issues in Professional Psychology</td>
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Appendix C: Practicum Handbook

PRACTICUM MANUAL

SCHOOL PSYCHOLOGY PROGRAMS

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

2015-2016

Maria E. Hernández Finch, Ph.D.
Practicum Coordinator
PRACTICUM MANUAL
SCHOOL PSYCHOLOGY PROGRAMS
BALL STATE UNIVERSITY

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Appendix C: Electronic Portfolio: Tabs include Detail Log, rGrade Log, Client Log, Assessment Log and APPIC Log

Appendix D: EDPS 689 and 688 Course Syllabi, Grading Rubrics, and Reference List

Appendix E: rGrade Coding Book for corresponding Electronic Log Tab (Please also see Appendix B for a full listing of what is coded in this TAB.)

Appendix F: Practicum Systematic Supervision and Support Chart

*Original Practicum Manual Developed by Dr. Betty Gridley
INTRODUCTION AND OVERVIEW

Practica in the School Psychology Programs (Years 1 and 2 for MA/Ed.S. and MA/Ph.D. students) at Ball State University provide opportunities for students to attain competence in the application of knowledge of psychological theory and ethical principles to practice in applied settings. Students demonstrate skills and competencies (as reflected on the Evaluation Form, see Appendix A) in such areas as assessment, intervention, counseling, consultation, program development and evaluation, crisis response and management, and research in a variety of settings and in response to a number of problem and prevention situations consistent with a scientist practitioner model, professional ethics, and culturally relevant and responsive inclusive practice. Partnership and consensus building are emphasized and actively modeled.

Students complete the second year practicum in two primary settings: The Muncie Community Schools and the Psychoeducational, Diagnostic, and Intervention Clinic (PDIC). In 2009, the program adopted two elementary schools (Grissom Elementary and Sutton Elementary) in Muncie, Indiana with the highest percentage of historically underrepresented ethnic minorities in the community. Both schools also have a high percentage of students receiving the free and reduced lunch program. In addition, Grissom Elementary houses the low-incidence disabilities classrooms for the Muncie Community Schools (MCS) and has a self-contained classroom for students with emotional disabilities. Through our MCS agreement, our students also provide supervised psychological services to preschool-age students and secondary students. In recent years, our first and second year practicum students have increasingly become intentionally and programmatically involved at the systems level offering consultation, programming, and tangible support and intervention services for newer Indiana legal mandates such as suicide prevention training for educators (our students provide evidence based training and certification to others; over 1,000 pre-service educators have been certified as QPR suicide prevention gatekeepers through the efforts of our school psychology practicum student-led initiative), bullying prevention (conduct regular weekly small group intervention), and increasing academic achievement at the systems level (conduct 9-week, continuously offered Response to Instruction Tier 2 Success/BURST groups and provide school-wide intervention and progress monitoring at all 3 tiers of an RtI framework and help with mastery of the Indiana mandated iRead test in 3rd grade). All BSU school psychology graduate students are placed in schools in their first and second years.

The PDIC is housed on the basement floor of Teacher College (fully renovated 2014). The PDIC provides psychological services, consultation, and evaluation to children, adolescents, families, and adults in Central Indiana, with the many referrals coming from the Ball State community (e.g., students, faculty, staff, faculty children) and the broader community of Muncie, Indiana and surrounding townships. Both the Muncie Community Schools setting and the PDIC setting are clearly dedicated to training. MCS offers students opportunities for consultation,
intervention and prevention as well as psychological assessments. There is an emphasis on providing empirically supported academic and behavioral interventions. In part through the intervention efforts and consultation provided by our first and second year students and their supervisors, the number of traditional psychoeducational testing referrals have dramatically decreased while requests for intervention and consultation at the individual, classroom and school levels have increased. MCS provides office space for practicum students and assigns doctoral level MCS school psychologists to sites that have BSU practicum student placements. The services offered by the students supplement those provided by each school’s doctoral-level school psychologist. Although the PDIC provides supervised psychological services at a greatly reduced cost as a benefit to the community, the primary objective of the clinic is student training. All doctoral students during the second year are placed in the aforementioned MCS schools for both academic semesters and additionally complete concurrent rotations in the PDIC.

Two BSU school psychology core faculty (Drs. Hernández Finch and Nevins) provide on-site university supervision in the Muncie Community Schools. Dr. Hernández Finch is a licensed school psychologist and Dr. Nevins is licensed school psychologist and psychologist. Drs. Peresie, and Slonaker, both licensed school psychologists and psychologists practicing in the school setting, also provide individual supervision in the schools through the Educational Psychology Department. Dr. Pierson, who is a licensed school psychologist and psychologist, supervises the PDIC and external contracts. Advanced doctoral students offer supplemental, additional practicum supervision support or mentorship within the Muncie Community Schools and PDIC for MA- and Ed.S.-level students under the direct supervision of school psychology faculty.

Ed.S. students complete the first year pre-practicum in the Muncie Community Schools (MCS). Second year practicum for Ed.S. students may be completed in MCS, or the Ed.S. students who are not assigned a department assistantship may be assigned an assistantship in a local school corporation where they will also complete their second year practicum requirements. Ed.S. students complete a summer rotation in the PDIC.

Practicum Sequence

The pre-practicum and practicum sequence is integrated with coursework. Our supervision model is depicted in Appendix F. During the first two semesters in the program, students complete courses in assessment (cognitive, academic, and personality), consultation, psychopathology, and professional issues in school psychology, as well as other foundational psychology courses. Students also take pre-practicum in school psychology (first semester) and pre-practicum in consultation (second semester), where they observe classrooms, case conferences, and evaluations. Students also shadow school psychologists and more advanced students. They receive training and assist the second year students with the sustained delivery of academic and behavioral interventions at all tiers of a responsive model. The primary objective
of pre-practicum is to become oriented to the practice of school psychology and to become familiar more generally with professional practice and systems.

During practicum, students are required to attend weekly seminars planned by the practicum coordinator (Dr. Hernández Finch). Weekly meetings allow for specific coverage of relevant topics as well as a supervised group forum for students to share and discuss their various experiences. In addition, all students receive individual face-to-face supervision for at least one hour per week with Drs. Nevins, Peresie, Slonaker, or Hernández Finch. Online group discussions moderated through the course’s Blackboard online portal also provide additional support and continued reflective practice and professional growth. Students rotating through the PDIC receive additional support and regular face-to-face supervision by the PDIC staff.

During the first summer of their program, MA/Ph.D. and MA/Ed.S. students complete a psychological evaluation within the PDIC under direct peer supervision of an advanced doctoral student and face-to-face oversight by a licensed psychologist. The supervision is individual and intensive with the goal of preparing students for the 2nd year practicum experience in the MCS and PDIC. Also, in the summer, students complete courses in applied behavior analysis, behavior consultation, and statistics. Our statistics courses are taught by statisticians that are part of our Educational Psychology Department, and thus offer excellent applied scenarios and modules relevant to professional practice and diversity considerations.

The practicum is directly and intentionally linked to the program’s goals and objectives. Students must demonstrate competencies specific to all program objectives during the practicum year. Specifically, practicum affords students the opportunity to demonstrate skills and competencies in such areas as assessment, prevention, intervention, consultation, needs assessment and program development and evaluation, crisis management, evaluation and research in response to a number of problem and prevention situations within the schools. Students also must show the ability to implement and evaluate the effectiveness of evidenced-based interventions and to practice in a culturally responsive and relevant manner.

**Practicum Hours**

The total minimum number of practicum hours required of all second year students is 550. These hours are in addition to hours required for individual assessment courses such as EDPS 651 and EDPS 654 in year one. Of the 550 hours, at least 200 hours must involve direct service and 100 hours must be met under formally scheduled supervision. No student will receive a grade for practicum or start internship until he/she/ze has: 1) completed an exit interview with his/her/hir practicum coordinator, 2) been judged competent to proceed based on the final evaluation, 3) and completed all assigned work in the PDIC and the schools.
Prepracticum consists of 4 credit hours in the first year. Six credit hours of practicum typically completed in year two of the program, are required before enrolling in internship. A minimum of 550 clock hours are needed to complete the second year practicum. However, the accumulation of 550 hours of supervised experience does not automatically imply completion of practicum. Following the completion of EDPS 687, students begin their practicum experiences during the summer semester in the School Psychology Clinic (50 hours) and later complete a full-year practicum, with an extensive field-based component. Of the 550 hours, 200 hours are direct services to clients; 50 hours are for summer clinical work, 100 hours of formal supervision, and 200 hours of indirect services (includes informal supervision and consultation, logs and documentation, needs assessment, etc.). Students are expected to participate in their schools weekly and the majority of hours cannot be accrued in the PDIC.

The EDPS 689/688 sequence includes 200 hours of direct service for 6 academic credits. Therefore, each credit earned represents 33 hours of direct service which breaks down to a minimum of 6.5 hours a week during each semester of direct service provision. Most students substantially exceed the minimum requirements. All activities are carefully logged and submitted electronically weekly through Blackboard (see Appendix B for a more complete explanation of the online comprehensive spreadsheet and Appendix E for the rGrade tab electronic log coding guidelines. Please note that the rGrade section of the log represents just one tab of a multiply tabbed comprehensive log spreadsheet).

The following is the prescribed sequence of Practicum Experiences:

EDPS 687 Pre-Practicum - 4 total credit hours for first year students.

EDPS 689 Practicum in School Psychology – 3 credit hours for second year students (or third-year students needing accommodations)

EDPS 688 Practicum in Consultation – 3 credit hours for second year students (or third-year students needing accommodations).

Students must successfully complete practicum requirements before advancing to internship/externship. An exit interview with the practicum coordinator and recommendation that the student is ready for internship are required. An important element of the exit interview is the review of the comprehensive electronic portfolio. Prior to the exit interview, students will submit their final electronic portfolio and other documentation to the practicum coordinator for review. During the exit interview, the practicum coordinator will review the artifacts, rationale for their inclusion in the electronic portfolio, and their corresponding reflective statements with each student.

Members of the School Psychology faculty at Ball State are engaged in the education and development of professional scientist practitioners of School Psychology. Ultimately, learners will be required to demonstrate their ability to integrate current research findings with elements of
appropriate and ethical practice, and to communicate effectively with students, parents, and colleagues in the field. Although practicum, course work, and research are separated at times during professional preparation, it is recognized that this is an artificial distinction and that these areas must be integrated in practice before a student is ready to be certified as a school psychologist. Practicum scoring rubrics include a research and evaluation element in many cases to encourage students to better integrate our scientist practitioner framework. Additionally, students are expected to gain competency in working with diverse clients to include but not limited to the intersectionality of children and adolescents with disabilities, children who are English Learners, culturally and linguistically diverse students, students who identify as lesbian, gay, bisexual, transgendered, Queer, Intersex, Asexual or questioning, gender nonconforming, and/or gender fluid as well as working with parents and school staff and other professionals of diverse backgrounds and lived experiences, socioeconomic statuses, and beliefs. A continuous process of self-reflection and inquiry regarding their worldview and how this impacts working with children and their families will be modeled. In the first year, students create a personal diversity matrix, a reference and self-reflection tool to be used throughout their time in the program when working with children, families and school personnel. In the second year, students complete a multidimensional world-view inventory (Koltko-Rivera, 2004; Koltko-Rivera, 2000) and through this assessment and subsequent reflections on this and their matrix created in year one learn to negotiate the intersectionality of their perspective and those of others, and how this intersectionality may impact service provision, clinical judgment and decision making, and evolving professional relationships. Additionally, diversity considerations are carefully logged weekly, are regularly and systematically discussed in supervision, and are formally reflected on yearly as a distinct element in student portfolios where growth and insights are documented.

NASP Standards and Conceptual Framework

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE*

School psychology practicum students were provided opportunities to demonstrate competencies in the following domains of professional practice in the 2013-2014 school year, and in all subsequent years. Competency requires both knowledge and skills. The practicum experience provides opportunities for students to build upon their foundation in the knowledge bases of psychology and education, including theories, models, empirical findings, and techniques in each domain. Practicum allows students to enhance their professional skills and deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and are fully integrated into practicum. The NASP Domains are as follows:

NASP Model 10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

- Domain 1: Data-Based Decision Making and Accountability
  School psychologists have knowledge of varied models and methods of assessment and
data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- **Domain 2: Consultation and Collaboration**
  School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**Direct and Indirect Services for Children, Families, and Schools**

**Student-Level Services**
- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
  School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

**Systems-Level Services**
- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

- **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

**Foundations of School Psychological Service Delivery**
- **Domain 8: Diversity in Development and Learning**
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- **Domain 9: Research and Program Evaluation**
  School psychologists have knowledge of research design, statistics, measurement, varied
data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- **Domain 10: Legal, Ethical, and Professional Practice**
  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**CONCEPTUAL FRAMEWORK**

Ball State Teachers College’s conceptual framework is considered consistent with the aforementioned NASP Domains. However, practicum places specific emphasis on the following three areas identified within the Ball State Teachers College conceptual framework:

**Context**
- Developmental systems or “contextualist” perspective in understanding children/clients
- Alive to individual differences and diversity of outcomes
- Engaged in multiple levels of a child’s ecology to influence and promote positive adaptation, learning and development

**Engagement**
- Engaged with stakeholder groups, community organizations, partnerships to meet the needs of diverse communities;
- Engaged with one’s professional community by active contribution to and reflection upon the scholarship and professional practice
- To put it differently: commitment to developing expertise through professional development

**Expertise**
- Developing competence at being a research-practitioner
- Problem-solving approaches to professional practice

**Possible Sequence of Practicum**

Below is a possible sequence for practicum activities. A record of these experiences may be logged weekly electronically through Blackboard on our spreadsheet, and in the electronic portfolio (see later under documentation for explanation of these and also Appendix E). All students must keep an electronic log submitted weekly to the Practicum Coordinator via Blackboard throughout the second year. Semester log totals and year totals must also be submitted electronically on the specified due dates in the second year (see practicum syllabi for specific due dates).

**First Year (prepracticum): First Semester:** Observations, meeting attendance, district policy review, and general orientation to the practice of school psychology and educational and other
locations (e.g., in schools, clinics, and other settings). Includes: Informal and formal
observations. In addition, students should be knowledgeable regarding federal and state
legislation related to the practice of school psychology and special education. During this period
students will be required to spend time familiarizing themselves with the routines and
expectations of schools and classrooms. They can also begin to familiarize themselves with the
types of data collected in a Response to Instruction/Intervention (RtI) process at their home
Muncie Community Schools elementary school, typically either Grissom or Sutton Elementary.
Understanding universal screening data and progress monitoring data and how those data are
tracked and used in the school setting should be of a high priority. Students typically work with
the school’s data coach, RtI interventionists, and advanced graduate students in the provision of
academic interventions individually and in small groups at all tiers as well as in assisting second
year students with the design of system-wide program planning and problem solving.

First Year (prepracticum): Second Semester, Summer and Beginning of Second Year
(practicum): Teaming with experienced practicum student(s) and/or supervisors. This may
include sitting in on parent intakes/interviewing, conducting classroom observations and
systematic observations, administering and interpreting part of an evaluation battery. Practicum
students also may work together on interpretation and observing feedbacks with parents.
Working with the school’s data coach and RtI interventionists continues. Assistance of second
year graduate student activities includes behavioral intervention and consultation support.

Second Year: Serving as consultants to classroom teachers. Teachers and students together
identify a problem area and work to develop strategies for amelioration and evaluation of the
intervention. In addition, providing academic and behavioral interventions and conducting
prevention activities are required during practica. Evaluations of clinic and school clients are
required. Participation in the practicum seminar on a weekly basis is required. Appendix D
provides the course syllabi for EDPSY 689 and 688. Each syllabus describes in detail course
requirements. In addition, each course syllabus includes grading rubrics corresponding to course
requirements and assignments. A 689/688 Reference List for readings outside of assigned texts
is also provided in Appendix D.

Practicum Settings-Duties and Responsibilities

Field-based practicum activities include administering and interpreting tests, writing
reports, and conducting functional behavioral assessments. In addition, the students are expected
to consult with teachers and/or parents, develop and implement interventions, conduct classroom
observations, and participate in case conferences. Students may also be asked to conduct other
school psychology related activities. Specifically, each field-based practicum student is required
to do the following:

a. Administer, score, and interpret accepted individual and group diagnostic
   instruments to assess different abilities, (i.e., Woodcock-Johnson
   Educational Diagnostic Batteries; the Wechsler Batteries, etc.);

b. Write reports based upon testing and Response to Instruction/Intervention
   (RtI) procedures. Generate relevant recommendations from the diagnostic
instruments and other assessment techniques to promote the personalizing and individualizing of instruction;

c. Design and implement educational and psychological interventions;

d. Attend case conferences;

e. Provide educational and psychological consultation with teachers and parents;

f. Develop and implement as academic and behavioral interventions; and

g. Develop and implement a prevention program at the system, building, and/or classroom level.

Background Check

In accordance with state law, all practicum students who are working in a school setting are required to obtain a yearly copy of their criminal history, provided by the Indiana State Police. In order to request a background check, students can pick up the appropriate form from the Educational Licensing Office (Teachers College). It can take between 4-6 weeks to receive a copy. Once practicum students receive their background checks, they must bring a copy to the Practicum Coordinator for review, where a copy will be kept on file with the school psychology program student files. Students also may have background checks conducted online through ACCESSIndiana for approximately $16 and receive clearance completed in real-time. The background check regardless of format needs to be updated on a yearly basis. Additionally, upon admittance to the department, students in their first semester will need to complete the Ball State nationwide background check (currently at no charge) and a series of training videos to insure basic safety, understand mandated reporter laws and insure comprehension of laws pertinent to abuse and sexual safety.

Students are expected to complete all practicum experiences in a manner consistent with legal and ethical standards of the appropriate agencies. The clinic directors, clinic supervisors, and field-based supervisors closely monitor adherence to these policies. In addition, all university faculty, clinic supervisors, and field-based supervisors are expected to adhere to these standards and to provide role modeling, which is above reproach from ethical concerns. This includes strict adherence to guidelines concerning dual relationships.

Competency Review for Students Licensed as School Psychologists or Who Already Have a Master’s Degree in School Psychology

Students admitted to the doctoral program who are licensed as school psychologists or who have completed a master’s degree in school psychology (unless the student obtained the master’s degree in school psychology from Ball State) must demonstrate competencies in assessment,
prevention, intervention, and consultation. Students will need to submit a prevention program inclusive of a needs assessment and program evaluation, a summary of an academic intervention, a summary of a behavioral intervention, copies of educational evaluations (minimally 4 de-identified that meet proficient or distinguished criteria on our rubric as judged by BSU school psychology core faculty), and a consultation summary of services that they have implemented and completed for review by the practicum coordinator and the student’s academic advisor. These samples will be evaluated using the appropriate EDPS 689/688 rubrics. Students may use de-identified reports or other sample from their work as a school psychologist or from their master’s program. Students must receive an overall rating of proficient or higher on each rubric to meet competency requirements in the areas of evaluation, prevention, consultation, and intervention. The faculty reviewers will meet and discuss any discrepancies in overall rubric ratings and will come to a mutually agreed upon overall rating. Students who do not receive an overall rating of proficient or higher will be required to take additional coursework, complete additional practica, and/or complete a remediation program designed specifically to help them attain competency in the deficient area(s). If a remediation program is selected as the best approach to assuring student competency, it will have clearly identified objectives, a clear time-line for completing the objectives, and assessments that are behaviorally anchored. The clinical faculty (practicum coordinator, PDIC director) will work with the student to develop the remediation plan. The practicum coordinator will be responsible for entering the pertinent rubric ratings into rGrade. Students must meet with the practicum coordinator early in their first semester to outline the process for meeting the aforementioned requirements. If it is decided that a remediation plan will be developed, it must be developed no later then the end of fall semester. All requirements (prevention program, academic intervention, behavioral intervention, etc.) must be completed by the end of the spring semester of the first year. Doctoral candidates will also need to meet with the director of the PDIC to make arrangements to complete clinical training requirements.

All students who are licensed school psychologists or who have completed a master’s degree in school psychology must take our ethics exam (unless the student obtained the master’s degree in school psychology from Ball State and has already taken the examination). The ethics exam will be offered once during the fall semester and may be taken when offered in EDPS 685: Introduction to School Psychology course. The instructor for EDPS 685 will work with students on arranging a time and providing appropriate study materials. Students must obtain a score of 80% or higher on the ethics exam to meet the minimal level of competency. Students will continue to take the ethics exam until they have met the minimal level of competency. The instructor for EDPS 685 is responsible for entering the scores into rGrade.

Practicum and Students Admitted with a Master’s or Educational Specialist Degree

Students who are admitted with a master’s degree other than in school psychology will be required to complete the prepracticum and practicum sequence of courses. Students with a master’s degree or educational specialist degree in school psychology (including licensed school psychologists) will be required to complete a summer case and at least two cases in the Psychoeducational, Diagnostic, and Intervention Clinic to assess their assessment, interview, and diagnostic skills. Students who do not have clinical experience under the direct supervision of an
HSPP in their previous setting may need to complete a summer case and 6 or more cases in the PDIC. The PDIC supervisor/director will rate each report generated using the Psychoeducational Report Grading Rubric. Students must have an overall rating of proficient or higher on each rubric to meet competency requirements in the area of evaluation. Based upon the two assessments and rubrics for students with previous supervised clinical experiences, the director of the PDIC and the student’s supervisor or advisor will determine whether additional practicum hours are needed for the student to meet program competencies in the area of assessment covered in the PDIC. Students who do not receive an overall rating of proficient or higher may be required to take additional coursework, complete additional practica, and/or complete a remediation program designed specifically to help them attain competency in assessment. If a remediation program is selected as the best approach to assuring student competency, it will have clearly identified objectives, a clear time-line for completing the objectives, and all assessments will be behaviorally anchored. The student’s advisor with input from the PDIC director will work with the student to develop the remediation plan. The student’s advisor and the PDIC director are responsible for providing the practicum coordinator with the graded rubrics, who then will be responsible for entering the rubric ratings into rGrade if applicable or to consider the provided information for the exit interview. Students must meet with the practicum coordinator and PDIC director early in their first semester to outline the process for meeting the aforementioned requirements. If it is decided that a remediation plan will be developed, it must be developed no later than the end of fall semester. For students entering the program with previous clinical experience under the direct supervision of an HSPP, the two cases for evaluation and service provision must be completed by the end of the spring semester of the first year.

Practicum Hours Requirements for Students with Prior Practica Experience

Students will need to demonstrate prior practica that are comparable to those required of the program to receive credit for the experience. The student must provide logs or other documentary evidence demonstrating the number of appropriately supervised practicum hours completed prior to admission to Ball State. The number of practicum hours accrued must meet the number of hours required by program (see below). Specifically, no actual hours will be credited toward the completion of the minimum number of practicum hours other than those documented by prior course work and approved by the Program Director and Practicum Coordinator with input and discussion with the core faculty. If needed, core faculty will discuss each student’s prior experiences, and modify/tailor the program’s expectations to reflect the individual needs and skills of the student.

BASIC REQUIREMENTS

Course Requirements

1. Attend Weekly Practicum Seminar

Formal weekly sessions led by the practicum coordinator, clinic personnel and/or expert
II. **Individual and Group Supervision**

Opportunities exist for students to discuss cases. Students are **required** to attend and participate in group supervision each week. Group supervision is provided by the practicum coordinator. Additionally, students are also required to meet with their supervisors a minimum of one hour per week for individual, face-to-face supervision.

III. **Academic Intervention Presentation**

Practicum students will develop and conduct an evidenced-based intervention during practicum. Students also are required to present their academic intervention at one of the weekly practicum seminars.

IV. **Academic Intervention**

Each student submits one academic intervention within a school setting to the practicum coordinator for evaluation. Intervention assignments must provide for evaluation of their effectiveness and are to be documented through use of a single case study design approach or other empirical or mixed method approach.

V. **Behavioral Intervention**

Each practicum student submits one behavioral intervention undertaken within a school or clinical setting (clinical setting with prior approval of the practicum coordinator) for evaluation. Intervention assignments must provide for evaluation of their effectiveness and are to be documented through use of a single case study design approach or Functional Behavioral Analysis/Behavioral Intervention Plan (FBA/BIP).
VI. Participation in School-Based Activities

Classroom and systematic observations, review of school procedures, participation in staff and special education meetings, etc. are expected.

VII. Direct Client/Student Contact

A minimum 200 hours of direct services to clients, students, parents, teachers, etc. must be completed and documented. Direct contact hours include the following: intakes/interviews, review of school/other records, assessments, feedback, consultation, prevention and program evaluation, inservices, behavioral interventions, and other associated services. See the Appendix D for guidelines.

Practicum students are encouraged to engage with a variety of exceptionalities:

1. Behavioral/Social-Emotional  
2. Early Childhood/Developmentally Delayed  
3. Learning/Academic  
4. Pervasive Developmental Disorder/Autism  
5. ADHD/Attention  
6. Gifted/High Ability  
7. College-Age/Adult  
8. Multiple Disability/Low Incidence Disability

“Cases” may or may not include standardized assessment instruments. The number of cases a student is required to complete will be determined by the supervisor and the practicum coordinator. This determination will be based on the student’s level of competence in skills required for entry into internship experiences. However, practicum students typically complete 5 – 8 psychological evaluations and/or RtI Reviews each semester during the academic year. During the summer between the first and second years, each practicum student typically completes one psychological evaluation. Students are expected to provide concrete recommendations for any evaluations that are completed. Recommendations should link the assessment to supporting the client’s achievement and/or growth.

VII. Consultation

The purpose of this experience is to provide an opportunity for students to participate in a collaborative problem solving process in which two or more persons (consultant and consultee) engage in efforts to benefit a student for whom they both have some level of responsibility. Two formal consultation reports documenting ongoing consultation and evaluation of effectiveness are required.

VIII. Prevention

Students are required to develop and implement a prevention program at the system, building, and/or classroom level. The program will include a needs assessment and program evaluation.

IX. Electronic Portfolio

Throughout the program, students are required to develop an on-line portfolio. This portfolio provides a systematic and organized collection of evidence concerning a student’s professional competencies and personal growth and professional development. The goal of the portfolio is for students to develop a means for purposeful self-appraisal that can be used during their careers in school psychology. The portfolios document a collection of work that shows a student’s efforts, progress, and achievement in specified areas of practice. This portfolio is required by our Teachers College as part of our college’s NCATE/CAEP accreditation.
The portfolio is not intended to replace graded evaluation in classes. Rather, it is a collection of artifacts that are linked to rationale and reflective statements addressing the goals of the program. Although artifacts may include assignments that have already been evaluated in a particular class, individual artifacts are not assessed within the portfolio. Instead, the format provides opportunities for students to connect their field and classroom experiences and to reflect on how the selected products illustrate their growth and understanding of the knowledge base, professional roles, or responsibilities the artifacts represent. This level of self-assessment is typically not seen in most classroom-based assessments.

A vehicle for reflection, the portfolio is essential to the self-study process in that it is a measure of a student’s development of self-evaluation skills and his/her/hir ability to document acquired competencies and monitor areas of academic and professional development.

Guidelines and structure for initial portfolio development are referenced in Appendix C. Portfolios are used in prepracticum and practicum classes to evaluate the degree to which first and second year students are able to demonstrate proficiency in the skills necessary to organize a professional portfolio as well as select evidence of competencies. Types of evidence students might include are examples of psychological evaluations, indirect and direct intervention cases, analysis of an ethical/legal dilemma, an in-service presentation, a quality research paper, and a review of professional literature related to an area of specialization. A curriculum vitae and other program elements related to their professional preparation can also be part of the portfolio. The portfolio organized to address the attainment of the program’s goals is assessed as part of Part II of the comprehension exam process. Results of the evaluations are entered into rGrade. The practicum coordinator is responsible for making sure portfolios are evaluated after the completion of practicum in the second year and the student’s dissertation chair is responsible for portfolio ratings being entered into rGrade after being evaluated by the student’s doctoral committee (typically in the 3rd or 4th year).

X. Exit Interview

When a student and his/her/hir supervisor have determined that she/he/ze has completed all practicum requirements and has met competency levels, she/he/ze should present him/herself/hirself to the Practicum Coordinator for an exit interview. This presentation will take the form of an updated electronic portfolio and must be made at least one week prior to the actual interview appointment. The interview appointment should be scheduled no later than finals week.

RECORD KEEPING

Weekly Logs

Students involved in practicum activities maintain weekly activity logs that detail the various types of experiences obtained and the time spent in these various activities. For example, students record time spent in observation, preparation, researching instruments and interventions, direct contact with clients/students, program evaluation, providing intervention, group supervision, individual supervision, report writing, etc. See Appendix B. Supplemental coding information for the electronic logs (rGrade tab) can be found in Appendix E. The electronic log must be updated and submitted on a weekly basis to the practicum coordinator via Blackboard. Students are also required to electronically submit semester summary logs and a year-end summary log to the practicum coordinator via Blackboard. The electronic log and portfolio should be available for review at any time by the student’s supervisor.
and the practicum coordinator. Therefore, practicum students need to provide their supervisor and the practicum coordinator with an updated web address so they have access to the student’s electronic portfolio. Students should also sign in to the school once they arrive each time and should follow all procedures as designated by each school or other practicum location.

SUPERVISION

Appendix F is a chart of how supervision is organized for prepracticum and practicum. Practicum students who are assigned cases in the Psychoeducational, Diagnostic, and Intervention Clinic will have a clinic supervisor who, in conjunction with the clinic director, will monitor and approve all activities in the PDIC. Learners are asked to review their schedules and experiences with the practicum coordinator on a regular basis throughout the semester. Second year doctoral level practicum students receive supervision from a licensed school psychologist and/or licensed psychologist on the School Psychology Core or Educational Psychology Affiliate (typically either Dr. Nevins, Dr. Slonaker or Dr. Peresie). Ed.S. students in their second year will have a supervisor assigned based on their school placement and all will be licensed school psychologists. Students and supervisors maintain an ongoing dialogue to help resolve conflicts as they arise. Differences that cannot be resolved by the dyad are to be discussed with the practicum coordinator, who may need to serve as a mediator. Please Note: A conflict directly involving the practicum coordinator may be mediated by the department chair, the program director, and/or the school psychology core.

Rationale and Assumptions Regarding Supervision

1. Learners are responsible and will attain competence at different rates.

2. The most effective learning takes place within the context of an accepting environment and a relationship of mutual respect and trust between teacher and learner.

3. Modeling is a key factor in learning. Supervisory staff endeavors to model behaviors that have been identified in the literature as facilitative of learning.

4. Ongoing evaluation is crucial in any teaching/learning endeavor. It is recognized that the learners must have input into the process to maximize its effectiveness.

5. The philosophy of supervision is endorsed based on a constructivist view of the learner as being an active participant in his/her/their own learning. However, the first responsibility of supervisor and supervisee alike is to the client. Some activities that may take a different form if considered from a strictly pedagogical standpoint may have to be surrendered in the best interest of the client(s).

Evaluation should lead directly to planning future goals. Supervisor evaluations are required three times per year. Supervisors also engage in self-evaluation and solicit feedback from learners and consultation from professional peers and the practicum coordinator. Finally, learners and supervisors frequently seek out and provide peer evaluation and consultation. Appendix A holds the evaluation form for this purpose and the grading rubrics can be found in Appendix D. If performance is unsatisfactory based on evaluations by supervisors and/or the practicum coordinator, a remediation plan will be implemented if initial attempts to ameliorate performance fail.

Evaluation of a student's performance will be based on the NASP Standards and such factors as: competence in assessment and problem solving, quality of written reports, skill in intake and feedback, skill in interviewing and consultation strategies, intervention skills, timely completion of procedures, and effective communication skills and respect of individual diversity considerations and lived experiences, especially those required for maintenance of effective working relationships.
Evaluation of a student’s performance is based on multiple competencies that are delineated on the *Evaluation Form*, grading rubrics, and course syllabus found in Appendix A and Appendix D respectively.

**GRADING**

The following grading standards are expected:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>C or lower</td>
<td>Minimum competency, requirements may or may not be completed. Also, proficiency has not yet been reached in many areas; therefore, the student will be required to retake all or portions of practicum.</td>
</tr>
<tr>
<td>B</td>
<td>Basically competent, some areas need further work, needs close internship supervision, especially at first.</td>
</tr>
<tr>
<td>A</td>
<td>Very competent. All requirements completed at a superior level, it is expected that internship supervision can be directed at perfecting skills.</td>
</tr>
</tbody>
</table>
Appendix A

Practicum Evaluation Form
Intern_____________________________ Supervisor_____________________________

Midyear Final (circle one) Date_____________________

Please rate your intern using the following performance scale on each of the following items. Indicate the level which best reflects the intern’s knowledge and skills in that particular competency area. You may also wish to comment on the ratings in the spaces provided.

**Level of Mastery:**

- 5—Excellent
- 4—Above Average
- 3—Satisfactory
- 2—Developing
- 1—Unsatisfactory
- NA—Not Applicable/Haven’t Observed

Data-Based Decision-Making and Accountability. Candidate has knowledge of varied methods of assessment and data collection and demonstrates skills to use them effectively.

Candidate demonstrates competence in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norm-referenced assessment</td>
<td>_____</td>
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<tr>
<td>Curriculum-based assessment/progress-monitoring</td>
<td>_____</td>
</tr>
<tr>
<td>Functional behavioral assessment</td>
<td>_____</td>
</tr>
<tr>
<td>Interviewing</td>
<td>_____</td>
</tr>
<tr>
<td>Observation (school and testing environment)</td>
<td>_____</td>
</tr>
<tr>
<td>Inspection of records and developmental history</td>
<td>_____</td>
</tr>
<tr>
<td>Appropriate use of data collection results</td>
<td>_____</td>
</tr>
<tr>
<td>Appropriate use of computer scoring programs</td>
<td>_____</td>
</tr>
</tbody>
</table>

Comments:
Candidate displays skills that allow for appropriate use of data to design, implement, and evaluate response to services and programs.

4. Integrates data to establish client needs. ______
5. Capable of reviewing and recommending intervention options ______
6. Capable of using technology to assess or monitor services ______
7. Demonstrates the outcomes of intervention effectiveness ______
8. Understands and can conduct classroom needs assessment ______

Comments:

**Consultation and Collaboration.** Candidate has knowledge of varied methods of consultation, collaboration and communication to serve clients in educational setting. He/she demonstrated the ability to use these skills to design, implement, and evaluate services.

Candidate demonstrates competence in the following areas: ______

14. Adept at establishing rapport with clients, teachers, and/or parents ______
15. Displays good listening skills ______
16. Participates effectively in group discussions ______
17. Communicates effectively with educational personnel and parents ______
18. Acts collaboratively with others in intervention selection and evaluation ______
19. Applies a systematic problem-solving approach to determining service or program efficacy ______

Comments:
Interventions and Instructional Support to Develop Academic Skills. Candidate displays knowledge about the varied influences (e.g., learning, biological, cultural) on academic achievement as well as the capability to select effective intervention strategies. Together, with other personnel, he/she can use this knowledge with effective data-collection strategies, to implement and evaluate the effectiveness of academic/instructional services and programs.

Candidate demonstrates competence in the following areas:

<table>
<thead>
<tr>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>20. Familiarity with federal, state, and local accountability procedures, including those for response-to-intervention</td>
</tr>
<tr>
<td>21. Considers the attainment of standards when developing service plans</td>
</tr>
<tr>
<td>22. Capable of selecting appropriate evidence-based interventions</td>
</tr>
<tr>
<td>23. Capable of working with others to implement interventions</td>
</tr>
<tr>
<td>24. Competent in evaluating the merits of evidence-based interventions</td>
</tr>
</tbody>
</table>

Comments:

Interventions and Mental Health Services to Develop Social and Life Skills. Candidate displays knowledge about the varied influences (e.g., biological, cultural, social, familial) on behavior and mental health as well as the capability to select effective intervention strategies. Together, with other personnel, he/she can use this knowledge with effective data-collection strategies, to implement and evaluate the effectiveness services to promote socialization, learning, and mental health.

Candidate demonstrates competence in the following areas:

<table>
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<th>Rating</th>
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<tbody>
<tr>
<td>25. Knowledgeable about behavioral and social-emotional interventions</td>
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<tr>
<td>26. Understands how intervention acceptability can influence use</td>
</tr>
<tr>
<td>27. Capable of selecting appropriate evidence-based interventions</td>
</tr>
<tr>
<td>28. Capable of working with others to implement interventions</td>
</tr>
<tr>
<td>29. Competent in evaluating the merits of evidence-based interventions</td>
</tr>
</tbody>
</table>

Comments:

School-Wide Practices to Promote Learning. Candidate demonstrates knowledge about school structure and organization, educational policy, and technology resources as well as how the system can work with others to create and support positive academic, learning, social, and personal outcomes through evidence-based practices.

Candidate demonstrates competence in the following areas:

<table>
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<th>Rating</th>
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<tbody>
<tr>
<td>26. Understands how intervention acceptability can influence use</td>
</tr>
<tr>
<td>27. Capable of selecting appropriate evidence-based interventions</td>
</tr>
<tr>
<td>28. Capable of working with others to implement interventions</td>
</tr>
<tr>
<td>29. Competent in evaluating the merits of evidence-based interventions</td>
</tr>
</tbody>
</table>

Comments:
30. Knowledgeable about operating procedures that permit groups to work together (meeting agendas, deadlines) 

31. Knowledgeable about effective disciplinary policies/practices 

32. Knowledgeable about school or district-wide practices that assist in creating positive climates (parent involvement, collaborative decision-making, PBIS) 

33. Demonstrates processing skills to aid in team activities (summarizes results, recognizes professional roles) 

34. Conducts inservices/meetings to aid in professional preparation 

35. Capable of conducting needs assessments to improve service/program delivery 

Comments:

**Preventive and Responsive Services.** Candidate displays awareness of risk factors impinging on learning and mental health. He/she demonstrates the skills necessary to work with others to implement effective crisis prevention and responsive programming in the schools.

Candidate demonstrates competence in the following areas:

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<th>Rating</th>
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</table>

36. Knowledgeable about characteristics and risk factors for psychological and behavioral disorders 

37. Familiarity with preventative programs available 

38. Knowledgeable about methods for responding to crises (suicide, death, violence) in school 

39. Capable of collaboratively working with others to select, implement, and evaluate preventive and responsive school services/programs 

40. Demonstrates adequate skill to assess risk of suicidality and connect the family with the appropriate services 

Comments:

**Family-School Collaboration Services.** Candidate displays knowledge and awareness of the importance of family variables in affecting learning and achievement and is able to help to form partnerships between parents and educators to use evidence-based strategies to support the child’s learning and emotional well-being.

Candidate demonstrates competence in the following areas:

<table>
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<th>Rating</th>
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41. Knowledgeable about the influence of family characteristics on student behavior 

42. Consideration of parent/caregiver needs and characteristics in evaluation and intervention planning
43. Communicates comfortably with family members/caregivers

44. Capable of developing, implementing, and/or evaluating family—school partnership services and programs

45. Capable of working to create/strengthen ties to the community and its resources

Comments:

Diversity in Development and Learning. Candidate displays knowledge about the effects of individual differences including factors such as culture, context, and individual and role differences on the functioning of children in school. With others, he/she can promote services and programs that respect this diversity and promote professional services that support academic and personal well-being in students, families, and communities.

Candidate demonstrates competence in the following areas:

46. Knowledgeable about the influence of different forms of diversity on performance

47. Respects individual and group differences and recognizes own biases and influences on behavior

48. Capable of identifying needs and suggesting appropriate service modifications related to diversity

49. Capable of working with others to use evidence-based strategies to enhance services and address potential diversity influences

Comment:

Research and Program Evaluation. Candidate displays knowledge of the literature on learning and child development and is able to translate research into practice. He/she shows ability to understand research design and statistics well enough to conduct research relevant to his/her own work and needs of the school.

Candidate demonstrates competence in the following areas:

50. Knowledgeable about the basics of research design, including single subject research

51. Capable of distinguishing between good and poor research

52. Capable of explaining measurement concepts to others (e.g., parents, teachers)

53. Capable of recognizing and implementing best practices in selecting, implementing, and evaluating services and programs
**Legal, Ethical, and Professional Practice.** Candidate is knowledgeable and capable of professional practices that are ethical and legal. He/she uses standards of practice that improve the quality of services to clients and protects the rights of all parties.

Candidate demonstrates competence in the following areas:

<table>
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<tr>
<th>Rating</th>
<th>54. Familiarity with state and federal regulations as they relate to parent rights and educational practice</th>
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<tbody>
<tr>
<td></td>
<td>55. Behavior consistent with professional ethical codes</td>
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<td></td>
<td>56. Participation in professional development activities (attends conferences and participates in continuing education opportunities)</td>
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<td></td>
<td>57. Appropriate personal and professional behavior (accepts responsibility for assignments, punctual, adheres to district guidelines for employees)</td>
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<td></td>
<td>58. Capable of learning from mistakes</td>
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<td>59. Completes work efficiently with minimal oversight</td>
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<td>60. Responds appropriately to constructive criticism/suggestions</td>
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<td>61. Demonstrates effective time management</td>
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<td></td>
<td>62. Displays flexibility in planning according to the situation</td>
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<tr>
<td></td>
<td>63. Recognizes own limitations and seeks advice</td>
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<tr>
<td></td>
<td>64. Respects authority of supervisor and school personnel</td>
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</tbody>
</table>

Comments:

I certify that I have read the evaluation.

________________________________________   ____________________
Student’s Signature   Date

________________________________________   ____________________
Site Supervisor’s Signature   Date

________________________________________   ____________________
University Supervisor’s Signature   Date
Evaluation form developed by Dr. Barbara Rothlisberg and adapted with permission for practicum.
08/15/13
Appendix B

Logs

Below is a capture of the various tabs that make up your weekly cumulative log. Please note that all tabs must be completed weekly online. What follows is a depiction of what types of information are expected in each tab. Please note that small red triangles within a cell indicate that additional information is available for coding that element on the log. When online, simply hover over the triangle with your cursor and the additional information will be available. **ALL TABS MUST BE COMPLETED EVERY WEEK AND LOGS ARE CUMULATIVE.** No student will complete practicum without a fully documented cumulative log submitted electronically. Please note that for EVERY log event you record, you must indicate whether the parents were included and/or involved (“Parent Involved?” column AND in rGrade tab under Total weekly Home School Collaboration Hours). You must also complete the “Additional Diversity Considerations” column for each log event linked to a client or identifiable group and also disaggregate individual variables such as ethnicity and disability status, etc., in the final tab. This for all events, not just assessment.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Client</th>
<th>Pract Site</th>
<th>Description of Activity</th>
<th>Purpose</th>
<th>Parent Involved?</th>
<th>Assessment(s) Given</th>
<th>Supervisor</th>
<th>Hours</th>
<th>Log Code</th>
<th>rGrade Log Code</th>
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<th>Date</th>
<th>Time</th>
<th>Client</th>
<th>Pract Site</th>
<th>Description of Activity</th>
<th>Purpose</th>
<th>Home-School Collaboration</th>
<th>Assessment(s) Given</th>
<th>Supervisor</th>
<th>Hours</th>
<th>Log Code</th>
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<th>Description of Activity</th>
<th>Purpose</th>
<th>Home-School Collaboration</th>
<th>Assessment(s) Given</th>
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<tr>
<td>1. Intervention &amp; Assessment Experiences</td>
<td>Summer Case 2016</td>
<td>Fall Semester Week 1</td>
<td>Fall Semester Week 2</td>
<td>Fall Semester Week 3</td>
<td>Fall Semester Week 4</td>
<td>Fall Semester Week 5</td>
<td>Fall Semester Week 6</td>
<td>Fall Semester Week 7</td>
<td>Fall Semester Week 8</td>
<td>Fall Semester Week 9</td>
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<td>A. Individual Therapy</td>
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<td>1. Other Multi (14+)</td>
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<td>2. Adults (15-64)</td>
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<td>3. Adolescents (13-17)</td>
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<td>5. Pre-School Aged (0-5)</td>
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<td>6. INBD/ODD/SCH (6-21)</td>
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<tr>
<td>B. Career Counseling</td>
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<td>C. Other</td>
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<td>D. Family Therapy</td>
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<tr>
<td>E. Initial Assessment Interventions</td>
<td>0.00</td>
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<td>0.00</td>
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<td>F. Intake Interventions</td>
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<tr>
<td>G. Other Interventions</td>
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<tr>
<td>H. Other Psychological Interventions</td>
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<tr>
<td>I. Psychosocial Experience</td>
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<td>K. School Counseling</td>
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<td>P. Other</td>
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2. Support Activities
- (c.), chart review, writing progress notes, restructuring with other professionals, case conferences (e.g., multidisciplinary), case management, feedback review of recorded sessions, assessment intervention, and peer review, and assessment

3. Support Received
- A. One-on-One Hours
- B. Group/Caseload Hours
- C. Peer Supervision Hours

TOTAL INTERVENTION/ASSESSMENT (HRS): 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00

TOTAL APPIC HOURS: 0.80 0.80 0.80 0.80 0.80 0.80 0.80 0.80 0.80 0.80
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### Race

- African-American (Black)/African origin
- Asian-American/Asian origin
- British/Canadian
- Caucasian/White
- Mixed/African/Other
- Native American/Indigenous
- Other

### Disabilities

- Blind/Visually Impaired
- Deaf/Hard of Hearing
- Learning Disability
- Developmental Disability
- Combined Mental Retardation and Autism
- Severe Mental Illness (e.g., primary psychotic disorders)
- Major medical disorders that significantly interfere with adaptive functioning

### Treatment Setting

- Child Guidance Clinic
- Community Mental Health Center
- Department Clinic: Psychology Clinic run by a department or school
- Forensic/Justice altering (e.g., jail, prison)
- Hospital Psychiatric Clinic
- Hospital: Outpatient Psychiatric Clinic
- Hospital: Partial Hospitalization: Inpatient Outpatient Programs: Private Practice: Residential/Group Home: Schools: University Counseling Center: Community Mental Health Center: VA Medical Center: Other
Appendix C

The Portfolio Process

Portfolio Rubrics
The Portfolio Process

1. Establish, Review, Refine Benchmarks

2. Set/Evaluate Personal & Professional Goals

3. Decide on Mechanics of Collection
   (Collection, Working, & Presentation)

4. Actual Collection of Portfolio Artifacts/Pieces

5. Reflect on and Select Portfolio Contents
   (Consultation with peers, more experienced others)

6. Conference with Supervisor and/or Director
   (Focus on selection, revision, and evaluation of benchmarks and goals)
The portfolio must be kept on electronic media (REMEMBER TO MAKE BACK-UPS!)

Remember to refer to the full Portfolio Rubrics located on rGrade (see links below). Rubrics 2.1 through 2.10 correspond to the NASP Framework.

Overall Portfolio Rubric URL:

Portfolio Rubric 2.1 URL:

Portfolio Rubric 2.2 URL:

Portfolio Rubric 2.3 URL:

Portfolio Rubric 2.4 URL:

Portfolio Rubric 2.5 URL:

Portfolio Rubric 2.6 URL:

Portfolio Rubric 2.7 URL:

Portfolio Rubric 2.8 URL:
Portfolio Rubric 2.9 URL: 

Portfolio Rubric 2.10 URL: 
Department of Educational Psychology
EDPSY 689 Practicum in School Psychology

Course Syllabus

Instructor: Maria Hernández Finch, Ph.D.   Office: Teachers College 523
Section: I   Phone: 285-8501
Day and Time: Monday 1:00 p.m. – 3:40 p.m.   Location: TC 009
Office Hours: TBA after individual supervision schedule for this class is determined
Semesters: Fall 2015 (3 Credits), and Spring 2016 (3 Credits; see EDPS 688 syllabus for Spring)

I. Course Title: EDPSY 689: Practicum in School Psychology

II. Prerequisites: EDPSY 612, 651, 653, 687; or permission of the Instructor and the Program Director.

III. Course Description:

- Preparation for internship.
- Supervised experience in using the problem solving and system models in the extant areas covered in the NASP Practice Model (see Figure 1 below) and APA guidelines. Interview and observation strategies, as well as professional standards of practice and legal issues, will be discussed. Practice in facilitative communication, listening skills, motivational interviewing, solution and emotion-focused treatment will be provided. Students during individual supervision will consider the choice, administration, and written interpretation of standardized and nonstandardized assessments in various educational and clinical settings. Working with diverse clients to include but not limited to students with disabilities, students who are English Learners, culturally and linguistically diverse students, students who identify as Lesbian, Gay, Bisexual, Transgendered, Intersex, or Questioning (or other orientation and/or gender expression) as well as working with parents or school staff of diverse backgrounds, SES, orientations/expressions, and beliefs will also be considered throughout every supervision session, activity and assignment.

IV. Purpose:

Practica in the School Psychology program at Ball State University provide opportunities for students to attain competence in the application of psychological theory and ethical principles in applied settings. Practicum affords students the opportunity to demonstrate skills and competencies in such areas as assessment, intervention, counseling, consultation, and evaluation and research in a variety of settings and in response to a number of problem situations and prevention opportunities. Practicum experiences are designed to coincide with overall development in other curricular areas. Although
students start practicum at various levels of development, continuous progress is expected and evaluation checkpoints are necessary.

II. Course Objectives:

1. To become versed with the organizational structure and operation of schools.
2. To develop competencies in interviewing, assessment, and report writing.
3. To develop competencies in consultation with other school personnel and client families.
4. To develop appropriate professional habits and attitudes.
5. To implement interventions and to effectively evaluate the effectiveness of the interventions.
6. To evaluate and utilize research in practice and to carry out research.
7. To identify school psychology professional issues and accepted standards.
8. To gain an understanding of how diversity (e.g., religion, ethnicity, SES, sexual orientation, gender expression, and disability status, etc.) and context influence the practice of school psychology.
9. To develop and successfully implement academic and behavioral interventions.
10. To consider ways in which to improve home-school collaboration and integration of mental health services and prevention considerations in the school setting.

Texts and Readings:

Texts: Fall Required Reading chapters are highlighted in bold.

Text 1: Abbreviated “GP et al.” in reading schedule & Bb
(Please note that different chapters will be required in the spring from this same text)
Ch. 1: The school psychologist as a problem solver in the 21st century: Rationale and role definition.
Ch. 3: Analysis of universal academic data to plan, implement, and evaluate schoolwide improvement.
Ch. 4: Assessment of cognitive abilities and cognitive processes: Issues, applications, and fit within a problem-solving model.
Ch. 5: Assessment of academic skills in reading within a problem-solving model.
Ch. 6: Assessment of academic skills in math within a problem-solving model.
Ch. 7: Assessment in skills in written expression within a problem-solving model.
Ch. 8: Selecting academic interventions for individual students. Daly III, E. J., Hofstadter, K. L., Martinez, R. S., & Anderson, M.
Ch. 9: Schoolwide analysis of data for social behavior problems: Assessing outcomes, selecting
targets for intervention, and identifying need for support.
Ch. 10: Assessing disruptive behavior within a problem-solving model.
Ch. 11: Assessing internalizing problems and well-being.
Ch. 12: Using functional assessment to select behavioral interventions.
Ch. 13: Guidelines for evidence-based practice in selecting interventions.
Ch. 14: Proactive strategies for promoting learning.
Ch. 15: Proactive strategies for promoting social competence and resilience.
Ch. 16: Evidence-based reading instruction: Developing and implementing reading programs at the core, supplemental, and intervention levels.
Ch. 17: Evidence-based math instruction: Developing and implementing math programs at the core, supplemental, and intervention levels.
Ch. 18: Evidence-based written language instruction: Developing and implementing written language programs at the core, supplemental, and intervention levels.
Ch. 19: Peer mediated intervention strategies.
Ch. 20: Self-management interventions.
Ch. 21: Interventions for homework problems.
Ch. 22: Teaching functional life skills to children with developmental disabilities.
Ch. 23: Parents and school psychologists as child behavior problem-solving partners: Helpful concepts and applications. Friman, P. C., Volz, J. L., & Haugen, K. A.
Ch. 24: Parent training: Working with families to develop and implement interventions. Shriver, M. D., & Allen, K. D.
Ch. 25: Problem-solving skills training: Theory and practice in the school setting.
Ch. 26: Cognitive behavioral interventions for repression and anxiety.
Ch. 27: Strategies for working with severe challenging and violent behavior.
Ch. 28: Psychopharmacological interventions.
Ch. 30: Empirical and pragmatic issues in assessing and supporting intervention implementation in schools. Noell, G. H.
Ch. 31: Collaboration across systems to support children and families. Sheridan, S. M., Magee, K. L., Blevins, C. A., & Swanger-Gagné, M. S.
Ch. 32: The school psychologist’s role in assisting school staff in establishing systems to manage, understand, and use data.
Ch. 33: Implementing the problem-solving model with culturally and linguistically diverse students. Rhodes, R. L.
Ch. 34: Making problem-solving school psychology work in schools.

Text 2: Abbreviated “R.” in reading schedule & Bb

        (Please note that different Chapters will be required in the spring from this same text)
Ch 1: Introduction
Ch 2: The Intervention-Orientation Approach to Improving Student Outcomes
Ch 3: Proactive Interventions: Strategies that Create a Productive, Disruption-Free Classroom Environment p. 73-139
Ch 4: Interventions to Improve Academic Performance p.140-315.
Ch 5: Interventions to Improve Behavior and Enhance Social Competence p. 316-374
Ch 6: Interventions to Improve Outcomes for Preschool Children

Recommended Texts:


Ch 1: Ethics in School Psychology: An Introduction
Ch 2: Law and School Psychology: An Introduction
Ch 3: Privacy, Informed Consent, Confidentiality, and Record Keeping
Ch 4: Ethical-Legal Issues in the Education of Students with Disabilities Under IDEA
Ch 5: Section 504 and the Americans with Disabilities Act
Ch 6: Ethical and Legal Issues in Psychoeducational Assessment
Ch 7: Ethical and Legal Issues in School-Based Interventions
Ch 8: Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents
Ch 9: Indirect Services II: Special Topics in Systems-Level Consultation
Ch 10: Research in the Schools: Ethical and Legal Issues
Ch 11: Ethical and Legal Issues in Supervision
Epilogue: Ethics, Law, and Advocacy

Appendices A-D
A: NASP’s Principles for Professional Ethics 2010
B: APA’s Ethical Principles of Psychologists and Code of Conduct with the 2010 Amendments
C: Table of Cases
D: Table of Federal Legislation

From the FIFTH Ed. (You do NOT need to purchase this edition of this text)
Appendix D: Suggested Competencies and Resources for Providing School Psychological Services to Culturally Diverse Clientele

Additional Readings: We will be updating a resource notebook first begun in the 2010-11 school-year (updated continuously) with a variety of web-based sources, media, webinars and text throughout the course of this year. We will also study book chapters and research articles from the school psychology literature and the education field. Please obtain a LARGE 3-ring binder, pockets, and any other organizational tools you will need. Some may prefer to instead use and keep the Resource Notebook electronically by downloading documents and readings from Bb. If you do this, please consider a way to
make notes for yourself. Any additional readings or links not already posted in Blackboard or on reserve will be provided usually at least a week prior to their discussion in class. Please note that the instructor reserves the right to change, alter, add, or delete assignments, due dates and readings as appropriate for your cohort and based on her continuous formative assessment of your progress. Every effort will be made to provide due notice of any changes in a timely fashion. Our guest lecturers may also provide us with additional or different handouts and other resources. Guest lecturer materials will be added to our resource directory and posted on Blackboard with permission as soon as the materials are provided by our speaker(s). Guest lecturers may request changes in the schedule that will also necessitate altering our tentative working schedule.

An alphabetized reference list of additional readings for 689/688 that are currently included in the resource manual can be found at the end of this syllabus after the chart titled Tentative 689 Reading Schedule.

VII. Class Requirements:

1. Be an attending, punctual and participating class member. Use social media only at prescribed times.
2. Complete assigned readings in advance of class sessions.
3. Participate in a minimum of two (2) hours of face-to-face supervision each week with her or his supervisor(s).
4. Maintain practica log sheets weekly (electronic spreadsheet; submit through Blackboard).
5. Complete a minimum of 15 to 16 case formulations/interventions/psychoeducational evaluations during the year of practicum.
6. Develop and complete two response-to-intervention/MTSS focused interventions over the year and present one of them during practicum class.
7. Develop a prevention program within the schools or another approved applied setting.
8. Submit supervisor evaluations three (3) times during the practicum year.
9. Each practicum student is expected to maintain his/her electronic portfolio and to submit the final electronic portfolio for evaluation prior to the exit interview with the Practicum Coordinator.
10. Assist in the developing and updating the class online resource notebook.

Hours:

There are 550 total hours required for a successful completion of the second year practicum (fall and spring). Of the 550 hours, 200 hours are direct services to clients, 50 hours are for summer clinical work, 100 hours consist of formal supervision, and 200 hours can be indirect services (includes report writing, informal supervision and consultation, logs and documentation, needs assessment and client records review, etc.).
The 689/688 sequence includes 200 hours of direct service for 6 academic credits. Therefore, each credit earned represents 33 hours of direct service which breaks down to a minimum of 6.75 to 7 hours a week of direct service provision. Most students substantially exceed the minimum requirements. All activities are carefully logged and submitted weekly through Blackboard.

VIII. Fall Grading Procedures:
*Note: Late work, *if accepted*, will incur daily 10% point penalties after the due date/time due in addition to other consequences noted in the individual assignment descriptions. Please make alternate arrangements WELL in advance with the instructor if a deadline presents a challenge for you. Plagiarism and other breaches of academic integrity or breaches of client confidentiality/rights may result in failing an assignment or failing this course. Please see the Student Handbook for further information regarding our termination policies.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Date(s) Due</th>
</tr>
</thead>
</table>
| Psychoeducational Evaluations        | 60 points each | Report 1: Signed copy of RUBRIC October 14th by 1:00 (hard copy)  
|                                      |        | Report 2: Signed RUBRIC copy November 16th by 1:00 (hard copy) |
|                                      |        | (120 points total; 2 Report Rubrics for Fall)    |
| RIOT/ICEL Study                      | 50 points | Grid and any accompanying documentation due via Bb on Oct. 5th by 1:00 p.m. |
| Clinical Case Formulation & Treatment Plan | 50 Points | Write-up and plan due via Bb on Oct. 5th 1:00 p.m. |
| Academic Intervention 1              | 120 points | Via Bb December 14th by Noon                    |
| Prevention Program                   | 25 points | Preliminary outline                             |
|                                      |        | Due via Bb Sept 28th by Noon                    |
|                                      | 25 points | Completed needs assessment                      |
|                                      |        | Due via Bb October 13th by Noon                 |
|                                      |        | *Bb Preview of all sections Nov. 12th           |
|                                      | 70 points | Completed manual hard copy &                    |
|                                      |        | Via Bb November 23rd by 1:00                    |
Final hard copy & CD or Flash drive/Cloud Link by 12-7 1:00
(120 points total)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Evaluations</td>
<td>50</td>
</tr>
<tr>
<td>Evaluation by individual supervisor using our Form (see Bb under Content)</td>
<td></td>
</tr>
<tr>
<td>Signed hard copy Oct. 14th by 1:00</td>
<td></td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>2 complete domains [extended to] Oct. 23rd</td>
<td></td>
</tr>
<tr>
<td>75 points</td>
<td>25</td>
</tr>
<tr>
<td>3 additional domains uploaded to electronic portfolio by 12-11-15 Finals Week (Fall)</td>
<td></td>
</tr>
<tr>
<td>Hours Log</td>
<td>5</td>
</tr>
<tr>
<td>5 points each Weekly</td>
<td></td>
</tr>
<tr>
<td>(15x5=90 points Fall)</td>
<td></td>
</tr>
<tr>
<td>Hours Log Summary</td>
<td>25</td>
</tr>
<tr>
<td>25 points Fall</td>
<td></td>
</tr>
<tr>
<td>(May be submitted earlier if you are done in the schools. Work after 12th will count toward spring log totals.)</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>100 points total</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>825</td>
</tr>
</tbody>
</table>

Please note that ALL activities must be completed regardless of assigned point values. In other words, you cannot stop working because you have reached the grade you are satisfied with receiving. All assignments must be done and reports, manual, and academic intervention require at least a proficient score on the applicable rubric in order to not have to repeat this course. Logs and portfolio are required to be considered as making progress in the program.

2. The grading scale will be based on PERCENTAGES as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
<td>(767&gt;points)</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
<td>(742.5&gt;points)</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.9</td>
<td>(684&gt;points)</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td>(660&gt;points)</td>
</tr>
<tr>
<td>B+</td>
<td>88.0-89.9</td>
<td>(726&gt;points)</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 80.0</td>
<td>(659 points or less)</td>
</tr>
</tbody>
</table>

NOTE: A practicum student will either have to repeat the entire two semesters of practicum (689, 688) or one semester of practicum if he/she has a less than 1200 total points for both semesters or less than 83% of points possible earned (whichever point total is greater). Whether a student has to repeat one or two semesters of practicum, will be determined by the practicum coordinator. A remediation plan may be required. Please
IX. Reports and Write-ups:

Psychological reports of any type should be read and edited by your individual supervisor. Students will be expected to make revisions and address all comments made by her/his supervisor. The supervisor will complete the Psychoeducational Report Grading Rubric form (see Appendix A) for at least 4 reports (NOTE: The practicum student is required to complete 15 – 16 psychoeducational evaluations/RtI-based screenings/case formulations during the entire practicum.). The student is expected to demonstrate an overall score within the Distinguished or Proficient range on at least 2 full reports. The student will need to continue conducting psychological evaluations and writing reports until he or she has 2 reports that score within the Distinguished or Proficient range. The student is required to have his/her supervisor complete at least two (2) Psychoeducational Report Grading Rubric forms during the fall semester and at least two (2) Psychoeducational Report Grading Rubric forms during the spring semester. The practicum student and his/her supervisor must evaluate via the rubric the very first report completed by the practicum student at the beginning of each semester. For all reports evaluated on the rubric, the reports should be evaluated based upon the quality of the report when first submitted to the practicum supervisor and not after the supervisor has made suggested edits. The Psychoeducational Report Grading Rubric forms should be signed by the student and the individual supervisor and submitted via hard copy directly to the practicum coordinator by the due date. Problems meeting report due dates need to be discussed well in advance with the course instructor.

X. Academic and Behavioral Intervention Guidelines

Students should conduct at least two interventions at the proficient or distinguished range through to their completion. Students should select and turn in one academic intervention (fall) and one behavioral intervention (spring).

Academic interventions should be conducted with an elementary, middle school or high school student and presented in written format. Components should include behavioral definition, baseline data, problem validation, problem analysis steps, goal setting, intervention plan development, measurement strategy, decision-making plan, progress monitoring, formative evaluation, treatment integrity, and summative evaluation (includes intervention effectiveness measure and discussion). The practicum instructor will grade each intervention based upon the Academic and Behavioral Intervention Grading Rubric form (see Appendix A). The student is expected to demonstrate an overall score within the Distinguished or Proficient range on at least one academic intervention in the fall. The student will need to continue conducting academic interventions until he or she has one that receives an overall score within the Distinguished or Proficient range. Behavioral interventions will be due in the spring and
will follow a similar procedure and format for evaluation.

XI. Intervention Presentation:

Students will present one academic intervention to the practicum class in the spring. The case will include evidence-based research (at least three studies) to support the intervention technique, as well as the components listed above for the academic intervention including rating intervention effectiveness. Efforts should include home-school collaboration and follow-up. The practicum instructor will grade each presentation using the Academic Intervention Presentation Grading Rubric form (see Appendix A) and home-school collaboration and follow-up. The presentation will be conducted in the spring.

XII. Prevention Program:

Students will create a prevention manual on a relevant topic of their choice within the schools or other approved applied setting. The prevention project will be based on modifying the environment, on modifying the individual/system to promote competence, and on considering the individual/system and the environment simultaneously. The manual should include sections on ecological considerations, levels of intervention within a continuum of services, identifying intervention methods and content, selection of participants, selection and preparation of staff, promoting generalization, and evaluating the program. Manuals should also contain all training materials (paper and electronic copies) of all materials, power points, evaluations, etc., that are needed to implement the program. Prevention programs will be presented to the practicum class. Each student will develop a manual based upon the prevention program she or he developed. The manual will be graded based using the Prevention Grading Rubric form (see Appendix A). Please discuss your project topic with the course instructor prior to starting.

XIII. Electronic Portfolios, Supervisor Evaluations, & Hours Log:

The electronic portfolios should be updated from the pre-practicum year (The first year in the school psychology program.). Case conceptualizations, grading rubrics, interventions, consultation summaries, intervention presentations, evaluations, practica logs, etc. should be added to the electronic portfolio as artifacts as appropriate. Students are encouraged to continually update and add to their electronic portfolio throughout the year. It is expected that practicum students will demonstrate the application and integration of educational and psychological knowledge as applied to the school setting within the electronic portfolio. In addition, students need to demonstrate how their practicum experiences meet the NASP domains (see section XVIII) and Department’s Conceptual Framework (see section XIV) through their electronic portfolios. All artifacts should be very carefully de-identified.

Practicum students are required to have their individual supervisor(s) complete the
practicum student evaluation form (see Appendix B) three times during the year. The student and the individual supervisor should sign the evaluation. A hard copy should be provided to the instructor by the specified due date.

Hours Logs are to be submitted electronically weekly throughout the semester, with each log being worth 5 points. Logs that are not submitted within one week of the dates included in the log will receive a score of 0. A summary of total hours must be submitted upon completion of each semester of the practicum year (25 points each) and a summary of total hours for the entire year (for additional points in the spring).

XIV. Late Psychoeducational Reports:

For practicum students completing any cases in the BSU Psychoeducational, Diagnostic, and Intervention Clinic, the first complete draft of the psychoeducational report is due within 14 calendar days from the completion of testing. The final draft is due to the licensed school psychologist or licensed psychologist no later than 21 calendar days from the completion of testing.

When practicum students complete evaluations within the schools, the first complete draft of the psychoeducational report is due on or before the 30-day mark after consent for testing. The school must hold a case conference based in part on your results by the 50th day after consent for testing. Once a psychoeducational report is over 5 days late the practicum student will be required to complete an additional psychoeducational evaluation. The final draft is due to the licensed school psychologist or licensed psychologist no later than 40 calendar days after consent of testing. Note that some testing is on a 20-day timeline in the schools if RtI progress is the primary focus of the evaluation. In this case, the first draft is due by day 7 of consent to evaluate, and the final draft is due no later than day 14.

XV. Drop Policy:

If you drop the course during the summer, fall, or spring semester, you will be expected to complete both the fall and summer semesters of practicum again at a later time. For example, if you complete the fall semester of practicum and decide drop out of practicum during the spring semester (subject to approval by the practicum coordinator), you may (at the practicum coordinator’s discretion) receive an “I” for the summer and fall semesters and will be required to retake the fall and spring semesters of practicum prior to receiving a grade. You must complete all practicum requirements prior to pursuing an internship or enrolling in the internship courses. No internship hours will be counted until all practicum requirements have been completed. All practicum requirements must be completed before school externship can be assigned including submitting an updated electronic portfolio, completing clinic work, and participating in the spring exit interview. The grade of “I” is very rarely appropriate and will require significant consultation and advisement prior to being assigned.
XVI. Incompletes:

The grade of "I" will not be given in this course unless very unusual circumstances arise. Poor planning will NOT result in an “I” grade.

XVII. Attendance/Class Tardiness:

While there is no point penalty specified for class absences, experience has shown a definite relationship between poor class attendance and low grades. All class absences must be brought to the attention of the instructor and excused. Advise your instructor in advance of absences due to extenuating circumstances, if possible. As a professional, you are expected to show-up for class on time. Being late for class two or more times during the semester may result in a poor evaluation by program faculty during your yearly review. Also, please inform your practicum placements and graduate assistantships that you cannot miss this or any other class or individual supervision session in order to attend meetings in the schools or the clinic. Please provide your site a schedule of times that you are not available as soon as possible. The instructor reserves the right to at any time institute a point system or to take other measures for absences/tardiness and lacking class participation/reading.

XVIII. NASP Guidelines and Practicum Evaluation:

![Diagram](image_url)

Figure 1.

The NASP Model for Services by School Psychologists depicted above delineates the areas we will work on in practicum across assignments and within group discussion. You will reflect on this model to document your growth in your portfolio and it represents the didactic knowledge
gained last year that will be put into actual practice this year. We will build your skills through review of your foundational knowledge with an eye toward actual practice and filling in gaps while building depth. Thus, some of the material we will use will already be familiar to you, but the difference will be that it will be further contextualized for you as you begin supervised professional practice at your school. I hope that what you read about last year will come to life this year in your school milieu. You will face challenges, but together with your individual supervisor and me we will face those challenges together and see them as opportunities for growth and creating new knowledge.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”
BENJAMIN FRANKLIN

“Nothing in life is to be feared. It is only to be understood.” MARIE CURIE

Evaluation methods as described in the Practicum Evaluation form will measure student progress in the areas of NASP training and practice (listed below).

**DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE**
School psychology practicum students are provided opportunities to demonstrate competencies in the following domains of professional practice. Competency requires both knowledge and skills. The school psychology practicum experience provides opportunities for students to build upon their foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. Practicum allows students to enhance their professional skills and to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and are fully integrated into practicum. The NASP Domains are as follows:

**NASP Model 10 Domains of Practice**

**Practices That Permeate All Aspects of Service Delivery**
- **Domain 1: Data-Based Decision Making and Accountability**
  *School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*
- **Domain 2: Consultation and Collaboration**
  *School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

**Direct and Indirect Services for Children, Families, and Schools**

**Student-Level Services**
- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
  *School psychologists have knowledge of biological, cultural, and social influences on*
academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

**Systems-Level Services**

- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

- **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

**Foundations of School Psychological Service Delivery**

- **Domain 8: Diversity in Development and Learning**
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- **Domain 9: Research and Program Evaluation**
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- **Domain 10: Legal, Ethical, and Professional Practice**
  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

XIV: Ball State Conceptual Framework:
Evaluation methods as described in the Practicum Evaluation form will also measure student progress in regards to the department’s conceptual framework. The conceptual framework is considered consistent with the aforementioned NASP Domains. However, practicum places specific emphasis on the following three areas identified within the conceptual framework:

Context
- developmental systems or “contextualist” perspective in understanding children/clients
- alive to individual differences and diversity of outcomes
- engaged in multiple levels of a child’s ecology to influence and promote positive adaptation, learning and development

Engagement
- engaged with stakeholder groups, community organizations, partnerships to meet the needs of diverse communities;
- engaged with one’s professional community by active contribution to and reflection upon the scholarship and professional practice
- to put it differently: commitment to developing expertise through professional development

Expertise
- developing competence at being a research-practitioner
- problem-solving approaches to professional practice
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My contact information can be found at the top of the first page of this syllabus.

Ball State’s Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu
Tentative 689 Reading Schedule—

Please note: Readings outside of your text(s) are part of our evolving 688/689 Resource Manual and are posted on Blackboard organized by topic (under content unless otherwise noted) or available on reserve. Additional readings may be assigned and/or added to the Resource Manual as needed due to on-going formative assessment by your professor of your needs or by student requests.

Please be aware that the order of topics is subject to change depending on the availability of the speakers and the instructor’s formative assessment of the cohort’s progress and needs. Please be flexible if topics are changed due to scheduling or if we identify a need and provide a different topic that is not listed. Every endeavor will be made to alert you of modifications to the schedule as soon as possible.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 8/24</td>
<td>Dr. Hernández Finch &amp; Graduate Assistant</td>
<td>Self-Study [Myers-Briggs/Keirsey; “Why school psychology?”; assessing and measuring own diversity knowledge and experience, values and beliefs, and world view [Koltko-Rivera, M. E., 2000, The Worldview Assessment Instrument (WAI)] with provided measures (note: this is</td>
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<tr>
<td>Week of 8/31</td>
<td>Dr. Hernández Finch</td>
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<tr>
<td></td>
<td>Topic: Problem-Solving and Selecting Interventions sensitive to CLD youth</td>
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<td></td>
<td>Topic: Legal and Ethical Practice and Assessment Review &amp; Practical Advice; Informed Consent &amp; Assent</td>
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<td>Topic: Practicum Placements</td>
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<td></td>
<td>Topic: Self-Study &amp; Group team-building/sharing</td>
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<td></td>
<td>Topic: Electronic portfolios (GA presents)</td>
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<tr>
<td>Required Reading:</td>
<td>GP et al. Chs. 2, 29</td>
<td></td>
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<tr>
<td>Review:</td>
<td>• Article 7 (Indiana Special Education Law) especially p. 56-82</td>
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<tr>
<td></td>
<td>• Educational Evaluations Report Citation in Article 7 [chart]</td>
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<td></td>
<td>• INDOE Notice of Procedural Safeguards</td>
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</tbody>
</table>
- J&H Text: Ch. 3, 5, 6, Appendices A-D
- Clinical vs. Educational Psychological reports
- Also review School Psychological Assessment (Susan Jacob).
| Week of 9/7 | **Labor Day, No class.**
Graphing RtI data and progress monitoring; graphing assessment results and presenting the profile of strengths and weaknesses to ALL parents & students
Note: Be sure to start lining up an intervention case at your school. Begin informed consent procedure if haven’t already. | **GP et al. Ch. 30, 8**
You will create graphs using the graphing tools provided: a) progress monitoring (may use the IRIS diverse data in Blackboard if you do not have your own data to graph) b) you will graph your summer clinic testing case and prepare a discussion for a profile of strengths and weaknesses |
| Week of 9/14 | **Reading Topic: Framework for assessment which includes RtI.** Review of RIOT/ICEL from rubric (note: there is a nice summary handout on RIOT/ICEL in Bb to supplement the rubric) and Treatment integrity. There are also supplemental readings on observation | **• Read Best Practices in the Analysis of Progress Monitoring Data and Decision Making (Hixson et**
techniques (Sattler) for review.

Topic: Including parents and enhancing home-school collaboration (GP et al. Chs. 23, 24, 31) into your case formulations and RIOT/ICEL grid.

al., 2008)

Read all items in the Progress Monitoring Graphs and Links section in Blackboard

- RtI Articles & readings in Blackboard—make sure you watch the posted RtI Webcast

- Brown-Chidsey & Steege (2010) Ch.8 Using RtI Procedures with Students from Diverse Backgrounds
| Week of 9/21 | Tentative Speaker: Steve Marsh, School Psychologist  
Topic: Working in the Schools, Social Skills Grant (START); Suicide Prevention  
Dr. Hernández Finch  
Topic: Selection of Prevention Manual Areas | Preview past presentation on START program.  
Read: Erford (2011) “Accountability: Evaluating programs, assessing needs, and determining outcomes”  
Review Bb examples of past prevention projects. |
| --- | --- |
| Week of 9/21 (cont.) | Dr. Hernández Finch  
Topic: Prevention projects & needs assessment | Read all germane articles and links in the INFORMATION section of Blackboard. |
| Week of 9/28 | Tentative Speaker: Brittany Dale, Ph.D., HSPP  
Topic: Autism Assessment & Report  
Writing Diagnosis; differential dx, clinical vs. educational dx, treatment issues, subtypes, DSM updates and changes | Review the PowerPoint and handouts for this speaker in the CONTENT section of Blackboard esp. Best Practices. |
|---|---|---|
| Week of 10/5 | TEACH Lab (assistive technology)--  
Tentative Class will meet in the lab and we will participate in demonstrations; Emphasis is on UDL (Universal Design for Learning) and designing interventions to be appropriate for ALL learners including learners with disabilities, cultural and/or linguistic diversity, financial challenges, etc.  
Dr. Hernández Finch  
Topic: Review assistive technology and UDL readings; Watch SMART board video and discuss applications to those with physical challenges and/or learning | Be prepared to discuss using assistive technology and UDI for all learners. Please read all items for assistive technology including legal mandates as well as items concerning UDI (located in the assistive technology tab in Blackboard). |
<table>
<thead>
<tr>
<th>Week of 10/12</th>
<th>Fall Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 10/19</td>
<td>Tentative Speaker: Teresa Clark, Lead School Psychologist, preschool expert, and past president of IASP</td>
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<tr>
<td></td>
<td>Topic: Preschool Assessment &amp; Working with Rural Populations</td>
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<tr>
<td></td>
<td>Preview the PowerPoint and handouts for this speaker in the CONTENT section of Blackboard.</td>
</tr>
</tbody>
</table>
| Week of 10/26 | **Miscue Analysis**  
|               | **GORT-V & FAR**  
|               | Dr. Hernández Finch and Jared Bishop |
|               | Review materials for this topic in Bb. |
| Week of 11/2  | Tentative Speaker: Dr. Popplewell, award-winning expert on reading |
|               | Topic: Reading Intervention and Resources; ask him for advice on your current RtI Academic Intervention Plans |
|               | Topic: Dr. Hernández Finch (3:00-3:40)  
|               | 2nd Year Electronic Portfolios & |
|               | Rathvon Text: Ch. 4  
|               | Preview Dr. Popplewell’s past handouts on Blackboard.  
|               | PowerPoint Presentation on RTI: Databased |
| Week of 11/9 | Tentative Speaker: PCAIN (Prevent Child Abuse Indiana)  

**Topic:** Signs and symptoms; mandated reporter laws, wrap services and treatment.  
**Topic:** Group team-building and sharing | Decision Making. - Doris McMillon  

Preview the PowerPoint for this speaker (if made available).  
Read the Indiana Law on Child Abuse and Neglect (in Bb) |
|---|---|
| Week of 11/16 | Dr. Hernández Finch & student trainers  

**Suicide Prevention Training (as required by state law). You will receive a certificate of completion.**  
**Introduction to Motivational Interviewing and OARS** | Preview Learning Connection website for suicide prevention (you will be given access closer to the date of class).  
Read Reinke et al., Chs. 3 & 4 |
| Week of 11/16 | Dr. Hernández Finch  

**Topic:** The Problem Solving Model & Mental Health (listening skills & motivational interviewing) | GP et al., Ch. 23, 33  
Please also review the articles in Blackboard involving the problem-solving model and be prepared to discuss best practices for school psychologists and |
<table>
<thead>
<tr>
<th>Week of 11/23 (Thanksgiving Week)</th>
<th>Alternate Assignment</th>
<th>Rathvon Text: Ch.3, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team building and sharing with Dr. HF</td>
<td>Individual Meetings for Academic Intervention Project</td>
<td>applications of this model to diverse populations.</td>
</tr>
<tr>
<td>Week of 11/30 Dr. Hernández Finch</td>
<td>Cont. working on Treatment skills</td>
<td>Complete all facilitative communication worksheets</td>
</tr>
<tr>
<td>Semester wrap-up and reflection: Dr. Hernández Finch</td>
<td>Writer's Workshop: Discussion of portfolio entries and academic interventions.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

EDPS 689 Course Syllabus, Reference List (689/688)

And Grading Rubrics

Followed by EDPS 688 Syllabus & Consultation and FBA Rubrics
The following is an alphabetized list of our Resource Directory that includes all of your additional reading for 689/688.

References


Additional Notes on Writing Case Notes. (n.d.) [Original Word document].


American Psychiatric Association (2010, February 2). DSM-5: Options being considered for ADHD.


Ball State University Psychoeducational Diagnostic and Intervention Clinic. (2014). Inventory Fall 2014. [Original Excel document].


Basham, J. D. (2007). A working understanding of universal design for learning (udl) and assistive technology: Similarities and differences. [Original PowerPoint slides].


Dale, B. (2010). *Autism spectrum disorders: Diagnosis and important considerations.*


Feifer, S. G., & De Fina, P. A. (2000). *The neuropsychology of reading disorders: Diagnosis and


Indiana Department of Education. (2014). Students with a primary exceptionality of developmental delay: What happens when the student is age eligible for kindergarten?


Johns Hopkins University Center for Technology in Education. (n.d.) A national trend: Universal design for instruction. [Original PowerPoint slides].


Perez, B. (n.d.). *Effective discipline for all: Cultivating culturally responsive school climates through positive behavioral interventions and supports*. [Original PowerPoint slides].


Peyton Manning Children’s Hospital at St. Vincent Sleep Disorders Center. (n.d.) *How much sleep does a child need?* [Original PDF document].


Sample individual treatment plan. (n.d.) [Original Word document].


U.S. Department of Health and Human Services (HHS) Office of the Surgeon General and


Wright, J. (2013). *How to: Match the student to the right academic intervention with the instructional hierarchy.* Retrieved from https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/instruction_instruct_ional_hierarchy.pdf


**Grading Rubrics**

689 & 688
# Psychoeducational Report Grading Rubric

## Report Introduction

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are complete, precisely described, and sufficiently comprehensive to depict the child/adolescent.</td>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description OR sufficient comprehensiveness.</td>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description AND sufficient comprehensiveness.</td>
<td>One of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.</td>
<td>Two or more of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) are not present.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic
5 and below = Unsatisfactory

Introduction Score _________
Data Presentation/Interpretation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented data is reliable, is accompanied by statement of confidence and confidence intervals, includes an interpretation, is accurately identified, and protects the confidentiality of test items.</td>
<td>Presented data is reliable and includes interpretation, but one of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.</td>
<td>Presented data is reliable and includes interpretation, but two or more of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.</td>
<td>Presented data is either unreliable or does not include interpretation.</td>
<td>Presented data is not reliable and does not include interpretation.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
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Data/Interpretation Score __________
Inferences based upon behavioral and/or personality assessment data

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferences draw together information from all sources, are supported by data, are related to the statement of purpose, and do not contradict one another.</td>
<td>Inferences include all but one of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.</td>
<td>Inferences include at least two of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.</td>
<td>Inferences are not based upon information gathered throughout the testing (multiple sources, data gathered, statement of purpose) and may contradict one another.</td>
<td>Inferences based upon behavioral and/or personality assessment data are not included in the report.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Inferences Personality/Behavioral Score ________
### Recommendations

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pertinent recommendations are provided that address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
<td>Recommendations address the referral question, are supported by data and interpreting inferences, and relate to the diagnosis, however they are not precisely described.</td>
<td>Recommendations are not precisely described and lack one of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
<td>Recommendations are not precisely described and lack two or more of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
<td>Highly inappropriate recommendations are provided OR no recommendations are included.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
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Recommendations Score _________
# Errors of Communication

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Report is free of communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Report includes minimal (1-5) communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Report lacks past tense verb consistency and includes several (6-9) communication errors.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Report lacks past tense verb consistency and includes many (9 or more) communication errors of several different types.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Report has clearly not been edited for communication errors.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Errors of Communication Score _________
## Errors of Interpretation

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretations</th>
<th>Errors of Interpretation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Interpretaions are free from unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
<td>_________</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Interpretations are generally based upon reliable, sufficient data, however an erroneous assumption has been made.</td>
<td>_________</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Interpretations include a few (up to 5) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
<td>_________</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Interpretations include several (6 or more) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
<td>_________</td>
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<tr>
<td>&lt; 4</td>
<td>Failure to interpret data represented in the report/protocol.</td>
<td>_______</td>
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### Overall Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Overall Score</th>
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<tbody>
<tr>
<td>60 – 54</td>
<td>_________</td>
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<tr>
<td>53 – 48</td>
<td>_________</td>
</tr>
<tr>
<td>47 and below</td>
<td>_________</td>
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Overall Score _________

Report Number _________

Semester _________

Date _________
Practicum Student Signature

Supervisor’s Signature
Academic and Behavioral Intervention Grading Rubric

Behavioral definition

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Definition is (a) <em>objective</em>—refers to observable and measurable characteristics of behavior; (b) <em>clear</em>—so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <em>complete</em>—delineates both examples and non-examples of the behavior.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Definition meets only two of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Definition meets only one of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Behavioral definition is not written.</td>
</tr>
</tbody>
</table>

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Behavioral Definition Score _________
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>10 points</td>
<td>Data collected on the behavior prior to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Baseline data not gathered prior to implementing the intervention.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
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5 and below = Unsatisfactory  

Baseline Data Score _________
## Problem validation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>10 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between student’s performance and the local educational setting demands.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between the student’s performance and standards outside the local educational setting.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>The magnitude of the discrepancy is quantified, but is based on an opinion.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>The magnitude of the discrepancy is described qualitatively.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Problem is not validated; magnitude of the discrepancy is not described.</td>
</tr>
</tbody>
</table>

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5 and below = Unsatisfactory  

Problem Validation Score __________
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>9–8</td>
<td>Examined relevant and alterable factors from two to three domains only using two to three procedures to gather information. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>7–6</td>
<td>Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>5–4</td>
<td>Examined relevant and alterable factors from the domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>&lt;4</td>
<td>Problem analysis is not conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
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Problem Analysis Score _________
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student’s baseline data and the expectations.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Goal represented graphically on performance chart specifying time frame, behavior, criterion, and condition—narrated not stated narratively.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Goal stated narratively specifying time frame, behavior, criterion, and condition—not represented graphically.</td>
</tr>
<tr>
<td>5–4 points</td>
<td>Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Goal is not measurable or is not set.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
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Goal Setting Score __________
**Intervention Plan**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

**Measurement Strategy**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A measurement strategy is developed answering <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>9 – 8</td>
<td>A measurement strategy is developed but only answers four of the five questions: <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>7 – 6</td>
<td>A measurement strategy is developed but only answers three of the five questions: <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>5 – 4</td>
<td>A measurement strategy is developed but only answers two of the five questions: <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Intervention Plan Score _________  
Measurement Strategy Score _________
Decision-making plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>The decision-making plan indicates three of the four components.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>The decision-making plan indicates two of the four components.</td>
</tr>
<tr>
<td>5- 4 points</td>
<td>The decision-making plan indicates only one of the four components.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>The decision-making plan is not documented.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Decision-making Plan Score __________
<table>
<thead>
<tr>
<th>Progress monitoring</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled.)</td>
<td>Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.</td>
<td>Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.</td>
<td>Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.</td>
<td>Progress monitoring data not collected.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  
Progress Monitoring Score _________
Formative evaluation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.</td>
<td>Modifications or changes were made to the intervention based on subjective data.</td>
<td>Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.</td>
<td>No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Formative Evaluation Score _________
### Treatment Integrity

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changes/modified as necessary on the basis of objective data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of subjective opinions.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Treatment integrity addressed, but intervention was not implemented as planned.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Treatment integrity not considered.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Treatment Integrity Score __________
### Summative Evaluation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
<th>Outcome Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Distinguished</td>
<td>Outcome decisions are based on the progress monitoring data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Proficient</td>
<td>Outcome decisions are based on minimal data (i.e., pre and post tests).</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Basic</td>
<td>Outcome decisions are based on subjective data.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Unsatisfactory</td>
<td>Outcome decision stated but no indication of what data were used to make the conclusion.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Unsatisfactory</td>
<td>No summative evaluation took place.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

**Summative Evaluation Score _________**

**Overall Grade**

120 – 108 points = Distinguished  
107 – 96 points = Proficient  
47 and below = Unsatisfactory

**Overall Score _________**

**Intervention Type ____________**

**Semester ____________**

**Date ____________**

______________________________  ____________________________
Practicum Student Signature    Instructor’s Signature
## Academic Intervention Presentation Grading Rubric

### Review of Research

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are provided between why the studies were selected and how they relate to the current problem.</td>
</tr>
<tr>
<td>9–8 points</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are vague or lacking indicating why the studies were selected and how they relate to the current problem.</td>
</tr>
<tr>
<td>7–6 points</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention.</td>
</tr>
<tr>
<td>5–4 points</td>
<td>Three studies published by the same author is presented and discussed in detail related to the selected intervention.</td>
</tr>
<tr>
<td>&lt;4 points</td>
<td>Less than three studies published by separate authors is presented and discussed in detail related to the selected intervention.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9–8 points = Proficient  
7–6 points = Basic  
5 and below = Unsatisfactory  

Review of Research Score _________
Behavioral Definition

<table>
<thead>
<tr>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 points</strong></td>
<td>Definition is (a) <em>objective</em>—refers to observable and measurable characteristics of behavior; (b) <em>clear</em>—so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <em>complete</em>—delineates both examples and non-examples of the behavior.</td>
</tr>
<tr>
<td><strong>9 – 8 points</strong></td>
<td>Definition meets only two of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td><strong>7 – 6 points</strong></td>
<td>Definition meets only one of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td><strong>5 – 4 points</strong></td>
<td>Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).</td>
</tr>
<tr>
<td><strong>&lt; 4 points</strong></td>
<td>Behavioral definition is not written.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Behavioral Definition Score _________
<table>
<thead>
<tr>
<th>Baseline data</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collected on the behavior prior to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</td>
<td>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</td>
<td>Baseline data not gathered prior to implementing the intervention.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory
## Problem Validation

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between student’s performance and the local educational setting.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between the student’s performance and standards outside the local educational setting.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>The magnitude of the discrepancy is quantified, but is based on an opinion.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>The magnitude of the discrepancy is described qualitatively.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Problem is not validated; magnitude of the discrepancy is not described.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Problem Validation Score _________
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Examined relevant and alterable factors from two to three domains only using two to three procedures to gather information. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Examined relevant and alterable factors from the domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Problem analysis is not conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Problem Analysis Score _________
<table>
<thead>
<tr>
<th>Goal setting</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5-4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student’s baseline data and the expectations.</td>
<td>Goal stated narratively and represented graphically on performance chart specifying time frame, behavior, criterion, and condition— not stated narratively.</td>
<td>Goal stated narratively specifying time frame, behavior, criterion, and condition— not represented graphically.</td>
<td>Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).</td>
<td>Goal is not measureable or is not set.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Goal Setting Score __________
## Intervention Plan

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Intervention Plan Score _________
### Measurement Strategy

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A measurement strategy is developed and answering <strong>how?</strong> <strong>what?</strong> <strong>where?</strong> <strong>who?</strong> and <strong>when?</strong></td>
<td>A measurement strategy is developed but only answers four of the five questions: <strong>how?</strong> <strong>what?</strong> <strong>where?</strong> <strong>who?</strong> and <strong>when?</strong></td>
<td>A measurement strategy is developed but only answers three of the five questions: <strong>how?</strong> <strong>what?</strong> <strong>where?</strong> <strong>who?</strong> and <strong>when?</strong></td>
<td>A measurement strategy is developed but only answers two of the five questions: <strong>how?</strong> <strong>what?</strong> <strong>where?</strong> <strong>who?</strong> and <strong>when?</strong></td>
<td>Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Measurement Strategy Score _________
Decision-making plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>The decision-making plan indicates three of the four components.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>The decision-making plan indicates two of the four components.</td>
</tr>
<tr>
<td>5- 4 points</td>
<td>The decision-making plan indicates only one of the four components.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>The decision-making plan is not documented.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Decision-making Plan Score __________
## Progress Monitoring

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Progress monitoring data not collected.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Progress Monitoring Score _________
<table>
<thead>
<tr>
<th>Formative evaluation</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.</td>
<td>Modifications or changes were made to the intervention based on subjective data.</td>
<td>Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.</td>
<td>No formative evaluation was conducted.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Formative Evaluation Score _________
<table>
<thead>
<tr>
<th>Treatment integrity</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of treatment integrity measured and monitored.</td>
<td>Degree of treatment integrity measured and monitored.</td>
<td>Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of objective data.</td>
<td>Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.</td>
<td>Treatment integrity addressed, but intervention was not implemented as planned.</td>
<td>Treatment integrity not considered.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Treatment Integrity Score __________
### Summative evaluation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Outcome decisions are based on the progress monitoring data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Outcome decisions are based on minimal data (i.e., pre and post tests).</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Outcome decisions are based on subjective data.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Outcome decision stated but no indication of what data were used to make the conclusion.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No summative evaluation took place.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Summative Evaluation Score _________
### Presentation Evaluation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presenter well prepared and used appropriate technology to enhance the presentation. The presentation was clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.</td>
<td>The presenter was prepared and used technology to enhance the presentation. The presentation was mostly clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.</td>
<td>The presenter was prepared but lacked technology to enhance the presentation. The presentation lacked clarity at times. Handouts were provided.</td>
<td>The presenter was not prepared and lacked technology to enhance the presentation.</td>
<td>The presenter was not prepared and did not use technology to enhance the presentation. The presentation was mostly unclear. No handouts were provided.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Presentation Evaluation Score _________

### Overall Grade

140 – 126 points = Distinguished
125 – 112 points = Proficient
111 – 84 = Basic
83 and below = Unsatisfactory

Overall Score _________

Presentation Topic ____________

Semester ____________

Date ____________

_____________________________  __________________________
Practicum Student Signature    Instructor’s Signature
## Prevention Grading Rubric

### Needs Assessment for Prevention Activity

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 13 points</td>
<td>A needs assessment was conducted and utilized to determine the needs and competencies of students, teachers, school-based support staff, administrators, parents, and/or community.</td>
</tr>
<tr>
<td>12 – 10 points</td>
<td>While a needs assessment was not conducted, evidence that ecological factors were considered when developing and implementing the prevention program was evident.</td>
</tr>
<tr>
<td>9 – 7 points</td>
<td>Evidence that the needs of the stakeholder were considered when developing the program was not adequately presented.</td>
</tr>
<tr>
<td>6 – 4 points</td>
<td>No evidence given that the needs of the stakeholders were considered when developing the prevention program.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No evidence presented on considering the site’s ecology or the needs of the stakeholders.</td>
</tr>
</tbody>
</table>

15 - 13 points = Distinguished  
12 – 10 points = Proficient  
9 – 7 points = Basic  
6 and below = Unsatisfactory  

Needs Assessment Score _________
# Justification of Prevention Program

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>The prevention program provides justification for the level chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, justification is provided regarding the type of service provided.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>The presentation of the prevention program offers limited justification for the level of intervention chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, limited justification is given regarding the type and scope of service provided.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>The prevention program materials offers an outline of potential services. However, either no justification is given for the level chosen or for the services provided.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>The prevention program provides a review of services but no justification is provided for either the level chosen or the services provided.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>Description of a prevention program is unclear with no justification provided at all.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory  

Justification of Prevention Program Score  _________
The manual provides an overview and purpose of the prevention program. The needs assessment measure, clearly stated objectives, and specific instructions for implementing the prevention program are all included. Additionally, any handouts, description of the program, and any exercises are included, as well as the evaluation form used are provided.

All materials present!

<table>
<thead>
<tr>
<th>20 - 18 points</th>
<th>17 – 15 points</th>
<th>14 – 12 points</th>
<th>11 – 9 points</th>
<th>&lt; 9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manual provides an overview and purpose of the prevention program. The needs assessment measure, clearly stated objectives, and specific instructions for implementing the prevention program are all included. Additionally, any handouts, description of the program, and any exercises are included, as well as the evaluation form used are provided. All materials present!</td>
<td>The manual provides an overview and purpose of the prevention program. However, one of the following components is lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</td>
<td>The manual provides an overview and purpose of the prevention program. However, two or more of the following are lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</td>
<td>The manual provides an inadequate overview and purpose of the prevention program. Three or more of the following are lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</td>
<td>The manual is missing an overview and does not address several of the requested areas.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished
17 – 15 points = Proficient
14 – 12 points = Basic
11 and below = Unsatisfactory

Prevention Manual Score __________
## Evaluating the Prevention Program

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 – 13 points</td>
<td>The objectives of the prevention program were clearly evaluated. Data were presented regarding the effectiveness or lack thereof for the prevention program. Recommendations were provided for other professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>12 – 10 points</td>
<td>The objectives of the prevention program were evaluated but limited data were presented regarding the effectiveness or lack thereof for the program. Recommendations were provided for other professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>9 – 7 points</td>
<td>The objectives of the prevention program were evaluated but limited data were presented regarding the effectiveness or lack thereof effectiveness for the prevention program. Recommendations lack insight and offer little assistance to professionals who may want to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>6 – 4 points</td>
<td>The objectives of the prevention program were not evaluated and limited data were presented regarding the effectiveness of the program. Also, no recommendations are provided to assist other professionals.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No formative evaluation or reflection of effectiveness was conducted.</td>
</tr>
</tbody>
</table>

15 – 13 points = Distinguished  
12 – 10 points = Proficient  
9 – 7 points = Basic  
6 and below = Unsatisfactory  

Evaluating the Program Score _________
Overall Grade

70 – 62 points = Distinguished
58 – 50 points = Proficient
46 – 38 = Basic
37 and below = Unsatisfactory

Overall Score ________

Prevention Topic ____________
Semester ________________
Date ________________

______________________________
Practicum Student Signature

______________________________
Instructor’s Signature

Please note that the Consultation and FBA grading rubrics can be found following the 688 Syllabus for brevity of this manual.
Department of Educational Psychology

Course Syllabus

Instructor: Maria Hernández Finch, Ph.D.
Office: Teachers College 523
Section: I
Phone: 285-8501
Class Day and Time: Monday 1:00 p.m. – 3:40 p.m.
Location: TC 107
Office Hours: TBA once individual supervision schedules for spring are confirmed.
E-mail: mefinch@bsu.edu

I. Course Title: EDPS 688: Practicum in Consultation

II. Prerequisites: EDPSY 612, 653, and 687; or permission of the program director and practicum coordinator.

III. Course Description:
Application of principles and theories of consultation taught in EDPS 612: Consultation to school and clinical settings. Continuation of the second year practicum sequence and practicum activities.

Purpose:

Practica in the School Psychology program at Ball State University provide opportunities for students to attain competence in the application of psychological theory and ethical principles in applied settings. Practicum affords students the opportunity to demonstrate skills and competencies in such areas as assessment, intervention, counseling, consultation, and evaluation and research in a variety of settings and in response to a number of problem situations. Practicum experiences are designed to coincide with overall development in other curricular areas. Although students start practicum at various levels of development, continuous progress is expected and evaluation checkpoints are necessary.

Working with diverse clients to include but not limited to students with disabilities and/or mental health issues, students who are English Learners, culturally and linguistically diverse students, students who identify as Lesbian, Gay, Bisexual, Transgendered, Intersex (or Gender Fluid), or Questioning (or other orientation and/or gender expression) as well as working with parents or school staff of diverse backgrounds, SES, orientations/expressions, and beliefs will be emphasized throughout every supervision session, activity and assignment.
IV. Course Objectives:

1. To become familiar with the organizational structure and operation of schools.
2. To begin to develop competencies in collaborative consultation.
3. To begin to develop competencies in consultation with other school personnel and client families.
4. To develop appropriate professional habits and attitudes related to consultation within the schools and mental health settings.
5. To evaluate and utilize research when consulting with students, teachers, parents, etc.
6. To identify school psychology professional issues and accepted standards related to consultation.
7. To gain an understanding of how diversity (e.g., religion, ethnicity, SES, sexual orientation/gender expression, acculturation, etc.) influences the consultation process.
8. To develop and successfully evaluate the consultation process.
9. To develop and successfully implement academic and behavioral interventions.

V. Texts:

**REQUIRED:** (Required chapters highlighted in **bold**.)


Ch. 1: Background  
**Ch. 2: Problem Solving and Response to Intervention**  
**Ch. 3: Promoting Change in Schools**  
Ch. 4: The School as a Setting for Consultation  
Ch. 5: Bases of an Integrated Model of School Consultation (**Recommended**)  
**Ch. 6: Model Description and Application**  
Ch. 7: Assessment in School Consultation  
Ch. 8: Selecting Effective School-Based Interventions  
Ch. 9: Teachers as Consultees  
Ch. 10: Students as Clients  
**Ch. 11: Consultation Case Study**  
Ch.12: Epilog: The Effective Practice of School Consultation

**K & P Text**
Ch 1: Overview of School-Based Consultation (Recommended)
Ch 2: Consultation Models and Professional Practice (Recommended)
Ch. 3 Problem-Solving Consultation in a Response-to-Intervention System
Ch 4: Communication and Interpersonal Skills
Ch 5: Ethics in School Consultation
Ch 6: Consulting About Students with Emotional or Behavioral Problems
Ch 7: Consulting About Students with Academic Learning Problems
Ch 8: Systems-Level Consultation: The Organization as the Target of Change (Recommended)
Ch 9: Case Studies in Consultation: Behavior and Academic Problems in the Classroom

Abbreviated “GP et al.” in reading schedule & Bb
Practical handbook of school psychology: Effective practices for the 21st century. New York, NY: Guilford

(Please note that different chapters were required in the fall from this same text)
Ch. 1: The school psychologist as a problem solver in the 21st century: Rationale and role definition.
Ch. 2: Choosing targets for assessment and intervention: Improving important student outcomes.
Ch. 3: Analysis of universal academic data to plan, implement, and evaluate schoolwide improvement.
Ch. 4: Assessment of cognitive abilities and cognitive processes: Issues, applications, and fit within a problem-solving model.
Ch. 5: Assessment of academic skills in reading within a problem-solving model.
Ch. 6: Assessment of academic skills in math within a problem-solving model.
Ch. 7: Assessment in skills in written expression within a problem-solving model.
Ch. 8: Selecting academic interventions for individual students. Daly III, E. J., Hofstadter, K. L., Martinez, R. S., & Anderson, M.
Ch. 9: Schoolwide analysis of data for social behavior problems: Assessing outcomes, selecting targets for intervention, and identifying need for support.
Ch. 10: Assessing disruptive behavior within a problem-solving model.
Ch. 11: Assessing internalizing problems and well-being.
Ch. 12: Using functional assessment to select behavioral interventions.
Ch. 13: Guidelines for evidence-based practice in selecting interventions.
Ch. 14: Proactive strategies for promoting learning.
Ch. 15: proactive strategies for promoting social competence and resilience.
Ch. 16: Evidence-based reading instruction: Developing and implementing reading programs at the core, supplemental, and intervention levels.
Ch. 17: Evidence-based math instruction: Developing and implementing math programs at the core, supplemental, and intervention levels.
Ch. 18: Evidence-based written language instruction: Developing and implementing written language programs at the core, supplemental, and intervention levels.
*Ch. 19: Peer mediated intervention strategies. (Recommended)
*Ch. 20: Self-management interventions. (Recommended)
Ch. 21: Interventions for homework problems. *(Recommended)*
Ch. 22: Teaching functional life skills to children with developmental disabilities. *(Recommended)*

Ch. 23: Parents and school psychologists as child behavior problem-solving partners: Helpful concepts and applications. Friman, P. C., Volz, J. L., & Haugen, K. A.

Ch. 24: Parent training: Working with families to develop and implement interventions. Shriver, M. D., & Allen, K. D. *(Recommend review this assigned reading from last semester)*

Ch. 25: Problem-solving skills training: Theory and practice in the school setting.

Ch. 26: Cognitive behavioral interventions for repression and anxiety.

Ch. 27: Strategies for working with severe challenging and violent behavior.

Ch. 28: Psychopharmacological interventions.

Ch. 29: Summarizing, evaluating, and drawing inferences from intervention data. Daly III, E. J., Barnett, D. W., Kupzyk, S., Hofstadter, K. L., & Barkley. *(Recommend review of this assigned reading from last semester)*

Ch. 30: Empirical and pragmatic issues in assessing and supporting intervention implementation in schools. Noell, G. H. *(Recommend review of this assigned reading from last semester)*

Ch. 31: Collaboration across systems to support children and families. Sheridan, S. M., Magee, K. L., Blevins, C. A., & Swanger-Gagné, M. S. *(Recommend review of this assigned reading from last semester)*

Ch. 32: The school psychologist’s role in assisting school staff in establishing systems to manage, understand, and use data.

Ch. 33: Implementing the problem-solving model with culturally and linguistically diverse students. Rhodes, R. L. *(Recommend review of this assigned reading from last semester)*


Ch. 1: English Language Learners in U.S. Public Schools: A Heterogeneous Population

Ch. 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle

Ch. 3: Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students

Ch. 4: Bilingual Education and Second Language Acquisition: Implications for Assessment and School-Based Practice

Ch. 5: Prereferral Considerations for Culturally and Linguistically Diverse Students

Ch. 6: The Use of Interpreters in the Assessment Process and School-Based Practice

Ch. 7: The Interview Process: Practical Guidelines

Ch. 8: Acculturation Factors in Psychoeducational Assessment

Ch. 9: Language Proficiency Assessment: The Foundation for Psychoeducational Assessment of Second-Language Learners

Ch. 10: Conceptual Measurement and Methodological Issues in Cognitive Assessment of
Culturally and Linguistically Diverse Individuals
Ch. 11: Cognitive Assessment of Culturally and Linguistically Diverse Individuals: An Integrated Approach
Ch. 12: Assessment of Academic Achievement: Practical Guidelines

RECOMMENDED:


Ch. 1 Counseling in Schools and Other Settings: problems and Solutions.
Ch. 2 Setting Goals
Ch. 3 Discovering and Constructing Solutions
Ch. 4 Connecting the Pieces
Ch. 5 Abbreviated SFBC Session
Ch. 6 Conducting Subsequent Sessions
Ch. 7 Working with Reluctant Clients and Challenging Situations
Ch. 8 Expanding Applications of Solution-Focused Concepts
Appendix A: Practice Detailing a Nonspecific Goal
Appendix B: Counseling Session with Kasey: A Practice Exercise
Appendix C: Solution-Focused Guided Imagery

The following chapters are Also RECOMMENDED from:


Ch. 3: Stroiber, K. C. A comprehensive framework for multitiered systems of support in school psychology.

Ch. 18: Steege, M. W., & Scheib, M. A. Best practices in conducting functional behavioral assessments.

Ch. 20: VanDerHeyden, A. M. Best practices in can’t do/won’t do academic assessment.


Ch. 30: Kratochwill, T. R., Altschaefl, M. R., & Bice-rbach, B. Best practices in school-based problem-solving consultation: Applications in prevention and intervention systems.

Ch. 32: Sandoval, J. Best practices in school-based mental health/consultee-centered consultation by school psychologists.

Ch. 36: McNamara, K. Best practices as an internal consultant in a multitiered support system.
Ch. 37: Burns, M. K., Kanive, R., & Karich, A. C. Best practices in implementing school-based teams within a multitiered system of support.

We will also continue creating the resource notebook begun in 689. Complete reference list for materials to date can be found at the end of this syllabus for the 689/688 Resource Notebook. It contains the references for all required articles listed in the Reading Schedule that follows. There will be additional readings assigned during 688 including reviewing any materials in advance provided by our guest speakers. When possible, you will be provided additional reading assignments at least one week in advance.

688 Tentative Course Reading Schedule

Please note: Readings outside of your text(s) are part of our evolving 688/689 Resource Manual and are posted on Blackboard organized by topic (under content unless otherwise noted) or available on reserve. Additional readings may be assigned and/or added to the Resource Manual as needed due to on-going formative assessment by your professor of your needs or by student requests.

Please be aware that the order of topics is subject to change depending on the availability of the speakers and the instructor’s formative assessment of the cohort’s progress and needs. Please be flexible if topics are changed due to scheduling or if we identify a need and provide a different topic that is not listed. Every endeavor will be made to alert you of modifications to the schedule as soon as possible.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Week of 1/11</td>
<td>Dr. Maria Hernández Finch</td>
<td>Required:</td>
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<tr>
<td></td>
<td>Topic: Consultation Review Part 1</td>
<td>Mental Health</td>
</tr>
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<td></td>
<td>Interpersonal and System Variables:</td>
<td>Consultation:</td>
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<tr>
<td></td>
<td>Motivational Interviewing</td>
<td>Caplan (1995), et. al.</td>
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<td></td>
<td>Mental Health Consultation</td>
<td>(1994), et. al. (1995)</td>
</tr>
<tr>
<td>Week of</td>
<td>NO CLASS 1-18-16-- Dr. MLK, JR. DAY</td>
<td>Required:</td>
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<tr>
<td>1/18</td>
<td>Dr. María Hernández Finch</td>
<td>Behavioral</td>
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<td></td>
<td>Topic: Consultation Review Part 2</td>
<td>Assessment,</td>
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<td>Note: We will continuously review and formally (rubric)</td>
<td>Behavioral</td>
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<td></td>
<td>and formatively (weekly in-class discussions following</td>
<td>Consultation &amp; the</td>
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<td></td>
<td>our topical discussion for the week. “Group team-building</td>
<td>Problem Solving</td>
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<td></td>
<td>and sharing”) assess your consultation skills as you</td>
<td>Model:</td>
</tr>
<tr>
<td></td>
<td>complete the consultation projects at your schools this</td>
<td>Briesch et. al. (2010)</td>
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<td></td>
<td>Manual may be assigned as needed based on formal</td>
<td>K &amp; P Text:</td>
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<td></td>
<td>and formative assessment.</td>
<td>Ch. 9 case 1-</td>
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<td>defiance</td>
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<td></td>
<td>E &amp; M Text 2, 3</td>
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Integrated School Consultation (Erchul & Martens)

Motivational
Interviewing 2008
Models overview:
Schelling (2000)
K & P Text Ch. 3, 4
E & M Text Ch 6
(model overview), 11
(case study)
GP et al. Ch. 23

---
<table>
<thead>
<tr>
<th>Week of 1/25</th>
<th>Ph.D. Applicant Interview Day</th>
<th>Review notes on FAIS System</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FBAs Functional Assessment and Inventory System (FAIS) and Behavior Interventions Tier 3 including Solutions Focused Intervention.</td>
<td>The FAIS by Karen Stoiber will be reviewed as will FBA/BIP examples from various local school corporations.</td>
</tr>
<tr>
<td></td>
<td>Dr. Maria Hernández Finch</td>
<td>K &amp; P Text Ch. 6 Steege &amp; Watson (2008) Steege &amp; Scheib 2014</td>
</tr>
<tr>
<td>Week of 2/1</td>
<td>Topic: Review of FBA and Consultation Readings</td>
<td>&amp; GP et al. Ch. 12</td>
</tr>
<tr>
<td>Week of 2/8*</td>
<td>Topic: 5 Student Academic/Behavioral Intervention presentations (NASP later in week)</td>
<td>If you are a presenter, please prepare your handouts in advance so they can be posted in Blackboard</td>
</tr>
<tr>
<td>Week of 2/15</td>
<td>Topic: 5 Student Academic/Behavioral Intervention presentations</td>
<td>If you are a presenter, please prepare your handouts in advance so they can be posted in Blackboard</td>
</tr>
<tr>
<td>Week of 2/22</td>
<td>Topic: 5 Student Academic/Behavioral Intervention presentations (NASP is later in Week)</td>
<td>If you are a presenter, please prepare your handouts in advance so they can be posted in Blackboard</td>
</tr>
<tr>
<td></td>
<td>Topic: Group team-building and sharing</td>
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<td></td>
<td>Topic: Group team-building and sharing</td>
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<tr>
<td>Week of 2/29</td>
<td>Writing Treatment Notes and Treatment plans</td>
<td>See Bb unit</td>
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<tr>
<td>Topic: Group team-building and sharing</td>
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<tr>
<td>Week of 3/7</td>
<td><strong>No Class-Spring Break</strong></td>
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<tr>
<td>Week of 3/14</td>
<td>Speaker: Ginny Burney, Ph.D.</td>
<td>Preview the</td>
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<tr>
<td>Topic: Gifted Education</td>
<td>topic: Gifted Education</td>
<td>powerpoint for this</td>
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<td>Will include 2e (twice exceptional), how to insure</td>
<td>speaker and read the</td>
<td>speaker and read the</td>
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<tr>
<td>equitable assessment and best practices for identifying</td>
<td>articles in the Gifted</td>
<td>articles in the Gifted</td>
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<td>and serving diverse students, review of state policy and</td>
<td>tab in Blackboard.</td>
<td>tab in Blackboard.</td>
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<tr>
<td>procedures as well as national standards and best</td>
<td>Required:</td>
<td>Required:</td>
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<tr>
<td>Topic: Group team-building and sharing</td>
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<tr>
<td>Week of 3/21</td>
<td>Dr. Maria Hernández Finch</td>
<td>Required:</td>
</tr>
<tr>
<td>Topic: Crisis Intervention in the schools and community</td>
<td>Required readings</td>
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<tr>
<td>&amp; review of grief through the lifespan. School</td>
<td>from Best Practices</td>
<td></td>
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<tr>
<td>psychologists are often leaders in this area and</td>
<td>in School Crisis</td>
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<tr>
<td>frequently consult schools on these topics.</td>
<td>Prevention and</td>
<td></td>
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<tr>
<td>Topic: Working with LGBTQI youths including prevention</td>
<td>Intervention (Ed.:</td>
<td></td>
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<td>of bullying.</td>
<td>Brock, Lazarus &amp;</td>
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<tr>
<td>Dr. Maria Hernández Finch</td>
<td>Jimerson)</td>
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<tr>
<td>Week of 3/28</td>
<td>Speaker: Dr. Becky Perez, Formerly of Indiana University &amp; now a Chicago School Psychologist</td>
<td>The guest speaker requests that you read the Nieto (2002; Profoundly Multiculturally) article. You may also preview her presentation slides in Blackboard. Required: McKevitt &amp; Braaksma (2008)</td>
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<tr>
<td>Topic: Culturally Responsive Positive Behavioral Instructional Support (PBIS)</td>
<td>You need to understand PBIS in depth to be a good consultant.</td>
<td></td>
</tr>
<tr>
<td>Topic: Group team-building and sharing</td>
<td>Dr. Maria Hernández Finch</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of 4/4</th>
<th>Dr. Dr. Maria Hernández Finch</th>
<th>Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker: TBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Topic:** Language and Speech communication disorders; working collaboratively with speech therapists; Delay, disability and difference.

Speaker: TBA (or alt assn.)

**Topic:** Neuropsychological assessment, & ADHD and other disorders commonly observed in school aged children.

**We will cover the new BRIEF 2 and executive functioning.**

**Week of 4/11**

Alternate Assignment: Watch the 2 webinars on English Learners (EL) in the Bloomberg Center Archives, Indiana State University


**Pay special attention to this webinar:**

Presenter: Rebecca S. Martinez, Ph.D.

**Required:**

Echevarria & Hasbrook (2009)

**Required readings**

Ch.4 Educational Care (Levine 2002)

& selections from Bellis (Assmt & mgt of APD 2nd ed.)

We will also explore the resources on the ASHA website www.asha.org et. al.

Please preview speaker's handouts.

Any readings recommended by the speaker will be made available.
| Week of 4/18 | Maria Hernández Finch | Topic: Assessment of culturally and linguistically diverse students: a more in-depth look and putting all we’ve learned this year together.  
Topic: Putting it All Together activity  
Guiterrez (2010)  
Rhodes (2005), Ch. 9-12  
IDOE 2014 Memo for EL Sp Ed  
Kranzler et. al. (2010)  
Ho (2008) |
| Week of 4/25 | Dr. Maria Hernández Finch | Topic: Emotion Focused, Solution Focused and SEL learning | See Bb Unit |
| Week of 5/2 | Dr. Maria Hernández Finch | Topic: Designing small group behavioral interventions for students at different levels of need in a Response to Instruction/Intervention model; School level change and consultation  
Topic: Discussion of Yalom’s classic work in group dynamics for counseling groups. Are there any parallels to the process we have experienced in our group supervision here? | Required:  
Readings from Group Process & Practice (Corey & Corey) |
Addendum to Reading Assignments
By popular student request here are some additional links for school psychologists working with culturally diverse students and families:

“NASP has many resources available to assist school psychologists and other mental health providers in schools communicate effectively with parents from CLD backgrounds.

NASP’s Culturally Competent Practice web page www.nasponline.org/resources/cultural competence

NASP Cultural Competence–Defining Culture www.nasponline.org/resources/cultural competence/definingculture.aspx

The Provision of Culturally Competent Services in the School Setting www.nasponline.org/resources/culturalcompetence/provision_cultcompsvcs.aspx


Truth In Labeling; Disproportionality in Special Education, a guide for educators from the National Education Association (NEA) in collaboration with NASP; available from NASP Publications. www.nasponline.org/publications

VI. Class Requirements:

1. Be an attending, punctual, and participating class member. Use social media only at prescribed times.
2. Complete assigned readings in advance of class sessions.
3. Meet with your practicum supervisor on a weekly basis to review and discuss your consultation cases (and other coursework such as assessment & intervention cases).
4. Conduct two consultations within the school setting. Each consultation should use a different consultation methodology. One consultation should be a behavioral consultation, the other may be of the student’s choosing of methodologies reviewed in this course, 689, or 612 (e.g., solutions-focused, mental-health, collaborative, conjoint, motivational interviewing, systems, etc.).
5. Write two 10-to-15-page papers summarizing your two consultation cases.
7. Maintain electronic portfolio and complete hour summaries as required.
8. Submit to 2 Supervisor evaluations this semester.
9. Participate in an exit interview after all practicum requirements have been competed with the practicum coordinator.

Hours:

There are 550 total hours required for a successful completion of the second year practicum (fall and spring). Of the 550 hours, 200 hours are direct services to clients, 50 hours are for summer clinical work, 100 hours consist of formal supervision, and 200 hours can be indirect services (includes report writing, informal supervision and consultation, logs and documentation, needs assessment and client records review, etc.).

The 689/688 sequence includes 200 hours of direct service for 6 academic credits. Therefore, each credit earned represents 33 hours of direct service which breaks down to a minimum of 6.75 to 7 hours a week of direct service provision. Most students substantially exceed the minimum requirements. All activities are carefully logged and submitted weekly through Blackboard.

VI. Grading Procedures (Spring semester):

VII. *Note: Late work, if accepted, will incur daily 10% point penalties after the due date/time due in addition to other consequences noted in the individual assignment descriptions. Please make alternate arrangements WELL in advance with the instructor if a deadline presents a challenge for you. Plagiarism and other breaches of academic integrity or breaches of client confidentiality/rights may result in failing an assignment or failing this course. Please see the Student Handbook for further information regarding our termination policies. Rubrics are available in our Blackboard for this course (evaluation, intervention, consultation, and supervisor evaluations) and rGrade (portfolio).

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Date(s) Due</th>
</tr>
</thead>
</table>
| Psychoeducational Evaluations    | 60 points each | Report 1: Signed, scored rubric By February 15th 1:00 (paper copy).  
                            |            | Report 2: Signed, scored rubric by March 28th 1:00 (paper copy)                      | (120 points total,  
                            |            | 2 proficient/distinguished  
                            |            | Report Rubrics for Spring) |

Behavioral
<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBA (30 Points)</td>
<td></td>
<td>Via Bb Feb 22nd by 1:00</td>
</tr>
<tr>
<td>Treatment Plan (50 points)</td>
<td></td>
<td>Via Bb April 4th by 1:00</td>
</tr>
<tr>
<td>4 Sample Case Notes (20 pts)</td>
<td></td>
<td>Via Bb April 18th by 1:00</td>
</tr>
<tr>
<td>Final Write-up (120 points)</td>
<td></td>
<td>Via Bb April 25th by 5:00</td>
</tr>
<tr>
<td>(note: Final Write-up scored on Aca./Beh Intervention Rubric)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Intervention</td>
<td>140</td>
<td>A February date for your in-class presentation will be assigned. Turn in your presentation notes to Bb</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation Summary I</td>
<td>100</td>
<td>March 14th by Noon</td>
</tr>
<tr>
<td>Consultation Summary II</td>
<td>100</td>
<td>May 2nd by Noon</td>
</tr>
<tr>
<td>Supervisor Evaluations</td>
<td>50</td>
<td>Evaluation using our form (paper) Signed copy February. 8th by 1:00 Signed copy by April 25th by 1:00.</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>25</td>
<td>2 additional entries March 21th 1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>3 final entries + all uploaded to electronic portfolio including all artifacts by May 2nd 1:00 pm.</td>
</tr>
<tr>
<td>Hours Log</td>
<td>5</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(15x5=90 points Spring)</td>
</tr>
<tr>
<td>Hours Log Summaries</td>
<td>25</td>
<td>Both due May 2nd via Bb by Noon. (May be submitted earlier if you are done in the schools.)</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>(75 points total)</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>In class reading quizzes, General questions discussion leader, Online and Alternate Assignments (55 points total—subject to change to additional points)</td>
</tr>
</tbody>
</table>

**TOTAL** 1100 points

Please note that ALL activities must be completed regardless of assigned point values. In other words, you cannot stop working because you have reached the grade you are satisfied with receiving. All assignments must be done and reports, consultation write-ups, and
the behavioral intervention require at least a proficient score on the applicable rubric in order to not have to repeat this course or to be assigned additional cases at the discretion of the instructor. Logs and portfolio are required to be considered as making progress in the program. Logs and portfolio are required to be considered as making progress in the program.

2. The grading scale will be based on PERCENTAGES as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
<td>&gt; 1023 points</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.9</td>
<td>&gt; 913 points</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
<td>&gt; 990 points</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td>&gt; 880 points</td>
</tr>
<tr>
<td>B+</td>
<td>88.0-89.9</td>
<td>&gt; 968 points</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 80.0</td>
<td>879 points or less</td>
</tr>
</tbody>
</table>

NOTE: A practicum student will either have to repeat the entire two semesters of practicum or one semester of practicum if he/she has a less than 879 total points in this course or does not complete a required element at the proficient level or fails to keep adequate logs/portfolio/hours. Whether a student has to repeat one or two semesters of practicum, will be determined by the practicum coordinator. The grade of “B” represents minimal competency required to pass this course. Receiving a B or lower may trigger a remediation plan that requires repetition of one or more courses and/or assignments at the discretion of the practicum coordinator.

When a student and his/her supervisor have determined that he/she has completed all practicum requirements and has met competency levels, he/she should present him/herself to the Practicum Coordinator for an exit interview. This presentation will take the form of an updated electronic portfolio and must be made at least one week prior to the actual interview appointment. The interview appointment should be scheduled no later than two weeks prior to the end of the semester. Evidence of completion of all practicum requirements must be submitted.

VIII. Consultation Summaries:

Summaries will be read and graded by the practicum coordinator. Consultation summaries will be evaluated using the Consultation Summary Grading Rubric provided in this syllabus and on Bb.

IX. Consultation Cases:

Cases must be completed within the school setting unless you have permission from the practicum coordinator to conduct a consultation within another setting. You must get advance permission from the practicum coordinator if you would like to count an outside of the schools consultation toward 688. Practicum students completing a rotation within the BSU Psychoeducational, Diagnostic, and Intervention Clinic or other mental health setting may select a client who already has been evaluated or a referral that has been made that specifically requests psychological consultation (e.g., behavioral). The consultation may not include parent or teacher
feedback sessions, participation in a case conference committee, or conducting a case review as part of a three-year re-evaluation.

One consultation case should use behavioral consultation methodology, while the other case should use a different, second methodology.

X. Consultation Summaries Due Dates:

Consultation summaries are due by noon on the assigned date. Consultation summaries have a stated late penalty for each day late. For example, a summary worth 100 points will have a 10 percent penalty and will be worth at the most 90 points if it is one-day late or turned in after the Noon deadline, 80 points if it is two days late, etc. A summary that is more than two days late will no longer count toward the two consultations and the student will be required to conduct another consultation and to submit another summary.

XI. Drop Policy:

If you drop a course in the practicum sequence during the summer, fall, or spring semester, you will be expected to complete both the fall and summer semesters of practicum again at a later time. For example, if you complete the fall semester of practicum and decide to drop out of practicum during the spring semester, you will likely be required to retake the fall and spring semesters of practicum. You must complete all practicum requirements prior to pursuing an internship or enrolling in the internship courses. No internship hours will be counted until all practicum requirements have been completed, including submitting an updated electronic portfolio, all logs, and participating in the exit interview.

XII. Incompletes:

The grade of "I" will not be given in this course unless very unusual circumstances should arise. Poor planning will NOT result in an “I” grade as per Teachers College and BSU policies.

XIII. Attendance/Class Tardiness:

While there is no point penalty specified for class absences, experience has shown a definite relationship between poor class attendance and low grades. All class absences must be brought to the attention of the instructor and excused. Class participation points may be forfeited. Advise your instructor in advance of absences due to extenuating circumstances, if possible. As a professional, you are expected to show-up for class on time. Being late for class two or more times during the semester may result in a poor evaluation by program faculty during your yearly review. ALSO, YOU MUST NOT MISS THIS CLASS, OTHER CLASSES, OR SCHEDULED SUPERVISION TO PERFORM SCHOOL OR CLINIC DUTIES!!! THIS ALSO INCLUDES NOT
MISSING ANY CLASSES IN OTHER DEPARTMENTS BEYOND THE SCHOOL PSYCHOLOGY PROGRAM. Please inform your placements of your schedules and alert them to days and times you will not be available for case conferences, feedbacks, or other practicum/clinic duties because you have class. The instructor of this course reserves the right to institute additional penalties for missing this or other classes or for being chronically tardy or unprofessional in any other ways if it should become an issue.

XIV. NASP Guidelines and Practicum Evaluation:

Evaluation methods as described in the Practicum Evaluation form will measure student progress in the areas of NASP training and practice (listed below).

![Diagram of NASP Model for Services by School Psychologists]

Figure 1.

The NASP Model for Services by School Psychologists depicted above delineates the areas we will work on in practicum across assignments and within group discussion. You will reflect on this model to document your growth in your portfolio and it represents the didactic knowledge gained last year that will be put into actual practice this year. We will build your skills through review of your foundational knowledge with an eye toward actual practice and filling in gaps while building depth. Thus, some of the material we will use will already be familiar to you, but the difference will be that it will be further contextualized for you as you begin supervised professional practice at your school. I hope that what you read about last year will come to life this year in your school milieu. You will face challenges, but together with your individual supervisor and me we will face those challenges together and see them as opportunities for growth and creating new knowledge.

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE
The school psychology consultation practicum provides opportunities for students to demonstrate competencies in the specific domains outlined below. However, other domains may be relevant depending on the type of consultation and setting the consultation occurs. The specific NASP Domains generally related to the consultation practicum are as follows:

**Domain 2: Consultation and Collaboration**  
*School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.***

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**  
*School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**  
*School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

**Domain 8: Diversity in Development and Learning**  
*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

XV. Conceptual Framework:  
Evaluation methods as described in the Practicum Evaluation form will also measure student progress in regards to the department’s conceptual framework. The conceptual framework is considered consistent with the aforementioned NASP Domains. However, practicum places specific emphasis on the following three areas identified within the conceptual framework:

**Context**  
- developmental systems or “contextualist” perspective in understanding children/clients  
- alive to individual differences and diversity of outcomes  
- engaged in multiple levels of a child’s ecology to influence and promote positive adaptation, learning and development
Engagement
- engaged with stakeholder groups, community organizations, partnerships to meet the needs of diverse communities;
- engaged with one’s professional community by active contribution to and reflection upon the scholarship and professional practice
- to put it differently: commitment to developing expertise through professional development

Expertise
- developing competence at being a research-practitioner
- problem-solving approaches to professional practice

Following is a graphic of the conceptual framework for Ball State’s Teachers College. School consultation naturally involves all areas of engagement, context and expertise as listed. We will pay special attention to expertise this spring.
IF YOU NEED COURSE ADAPTATIONS OR ACCOMMODATIONS BECAUSE OF A DISABILITY, IF YOU HAVE EMERGENCY MEDICAL INFORMATION TO SHARE WITH ME, OR IF YOU NEED SPECIAL ARRANGEMENTS IN CASE THE BUILDING MUST BE EVACUATED, PLEASE MAKE AN APPOINTMENT WITH ME AS SOON AS POSSIBLE.

Ball State’s Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu

Student Name:_______________________________      Term and Year:_________________

Consultation Summary Grading Rubric

Consultation Summary Background Information

<table>
<thead>
<tr>
<th>20 - 18 points</th>
<th>17 – 15 points</th>
<th>14 – 12 points</th>
<th>11 – 9 points</th>
<th>&lt; 9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying information, consultation purpose and goals, and background information are complete, precisely described, and sufficiently comprehensive to illustrate the nature of the consultation.</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description OR sufficient comprehensiveness.</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description AND sufficient comprehensiveness.</td>
<td>One of the sections (identifying information, consultation purpose and goals, and background information) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.</td>
<td>Two or more of the sections (identifying information, consultation purpose and goals, and background information) are not present.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished
17 – 15 points = Proficient
14 – 12 points = Basic
11 and below = Unsatisfactory

Background Information Score _____________
<table>
<thead>
<tr>
<th>Theoretical Model</th>
<th>17 – 15 points</th>
<th>14 – 12 points</th>
<th>11 – 9 points</th>
<th>&lt; 9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>A theoretical model is not clearly indicated and only moderate support is provided for choosing a particular model of consultation.</td>
<td>A theoretical model is identified and little support is provided as to why you selected this model of consultation.</td>
<td>It is unclear which theoretical model was selected and there is minimal support provided.</td>
<td>No consideration is given to the model of consultation used.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>The theoretical model (e.g., behavioral, mental health, collaborative, and/or other consultation model) followed during the consultation is clearly stated and strong support for using the specific model selected is provided.</td>
<td>The consultative interview is complete, precisely described, and sufficiently comprehensive to depict the consultation.</td>
<td>The consultative interview was described but lacks precise description OR sufficient comprehensiveness.</td>
<td>The consultative interview was conducted but not included in the summary.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>The consultative interview is provided but lacks precise description AND sufficient comprehensiveness.</td>
<td>The consultative interview was conducted but not included in the summary.</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
<td></td>
</tr>
<tr>
<td>11 and below</td>
<td>It is unclear which theoretical model was selected and there is minimal support provided.</td>
<td>The consultative interview was conducted but not included in the summary.</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
<td></td>
</tr>
</tbody>
</table>

Theoretical Model Score _________

Consultation Interview

<table>
<thead>
<tr>
<th>20 - 18 points</th>
<th>17 – 15 points</th>
<th>14 – 12 points</th>
<th>11 – 9 points</th>
<th>&lt; 9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>The consultative interview is complete, precisely described, and sufficiently comprehensive to depict the consultation.</td>
<td>The consultative interview is described but lacks precise description OR sufficient comprehensiveness.</td>
<td>The consultative interview was provided but lacks precise description AND sufficient comprehensiveness.</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>The consultative interview was described but lacks precise description OR sufficient comprehensiveness.</td>
<td>The consultative interview was provided but lacks precise description AND sufficient comprehensiveness.</td>
<td>The consultative interview was conducted but not included in the summary.</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>The consultative interview was provided but lacks precise description AND sufficient comprehensiveness.</td>
<td>The consultative interview was conducted but not included in the summary.</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
<td></td>
</tr>
<tr>
<td>11 and below</td>
<td>It is unclear which theoretical model was selected and there is minimal support provided.</td>
<td>The consultative interview was conducted but not included in the summary.</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
<td></td>
</tr>
</tbody>
</table>

The consultative interview was not conducted or included in the written summary.
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Consultation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>Plan stated (a) procedures/strategies, (b) materials provided, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>Plan stated procedures/strategies. But two of the following components are missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>Generic description of plan (e.g., behavior management) is stated. Materials provided, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>Consultation plan not written. Or generic descriptions of interventions recommended (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

**Consultation Plan Score ________**

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory  

Consultative Interview Score _________

11 and below = Unsatisfactory
### Evaluating the Consultation

<table>
<thead>
<tr>
<th>20 - 18 points</th>
<th>17 – 15 points</th>
<th>14 – 12 points</th>
<th>11 – 9 points</th>
<th>&lt; 9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provide a critical self-evaluation of their role in the consultation process and the outcome of the consultation.</strong></td>
<td><strong>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provide a critical self-evaluation of their role in the consultation process; however, the outcome of the consultation is unclear.</strong></td>
<td><strong>There is evidence indicating the consultation was effective or non-effective. However, the student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.</strong></td>
<td><strong>There is little evidence indicating the consultation was effective or non-effective. The student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.</strong></td>
<td><strong>No evidence is providing indicating whether the consultation was effective or non-effective. No formative evaluation was conducted.</strong></td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Evaluating the Consultation Score _______

**Overall Grade**

100 – 90 points = Distinguished  
85 – 75 points = Proficient  
70 – 60 points = Basic  
59 points and below = Unsatisfactory

Overall Score _______

Consultation Setting _________
Semester _________
Date ____________
**Functional Behavior Assessment Grading Rubric**

**STIMULUS (Antecedent) VARIABLES**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Identification and description of antecedent contextual factors (elements of environment that trigger the behavior, such as setting, task or activity, time of day, individuals present, disproportional or inconsistent discipline rules, etc.) and motivating operations (variables that momentarily alter the reinforcing effectiveness of other stimuli. For example, depriving a student of attention increasing the likelihood of interfering behaviors), with a clear example included.</td>
</tr>
<tr>
<td>5-4</td>
<td>Identification and description of antecedent contextual factors and motivating operations but no clear example included</td>
</tr>
<tr>
<td>3-2</td>
<td>Identification of antecedent contextual factors or motivating operations</td>
</tr>
<tr>
<td>&lt;2</td>
<td>Contextual variables were not assessed or are incomplete.</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
<2 points = Unsatisfactory  

**STIMULUS (Antecedent) VARIABLES Score** ___________
### ORGANISM VARIABLES

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 points</td>
<td>Individual mediating variables (Characteristics of the student that influence the interfering behavior, such as health, home environment, diagnoses, diversity considerations and cultural factors, etc.) were identified, described, and a clear example was included.</td>
</tr>
<tr>
<td>5-4 points</td>
<td>Individual mediating variables were identified and described but no clear example was included.</td>
</tr>
<tr>
<td>3-2 points</td>
<td>Individual mediating variables were completely identified but not clearly described.</td>
</tr>
<tr>
<td>&lt;2 points</td>
<td>Individual mediating variables were not assessed or are incomplete.</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
<2 points = Unsatisfactory

ORGANISM VARIABLES Score ___________
<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>6 points</th>
<th>5-4 points</th>
<th>3-2 point</th>
<th>&lt;2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior is clearly identified and defined in behavioral terms.</td>
<td>Behavior is clearly identified and defined in behavioral terms.</td>
<td>Specific behavior is identified, but it is ambiguous and/or described in nonbehavioral terms.</td>
<td>A concern is identified, but a specific target behavior is not identified (e.g., acting out).</td>
<td>Interfering behavior not identified.</td>
</tr>
<tr>
<td>Behavioral terms are: a) objective (observable and measureable characteristics of the behavior); b) clear and unambiguous; c) complete (includes both examples and non-examples of the behavior)</td>
<td>Behavioral terms are: a) objective (observable and measureable characteristics of the behavior); b) clear and unambiguous; c) complete (includes both examples and non-examples of the behavior)</td>
<td>Behavioral terms are: a) objective (observable and measureable characteristics of the behavior); b) clear and unambiguous; c) complete (includes both examples and non-examples of the behavior)</td>
<td>Behavioral terms are: a) objective (observable and measureable characteristics of the behavior); b) clear and unambiguous; c) complete (includes both examples and non-examples of the behavior)</td>
<td>Behavioral terms are: a) objective (observable and measureable characteristics of the behavior); b) clear and unambiguous; c) complete (includes both examples and non-examples of the behavior)</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
<2 points = Unsatisfactory

RESPONSE Score ____________
<table>
<thead>
<tr>
<th>CONSEQUENCE</th>
<th>6 points</th>
<th>5-4 points</th>
<th>3-2 point</th>
<th>&lt; 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences (responses to the behavior) that reinforce interfering behaviors identified, described, and a clear example was included.</td>
<td>Consequences that reinforce interfering behaviors identified and described.</td>
<td>Consequences that reinforce interfering behaviors identified.</td>
<td>Consequences of interfering behaviors were not assessed or incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
< 2 points = Unsatisfactory

Current Levels of Occurrence of Behavior

<table>
<thead>
<tr>
<th>6 points</th>
<th>5-4 points</th>
<th>3-2 point</th>
<th>&lt; 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current levels of occurrence (how often the behavior occurs) based on observations and recordings of target behavior.</td>
<td>Current levels of occurrence based on anecdotal observations.</td>
<td>Current levels of occurrence estimated.</td>
<td>No current levels of behavior occurrence reported.</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
< 2 points = Unsatisfactory

Current Levels of Occurrence of Behavior Score ___________
### Identification of Behavioral Skill Deficits

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 points</td>
<td>Skill deficits that contribute to interfering behavior were identified, described, and a clear example was included. If a skills deficit was not found (e.g., performance only or generalization issue, etc.), all information, the method used to determine this (e.g., Can’t do/Won’t do, etc.), and related data and evidence are provided.</td>
</tr>
<tr>
<td>5-4 points</td>
<td>Skill deficits that contribute to interfering behavior were identified and described. If a skills deficit was not found (e.g., performance only or generalization issue, etc.), all information, the method used to determine this (e.g., Can’t do/Won’t do, etc.), and related data and evidence are provided.</td>
</tr>
<tr>
<td>3-2 points</td>
<td>Skill deficits that contribute to interfering behavior were identified but not adequately described. If no deficit(s) were identified, this is indicated but no evidence or method is documented.</td>
</tr>
<tr>
<td>&lt; 2 points</td>
<td>Skill deficits contributing to interfering behaviors were not addressed.</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
< 2 points = Unsatisfactory  

Identification of Behavioral Skill Deficits Score ____________
### Hypothesis Statement (Functional Statement)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Hypothesis statement written in behavioral terms (see Response criteria), and considers antecedent, individual, and consequence variables to identify the function of the behavior.</td>
<td>5-4</td>
<td>Hypothesis written in behavioral terms, but does not include all factors contributing to problems behavior.</td>
<td>3-2</td>
<td>Hypothesis statement included, but written in ambiguous, nonbehavioral terms.</td>
<td>&lt; 2</td>
<td>No hypothesis statement included or the statement was incomplete.</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
< 2 points = Unsatisfactory

Hypothesis Statement Score ____________

### Evidence-Based Intervention

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>An evidence-based intervention plan is established that has been validated with similar populations as the individual.</td>
<td>5-4</td>
<td>An evidence-based intervention plan is established, but the research was conducted with populations markedly different from the individual.</td>
<td>3-2</td>
<td>Intervention plan established, but it is not based on empirical research.</td>
<td>&lt; 2</td>
<td>An intervention plan is not included or is incomplete.</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
< 2 points = Unsatisfactory

Evidence-Based Intervention Score ____________

### Function-Based Intervention

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>An intervention plan based on the hypothesized function of behavior</td>
<td>5-4</td>
<td>An intervention plan based on the hypothesized function of behavior</td>
<td>3-2</td>
<td>Intervention plan is established, but it is not directly linked to the identified</td>
<td>&lt; 2</td>
<td>An intervention plan is not included or is incomplete.</td>
</tr>
</tbody>
</table>

6 points = Distinguished  
5-4 points = Proficient  
3-2 points = Basic  
< 2 points = Unsatisfactory

Function-Based Intervention Score ____________
is established that is preventative and positive in approach, rather than reactive and punitive in approach.  
is established, but the plan is reactive and/or negative.  
function of the behavior.

<table>
<thead>
<tr>
<th>Function-Based Intervention Score</th>
<th>6 points = Distinguished</th>
<th>5-4 points = Proficient</th>
<th>3-2 points = Basic</th>
<th>&lt; 2 points = Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Intervention Goal</td>
<td>6 points</td>
<td>5-4 points</td>
<td>3-2 points</td>
<td>&lt; 2 points</td>
</tr>
<tr>
<td></td>
<td>A specific, measurable, action-oriented, realistic, and time-limited goal is identified in behavioral terms (See Response criteria).</td>
<td>A goal is identified, but missing a component of a SMART (specific, measurable, action-oriented, realistic, time-limited) goal.</td>
<td>A goal is identified, but the goal is vague and ambiguous</td>
<td>No intervention goal is identified.</td>
</tr>
<tr>
<td>Identification of Intervention Goal Score</td>
<td>6 points</td>
<td>5-4 points</td>
<td>3-2 points</td>
<td>&lt; 2 points</td>
</tr>
<tr>
<td>Identification of Intervention Benchmarks</td>
<td>6 points</td>
<td>5-4 points</td>
<td>3-2 points</td>
<td>&lt; 2 points</td>
</tr>
<tr>
<td></td>
<td>Specific, measurable, action-oriented, realistic, and time-limited benchmarks are included. Benchmarks are identified, but they are missing a component of a SMART (See Response criteria).</td>
<td>Vague and ambiguous benchmarks are identified.</td>
<td>No intervention benchmarks are identified.</td>
<td></td>
</tr>
</tbody>
</table>
indicators of a student’s progress toward the intervention goal.

<table>
<thead>
<tr>
<th>Identification of Intervention Goal</th>
<th>Identification of Intervention Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Intervention Benchmarks Score ________</td>
<td></td>
</tr>
</tbody>
</table>

### Progress Monitoring Plan

<table>
<thead>
<tr>
<th>6 points</th>
<th>5-4 points</th>
<th>3-2 points</th>
<th>&lt; 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A progress monitoring plan is included that directly corresponds to the goal of intervention and data is collected 2-3 times per week. The plan should answer how? what? where? who? and when?</td>
<td>A progress monitoring plan is included, but insufficient data is collected or collected irregularly (less than once a week).</td>
<td>A progress monitoring plan is included, but does not correspond to the intervention plan.</td>
<td>No plan for progress monitoring is included or it is incomplete.</td>
</tr>
</tbody>
</table>

Progress Monitoring Plan Score ________

### Intervention Evaluation Plan

<table>
<thead>
<tr>
<th>6 points</th>
<th>5-4 points</th>
<th>3-2 points</th>
<th>&lt; 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation plan designed to make decisions based on progress monitoring data. Statistical method is suggested</td>
<td>Evaluation plan is based in minimal data (i.e. pre and post tests only).</td>
<td>Evaluation plan included, but is not based on sources of data.</td>
<td>No evaluation plan included.</td>
</tr>
</tbody>
</table>

Intervention Evaluation Plan Score ________
<table>
<thead>
<tr>
<th>for evaluating effectiveness if appropriate. Other modes (at least 2 are identified if a quantifiable method cannot be used).</th>
</tr>
</thead>
</table>

6 points = Distinguished
5-4 points = Proficient
3-2 points = Basic
< 2 points = Unsatisfactory

Intervention Evaluation Plan Score

Overall Grade

78-66 points = Distinguished
65-52 points = Proficient
51-39 = Basic
38 and below = Unsatisfactory

Overall Score

Semester___________________
Date_______________________

________________________________
Practicum Student’s Signature

___________________________________
Instructor’s Signature

The alphabetized reference list of the Resource Directory that includes all of the additional reading for 689/688, can be found for brevity of this manual under the syllabus for 689.

Appendix E

rGrade Coding Book for corresponding Electronic Log TAB
The Long and the Short of It: How to Categorize and Code Your Log Hours for
Contents
Page 2: Introduction
Page 3: Assessment
Page 4: Intervention
Page 5: Consultation
Page 7: Supervision
Page 8: Support
Page 9: Glossary

Introduction

To demonstrate competence during the practicum sequence and internship, it is important to be consistent in coding log hours. First, common definitions of activities must be established and operationalized so that each candidate counts his/her hours of experience accurately. Second, consistency of categorization and coding will assist the program in monitoring the breadth and variety of experiences provided at different practicum and internship sites. Finally, a uniform system aids the program in evaluating and improving the training offered to candidates.

This booklet was created to make record keeping simpler and more efficient. As such, it is
considered a work in progress. Candidates and faculty are encouraged to make frequent suggestions for revisions and to produce updated editions. When unique situations and/or solutions arise that are not included in this edition, possible revisions can be submitted to the current practicum coordinator and/or Ed.S. internship coordinator for inclusion in future updates.

**Structure of this Edition**

The format for each of the five main content areas for which hours in practicum and Ed.S. internship are logged consists of the following:

- A brief definition of the content area appropriate for inclusion in rGrade’s definition fields;
- A detailed definition operationalizing the area.

Assessment, Intervention and Consultation will be broken down into two subcategories:

- Direct Services and
- Related Services.

Log entries must reflect the specific content area subcategory. For example, if an activity is best coded under Assessment, the candidate must determine whether Assessment-Direct Services or Assessment-Related best describes the activity.

Supervision is to be broken down into Supervision-Individual and Supervision-Group. Support will consist of Support-Research, Support-Training, and Support-Management/Other;

- Examples of appropriate log content for each subcategory; and
- Illustrations that differentiate between broad content areas. For example, certain tasks could be construed as either Intervention or Assessment. Guidelines for each broad content area will be given to assist the candidate in determining how best to code an activity.
- A glossary of terms is provided for vocabulary with which the candidate may not be familiar.

**Assessment**

Short Definition: Assessment activities are defined as those for which the candidate provides testing and related services as part of a psychological evaluation.

Long Definition: Assessment activities are not limited to testing sessions. Reviewing records, observing the student, interviewing teachers and parents, completing a developmental history with a parent, scoring and interpreting test results, writing reports, participating in and providing feedback such as at a school case conference committee meeting, and following up with recommendations in the school or home setting can all be construed as part of a complete assessment. Assessment activities offer information about
the student to improve the student’s functioning or to assist in eligibility and placement decisions.

**Assessment-Direct Services**: Face-to-Face, phone, or internet testing or communication with the student or client or with persons involved with the student or client with the purpose of gathering or disseminating information regarding the student or client's abilities, skills, preferences, or understanding. Testing may be academic, behavioral, developmental, diagnostic, or some combination. Typically these services are always billable (though there may be limitations as to how many total minutes can be billed).

Examples:
- Administering a cognitive assessment to a student
- Observing a student in the classroom and lunchroom settings as part of an evaluation
- Attending a case conference committee meeting in which evaluation results will be presented or current functioning will be reviewed

**Assessment-Related Services**: Those provided to complete assessment activities typically without the student, client or informants present.

Examples:
- Reviewing records and/or previous testing for a referred student
- Scoring protocols
- Writing psychoeducational reports

**DIFFERENTIATION**

Assessment activities can sometimes be confused with activities better coded under Intervention or Consultation. If testing is conducted as part of universal screening or progress monitoring for Response to Intervention/Instruction (RtI), it should be coded under Intervention (typically Intervention-Direct Services). If testing, observation, or screening is conducted as part of consultation with a teacher or a parent, it is best coded under Consultation (typically Consultation-Direct).

**Intervention**

Short Definition: Intervention activities are defined as those for which the candidate devises and/or implements academic and/or behavioral strategies to produce measurable change in a child or client’s behavior, emotional functioning, or academic progress.

Long Definition: Intervention activities in the school setting are typically construed as fitting into the Response to Intervention/Instruction (RtI) triangle at either the First Tier (prevention, universal screening, differentiated curriculum), Second Tier (diagnostic,
progress monitoring), or Third Tier (sustained intensive intervention) and can be behavioral, academic or both in focus and scope. In a clinical setting, intervention would typically be billed as therapy and would include individual, group and family therapy modalities. Both in clinic and school settings, the provider would typically be the “case manager” of the activity (see glossary) and thus engaging in these activities directly with the child or client rather than as a consultant to a service provider or an organization.

**Intervention-Direct Services:** Face-to-face, phone, or internet activities designed to change child or client functioning with the candidate operating as the primary service provider.

Examples:
- Providing an anger management group to Tier II students
- Conducting DIBELS Next testing as part of the schools universal screening in Tier I
- Working with high school students identified as having autism (Tier III) to improve their social functioning and comfort when making transitions. Observing the students in vivo to see if the skills are generalizing.

**Intervention-Related Services:** Activities that directly support intervention without the target child(ren) or client(s) being present.

Examples:
- Constructing a visual schedule for a student with autism
- Graphing progress monitoring data
- Participating in a grade-level meeting (Tier I or Tier II)

**DIFFERENTIATION**

Intervention can be best distinguished from Consultation by considering the level of involvement in the service. If the candidate is designated the “case manager” or “(co-) provider” of the service, then the activity is best coded under Intervention. Intervention usually involves sustained effort over time and a feeling of primary responsibility for the outcome. Alternatively, Consultation is best coded in situations when advising a case manager, teacher of record, or provider who is implementing the strategies and has primary responsibility for the outcome. Consultants may never come in contact with the client or child for whom change or improvement is sought while interventionists typically always do. If you are supporting the teacher who is running the intervention, your support is best coded under Consultation. See also Differentiation under Assessment.

**Consultation**

Short Definition: Consultation activities are defined as those for which the candidate provides psychological expertise in a collaborative manner (with others) to improve the educational, mental health, or behavioral outcomes for an individual, classroom, or system.

Long Definition: Consultation is offered in an educational/clinical setting to support
positive change through theoretical models such as behavioral, conjoint, solutions-focused, or mental health consultation. All models encourage a collaborative relationship with consultees and strive to provide services that will empower consultees to solve similar problems independently in the future. It may be delivered directly or indirectly depending on the candidate’s level of interaction with the beneficiary of the consultation.

Consultation-Direct Services: Either the face-to-face assessment of the educational/clinical need of an individual or the explicit modeling of an intervention technique to be performed by another (e.g., teacher, parent).

Examples:
- Risk assessment of a student referred to a candidate by a school psychology faculty member
- Face-to-face modeling of a strategy or skill when working with an identified student/client
- Face-to-face feedback to a physician and client regarding mental status, personality assessment, or medical management

Consultation-Indirect Services: Face-to-face, telephone, or internet meetings with parents, educational or health professionals or staff where the student/client is not present and when the purpose of the interaction is to improve the educational, mental health, or behavior outcome for an individual, classroom, or system.

Examples:
- Using behavioral consultation (problem solving method) with a group of teachers trying to improve grade-level behavior
- Helping a teacher complete an FBA/BIP and using solutions-focused consultation techniques to frame future discussions about the case
- Presenting an inservice on bullying to school staff during a faculty meeting
- Advising the principal on how to improve morale and school climate

Consultation-Related Services: Activities that directly support consultation without the consultee(s) or beneficiaries being present.

Examples:
- Creating a blank ABC (Antecedents-Behavior-Consequences) chart for a teacher to use to gather baseline data for an on-going consultation case
- Reviewing survey results gathered to assess teachers’ understanding of confidentiality
- Providing crisis response materials to teachers or staff

DIFFERENTIATION
Offering recommendations at a case conference is best coded under Assessment as part of the evaluation process. Usually at these meetings the suggestions are shared, but there is
no back-and-forth process or expectation that they will be implemented. If later, the candidate is asked to help a teacher or paraprofessional implement one or some of the recommendations, then the activities can begin to be coded as either Consultation (direct or indirect) or Intervention (direct). Crisis and/or inpatient assessments are best labeled as Consultation-Direct unless the report and feedback are generated specifically for external review. Research activities linked to a current consultation case should be coded as Consultation-Related whereas general research activities are best coded under Support-Research. See also the Differentiation sections for Assessment and Intervention.
**Supervision**

Short Definition: Regularly scheduled reviews of the candidate's work by the assigned licensed or certified school psychologist conducted with the candidate present. Meetings typically are face-to-face and take place on a weekly basis.

Long Definition: Supervision is required during second year practica and Ed.S. internship. During second year practica, a faculty member is assigned as an individual supervisor. Although candidates also may have contact with school psychologists in the corporation to which they are assigned (and time spent with those psychologists can be noted in your log), meetings with non-BSU assigned psychologists cannot take the place of regular weekly appointments with the BSU-assigned supervisor. At least 1 hour of group supervision also is provided weekly during or immediately following EDPSY 689/688. Group supervision is a required element of the second year practica experience. Ed.S. candidates are provided weekly mandatory supervision by a licensed or certified school psychologist employed or hired by the internship site during the internship year. Students also are expected to meet all other internship requirements including regular contact with the Ed.S. internship coordinator.

**Supervision-Individual:** Face-to-face meetings with the licensed or certified supervisor.

Examples:
- A regularly scheduled hour with the individual faculty supervisor or designated field supervisor (during internship)
- Supplemental supervision from a licensed or certified psychologist other than the assigned supervisor because that psychologist has expertise in a specific area of concern or knowledge specific to the setting

**Supervision-Group:** Face-to-face group supervision meetings conducted by a licensed or certified school psychologist. Typically provided by the instructor for EDPSY 689/688.

Examples:
- The EDPSY 689 class meets and reviews current SLD cases
- A subset of candidates placed at the same local school meet with their supervisor for supervision about their prevention projects or an intern meets with a group of school psychologists employed by the district to discuss policy or mutual procedural issues

DIFFERENTIATION
Attending an inservice or professional conference is best coded under Support-Training.
**Support**

Short Definition: Other services or activities not coded as Assessment, Intervention, Consultation, or Supervision that are necessary for the ethical and appropriate provision of school psychology services.

Long Definition: Usually the direct beneficiary of support services is the candidate, BSU, or the practicum or internship site. Support services are typically unbillable. Support includes activities beyond supervision that enhance the candidate’s professional skills or knowledge, provide documentation of services, or involve personnel functions. Volunteer services at a school or clinic that could be provided by a non-school psychologist and are not easily coded in another area can be coded here (e.g., assignment to morning bus-duty as one of the employees of the school, or participation as a member of a school improvement committee but not as a consultant with leadership responsibilities).

**Support-Research**: Research activities to increase your knowledge or direction or formal research.

Examples:
- Researching the unfamiliar medical condition of a student with whom you are working
- After obtaining permission from the school corporation and Ball State’s Institutional Review Board, a study is begun to look at the best predictors of early reading difficulties

**Support-Training**: Activities that improve professional skills and that are typically unbillable.

Examples:
- ATTENDING an inservice provided by the school corporation
- ATTENDING a professional conference
- Reviewing a test prior to administering it to a child

**Support-Management/Other**: Typically other unbillable services and personnel functions.

Examples:
- Attending a school faculty meeting as an employee or non-presenting guest
- Proctoring for ISTEP+ administration
- Completing paperwork, filing and posting reports, and writing case notes
- Providing supervision, consultation or guidance to a fellow graduate student or co-worker/school psychologist
- Attending a peer school psychology staffing where cases are reviewed
DIFFERENTIATION
See Differentiation under Supervision.

Glossary

*Billable Service:* Usually discussed in a clinic setting, but also possible in a school setting under Medicaid billing. A billable service is generally a service that can be attached to a specific client and the service is for the benefit of the client.

*Case Manager:* The case manager is the person responsible for the treatment plan in a clinic setting, or responsible for the IEP or intervention plan in the school setting. In the school setting, sometimes this person is also referred to as the Teacher of Record.

*Candidates:* Graduate students in training to become school psychologists.
Appendix F

Organizational Chart of Systemic Supervision and Support Provided Across Years of School Psychology Practicum Experiences in Diverse Contexts

1st Year Pre-Practicum Instructor/Group Supervision: Monitors all progress in 1st year school placement through portfolio & rubrics.

1st Year Students: At the target diverse elementaries have support from Pre-Practicum Instructor, Practicum G.A., and a second year student mentor. At the Buley Center, support is provided by the Buley Center G.A. & the Practicum Coordinator.

2nd Year Students: ALL placed at the target, most diverse schools. Gain experience with preschool, elementary and secondary as well as several disabling conditions. Have support from the Practicum Instructor, Practicum G.A. and individual Licensed Faculty Supervisor. Mentor 1 or more 1st year students at an assigned diverse school.

Advanced Student Prac G.A. (works with 1st & 2nd year students, provides in vivo, onsite training, and supervises 1st/2nd year mentor/mentee relationships)

Practicum Coordinator/2nd Year Practicum Instructor/Group Supervision (coordinates all relationships, coordinates with sites, weekly checks all 2nd year electronic logs to ensure diversity experiences are coded and recorded and that a variety of experiences are completed). Scores evaluations & rubrics and enters into rGrade. Monitors portfolio.

Individual Licensed Faculty Supervisors (provided to second year students)
Appendix D: EDPS 689 Course Syllabus, Reference List (689/688) And Grading Rubrics Followed by EDPS 688 Syllabus
Department of Educational Psychology
EDPSY 689 Practicum in School Psychology

Course Syllabus

Instructor: Maria Hernández Finch, Ph.D.  
Office: Teachers College 523
Section: I  
Phone: 285-8501
Day and Time: Monday 1:00 p.m. – 3:40 p.m.  
Location: TC 226
Office Hours: TBA after individual supervision schedule for this class is determined
Semesters: Fall 2013 (3 Credits), and Spring 2014 (see EDPS 688 syllabus for Spring)

I.  Course Title: EDPSY 689: Practicum in School Psychology

II.  Prerequisites: EDPSY 612, 651, 653, 687; or permission of the Instructor and the program director.

III.  Course Description:

Preparation for internship. Supervised experience in the choice, administration, and written interpretation of standardized and nonstandardized assessments in various educational and clinical settings. Interview and observation strategies, as well as professional standards of practice and legal issues, will be discussed. Working with diverse clients to include but not limited to students with disabilities, students who are English Learners, culturally and linguistically diverse students, students who identify as Lesbian, Gay, Bisexual, Transgendered or Questioning as well as working with parents or school staff of diverse backgrounds, SES, and beliefs will also be considered.

IV.  Purpose:

Practicum in the School Psychology program at Ball State University provide opportunities for students to attain competence in the application of psychological theory and ethical principles in applied settings. Practicum affords students the opportunity to demonstrate skills and competencies in such areas as assessment, intervention, counseling, consultation, and evaluation and research in a variety of settings and in response to a number of problem situations. Practicum experiences are designed to coincide with overall development in other curricular areas. Although students start practicum at various levels of development, continuous progress is expected and evaluation checkpoints are necessary.

II.  Course Objectives:

1.  To become familiar with the organizational structure and operation of schools.
2.  To develop competencies in interviewing, assessment, and report writing.
3. To develop competencies in consultation with other school personnel and client families.
4. To develop appropriate professional habits and attitudes.
5. To implement interventions and to effectively evaluate the effectiveness of the interventions.
6. To evaluate and utilize research in practice and to carry out research.
7. To identify school psychology professional issues and accepted standards.
8. To gain an understanding of how diversity (e.g., religion, ethnicity, SES, sexual orientation, SES, and disability status, etc.) influences the practice of school psychology.
9. To develop and successfully implement academic and behavioral interventions.

Texts and Readings:
Texts: Required Reading chapters are highlighted in **bold**.


Ch 1: Introduction
Ch 2: The Intervention-Orientation Approach to Improving Student Outcomes
**Ch 3: Proactive Interventions: Strategies that Create a Productive, Disruption-Free Classroom Environment** p. 73-139
Ch 4: Interventions to Improve Academic Performance p.140-315.
Ch 5: Interventions to Improve Behavior and Enhance Social Competence p. 316-374
Ch 6: Interventions to Improve Outcomes for Preschool Children


(Required chapters TBA)


Ch 1: Ethics in School Psychology: An Introduction
Ch 2: Law and School Psychology: An Introduction
**Ch 3: Privacy, Informed Consent, Confidentiality, and Record Keeping**
Ch 4: Ethical-Legal Issues in the Education of Students with Disabilities Under IDEA
**Ch 5: Section 504 and the Americans with Disabilities Act**
**Ch 6: Ethical and Legal Issues in Psychoeducational Assessment**
Ch 7: Ethical and Legal Issues in School-Based Interventions
Ch 8: Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents
Ch 9: Indirect Services II: Special Topics in Systems-Level Consultation
Ch 10: Research in the Schools: Ethical and Legal Issues
Ch 11: Ethical and Legal Issues in Supervision
Epilogue: Ethics, Law, and Advocacy

Appendices A-D
A: NASP’s Principles for Professional Ethics 2010
B: APA’s Ethical Principles of Psychologists and Code of Conduct with the 2010 Amendments
C: Table of Cases
D: Table of Federal Legislation

From the FIFTH Ed.
Appendix D: Suggested Competencies and Resources for Providing School Psychological Services to Culturally Diverse Clientele

Additional Readings: We will be updating a resource notebook first begun in the 2010-11 school-year (updated continuously) with a variety of web-based sources, media, webinars and text throughout the course of this year. We will also study book chapters and research articles from the school psychology literature and the education field. Please obtain a LARGE 3-ring binder, pockets, and any other organizational tools you will need. Some may prefer to instead use and keep the Resource Notebook electronically by downloading documents and readings from Bb. If you do this, please consider needing a way to make notes. Any additional readings or links not already posted in Blackboard or on reserve will be provided usually at least a week prior to their discussion in class. Our guest lecturers may also provide us with handouts and other resources. Guest lecturer materials will be added to our resource directory and posted on Blackboard with permission.

An alphabetized reference list of additional readings for 689/688 that are currently included in the resource manual can be found at the end of this syllabus after the chart titled Tentative 689 Reading Schedule.

VII. Class Requirements:

1. Be an attending, punctual and participating class member. Use social media only at prescribed times.
2. Complete assigned readings in advance of class sessions.
3. Participate in a minimum of two (2) hours of face-to-face supervision each week with her or his supervisor(s).
4. Maintain practica log sheets weekly (electronic spreadsheet; submit through Blackboard).
5. Complete a minimum of 15 to 16 psychoeducational evaluations during the year of practicum.
6. Develop and complete two response-to-intervention interventions over the year and present one of them during practicum class.
7. Develop a prevention program within the schools or another approved applied
8. Submit supervisor evaluations three (3) times during the practicum year.
9. Each practicum student is expected to maintain his/her electronic portfolio and to submit the electronic portfolio for evaluation prior to the exit interview with the Practicum Coordinator.
10. Assist in the developing and updating the class online resource notebook.

Hours:

There are 550 total hours required for a successful completion of the second year practicum (fall and spring). Of the 550 hours, 200 hours are direct services to clients, 50 hours are for summer clinical work, 100 hours consist of formal supervision, and 200 hours can be indirect services (includes report writing, informal supervision and consultation, logs and documentation, needs assessment and client records review, etc.).

The 689/688 sequence includes 200 hours of direct service for 6 academic credits. Therefore, each credit earned represents 33 hours of direct service which breaks down to a minimum of 4 hours a week of direct service provision. Most students substantially exceed the minimum requirements. All activities are carefully logged and submitted weekly through Blackboard.

VIII. Fall Grading Procedures:
*Note: Late work, if accepted, will incur daily 10% point penalties after the due date/time due in addition to other consequences noted in the individual assignment descriptions. Please make alternate arrangements WELL in advance with the instructor if a deadline presents a challenge for you. Plagiarism and other breaches of academic integrity or breaches of client confidentiality/rights may result in failing an assignment or failing this course. Please see the Student Handbook for further information regarding our termination policies.

1. **Requirement** | **Points** | **Date(s) Due**
--- | --- | ---
Psychoeducational Evaluations | 60 points each Report 1: Signed copy October 9 by 1:00 (scored rubric) Report 2: Signed copy November 18 by 1:00 (scored rubric) (120 points total, 2 Reports for Fall) |  
Academic Intervention 1 | 120 points | Via Bb December 9 by 5:00  
Prevention Program | 25 points | Preliminary outline Due via Bb Sept 30 by Noon
25 points  Completed needs assessment  
Due via Bb October 9 by Noon  

70 points  Completed manual  
Via Bb November 11 by Noon  
Final hard copy & CD by 1:00  
(120 points total)  

Supervisor Evaluations  50 points  Evaluation using our form  
Signed copy Oct. 14 by 1:00  

Electronic Portfolio  
25 points  2 entries October 12th 5:00 p.m.  
75 points  3 additional + all uploaded to electronic portfolio by Finals Week Exam date Fall  

Hours Log  5 points each  Weekly  
(15x5=90 points Fall)  

Hours Log Summary  25 points Fall  December 13 via Bb by Noon  
(May be submitted earlier if you are done in the schools. Work after 13th will count toward spring log totals.)  

TOTAL  625 points  

Please note that ALL activities must be completed regardless of assigned point values. In other words, you cannot stop working because you have reached the grade you are satisfied with receiving. All assignments must be done and reports, manual, and academic intervention require at least a proficient score on the applicable rubric in order to not have to repeat this course. Logs and portfolio are required to be considered as making progress in the program.  

2. The grading scale will be based on PERCENTAGES as follows:  
A  93.0-100.0 (>581 points)  B  83.0-87.9 (>518 points)  
A- 90.0-92.9 (>562 points)  B-  80.0-82.9 (>500 points)  
B+ 88.0-89.9 (>550 points)  Fail  Below 80.0 (499 points or less)  

NOTE: A practicum student will either have to repeat the entire two semesters of practicum (689, 688) or one semester of practicum if he/she has a less than 1000 total points for both semesters. Whether a student has to repeat one or two semesters of practicum, will be determined by the practicum coordinator.
IX. Reports and Write-ups:

Psychological reports should be read and edited by your individual supervisor. Students will be expected to make revisions and address all comments made by her/his supervisor. The supervisor will complete the Psychoeducational Report Grading Rubric form (see Appendix A) for at least 4 reports (NOTE: The practicum student is required to complete 15 – 16 psychoeducational evaluations during the entire practicum.). The student is expected to demonstrate an overall score within the Distinguished or Proficient range on at least 2 reports. The student will need to continue conducting psychological evaluations and writing reports until he or she has 2 reports that score within the Distinguished or Proficient range. The student is required to have his/her supervisor complete at least two (2) Psychoeducational Report Grading Rubric forms during the fall semester and at least two (2) Psychoeducational Report Grading Rubric forms during the spring semester. The practicum student and his/her supervisor must evaluate via the rubric the very first report completed by the practicum student at the beginning of each semester. For all reports evaluated on the rubric, the reports should be evaluated based upon the quality of the report when first submitted to the practicum supervisor and not after the supervisor has made edits. The Psychoeducational Report Grading Rubric forms should be signed by the student and the individual supervisor and submitted via hard copy directly to the practicum coordinator by the due date. Problems meeting report due dates need to be discussed well in advance with the course instructor.

X. Academic and Behavioral Intervention Guidelines

Students should conduct two interventions through to their completion. Students should select and turn in one academic intervention and one behavioral intervention.

Academic interventions should be conducted with an elementary, middle school or high school student and presented in written format. Components should include behavioral definition, baseline data, problem validation, problem analysis steps, goal setting, intervention plan development, measurement strategy, decision-making plan, progress monitoring, formative evaluation, treatment integrity, and summative evaluation. The practicum instructor will grade each intervention based upon the Academic and Behavioral Intervention Grading Rubric form (see Appendix A). The student is expected to demonstrate an overall score within the Distinguished or Proficient range on at least one academic intervention in the fall. The student will need to continue conducting academic interventions until he or she has one that receives a score within the Distinguished or Proficient range. Behavioral interventions will be due in the spring and will follow a similar procedure and format for evaluation.

XI. Intervention Presentation:

Students will present one academic intervention to the practicum class. The case will include evidence-based research (at least three studies) to support the intervention
technique, as well as the components listed above for the academic intervention. The practicum instructor will grade each presentation using the Academic Intervention Presentation Grading Rubric form (see Appendix A). The presentation will be conducted in the spring.

XII. Prevention Program:

Students will create a prevention manual on a relevant topic of their choice within the schools or other applied setting. The prevention project will be based on modifying the environment, on modifying the individual/system to promote competence, and on considering the individual/system and the environment simultaneously. The manual should include sections on ecological considerations, levels of intervention within a continuum of services, identifying intervention methods and content, selection of participants, selection and preparation of staff, promoting generalization, and evaluating the program. Manuals should also contain all training materials (paper and electronic copies) of all materials, power points, evaluations, etc., that are needed to implement the program. Prevention programs will be presented to the practicum class. Each student will develop a manual based upon the prevention program she or he developed. The manual will be graded based using the Prevention Grading Rubric form (see Appendix A). Please discuss your project topic with the course instructor prior to starting.

XIII. Electronic Portfolios, Supervisor Evaluations, & Hours Log:

The electronic portfolios should be updated from the pre-practicum year (The first year in the school psychology program.). Case conceptualizations, grading rubrics, interventions, consultation summaries, intervention presentations, evaluations, practica logs, etc. should be added to the electronic portfolio as artifacts as appropriate. Students are encouraged to continually update and add to their electronic portfolio throughout the year. It is expected that practicum students will demonstrate the application and integration of educational and psychological knowledge as applied to the school setting within the electronic portfolio. In addition, students need to demonstrate how their practicum experiences meet the NASP domains (see section XVIII) and Department’s Conceptual Framework (see section XIV) through their electronic portfolios.

Practicum students are required to have their individual supervisor(s) complete the practicum student evaluation form (see Appendix B) three times during the year. The student and the individual supervisor should sign the evaluation. A hard copy should be provided to the instructor by the specified due date.

Hours Logs are to be submitted electronically weekly throughout the semester, with each log being worth 5 points. Logs that are not submitted within one week of the dates included in the log will receive a score of 0. A summary of total hours must be submitted upon completion of each semester of the practicum year (25 points each) and a summary of total hours for the
entire year (for additional points).

XIV. Late Psychoeducational Reports:

For practicum students completing any cases in the BSU Psychoeducational, Diagnostic, and Intervention Clinic, the first complete draft of the psychoeducational report is due within 14 calendar days from the completion of testing. The final draft is due to the licensed school psychologist or licensed psychologist no later than 21 calendar days from the completion of testing.

When practicum students complete evaluations within the schools, the first complete draft of the psychoeducational report is due on or before the 30-day mark after consent for testing. The school must hold a case conference based in part on your results by the 50th day after consent for testing. Once a psychoeducational report is over 5 days late the practicum student will be required to complete an additional psychoeducational evaluation. The final draft is due to the licensed school psychologist or licensed psychologist no later than 40 calendar days after consent of testing. Note that some testing is on a 20-day timeline in the schools. In this case, the first draft is due by day 7 of consent to testing, and the final draft is due no later than day 14.

XV. Drop Policy:

If you drop the course during the summer, fall, or spring semester, you will be expected to complete both the fall and summer semesters of practicum again at a later time. For example, if you complete the fall semester of practicum and decide to drop out of practicum during the spring semester, you will receive an “I” for the summer and fall semesters and will be required to retake the fall and spring semesters of practicum prior to receiving a grade. You must complete all practicum requirements prior to pursuing an internship or enrolling in the internship courses. No internship hours will be counted until all practicum requirements have been completed. All practicum requirements must be completed before school externship can be assigned including submitting an updated electronic portfolio and participating in the spring exit interview.

XVI. Incompletes:

The grade of "I" will not be given in this course unless very unusual circumstances should arise.

XVII. Attendance/Class Tardiness:

While there is no point penalty specified for class absences, experience has shown a definite relationship between poor class attendance and low grades. All class absences must be brought to the attention of the instructor and excused. Advise your instructor in advance of absences due to extenuating circumstances, if possible. As a professional, you are expected to show-up for class on time. Being late for class two or more times
during the semester may result in a poor evaluation by program faculty during your yearly review. **Also, please inform your practicum placements that you cannot miss this or any other class or individual supervision in order to attend meetings at the schools. Please provide your site a schedule of times that you are not available as soon as possible. The instructor reserves the right to at any time institute a point system or to take other measures for absences/tardiness and lacking class participation/reading.**

**XVIII. NASP Guidelines and Practicum Evaluation:**

Evaluation methods as described in the Practicum Evaluation form will measure student progress in the areas of NASP training and practice (listed below).

**DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE**
School psychology practicum students are provided opportunities to demonstrate competencies in the following domains of professional practice. Competency requires both knowledge and skills. The school psychology practicum experience provides opportunities for students to build upon their foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. Practicum allows students to enhance their professional skills and to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and are fully integrated into practicum. The NASP Domains are as follows:

**NASP Model 10 Domains of Practice**

**Practices That Permeate All Aspects of Service Delivery**
- **Domain 1: Data-Based Decision Making and Accountability**
  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- **Domain 2: Consultation and Collaboration**
  School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**Direct and Indirect Services for Children, Families, and Schools**

**Student-Level Services**
- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
  School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

**Systems-Level Services**

- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

- **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

**Foundations of School Psychological Service Delivery**

- **Domain 8: Diversity in Development and Learning**
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- **Domain 9: Research and Program Evaluation**
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- **Domain 10: Legal, Ethical, and Professional Practice**
  School psychologists have knowledge of the history and foundations of school psychology: multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**XIV: Conceptual Framework:**

Evaluation methods as described in the Practicum Evaluation form will also measure student progress in regards to the department’s conceptual framework. The conceptual framework is considered consistent with the aforementioned NASP Domains. However, practicum places specific emphasis on the following three areas identified within the conceptual framework:
Context
  - developmental systems or “contextualist” perspective in understanding children/clients
  - alive to individual differences and diversity of outcomes
  - engaged in multiple levels of a child’s ecology to influence and promote positive adaptation, learning and development

Engagement
  - engaged with stakeholder groups, community organizations, partnerships to meet the needs of diverse communities;
  - engaged with one’s professional community by active contribution to and reflection upon the scholarship and professional practice
  - to put it differently: commitment to developing expertise through professional development

Expertise
  - developing competence at being a research-practitioner
  - problem-solving approaches to professional practice
IF YOU NEED COURSE ADAPTATIONS OR ACCOMMODATIONS BECAUSE OF A DISABILITY, IF YOU HAVE EMERGENCY MEDICAL INFORMATION TO SHARE WITH ME, OR IF YOU NEED SPECIAL ARRANGEMENTS IN CASE THE BUILDING MUST BE EVACUATED, PLEASE MAKE AN APPOINTMENT WITH ME AS SOON AS POSSIBLE. MY CONTACT INFORMATION CAN BE FOUND AT THE TOP OF THE FIRST PAGE OF THIS SYLLABUS.

Ball State’s Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before accommodations can be
 Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

**Tentative 689 Reading Schedule**

Please note: Readings outside of your text(s) are part of our evolving 688/689 Resource Manual and are posted on Blackboard organized by topic (under content unless otherwise noted) or available on reserve. Additional readings may be assigned and/or added to the Resource Manual as needed due to ongoing formative assessment by your professor of your needs or by student requests.

Please be aware that the order of topics is subject to change depending on the availability of the speakers. Please be flexible if topics are changed due to scheduling or if we identify a need and provide a different topic that is not listed. Every endeavor will be made to alert you of modifications to the schedule as soon as possible.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 8/19</td>
<td>Dr. Hernández Finch &amp; Graduate Assistant</td>
<td>Self-Study (Myers-Briggs/Keirsey; “Why school psychology?”; assessing own diversity knowledge and experience, values and beliefs (note: this is an on-going process, etc.)</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Review Syllabus; icebreakers &amp; expectations; discuss logs and explain how will track hours electronically (GA presents), Teachers College Conceptual Framework, Learning Connection, discuss individual supervision schedules, yearly police background check requirement, etc.)</td>
<td></td>
</tr>
<tr>
<td>Week of 8/26</td>
<td>Dr. Hernández Finch</td>
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<td></td>
</tr>
<tr>
<td>Topic: Legal and Ethical Practice and Assessment Review &amp; Practical Advice; Informed Consent &amp; Assent</td>
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<tr>
<td>Topic: Practicum Placements</td>
<td></td>
<td></td>
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<tr>
<td>Topic: Self-Study &amp; Group team-building/sharing</td>
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<td></td>
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<tr>
<td>Topic: Electronic portfolios (GA presents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Article 7 (Indiana Special Education Law) especially p. 56-82 Educational Evaluations Report Citation in Article 7 [chart]</td>
<td></td>
<td></td>
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<tr>
<td>- INDOE Notice of Procedural Safeguards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- J&amp;H Text: Ch. 3, 5, 6, Appendices A-D</td>
<td></td>
<td></td>
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<tr>
<td>- Clinical vs. Educational Psychological reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also review School Psychological Assessment (Susan Jacob)</td>
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<td></td>
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<tr>
<td>Week of 9/2</td>
<td><strong>Labor Day, No class.</strong> Reading Topic: Framework for assessment which includes RtI. Review of RIOT/CEL from rubric (note: there is a nice summary handout on RIOT/CEL in Bb to supplement the rubric). There are also supplemental readings on observation techniques (Sattler) for review.</td>
<td>• RtI Articles &amp; readings in Blackboard—make sure you watch the posted RtI Webcast • Brown-Chidsey &amp; Steege (2005) Ch.8 Using RtI Procedures with Students from Diverse Backgrounds</td>
</tr>
<tr>
<td>Week of 9/9</td>
<td><strong>Dr. Hernández Finch</strong> Topic: Discuss readings from previous week. Graphing RtI data and progress monitoring; graphing assessment results and presenting the profile of strengths and weaknesses to ALL parents &amp; students Topic: Selection of Prevention Manual Areas</td>
<td>• You will create graphs using the graphing tools provided: a) progress monitoring (may use the IRIS diverse data in Blackboard if you do not have your own data to graph) b) you will graph</td>
</tr>
</tbody>
</table>
Topic: Group team-building/Sharing

Note: Be sure to start lining up an intervention case at your school. Begin informed consent procedure if haven’t already.

...your summer clinic testing case and prepare a discussion for a profile of strengths and weaknesses

Read Best Practices in the Analysis of Progress-Monitoring Data and Decision Making (Hixson et al., 2008)

Read all items in the Progress Monitoring Graphs and Links section in Blackboard
| Week of 9/16 | Tentative Speaker: Steve Marsh, School Psychologist  
Topic: Working in the Schools, Social Skills Grant (START); Suicide Prevention  
Dr. Hernández Finch  
Topic: Prevention projects & needs assessment  
Begin discussion of conducting a needs assessment. | Preview past presentation on START program.  
Read: Erford (2011) “Accountability: Evaluating programs, assessing needs, and determining outcomes”  
Review Bb examples of past prevention projects. |
|---|---|
| Week of 9/23 | Tentative Speaker: Teresa Clark, Lead School Psychologist, preschool expert, and past president of IASP  
Topic: Preschool Assessment & Working with Rural Populations | Preview the PowerPoint and handouts for this speaker in the CONTENT section of Blackboard. |
<table>
<thead>
<tr>
<th>Week of 9/30</th>
<th>Dr. Hernández Finch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic: CHC theory &amp; Cross Battery Assessment (XBA) in Indiana schools and Dr. Hernández Finch's CHC/XBA research.</td>
</tr>
<tr>
<td></td>
<td>Topic: Report Writing</td>
</tr>
<tr>
<td></td>
<td>Topic: Prevention projects &amp; needs assessment</td>
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<tr>
<td></td>
<td>Topic: Group team-building/Sharing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of 10/7</th>
<th>Tentative Speaker: Brittany Dale, Ph.D., HSPP</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Topic: Autism Assessment &amp; Report Writing</td>
</tr>
<tr>
<td></td>
<td>Diagnosis; differential dx, clinical vs. educational dx, treatment issues, subtypes, DSM updates and changes</td>
</tr>
</tbody>
</table>

| Read all germane articles and links in the INFORMATION section of Blackboard. |
| • This is where we will also discuss the assigned text: Essentials of Cross-Battery Assessment, Third Edition (Flanagan, et al., 2013) |

<p>| Review the PowerPoint and handouts for this speaker in the CONTENT section of Blackboard. |</p>
<table>
<thead>
<tr>
<th>Week of 10/14</th>
<th><strong>TEACH Lab</strong> (assistive technology) --</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tentative</td>
</tr>
<tr>
<td></td>
<td>Class will meet in the lab and we will participate in demonstrations; Emphasis is on UDL (Universal Design for Learning) and designing interventions to be appropriate for ALL learners including learners with disabilities, cultural and/or linguistic diversity, financial challenges, etc.</td>
</tr>
<tr>
<td></td>
<td>Dr. Hernández Finch</td>
</tr>
<tr>
<td></td>
<td>Topic: Review assistive technology and UDL readings; Watch SMART board video and discuss applications to those with physical challenges and/or learning differences; as well as students at different levels of CALP (EL).</td>
</tr>
<tr>
<td></td>
<td>Topic: Needs Assessment &amp; Prevention Manuals</td>
</tr>
<tr>
<td></td>
<td>Be prepared to discuss using assistive technology and UDI for all learners. Please read all items for assistive technology including legal mandates as well as items concerning UDI (located in the assistive technology tab in Blackboard).</td>
</tr>
<tr>
<td>Week of 10/21</td>
<td><strong>No Class Fall Break</strong></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Week of 10/28</td>
<td>Dr. Hernández Finch &amp; student trainers Suicide Prevention Training (as required by state law). You will receive a certificate of completion.</td>
</tr>
<tr>
<td>Week of 11/4</td>
<td>Tentative Speaker: Dr. Popplewell, award-winning expert on reading Topic: Reading Intervention and Resources; ask him for advice on your current RtI Academic Intervention Plans Tentative Speaker (3:00-3:40): Dr. Rothlisberg Topic: 2nd Year Electronic Portfolios &amp; Ed.S. Internships</td>
</tr>
<tr>
<td>Week of</td>
<td>Tentative Speaker:</td>
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<tr>
<td>11/11</td>
<td>PCAIN (Prevent Child Abuse Indiana)</td>
</tr>
<tr>
<td></td>
<td>Topic: Signs and symptoms; mandated reporter laws, wrap services and treatment.</td>
</tr>
<tr>
<td></td>
<td>Topic: Group team-building and sharing</td>
</tr>
<tr>
<td>Week of</td>
<td>Dr. Finch</td>
</tr>
<tr>
<td>11/18</td>
<td>Topic (first half): The Problem Solving Model</td>
</tr>
<tr>
<td></td>
<td>Dr. Hernández Finch</td>
</tr>
<tr>
<td></td>
<td>Topic (second half): Team building and sharing with Dr. Hernández Finch</td>
</tr>
<tr>
<td>Week of</td>
<td>Alternate Assignment</td>
</tr>
<tr>
<td>11/25</td>
<td>Individual Meetings for Academic Intervention Project</td>
</tr>
<tr>
<td></td>
<td>R Text: Ch.3, 5</td>
</tr>
</tbody>
</table>
| Week of 12/2 | Semester wrap-up and reflection: Dr. Hernández Finch  
Writer's Workshop: Discussion of portfolio entries and academic interventions. |

The following is an alphabetized list of our Resource Directory that includes all of your additional reading for 689/688.

References


Perez, B. (n.d.). *Effective discipline for all: Cultivating culturally responsive school climates through positive behavioral interventions and supports*. [Original PowerPoint slides].


Grading Rubrics

689 & 688
### Psychoeducational Report Grading Rubric

#### Report Introduction

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are complete, precisely described, and sufficiently comprehensive to depict the child/adolescent.</td>
</tr>
<tr>
<td>9–8 points</td>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description OR sufficient comprehensiveness.</td>
</tr>
<tr>
<td>7–6 points</td>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>5–4 points</td>
<td>One of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>&lt;4 points</td>
<td>Two or more of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) are not present.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9–8 points = Proficient  
7–6 points = Basic  
5 and below = Unsatisfactory  

Introduction Score __________
<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented data is reliable, is accompanied by statement of confidence and confidence intervals, includes an interpretation, is accurately identified, and protects the confidentiality of test items.</td>
<td>Presented data is reliable and includes interpretation, but one of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.</td>
<td>Presented data is reliable and includes interpretation, but two or more of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.</td>
<td>Presented data is either unreliable or does not include interpretation.</td>
<td>Presented data is not reliable and does not include interpretation.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Data/Interpretation Score __________
Inferences based upon behavioral and/or personality assessment data

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferences draw together information from all sources, are supported by data, are related to the statement of purpose, and do not contradict one another.</td>
<td>Inferences include all but one of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.</td>
<td>Inferences include at least two of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.</td>
<td>Inferences are not based upon information gathered throughout the testing (multiple sources, data gathered, statement of purpose) and may contradict one another.</td>
<td>Inferences based upon behavioral and/or personality assessment data are not included in the report.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Inferences Personality/Behavioral Score _________
**Recommendations**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Pertinent recommendations are provided that address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Recommendations address the referral question, are supported by data and interpreting inferences, and relate to the diagnosis, however they are not precisely described.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Recommendations are not precisely described and lack one of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Recommendations are not precisely described and lack two or more of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Highly inappropriate recommendations are provided OR no recommendations are included.</td>
</tr>
</tbody>
</table>

**Score**

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Recommendations Score _________
## Errors of Communication

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report is free of communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).</td>
<td>Report includes minimal (1-5) communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).</td>
<td>Report lacks past tense verb consistency and includes several (6-9) communication errors.</td>
<td>Report lacks past tense verb consistency and includes many (9 or more) communication errors of several different types.</td>
<td>Report has clearly not been edited for communication errors.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Errors of Communication Score __________
## Errors of Interpretation

<table>
<thead>
<tr>
<th>Errors of Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td>Interpretations are free from unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
</tr>
<tr>
<td><strong>9 – 8 points</strong></td>
</tr>
<tr>
<td>Interpretations are generally based upon reliable, sufficient data, however an erroneous assumption has been made.</td>
</tr>
<tr>
<td><strong>7- 6 points</strong></td>
</tr>
<tr>
<td>Interpretations include a few (up to 5) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
</tr>
<tr>
<td><strong>5 – 4 points</strong></td>
</tr>
<tr>
<td>Interpretations include several (6 or more) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
</tr>
<tr>
<td><strong>&lt; 4 points</strong></td>
</tr>
<tr>
<td>Failure to interpret data represented in the report/protocol.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Errors of Interpretation Score ______

Overall Grade

60 – 54 points = Distinguished  
53 – 48 points = Proficient  
47 and below = Unsatisfactory

Overall Score ______

Report Number ____________

Semester ____________

Date ____________

_____________________________  
Practicum Student Signature

_____________________________  
Supervisor’s Signature
## Behavioral Definition Grading Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Definition is (a) <strong>objective</strong>—refers to observable and measurable characteristics of behavior; (b) <strong>clear</strong>—so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <strong>complete</strong>—delineates both examples and non-examples of the behavior.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Definition meets only two of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Definition meets only one of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Behavioral definition is not written.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Behavioral Definition Score _____
## Baseline data

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data collected on the behavior prior to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</strong></td>
<td><strong>Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</strong></td>
<td><strong>Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</strong></td>
<td><strong>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</strong></td>
<td><strong>Baseline data not gathered prior to implementing the intervention.</strong></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Baseline Data Score __________
## Problem validation

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between student’s performance and the local educational setting.</td>
</tr>
<tr>
<td>9–8 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between the student’s performance and standards outside the local educational setting.</td>
</tr>
<tr>
<td>7–6 points</td>
<td>The magnitude of the discrepancy is quantified, but is based on an opinion.</td>
</tr>
<tr>
<td>5–4 points</td>
<td>The magnitude of the discrepancy is described qualitatively.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Problem is not validated; magnitude of the discrepancy is not described.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9–8 points = Proficient  
7–6 points = Basic  
5 and below = Unsatisfactory

Problem Validation Score _________
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Examined relevant and alterable factors from two to three domains only using two to three procedures to gather information. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Examined relevant and alterable factors from the domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Problem analysis is not conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Problem Analysis Score _________
### Goal Setting

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student’s baseline data and the expectations.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Goal represented graphically on performance chart specifying time frame, behavior, criterion, and condition—not stated narratively.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Goal stated narratively specifying time frame, behavior, criterion, and condition—not represented graphically.</td>
</tr>
<tr>
<td>5-4 points</td>
<td>Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Goal is not measureable or is not set.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Goal Setting Score _________
### Intervention Plan

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.</td>
<td>Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.</td>
<td>Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

**Scoring:**
- **10 points = Distinguished**
- **9 – 8 points = Proficient**
- **7 – 6 points = Basic**
- **5 and below = Unsatisfactory**

**Intervention Plan Score __________**

### Measurement Strategy

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A measurement strategy is developed answering how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers four of the five questions: how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers three of the five questions: how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers two of the five questions: how? what? where? who? and when?</td>
<td>Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.</td>
</tr>
</tbody>
</table>

**Scoring:**
- **10 points = Distinguished**
- **9 – 8 points = Proficient**
- **7 – 6 points = Basic**
- **5 and below = Unsatisfactory**

**Measurement Strategy Score __________**
<table>
<thead>
<tr>
<th>Decision-making plan</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5- 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.</td>
<td>The decision-making plan indicates three of the four components.</td>
<td>The decision-making plan indicates two of the four components.</td>
<td>The decision-making plan indicates only one of the four components.</td>
<td>The decision-making plan is not documented.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Decision-making Plan Score __________
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Progress monitoring data not collected.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Progress Monitoring Score __________
## Formative Evaluation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Modifications or changes were made to the intervention based on subjective data.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Formative Evaluation Score ________
<table>
<thead>
<tr>
<th>Treatment Integrity Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changes/modified as necessary on the basis of objective data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of subjective opinions.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Treatment integrity addressed, but intervention was not implemented as planned.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Treatment integrity not considered.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Treatment Integrity Score __________
<table>
<thead>
<tr>
<th>Summative evaluation</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome decisions</td>
<td>are based on the progress monitoring data.</td>
<td>are based on minimal data (i.e., pre and post tests).</td>
<td>are based on subjective data.</td>
<td>stated but no indication of what data were used to make the conclusion.</td>
<td>No summative evaluation took place.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Summative Evaluation Score _________

Overall Grade

120 – 108 points = Distinguished  
107 – 96 points = Proficient  
47 and below = Unsatisfactory

Overall Score _________

Intervention Type _________

Semester _________

Date _________

______________________________  ____________________________
Practicum Student Signature    Instructor’s Signature
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are provided between why the studies were selected and how they relate to the current problem.</td>
</tr>
<tr>
<td>9–8</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are vague or lacking indicating why the studies were selected and how they relate to the current problem.</td>
</tr>
<tr>
<td>7–6</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention.</td>
</tr>
<tr>
<td>5–4</td>
<td>Three studies published by the same author is presented and discussed in detail related to the selected intervention.</td>
</tr>
<tr>
<td>&lt;4</td>
<td>Less than three studies published by separate authors is presented and discussed in detail related to the selected intervention.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9–8 points = Proficient
7–6 points = Basic
5 and below = Unsatisfactory

Review of Research Score ________
Behavioral Definition

<table>
<thead>
<tr>
<th>Points</th>
<th>Behavioral Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Definition is (a) <em>objective</em>—refers to observable and measurable characteristics of behavior; (b) <em>clear</em>—so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <em>complete</em>—delineates both examples and non-examples of the behavior.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Definition meets only two of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Definition meets only one of the three criteria (i.e., objective, clear, complete).</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Behavioral definition is not written.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Behavioral Definition Score ________
### Baseline data

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td><strong>Distinguished</strong>&lt;br&gt;Data collected on the behavior prior to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td><strong>Proficient</strong>&lt;br&gt;Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td><strong>Basic</strong>&lt;br&gt;Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Baseline data not gathered prior to implementing the intervention.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Baseline Data Score ________
## Problem validation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between student’s performance and the local educational setting demands.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between the student’s performance and standards outside the local educational setting.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>The magnitude of the discrepancy is quantified, but is based on an opinion.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>The magnitude of the discrepancy is described qualitatively.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Problem is not validated; magnitude of the discrepancy is not described.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Problem Validation Score __________
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Examined relevant and alterable factors from two to three domains only using two to three procedures to gather information. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Examined relevant and alterable factors from the domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Problem analysis is not conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Problem Analysis Score ________
<table>
<thead>
<tr>
<th>Goal setting</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5-4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student’s baseline data and the expectations.</td>
<td>Goal stated narratively</td>
<td>Goal stated narratively specifying time frame, behavior, criterion, and condition — not represented graphically.</td>
<td>Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).</td>
<td>Goal is not measurable or is not set.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Goal Setting Score _________
# Intervention Plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Intervention Plan Score _________
<table>
<thead>
<tr>
<th>Measurement strategy</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A measurement strategy is developed answering how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers four of the five questions: how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers three of the five questions: how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers two of the five questions: how? what? where? who? and when?</td>
<td>Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Measurement Strategy Score __________
<table>
<thead>
<tr>
<th>Decision-making Plan Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>The decision-making plan indicates three of the four components.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>The decision-making plan indicates two of the four components.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>The decision-making plan indicates only one of the four components.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>The decision-making plan is not documented.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Decision-making Plan Score _________
### Progress monitoring

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Progress monitoring data not collected.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Progress Monitoring Score _________
### Formative Evaluation

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Modifications or changes were made to the intervention based on subjective data.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Formative Evaluation Score _________
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changes/modified as necessary on the basis of objective data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of subjective opinions.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Treatment integrity addressed, but intervention was not implemented as planned.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Treatment integrity not considered.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Treatment Integrity Score _________
### Summative evaluation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Outcome decisions are based on the progress monitoring data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Outcome decisions are based on minimal data (i.e., pre and post tests).</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Outcome decisions are based on subjective data.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Outcome decision stated but no indication of what data were used to make the conclusion.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No summative evaluation took place.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Summative Evaluation Score ________
## Presentation Evaluation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The presenter well prepared and used appropriate technology to enhance the presentation. The presentation was clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>The presenter was prepared and used technology to enhance the presentation. The presentation was mostly clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>The presenter was prepared but lacked technology to enhance the presentation. The presentation lacked clarity at times. Handouts were provided.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>The presenter was not prepared and lacked technology to enhance the presentation. The presentation was not clear.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>The presenter was not prepared and did not use technology to enhance the presentation. The presentation was mostly unclear. No handouts were provided.</td>
</tr>
</tbody>
</table>

**10 points = Distinguished**
**9 – 8 points = Proficient**
**7 – 6 points = Basic**
**5 and below = Unsatisfactory**

---

**Overall Grade**

140 – 126 points = Distinguished
125 – 112 points = Proficient
111 – 84 = Basic
83 and below = Unsatisfactory

**Overall Score ________**

Presentation Topic ____________

Semester ____________

Date ____________

______________________________  ______________________________
Practicum Student Signature     Instructor’s Signature
### Prevention Grading Rubric

#### Needs Assessment for Prevention Activity

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 13 points</td>
<td>A needs assessment was conducted and utilized to determine the needs and competencies of students, teachers, school-based support staff, administrators, parents, and/or community.</td>
</tr>
<tr>
<td>12 – 10 points</td>
<td>While a needs assessment was not conducted, evidence that ecological factors were considered when developing and implementing the prevention program was evident.</td>
</tr>
<tr>
<td>9 – 7 points</td>
<td>Evidence that the needs of the stakeholder were considered when developing the program was not adequately presented.</td>
</tr>
<tr>
<td>6 – 4 points</td>
<td>No evidence given that the needs of the stakeholders were considered when developing the prevention program.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No evidence presented on considering the site’s ecology or the needs of the stakeholders.</td>
</tr>
</tbody>
</table>

15 - 13 points = Distinguished  
12 – 10 points = Proficient  
9 – 7 points = Basic  
6 and below = Unsatisfactory  

Needs Assessment Score _________
Justification of Prevention Program

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>The prevention program provides justification for the level chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, justification is provided regarding the type of service provided.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>The presentation of the prevention program offers limited justification for the level of intervention chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, limited justification is given regarding the type and scope of service provided.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>The prevention program materials offers an outline of potential services. However, either no justification is given for the level chosen or for the services provided.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>The prevention program provides a review of services but no justification is provided for either the level chosen or the services provided.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>Description of a prevention program is unclear with no justification provided at all.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory  

Justification of Prevention Program Score  __________
## Prevention Manual

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>The manual provides an overview and purpose of the prevention program. The needs assessment measure, clearly stated objectives, and specific instructions for implementing the prevention program are all included. Additionally, any handouts, description of the program, and any exercises are included, as well as the evaluation form used are provided. All materials present!</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>The manual provides an overview and purpose of the prevention program. However, one of the following components is lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>The manual provides an overview and purpose of the prevention program. However, two or more of the following are lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>The manual provides an overview and purpose of the prevention program. Three or more of the following are lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>The manual is missing an overview and does not address several of the requested areas.</td>
</tr>
</tbody>
</table>

### Scoring Scale

- **20 - 18 points = Distinguished**
- **17 – 15 points = Proficient**
- **14 – 12 points = Basic**
- **11 and below = Unsatisfactory**

**Prevention Manual Score** _________
Evaluating the Prevention Program

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 13 points</td>
<td>The objectives of the prevention program were clearly evaluated. Data were presented regarding the effectiveness or lack thereof for the prevention program. Recommendations were provided for other professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>12 - 10 points</td>
<td>The objectives of the prevention program were evaluated but limited data were presented regarding the effectiveness or lack thereof for the program. Recommendations were provided for other professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>9 - 7 points</td>
<td>The objectives of the prevention program were evaluated but limited data were presented regarding the effectiveness or lack thereof effectiveness for the prevention program. Recommendations were provided for other professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>6 - 4 points</td>
<td>The objectives of the prevention program were not evaluated and limited data were presented regarding the effectiveness of the program. Also, no recommendations are provide to assist other professionals.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No formative evaluation or reflection of effectiveness was conducted.</td>
</tr>
</tbody>
</table>

15 – 13 points = Distinguished  
12 – 10 points = Proficient  
9 – 7 points = Basic  
6 and below = Unsatisfactory

Evaluating the Program Score __________
Overall Grade

70 – 62 points = Distinguished
58 – 50 points = Proficient
46 – 38 = Basic
37 and below = Unsatisfactory

Overall Score ________

Prevention Topic ____________
Semester ________________
Date ________________

__________________________  _______________________
Practicum Student Signature  Instructor’s Signature
# Consultation Summary Grading Rubric

## Consultation Summary Background Information

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>Identifying information, consultation purpose and goals, and background information are complete, precisely described, and sufficiently comprehensive to illustrate the nature of the consultation.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description OR sufficient comprehensiveness.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>One of the sections (identifying information, consultation purpose and goals, and background information) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>Two or more of the sections (identifying information, consultation purpose and goals, and background information) are not present.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory  

Background Information Score ____________
### Theoretical Model

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18</td>
<td>The theoretical model (e.g., behavioral, mental health, collaborative, and/or other consultation model) followed during the consultation is clearly stated and strong support for using the specific model selected is provided.</td>
</tr>
<tr>
<td>17 - 15</td>
<td>A theoretical model is not clearly indicated and only moderate support is provided for choosing a particular model of consultation.</td>
</tr>
<tr>
<td>14 - 12</td>
<td>A theoretical model is identified and little support is provided as to why you selected this model of consultation.</td>
</tr>
<tr>
<td>11 - 9</td>
<td>It is unclear which theoretical model was selected and there is minimal support provided.</td>
</tr>
<tr>
<td>&lt; 9</td>
<td>No consideration is given to the model of consultation used.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 - 15 points = Proficient  
14 - 12 points = Basic  
11 and below = Unsatisfactory

### Consultative Interview

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18</td>
<td>The consultative interview is complete, precisely described, and sufficiently comprehensive to depict the consultation.</td>
</tr>
<tr>
<td>17 - 15</td>
<td>The consultative interview is described but lacks precise description OR sufficient comprehensiveness.</td>
</tr>
<tr>
<td>14 - 12</td>
<td>The consultative interview is provided but lacks precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>11 - 9</td>
<td>The consultative interview was conducted but not included in the summary.</td>
</tr>
<tr>
<td>&lt; 9</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 - 15 points = Proficient  
14 - 12 points = Basic  
11 and below = Unsatisfactory

Theoretical Model Score __________

Consultative Interview Score __________
### Consultation Plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20 - 18 points</strong></td>
<td>Plan stated (a) procedures/strategies, (b) materials provided, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td><strong>17 - 15 points</strong></td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td><strong>14 - 12 points</strong></td>
<td>Plan stated procedures/strategies. But two of the following components are missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td><strong>11 - 9 points</strong></td>
<td>Generic description of plan (e.g., behavior management) is stated. Materials provided, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; <strong>9 points</strong></td>
<td>Consultation plan not written. Or generic descriptions of interventions recommended (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Consultation Plan Score ________
Evaluating the Consultation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation process and the outcome of the consultation.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation process; however, the outcome of the consultation is unclear.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. However, the student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>There is little evidence indicating the consultation was effective or non-effective. The student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>No evidence is providing indicating whether the consultation was effective or non-effective. No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory  

Evaluating the Consultation Score  

_________
Overall Grade

100 – 90 points = Distinguished
85 – 75 points = Proficient
70 – 60 points = Basic
59 points and below = Unsatisfactory

Consultation Setting ____________
Semester ________________
Date ________________

____________________________   ______________________
Practicum Student Signature      Instructor’s Signature

PLEASE NOTE: THIS SYLLABUS WILL BE REVISED JANUARY 2014
Course Syllabus

Instructor: Maria Hernandez Finch, Ph.D.  
Office: Teachers College 514  
Section: I  
Phone: 285-8501

Day and Time: Monday 1 p.m. – 3:50 p.m.  
Location: TC 200F

Office Hours: TBA once individual supervision schedules for spring are confirmed.  
E-mail: mefinch@bsu.edu

Course Title: EDPSY 688: Practicum in Consultation

Prerequisites: EDPSY 612, 653, and 687; or permission of the program director.

Course Description: Application of principles and theories of consultation taught in EDPSY 612: Consultation to school and clinical settings.

Purpose:

Practica in the School Psychology program at Ball State University provide opportunities for students to attain competence in the application of psychological theory and ethical principles in applied settings. Practicum affords students the opportunity to demonstrate skills and competencies in such areas as assessment, intervention, counseling, consultation, and evaluation and research in a variety of settings and in response to a number of problem situations. Practicum experiences are designed to coincide with overall development in other curricular areas. Although students start practicum at various levels of development, continuous progress is expected and evaluation checkpoints are necessary.

Working with diverse clients to include but not limited to students with disabilities, students who are English Learners, culturally and linguistically diverse students, students who identify as Lesbian, Gay, Bisexual, Transgendered or Questioning as well as working with parents or school staff of diverse backgrounds and beliefs will be emphasized.

Course Objectives:

To become familiar with the organizational structure and operation of schools.
To begin to develop competencies in collaborative consultation.
To begin to develop competencies in consultation with other school personnel and client families.
To develop appropriate professional habits and attitudes related to consultation within the schools and mental health settings.
To evaluate and utilize research when consulting with students, teachers, parents, etc.
To identify school psychology professional issues and accepted standards related to consultation.
To gain an understanding of how diversity (e.g., religion, ethnicity, and sexual orientation) influences the consultation process.
To develop and successfully evaluate the consultation process.

Text:

Required: (Required chapters highlighted in bold.)


Ch 1: Overview of School-Based Consultation
Ch 2: Models and Functional Aspects of Consultation
Ch 3: Communication and Interpersonal Skills
Ch 4: Ethics and Advocacy in School Consultation
Ch 5: The Solutions-Oriented Consultation System
**Ch 6: Consulting About Students with Emotional or Behavioral Disorders**
Ch 7: Consulting About Students with Academic Learning Problems
**Ch 8: Systems-Level Consultation: The Organization as the Target of Change**
Ch 9: Case Studies in Consultation: Behavior and Academic Problems in the Classroom


Ch 1: English Language Learners in U.S. Public Schools: A Heterogeneous Population
**Ch 2: Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle**
Ch 3: Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students
Ch 4: Bilingual Education and Second Language Acquisition: Implications for Assessment and School-Based Practice
**Ch 5: Prereferral Considerations for Culturally and Linguistically Diverse Students**
Ch 6: The Use of Interpreters in the Assessment Process and School-Based Practice
Ch 7: The Interview Process: Practical Guidelines
**Ch 8: Acculturation Factors in Psychoeducational Assessment**
Ch 9: Language Proficiency Assessment: The Foundation for Psychoeducational Assessment of Second-Language Learners
We will also continue creating the resource notebook begun in 689. Complete reference list can be found at the end of this syllabus for the 689/688 Resource Notebook. It contains the references for all required articles listed in the Reading Schedule that follows. There will be additional readings assigned during 688 including reviewing any materials in advance provided by our guest speakers. When possible, you will be provided additional reading assignments at least one week in advance.

### 688 Tentative Course Reading Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 1/10</td>
<td>Dr. Maria Hernandez Finch</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td>Topic: Consultation Review Part 1</td>
<td>Brinkman et. al. (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mental Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consultation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caplan (1995), et. al.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1994), et. al. (1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Models overview:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schelling (2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sheridan (2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborative:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kampwirth (Text) Ch. 1, 2</td>
</tr>
<tr>
<td>Week of 1/17</td>
<td>Dr. Maria Hernandez Finch</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td>Topic: Consultation Review Part 2</td>
<td>Behavioral Assessment,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavioral Consultation &amp;</td>
</tr>
</tbody>
</table>
Note: We will continuously review and formally (rubric) and formatively (weekly in-class discussions following our topical discussion for the week—“Group team-building and sharing”) assess your consultation skills as you complete the consultation projects at your schools this semester. Additional readings from our Resource Manual may be assigned as needed based on formal and formative assessment.

| Week of 1/24 | Speaker: Dr. Sheryl Brugstahler, renowned expert in UDI from University of Washington. She works with the DO-IT Center. Topic: Universal Design: Process, Principles and Applications. Universal Design is an attitude, a goal, a process and a practice for providing equitable services for all persons. | This is a university symposium. We will meet at Cardinal Hall at the student Center, view the talk, and then discuss it afterward. You can review the 689 Assistive Technology/UDI materials in Blackboard. |
| Week of 1/31 | Speaker: Becky Perez, Indiana University. Topic: Culturally Responsive Positive Behavioral Instructional Support (PBIS) | The guest speaker requests that you read the Nieto (2002; Profoundly... |
You need to understand PBIS in depth to be a good consultant.

Dr. Maria Hernandez Finch

Topic: Group team-building and sharing

Multicultural article. You may also preview her presentation slides in Blackboard.

Required:

McKevitt & Braaksma (2008)

<table>
<thead>
<tr>
<th>Week of 2/7</th>
<th>Topic: 3 student Academic/Behavioral Intervention presentations</th>
<th>If you are a presenter, please prepare your handouts in advance so they can be posted in Blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 2/14</td>
<td>Topic: 4 student Academic/Behavioral Intervention presentations</td>
<td>If you are a presenter, please prepare your handouts in advance so they can be posted in Blackboard</td>
</tr>
<tr>
<td>Week of 2/21</td>
<td>Topic: 3 student Academic/Behavioral Intervention presentations</td>
<td>If you are a presenter, please prepare your handouts in advance so they can be posted in Blackboard</td>
</tr>
<tr>
<td>Week of 2/28</td>
<td>Ph.D. Applicant Interview Day</td>
<td>Pay special attention to this webinar: Research-</td>
</tr>
</tbody>
</table>

Ph.D. Applicant Interview Day

Pay special attention to this webinar: Research-
Alternate Assignment: Watch the 2 webinars on English Learners (EL) in the Bloomberg Center Archives, Indiana State University
www.indstate.edu/blumberg/evaluation/training-archive.htm

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 3/7</td>
<td>No Class - Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week of 3/14</td>
<td>Dr. Maria Hernandez Finch</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td>Topic: A variety: Formative assessment, the new common core curriculum, working with English Learners Part 1</td>
<td>Black &amp; William (2001)</td>
</tr>
<tr>
<td></td>
<td>Topic: Group team-building and sharing</td>
<td>Heritage (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kranzler et. al. (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhodes et. al. (text) Ch. 2, 5, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We will review what you learned from last week’s webinars and readings, we will also review a manual</td>
</tr>
</tbody>
</table>
for the provision of services for EL students from a local school corporation (Community Schools of Frankfort—in References). What is the school psychologist’s role including for consultation? We will also begin a discussion about the SIOP model which shows promise for providing comprehensible input to ELs. Again, how will this help your consultation skills?

<table>
<thead>
<tr>
<th>Week of 3/21</th>
<th>Speaker: Suzanne Pierson, Ph.D., HSPP</th>
<th>You may preview her powerpoint presentation which includes the Houston Conference Guidelines and also preview her sample de-identified reports Required: Fletcher-Janzen &amp; Reynolds (2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Neuropsychological Assessment</td>
<td>Note: Being able to consult on issues such as but not limited to TBI, seizure disorders, strokes, premature birth are invaluable consultation skills</td>
</tr>
<tr>
<td>Topic:</td>
<td>Group team-building and sharing</td>
<td>Dr. Maria Hernandez Finch</td>
</tr>
</tbody>
</table>
| Week of 3/28 | Speaker: Ginny Burney, Ph.D.  
Topic: Gifted Education  
Will include 2e (twice exceptional), how to insure equitable assessment and best practices for identifying and serving diverse students, review of state policy and procedures as well as national standards and best practices | Preview the powerpoint for this speaker and read the articles in the Gifted tab in Blackboard.  
Required:  
Burney & Speirs-Neumeister (2010)  
Johnsen (2009) |
|---|---|---|
| Week of 4/4 | Dr. Maria Hernandez Finch  
Topic: Assessment of culturally and linguistically diverse students: a more in-depth look and putting all we’ve learned this year together.  
Topic: A second, critical look at RtI  
Both topics critical for consultation. | All Required:  
Rhodes et. al. (2005), Ch. 9-12  
Kranzler et. al. (2010)  
Ho (2008)  
Critical Look at RtI:  
Kavale et. all (2008)  
Musgrove (2011)  
Naglieri & Kaufman (2008)  
Reynolds & Shaywitz (2009)  
Speece & Walker (2007) |
| Week of 4/11 | Dr. Maria Hernandez Finch  
Topic: Crisis Intervention in the schools and community & review of grief through the lifespan. School psychologists are often | Required readings on reserve from Best Practices in School Crisis Prevention and |
leaders in this area and frequently consult schools on these topics. Topic: Working with LGBTQ youths including prevention of bullying.

<table>
<thead>
<tr>
<th>Week of 4/18</th>
<th>Dr. Maria Hernandez Finch</th>
<th>Required readings on reserve Ch.4 Educational Care (Levine 2002) &amp; selections from Bellis (Assmt &amp; mgt of APD 2nd ed.) We will also explore the resources on the ASHA website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker: TBA</td>
<td>Topic: Language and Speech communication disorders; working collaboratively with speech therapists; Delay, disability and difference.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of 4/25</th>
<th>Dr. Maria Hernandez Finch</th>
<th>Required: Kampwirth (text) ch. 3, 8 On reserve: readings from Group Process &amp; Practice (Corey &amp; Corey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Designing small group behavioral interventions for students at different levels of need in a Response to Instruction/Intervention model; School level change and consultation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topic: Discussion of Yalom’s classic work in group dynamics for counseling groups. Are there any parallels to the process we have experienced in group supervision here?

Addendum to Reading Assignments
By popular student request here are some additional links for school psychologists working with culturally diverse students and families:

“NASP has many resources available to assist school psychologists and other mental health providers in schools communicate effectively with parents from CLD backgrounds.

NASP’s Culturally Competent Practice web page [www.nasponline.org/resources/culturalcompetence](http://www.nasponline.org/resources/culturalcompetence)

NASP Cultural Competence–Defining Culture [www.nasponline.org/resources/culturalcompetence/definingculture.aspx](http://www.nasponline.org/resources/culturalcompetence/definingculture.aspx)

The Provision of Culturally Competent Services in the School Setting [www.nasponline.org/resources/culturalcompetence/provision_cultcompsvcs.aspx](http://www.nasponline.org/resources/culturalcompetence/provision_cultcompsvcs.aspx)


Truth In Labeling; Disproportionality in Special Education, a guide for educators from the National Education Association (NEA) in collaboration with NASP; available from NASP Publications, [www.nasponline.org/publications](http://www.nasponline.org/publications)

VI. Class Requirements:

Be an attending, participating class member.
Complete assigned readings in advance of class sessions.
Meet with your practicum supervisor on a weekly basis to review and discuss your consultation cases (and assessment & intervention cases).

Conduct two consultations within the school setting. Each consultation should use a different consultation methodology. One consultation should be a behavioral consultation, the other may be of the student’s choosing of methodologies reviewed in this course, 689, or 612 (e.g., solutions-focused, mental-health, collaborative, etc.).

Write a 10-to-15-page paper summarizing your two consultation cases.

Maintain log sheets.

Maintain electronic portfolio.

Participate in an exit interview after all practicum requirements have been competed with the practicum coordinator.

Hours:

There are 550 total hours required for a successful completion of the second year practicum (689 & 688). Of the 550, 200 hours are direct services to clients, 50 hours are for summer clinical work, 100 hours of formal supervision, and 200 hours of indirect services (includes report writing, informal supervision and consultation, logs and documentation, needs assessment and client records review, etc.).

The 689/688 sequence includes 200 hours of direct service for 6 academic credits. Therefore, each credit earned represents 33 hours of direct service which breaks down to a minimum of 4 hours a week of direct service provision. Most students substantially exceed the minimum requirements. All activities are carefully logged and submitted weekly through Blackboard.

VII. Grading Procedures (Spring semester):

1. Requirements Points Date(s) Due
   Consultation Summary I 100 Spring Semester—Week 7; February 25th
   Consultation Summary II 100 Spring Semester 1st—1st Day of finals week; April 30th

TOTAL 200 points

Students will continue to maintain and turn in their weekly and semester summary logs, continue conducting assessments and interventions, complete their oral presentation, etc., as specified in the 689 syllabus.

Students will complete a practicum exit interview with the practicum coordinator.

The grading scale will be: 200 - 180 = A; 179 – 160 = B; 159 and below = Fail
NOTE: A practicum student will either have to repeat the entire two semesters of practicum or one semester of practicum if he/she has a less than 160 total points in this course. Whether a student has to repeat one or two semesters of practicum, will be determined by the practicum coordinator. The grade of “B” represents minimal competency required to pass this course.

When a student and his/her supervisor have determined that he/she has completed all practicum requirements and has met competency levels, he/she should present him/herself to the Practicum Coordinator for an exit interview. This presentation will take the form of an updated electronic portfolio and must be made at least one week prior to the actual interview appointment. The interview appointment should be scheduled no later than two weeks prior to the end of the semester.

VIII. Consultation Summaries:

Summaries will be read and graded by the practicum coordinator. Consultation summaries will be evaluated using the Consultation Summary Grading Rubric.

IX. Consultation Cases:

Cases must be completed within the school setting unless you have permission from the practicum coordinator to conduct a consultation within another setting. You must get advance permission from the practicum coordinator if you would like to count an outside of the schools consultation toward 688. Practicum students completing a rotation within the BSU Psychoeducational, Diagnostic, and Intervention Clinic or other mental health setting may select a client who already has been evaluated or a referral that has been made that specifically requests psychological consultation (e.g., behavioral). The consultation may not include parent or teacher feedback sessions, participation in a case conference committee, or conducting a case review as part of a three-year re-evaluation. One case should use behavioral consultation methodology, while the other case should use a different, second methodology.

X. Consultation Summaries Due Dates:

Consultation summaries are due week 7 of Spring semester and the first day of finals week. Summaries have a stated late penalty for each day late. For example, a summary worth 100 points will have a 10 percent penalty and will be worth at the most 90 points if it is one-day late, 80 points if it is two days late, etc. A summary that is more than two days late will no longer count toward the two consultations and the student will be required to conduct another consultation and submit another summary.

XI. Drop Policy:

If you drop the course during the summer, fall, or spring semester, you will be expected to complete both the fall and summer semesters of practicum again at a later time. For example,
if you complete the fall semester of practicum and decide to drop out of practicum during the spring semester, you will receive an “I” for the summer and fall semesters and will be required to retake the fall and spring semesters of practicum prior to receiving a grade. You must complete all practicum requirements prior to pursuing an internship or enrolling in the internship courses. No internship hours will be counted until all practicum requirements have been completed, including submitting an updated electronic portfolio and participating in the exit interview.

XII. Incompletes:

The grade of "I" will not be given in this course unless very unusual circumstances should arise.

XIII. Attendance/Class Tardiness:

While there is no point penalty specified for class absences, experience has shown a definite relationship between poor class attendance and low grades. All class absences must be brought to the attention of the instructor and excused. Advise your instructor in advance of absences due to extenuating circumstances, if possible. As a professional, you are expected to show-up for class on time. Being late for class two or more times during the semester may result in a poor evaluation by program faculty during your yearly review.

XIV. NASP Guidelines and Practicum Evaluation:

Evaluation methods as described in the Practicum Evaluation form will measure student progress in the areas of NASP training and practice (listed below).

**DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE**

The school psychology consultation practicum provides opportunities for students to demonstrate competencies in the specific domains outlined below. However, other domains may be relevant depending on the type of consultation and setting the consultation occurs. The specific NASP Domains related to the consultation practicum are as follows:

2.2 **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.

2.4 **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, and consultation.

2.5 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.

XV. Conceptual Framework:

Evaluation methods as described in the Practicum Evaluation form will also measure student progress in regards to the department’s conceptual framework. The conceptual framework is considered consistent with the aforementioned NASP Domains. However, practicum places specific emphasis on the following three areas identified within the conceptual framework:

Context
developmental systems or “contextualist” perspective in understanding children/clients alive to individual differences and diversity of outcomes engaged in multiple levels of a child’s ecology to influence and promote positive adaptation, learning and development

Engagement engaged with stakeholder groups, community organizations, partnerships to meet the needs of diverse communities; engaged with one’s professional community by active contribution to and reflection upon the scholarship and professional practice to put it differently: commitment to developing expertise through professional development

Expertise developing competence at being a research-practitioner problem-solving approaches to professional practice

Following is a graphic of the conceptual framework for Ball State’s Teachers College. School consultation naturally involves all areas of engagement, context and expertise as listed. We will pay special attention to expertise this spring.
IF YOU NEED COURSE ADAPTATIONS OR ACCOMMODATIONS BECAUSE OF A DISABILITY, IF YOU HAVE EMERGENCY MEDICAL INFORMATION TO SHARE WITH ME, OR IF YOU NEED SPECIAL ARRANGEMENTS IN CASE THE BUILDING MUST BE EVACUATED, PLEASE MAKE AN APPOINTMENT WITH ME AS SOON AS POSSIBLE.
Consultation Summary Grading Rubric

Consultation Summary Background Information

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>Identifying information, consultation purpose and goals, and background information are complete, precisely described, and sufficiently comprehensive to illustrate the nature of the consultation.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description OR sufficient comprehensiveness.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>One of the sections (identifying information, consultation purpose and goals, and background information) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>Two or more of the sections (identifying information, consultation purpose and goals, and background information) are not present.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished
17 – 15 points = Proficient
14 – 12 points = Basic
11 and below = Unsatisfactory

Background Information Score ____________
### Theoretical Model

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18</td>
<td>The theoretical model (e.g., behavioral, mental health, collaborative, and/or other consultation model) followed during the consultation is clearly stated and strong support for using the specific model selected is provided.</td>
<td>17 – 15</td>
<td>A theoretical model is not clearly indicated and only moderate support is provided for choosing a particular model of consultation.</td>
<td>14 – 12</td>
<td>A theoretical model is identified and little support is provided as to why you selected this model of consultation.</td>
<td>11 – 9</td>
<td>It is unclear which theoretical model was selected and there is minimal support provided.</td>
<td>&lt; 9</td>
<td>No consideration is given to the model of consultation used.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Theoretical Model Score __________

---

### Consultation Interview

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18</td>
<td>The consultative interview is complete, precisely described, and sufficiently comprehensive to depict the consultation.</td>
<td>17 – 15</td>
<td>The consultative interview is described but lacks precise description OR sufficient comprehensiveness.</td>
<td>14 – 12</td>
<td>The consultative interview is provided but lacks precise description AND sufficient comprehensiveness.</td>
<td>11 – 9</td>
<td>The consultative interview was conducted but not included in the summary.</td>
<td>&lt; 9</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Consultative Interview Score __________
### Consultation Plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>Plan stated (a) procedures/strategies, (b) materials provided, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>Generic description of plan (e.g., behavior management) is stated. Materials provided, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>Consultation plan not written. Or generic descriptions of interventions recommended (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Consultation Plan Score ________

### Evaluating the Consultation

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation process</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. However, the student does not provide a critical self-evaluation of their role in the consultation process or</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>There is little evidence indicating the consultation was effective or non-effective. The student does not provide a critical self-evaluation of</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>No evidence is providing indicating whether the consultation was effective or non-effective. No formative</td>
</tr>
</tbody>
</table>
and the outcome of the consultation. 

<table>
<thead>
<tr>
<th>process; however, the outcome of the consultation is unclear.</th>
<th>discuss the outcome of the consultation.</th>
<th>their role in the consultation process or discuss the outcome of the consultation.</th>
<th>evaluation was conducted.</th>
</tr>
</thead>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Evaluating the Consultation Score ________

Overall Grade

100 – 90 points = Distinguished  
85 – 75 points = Proficient  
70 – 60 points = Basic  
59 points and below = Unsatisfactory

Overall Score ________

Consultation Setting ____________  
Semester ____________  
Date ____________

_________________________  
Practicum Student Signature  

_________________________  
Instructor’s Signature
Appendix E: Rubrics

Psychoeducational Report Grading Rubric
## Report Introduction

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are complete, precisely described, and sufficiently comprehensive to depict the child/adolescent.</td>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description OR sufficient comprehensiveness.</td>
<td>Identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview are present, however one or more are lacking precise description AND sufficient comprehensiveness.</td>
<td>One of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.</td>
<td>Two or more of the sections (identifying information, statement of purpose, client history, behavioral observations, and diagnostic interview) are not present.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Introduction Score _________
## Data Presentation/Interpretation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented data is reliable, is accompanied by statement of confidence and confidence intervals, includes an interpretation, is accurately identified, and protects the confidentiality of test items.</td>
<td>Presented data is reliable and includes interpretation, but one of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.</td>
<td>Presented data is reliable and includes interpretation, but two or more of the following is missing: statement of confidence and confidence intervals, accurate identification of data, or confidentiality of test items.</td>
<td>Presented data is either unreliable or does not include interpretation.</td>
<td>Presented data is not reliable and does not include interpretation.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Data/Interpretation Score _________
Inferences based upon behavioral and/or personality assessment data

<table>
<thead>
<tr>
<th>Inferences</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferences draw together information from all sources, are supported by data, are related to the statement of purpose, and do not contradict one another.</td>
<td>Inferences include all but one of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.</td>
<td>Inferences include at least two of the following: information from all sources, support by data, relationship to the statement of purpose, and lack of contradiction.</td>
<td>Inferences are not based upon information gathered throughout the testing (multiple sources, data gathered, statement of purpose) and may contradict one another.</td>
<td>Inferences based upon behavioral and/or personality assessment data are not included in the report.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Inferences Personality/Behavioral Score ______
**Recommendations**

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pertinent recommendations are provided that address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
<td>Recommendations address the referral question, are supported by data and interpreting inferences, and relate to the diagnosis, however they are not precisely described.</td>
<td>Recommendations are not precisely described and lack one of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
<td>Recommendations are not precisely described and lack two or more of the following components: address the referral question, are precisely described, are supported by data and interpreting inferences, and are appropriate and related to the diagnosis.</td>
<td>Highly inappropriate recommendations are provided OR no recommendations are included.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Recommendations Score _________
### Errors of Communication

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Report is free of communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Report includes minimal (1-5) communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes and/or statements, ambiguous sentences, and lack of past tense verb consistency (except for summary section and recommendations).</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Report lacks past tense verb consistency and includes several (6-9) communication errors.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Report lacks past tense verb consistency and includes many (9 or more) communication errors of several different types.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Report has clearly not been edited for communication errors.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Errors of Communication Score _________
## Errors of Interpretation

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Interpretations are free from unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Interpretations are generally based upon reliable, sufficient data, however an erroneous assumption has been made.</td>
</tr>
<tr>
<td>7 - 6</td>
<td>Interpretations include a few (up to 5) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Interpretations include several (6 or more) errors in the following areas: unreliable data, insufficient data, erroneous assumptions reflecting insufficient knowledge of the data/instruments, and recommendations that can not be implemented.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Failure to interpret data represented in the report/protocol.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

**Errors of Interpretation Score _________**

**Overall Grade**

60 – 54 points = Distinguished  
53 – 48 points = Proficient  
47 and below = Unsatisfactory  

**Overall Score _________**

Report Number ____________

Semester ____________

Date ____________

_______________________________  _________________
Practicum Student Signature  Supervisor’s Signature
### Academic Intervention Presentation Grading Rubric

**Review of Research**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are provided between why the studies were selected and how they relate to the current problem.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention. In addition, specific conceptual links are vague or lacking indicating why the studies were selected and how they relate to the current problem.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Three studies published by separate authors is presented and discussed in detail related to the selected intervention.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Three studies published by the same author is presented and discussed in detail related to the selected intervention.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Less than three studies published by separate authors is presented and discussed in detail related to the selected intervention.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Review of Research Score _________
**Behavioral definition**

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition is (a) <strong>objective</strong>—refers to observable and measurable characteristics of behavior; (b) <strong>clear</strong>—so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <strong>complete</strong>—delineates both examples and non-examples of the behavior.</td>
<td>Definition meets only two of the three criteria (i.e., objective, clear, complete).</td>
<td>Definition meets only one of the three criteria (i.e., objective, clear, complete).</td>
<td>Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).</td>
<td>Behavioral definition is not written.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Behavioral Definition Score _________
Baseline data

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Data collected on the behavior prior to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</td>
</tr>
<tr>
<td>9–8</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</td>
</tr>
<tr>
<td>7–6</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</td>
</tr>
<tr>
<td>5–4</td>
<td>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</td>
</tr>
<tr>
<td>&lt;4</td>
<td>Baseline data not gathered prior to implementing the intervention.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Baseline Data Score __________
<table>
<thead>
<tr>
<th>Problem validation</th>
</tr>
</thead>
</table>
| **10 points**  
The magnitude of the discrepancy is quantified, based on a comparison between student’s performance and the local educational setting. |
| **9 – 8 points**  
The magnitude of the discrepancy is quantified, based on a comparison between the student’s performance and standards outside the local educational setting. |
| **7 – 6 points**  
The magnitude of the discrepancy is quantified, but is based on an opinion. |
| **5 – 4 points**  
The magnitude of the discrepancy is described qualitatively. |
| **< 4 points**  
Problem is not validated; magnitude of the discrepancy is not described. |

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  
Problem Validation Score __________
### Problem Analysis

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Examined relevant and alterable factors from curriculum, instruction, environ-</td>
</tr>
<tr>
<td></td>
<td>ment, and student domains using a variety of procedures (RIOT: review, inter-</td>
</tr>
<tr>
<td></td>
<td>view, observe, test) to collect data from a variety of relevant sources and</td>
</tr>
<tr>
<td></td>
<td>settings. Used this information to develop a specific intervention to change</td>
</tr>
<tr>
<td></td>
<td>the behavior.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Examined relevant and alterable factors from two to three domains only using</td>
</tr>
<tr>
<td></td>
<td>two to three procedures to gather information. Used this information to de-</td>
</tr>
<tr>
<td></td>
<td>velop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Examined relevant and alterable factors from the domains only using a vari-</td>
</tr>
<tr>
<td></td>
<td>ety of procedures to gather information from a variety of sources. However,</td>
</tr>
<tr>
<td></td>
<td>there is no indication this information was used to develop a specific int-</td>
</tr>
<tr>
<td></td>
<td>ervention to change the behavior.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Problem analysis is not conducted.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Problem analysis is not conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Problem Analysis Score _________
<table>
<thead>
<tr>
<th>Goal setting</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5-4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student’s baseline data and the expectations.</td>
<td>Goal stated narratively and represented graphically on performance chart specifying time frame, behavior, criterion, and condition—stated narratively.</td>
<td>Goal stated narratively specifying time frame, behavior, criterion, and condition—represent graphically.</td>
<td>Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).</td>
<td>Goal is not measureable or is not set.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Goal Setting Score _________
### Intervention Plan

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.</td>
<td>Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.</td>
<td>Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Intervention Plan Score ________
Measurement strategy

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A measurement strategy is developed answering how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers four of the five questions: how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers three of the five questions: how? what? where? who? and when?</td>
<td>A measurement strategy is developed but only answers two of the five questions: how? what? where? who? and when?</td>
<td>Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Measurement Strategy Score _________
### Decision-making plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>The decision-making plan indicates three of the four components.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>The decision-making plan indicates two of the four components.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>The decision-making plan indicates only one of the four components.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>The decision-making plan is not documented.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Decision-making Plan Score __________
Progress monitoring

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Progress monitoring data not collected.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Progress Monitoring Score ________
Formative evaluation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.</td>
<td>Modifications or changes were made to the intervention based on subjective data.</td>
<td>Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.</td>
<td>No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  
Formative Evaluation Score _________
## Treatment Integrity

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changes/modified as necessary on the basis of objective data.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of subjective opinions.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Treatment integrity addressed, but intervention was not implemented as planned.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Treatment integrity not considered.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Treatment Integrity Score _________
**Summative evaluation**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Outcome decisions are based on the progress monitoring data.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Outcome decisions are based on minimal data (i.e., pre and post tests).</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Outcome decisions are based on subjective data.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Outcome decision stated but no indication of what data were used to make the conclusion.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No summative evaluation took place.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Summative Evaluation Score _________
Presentation evaluation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presenter well prepared and used appropriate technology to enhance the presentation. The presentation was clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.</td>
<td>The presenter was prepared and used technology to enhance the presentation. The presentation was mostly clear and understandable. Handouts were provided. The presenter was able to answer questions related to the intervention.</td>
<td>The presenter was prepared but lacked technology to enhance the presentation. The presentation lacked clarity at times. Handouts were provided.</td>
<td>The presenter was not prepared and lacked technology to enhance the presentation. The presentation was not clear.</td>
<td>The presenter was not prepared and did not use technology to enhance the presentation. The presentation was mostly unclear. No handouts were provided.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Presentation Evaluation Score _________

Overall Grade

140 – 126 points = Distinguished  
125 – 112 points = Proficient  
111 – 84 = Basic  
83 and below = Unsatisfactory  

Overall Score _______

Presentation Topic _____________

Semester _____________

Date _____________

_______________________________  _________________________
Practicum Student Signature  Instructor’s Signature
Behavioral Intervention Grading Rubric

**Behavioral definition**

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition is (a)</strong> <em>objective</em>—refers to observable and measurable characteristics of behavior; (b) <em>clear</em>—so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) <em>complete</em>—delineates both examples and non-examples of the behavior.</td>
<td><strong>Definition meets only two of the three criteria (i.e., objective, clear, complete).</strong></td>
<td><strong>Definition meets only one of the three criteria (i.e., objective, clear, complete).</strong></td>
<td><strong>Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).</strong></td>
<td><strong>Behavioral definition is not written.</strong></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Behavioral Definition Score _________
### Baseline data

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td><strong>Distinguished</strong> Data collected on the behavior prior to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Baseline data not gathered prior to implementing the intervention.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory
Problem validation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The magnitude of the discrepancy is quantified, based on a comparison between student’s performance and the local educational setting.</td>
<td>The magnitude of the discrepancy is quantified, based on a comparison between the student’s performance and standards outside the local educational setting.</td>
<td>The magnitude of the discrepancy is quantified, but is based on an opinion.</td>
<td>The magnitude of the discrepancy is described qualitatively.</td>
<td>Problem is not validated; magnitude of the discrepancy is not described.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Problem Validation Score _________
### Problem Analysis

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Examined relevant and alterable factors from two to three domains only using two to three procedures to gather information. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>5 – 4</td>
<td>Examined relevant and alterable factors from the domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific intervention to change the behavior.</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Problem analysis is not conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  

Problem Analysis Score _________
### Goal Setting

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Goal stated narratively and represented graphically on performance charts specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student’s baseline data and the expectations.</td>
</tr>
<tr>
<td>9 – 8</td>
<td>Goal represented graphically on performance chart specifying time frame, behavior, criterion, and condition—narrated.</td>
</tr>
<tr>
<td>7 – 6</td>
<td>Goal stated narratively specifying time frame, behavior, criterion, and condition—not represented graphically.</td>
</tr>
<tr>
<td>5–4</td>
<td>Goal stated narratively and/or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion).</td>
</tr>
<tr>
<td>&lt; 4</td>
<td>Goal is not measurable or is not set.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Goal Setting Score _________
### Behavioral Plan

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Plan stated (a) procedures/strategies, (b) materials, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials, when, where, or persons responsible.</td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>Generic description of intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Intervention plan not written. Or generic descriptions of interventions (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

**Intervention Plan Score _________**

### Measurement Strategy

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>A measurement strategy is developed answering <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>9 – 8 points</td>
<td>A measurement strategy is developed but only answers four of the five questions: <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>7 – 6 points</td>
<td>A measurement strategy is developed but only answers three of the five questions: <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>5 – 4 points</td>
<td>A measurement strategy is developed but only answers two of the five questions: <em>how? what? where? who? and when?</em></td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

**Measurement Strategy Score _________**
### Decision-making plan

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5- 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used to summarize the data for evaluation, (c) how many data points or how much time will occur before the data will be analyzed, and (d) what actions will be taken based on the intervention data.</td>
<td>The decision-making plan indicates three of the four components.</td>
<td>The decision-making plan indicates two of the four components.</td>
<td>The decision-making plan indicates only one of the four components.</td>
<td>The decision-making plan is not documented.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory

Decision-making Plan Score _________
Progress monitoring

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data are collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled.)</td>
<td>Data are collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.</td>
<td>Data are collected and charted/graphed irregularly and infrequently (less than once a week, but more than pre and post). Appropriate graphing/charting conventions may or may not be used.</td>
<td>Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.</td>
<td>Progress monitoring data not collected.</td>
</tr>
</tbody>
</table>

10 points = Distinguished
9 – 8 points = Proficient
7 – 6 points = Basic
5 and below = Unsatisfactory

Progress Monitoring Score _________
Formative evaluation

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.</td>
<td>There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.</td>
<td>Modifications or changes were made to the intervention based on subjective data.</td>
<td>Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.</td>
<td>No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  
Formative Evaluation Score _________
<table>
<thead>
<tr>
<th>Treatment integrity</th>
<th>10 points</th>
<th>9 – 8 points</th>
<th>7 – 6 points</th>
<th>5 – 4 points</th>
<th>&lt; 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changes/modified as necessary on the basis of objective data.</td>
<td>Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of objective data.</td>
<td>Degree of treatment integrity addressed. Plan was implemented with variations from the original design with no basis for change stated.</td>
<td>Treatment integrity addressed, but intervention was not implemented as planned.</td>
<td>Treatment integrity not considered.</td>
<td></td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9 – 8 points = Proficient  
7 – 6 points = Basic  
5 and below = Unsatisfactory  
Treatment Integrity Score __________
### Summative Evaluation

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Outcome decisions are based on the progress monitoring data.</td>
</tr>
<tr>
<td>9–8</td>
<td>Outcome decisions are based on minimal data (i.e., pre and post tests).</td>
</tr>
<tr>
<td>7–6</td>
<td>Outcome decisions are based on subjective data.</td>
</tr>
<tr>
<td>5–4</td>
<td>Outcome decision stated but no indication of what data were used to make the conclusion.</td>
</tr>
<tr>
<td>&lt;4</td>
<td>No summative evaluation took place.</td>
</tr>
</tbody>
</table>

10 points = Distinguished  
9–8 points = Proficient  
7–6 points = Basic  
5 and below = Unsatisfactory  

Summative Evaluation Score ________

### Overall Grade

120–108 points = Distinguished  
107–96 points = Proficient  
47 and below = Unsatisfactory  

Overall Score ________

### Behavioral Intervention Type

__________

### Semester

__________

### Date

__________

---

Student Signature           Instructor’s Signature
## Prevention Grading Rubric

### Needs Assessment

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 13 points</td>
<td>A needs assessment has been conducted and utilized to determine the needs and competencies of students, teachers, school-based support staff, administrators, parents, and/or community.</td>
</tr>
<tr>
<td>12 – 10 points</td>
<td>While a needs assessment was not conducted, ecological factors were considered in when developing and implementing the prevention program.</td>
</tr>
<tr>
<td>9 – 7 points</td>
<td>The needs of the stakeholders were not adequately considered when developing the prevention program.</td>
</tr>
<tr>
<td>6 – 4 points</td>
<td>The needs of the stakeholders was not considered when developing the prevention program.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No consideration is given to ecology or the needs of the stakeholders.</td>
</tr>
</tbody>
</table>

15 - 13 points = Distinguished  
12 – 10 points = Proficient  
9 – 7 points = Basic  
6 and below = Unsatisfactory  

Needs Assessment Score _________
## Justification of Prevention Program

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>The prevention program provides justification for the level chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, justification is provided regarding the type of service provided.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>The prevention program provides a limited justification for the level chosen (primary prevention, risk reduction, early intervention, and treatment). In addition, limited justification is provided regarding the type of service provided.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>The prevention program provides services. However, either no justification is provided for the level chosen or no justification is provided for the services provided.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>The prevention program provides services but neither justification is provided for the level chosen or the services provided.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>The prevention program is limited and no justification is provided at all.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Justification of Prevention Program Score  __________
## Prevention Manual Score

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Score Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>Distinguished</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>Proficient</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>Basic</td>
</tr>
<tr>
<td>11 and below</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

The manual provides an overview and purpose of the prevention program. In addition, the needs assessment measure is included, the objectives of the prevention program are clearly stated, specific instructions for implementing the prevention program are included, any handouts are included, a description of the prevention program, a description of any exercises are included, and the evaluation form is included in the manual.

The manual provides an overview and purpose of the prevention program. However, two or more of the following is lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.

The manual provides an adequate overview and purpose of the prevention program. However, two or more of the following is lacking: a) the needs assessment measure, b) the objectives of the prevention program, c) specific instructions for implementing the prevention program, d) a description of the prevention program, or e) the evaluation form.

The manual is missing an overview or does not address several of the requested areas.

Prevention Manual Score _________
### Evaluating the Prevention Program

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 – 13 points</td>
<td>The objectives of the prevention program were clearly evaluated and data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Recommendations are provided for other professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>12 – 10 points</td>
<td>The objectives of the prevention program were evaluated and limited data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Recommendations are provided for other professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>9 – 7 points</td>
<td>The objectives of the prevention program were evaluated and limited data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Also, recommendations lack insight and offer little in assisting professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>6 – 4 points</td>
<td>The objectives of the prevention program were not evaluated and limited data is presented regarding the effectiveness or lack of effectiveness of the prevention program. Also, no recommendations are provided to assist professionals who may attempt to develop and implement a similar prevention program in the future.</td>
</tr>
<tr>
<td>&lt; 4 points</td>
<td>No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

15 – 13 points = Distinguished  
12 – 10 points = Proficient  
9 – 7 points = Basic  
6 and below = Unsatisfactory

### Overall Grade

70 – 62 points = Distinguished  
58 – 50 points = Proficient  
46 – 38 = Basic  
37 and below = Unsatisfactory

**Evaluating the Program Score _________**

**Overall Score _________**

Prevention Topic ____________  
Semester ____________
**Consultation Summary Grading Rubric**

**Consultation Summary Background Information**

<table>
<thead>
<tr>
<th>20 - 18 points</th>
<th>17 – 15 points</th>
<th>14 – 12 points</th>
<th>11 – 9 points</th>
<th>&lt; 9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying information, consultation purpose and goals, and background information are complete, precisely described, and sufficiently comprehensive to illustrate the nature of the consultation.</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description OR sufficient comprehensiveness.</td>
<td>Identifying information, consultation purpose and goals, and background information are present, however one or more are lacking precise description AND sufficient comprehensiveness.</td>
<td>One of the sections (identifying information, consultation purpose and goals, and background information) may be missing and/or several are lacking precise description AND sufficient comprehensiveness.</td>
<td>Two or more of the sections (identifying information, consultation purpose and goals, and background information) are not present.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

Background Information Score _______________
### Theoretical Model

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>The theoretical model (e.g., behavioral, mental health, collaborative, and/or other consultation model) followed during the consultation is clearly stated and strong support for using the specific model selected is provided.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>A theoretical model is not clearly indicated and only moderate support is provided for choosing a particular model of consultation.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>A theoretical model is identified and little support is provided as to why you selected this model of consultation.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>It is unclear which theoretical model was selected and there is minimal support provided.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>No consideration is given to the model of consultation used.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

**Theoretical Model Score _________**

### Consultation Interview

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>The consultative interview is complete, precisely described, and sufficiently comprehensive to depict the consultation.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>The consultative interview is described but lacks precise description OR sufficient comprehensiveness.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>The consultative interview is provided but lacks precise description AND sufficient comprehensiveness.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>The consultative interview was conducted but not included in the summary.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>The consultative interview was not conducted or included in the written summary.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished  
17 – 15 points = Proficient  
14 – 12 points = Basic  
11 and below = Unsatisfactory

**Consultative Interview Score _________**
### Consultation Plan

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18</td>
<td>Plan stated (a) procedures/strategies, (b) materials provided, (c) when, (d) where, and (e) persons responsible.</td>
</tr>
<tr>
<td>17 – 15</td>
<td>Plan stated procedures/strategies. But one of the following components is missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td>14 – 12</td>
<td>Plan stated procedures/strategies. But two of the following components is missing: materials provided, when, where, or persons responsible.</td>
</tr>
<tr>
<td>11 – 9</td>
<td>Generic description of plan (e.g., behavior management) is stated. Materials provided, when, where, and persons responsible may be present.</td>
</tr>
<tr>
<td>&lt; 9</td>
<td>Consultation plan not written. Or generic descriptions of interventions recommended (e.g., behavior management) only.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished
17 – 15 points = Proficient
14 – 12 points = Basic
11 and below = Unsatisfactory

Consultation Plan Score _________
Evaluating the Consultation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 18 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation process and the outcome of the consultation.</td>
</tr>
<tr>
<td>17 – 15 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. Based upon the evaluation/data, the practicum students provides a critical self-evaluation of their role in the consultation process; however, the outcome of the consultation is unclear.</td>
</tr>
<tr>
<td>14 – 12 points</td>
<td>There is evidence indicating the consultation was effective or non-effective. However, the student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.</td>
</tr>
<tr>
<td>11 – 9 points</td>
<td>There is little evidence indicating the consultation was effective or non-effective. The student does not provide a critical self-evaluation of their role in the consultation process or discuss the outcome of the consultation.</td>
</tr>
<tr>
<td>&lt; 9 points</td>
<td>No evidence is providing indicating whether the consultation was effective or non-effective. No formative evaluation was conducted.</td>
</tr>
</tbody>
</table>

20 - 18 points = Distinguished
17 – 15 points = Proficient
14 – 12 points = Basic
11 and below = Unsatisfactory

Evaluating the Consultation Score ________
Overall Grade

100 – 90 points = Distinguished
85 – 75 points = Proficient
70 – 60 points = Basic
59 points and below = Unsatisfactory

Overall Score _________

Consultation Setting __________
Semester _____________
Date ________________

______________
Practicum Student Signature

_______________
Instructor’s Signature
Appendix F: Outside Employment Policy and Request Form
Policy for Clinical Activities for Ph.D. Students in School Psychology

Students wishing to engage in clinical work during their doctoral program in School Psychology at Ball State University have several opportunities. They include:

- Prepracticum hours during their first year
- School Psychology practicum hours during their second year
- Counseling hours through the Department of Counseling Psychology Affiliated with a Course
- Neuropsychology practicum hours
- Internship in School Psychology hours (Externship)
- Clinical activities outside of the first four.

When students engage in clinical activities for the first five categories the details, policies, and instructions can be found with the relevant course professor. This document addresses the sixth category and students wishing to pursue this option must follow the following policies:

Students must first meet with the Director of Doctoral Internships to discuss their intention to conduct clinical work. At this time the Director of Doctoral Internships will discuss the process with the student. Students should plan on meeting with the Director of Doctoral Internships several weeks prior to starting outside clinical activities. No clinical work can be conducted until the process described in this document is complete and approved.

Students approved by the Director of Doctoral Internships to seek outside clinical work must complete the attached document.

Students will then meet with the Director of Doctoral Internships to review the suitability of the placement. The Director of Doctoral Internships will either approve or deny the clinical placement for the student. Unless an exception is made, the student must have completed the school psychology practicum prior to engaging in outside clinical work.

Depending upon the frequency and nature of the clinical work the student may be required to register for EDPS 791 Internship in School Psychology in order to obtain group supervision. This decision will be at the discretion of the Director of Doctoral Internships.
Students who disagree with the decision of the Director of Doctoral Internships may appeal in writing by contacting the Director of the Doctoral Program. The issue may then be decided by the Director of the Doctoral Program or discuss it with the Core School Psychology Committee.

Students wishing to complete clinical hours with the Director of Doctoral Internships will need to complete step 3 and 4 with the Director of the Doctoral Program. Appeals of this decision may be directed in writing to the Department Chair of the Educational Psychology Department.

Students may be required to purchase Liability Insurance prior to starting any clinical activities.
Request for Outside Clinical Work

Student Name: _________________________________________________________

Date: __________

Name of Site: __________________________________________________________

Site Address: __________________________________________________________

Site Phone Number: ____________________________________________________

Type of setting: Clinic ________  School _________  Hospital _________

Residential ________  Mental Health _________  Other _________

Desired Start Date ______________________ Desired End Date __________________

Primary Supervisor (include degrees):

____________________________________________________________

Licensed Psychologist: Yes _____  No _______

Health Service Provider in Psychology Endorsement: Yes _____ No _____

Licensed School Psychologist: Yes _____  No _______

Number of face-to-face supervision hours per week: _________________

Secondary Supervisor (if applicable):

____________________________________________________________

Licensed Psychologist: Yes _____  No _______

Health Service Provider in Psychology Endorsement: Yes _____ No _____

Licensed School Psychologist: Yes _____  No _______

Number of face-to-face supervision hours per week: _________________
FOR THE DIRECTOR OF DOCTORAL INTERNSHIPS

PLAN:

___________ Approved

___________ Not Approved. If not approved please list the reason

Director of Doctoral Internships Signature: __________________________________________
Date: ______

Student Signature ___________________________________________________ Date ______
Appendix G: Policy on Recruitment, Selection and Retention of Culturally Diverse Students and Faculty
Policy on Recruitment, Selection and Retention of Culturally Diverse Students and Faculty

Department of Educational Psychology
Ball State University

Preamble

The policies and procedures contained herein are to guide the department in its recruitment, selection and retention of students and regular tenure track and year-long, full-time temporary culturally diverse faculty. The selection of other temporary faculty is seen within the purview of the Chair of the Department of Educational Psychology acting unilaterally. Department policy must be in compliance with general University procedures for faculty appointments and with Equal Opportunity and Affirmative Action policies, as outlined in the Faculty Professional and Personnel Handbook. In addition, the selection and retention of culturally diverse faculty members should be in alignment with the mission statement of the University’s Diversity Policy Institute in which the goal is “To promote policies and practices that contribute to the process of creating and maintaining university environments that naturally enable all participants to develop and contribute their full potential in pursuit of the objectives of institutions of higher education.” Further details regarding the goals and activities of the Diversity Policy Institute can be found at www.bsu.edu/dpi/

1. The ethno-racial diversity of American culture is accelerating at a rapid rate. Demographic projections indicate that 41% of the population will be persons of color by 2035, and 48% by mid-century.

2. The increasing diversity of American society places demands on graduate programs to train professionals who are well-equipped to meet the educational and psychological needs of individuals from widely differing cultural backgrounds.

3. The Department responds to this challenge by ensuring that issues of cultural and individual differences and diversity are infused throughout the graduate curricula.

4. The Department responds to this challenge by ensuring a supportive and encouraging learning environment appropriate for the professional development of individuals from diverse cultural backgrounds.

5. The Department responds to this challenge by making a systematic, coherent and long-term effort to attract and retain qualified students and faculty from diverse ethno-racial backgrounds. This effort is facilitated by a set of strategic policies governing the recruitment, selection and retention of diverse individuals, herein described.
Recruitment

6 The Department is committed to increasing the number of ethno-racial minority students in our applicant pool for graduate admissions.

7 It is the responsibility of the entire faculty to recruit individuals, solicit nominations and otherwise engage in active outreach efforts.

8 To emphasize the fact that minority recruitment is a commitment of the Department as a whole, it will be the responsibility of graduate faculty:

   a) to coordinate recruitment efforts with the Office of the Associate Dean of the Graduate School

   b) to assist the Teachers College Diversity Coordinator in establishing outreach efforts to historically black colleges and other organizations.

9 The Department recognizes that our ability to attract applications from ethno-racial minority students will be greatly facilitated by the presence of persons of color on our faculty. Consequently, Personnel Selection committees are enjoined to advertise open faculty positions in outlets that target minority professionals, including, for example:

   *Psych Discourse* (the monthly journal of the Association of Black Psychologists)

   *the Affirmative Action Register*

   and to target prospective candidates directly by inviting application from authors of articles on multiculturalism and related topics.

Selection

10 The graduate admissions policy of the Department does not consider racial background, *per se*, as an admissions factor. It does recognize, however, that applicants with significant sensitivity to cultural diversity bring a valuable perspective to the department that should be appropriately weighted in its admission decisions.

11 Moreover, the Department endorses the Position Statement on Minority Recruitment adopted by the National Association of School Psychologists, with respect to *flexible admissions standards*:

   “Flexible multifaceted admissions standards provide greater strength to the admissions process than single, rigid criteria. Flexibility during the admission process may include strategies such as the recognition of various professional and life experiences prior to the pursuit of an advanced degree as a complement to entrance examination requirements and/or grade point average requirements.”

   –NASP Delegate Assembly, July, 1998

12 The Department also concurs with the endorsement of the American Educational Research
Association of the statement issued by the American Council on Education, entitled *On the Importance of Diversity in Higher Education* (see Appendix A).

13 Consequently, the Department will require applicants to the M.A./Ed.S. and doctoral programs in School Psychology and Educational Psychology to complete an autobiographical statement that addresses the nature of the applicant’s exposure to issues of cultural diversity, among other elements of a personal statement of interest.

14 The Department also adopts a flexible multifaceted admissions standard that gives appropriate weight to background experiences that complement traditional admissions criteria.

15 The Department also recognizes that graduate programs in Educational Psychology may be particularly attractive to international students, and that the presence of international students in this program is highly valued. It affirms that the use of flexible admissions criteria is particularly necessary when considering the credentials of students for whom English is a second language.

Retention

16 The Department’s approach to retention is reflected in the University motto: “*Powerful Resources, Personal Learning*”.

17 Retention is most likely to be encouraged when students have access to academic resources that increase the probability of their succeeding in their studies.

18 Consequently, the Department faculty will advise incoming students of the University resources available for maximizing academic performance, and will make further appropriate recommendations as part of its periodic review of student progress.

19 The development of mentoring relationships with students is part of the long tradition of the Department. The personal investment of faculty in the professional formation of students is also critical to retention, and the Department affirms its commitment to provide these experiences to all students.

20 Moreover, institutional and program commitment is also facilitated when students enjoy a network of supportive personal relationships. The resources, programs and activities of the Office of Multicultural Affairs will be routinely distributed to all incoming students as part of their program orientation.

21 The Department is also committed to providing the academic resources that would sustain the professional development of minority scholars on our faculty. This might include (but is not limited to) providing assistance in securing library periodical subscriptions, book purchases and membership in professional organizations.

22 The “Policy on Recruitment, Selection and Retention of Culturally Diverse Students and Faculty” will be effective upon approval of the vote of the faculty. The implementation of its graduate admission provisions will commence for the incoming graduate class of the 2000-2001 academic year.
Appendix A

On the Importance of Diversity in Higher Education

At its Annual Meeting in Montreal, the AERA Association Council approved the association's endorsement of the following statement issued by the American Council on Education to promote and advance diversity in higher education. The statement was published in the February 12, 1999 issue of the Chronicle of Higher Education.

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, and still others are small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in the student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a high quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:

1. Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

2. It promotes personal growth -- and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.

3. It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality
of their character and their contributions.

4. It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and has come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African-American and Hispanic students, reversing decades of progress in the effort to ensure that all groups in American society have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments that are appropriate for their missions. The success of higher education and the strength of democracy depend on it.

This statement has been endorsed by over seventy associations and organizations.
Appendix H: School Psychology Handbook Signature Page
Student Handbook Review Confirmation

I have read the School Psychology Student Handbook and Program Policies and fully understand all program requirements and policies.

____________________________________  ________________
Candidate Name (Printed)  Date

____________________________________
Candidate Signature

____________________________________  ________________
Witness (Printed)  Date

____________________________________
Witness (Signature)
Appendix I: Alumni Survey
School Psychology Doctoral Program Alumni Survey
Ball State University

As a graduate of the APA-accredited doctoral program in school psychology at Ball State University, we are asking you to complete this survey. The school psychology faculty at Ball State University conducts annual assessments of the program with the goal of enhancing doctoral level training. In addition, the program is required by APA to collect distal data from its graduates to include in our self-study. Please complete the survey and return it using the self-addressed stamped envelope. **Please complete the survey and return within one week after you received it.**

Your ratings on this survey will remain confidential. All information will be aggregated. If you have any questions, please do not hesitate to contact Dr. Janay Sander at jbsander@bsu.edu.

**Background Information**

Please indicate the setting of your first job after you graduated with your doctoral degree (Please mark all that apply.).

_____ Public School System
_____ Charter School
_____ Private School
_____ Higher Education
_____ Community Mental Health Agency
_____ Hospital setting
_____ Private Practice setting
_____ Postdoctoral Training
   Please list where you completed your postdoctoral training and duration:

_______________________________________________________________________________

_____ Other (Please indicate.) _______________________________________________________________

2. Please indicate your current work setting (Please mark all that apply.).

_____ Public School System
_____ Charter School
_____ Private School
_____ Higher Education
_____ Community Mental Health Agency
_____ Hospital setting
_____ Private Practice setting
_____ Postdoctoral Training
   Please list where you completed your postdoctoral training and duration:

___________________________________________________________________________________

_____ Other (Please indicate.) _______________________________________________________________
3. Are you currently licensed as a psychologist through a State Psychology Board? (Note: Not through a State Department of Education.): Yes ________ No __________
   If you have license, please list the state that issued you the license. ________________________________

4. Are you currently licensed as a school psychologist through a State Department of Education?
   Yes _______ No _________ If you have a license, please list the state. ____________________________

5. Do you hold any other licenses? Yes ________ No ______
   If yes, please indicate the type of license __________________________

6. Have you read any articles in scientific journals over the past year to help inform your practice of psychology? Yes ________ No ______

7. Have you attended a national professional conference in the past two years? Yes ______ No ______

8. Have you attended a state level professional conference in the past two years? Yes ____ No ______

9. Have you completed continuing educations requirements in the last two years? Yes ____ No ____

10. Have you authored or co-authored an article published in a professional journal since you graduated from Ball State University? Yes ______ No ____

11. Have you authored or co-authored a book chapter since you graduated from Ball State University? Yes _____ No ____

12. Have you presented a paper or poster at state or national conference since you graduated from Ball Stat University? Yes ____ No ______

Please rate the doctoral program in school psychology at Ball State University in each of the following areas. Circle the number which best indicates your views on how well the program prepared you to practice psychology in each area.

1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

Assessment

1. Administer, score, and interpret norm-referenced measures 1 2 3 4 5

2. Administer, score, and interpret criterion-referenced measures 1 2 3 4 5

3. Administer, score, and interpret curriculum-based measures 1 2 3 4 5

4. Use of assessment data to inform the development of interventions 1 2 3 4 5

5. Development of interviewing skills to gain information to assist in the evaluation process 1 2 3 4 5
1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

6. Development of observation skills during testing
   1 2 3 4 5

7. Inspection of records and development history during the evaluation
   1 2 3 4 5

8. Evaluation and interpretation of assessment instruments
   1 2 3 4 5

9. Integration of assessment data to establish client needs
   1 2 3 4 5

10. Integration of assessment results in report form and linking results to feasible recommendations
    1 2 3 4 5

11. Case conferencing skills or feedback skills (explaining evaluation results to clients, parents, and other professionals)
    1 2 3 4 5

Consultation

12. Understanding of different models of consultation
    1 2 3 4 5

13. Rapport building with clients, teachers, and/or parents
    1 2 3 4 5

14. Identification of resistance when consulting and methods to address resistance
    1 2 3 4 5

15. Collaborative Consultation—development of good listening skills
    1 2 3 4 5

16. Collaborative Consultation—ask questions, summarize, and ask appropriate questions when consulting within a group
    1 2 3 4 5

17. Collaborative Consultation—ability to ask for and integrate views of others when discussing information or intervention options
    1 2 3 4 5

18. Communicate effectively with educational personnel or parents
    1 2 3 4 5

Application of a systematic approach to problem-solving that includes:

19. Identification of the problem
    1 2 3 4 5

20. Analysis of related factors
    1 2 3 4 5
1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

21. Implementation/monitoring of interventions

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22. Evaluation or outcomes and follow-up

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23. Methods and procedures for writing a consultation plan

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24. Skills and abilities to conduct a consultative interview

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25. Evaluate whether a consultation was effective or non-effective based upon data

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**Prevention**

26. Skills necessary to develop and implement a prevention program

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Knowledge and skills related to the following areas when implementing a prevention program:

27. Skills in conducting a needs assessment

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28. Understanding and determining the appropriate level (e.g., system, building, classroom) when designing and implementing a prevention program

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29. Develop a prevention manual that enables others to model and implement the prevention program

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30. Skills related to evaluating the effectiveness of prevention programs

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**Intervention**

31. Competencies in developing behavioral interventions

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32. Competencies in developing academic interventions

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33. Knowledge of evidenced-based interventions

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34. Use of research when developing and implementing interventions

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35. Skills in developing an intervention plan

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<td>36.</td>
<td>Skills in conducting progress monitoring when implementing an intervention</td>
<td>1</td>
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<td>37.</td>
<td>Competencies in assessing treatment integrity</td>
<td>1</td>
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<td>38.</td>
<td>Evaluation of intervention/treatment outcomes based upon data</td>
<td>1</td>
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**Research and Evaluation**

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<td>39.</td>
<td>Knowledge of research design</td>
<td>1</td>
<td>2</td>
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<td>40.</td>
<td>Knowledge of research methods</td>
<td>1</td>
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<td>41.</td>
<td>Knowledge of statistical analyses</td>
<td>1</td>
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<td>42.</td>
<td>Knowledge of the publication process</td>
<td>1</td>
<td>2</td>
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<td>43.</td>
<td>Ability to communicate research and statistical results</td>
<td>1</td>
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<td>44.</td>
<td>Ability to link research with evidenced-based treatments</td>
<td>1</td>
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<td>45.</td>
<td>Ability to discriminate between good and poor research</td>
<td>1</td>
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<td>46.</td>
<td>Knowledge of validity and reliability when selecting instruments</td>
<td>1</td>
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<td>47.</td>
<td>Ability to conduct a literature review</td>
<td>1</td>
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<td>48.</td>
<td>Skills needed to present research at a state or national meeting</td>
<td>1</td>
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<td>49.</td>
<td>Skills needed to present/discuss research with peers</td>
<td>1</td>
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<td>50.</td>
<td>Knowledge of measurement and the ability to explain concepts to others</td>
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<td>51.</td>
<td>Knowledge of single-subject designs</td>
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**Ethics and Professional Standards**

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<td>52.</td>
<td>Knowledge of ethics</td>
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<td>53.</td>
<td>Knowledge of professional standards of practice</td>
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1-Not at all, 2-Somewhat, 3-Good, 4-Very Good, 5-Excellent

54. Knowledge of state and federal regulations related to the practice of psychology  1 2 3 4 5

55. Knowledge of special education law and regulations  1 2 3 4 5

56. Professionalism and maturity related to the practice of psychology  1 2 3 4 5

57. Acquire a life-long attitude toward learning  1 2 3 4 5

58. Knowledge of how to resolve conflicts with peers and other professionals  1 2 3 4 5

59. Recognize a need to participate in professional development activities to maintain knowledge of current research and practice related to the field of psychology  1 2 3 4 5

**Individual and Cultural Diversity**

60. Knowledge and understanding of racial, ethnic, experiential, economic, and/or linguistic backgrounds of clients  1 2 3 4 5

61. Ability to recognize the influence of diversity when conducting psychological evaluations  1 2 3 4 5

62. Ability to recognize the influence of diversity when developing and implementing interventions and treatments  1 2 3 4 5

63. Ability to recognize the influence of diversity when consulting with diverse individuals and groups  1 2 3 4 5

64. Ability to recognize the influence of diversity when developing and developing prevention programs  1 2 3 4 5

65. Ability to respect individual and group differences and recognize own biases and influences on behavior  1 2 3 4 5

Thank you for taking the time to complete the survey!
Please do not forget to mail it using the enclosed self-addressed stamped envelope.
Appendix J: Graduate Assistantship and Externship Request Form
2011-2012 Graduate Assistantship Request Form

Name: _____________________________________ Year in MA/Ed.S. or Doctoral Program:  
1  2  3  4  5  6

Cognate(s):
_____________________________________________________________________________

Practica Completed:
Course _________________________________   Semester _______________________  Grade __
Course _________________________________   Semester _______________________  Grade __
Course _________________________________   Semester _______________________  Grade __
Course _________________________________   Semester _______________________  Grade __

I am requesting the following graduate assistantship(s):

General
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Externships
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are you planning on completing the 600 hours of school-based internship (doctoral students only) through your externship experience? _______ Yes _______ No  If “yes”, please visit with Dr. Sander.
________________________________________________________________________
________________________________________________________________________
Directions

Students are recommended to rank their top choices for both externships sites and department/college/faculty graduate assistantships. You do not have to provide ranks for both externship sites and departmental/college/faculty graduate assistantships. However, you need to provide ranks for at least one.

Third and fourth year doctoral students will most likely be matched with an externship site. However, if you rank a department/college/faculty GA indicate your preferred placement but be sure and rank 1 to 2 externship sites. It is important to note that priority will be given this year to first and second year doctoral students due to limited funding. It is possible that some third and fourth year students will not receive funding. It is very unlikely that any fifth year students will receive funding. No sixth year students will receive funding. Also, if you have received funding through the Department of EDPS for more than three years (regardless of program you are in or started in), it is possible you may not receive an assistantship next year.

The majority of second year students in the Ph.D. and MA/Ed.S. programs will complete their practica next year within the Muncie schools. Therefore, you will need to rank a departmental assistantship (e.g., teaching, a specific instructor, cognitive assessment). Also, students in the MA/Ed.S. program will most likely not be assigned to an externship.

The stipends for assistantships vary depending on the funding source. While attempts are made to ensure all stipends are comparable, there is no guarantee that everyone will get the same amount. GA stipends for MA/Ed.S. students are typically lower compared to GA stipends for doctoral students.

The goal of the School Psychology Core is to place students with one of their top three ranked assistantships. However, this is not always possible. The core does consider year in the program, student interests, prior funding, student career goals, and prior placements/graduate assistantships when making placement decisions.

The School Psychology Core Faculty will meet and make recommendations to the Department Chair regarding placement decisions after April 15th.

Before externships are finalized, you may be required to interview at the site. The site will need to approve your placement. Also, if you do not feel the placement would be a good fit, then the
School Psychology Core will make all attempts to find you another placement from the list below, if any are available.

You may provide a short rationale (1/2 page) explaining your rankings and how your rankings are consistent with your career goals.

**Sample Graduate Assistantship Options**

- Assigned to a specific professor (Please indicate the professor and indicate for research, teaching assistant, etc.)
- Teaching Assistantship (1 course & 10 hours assigned to a specific professor per semester)
- Teaching Assistantship (2 courses per semester)
- Neuropsychology Lab (Cognate must be in neuropsychology and only doctoral students)
- Associate Director of PDIC (3rd and 4th year doctoral students)
- Supervisor (Field Practica; must have completed practicum)
- Supervisor (PDIC Clinic; must have completed practicum)
- GA for Cognitive Assessment (Fall Semester) and Academic Interventions (Spring semester)
- GA for Personality Assessment (Spring Semester only)
- EDPS 650 Teaching Assistant (Cognitive assessment course for counseling students; Spring Semester)
- Burris (Externship; must have completed practicum and doctoral students only)
- Jay County (Externship; approx 30 miles; 2 positions)
- Alexandria (Externship; approx 25 miles; 1 position)
- Blue River (Externship; approx 12 miles; 1 position)
- Greater Randolph (Externship; approx 8 to 30 miles; 1 position)
- Hillcroft Center for Applied Behavior Analysis (These are direct service positions working with children with autism. You will gain hands-on experience working with children under the supervision of a Board Certified Behavior Analyst. You can also earn practicum hours toward the BCBA if you like. The Center is in Muncie. This also could be a 12 month funded position. You will receive training and participate in weekly supervision and/or trainings; 2 positions)
- Special Education Assessment Course Assistant (This GA will focus on helping the instructor of graduate level on-line courses in special education.)
- Psychology in the Schools Editorial Assistant (This position works directly with Editor and helps manage the journal.)
- Psychology in the Schools Editorial Staff (This position helps with processing articles and writing integrated reviews.)
Please return the attached form no later than Wednesday, April 6.
Appendix K: Doctoral Guidelines and Paperwork
Doctoral Guidelines and Paperwork

Introduction

The following Guidelines are intended to serve an aid for Doctoral students and Doctoral Committee Members in the discharge of their responsibilities. If studied and followed with reasonable consistency, they should contribute to the security of the Chairperson, the Committee, and the Student, as well as to that of persons in administrative positions. In addition, the Guidelines are intended to unify doctoral programs in the Teachers College and establish procedures that are predictable.

Although these Guidelines conform to current policies and desirable practice, they are subject to modification by appropriate action and additional experience. Their evaluation should be a constant concern of all Staff and Students affected by them.

The section of the Graduate Catalog pertaining to regulations and requirements for doctoral programs and degrees should be studied. Any pertinent changes in university policies will be included in the latest issue of the Graduate Catalog.

Selection of a Committee

In consultation with the Student, the Doctoral Committee determines the Student’s plan of study and guides the Student’s dissertation. Upon recommendation of the Departmental Program Director, the dean of the Graduate School appoints the Student’s Committee. The Committee consists of either four or five members, depending on the Student’s program of study. An at-large member must be from outside the college and may be appointed by the dean of the Graduate School. NOTE: When it refers to Program Director below, it is referring to the Director, Dr. Sander.

After consultation with the Student and with the prospective chairperson, the Program Director recommends the Committee Chairperson selected from the Group 1 graduate faculty of the department offering the major field of study.

After consultation with student and prospective chairperson, the Program Director and/or the Student obtain(s) agreement of a faculty member to serve as Chairperson.

Program Director sends a letter recommending the doctoral committee chairperson to the Student and the faculty member involved.

Program Director forwards to the Chairperson a file containing:

a. Copies of transcripts.
b. Copies of all pertinent correspondence.
c. Copies of any restrictions or deviations approved at the time of or following admission to the program.

Chairperson and Student, in consultation with Program Director:
a. Agree on a cognate or cognates to support the major.
b. Discuss potential Committee Members to represent the cognate area(s).

Student and/or Chairperson gain(s) consent from the person(s) recommended to represent the cognate(s). (Student reports results to the Chairperson.)

Student (after consultation with the Chairperson and the Program Director):
   a. Selects a second committee member in the major field.
   b. Obtains agreement to serve.
   c. Reports to the Chairperson.

Student and/or Chairperson completes Form A, RECOMMENDATION FOR ASSIGNMENTS TO DOCTORAL COMMITTEE, and submits it to the Program Director upon completion of the selection of Committee Members representing major and cognate areas. A specific recommendation for an institutional representative may be included or the dean of the Graduate School will recommend one.

Program Director signs and transmits Form A to the dean of the Graduate School.

Dean of the Graduate School:
   a. Appoints an institutional representative to the Committee.
   b. Approves the final committee assignments.
   c. Sends a letter of appointment to each Committee Member, the Program Director, the Department Chairperson of the major and of each cognate, and the Student.

Program of Study

The Doctoral Committee:
   Meets with the Student to review the proposed program in the major area and cognate(s).
   Approves a program identifying required courses.
   Approves a tentative timetable leading to completion of the program.

Required Courses

All Doctoral Students in Teachers College must complete:

EDPS 640, Methodology of Educational and Psychological Research (3), or its equivalent. This course is a prerequisite for all doctoral students. Students who enter a doctoral program without this credit must meet the requirement as a deficiency rather than as a part of the regular program. Equivalent courses shall be determined by the doctoral committee.
ii. EDPS 641, Statistical Methods in Educational and Psychological Research (3).

iii. Either EDPS 642, Intermediate Statistics, or another course from among qualitative and quantitative options (3).

iv. ID 705, Research Colloquium (2).

v. One course in humanistic studies and one course in behavior studies selected from a program approved list of alternatives (“program” refers to individual doctoral program). This list is available from the department’s doctoral program director.

vi. DISS 799 (10 sem. hours), Doctoral Dissertation. Students may register for one to ten hours credit for any given semester. To be eligible to enroll for DISS 799, the doctoral student must have been admitted to candidacy (completed the comprehensive examinations and have a dissertation proposal approved.)

Doctoral students in NCATE-accredited programs who have not had a graduate level multicultural course, are required to take CPSY 678.

**Research Competency**

i. The Student familiarizes himself or herself with requirements and procedures for satisfying research competency for the doctoral degree, as stated in the Graduate Catalog.

ii. The Student and his or her Committee consult on the relationships between research competency and the Student’s professional plans and his or her dissertation topic.

iii. The Committee selects the required tools of research and designates them on the Student’s program of study, along with a plan for demonstrating competency (by identifying courses to be completed or by other means).

2. The Student:

   Plans a program for the major with the Chairperson, the Committee Member for the major area, and the Program Director. The major must consist of at least 40-semester hours of graduate coursework.

   Plans a program to meet 15- or 24-hour requirements with the Committee representative for each cognate area.

   Provides the Chairperson with cognate area program plans.
Develops with the Chairperson a total program incorporating all recommendations and noting items to be brought to the attention of the total Committee.

Arranges with the Chairperson and Committee Members for a meeting of the Doctoral Committee.

Provides Committee Members with a copy of the proposed program of study prior to the Committee meeting. The proposed program includes:

1. All coursework completed and proposed beyond the baccalaureate.

2. A tentative timetable for various steps leading toward the degree.

3. A tentative schedule of classes.

Discusses the schedule with the Committee chairperson prior to the time of each registration.

Gains approval for any substitution(s) on the approved course of study by the Chairperson (or the concerned cognate representative) and the Program Director.

3. Committee Chairperson and/or Student:

   a. Prepare(s) a DOCTORAL DEGREE CHECK SHEET incorporating recommendations from the Committee Meeting and submit(s) it for signatures of Committee Members and the approval of the Program Director.

   Substitutions and deletions in the DOCTORAL DEGREE CHECK SHEET need to be approved by the Program Director.

   b. Prepare(s) a PLAN FOR COMPLETION OF DOCTORAL PROGRAM incorporating recommendations from the Committee meeting so as to reflect a tentative schedule of classes to include all requirements for the entire program.

4. Chairperson schedules Committee meetings as deemed necessary to approve program changes or to keep the Committee informed of the Student’s progress.

5. Program Director:

   Gives final approval for the Student’s total program.

   Reviews and authorizes any substitutions in the Student’s program.
Establishes and maintains the original documents in the Student’s file. The file will contain transcripts, the program of studies, and the Student’s responses, basic correspondence, and other pertinent material designated by the Program Director.

**Advanced Graduate Status**

Student completes the APPROVAL FORM, ADVANCED GRADUATE STATUS FOR THE DOCTORAL DEGREE as soon as he/she has completed 12 or more semester hours of graduate work beyond the master’s degree, has an approved Doctoral Degree Check Sheet on file in the Graduate School, and has satisfied requirements stated in the Graduate Catalog.

**Comprehensive Examinations**

1. Comprehensive exams will be scheduled according to the aforementioned policies in the Student Handbook.

2. Chairperson schedules written comprehensive examinations so that:

   The written examinations will be taken during one week.

   At least eight hours are reserved for the major area. At least four of the eight hours should be composed of a common set of departmentally written and approved questions covering core requirements.

   Four hours are reserved for each 15-hour cognate and six hours for a 24-hour cognate.

3. Committee Members representing the major area prepare the non-core portion of the major examination. (Consultation with other faculty members in the area is permissible.)

4. A departmental doctoral comprehensive examination committee will prepare and evaluate the core examination. This core will be prepared by at least four Group 1 graduate faculty members.

5. The cognate area representative(s) prepare(s) and evaluate(s) the examination for that cognate. (Consultation with other faculty members in the area(s) is permissible.)

6. Non-core examination responses must be evaluated by Committee Members who prepared the examination. (Consultation with other faculty members in the area(s) is permissible.)

7. Chairperson collects examination papers for the major and cognate(s) and makes them available to Committee Members so that each may read the total examination.

8. Chairperson calls a meeting of the Committee with the Student not present (this may occur immediately prior to the oral portion of the examination) to:

   Discuss the examination responses, individually and as a whole.
   Agree on evaluation of the Student’s performance on written examinations.
Agree on areas to be emphasized in the oral examination if written examinations warrant completion of the comprehensives.

9. Chairperson and/or Student schedule(s) the oral portion of the comprehensive examination within three weeks (exclusive of vacation periods) after the written portion has been completed.

10. Committee agrees, in private session subsequent to completion of the oral examination, on results of the comprehensive examinations. If two or more Committee Members dissent, the Student fails the examination and it must be repeated.

Within seven days, the decision of the Committee is communicated to the dean of the Graduate School by filing STATUS OF PRELIMINARY WRITTEN AND ORAL EXAMINATIONS. On this form, the Chairperson indicates whether or not the Student passed. In the event a Student fails the comprehensive examination or any portion of it, the Chairperson must specify on the form the time allowed before the next exam, the area or areas in which further examination(s) is/are required, any additional coursework needed, or other procedures that are required. A Student who fails to pass the second examination is ineligible to continue and is dismissed from the doctoral program.

11. Chairperson schedules any re-examination(s) required in accordance with procedures outlined for the original examination.

12. Chairperson files in the Student’s folder, the original of all of the Student’s written examination questions and responses. This file is housed in the office of the Program Director.

**Dissertation Proposal**

1. Chairperson:

   a. Encourages the Student to begin to explore dissertation topics early in his/her program.

   b. Attends, if possible, the Student’s trial proposal presentation in the research colloquium (if one is given).

   c. Continually evaluates readiness and potential of the Student to do independent research.

2. Student:

   a. Explores dissertation topics throughout the coursework phase of his/her program.

   b. Schedules research design and statistics courses as early as possible to aid in developing a dissertation proposal.
c. Narrows alternatives during investigation, preparation, and presentation of the trial proposal in the research colloquium (normally taken during the first year of residency).

3. Student and the Chairperson work together to select the topic area for the dissertation. This should precede the comprehensive examinations.

4. Student begins to develop specifics of the dissertation topic and to prepare the preliminary draft of the proposal, while testing ideas individually with Committee Members and discussing plans and progress with them.

5. Student, working with the Chairperson, develops a draft proposal for a dissertation.

6. When the Student, in the judgment of the Committee, has progressed to a satisfactory point in the program (after comprehensive examinations):
   a. The Student, with the approval of the Chairperson, distributes copies of a draft dissertation proposal to each member of the Committee a minimum of three weeks prior to the date of consideration.
   b. The Chairperson calls a Committee meeting for formal presentation of the draft proposal by Student.
   c. The Student, after this presentation, prepares a refined draft of the preliminary proposal, if one is needed, or begins to develop a new proposal, if the Committee so recommends. (In developing a new proposal, the Student starts again at item 1 under DISSERTATION PROPOSAL and proceeds through the procedure outlined.)

7. The Chairperson and the Student secure clearances from appropriate review bodies related to “research on human subjects,” if the proposed research requires such clearance. See Suggested Dissertation Outline.

8. The Chairperson, after the Student has prepared and presented a dissertation proposal acceptable to the Committee, secures signatures of Committee Members showing approval of the proposal. Appropriate information is centered on the APPROVAL FORM FOR DISSERTATION PROPOSAL AND ADMISSION TO CANDIDACY FOR THE DOCTORAL DEGREE.

9. The Chairperson, in consultation with the Student:
   a. Selects a Committee Member to serve as Director of the Dissertation. (Usually the Chairperson of the Committee serves in this capacity.) If the Chairperson of the Committee has lost Group 1 status, then he/she may continue as director of the dissertation only through written appeal to the dean of Teachers College. Only in rare instances will such an appeal be granted.
b. Agrees on timing of enrollment for dissertation credit. A Student cannot enroll in DISS 799 until the comprehensive written and oral examinations have been passed and the Student has been admitted to candidacy for the doctoral degree.

c. Sets likely completion date and tentative time for final oral examination, always being cognizant of Graduate Office deadlines.

d. May identify one of the Committee Members or another person as the advisor on statistical aspects of the research. (University Computing Services provides assistance in planning statistical designs for research studies.)

**Dissertation**

3. Chairperson and the Student arrange the date, time, and place of the final examination, which is usually scheduled for a two-hour period. This information should be obtained from the Committee Chairperson regarding:

   a. Procedures to follow in communicating with Committee.

   b. Availability of resource persons (statisticians) and resources (computers).

   c. Enrollment in DISS 799.

   d. Guides to writing the dissertation.

   (The latest edition of the APA Style Manual by the American Psychological Association is the basic guide adopted by Teachers College, but departments may agree on another reference for use in writing dissertations in a specific field.)

2. Student reviews the Graduate Catalog statements about dissertation requirements and checks with the dissertation director on whether the department has other approved dissertation guidelines in addition to those prescribed.

3. Student studies the Graduate Catalog to become familiar with the requirements to be registered each semester until the degree has been awarded, with special attention to DOC 700. The Student is not required to enroll in DOC 700 until he/she has been officially admitted to candidacy for the degree. Registration then is made during each academic semester but not required in summer terms.
**Final Doctoral Examination**

1. Committee and the Student will follow university regulations in the Graduate Catalog regarding final doctoral examination.

2. Committee controls the nature of the final examination.

3. Campus Update for publication.

4. Chairperson posts in appropriate locations the ANNOUNCEMENT OF FINAL DOCTORAL EXAMINATION (oral part only).

5. At least three weeks prior to the final examination, the Student distributes to each Committee Member a copy of the completed dissertation.

6. Each Committee Member is present for the final examination. If substitutions must be made, arrangements should be cleared with all necessary persons (Student, Chairperson, other Committee Members, departmental chairpersons for area(s) the committee member represents, Program Director, graduate dean) well in advance of examination.

7. Student supplies copies of the abstract (350 words or less) to the Committee Chairperson, who will make them available to the Committee.

8. Chairperson is in charge of the examination and has responsibility for conducting it professionally and efficiently.

9. Committee, immediately following the examination and in private session, decides whether to approve or disapprove the Candidate’s performance totally or in part and what conditions are to be imposed, if any, prior to total approval.

   a. Two dissenting votes among members of the examining committee are required to fail a Candidate. If one member of the examining committee dissents, the dissenting examiner and, if appropriate, the chairperson of the examining committee will file a letter detailing the circumstances of the dissent with the dean of the Graduate School.

10. Chairperson informs the Candidate of the Committee’s decision.

11. Chairperson:

   a. Obtains signatures on the FINAL APPROVAL FORM FOR DOCTORAL CANDIDATES, if the Student satisfactorily completes the examination.

   b. States in written form, when necessary, what steps must be taken before the Student can obtain approval on the final examination.
Signatures of all Committee Members should appear on the written statement.

**Completion of Requirements**

1. **Student:**
   
a. Completes the APPLICATION FOR GRADUATION FOR DOCTORAL CANDIDATES and files it in the Graduate Office within the first four weeks of the term in which the Student expects to be awarded the degree, except that during First and Second Summer terms, the application should be filed within the first two weeks of the term. Check the appropriate schedule of classes for specific due dates.

b. Makes certain that all degree requirements are completed at least 20 class days prior to close of the semester or term in which certification for graduation is expected, except that during First and Second Summer terms, degree requirements can be completed ten class days prior to the close of the term. The Student clears any deviation from these regulations with the dean of the Graduate School who gives final clearance for graduation.

2. **Student** sends a bound copy of the dissertation to the office of the Program Director for permanent filing.

**Placement and Follow-up**

1. **Student:**
   
a. Visits Career Center early in the year in which completion of the doctoral program is expected if assistance on placement is anticipated.

b. Updates and completes credentials.

c. Prepares a vita sheet early in the year in which completion of the program is expected.

2. **Chairperson and the Student:**
   
a. Discuss aspirations of the Student regarding employment and share plans with the Program Director and other Committee Members.

b. Explore desirable placement locations and areas of service.

3. **Chairperson:**
   
a. Is encouraged to maintain contact with the Graduate, relative to satisfaction with position of employment and interest in possible changes and to transmit appropriate information to the Program Director.
b. Makes recommendation to possible employers regarding potential availability of Candidates.

4. Program Director with the assistant of the departmental secretary maintains files on location of Graduates and possibilities for relocation.

5. Student, the Chairperson, and the Committee Members work with the Ball State University Placement Office to facilitate preparation and updating of credentials, placement of the Graduate, and potential positions in which the Candidate or Graduate may be interested.

**General Suggestions**

1. Program Director:

Assembles and maintains a complete original file on the Doctoral Student containing:

   a. Transcripts.
   
   b. Information on experiences and backgrounds.
   
   c. Copies of all correspondence.
   
   d. Records on conferences.
   
   e. Program of study and all pertinent notations.
   
   f. Copies of all forms submitted to the Graduate Office.

   g. Copies of all pertinent memoranda to Committee Members.

2. Chairperson:

   a. Studies the Graduate Catalog and keeps informed on policies and procedures relating to doctoral programs so that he/she can advise the Candidate wisely.
   
   b. Sees that frequent communication with the Candidate and Committee is maintained.
   
   c. Makes sure that agreements are in writing and distributed to all concerned parties, but always including Committee Members and the Program Director.

   d. Discusses problems first with the Program Director.
e. Keeps department chairpersons of cognate areas fully informed of actions in which his/her programs and staff are involved.

f. Keeps the Program Director fully informed of the progress of Students in his/her area(s) of responsibility (both cognates and majors).

3. Student:

a. Keeps the Committee informed of any changes in program or long-range goals.

b. Consults with Committee Members individually as to progress, suggested reading, research topic, and items of concern.

c. Reviews sections of the Graduate Catalog dealing with regulations and requirements for doctoral degrees.

d. Develops a proposal to present a paper at a local, state, regional, or international meeting of a professional organization.

e. Creates and submits a manuscript to be considered for publication.

4. Committee Members:

a. Keep the Chairperson and the Student informed about any possible program changes that may be beneficial to the Student.

b. Keep the Chairperson, Student, and other Committee Members informed about extended periods of absence from campus that are anticipated.
## Doctoral Program Quick Checklist

<table>
<thead>
<tr>
<th>Form</th>
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<tbody>
<tr>
<td>A</td>
<td>Establish Doctoral Committee</td>
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<td>B</td>
<td>Doctoral Degree Check Sheet</td>
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<td>C</td>
<td>Internship Plan</td>
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<td>E</td>
<td>Status of Preliminary Written &amp; Oral Examinations</td>
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<tr>
<td>F</td>
<td>Approval Form for Dissertation Proposal and Admission to Candidacy for Doctoral Degree (Note: Student cannot register for Dissertation hours until comprehensive exams have been complete and dissertation proposal has been accepted)</td>
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<td>H</td>
<td>Announcements of Final Doctoral Exam</td>
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<td>I</td>
<td>Final Approval Form for Doctoral Candidates</td>
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<tr>
<td>J</td>
<td>Application for Graduation for Doctoral Students (apply online)</td>
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</tbody>
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### Forms

- Dissertation (ETD) Signature Form | ________
- Dissertation Signature Page | ________

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407
RECOMMENDATION FOR ASSIGNMENTS TO DOCTORAL COMMITTEE

Program ____________________________ Date ______________________

To: Dean of the Graduate School The following faculty members are recommended for membership on the doctoral committee for

(Student’s Name)

Major Area __________________________________________

Committee Chairperson __________________________________

Representative ____________________________________________ Cognate

Representative ____________________________________________ Cognate

Representative ____________________________________________ (if second is to be required) Representative ____________________________________________

Institutional Representative (to be appointed by the Dean of the Graduate School)

________________________________________________________

Program Director
<table>
<thead>
<tr>
<th>Basic Required Courses: DO NOT REGISTER FOR DISS 799 PRIOR TO CANDIDACY</th>
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<th>Other Courses</th>
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Date: 2/22/06
Special Requirements for Research Competency

Please check and specify:

____ Foreign Language(s):

____ Statistical Methods:

____ Computer Science:

____ Research Techniques:

Committee 1. __________________________________________ (Ch.)

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

Date: __________________________________________

Completed all requirements for degree __________________________________________

2/22/06
STATUS OF COMPREHENSIVE EXAMINATIONS

(The student will submit this form to his or her committee chairperson at the time of the comprehensive written and oral examination)

Name: ____________________________
(last) (First) (Middle Initial)

Degree: check one
Ed.D. Ph.D. D.A. D.N.P.

Major field of study:________________________________________________________

Cognate area(s): Date ________________

Check the appropriate blank(s):

☐ Passed comprehensive written examination
☐ Passed comprehensive oral examination
☐ *Failed comprehensive examinations

*Per Graduate School policy, please include a written statement of the reason or reasons for the failure and the time specific for the next examination.

Committee signatures:

1. ____________________________________________ (Ch) _____________ (Date)
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

SUBMIT THIS FORM TO THE GRADUATE SCHOOL, WQ 100

Date received in the Graduate School _________________

Graduate School
Name (Last) (First) (Middle Initial)  
BSU ID#: _ Degree: Ed.D. Ph.D. D.A. D.N.P. 

Date candidate passed comprehensive examinations 

Date proposed dissertation plan approved 

Title of proposed dissertation: 

It is your responsibility to determine whether your project needs approval from the appropriate research compliance committee. If so, this approval must be secured before the study begins. The project advisor and committee members should not sign off until the appropriate clearance for research compliance has been obtained and they have read and approved the written description of your proposal. Direct research compliance questions to the Office of Sponsored Programs, 285-5070. 

Protocol submitted to appropriate compliance committee: Yes No* Not Applicable 

*Please attach explanation why protocol has not been submitted to the appropriate compliance committee. 

<table>
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<tr>
<th>Approval For Research Involving</th>
<th>Committee</th>
<th>Guidelines Available</th>
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<tbody>
<tr>
<td>Human Subjects</td>
<td>Institutional Review Board</td>
<td><a href="http://www.bsu.edu/irb">www.bsu.edu/irb</a></td>
</tr>
<tr>
<td>Animals</td>
<td>Animal Care and Use Committee</td>
<td><a href="http://www.bsu.edu/animalcare">www.bsu.edu/animalcare</a></td>
</tr>
<tr>
<td>Infectious agents or materials</td>
<td>Institutional Biosafety Committee</td>
<td><a href="http://www.bsu.edu/biosafety">www.bsu.edu/biosafety</a></td>
</tr>
</tbody>
</table>

Our signatures herewith certify that the student and faculty advisors understand that no data collection can begin until the protocol, if applicable, is approved by the appropriate compliance committee. As faculty advisors, we assure that we will provide all necessary guidance and mentoring to the student and assist with the submission of materials to the appropriate research compliance committee. We also agree to provide the writer with all the essential instruction to insure an acceptable document for presentation to the Graduate School for the doctoral degree requirement. 

Student signature Date 

Committee Approval: Date: 

1. (Ch.) Date:  
2.  
3.  
4.  
5.  

Submit this form to the Graduate School, WQ 100 

Graduate School Check: 1. Completed 30 semester hours beyond master's degree  
2. Foreign Language examination(s) approved  

Date Received in Graduate School
APPENDIX H

ANNOUNCEMENT
OF
FINAL DOCTORAL EXAMINATION

Candidate: __________________________________________

Degree: __________________________________________

Major: __________________________________________

Cognate: _________________________________________

Cognate: _________________________________________

Dissertation Title: __________________________________

________________________________________________

________________________________________________

________________________________________________

Committee:

_________________________________________________ (Chairperson)

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

Date of Examination: ____________________________

Time: ____________________________

Place: ____________________________

Interested persons are invited to attend and to participate in the examination, but only members of the committee will remain after the interrogation to evaluate the student's performance. Copies of the thesis abstract are available in the office of the Director of the doctoral program.

(To Be Posted)
FINAL APPROVAL FORM FOR DOCTORAL CANDIDATES

(The student will submit this form to his or her committee chairperson at the time of the final oral examination.)

Name ________________________________________________________________

(Last)                                           (First)                            (Middle Initial)

Degree:   Ed.D. Ph.D. D.A.

Major field of study ____________________________________________________

Cognate area(s) ___________________________ ___________________________

Title of approved dissertation:

Date passed final oral examination ______________________________________

Committee approval:                        Date:

1. ___________________________________________ (Ch.) ____________

2. ___________________________________________                ____________

4. ___________________________________________                ____________

5. ___________________________________________                ____________

Submit this form to the Graduate School.
Research Paper, Thesis, Creative Project, or Dissertation (ETD) Signature Form

**Directions:** Complete this form, obtain all necessary signatures, return the form to the Graduate School, WQ 100, and pay any required fees. **Fees are only required of doctoral students.**

Refer to the Graduate School "Writing Requirements and Guidelines" (available at [http://www.bsu.edu/gradschool/](http://www.bsu.edu/gradschool/)) for information on format requirements.

Name (as it appears on the submitted paper or project; please print or type):

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<th>First</th>
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<th>Last or Surname</th>
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BSU ID Number

Department

Address:

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City State Zip Code

Title of Work:

Type of Paper (check one): [ ] Research Paper  [ ] Thesis  [ ] Creative Project  [ ] Dissertation

Student and Committee Agreement:

My graduate committee and I agree that the document described above be placed in the ETD archive with the following status (choose one only):

[ ] 1. Release the entire work immediately for access worldwide. **Recommended.**

[ ] 2. Release the entire work for Ball State University access only.

[ ] 3. Release the entire work for Ball State University access only, while at the same time releasing only the following parts of the work (e.g., because other parts relate to publications) for worldwide access (separate files must be submitted to use this option; check all that apply or provide an attached list):

- [ ] Abstract and key bibliographic data (i.e., from submission form)
- [ ] File names as follows (i.e., separate PDF or multimedia files):

[ ] 4. Release the entire work for Ball State University access only for [ ] one year, [ ] two years, or [ ] three years. After this time release the work for access worldwide. **Extension beyond three years requires approval by the three years requires approval by the Graduate School of a written request describing the reason for delayed release.**
Student Agreement:

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third-party copyrighted matter to be included in my research paper, thesis, creative project, or dissertation allowing distribution as specified below. I certify that the version I am submitting is the same as that approved by my graduate committee or research advisor. I also certify that if my study involved human subjects, I have met all the requirements of the University's Institutional Review Board including the submission of a final report.

I hereby grant to Ball State University and its agents the non-exclusive license to archive and make accessible, under the conditions specified below, my above-mentioned document in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to the copyright of the above-mentioned document. I also retain the right to use in future works (such as articles or books) all or part of this above-mentioned document. It is understood that any copying or publication of this research paper, thesis, creative project, or dissertation for financial gain shall not be allowed without my further written permission and that any user may be liable for copyright infringement.

Signature:

Student: ___________________________ Date ____________________

This document has been reviewed and accepted by the student's advisory committee. The undersigned agree to abide by the statements above and agree that this Signature Form updates any and all previous Signature Forms submitted heretofore. In addition, the committee chairperson/co-chairperson certifies that, if applicable, all requirements of the University's Institutional Review Board have been met by the student.

Committee Chairperson ___________________________ Date ____________________

Co-Chair (if applicable) ___________________________ Date ____________________

Committee Member ___________________________ Date ____________________

Committee Member ___________________________ Date ____________________

Committee Member ___________________________ Date ____________________

Committee Member ___________________________ Date ____________________

Department Chair (or designate) ___________________________ Date ____________________

Graduate School Dean ___________________________ Date ____________________

Graduate School
12/3/08
MEASUREMENT OF ATTITUDES TOWARD COUNSELING

A DISSERTATION
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DOCTOR OF PHILOSOPHY
BY
(NAME)

APPROVED BY:

Committee Chairperson

Date

Committee Member

Date

Committee Member

Date

Committee Member

Date

Dean of Graduate School

Date

Ball State University
Muncie, Indiana
December 2008
Appendix L: rGrade Student Quick Guide
rGrade 2.0 QuickStart for Students (Nov. 6, 2006)

Topics Addressed:  1. Logging in to rGrade
                2. Viewing your courses, assignments, and required assessments
                3. Submitting and editing an artifact URL
                4. Non-course program assessments
                5. Reviewing your assessments after grading
                6. Getting help with rGrade

1. **Logging in to rGrade**  Click the login button and you will be prompted to enter your user name and password. After a successful login, you will enter rGrade.

   In the **rGrade Home** page, you will see the **Navigation Bar** in the top left and the **ViewPalette** in the top right:

   ![Navigation Bar and ViewPalette](image)

2. **Viewing a course**  Click on **Courses** in the Home Page. It will take you to the current semester’s course listing:

   ![Student Courses](image)

   Then, click on the course you are interested in viewing.

   If a course does not show, contact your instructor to make sure he or she has imported their courses for the current semester.
In the **Assignments Tab**, you will see a listing of all assignments and assessments that the instructor has defined for that course.

Note: Your instructor may only be using rGrade for Program Assessments. Therefore, other course assignments may not be shown in rGrade. Check with your instructor for details.

In the screen shots above, you see three assignments in a course:

- One that does not require an artifact (Disposition)
- One that requires an artifact (Portfolio)
- One that has an artifact submitted already (“Motivate the Fans” assignment)

You can edit the URL for item 2 and submit one for item 3 using the instructions below.

### 3. Submitting and editing an artifact URL for a course

The various icons and links let you interact with the assignment, the rubric, the artifact, and the instructor’s assessment of your work:

**See the Rubric:** The red cube indicates that the assignment uses a rubric for assessment. Click on the red cube to view the rubric.

**See the notification:** The Notification icon tells you that the rubric has a special message that you need to view before you can see the assessment. Click on this to read the notification. When the assessment has been published, the message will show again and ask you to confirm that you have read the notification.

**See the assessment:** The rG button allows you to see your assessment. If it is grey, your instructor has not published your assessment yet. If it is blue, it is ready for viewing (see below).
**View comments:** The yellow pencil indicates that the instructor has written a comment to you pertaining to this assignment. You may also have other comments at the row level of the rubric assessment.

**Submit artifact URL:** If the instructor set up the assignment to require a URL for a web-based artifact, click on the **submit** button to pop-up an entry window in which you can provide a URL. One you do so, the View and Edit options appear to let you test your URL and revise if necessary.

**View artifact URL:** If the assignment requires you to submit a URL, after a URL has been submitted by either you or the instructor (using your default URL), you can view the link to the URL by clicking on the View button. The web page will display in a pop-up window.

**Edit artifact URL:** If the assignment requires you to submit a URL, after a URL has been submitted by either you or the instructor (using your default URL), you can edit the URL by clicking on the Edit button.
4. Non-course program assessments

Some programs may require decision point assessments to occur outside of a course. If this is the case, go to the rGrade Programs Module. You can view required assessments in either the Program View or the Current Duties Tab.

Current Duties The Current Duties tab shows all assessments that require you to input an artifact URL for a non-course assessment and also has links to any courses that have decision point assessments.

The listing of Programs show all the rGrade programs in which you are enrolled as a student.

In the example above, you could submit your URL to the Computer Education Portfolio assessment by clicking on the red link.
**View Your Program**  If you click on one of your programs listed in the Programs Tab, you will see all the decision point requirements for your program. You can find the assessments that require artifact URLs in that listing too:
4. Viewing your assessment results

In either course assessments or non-course assessments, you can view the results of the assessment in the relevant context. When you click on the rG button next to an assignment that has been graded with a rubric, the rG Mode will be displayed to allow you to see the details of the assessment your instructor provided:

![Image of rGrade assessment results]

5. Getting more help: The rGrade HelpDesk

In the rGrade Help Desk, you will find a number of resources for learning about rGrade and getting more help from the rGrade team:

**Help Ticket:** Use the form on the left to post a message to the rGrade Team.

**rGrade News:** Information about rGrade

**My Tickets:** View the responses to your Help Tickets.

**User Manual:** Read about the details of rGrade.
Appendix M: BSU Internship Consortium Manual
Introduction
The Ball State University School Psychology Doctoral Internship Consortium (BSU Consortium) was created to provide an avenue of doctoral internship training for school psychology doctoral students who were unable to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching program due to being geographically restricted. The Consortium consists of an association of training sites that provide predoctoral internship training in applied psychology. The sites in the Consortium vary from year to year depending upon the site’s needs, the student applicants, and ability to participate in the Consortium for a particular year. The Consortium is not a member of APPIC and is not currently APA accredited but is constructed to facilitate the licensure process for students completing their training through the Consortium by following the internship guidelines published by APPIC and APA. All applicants to the Consortium must be from APA accredited doctoral programs in school psychology or a closely related field.

The BSU Consortium is a full-time, 12 month internship where interns accrue at least 2000 hours of professional activities, with no less than 500 (25%) of those hours as direct client contact. Professional activities will vary by site, but typically would include: psychological assessment, educational assessments, client consultation, behavioral and emotional interventions, diagnosis and treatment of mental health concerns, neuropsychological assessment, administrative consultation, and participation in research and development of programs in a mental health area. Interns have a minimum of 2 supervisors who are licensed at the HSPP level in Indiana, and receive 2 hours of individual and 2 hours of group supervision weekly, and attend 2 hours of didactic training. Interns receive formal, written feedback 4 times during the year, approximately every 3 months, to identify strengths and weaknesses and ensure that the internship goals will be met by the end of the training experience. The stipend for the internship is in the range of $19,000-$21,000 per year.

The Ball State University School Psychology Doctoral Program is accredited by the American Psychological Association (APA). This internship is affiliated with the BSU Doctoral program in School Psychology, and is directed by Core faculty in the School Psychology area. Specifically, the Consortium provides an internship that is an organized program. It consists of a centrally administered, planned, structured, and programmed sequence of professionally

1 School Psychology Doctoral Program Handbook, Appendix M; BSU Internship Consortium Manual
supervised training experiences that are characterized by greater depth, breadth, duration, frequency, and intensity than practicum training. The BSU Internship Consortium program includes intern supervision that is regularly scheduled and sufficient relative to the intern’s professional responsibility assuring at a minimum that a full-time intern will receive 4 hours of supervision per week, at least 2 hours of which will include individual supervision. All supervisors will be licensed psychologists and in this document the word “supervisor” refers to supervisors who are licensed psychologists in the state in which the intern is performing clinical activities. Interns will hold the title of “Psychology Doctoral Intern.” Interns in the consortium are expected to enroll in Ball State University’s EDPSY 792 and attend weekly supervision and seminars at Ball State University. Interns will receive a certificate at the end of the internship indicating the completion of the internship and the dates of the internship.

The Consortium is listed in the Directory of Internships for Doctoral Students in School Psychology prepared by the Joint Committee on Internships for the Council of Directors of School Psychology Programs, Division of School Psychology (American Psychological Association), and the National Association of School Psychologists. By being listed in the Directory, the BSU Internship Consortium is recognized as an organized program in School Psychology that meets the “Guidelines for Defining an Internship or Organized Training Program in Psychology” used by the National Register of Health Service Providers in Psychology.

Goals and Objectives of the Consortium*
(*Please note that the Goals and Objectives is currently being reviewed and modified to align with the Competency Benchmarks published by APA, and for the goals and objectives to correspond with the intern evaluation form.)

Goal 1:  To produce entry level practitioners in psychology who understand and utilize the interaction between science, psychological theory, and clinical practice.
Objective 1:  Develop skills sufficient to review and critically analyze the relevant scientific research pertaining to the various aspects of clinical practice.
Objective 2:  Apply theories, conclusions and outcome data from the scientific literature to clinical assessment and therapeutic practices.
Assessment:  Supervisors continually monitor the progress of interns across all areas of scientifically-based clinical practice through the following methods:
1.  Individual weekly (or more frequent) supervision, with discussion of relevant literature appropriate to the issues dealt with in supervision.
2.  Direct observation of interns presenting cases and discussing case material and related professional literature in the weekly didactic training.
3.  Observation of interns’ participation in discussions regarding scientific and clinical topics presented during the weekly didactic training.
4.  Formal written intern evaluations.

Goal 2:  To achieve the level of professional competence in the field of psychology that will prepare for entry level to practice, upon completion of their doctoral degree, to become independently licensed to practice psychology.
Objective 1: Develop scientific and clinical knowledge and skills in relevant areas of psychological practice which includes assessment, diagnosis, consultation, and intervention.

Objective 2: Develop skills and experience in consulting with other professionals practicing in the various settings in which the interns function (e.g., physicians, clinics, schools, social service agencies).

Assessment: Supervisors weekly (or more frequently) monitor the progress of interns through the following methods:
1. Individual weekly (or more frequently) supervision, with discussion of ongoing clinical activities.
2. Group supervision of interns, which includes all of the above objectives.
3. Observation of interns participating in discussions regarding clinical topics and related material presented during weekly didactic training.
4. Formal written evaluations.
5. Supervisors provide a role model for successful professional practice in psychology and monitors the intern’s day-to-day progress and development in this area.

Goal 3: To develop an awareness of and sensitivity to issues of individual and cultural diversity, and the impact of these factors on clinical presentation, assessment, treatment, interventions, and follow-up.

Objective 1: Develop knowledge through readings, didactic sessions, and supervision to be sensitive to the diverse individual and cultural background of each patient and the complex interplay of individual, cultural and social factors that affect the patient’s clinical presentation, performance during psychological assessment and responsiveness to interventions.

Assessment: Supervisors continually monitor the progress of interns in the development of familiarity, knowledge, comfort, and clinical expertise in working with individuals and families, fellow professionals, and organizations in relationship to the issues of individual differences and cultural diversity. The following methods are used:
1. Individual weekly (or more frequently) supervision with discussions of relevant issues relating to individual differences and cultural diversity as they impact assessment, intervention, and consultation with other professionals.
2. Observation of interns presenting cases and discussing case material, with incorporation of information relating to difference and diversity issues when appropriate in weekly didactic training.
4. Observations of interns’ active participation in weekly didactic training, which includes sessions specifically devoted to issues relating to individual differences in cultural diversity, and commonly includes discussion of relevant diversity issues as they relate to other topics.
5. Formal written intern evaluations.

Goal 4: To develop the skills necessary to practice psychology in a highly ethical manner.

Objective 1: Develop a knowledge base with respect to the American Psychological Association (APA) Ethical Code, published ethical guidelines for specialty psychological practice, and representative state laws sufficient to maintain
personal behavior and psychological practice in accordance with the highest ethical and legal principles.

Objective 2: Develop the knowledge and skills necessary to deal effectively with issues of legal relevance (e.g., child or elder abuse, duty to warn, etc.).

Assessment: Supervisors continually monitor the progress of interns across all areas of scientifically based clinical practice, with an emphasis on knowledge and application of the ethical principles and relevant laws through the following methods and examples:
1. Individual weekly (or more frequently) supervision, with discussion of relevant ethical issues and principles as they apply to situations arising within the context of the interns’ clinical practice and other professional activities.
2. Observations of interns’ participation in discussions regarding ethical and legal issues presented during weekly didactic training. Several training topics are specifically devoted to ethical and legal issues, while relevant ethical issues are routinely discussed in relationship to a variety of additional clinical and related topics.
3. Formal written intern evaluations.
4. Supervisors provide a role model of ethical practice.

Internship Leadership Group
In order to ensure high quality training, cohesive and consistent training, and good communication among members of the Consortium, a formal Internship Leadership Group will be in place. Members of the Leadership Group include the Director, Co-Director, and Site Directors at each training setting, plus a representative from each doctoral training program in school psychology in Indiana (one from Indiana State University and one from Indiana University). The Internship Leadership Group will meet on a quarterly basis at minimum, and communicate via email as needed to address applicants, decisions about training, and address all formative and summative intern evaluations and review overall internship quality and any administrative or organizational concerns.

Consortium and Site Responsibilities
The Consortium will adhere to the policies, goals, and procedures outlined in this manual. Interns will be welcome to discuss any concerns with the Director or the Site Director.
1) The Site Director and Facilitator of Group Supervision will continuously provide informal verbal feedback to the intern in an ongoing fashion (formative feedback).
2) The Site Director will provide written evaluations of the intern's progress at least four times, approximately every three months (formative and summative feedback). These written evaluations will be shared with the intern in a meeting, and recommendations for improvement, intern strengths, and any concerns of the site will be discussed. After the meeting, the supervisor and the intern will sign the written evaluation and forward it to the Director. Following the evaluation, the internship leadership group will agree on modifications to the intern’s goals and training requirements to better meet the intern’s training needs.
3) The Director will maintain procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, ethical guidelines, professional competency and/or professional functioning. At the beginning of the training year, all predoctoral interns will be provided with these due process guidelines by the Director, which describe the process that will be followed in the
event of a grievance.

4) In the event that significant concerns are identified regarding an intern’s performance or conduct during the internship year, the Director will contact the sponsoring graduate program. Information, assistance and recommendations from the student’s graduate program will be solicited to assist in remediating or resolving the concerns.

5) The site will designate one professional psychologist to attend the Internship Leadership Group meetings. This may be a site director or a representative of the agency/site as long as the individual is affiliated with the internship program and directly responsible for client services at the agency/site.

**Expectations of Interns**

1) Prior to the initiation of the doctoral level internship interns should have met all requirements of their doctoral program that pertain to starting an internship.

2) Doctoral psychology interns will complete an Internship Contract in collaboration with the Director and Site Director(s) prior to starting internship.

3) Interns are expected to make adequate progress in the following domains in training:
   
   (a) Collegiality  
   (b) Critical thinking  
   (c) Interpersonal communication skills  
   (d) Judgment and decision making  
   (e) Psychological intervention and/or consultation  
   (f) Psychological assessment  
   (g) Self-awareness, self-reflection, and self-care  
   (h) Sensitivity to ethical and legal considerations  
   (i) Sensitivity to individual and cultural diversity

4) Interns are expected to be abide by the guidelines as stated in the APA Ethical Principles of Psychologists and Code of Conduct.

5) Interns must be cognizant of and abide by the laws and regulations governing the practice of psychology as included in appropriate legal documents. Such documents include, but are not necessarily limited to, the Indiana State Board of Psychologists.

6) Interns are expected to function at a personal level that allows them to meet all professional, legal, and ethical expectations. When interns are experiencing personal difficulties that interfere with their professional competence, they are expected to inform their supervisors, the Site Director, and the Director immediately.

**Intern Rights**

1) The right to be trained by licensed psychologists who adhere to APA ethical guidelines and policies and procedures of the State Psychology Board.

2) The right to be treated with professional respect that recognizes the training and
experience of the intern.

3) The right to ongoing verbal and written evaluation that is specific, respectful, and pertinent.

4) The right to engage in an ongoing evaluation of the training program experience.

5) The right to initiate an informal resolution of problems that might arise in the training experience through discussion or in writing to the Site Director or Internship Director.

6) The right to a formal due process and grievance policy.

7) The right to respect for one's personal privacy, cultural beliefs.

Application Process for Potential Interns

Important Notice to move BSU Consortium Dates for applications starting fall 2018 for the 2018-2019 internship cycle.


The Director of Doctoral Internships (Director) from the Ball State University School Psychology Program serves as the coordinator of the Consortium. The Director is appointed by the Chair of the Department of Educational Psychology at Ball State University. Although the Consortium has historically served Ball State University school psychology students any doctoral students in psychology are welcome to apply for the Consortium; students from programs aside from the Ball State University School Psychology Program will need a letter of permission from their training program. Application procedures are as follows:

1. Students should send an updated copy of their curriculum vita (CV) and a cover letter to the Internship Director. The Internship Director will review these materials to determine eligibility and suitability for the consortium. In some cases the Director may consult with members of the Ball State University School Psychology Core or site directors. Applications must be received by April 15th of the same year the intern will start the internship although applications are reviewed on a rolling basis. Note: any internship applicant who applied through APPIC or has an application completed in APPIC may simply send the APPIC application along with a cover letter.

2. Students will either be invited for an interview with the Director or will be sent a letter denying an interview.
3. If a student is deemed eligible for participation in the Consortium the student must interview with individual Consortium sites following their procedures and the procedures of the student’s department. For example, Ball State University School Psychology students must first pass their dissertation proposal prior to applying to any Consortium sites.

4. If a student is accepted to an internship site/sites they will receive a formal offer letter and complete an Internship Contract specifying the expectations of the Consortium for the student and the site. This contract will be signed by the student, the site(s) and the Internship Director.

Important note: Prior to 2017-2018 internship cycle all applications will be accepted starting April 15th, and will be reviewed on a rolling basis until July 1st or until all available positions are filled. The internship start dates are flexible, depending on interns and site partners. Site partners include school, clinic, and private practice settings. The internship dates will be approximately July 15 to August 15.


Application Process for Internship Sites

If a site is interested in being a member of the Consortium please contact the Director who will discuss the Consortium requirements and likely arrange for a site visit. Sites must agree to the tenets specified in this document. Each Site must identify a Site Director for the purpose of the Consortium. The Site Director should be actively involved in the training facility and must be responsible for clinical services in that setting.

Internship Requirements

The following are the requirements that students must meet to complete a doctoral internship through the Consortium; other requirements will be discussed with the Director. Exceptions will be on a case-by-case basis.

1) At least two interns must participate in the Consortium each year. The Consortium will not operate if there are less than two interns for a given year.

2) Students will complete one hour of weekly supervision with two supervisors who are licensed psychologists and involved in the operation of the training facility(s).

3) At least 25% of the intern’s time must be spent in face-to-face provision of psychological services.

4) Interns must participate in at least two hours per week of didactic experience.

5) Interns must agree to follow the Consortium Due Process and Grievance Policy.
6) The internship must be completed in no less than 12 months (10 months for a school psychology internship) and no more than 24 months. Total hours should equal at least 2000.

7) The intern must participate in 2 hours weekly group supervision.

8) Interns must agree to the below listed code of conduct.

Due Process and Grievance Policies

Please note that this Due Process and Grievance Policy is currently being reviewed and modified.

For purposes of the Due Process and Grievance Process a competence problem is defined broadly as: (1) an inability to exhibit or acquire the professional knowledge, skills, and attitudes required to reach an acceptable level of performance; (2) an inability and/or unwillingness to acquire and integrate professional standards (e.g., ethical, legal, diversity) in one’s professional functioning; and/or (3) an inability to effectively control personal stress, psychological dysfunction, excessive emotional reactions, and/or interpersonal difficulties that interfere with professional functioning.

Characteristics of Competence Problems

Competence problems may arise because of educational or academic deficiencies, psychological adjustment problems and/or inappropriate emotional responses, inappropriate management of personal stress, inadequate level of self-directed professional development, inappropriate use of and/or response to supervision, etc. Behaviors typically become identified as competence problems when they include one or more of the following characteristics:

- The behavior is not merely a reflection of a knowledge or skill deficit that can be rectified by academic or didactic training or supervision.
- The quality of services delivered by the intern is sufficiently negatively affected.
- The behavior has potential for ethical or legal ramifications if not addressed.
- The behavior shows a persistent insensitivity to diversity considerations related to race, ethnicity, gender, sexual orientation, age, disability status, veteran’s status, etc.
- The intern’s emotional difficulties interfere with his or her capacity to perform competently.
- The intern’s interpersonal style interferes with his or her intraprofessional and interdisciplinary relationships with peers, coworkers, supervisors, and/or subordinates.
- The intern does not acknowledge, understand, or address the concern when it is identified.
- The trainee’s behavior does not change as a function of feedback, remediation efforts, and/or time.
• A disproportionate amount of attention by training personnel is required.
• The intern's behavior negatively impacts the public view of the training program or institution.
• The behavior negatively impacts the internship class.

Guiding Principles to Ensure Due Process

The following principles serve to ensure that decisions made by the Consortium about interns are not arbitrary or personally based. These principles ensure that the intern is provided ongoing and meaningful feedback, opportunities for remediation, and information about appeals procedures. Guiding principles include:

1) Presenting interns with written documentation of the program's expectations related to professional and personal functioning; this document serves that purpose.

2) Stipulating the procedures for evaluation, including when and how evaluations will be conducted; this document serves that purpose.

3) Articulating the various procedures and actions involved in making decisions regarding problem behaviors.

4) When a problem arises supervisors will communicate with interns early and often about how to address problem behaviors.

5) Instituting a remediation plan for identified inadequacies, including the competency domain(s) in which performance is not adequate, target behaviors, expectations for acceptable performance, steps for remediation, supervisors’ responsibilities, time frame for expected remediation, and consequences of not rectifying the inadequacies.

6) Providing a written procedure to the intern that describes how the intern may appeal the program's action; this is enclosed within this document.

7) Ensuring that interns have sufficient time to respond to any action taken by the Consortium.

8) Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

Due Process

The Consortium has developed a set of procedures to be implemented in the event that an intern has performance or conduct problems. If an intern has performed below expectations a formal letter should be sent from the supervisor the intern and the Director. If desired, the intern is allowed to respond in writing to Director regarding problems identified in the letter. The
Director may choose to consult with the Site Supervisor, the intern’s supervisor, and other faculty and administration at Ball State University. Following this process the Director may:

1. Choose to take no further action in regard to identified problematic behaviors.

2. Issue a *Probation Notice*. This notice will include a clear and well-defined description of the performance or conduct problems. The Director will provide specific recommendations and guidelines for the intern to follow in order to rectify the problems. This notice will include target behaviors, expectations for acceptable performance, recommendations and steps for intern remediation, supervisor’s responsibilities, assessment techniques, expected outcomes and specified timelines and consequences for unsuccessful intern remediation. Remediation may include:
   
a. Additional reading, literature review or didactic experiences with specified topics.

b. Increased supervision that may be offered by the intern’s supervisor or another individual. Supervision may involve changes in the approach, focus or orientation.

c. Recommended counseling/psychotherapy with specific guidelines regarding confidentiality as to how information from such counseling will be shared with the Director and Site Supervisor.

3. Require a leave of absence or termination from the Consortium.

After a decision has been made the Director will contact the intern’s doctoral program. Information and recommendations from the doctoral program will be welcomed. The intern will receive copies of all correspondence between the two programs. If an intern does not accept the decision of the Director then a challenge can be initiated. The guidelines for challenges are outlined on the following page.

**Procedures for Responding to Continued Problems**

Additional action may need to be implemented if an intern fails to meet expected outcomes in the *Probation Notice*. If not, the intern may be released from the *Probation Notice*. If an intern on a *Probation Notice* has not improved sufficiently to rectify the problems stipulated in their remediation plan, the Director may utilize one of the following approaches or other actions deemed appropriate:

1) The Director will continue the probation period for the intern for a specified period of time.

2) The Director will suspend the intern. Under this suspension, the intern will not be allowed to engage in clinical activities or perform professional services until there is documented evidence that the performance or conduct problems have improved to the extent that these concerns are no longer considered problematic.

3) The intern will be terminated.
**Procedures for Appeal by an Intern**

Interns who wish to contest actions and decisions by the Consortium must submit a written challenge to the Director within 10 days of receipt of the decision. Failure to submit a written challenge within 10 days will be taken as assent to the Consortium actions and decisions. Once a written challenge is received, the following steps will occur:

1) The Director will convene a review panel consisting of the Ball State University School Psychology Core (Core).

2) A review hearing will be conducted, chaired by the Ball State University School Psychology Clinical Training Director. In the event this person is also the Director, the Core will select a different chair. The Site Supervisor, intern’s supervisor, and the intern have the right to be present at the hearing. The Director will attend this meeting but will be a non-voting member.

3) Within 15 days of the completion of the review hearing, the Core will file a written report, including any recommendations for further action. The intern is informed of the recommendations by the Core through receipt of a copy of the Core’s report.

4) If the Core finds in favor of the intern, no further action against the intern is taken.

5) If the Core finds in favor of the Director, the original supervisory action is implemented.

6) The Core may, at its discretion, find neither in favor of the Director nor the intern. It may instead modify the original supervisory action or issue and implement its own action.

**Formal Grievance Procedures**

The following steps can be used when an intern wishes to file a grievance:

1) The intern, when involved in a grievance, will first bring this to the attention of their supervisor. In this instance their supervisor should work with the intern to resolve the grievance. If the supervisor refuses to work with the intern, or if the supervisor cannot resolve the grievance; or in the instance where the grievance is between the intern and the supervisor, the intern has the option of bringing the problem to the attention of the Director.

2) The Director should work with the intern to resolve the grievance. If the Director refuses to work with the intern, or if the Director cannot resolve the grievance; or in the instance where the grievance is between the intern and the Director, the intern has the option of bringing the problem to the attention of the Director of Training of the Ball State University School Psychology program. If this person is the Director the intern should bring the grievance to a member of the Core.

3) The Core will meet with the intern regarding their grievance; the Director will not attend this meeting. The Core will work with the intern to resolve the grievance. There will be no further appeal.
## Internship Contract

Name: ________________________________________________________ Date: __________

Internship Site: __________________________________________________________________________

Internship Site Address: ____________________________________________________________________

Internship Site Phone Number: _______________________________________________________________

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<th>Type of Internship</th>
<th>APPIC ______ APA Approved ________ BSU Consortium ________ Self-Developed ________ Other (Explain ) _______________________________</th>
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<td>Setting(s)</td>
<td>Clinic ________ School ________ Hospital ________ Residential ________ Mental Health ________ Other ________________</td>
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<tr>
<th>Internship Dates</th>
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### Primary Supervisor

Note: Only two supervisors are needed.

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<td>Health Service Provider in Psychology Endorsement: Yes _____ No ________</td>
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<td>Licensed School Psychologist: Yes _____ No ________</td>
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**Indicate Setting(s) in which Supervision will be Provided** (Check all that apply.)

| Clinic ________ School ________ Hospital ________ Residential ________ Mental Health ________ Other ________________ |

### Supervisor 2

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**Indicate Setting(s) in which Supervision will be Provided** (Check all that apply)

| Clinic ________ School ________ Hospital ________ Residential ________ Mental Health ________ Other ________________ |

### Supervisor 3

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<tr>
<td>Name _________________________________________________________________</td>
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<tr>
<td>Degree: Ph.D. _____ Psy.D. _____ Ed.D. _______</td>
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<tr>
<td>Licensed Psychologist: Yes _____ No _______</td>
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<td>Health Service Provider in Psychology Endorsement: Yes _____ No _______</td>
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<td>Licensed School Psychologist: Yes _____ No _______</td>
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<td>Indicate Setting(s) in which Supervision will be Provided (Check all that apply.)</td>
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<th>Individual Face-to-Face Supervision by Supervisor per week</th>
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<td><strong>Status of Prelims and Dissertation Proposal</strong></td>
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**Internship Plan:**

- _________ Approved
- _________ Not Approved
- _________ Needs Revisions or Incomplete Information (See below)

Student Signature ___________________________________________ Date ______
Site Director Signature ________________________________ Date ______
Director of Doctoral Internships Signature ________________________________ Date ______
BSU Consortium Participating Sites

Internship Director: Janay B. Sander, Ph.D., HSPP
Internship Co-Director: Ken McCoy, Ph.D., HSPP

Internship dates: August 15, 2015 – August 14, 2016
Sites include Anchor Behavioral Counseling, LLC, East Central Indiana Special Services, the Center for Autism Spectrum Disorder, and Daleville Community Schools, and Fort Wayne Neurological Center
Interns for 2015-2016: 3

Internship dates: July 18, 2016-July 17, 2017
Sites include the Center for Autism Spectrum Disorder, Anchor Behavioral Health, and Southwest Allen County Schools.
Interns for 2016-2017: 3

Participating Sites

**Anchor Behavioral Counseling, LLC., Newcastle, IN**
Site Director: Ken McCoy, Ph.D., HSPP
Individual Supervisors may include licensed psychologists: Dr. Kenneth D. McCoy, Dr. Kent Berry or Dr. Shaena Gardner.

This is either a part time or full time internship for 20 or 40 hours weekly at Anchor Behavioral Counseling for 12 months. The intern will complete psychological, psycho-educational and neuropsychological evaluations, conduct mental status examinations and perform individual and family counseling for all age groups. The intern will also be responsible for writing complete reports of all work and document all counseling encounters. The intern will also work collaboratively with referring agencies and engage in consultation services as well. Public schools regularly contract with this provider to conduct assessments for special education purposes, and the intern would provide services for school contracts as needed.

**Center for Autism Spectrum Disorder, Ball State University**
Website: [http://www.bsu.edu/casd](http://www.bsu.edu/casd)
Primary Site Supervisor: David E. McIntosh, Ph.D., HSPP
Additional Site Supervisor as needed: Kim Zoder-Martell, Ph.D., HSPP, BCBA-D

This site will be a part-time 20 hour weekly placement at the Autism Center for 12
months. The intern will provide psychological and behavioral assessment as a member of the assessment team, including initial and ongoing assessments of individuals who participate in services and research studies at the Autism Center. The intern may provide direct client services and consultation to schools, employment locations and other agencies as part of the team based at the Autism Center. The intern will contribute to implementation of research protocols and interventions, as needed, for individuals who participate in services and studies at the Autism Center. The Autism Center will provide any required training to perform necessary professional duties, along with office space, office support, necessary assessment tools and space to perform professional activities at the Autism Center. The total number of direct client service hours for the 12 month time frame in a 20-hour weekly position would be a minimum of 250 hours total. The direct client contact will vary week to week, so monthly averages will be used to ensure that enough client contact hours will be provided. The intern will receive 1 hour weekly individual supervision from Dr. McIntosh and/or Dr. Zoder-Martell.

**Fort Wayne Neurological Center**
Website: [http://www.fwna.com/](http://www.fwna.com/)
Fort Wayne, Indiana
Site Director for BSU Consortium Internship: Ron Williams, Ph.D., ABN, HSPP
Site Co-Director: Tasha Williams, Ph.D., HSPP, ABPdN

This site will be a full time placement for 12 months. This is a neuropsychology training setting and the intern must have prior supervised training experiences in neuropsychology to be placed at this site. This is a medical setting where the intern will primarily provide neuropsychological assessments and consultation about patients. Training experiences will include working with patients of all ages. Fort Wayne Neurological Center employs neuropsychologists, neurosurgeons, neurologists, physical medicine specialists, mental health counselors, and other medical professionals. The intern will work collaboratively with this interdisciplinary group of professionals. The intern will receive 2 hours weekly individual supervision from Dr. Ron Williams and/or Dr. Tasha Williams. Consultation with other psychologists at the practice is routine, and is available in addition to individual supervision as needed.

**School Corporation: Daleville Community Schools**
Site Contact: Mr. Paul Garrison, Superintendent

This school-based setting is a part time setting designed to be a portion of the 12-
month internship during the school’s academic year. The intern will conduct assessments, provide teacher and parent consultation, and work with school administrators and staff to develop intervention plans and other behavioral and mental health services as needed. There will be a school psychology staff member assigned as a site contact and site supervisor for 30 minutes per week. Individual supervision by an HSPP level supervisor will be provided for 1 hour per week, and university faculty supervisors may serve in this role in collaboration with the school system. The intern will participate in case conferences and have regular interaction with the multidisciplinary team. The intern may complete up to 40 assessments during this training experience.

School Corporation: East Central Indiana Special Services
Site Contact: Ms. Liza Bates, Director of East Central Indiana Special Services

This school-based setting is a part time setting designed to be a portion of the 12-month internship during the school’s academic year. The location of services is in Western Wayne Schools, near Richmond, Indiana. The intern will conduct assessments, provide teacher and parent consultation, and work with school administrators and staff to develop intervention plans and other behavioral and mental health services as needed. There will be a school psychology staff member assigned as a site contact and site supervisor for 30 minutes per week. Individual supervision by an HSPP level supervisor will be provided for 1 hour per week, and university faculty supervisors may serve in this role in collaboration with the school system. The intern will participate in case conferences and have regular interaction with the multidisciplinary team. The intern may complete up to 40 assessments during this training experience.

School Corporation: Southwest Allen County Schools
Site Contact: Ms. Roxanne May, Director of Special Education Services
Site supervisor: Michael Scherbinski, Ph.D., HSPP and Angela Hensley, Ph.D., School Psychologist

This school-based setting is a part time setting designed to be a full time 12-month internship during 2016-2017 internship cycle. This school site is located in Fort Wayne, Indiana. The intern will conduct assessments, provide teacher and parent consultation, and work with school administrators and staff to develop intervention plans and other behavioral and mental health services as needed. There will be a school psychology staff member assigned as a site contact and site supervisor for a minimum of 30 minutes per week. Two hours of weekly individual supervision
will be provided by a local HSPP level supervisor who has routinely provided services for the school. University faculty supervisors (licensed psychologists) will provide supplemental supervision for the school system as needed. The intern will have a minimum of 2 HSPP level supervisors, one at the school and one at the University. The intern will participate in case conferences and have regular interaction with the multidisciplinary team. The intern may complete up to 40 assessments during this training experience. The site is required to permit the intern to attend 2 hours of group supervision and 2 hours of didactics with the intern cohort at Ball State University in Muncie, Indiana.

Proposed additional sites for BSU Consortium, starting 2017-2018 Internship Year

**Ball Memorial Hospital’s Family Medicine Residency**

Website: [FMRC Homepage](http://iuhealth.org/ball-memorial/for-providers/graduate-medical-education/family-medicine-residency/)

Muncie, Indiana

Site Director for BSU Consortium Internship: Josh Rainey, Ph.D., HSPP

Individual Site Supervisors: Josh Rainey, Ph.D., HSPP and Linda Daniel, Ph.D., HSPP

This site will be a full time placement for 12 months. This is a primary healthcare clinic setting used as a training site for Family Physician Residents and Doctoral Psychology Interns. The focus of training is on Health Service Psychology and consultation with medical professionals. Training experiences will include working with patients from all backgrounds, ages, and referral concerns. Our interns typically see patients through “warm handoffs” from physicians, but also maintain a caseload of brief short term therapy, medical/behavioral health groups, screenings, and brief assessments. The intern will act as a behavioral health consultant daily with a multidisciplinary team of physicians and medical professionals. The intern will receive individual supervision from Drs. Josh Rainey and Linda Daniel each for 1 hour weekly.

Note: Ball Memorial Family Medical Residency Center has participated as a member of the Integrated Behavioral Health Consortium for the past few years, including APPIC membership and match participation for the current internship cycle and the upcoming 2016-2017 internship cycle. The FMRC has hosted 2 interns and plans to continue to offer 2 intern positions in joining the BSU Consortium.
Appendix N: Syllabus: EDPS 792: Internship in Professional Psychology
EDPSY 792  
Fall 2015  

Doctoral Internship in Professional Psychology  
Department of Educational Psychology  
Ball State University  

CREDIT HOURS:  3-9  
CLASS MEETING TIMES: Mondays 9:00am – 11:40am (didactics + 1 hour group supervision); additional hour of group supervision to be arranged  
CLASS LOCATION: TC 542  
INSTRUCTOR:  Janay B. Sander, Ph.D.  
(765) 285-8524  
email address: jbsander@bsu.edu  
OFFICE HOURS:  11:40AM – 1:00PM AND BY APPOINTMENT  

PREREQUISITE: Permission of the department chairperson and approval of a Ball State University Internship Contract and/or binding APPIC Match agreement.  

COURSE DESCRIPTION:  
Directed and supervised experience within a school, clinic, or other appropriate setting as a formal, organized internship in professional psychology. A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.  

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disabled Student Development office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disabled Student Development can be contacted at 765-285-5293 or dsd@bsu.edu  

COURSE PHILOSOPHY AND STRUCTURE:  
The doctoral internship in professional psychology in the School Psychology Program at Ball State University is designed to prepare students for entry to the practice of professional psychology. Internships at the Ph.D. level conform to domains established by the National Association of School Psychologists and with the training standards of the American Psychological Association (APA) Committee on Accreditation, and the Association of Psychology Postdoctoral and Internship Centers (APPIC). All approved internships must meet the requirements for APPIC member internships, even if they are not members of APPIC. Doctoral students who wish to pursue licensure in another state after graduating from the program have the responsibility to become familiar with that state’s licensure requirements prior to pursuing and completing their doctoral internship.
ACADEMIC AND PROFESSIONAL CONDUCT
Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Students are expected to adhere to the appropriate code of ethics for their particular program and the university. Any behavior, which is deemed unethical, will be grounds for dismissal from the program. Please contact the professor immediately if you are unfamiliar with any of the academic conduct and ethical guidelines of your department or the university.

INTERNSHIP OBJECTIVES
The doctoral internship should be an integrated, individually tailored, balanced, and coordinated series of learning experiences. Students are encouraged to pursue internships that follow a scientist-practitioner model with a focus on direct psychological practice that is supported by the current psychological literature on evidence-based practice. The overarching general goals of the internship should be to (a) practice and expand on previously held knowledge, (b) develop new skills and knowledge, and (c) experience personal and professional growth that contribute to the development of a competent, professional psychologist. To achieve these overarching goals, interns are expected to achieve the following competencies by the end of the internship year at the level that indicates readiness for entry to practice:

General Professional Competencies. Competencies include the following areas, which address competencies from the National Association of School Psychologists and the American Psychological Association Competencies Model. School psychology students are required to demonstrate proficiency in the 11 National Association of School Psychology standards. This internship focuses on the development of skills in relation to NASP Standards 1, 2, 3, 4, 5, 6, 7, 8, 10, 12 although may vary depending upon the student’s internship site. The following areas will be included on the intern evaluations:

1. Data-Based Decision-Making and Accountability. Candidate has knowledge of varied methods of assessment and data collection and demonstrates skills to use them effectively.
2. Consultation and Collaboration. Candidate has knowledge of varied methods of consultation, collaboration and communication to serve clients in educational setting. He/she demonstrated the ability to use these skills to design, implement, and evaluate services. This skill is reflective of the professional competency area of working within interdisciplinary systems.
3. Interventions and Instructional Support to Develop Academic Skills. Candidate displays knowledge about the varied influences (e.g., learning, biological, cultural) on academic achievement as well as the capability to select effective intervention strategies. Together, with other personnel, he/she can use this knowledge with effective data-collection strategies, to implement and evaluate the effectiveness of academic/instructional services and programs.

Note: Corresponds to BSU Internship Consortium Goal 2
I. Interventions and Mental Health Services to Develop Social and Life Skills. Candidate displays knowledge about the varied influences (e.g., biological, cultural, social, familial) on behavior and mental health as well as the capability to select effective intervention strategies. Together, with other personnel, he/she can use this knowledge with effective data-collection strategies, to implement and evaluate the effectiveness services to promote socialization, learning, and mental health.

II. School-Wide and Interdisciplinary Practices to Promote Learning, Positive Student/Client Outcomes and Effective Working Relationships. Candidate demonstrates knowledge about school and organizational structure and administration, educational policy, and technology resources as well as how the system can work with others to create and support positive academic, learning, social, emotional, behavioral and personal outcomes through evidence-based practices and interdisciplinary collaboration.

III. Preventive and Responsive Services. Candidate displays awareness of risk factors impinging on learning and mental health. He/she demonstrates the skills necessary to work with others to implement effective crisis prevention and responsive programming in the schools.

IV. Family-School Collaboration Services. Candidate displays knowledge and awareness of the importance of family variables in affecting learning and achievement and is able to help to form partnerships between parents and educators to use evidence-based strategies to support the child’s learning and emotional well-being.

V. Diversity in Development and Learning. Candidate displays knowledge about the effects of individual differences including factors such as culture, context, and individual and role differences on the functioning of children in school and in various mental health and other health care settings. With others, he/she can promote services and programs that respect this diversity and promote professional services that support academic and personal well-being in students, clients, patients, families and communities.

VI. Research and Program Evaluation. Candidate displays knowledge of the literature on learning and child development and is able to translate research into practice. He/she shows ability to understand research design and statistics well enough to conduct research relevant to his/her own work and needs of the school.

VII. Legal, Ethical, and Professional Practice. Candidate is knowledgeable and capable of professional practices that are ethical and legal. He/she uses standards of practice that improve the quality of services to clients and protects the rights of all parties.

Interns have opportunities to assume increasing professional responsibilities, with appropriate supervision, as their skills and knowledge grow over the year.

Specific goals of the BSU Consortium Internship are:
The interns are expected to meet the level of proficiency at the level of readiness for entry.

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3 Note: Corresponds to BSU Internship Consortium Goal 2
4 Note: Corresponds to BSU Internship Consortium Goal 5; revised evaluation item to reflect APA Competencies Model
5 Note: Corresponds to BSU Internship Consortium Goal 3
6 Note: Corresponds to BSU Internship Consortium Goal 1
7 Note: Corresponds to BSU Internship Consortium Goal 4
to practice in the following areas, which are the specific goals of the BSU Consortium Internship:

**Goal 1:** Understand and utilize the interaction between science, psychological theory, and clinical practice.

**Goal 2:** Achieve the level of professional application of evidence-based practice in the field of psychology that will prepare interns, upon completion of their doctoral degree, to enter the practice of psychology.

**Goal 3:** Develop an awareness of and sensitivity to issues of individual and cultural diversity, and the impact of these factors on clinical presentation, assessment, intervention, and follow-up care.

**Goal 4:** Develop the skills necessary to practice psychology in a highly ethical manner.

**Goal 5:** Develop interpersonal skills and capacities to support professional longevity and effectiveness working in various systems and with other professionals.

The internship year experiences are developed to meet the intern’s professional needs as well as to provide maximum personal development.

**INTERNSHIP REQUIREMENTS**

An acceptable internship in professional psychology at Ball State University is designed to meet the guidelines outlined by the National Register of Health Service Providers in Psychology. Specifically, in the absence of special circumstances, an organized internship program meeting these guidelines will be identified as an acceptable internship. The requirements for an acceptable internship are as follows:

1. An internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, provides the intern with a planned sequence of training experiences. It is the culminating training experience prior to the granting of the doctoral degree and follows a program of coursework, practica, and field experiences occurring after most of the coursework leading to the degree is completed. The doctoral internship meets the needs of individual graduate students and offers the extension of education and preparation beyond the university program. An internship should include a range of activities such as consultation, assessment, intervention, supervision, and research intended to optimize the health and psychological growth of patients.

2. The intern will spend time in research activity that may include evaluating the outcomes of services delivered and effectiveness of the intern’s own training. This time shall not exceed 25% of the internship. At least 25% of the intern’s time will be spent in direct (face-to-face) psychological services to patients.

3. The internship placement must have a written statement or brochure that describes the goals and content of its internship program and states clear expectations for the quality of the intern’s work, training, and supervision that is made available to
prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including expectations about the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Internship programs have documented due process procedures for interns that are given to interns at the beginning of the training period.

5. Full-time internships may be completed in no less than 9 months; part-time internships may extend to no more than 24 months. The internship year must include a minimum of 1,500 hours in activities described above, although a minimum of 2,000 hours is recommended for students who wish to become licensed psychologists.

6. Internship agencies are required to issue a certificate or “Official Statement” of psychology internship completion to all interns who have successfully completed the placement.

7. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed/certified by the State Regulatory Board of Psychology to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and (c) is present at the training facility for a minimum of 20 hours per week. Intern supervision may be shared with other appropriately credentialed personnel in the psychological service unit, but the licensed/certified psychologist assumes 100% of the responsibility for the supervision provided. A psychological service unit offering the internship training has at least two psychologists on the staff.

8. The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of addressing the quality of the psychological services rendered directly by the intern. The supervisor (described in #7 above) must supply at least one hour per week of supervision.

9. There must be a minimum of two supervisors for the internship experience.

10. In addition to individual supervision an average of at least two additional hours per week of scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, and in-service training is scheduled. These activities may be completed in conjunction with professionals other than school psychologists.

11. The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns. Ideally, the internship placement must have two or more full-time equivalent interns; however, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training.
activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

12. Any product completed by the intern must be co-signed by the licensed psychologist supervisor for the intern.

13. The trainee has a title such as “intern.”

INTERNSHIP COURSE REQUIREMENTS
10. Complete and submit an Internship Agreement Plan prior to accepting or beginning the internship.

11. Maintain internship log sheets. Submit summary of hours monthly during the year to the BSU Director of Doctoral Internships. Logs must be updated weekly. The 6-month logs will be printed and included with the 6-month intern evaluation forms.

12. Submit supervisor evaluations two (2) times during the internship year to the BSU Director of Doctoral Internships.

13. Submit Site Supervisor’s Summary Evaluation form and the Intern Reaction form Two (2) times during the internship year to the BSU Director of Doctoral internships.

14. Each intern is expected to maintain his/her electronic portfolio and submit the electronic portfolio for evaluation to the BSU Director of Doctoral Internships prior to completing the internship.

15. Complete and submit the Internship Summary form at the completion of the internship.

16. Interns will complete self-reflection activities and ongoing self-assessment, to discuss with supervisors, related to interpersonal effectiveness and diversity sensitivity and professional development related to cultural competence.

17. Interns will participate in training activities and complete a summary of knowledge reflection about interdisciplinary practice and interpersonal relationship effectiveness.

18. Interns will complete a self-reflection activity and plan for self-care as an assignment that will be documented and reviewed as part of group supervision.

19. Complete an ethical problem solving worksheet that will be scored using a rubric; passing score is considered 90% of rubric points and may be resubmitted if corrections are necessary.

20. Offer presentations to other professionals in similar or various disciplines, such as in course didactics, for internship site professionals, or professional conferences, that can be scored using a rubric for case presentations and evidence-based practice and meets 90% of rubric points.

(Scoring rubrics are below)
CREDIT HOURS
Students are required to sign up for this course each fall and spring semester they are on internship. For example, an intern beginning the internship on August 1 and completing the internship on July 31 should enroll in three credit hours of EDPSY 792 for the fall and spring semester. Registration for summer session credit hours is optional. The total number of hours may not exceed 9 hours. Interns will receive a grade of “EC” until all the requirements as stated in this syllabus have been completed. **It is the responsibility of the intern to find out the state licensure requirements in the state they wish to practice in after internship to determine if a minimum number of credit hours is associated with internship requirements in that state.**

INTERNSHIP PLAN
Each student must submit a written internship plan indicating the number of internship hours to be completed, the beginning and ending dates of the internship, the expected number of direct patient contact hours, total individual face-to-face supervision hours, supervision hours provided by each supervisor and his/her credentials (including licenses), group supervision hours, and the number of seminar hours anticipated during the internship prior to accepting an internship. In addition, a short description of the internship site and brochure should be attached to the internship plan. The Internship Plan form must be approved and signed by the Director of Doctoral Internships prior to a student accepting an internship. The only exception to the signature requirement is for students pursuing an APPIC internship. However, the Internship Plan form must be completed within two weeks of acceptance of an APPIC internship. Students cannot formally begin the internship or enroll in EDPSY 792 until the Internship Agreement Plan is approved by the BSU Director of Doctoral Internships, unless the intern has participated in a binding agreement via the APPIC Match. In the event that a student matches in APPIC, the internship Agreement Plan must be submitted as soon as possible, but before the start date.

INTERNSHIP LOGS
Interns are required to submit a summary of their hours twice during the internship. The first summary should be received by the BSU Director of Doctoral Internships no later than the last class day of the fall semester. The second summary should be attached to the last evaluation and internship summary.

SUPERVISOR EVALUATIONS
Interns need to have their supervisor(s) complete the intern evaluation forms (see Appendix E) two times during the year. The first evaluations are due by the end of the fall semester with the second evaluations due at the end of the internship. Interns need to have all supervisors complete both evaluation forms. Supervisors must sign evaluations; interns also are required to sign.

In addition to the aforementioned evaluations, each intern is required to have their supervisors complete the Site Supervisor’s Summary Evaluation form. The intern also is requested to complete the Intern Reaction form. These forms should be completed twice a year and submitted along with the evaluation forms.
ELECTRONIC PORTFOLIO
Electronic portfolios are due at the end of internship. Electronic portfolios should be updated and include material related to the internship activities. Case conceptualizations, self-reflection journal entries, interventions, consultation summaries, evaluations, logs, etc. can be added to demonstrate the application and integration of educational and psychological knowledge as applied to the school and other mental health settings as a function of the internship.

FINAL INTERNSHIP SUMMARY
A summary of the internship documenting the total number of internship hours completed, the beginning and ending dates of the internship, the total number of direct Patient contact hours, the total number of individual face-to-face supervision hours completed, the number of supervision hours provided by each supervisor and his/her credentials (include licenses), the number of group supervision hours, and the number of seminar hours completed must be submitted at the end of internship. In addition, a short description of the internship site and brochure should be attached to the internship summary. It is important to supply a completed Internship Summary form because this will be placed in the intern’s doctoral file and used for future reference when he/she applies for licensure.

INTERNSHIP OPTIONS
Students have the flexibility of pursing internships in a variety of settings. An attempt is made to tailor internships to meet the individual needs and interests of each student. However, the Program in School Psychology at Ball State University requires each doctoral student spend at least 600 hours of practicum or internship within the school setting. Also, there are specific requirements related to supervision, total internship hours, and direct Patient contact hours depending on the type of internship that is pursued. Interns are directed to the Director of Doctoral Internships for additional information.

PRELIMINARY EXAMINATION AND DISSERTATION PROPOSAL REQUIREMENT
The Doctoral Program in School Psychology requires that students complete and successfully defend their written exams prior to applying for or accepting a full-time internship. In addition, the Doctoral Program in School Psychology requires students to have their dissertation proposal accepted by their doctoral committee prior to applying for or accepting an internship. It is the responsibility of the student to notify the Director of Doctoral Internships when these requirements have been met. Students may not apply for any internship until they are given permission to do so from the Director of Doctoral Internships.

PRIOR TO LEAVING ON INTERNSHIP
Prior to leaving for internship, it is important that students provide the following information to the department staff:

home address and phone number
name of internship site, address, and phone numbers
an e-mail address.

**Relation to Teachers College Conceptual Framework:**
http://www.bsu.edu/teachers/article/0,,44474--00.html

<table>
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<th>Course Relevance</th>
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<tr>
<td>Engagement</td>
<td>Students are engaged in learning the developmental course of psychopathology as they use their knowledge to diagnose and treat psychiatric conditions and/or children being served in or considered for special education. They learn to communicate this knowledge to others.</td>
</tr>
<tr>
<td>Expertise</td>
<td>Students gain knowledge of differential diagnosis, developmental aspects of psychiatric disorders, interviewing skills, and ability to provide these services in an educational and professional setting.</td>
</tr>
<tr>
<td>Context</td>
<td>Students are required to demonstrate acquisition of skills through supervised clinical experience in real world clinical settings. The skills students learn translate to the professional community.</td>
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1.1 - **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.

1.2 - **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.

1.3 - **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.
1.4 - 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.

1.5 - 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.

1.6 - 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.

1.7 - 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.

1.8 - 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.

1.9 - 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.

1.10 - 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.
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 service.
Rubrics for professional competencies used to assess intern performance:

Clinical Case Presentation (2 per semester).

Every student is expected to lead a class discussion for 2 of your clinical cases. The student should change the name and identifying information to protect the confidentiality and anonymity of the patient. Each case presentation should be offered using Powerpoint and detailing the specifics of the case, and two relevant current research articles (including APA format citation) relevant to the case. The case presentations (2 required per semester) will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not present</td>
<td>Minimal</td>
<td>needs improvement</td>
<td>Present/appropriate</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Area for ratings | Rating (1-5)

1. Summarize descriptive information about case
2. Provide assessment highlights or data points
3. Provide succinct clinical summary of overall impressions
4. Describe evidence-based interventions used or recommended
5. Provide information about the relevant ethical and legal areas, or mention areas for further professional development

**TOTAL GRADE (sum of ratings 25/25 is 100%)**

Competency is considered met for % rubric points at 90%

Special Topic Presentation (1 per semester).

Every student will be expected to lead a class discussion on a topic that will be assigned in class. The presentation should be research-based and reflect current philosophy and research. Each presentation will last approximately 25 minutes. Students will be expected to lead the presentation in front of the class. The quality of materials presented in class should be similar to what is expected in a professional meeting at APA or another national professional psychology organization. The scoring rubric is provided below.

The class presentation will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not present</td>
<td>Minimal</td>
<td>Moderate/needs improvement</td>
<td>Present/appropriate</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Area for ratings | Rating (1-5)

1. Relevance to psychological practice and school psychology
2. Inclusion of scholarly peer reviewed literature
3. Clear presentation of background information appropriate for the audience
4. Method for conducting literature review or study is clearly described
5. Literature is cited using APA style

**TOTAL GRADE (sum of ratings 25/25 is 100%)**
Competency is considered met for % rubric points at 90%

**Ethics Problem Solving Individual Case Worksheet**

A formal problem-solving model will be presented and discussed in this course. Students will be provided with an ethical dilemma and will complete an assigned ethical problem solving worksheet about the scenario. **This assignment is to be completed independently.** Numbers represent points possible. Total score will be sum of scores in each row.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Un satisfactory</th>
<th>Marginal</th>
<th>Satisfactory</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of ethical dilemma</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Analysis of dilemma</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Presentation of alternatives</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Action and rationale</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Adherence to overall model</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Total score = __________

For doctoral interns, competency is met with 90% of total points, so 36/40 points. Worksheet may be revised or repeated to meet competency.
### Didactic Topics and Schedule: Fall 2015

Intern (EDPS 792) didactics schedule meets with externship (EDPS 791) during semesters.

<table>
<thead>
<tr>
<th>Week start date</th>
<th>Topic</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17 (792 only)</td>
<td>Overview and expectations</td>
<td></td>
</tr>
<tr>
<td>8/24</td>
<td>Finalize schedule and expectations; Systems considerations</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Review of Indiana’s Article 7 and ethical problem solving Systems integration and communication</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Labor Day BSU holiday</td>
<td>No meeting</td>
</tr>
<tr>
<td>9/14</td>
<td>Cultural competencies and positive behavior support systems</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Licensure process and EPPP</td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>Intern special topic presentation Self-care and self-advocacy</td>
<td></td>
</tr>
<tr>
<td>10/5</td>
<td>Integrated health settings</td>
<td>Guest speaker: Sharon McNeany, Ph.D.</td>
</tr>
<tr>
<td>10/12</td>
<td>BSU fall break Research: human subjects protections and renew IRB required CITI training if needed (online module)</td>
<td>No meeting; Online module for interns if needed; American Psychological Association peer review online training also suggested</td>
</tr>
<tr>
<td>10/19</td>
<td>Intern special topic presentation Feedback in assessment</td>
<td></td>
</tr>
<tr>
<td>10/26</td>
<td>Intern case presentation Self-reflection and career development</td>
<td></td>
</tr>
<tr>
<td>11/2</td>
<td>Extern case presentations Extern special topic presentation</td>
<td></td>
</tr>
<tr>
<td>11/9</td>
<td>Intern special topic presentation Extern special topic presentation</td>
<td></td>
</tr>
<tr>
<td>11/16</td>
<td>Extern case presentations</td>
<td></td>
</tr>
<tr>
<td>11/23</td>
<td>Intern case presentation Extern special topic presentation</td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Extern case presentations Extern special topic presentation</td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td>Intern case presentation Extern special topic presentation</td>
<td></td>
</tr>
<tr>
<td>12/14</td>
<td>Extern case presentations</td>
<td></td>
</tr>
<tr>
<td>12/21 (792 only)</td>
<td>No meeting for didactics; group supervision only.</td>
<td>Complete online module: trauma focused CBTweb (10 credits) (<a href="http://tfcbt.musc.edu/">http://tfcbt.musc.edu/</a>);</td>
</tr>
</tbody>
</table>

459
Alternative online module must be submitted to intern director for approval

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/28 (792 only)</td>
<td>No meeting for didactics or group supervision; complete online module if necessary</td>
</tr>
</tbody>
</table>

By 12/31/15, interns should have a total of 36 hours of didactics; online modules will be suggested to complete to make up the difference. Training at conferences and through the doctoral program as part of special events may also apply.

revised 8/15/2015 jbs
BALL STATE UNIVERSITY

REVIEW AND EVALUATION OF DOCTORAL INTERN’S PERFORMANCE

Please note that this form is to be used with doctoral level full time interns who are completing a 2,000 hour internship.

Intern____________________________________

Supervisor_________________________________

Midyear Final (circle one) Date______________

Please rate the intern using the following performance scale on each of the following items. Indicate the level which best reflects the intern’s knowledge and skills in that particular competency area. You may also wish to comment on the ratings in the spaces provided.

About the rating scale to ensure consistency among supervisors and settings:
Please note that the rating of **4—Proficient** indicates readiness for practice, which is the goal for the **end** of the internship year. Note also that a rating of **2—Developing, warrants additional support** will indicate that the intern may be placed on a remediation plan.

**Level of Mastery:** 5—Excellent
4—Proficient
3—Satisfactory, but still developing
2—Developing, warrants additional support
1—Unsatisfactory
NA—Not Applicable/Haven’t Observed

I. Data-Based Decision-Making and Accountability.
Candidate has knowledge of varied methods of assessment and data collection and demonstrates skills to use them effectively.

Candidate demonstrates competence in the following areas:

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</tr>
</tbody>
</table>
10. Integrates data to establish client needs. ____
11. Capable of reviewing and recommending intervention options ____
12. Capable of using technology to assess or monitor services ____
13. Demonstrates the outcomes of intervention effectiveness ____
14. Understands and can conduct classroom needs assessment ____

Comments:

II. Consultation and Collaboration.
Candidate has knowledge of varied methods of consultation, collaboration and communication to serve clients in educational setting. He/she demonstrated the ability to use these skills to design, implement, and evaluate services. This skill is reflective of the professional competency area of working within interdisciplinary systems.

Candidate demonstrates competence in the following areas: 

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>15. Adept at establishing rapport with clients, teachers, and/or parents</td>
</tr>
<tr>
<td>16. Displays good listening skills</td>
</tr>
<tr>
<td>17. Participates effectively in group discussions</td>
</tr>
<tr>
<td>18. Communicates effectively with educational personnel, parents, and other professionals in the psychological services setting</td>
</tr>
<tr>
<td>19. Acts collaboratively with others in intervention selection and evaluation</td>
</tr>
<tr>
<td>20. Applies a systematic problem-solving approach to determining service or program efficacy</td>
</tr>
</tbody>
</table>

Comments:

III. Interventions and Instructional Support to Develop Academic Skills.
Candidate displays knowledge about the varied influences (e.g., learning, biological, cultural) on academic achievement as well as the capability to select effective intervention strategies. Together, with other personnel, he/she can use this knowledge with effective data-collection strategies, to implement and evaluate the effectiveness of academic/instructional services and programs.

Candidate demonstrates competence in the following areas: 

<table>
<thead>
<tr>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>21. Familiarity with federal, state, and local accountability procedures, including those for response-to-intervention</td>
</tr>
<tr>
<td>22. Considers the attainment of standards when developing service plans</td>
</tr>
<tr>
<td>23. Capable of selecting appropriate evidence-based interventions</td>
</tr>
<tr>
<td>24. Capable of working with others to implement interventions</td>
</tr>
</tbody>
</table>

8 Note: Corresponds to BSU Internship Consortium Goal 2
25. Competent in evaluating the merits of evidence-based interventions

Comments:

IV. Interventions and Mental Health Services to Develop Social and Life Skills
Candidate displays knowledge about the varied influences (e.g., biological, cultural, social, familial) on behavior and mental health as well as the capability to select effective intervention strategies. Together, with other personnel, he/she can use this knowledge with effective data-collection strategies, to implement and evaluate the effectiveness services to promote socialization, learning, and mental health.

Candidate demonstrates competence in the following areas:

26. Knowledgeable about behavioral and social-emotional interventions
27. Understands how intervention acceptability can influence use
28. Capable of selecting appropriate evidence-based interventions
29. Capable of working with others to implement interventions
30. Competent in evaluating the merits of evidence-based interventions

Comments:

V. School-Wide and Interdisciplinary Practices to Promote Learning, Positive Student/Client Outcomes and Effective Working Relationships
Candidate demonstrates knowledge about school and organizational structure and administration, educational policy, and technology resources as well as how the system can work with others to create and support positive academic, learning, social, emotional, behavioral and personal outcomes through evidence-based practices and interdisciplinary collaboration.

Candidate demonstrates competence in the following areas:

31. Knowledgeable about operating procedures that permit groups to work together (meeting agendas, deadlines)
32. Knowledgeable about effective disciplinary policies/practices
33. Knowledgeable about school or district-wide practices that assist in creating positive climates (parent involvement, collaborative decision-making, PBIS)
34. Demonstrates processing skills to aid in team activities (summarizes results, recognizes professional roles)
35. Conducts inservices/meetings to aid in professional preparation
36. Capable of conducting needs assessments to improve service/program delivery
37. Capable of discussing findings and communicating with professionals from other disciplines, as well as stakeholders, parents, or other caregivers

Comments:

9 Note: Corresponds to BSU Internship Consortium Goal 2
10 Note: Corresponds to BSU Internship Consortium Goal 5; revised evaluation item to reflect APA Competencies Model
**VI. Preventive and Responsive Services.** Candidate displays awareness of risk factors impinging on learning and mental health. He/she demonstrates the skills necessary to work with others to implement effective crisis prevention and responsive programming in the schools.

Candidate demonstrates competence in the following areas:  

 Rating  
38. Knowledgeable about characteristics and risk factors for psychological and behavioral disorders  

39. Familiarity with preventative programs available  

40. Knowledgeable about methods for responding to crises (suicide, death, violence) in school  

41. Capable of collaboratively working with others to select, implement, and evaluate preventive and responsive school services/programs  

42. Demonstrates adequate skill to assess risk of suicidality and connect the family with the appropriate services  

Comments: 

**VII. Family-School Collaboration Services.** Candidate displays knowledge and awareness of the importance of family variables in affecting learning and achievement and is able to help to form partnerships between parents and educators to use evidence-based strategies to support the child’s learning and emotional well-being.

Candidate demonstrates competence in the following areas:  

 Rating  
43. Knowledgeable about the influence of family characteristics on student behavior  

44. Consideration of parent/caregiver needs and characteristics in evaluation and intervention planning  

45. Communicates comfortably with family members/caregivers  

46. Capable of developing, implementing, and/or evaluating family—school partnership services and programs  

47. Capable of working to create/strengthen ties to the community and its resources  

Comments: 

**VIII. Diversity in Development and Learning**

Candidate displays knowledge about the effects of individual differences including factors such as culture, context, and individual and role differences on the functioning of children in school and in various mental health and other health care settings. With others, he/she can promote services and programs that respect this diversity and promote professional services that support academic and personal well-being in students, clients, patients, families and communities.

Candidate demonstrates competence in the following areas:  

 Rating  

---

11 Note: Corresponds to BSU Internship Consortium Goal 3
48. Knowledgeable about the influence of different forms of diversity on performance

49. Respects individual and group differences and recognizes own biases and diversity influences on behavior

50. Capable of identifying needs and suggesting appropriate service modifications related to diversity

51. Capable of working with others to use evidence-based strategies to enhance services and address potential diversity influences

52. Proactively seeks supervision and peer consultation to address issues of diversity and individual differences related to practice.

53. Engages in active self-reflection and non-defensive dialogue about culture and individual differences with other professionals

Comment:

**IX. Research and Program Evaluation**\(^{12}\). Candidate displays knowledge of the literature on learning and child development and is able to translate research into practice. He/she shows ability to understand research design and statistics well enough to conduct research relevant to his/her own work and needs of the school.

Candidate demonstrates competence in the following areas:

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>54. Knowledgeable about the basics of research design, including single subject research</td>
</tr>
<tr>
<td>55. Capable of distinguishing between good and poor research</td>
</tr>
<tr>
<td>56. Capable of explaining measurement concepts to others (e.g., parents, teachers)</td>
</tr>
<tr>
<td>57. Capable of recognizing and implementing best practices in selecting, implementing, and evaluating services and programs</td>
</tr>
</tbody>
</table>

Comments:

**X. Legal, Ethical, and Professional Practice**\(^{13}\).

Candidate is knowledgeable and capable of professional practices that are ethical and legal. He/she uses standards of practice that improve the quality of services to clients and protects the rights of all parties.

Candidate demonstrates competence in the following areas:

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>58. Familiarity with state and federal regulations as they relate to parent rights and educational practice</td>
</tr>
<tr>
<td>59. Familiarity with federal regulations related to confidentiality and health information</td>
</tr>
</tbody>
</table>

\(^{12}\) Note: Corresponds to BSU Internship Consortium Goal 1

\(^{13}\) Note: Corresponds to BSU Internship Consortium Goal 4
60. Behavior consistent with professional ethical codes

61. Participation in professional development activities (attends conferences and participates in continuing education opportunities)

62. Appropriate personal and professional behavior (accepts responsibility for assignments, punctual, adheres to district guidelines for employees)

63. Capable of learning from mistakes

64. Completes work efficiently with minimal oversight

65. Responds appropriately to constructive criticism/suggestions

66. Demonstrates effective time management

67. Displays flexibility in planning according to the situation

68. Recognizes own limitations and seeks advice

69. Respects authority of supervisor, other professionals, and school personnel

Comments:

Concluding remarks or overall comments:

I certify that I have read the evaluation.

________________________________________________________________________
Student’s Signature Date

I certify I have discussed the evaluation with the student intern:

________________________________________________________________________
Site Supervisor’s Signature Date

Received by:

________________________________________________________________________
University Supervisor’s Signature Date
Appendix O: School Psychology Student Annual Evaluation Form
School Psychology Student Annual Evaluation Form

The School Psychology Programs are currently conducting its annual review of all students in the master’s, educational specialist, and doctoral programs. We are asking all faculty in the Department of Educational Psychology to provide evaluations of school psychology graduate students. If you serve as a supervisor of a GA or serve as the chair of a doctoral dissertation of a school psychology graduate student, we would like you to complete the attached evaluation form. Also, if you have had a school psychology graduate student in any of your classes, we would like to encourage you to complete the evaluation form (Please make additional copies of the form if needed.). Please complete the evaluation form and give it to Linda no later than _________.

Student
Name:__________________________________________________________

Faculty Name:
________________________________________________________________________

Check all that apply:
GA supervisor for - ________________
Chair ________________
Student in my course during – ______________

If you are a student’s chair, please indicate below the progress being made toward completing the program (e.g., ABD, prelims need to be completed, proposal accepted and working on chapters 4 and 5, etc.). Also indicate any extensions and when they were granted toward completing the program:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please rate the student below by circling “Below Expectations”, “Meets Expectations”, or “Exceeds Expectations” for each category. If you rate a student as “Below Expectations”, please indicate in writing your reasoning for giving such a rating.
**Program Disposition Rating Form**

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
<td>Works well with others. Shows appropriate social, interpersonal boundaries.</td>
<td>Does not work well or easily with others. Does not acknowledge others appropriately. Lacks social awareness.</td>
<td>Works appropriately with others Interacts well and is able to acknowledge others’ viewpoints.</td>
</tr>
</tbody>
</table>

Comments: 
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

| **Responsibility**   | Has difficulty accepting own responsibility for behavior/choices or cannot learn from mistakes. | Accepts responsibility for behavior and is able to learn from feedback and modify behavior. | Skilled and responsible in professional roles. Able to accept and learn from feedback. |

Comments: 
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

| **Motivation**       | Needs monitoring to adequately meet deadlines and complete professional responsibilities. Some issues with efficiency and willingness to meet professional obligations. (May include work quality) | Shows appropriate motivation to complete tasks efficiently and competently. | Proficient in completing professional obligations with a high standard of quality and efficiency. |

Comments: 
________________________________________________________________________________
________________________________________________________________________________
<table>
<thead>
<tr>
<th><strong>Ethics</strong></th>
<th>Displays less certainty in the execution of ethical behavior than others at his/her level. May show lack of awareness of ethical considerations when dealing with others and in professional contexts.</th>
<th>Appears to have an appropriate level of understanding of professional ethics to behave in an appropriate manner. Aware of ethical considerations when addressing professional training contexts.</th>
<th>Demonstrates a high level of personal and professional ethics. Able to initiate discussion and consider the consequences of professional behaviors. Aware of differing perspectives.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Comments:</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Respect</strong></th>
<th>Does not behave in a manner that acknowledges an appropriate respect for other parties in a professional context. Not collaborative in orientation.</th>
<th>Behaves in an appropriate manner when interacting with others in professional settings. Acknowledges the expertise of other in professional settings and appears to respect their opinions.</th>
<th>Skilled in working with others and demonstrates and appropriate interaction style that acknowledges the contribution and status of others in professional contexts.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Comments:</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Flexibility</strong></th>
<th>Has difficulty adapting to changes in expectations,</th>
<th>Adapts appropriately to professional situations and can</th>
<th>Skilled in adapting to changes in professional contexts. Can adjust to the</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Comments:</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>both personally and professionally.</td>
<td>scheduling, or in expected outcome in professional situations. Resists modification to expectations.</td>
<td>adjust to the needs of others (teachers, parents, students, etc.) in professional settings.</td>
<td>development of new expectations or requirements.</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Comments: ____________________________________________________________</td>
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</tbody>
</table>

**Diversity**  
Aware of and able to work with others from diverse backgrounds.  
Appears to lack awareness of other cultures or viewpoints when dealing with professional issues.  
Appropriate responses to diverse people apparent from the student's interactions in professional settings.  
Apparent skill and knowledge in addressing the needs of diverse groups in professional settings.

| Comments: __________________________________________________________________________________ |
| Comments: ____________________________________________________________________________ |

Please identify any accomplishments that you feel warrant special recognition. For example, presentations at professional meetings, publications, exceptional service, and volunteer work should be listed.

______________________________________________________________________________
______________________________________________________________________________
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Appendix P: Annual Review Rubrics
### Ph.D. Program Goals Rubric

<table>
<thead>
<tr>
<th>Ph.D. Program Goals Rubric</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and skills in fundamentals of assessment and the use of assessment measures in a non-biased, reliable and valid manner.</td>
<td>Coursework and other artifacts from practical settings often fall below that performed by peers.</td>
<td>Coursework and other artifacts from practical settings generally meet full requirements of courses or experiences.</td>
<td>Coursework and other artifacts from practical settings routinely exceeds the quality of what is expected in the course or experience.</td>
</tr>
<tr>
<td><strong>Consultation</strong></td>
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<tr>
<td>Demonstrates the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.</td>
<td>Fails to demonstrate competence as a consultant at this level of training. Less able than the majority of peers.</td>
<td>Demonstrates understanding and application of consultation skills in a practical setting equal to that observed in peers..</td>
<td>Demonstrates capacity to understand and consult with parents and professionals at a level above that expected of peers.</td>
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<tr>
<td><strong>Prevention/Intervention</strong></td>
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<tr>
<td>Demonstrates knowledge and skills concerning the theories and tactics used to guide the design and implementation of effective interventions.</td>
<td>Difficulty moving beyond the concrete in understanding the literature and developing interventions independently. Less able in knowledge and application than the majority of peers.</td>
<td>Demonstrates adequate understanding and ability to apply strategies to learning or behavioral needs. Skills equal to that of peers in the same setting.</td>
<td>Competently integrates knowledge and practice to create workable interventions or prevention plans. Able to adjust plan when necessary.</td>
</tr>
</tbody>
</table>
Research and Evaluation
Demonstrates knowledge and skills pertaining to research design, statistical analysis, and communication of research results.

Competent in understanding of research design, data collection and writing results for publication. Adequate involvement in research.

Demonstrates excellence in research skills and in communicating research results that exceeds that of peers.

Difficulty demonstrating knowledge of research methodology and competence in writing skills for publication. Limited involvement in research.

Issues or concerns with the student's ability to perform in an ethical or professional manner.

Evidence of understanding of ethical and professional principles and skills equal to that of peers.

Professional Practice
Exhibits competencies in areas such as ethical decision-making, service delivery to diverse groups, and the effective use of data.

Evidence of understanding of ethical and professional principles and skills equal to that of peers.

Exhibits competence above expected levels in terms of ethical and professional activities.

Student's knowledge and clinical experiences falls below that of peers at their level of the program.

Student shows evidence of knowledge and/or practical skill development comparable to peers in the same specialty area.

Student exhibits performance that routinely exceeds that expected of peers in the specialty area.

Specialty Area
Competence in the selected specialty area.

Demonstrates excellence in research skills and in communicating research results that exceeds that of peers.

Competent in understanding of research design, data collection and writing results for publication. Adequate involvement in research.
<table>
<thead>
<tr>
<th>Program Disposition Assessment</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong>&lt;br&gt;Works well with others. Shows appropriate social, interpersonal boundaries.</td>
<td>Does not work well or easily with others. Does not acknowledge others appropriately. Lacks social awareness.</td>
<td>Works appropriately with others. Interacts well and is able to acknowledge others' viewpoints.</td>
<td>Actively seeks out others and is appropriately engaged with others. Appreciates diversity of opinion.</td>
</tr>
<tr>
<td><strong>Responsibility</strong>&lt;br&gt;Accepts responsibility for behavior.</td>
<td>Has difficulty accepting own responsibility for behavior/choices or cannot learn from mistakes.</td>
<td>Accepts responsibility for behavior and is able to learn from feedback and modify behavior.</td>
<td>Skilled and responsible in professional roles. Able to accept and learn from feedback.</td>
</tr>
<tr>
<td><strong>Motivation</strong>&lt;br&gt;Interest in and response to professional tasks.</td>
<td>Needs monitoring to adequately meet deadlines and complete professional responsibilities. Some issues with efficiency and willingness to meet professional obligations. (May include work quality).</td>
<td>Shows appropriate motivation to complete tasks efficiently and competently.</td>
<td>Proficient in completing professional obligations with a high standard of quality and efficiency.</td>
</tr>
<tr>
<td><strong>Ethics</strong>&lt;br&gt;Ability to behave and think in an ethical manner both personally and professionally.</td>
<td>Displays less certainty in the execution of ethical behavior than others at his/her level. May show lack of awareness of ethical considerations when dealing with others and in professional contexts.</td>
<td>Appears to have an appropriate level of understanding of professional ethics to behave in an appropriate manner. Aware of ethical considerations when addressing professional training contexts.</td>
<td>Demonstrates a high level of personal and professional ethics. Able to initiate discussion and consider the consequences of professional behaviors. Aware of differing perspectives.</td>
</tr>
<tr>
<td><strong>Respect</strong>&lt;br&gt;</td>
<td>Does not behave in a</td>
<td>Behaves in an appropriate</td>
<td>Skilled in working with</td>
</tr>
<tr>
<td></td>
<td>appropriate manner.</td>
<td></td>
<td>manner.</td>
</tr>
<tr>
<td>Respects authority of faculty, supervisors, school personnel, and parents.</td>
<td>manner that acknowledges an appropriate respect for other parties in a professional context. Not collaborative in orientation.</td>
<td>manner when interacting with others in professional settings. Acknowledges the expertise of others in professional settings and appears to respect their opinions.</td>
<td>others and demonstrates an appropriate interaction style that acknowledges the contribution and status of others in professional contexts.</td>
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</tbody>
</table>
| **Flexibility**  
Able to adjust to the needs of a situation both personally and professionally. | Has difficulty adapting to changes in expectations, scheduling, or in expected outcome in professional situations. Resists modifications to expectations. | Adapts appropriately to professional situations and can adjust to the needs of others (teachers, parents, students, etc.) in professional settings | Skilled in adapting to changes in professional contexts. Can adjust to the development of new expectations or requirements. |
| **Diversity**  
Aware of and able to work with others from diverse backgrounds | Appears to lack awareness of other cultures or viewpoints when dealing with professional issues. | Appropriate responses to diverse people apparent from the student's interactions in professional settings. | Apparent skill and knowledge in addressing the needs of diverse groups in professional settings. |
**Expertise**
**COMMITMENT TO ACADEMIC EXPERTISE**

**Unsatisfactory**
Shows little interest or motivation with regard to class work and academic performance.

**Basic**
Completes academic work at an acceptable level.

**Proficient**
Completes required work on time and performs above average academically.

**Distinguished**
Strives for excellence. Completes work with a high degree of skill and accuracy.

**Engagement**
**ENGAGEMENT WITH PEOPLE AND IDEAS**

**Unsatisfactory**
Shows limited engagement with persons of varying points of view and diverse ideas.

**Basic**
Listens to and demonstrates acknowledgement of persons of varying points of view and diverse ideas by responding to new ideas in relationship to own existing ideas.

**Proficient**
Engages in dialogue with and demonstrates acceptance of persons with varying points of view and diverse ideas by augmenting own existing ideas with new ideas.

**Distinguished**
Initiates dialogue with and demonstrates support for persons with varying points of view and respect for diverse ideas by integrating those points of view with own existing ideas.

**Context**
**DISPLAY OF APPROPRIATE ATTITUDES / BEHAVIORS RELATED TO PROFESSIONAL CONTEXTS**

**Unsatisfactory**
Demonstrates little awareness of the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.

**Basic**
Demonstrates the willingness to work with educational stakeholders (e.g. students, colleagues, families, administrators) to develop the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.

**Proficient**
Demonstrates the commitment to work with educational stakeholders (e.g. students, colleagues, families, administrators) by displaying the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.

**Distinguished**
Demonstrates persistence in working with educational stakeholders (e.g. students, colleagues, families, administrators) by modeling the professional attitudes and behaviors necessary to create an equitable, inclusive environment in which all students can learn.
Appendix Q: Policy and Procedures Related to Termination from the Ph.D. in Educational Psychology (School)
Policy and Procedures Related to
Termination from the Ph.D. Program in Educational Psychology (School)

Policy
Candidates are expected to demonstrate the highest professional standards and behavior during their pursuit of the doctoral degree. High levels of professional behavior are particularly relevant and necessary during prepracticum, practicum, and internship. Throughout these applied experiences, the candidate is required to respect and conform to established program, school, and clinic (Psychoeducational, Diagnostic, and Intervention Clinic; Neuropsychology Lab) policies to insure student/client safety and well being, and exhibit professional behavior consistent with the professional standards outlined by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Should it appear that a candidate is seriously deficient in meeting these expectations, a request can be made by either a faculty member, school supervisor, clinic director, or by the university supervisor to terminate the candidate and remove him/her from the program. Reasons for dismissal from the program may include, but are not limited to, the following:

Chronic irresponsibility in fulfilling program requirements (e.g., missing classes, scheduled appointments with clients, or supervision meetings; numerous “Incompletes”; or difficulties completing practicum hours). When behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Behaviors indicative of an attitude of indifference or hostility (e.g., anger control issues or lack of follow through with clients, respect for faculty, or respect for supervisors). When these behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Poor written or oral language skills that interfere with provision of psychological services (e.g., persistent difficulties in administering assessments, difficulties in communicating verbal instructions to clients, numerous errors when writing psychological reports or other communications) and unrelated to issues resulting from being an English Language Learner. When these skills interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Inadequate clinical competency (i.e., poorly developed diagnostic skills, interview skills, or assessment skills, chronically unprepared for meetings/conferences, etc.). When there is a demonstrated lack of competency in this area that interferes with
providing psychological services, places school children/clients at-risk or at harm, and/or makes it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.

Interpersonal skills that result in poor interactions with peers, a school's students, clients, faculty, and/or staff (e.g., difficulties developing rapport with clients or consulting with other professionals, social isolation, avoidance of social interactions). When interpersonal skills interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

Violation of program or school policies, procedures, rules, regulations, or code of ethics (e.g., a blatant disregard for school policies or rules, violation of professional ethical codes). When these violations interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

Demonstration of inappropriate professional attitude or behavior in an educational or clinical setting (e.g., use of profanity in a professional setting, being disrespectful to parents, actively defying supervisor requests, sexual harassment, discrimination). When these behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

Mental health issues (e.g., evidence for or diagnosis of paranoid schizophrenia, bi-polar disorder, or personality disorder) that interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered. NOTE: It is important that the program is informed as soon as possible regarding any disabilities (e.g., learning, physical, psychological) that may impact a candidate’s performance within the program so appropriate accommodations can be developed and implemented. Candidates are required to provide appropriate documentation of a disability through the office of Disabled Student Development prior to receiving accommodations.

Conviction of a felony while in the program that is considered inconsistent with providing psychological services, that may place school children/clients at-risk or at harm, and/or makes it difficult for a candidate to complete program requirements (e.g., school will not allow candidate to complete practicum or internship), dismissal from the program will be considered. NOTE: You are required to notify the program immediately if you are arrested or if you receive any type of traffic ticket.
Inability to officially document prior degrees (bachelor’s degree, master’s degree). Candidates are admitted into the doctoral program with the expectation that they have completed a master’s degree and/or a bachelor’s. Candidates must demonstrate that they have obtained the master’s and/or bachelor’s degree prior to starting their first semester in the program.

Plagiarism (University procedures will be followed if a candidate is suspected of plagiarism.)

Addiction (e.g., alcohol, drugs, gambling) behaviors that interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.

**Procedures for Termination**

If the school psychology core committee determines that a candidate has a serious deficiency or problem that interferes with providing psychological services, places school children/clients at-risk or at harm, and/or makes it difficult for a candidate to complete program requirements and could result in termination, the Director will notify the candidate and the department chair in writing that termination is being considered. As soon as reasonably possible (generally within five (5) school days of such notification) a meeting of the parties will be held. The school psychology core faculty and one member the Department of Educational Psychology Advanced Graduate Studies Committee will participate in the meeting. The core faculty, at its discretion, can invite additional faculty, university supervisors, field-based supervisors, or internship supervisors to participate in the meeting. Two days prior to conducting the meeting, the candidate will be informed in writing of the participants. The candidate also may bring an advocate on his/her behalf. The candidate must inform the Director, in writing, if he/she will be bringing an advocate and indicate the name of the advocate two days prior to the meeting. Any documents submitted for review during the meeting related to students/clients must be de-identified. After this meeting, the candidate will be informed in writing (generally within five school days) of the specific conditions/remediation that he/she must meet/comple, if any, in order to continue in the program and the period of time within which expected change must occur. Conditions for retention must include clearly identified objectives and time-line for completing the objectives, with all assessments behaviorally anchored.

If, by the end of the established time period for change, the candidate has not met the agreed to conditions/remediation plan, the candidate will be dismissed from the program. A formal letter of dismissal, describing the candidate's performance, and indicating the reasons for dismissal, signed by the Director and the department chair, will be prepared and delivered to the candidate in a meeting with the candidate convened by the Director and attended by one other core faculty member and the department chair. A copy of the letter will be given to the candidate. The candidate will be dismissed from the program immediately upon delivery of the letter.
In extreme or unusual circumstances, if determined by the core committee to be in the best interests of the program, prepracticum, practicum, or internship sites, and/or the candidate, the core committee may temporarily remove the candidate from the program or field site before developing a remediation plan or initiating the procedures for termination outlined in this policy. In that event, the meeting(s) to be held among the parties under these procedures will be convened at the earliest possible time.

Appeal
If the candidate believes his/her removal from the program, prepracticum, practicum, and/or internship site violated the procedures for termination set forth above, that the decision to terminate was arbitrary and capricious, or that the decision was the result of discrimination, the candidate may request in writing that the decision be reviewed and begin the appeal process as outlined in the Graduate Student Grievances and Appeals Process in the Student Handbook (see Appeal Procedures). The process outlines procedures for an appeal and specifies recourse available to graduate students who believe that decisions have adversely influenced their progress in graduate school. It is the intent of Ball State University to address fairly and expeditiously and resolve the appeals of graduate students. Candidates should refer to the Code of Student Rights and Responsibilities for more information. The two parties in the appeal process shall include the appellant and the decision makers representing the unit having made the original adverse decision to be appealed. Graduate students may appeal adverse decisions impacting their progress toward a graduate degree. There are three permissible reasons to request an appeal:

a) Allegation of violation of approved departmental, collegiate, and/or University policies, including those set forth in the Graduate Catalog, available on the Ball State Graduate School webpages.

b) Allegation of unfair treatment on the part of the decision makers.

c) Allegation of discriminatory treatment on the part of the decision makers.

I have read and fully understand the above termination policy. I also agree with this policy and agree to abide by it while a candidate in the Educational Psychology (School) doctoral program.

____________________________________  ______________________
Name (Printed)                              Date

____________________________________
Name (Signature)
Appendix R: School Psychology Confidentiality and Information Access Agreement
School Psychology Confidentiality and Information Access Agreement*

Ball State University, the Department of Educational Psychology, the Programs in School Psychology, and School Psychology Program Faculty are dedicated to safeguarding and maintaining the confidentiality, integrity, and availability of our clients (NOTE: Clients are defined as anyone you see related to pre-practicum, practicum, teaching, research participants, internship, the graduate assistantship, and course requirements.), school psychology students, faculty, staff, and organizational information. “Confidential Information” includes all information that is personally identifiable and non-public.

Information about professional achievement, such as conference presentations or publications on an individual’s resume or curriculum vita, is not confidential, and most of this is public information. Information distributed by the department to promote student activities or organizations, or in a congratulatory announcement about professional activities (i.e., the Monday Missive) is typically acceptable to share on social media. All other information may be considered non-public or confidential information about students, faculty, staff or school psychology programs.

Social media, texting, and email are not confidential forms of information transmission. This includes all email content, any attachment that is not protected with an encrypted password on a secure, encrypted, email server, and any post to a non-encrypted service. Social media is not confidential, even with highest privacy settings, in closed groups, on professional or personal email listservs, or in any other electronic form of transmission that is maintained by a non-encrypted service. This includes Facebook, Snapchat, Twitter, and all forms of social media that are not encrypted and maintained exclusively within a HIPAA compliant environment protected by a firewall or similar electronic security measures.

Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name.

Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnosis, psychological reports, and research data.

Family information of school-aged children, clients, and/or research participants, such as income, parental occupation, marriage history, and family member’s information;
School psychology student, clients, and staff disciplinary or employment records or related information;

Client behavioral plans, such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods;

School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and

Social Security Numbers, phone numbers, or similar identification codes or numbers (The latter may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client’s file; however disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited.

Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the school psychology program and/or continued employment as a graduate assistant:

Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by your faculty supervisor or designee.

Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason.

Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected “screen savers”, approved anti-virus and anti-spyware software, and other measures as may be required under Ball State University and Programs in School Psychology policies or procedures. I will refrain from using unapproved “adware”, “shareware”, “freeware”, or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.

I agree to encrypt all confidential information on my computer and flash drives.
Duty to Renounce Access: In the event my duties and responsibilities as a student in the program or graduate assistantship changes, or in the event my student status ceases for any reason, I affirm that I will maintain the confidentiality, integrity, and availability of all Confidential Information and will promptly notify the Programs in School Psychology, the Director of Training in School Psychology, the Chair of the Department of Educational Psychology, and my graduate assistant supervisor so that my access to Confidential Information may be properly curtailed or removed.

I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the school psychology program, and school psychology faculty with anyone outside of Ball State University and the Department of Educational Psychology.

I agree not to discuss any confidential information related to clients, other students, faculty, or staff after I am no longer a student at Ball State University.

I agree to not discuss or share confidential information in any form (written or verbal) regarding my graduate assistantship activities with other students, faculty, or staff members unless I have permission from my graduate assistantship faculty supervisor.

I agree that confidential information that is shared by clients, faculty, graduate assistantship supervisors, and staff will not be shared with anyone outside of the Department of Educational Psychology or anyone outside of Ball State University. I also agree not to share confidential information with anyone after I am no longer a student at Ball State University.

I agree that I will not text, email, or use any social media site (e.g., Facebook, Snapchat, Twitter) to exchange confidential information or share non-public information related to clients, other students in the school psychology programs, faculty, and staff.

Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may include termination as a student within the school psychology programs, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.

I agree not to gossip or confabulate information related to clients, other students within the school psychology programs, faculty, or staff while a student and after I am not a student.
**School Psychology Confidentiality and Information Access Agreement**

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions. I also agree to notify the Director of the Doctoral Program in School Psychology or the Chair of the Department of Educational Psychology immediately if I violate any aforementioned areas or become aware of others intentionally violating this policy.

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<tr>
<th>Student’s Signature</th>
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<thead>
<tr>
<th>Student’s Printed Name</th>
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<th><strong>Witness’s Signature</strong></th>
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*This form must be signed at the beginning of each academic year prior to starting courses, practicum, internship, research, and your graduate assistantship.

**The witness should be the Director of Training, your graduate assistantship supervisor, or another core school psychology faculty member.*