PSYC 651-654
School Psychology Internship I-IV

Instructor: Ashley Costner Kies, PhD
Office Location: Off campus
Office Hours: As determined with intern
Email: ashleyckies@gmail.com; costnera@winthrop.edu
Phone: 704-473-1902

Schedule: Supervision by faculty and field site supervisors is individually scheduled.

Overview: A full-time, 12 credit hour supervised internship over one academic year (1200 hours minimum) is the culminating experience in Winthrop’s specialist in school psychology program. The internship is designed to provide an integrated practice experience in the full range of school psychological service provision under the collaborative supervision of field site supervisors and Winthrop faculty. The internship has been designed to be consistent with the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (NASP, 2010) and associated NASP Standards for Graduate Preparation of School Psychologists.

Goals for the internship include:

- The ability to use data-based decision-making and evidence-based approaches to identify needs and to design, implement and evaluate interventions with a goal of positively impacting students.
- The ability to work collaboratively and effectively with families, and with teachers and other professionals in designing, implementing, and/or evaluating prevention and intervention services.
- The ability to practice and apply a variety of psycho-educational assessment methods linked to interventions for a range of problems and issues, including those pertaining to cognitive/academic issues and social/behavioral issues.
- Opportunities to practice in a manner consistent with applicable regulations, standards of the profession, and guidelines for best practice.
- Increased understanding of schools as organizations and systems, and of associated policies, procedures, and practices.
- Increased knowledge of school, community, family, and mental health resources and ways to access them for the benefit of children and youth.
- Increased ability to plan, implement, and evaluate psycho-educational interventions designed to positively impact children and youth, including consultation, behavior analysis and intervention, and counseling.
- Increased familiarity with and appreciation for the diversity of characteristics, needs, and strengths of all children, youth, and families, including those of underrepresented populations and those with special needs.
- The ability to access and use technology to facilitate school psychological and educational
service provision, and to recommend, when appropriate assistive technology useful for students with disabilities.

- The ability to design and implement an applied research or program evaluation project.
- Opportunities to engage in professional development beyond those provided by Winthrop’s program.

Sites

The internship is completed in a site arranged by the program, which will typically be the same site for both semesters of internship. These include school districts which provide support for interns and quality supervision by appropriately credentialed school psychologists. Typical field sites include Charlotte Mecklenburg Schools, Lancaster County Schools, Chester Schools, Clover Schools, Ft. Mill Schools, Union County Schools, Rock Hill Schools, and York School District One. Occasionally, a student may complete up to one-half of the internship in a non-school setting where services to children and youth are consistent with the training objectives of the program (e.g., Head Start). However, at least 600 hours of internship must be in a school setting.

Supervision

Interns are supervised collaboratively by a Winthrop faculty member and a field supervisor, both of whom are credentialed and/or licensed school psychologists. Interns will receive an average of at least one hour of supervision per week from a university faculty supervisor assigned no more than four students. Each intern will also receive at least two hours per week of supervision from a field-based supervisor assigned to no more than 2 interns.

Evaluation/Accountability

Interns will maintain a digital internship log which will be submitted by email each month to both field site and faculty supervisors. In addition, interns will also complete and submit various reports and accountability forms to document completion of activities consistent with internship requirements. Specific accountability requirements are listed in the following sections. Interns will be evaluated by both faculty and field supervisors. Informal, ongoing evaluation will occur throughout internship and will be shared with interns in order to maximize their performance. Formal evaluation will occur at the end of the semester and will be used as a basis for the grade in this course. Evaluation will address knowledge, skills, and professional work characteristics needed for successful school psychological service provision.

Grades

Grades (on an S/U basis) will be determined by the faculty instructor/supervisor with input from the field supervisor. Grades will be based on satisfactory completion of the activities outlined below.

Incompletes

Incompletes are discouraged in all school psychology courses except for situations involving serious illness or family emergency. However, there are times when circumstances beyond the
control of the intern (e.g., pertaining to clients and/or the field site) make it impossible to complete particular requirements. In such cases, the faculty instructor/supervisor may, in collaboration with the field supervisor, assign the intern a passing grade and “carry over” cases into the following semester or allow an “exchange” of some requirements with those from the following semester. If one or two requirements are not met due to circumstances that, in the judgment of supervisors, are within the control of the intern, a grade of “incomplete” (with a “default” grade of N or F) may be considered. If, on the other hand, unfinished requirements are extensive, or are reflective of chronic difficulties which have impacted the interns overall performance and effectiveness, then a failing grade may be given.

**Required and Discretionary Activities**

The following sections specify the *minimum* requirements of the internship. However, some flexibility in these requirements is allowed due to field site or individual needs. For example, some activities required for one semester may be exchanged with some of those for the other semester with the approval of the field site and faculty supervisor. Some activities may be adjusted to fit field site, intern and client needs. However, the completion of these minimum Winthrop requirements is necessary to ensure the attainment of a range of skills needed for effective practice.

**In addition to the following minimum requirements, it is expected that interns will perform a reasonable amount of other school psychology activities as determined by their field site supervisors.**

**A. Psychoeducational Assessment**

Interns should discuss referrals for psycho-educational evaluations with supervisors before assessment procedures begin. Draft reports and supporting materials will usually be reviewed during each supervision session. Assessment results and recommendation should be reviewed by the faculty supervisor prior to multidisciplinary team meetings regarding special education eligibility and placement.

- At least eight individual psycho-educational assessments per semester must be completed. These must include at least three new referrals, and at least one case from each level (preschool, elementary, middle school and high school). Interns should assess at least one student with a low incidence disability and one English language learner during the year.
- Assessment should include a full range of problem-solving methods used to address referral issues and enable data-based decision making—from initial background information and developmental history to multi-modal behavioral observations to assessment of aptitude, achievement, adaptive behavior and other relevant areas of functioning.
- Consultation with teachers and parents to assist them in implementing your recommendations is expected and should be documented along with your follow-ups on the case.
- Assessment results should translate into empirically based decisions about service delivery. Assessment must culminate in a written psycho-educational report, parent feedback/team meeting, and follow-up to assure implementation of individualized programs/interventions.
Specific examples of your post-evaluation involvement, e.g., consultation for intervention implementation, progress monitoring, and/or behavioral/social interventions are a part of this requirement. Interns are expected to be able to describe the impact of their work on student achievement and development upon request by supervisors.

Accountability: Psycho-educational reports and digital internship log

B. Behavioral Assessment and Intervention

Classroom Management/Social Emotional Learning

1. First Semester project: Conduct Tier I SE screening for a grade level (or middle school team) or school using techniques studied in PSYC 606. Refer at-risk students for further screening and, if necessary, assessment and intervention services. (Note: need for parent notification and/or permission depending on district policy.)

2. Two semester project: Consult with a regular education teacher to complete a Tier I project by developing, implementing and evaluating a class-wide behavioral change and SE learning project. A) All stages of PBS program development should be completed including: Baseline data collection, PI and PA, target behavior(s) identification, development of class rules, systems to teach and recognize pro-social behavior, progress monitoring, maintaining integrity, generalization and maintenance, etc. The use of Good Behavior Games is encouraged here. B) The project must include a SE component using such programs such as Positive Behavior Support, Resilient Classroom, Steps to Respect: A Bullying Prevention Program, Second Step and/or other evidence-based programs approved by your supervisors must be used. (Note: this project could be a program evaluation case for the internship research requirement.) A and B can be done with one classroom or two different classrooms.

3. Two one semester projects (one conducted in the fall and one in the spring): Prepare and conduct a 5+ session Tier 2 instructional group for at least 5 students regarded as at risk for one of the following. Choose a different topic from previous groups conducted during traineeship and there should be a different topic chosen for the fall group and the spring group.
   1. Anger management/compliance problems
   2. Attendance problems
   3. Anxiety-related problems
   4. Study habit deficiencies
   5. Relational aggression and bullying
   6. Grief and loss
   7. Separation and divorce
   8. ADHD
   9. Other topics as approved by your supervisors
4. Two semester project: Use the VA Problem Solving Model to complete two behavioral problem solving analyses and interventions for individual students at the Tier III level. All elements of ABA should be included: Baseline data collection, PI and PA, target behavior(s) identification, development of class rules, systems to teach and recognize pro-social behavior, progress monitoring, maintaining integrity, generalization and maintenance, etc. Parent interviews are expected in addition to other assessment components.

5. Conduct at least one comprehensive ADHD evaluation and assist a multidisciplinary team in developing a 504 plan, IEP components, or other treatment plan at the Tier III level. Parent and teacher interviews are expected along with other customary assessment components. Submit a brief intervention report to your supervisors. 

Accountability: Documentation for all three tiers will consist of team meeting notes, personal notes and reflections, case study reports, contracts, intervention group session summaries, etc.

C. Academic Assessment and Intervention

Requirements. Choose one of the following two-semester assignments:

1. Interns will utilize a comprehensive problem-solving model to formally and systematically consult with an elementary level teacher to improve the reading skills of an entire class. Consultation should occur at all three tiers of intervention.

2. Interns will utilize a comprehensive problem-solving model to formally and systematically consult with an elementary or middle school level teacher to improve the writing of an entire class. Consultation should occur at all three tiers of intervention.

3. Interns will utilize a comprehensive problem-solving model to formally and systematically consult with an elementary or middle school level teacher to improve the math skills of an entire class. Consultation should occur at all three tiers of intervention.

The following general steps should occur in each of the above assignments:

a. Interview the teacher and observe the classroom.

b. Administer (or have the teacher administer) a curriculum-based assessment to the entire class.

c. Based on assessment of the class, interventions for the entire class (Tier I) should be conducted in close consultation with the teacher. Some type of documentation of the teachers’ implementation should be provided.

d. Based on assessment of the class, interventions for a small group of five or more students who are considered mildly at-risk (Tier II) should be implemented. Baseline data should be collected and progress monitoring should be conducted.

e. Based on assessment results, identify at least one student who is at high risk (Tier III) and provide or arrange for tutoring of that student. Baseline data should be collected and progress monitoring should be conducted.

Accountability: Documentation for all three tiers will consist of team meeting notes, personal notes and reflections, case study reports, tutoring session summaries, etc.

D. Counseling and Individual Mental Health Services

Requirements
a. Provide counseling services to two students in accordance with a counseling plan such as the BASIC-ID. If a case is completed prior to the end of the spring semester, then an additional case should be obtained based on a discussion with your supervisors.
b. Interns should discuss potential counseling referrals with their supervisors and must obtain informed consent from a parent for counseling and audio recording of counseling sessions.
c. Students will make recommendations as appropriate for mental health services.

Accountability: Counseling session notes and audio recordings, digital internship log and multimodal planning form.

E. Consultation and Indirect Services

Requirements

a. Practice micro skills used for efficient and effective consultative problem-solving with school personal and parents to efficiently and effectively intervene and/or prevent some mild/moderate academic and behavioral problems from becoming chronic problems in need of ongoing intervention.
b. See sections A. Psycho-educational Assessment, B. Behavioral Assessment and Intervention, and C. Academic Assessment and Intervention for specific field experiences providing opportunities for skill development in consultation and indirect services.

F. Screening, Prevention and Early Intervention

Requirements

Interns will consult with teachers, parents and pre-referral committees to help students be successful in the regular education settings. Activities that typically meet this requirement include but are not limited to:

- Educational screenings
- Consulting on adaptive technology
- Social-emotional screenings
- Modifying and adapting instructional materials
- Developing intervention strategies
- Referring students to community agencies
- Other activities as approved by supervisors

Accountability: Interns are expected to maintain personal notes about these activities and review them with supervisors. This requirement may also be met with activities in other sections of this syllabus. Interns should log hours for this requirement in their digital Internship Log.

G. Follow-ups with Former Clients

Requirements

Monitor and evaluate the results of previous recommendations and interventions for at least three former clients. Examples of appropriate follow-up cases:

- Previously evaluated students who were not eligible for special education services
- Students for whom community and/or school-based psychoeducational, health, and/or mental health interventions were recommended
- Previous behavior or academic intervention cases
Follow-up services may include brief questionnaires regarding client satisfaction with services, interviews with teachers, parents, and students, classroom observations, and evaluations of achievement or behavior. A brief report of each student’s progress, impact of psychological services and further recommendations is required.

H. Home-School Collaboration.

Requirements
As required elsewhere in this syllabus, interns interact with parents when conducting psycho-educational assessments, compiling social histories, and developing academic and behavioral interventions. They often develop and present training programs for parents and may collaborate regarding behavior problems at home. Home visits to accomplish these tasks are often necessary. To gain experience in home-school collaboration, at least one home visit each semester is required. Interns are expected to maintain personal notes about these activities and review them with supervisors. Interns should log hours for this requirement in their digital Internship Log.

I. Career-Long Professional Development

Requirements
a. Participate in two activities designed to increase skills and knowledge related to the professional development of school psychologists.

b. At least one activity during the year must be sponsored by a school psychology professional association.

Accountability: Personal notes and digital internship log

J. Research, Program Planning and Evaluation: Two semester project

a. This objective requires the collection, analysis, and interpretation of data relevant to psycho-educational services and/or programs. In most cases, a research or evaluation project will require the approval of appropriate internship site administrators, e.g., director of special services, institutional review board, etc.

b. The project must be planned in close consultation with the internship site and requires the approval of faculty and field site supervisors.

c. Typical projects include:
   - Planning, implementing and evaluating a special program based on an assessment of needs, goals and objectives (e.g., projects required in section B of this syllabus).
   - Evaluating an existing agency program or service.
   - Conducting original applied research.
   - Skills development program for teachers and/or parents. It is expected that this would include needs assessment, multiple sessions, and an evaluation outcome.

Accountability: A written proposal is due by the end of fall semester. A final report in APA format (generally between 5 to 10 pages) is due at the end of the spring semester.

K. Supervision
a. Interns meet with their faculty supervisors for at least one hour per week for performance evaluation, problem solving, etc. Interns are expected to prepare an agenda and be prepared with all materials needed for supervision.

b. Interns meet with their field supervisors for at least two hours per week to receive on-site professional supervision and mentoring.

Accountability: personal notes and digital internship log

Students with Disabilities
Winthrop University is committed to providing equal access to education. If you have a disability and require specific accommodations to complete this course, contact Gena Smith, Program Director, Office of Disability Services, at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform your faculty and field supervisor as early as possible in the semester.

Academic Misconduct
As noted in Winthrop University’s Student Code of Conduct Statement, “Responsibility for good conduct rests with students and adult individuals.” Cheating, plagiarism, or other dishonest or inappropriate behaviors (i.e. falsification of assessment protocols) result in consequences. These behaviors could result in a grade of “U” in the course. The full policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).