

Teachers College Columbia University
School Psychology Program

2017-2018 Internship Manual

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PURPOSE AND OBJECTIVES OF INTERNSHIP

The purpose of the School Psychology Internship is to provide students with an opportunity to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective psychological service delivery, and to integrate competencies that address the goals and objectives of the program. These goals are as follows:

The overall goal of the program is to educate beginning level school psychologists who can promote the cognitive, behavioral, and social-emotional growth and development of children, youth and families from diverse linguistic, cultural or racial backgrounds. Specifically, we prepare scientist/practitioners who:

- **Goal 1:** Use knowledge of (a) measurement and psychological and educational assessment to identify strengths and needs, develop effective services and programs, and measure progress and outcomes; (b) evidence-based practices and strategies to develop, implement, and evaluate effective services for children and adolescents;
- **Goal 2:** Use knowledge of varied methods of consultation, collaboration, and communication with teachers, families, and other professionals for designing, implementing, and evaluating services and programs;
- **Goal 3:** Demonstrate an understanding of individual and cultural differences and provide services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts;
- **Goal 4:** Demonstrate a sound theoretical foundation in psychological science and a basic understanding of measurement, statistics, and research design; and evaluate and apply psychological and educational research as a foundation for service delivery;
- **Goal 5:** Provide services consistent with ethical, legal, and professional standards and demonstrate characteristics related to professional identity and effective practice as school psychologists.

The training component for the Teachers College Internship includes, but is not limited to, experiences in psycho-educational assessment, school consultation, operant and cognitive behavioral intervention, supportive individual and group counseling, in-service presentations, and continuing education activities. The Internship may encompass direct and indirect service delivery as well as research and evaluation. Interns are expected to accept responsibility for major professional functions in the context of appropriate supervisory support both on site and at Teachers College.

INTERNSHIP ELIGIBILITY REQUIREMENTS

In order to apply for an internship, all prospective applicants must demonstrate the following:

1. Successful completion of the following courses with a grade B+ or above in HBSK 5280, 5320, 5321, 5378, 5050, 6380, and 6382. They must also receive a grade of P in CCPJ 6362 and evidence no incompletes on student records.

2. Proof of Liability Insurance. Interns must provide evidence at the time of registration for the internship (in the form of a photocopied contract) that the intern has obtained

professional liability insurance for the internship period. This insurance must provide \$1,000,000 worth of coverage or more. Within this context, students who are preparing an internship proposal should state “A copy of my professional liability insurance policy will be submitted to the Internship Director before I register for the internship.”

3. Proof of completion of violence prevention and child abuse reporting workshops. Before registering for the internship, applicants must submit photocopies of State-recognized certificates of completion for the following seminars required by New York State (or the state where the internship occurs): School Violence Prevention and Intervention Seminar and Child Abuse Identification and Reporting. Students will not be allowed to register for internship without this documentation. Copies of the certificates of completion should be included with the Internship Proposal/Contract.

APA/APPIC PH.D. INTERNSHIPS

Doctoral students applying for APA/APPIC internships need to have two externships to be competitive and to meet NASP standards for internship: (a) a clinical externship taken in the third year at a clinic, residential school or a hospital, and (b) a school-based externship in the fourth year at a site meeting the NASP definition of school. After the completion of these externships (and other requirements), a student is eligible for provisional certification as a school psychologist. Doctoral students typically begin exploring potential internship sites in the summer before they apply. The Ph.D. Program Director maintains a list of sites where past students have been accepted and what they thought about their internship experiences. Students are also encouraged to contact former students if interested in a particular site. Most applications are due in early November. This means that personal essays, letters of recommendation, and the uniform application need to be done by then. Interviews occur in December and January if sites are interested in a student. The match date is in February. Students must accept a site if matched upon pain of expulsion from the program. If a student does not match, they can enter Phase II of the Match to find an internship position. They should work closely with the Director of the Ph.D. program if this occurs.

APA/APPIC internships cannot begin until the fourth year of the program, at the earliest. In order to apply for an APA/APPIC internship, students must have their theoretical and applied papers approved by their sponsor and second reader and must have passed the research methods exam. These requirements must be met by November 1. It is expected that dissertation proposals will be successfully completed before the start of the internship.

APA/APPIC internship programs have their own accreditation process and evaluation forms. The only contact between these sites and the Program occurs when the site submits mid- and end-of-year evaluations to the Director of the Ph.D. program. The requirements relative to the preparation and execution of school-based internships that are sponsored by the Teachers College School Psychology Program do not apply to APA/APPIC internships.

Even though the Director of the Ph.D. Program may approve internship applications before the proposal hearing is completed, it does not absolve students of the responsibility of having their proposal hearing by the end of the spring term before internship.

ED.M. AND NON-APA/APPIC PH.D. INTERNSHIPS WITHIN THE METROPOLITAN AREA

Whereas internships are highly individualized with respect to the type of population that may be served as well as the nature of the services that are to be provided, a number of service delivery requirements apply to all internships. Throughout the internship, interns must document their activities and maintain records of the supervision that they receive. All daily logs, psycho-educational evaluations, behavior modification reports, consultation summaries, counseling summaries, and in-service presentations MUST be signed by the site supervisor.

The following activities are required of all internships.

1. Logs. Interns must maintain a Daily Log (Appendix B) that succinctly describes all of the activities that they perform throughout their internship. At the end of the week, the interns will sign and date the Log and submit it to the site supervisor for their review and signature, indicating “Read and approved” along with the signature. The Logs will then be reviewed and signed on a biweekly basis by the Teachers College Internship Director. Interns must keep a copy of the Daily Log for their records. The Proposal should state that logs will be typed and contain information arranged by the following headings: Psycho-Educational Evaluations, Behavior Modification-Cognitive Behavior Therapy, Supportive Group and Individual Counseling, Psycho-educational Groups, Consultation, In Service Presentations, Book Reviews, Conference Attendance, Supervision on Site, Attendance at IEP Meetings, and Supervision at Teachers College. Within each category, prospective interns must prepare a description of the services or activities that occurred and the amount of time involved in conducting these activities during each working day of the internship. Interns must also indicate at the end of each log submitted the total cumulative hours of internship completed as well as the cumulative hours of site supervision provided.

2. Psycho-Educational Evaluations. The Proposal should state that the interns will conduct evaluations that assess and diagnose student learning, behavioral, and social-emotional problems and strengths. They may also generate recommendations that are cognitively and developmentally appropriate given the ages, mental abilities, and the behavioral deficits or excesses of students. Interns are expected to use standardized norm-referenced measures of intellectual functioning, academic achievement, personality, and *in vivo* behavioral observations. In addition, they are required to administer parent/teacher rating scales and prepare typed reports. Students may also use other assessment tools such as RTI.

The Proposal should specify that each semester the interns will provide the Internship Director with at least two psycho-educational reports based on the work performed at the internship site. The field supervisor will sign the reports before they are presented to the Teachers College Internship Director. It is expected that these reports will be reviewed and returned by the Internship Director with recommendations for correction on an as needed basis and that interns might have to revise and resubmit reports until the reports meet with the approval of the Internship Director.

3. Behavior Modification Intervention. Interns must implement behavioral/cognitive behavioral interventions that target student educational and behavioral problems. One report

must focus on the use of behavior modification to address an academic problem (Appendix F) and the second report must use behavioral procedures to address a behavioral problem (Appendix E). Proposals should indicate that at least one report per semester will be submitted involving the use of either operant procedures or cognitive-behavioral regimes to address an academic or behavioral problem. It is anticipated that one report will involve a single student using a single-subject research design and that the second report will involve a group treatment with two or more cases, and both should use a reversal or pre-test/post-test design. If a reversal design is employed, interns must employ at least one reversal (ABA).

Reports should specify in operational terms the target behavior(s) and the procedure(s) that were used. The single-case reports must include clearly denoted data points as based on *in vivo* observations. The reports that involve a group intervention should highlight the data through the use of graphs that reflect pre- and post-treatment indices for individuals or for the group as a whole. In order to determine if the participants and members of their community are satisfied with the treatment goals, methods, and outcomes, interns will construct and administer social validity questionnaires before, during, and after the interventions. These questionnaires will be shared with the site supervisor and Internship Director and attached with the behavior modification report.

4. Consultation. Interns must implement consultation with school personnel and parents relative to children's instruction and learning, mental health, and behavior. Prospective interns should state that they will work collaboratively with a teacher or parent (consultees) to solve a problem for a particular child or group of children. They are expected to: (a) meet with the consultee to identify the consultation referral problem(s), (b) design a detailed assessment plan to answer the consultation questions with emphasis on the use of informal assessment measures, (c) collect informal assessment data with the consultee (e.g., examine student records, observe classroom, assess students individually), (d) implement an intervention plan with the consultee, and (e) evaluate the effectiveness of the intervention with the consultee by comparing pre- and post-consultation measures. The interns are required to complete a minimum of one consultation per semester and a summary of the case should be included in the intern's Cumulative Log. To the best degree possible, one consultation should involve working with a teacher and the other should involve working with a parent. In addition, one of the consultations should address an academic problem and the other should deal with a mental health issue.

5. Supportive Counseling. Interns are required to provide supportive individual and group counseling and psycho-educational groups throughout the internship year. Primary focus of the treatment will be on the application of behavioral and cognitive-behavioral principles and techniques to the treatment of child and adolescent emotional and behavioral problems as evidenced in the school setting. Through the supportive counseling of one or more students per semester, interns will help students express their thoughts, feelings, and concerns over multiple sessions or on an as needed basis. All cases should include the appropriate assessment of treatment efficacy relative to baselines (i.e., pre- and post-counseling measures should be administered to evaluate the efficacy of these efforts if multiple counseling sessions take place).

6. In-Service Presentations. The Proposal must indicate that one 40-minute or two 20-minute in-service Power Point presentations will be presented per semester to students, school personnel, teachers, administrators, or parents. These presentations should involve the use of

slides or transparencies as well as handouts. Quotations, data, and information from external sources should be clearly acknowledged and referenced on the handouts, transparencies, or slides. One presentation must deal with the prevention of a mental health or academic problem. Interns must submit a paper copy of their Power Point slides to the site supervisor for their review. The interns will administer the Internship Presentation Rating Form (Appendix G) to the participants and obtain feedback about the quality of their presentations. A cover sheet should be prepared that includes the title, date, and location of the presentation as well as the target audience (e.g., district pupil personnel services staff, 7th grade students).

The presentation rating forms will be given to the Internship Director along with a copy of presentation materials.

7. Continued Professional Development. During the course of the internship, all interns are required to attend the annual meeting of one of the following organizations: (a) National Association of School Psychologists (NASP) or a state affiliate, (b) Association for Behavioral and Cognitive Therapies (ABCT), (c) American Psychological Association (APA) or a state affiliate, or a nationally or internationally recognized psychological association. A receipt of conference registration will be submitted to the Internship Director.

Interns must receive a minimum of 50 hours of professional development training over the course of the internship (approx. 25 hours per semester), which may include conference attendance. Internship proposals must indicate that applicants will attend a minimum of two child psychiatry grand rounds or Albert Ellis Institute training sessions per semester. Grand rounds are offered at multiple locations, such as the NYU Child Study Center (see www.aboutourkids.org/education/professional_education/grand_rounds for more information and a schedule of meetings), the Columbia University Medical Center (www.columbiapsychiatry.org/video-archives/Child%20Psychiatry%20Grand%20Rounds), and Weill Cornell Medical College (www.cornellpsychiatry.org/education/gr_westchester.html). Information for trainings at the Ellis Institute may be found at <http://albertellis.org/professional-rebt-cbt-workshops/>. The internship setting should provide release time for attendance at professional development trainings and conferences.

Lastly, in addition to the workshops on Violence Prevention and Child Abuse Prevention and Identification taken prior to the start of internship, it is required that all students complete a Harassment, Bullying, Cyberbullying, And Discrimination In Schools Prevention And Intervention (otherwise referred to as the DASA training) workshop during their internship year. Information about approved providers of this training may be found at <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>. Teachers College is a NYSED-approved provider and offers a number of DASA trainings. Information about these trainings may be found by going to www.tc.edu/ote and clicking on 'Events & Workshops' in the Office of Teacher Education drop down menu.

8. Book Reviews. Interns are required to review two school psychology related professional books per year. Accordingly, the Proposal should state that the intern will prepare two book reviews. One of the books should deal with the application of RTI, and the other should involve consultation. The Proposal should state that the typed reviews will be submitted for feedback to the Internship Director. The reviews should include a brief summary of the book

content, a description of how the book can be applied to work at the internship site, and a discussion of the strengths and weaknesses of the book.

9. Intern's Evaluation of the Internship Experience. Interns will complete the Intern's Evaluation of the Internship Form (Appendix H) at the end of the first semester and the Teachers College School Psychology Internship Exit Interview Form (Appendix I) upon the completion of the internship.

10. Portfolio. Ed.M. and Ph.D. students who wish to complete a school-based internship that is administered by our program are required to compile an Internship Portfolio in accordance with the guidelines presented in Appendix D. Internship proposals should indicate that the Internship Director will review student portfolios using the Internship Portfolio Rating Form (Appendix D). Proposals must also indicate that the portfolio will be completed prior to graduation. If a student wishes to graduate in May of the third year in the program, the portfolio must be submitted to the Internship Director before April 15. Failure to submit the portfolio by this time will result in an October graduation.

11. Certificate of Completion. Upon successful completion of the internship, the Internship Director will provide interns with a Teachers College Statement of Internship Completion (Appendix J). This statement will include: (a) the aggregate number of hours of work that were performed during the internship, (b) name and location of the site where the internship occurred, (c) the dates of initiation and completion, (d) the name of the site supervisor, (e) the state in which the site supervisor holds certification, (f) the name and state of certification of the university supervisor, (g) indicate that two or more hours of on-site supervision and one or more hours of off-site supervision occurred during each week of the internship, and (h) indicate that the intern completed the terms of his or her contract and behaved in an ethical and professional way. Interns must also turn in a Site Statement of Internship Completion (Appendix K) on school letterhead and signed by their site supervisor. This document must provide information involving: a) number of internship hours, b) name and address of the school where the internship took place, c) the start and end dates of the internship, d) the name of the site supervisor, e) a statement denoting that a minimum of 2 hours of weekly on site supervision took place, f) a statement denoting that the site supervisor is certified in the state where the internship occurred, and g) a statement indicating that the intern behaved in an ethical and professional way during the internship. It is very important to note that a predated Site Statements of Internship Completion are not accepted. Also, internships are regarded as being complete as based on the 1200 hour requirement and the end date of the contract. Early completion and leaving the site before the contractual date is not acceptable.

PROPOSALS FOR ED.M. AND NON-APA/APPIC PH.D. INTERNSHIPS WITHIN THE METROPOLITAN AREA

In preparing an Internship Proposal (Appendix A), all of the following must be addressed:

1. School Setting. The Proposal *must* indicate that the internship will occur in a school that provides services to general and special education students. The name and address of the

school should be stated. Internship may be completed on a full-time basis over one year or on a half-time basis over two consecutive years. The Proposal must indicate when the internship will start and when it will end. Ed.M. internships must consist of at least 1,200 clock hours of supervised training and Ph.D. internships of at least 1,750 clock hours of supervised training. Proposals should also include reference to the age range of the students and the number of teachers, certified school psychologists, licensed psychologists, counselors, and social workers at the school, and the ratio of regular to special education students.

2. Safe and Secure Work Environment. The Proposal should describe the office where the intern will be working and make reference to the safety provisions that exist to protect faculty, staff, and students. The Proposal should also describe how records and test protocols will be stored and the measures that will be in place to protect the files.

3. Schedule of Appointments. The Proposal should state that the intern will be assigned to the same work schedule and calendar time as is other school psychology staff employed by the local educational agency. The interns are expected to participate in the activities and experiences (e.g., in-service presentations and conference attendance) designed for the local educational agency school psychologists.

4. Teachers College Supervision. The Proposal must state that the intern will receive 3 hours of group supervision every month from the Teachers College Internship Director. For students who are applying for internships within the metropolitan or suburban area, a statement indicating that they will personally attend supervision sessions at Teachers College should be included. During each semester, interns are expected to make a case presentation based on an actual case seen at the internship site during that semester. The interns will also share their experiences and bring up issues of relevance to the practice of school psychology during meetings. The Proposal should make a statement to the effect that the intern will offer constructive comments or suggestions to facilitate the professional progress of their classmates during supervision.

The Proposal should indicate that the Internship Director will review and comment about on an as needed basis the activities described in the Daily Logs, in-service presentation ratings, behavioral interventions, psychological reports, consultation and counseling summaries, book reviews, intern participation in the group process, and/or any internship relevant topics. The Internship Director will review the Intern Performance Rating Form completed by the site supervisor once per semester.

The Proposal must indicate that the site supervisor's ratings and comments, information relative to the intern's progress, and any concerns regarding an individual intern's performance may be discussed during private meetings or by email. The Internship Director will make a minimum of one telephone call to the site supervisor per semester to discuss the quality of the intern's work and the level of adherence to the internship proposal, recent reports prepared by the intern, and intern's strengths and weaknesses. It should be specified that the Internship Director is solely responsible for the assignment of academic credit grades for the internship experience.

5. On-Site Supervision. The Proposal must state that the internship experience will be supervised by a school psychologist who is employed by the site, is certified by the state where

the internship takes place, and has had full time employment as a certified school psychologist for at least three year in any state. In addition to this requirement, doctoral interns must be supervised by a doctoral-level licensed psychologist who is employed by the site and has a minimum of two years of work experience as a licensed psychologist.

The Proposal must state that Ed.M. interns will receive at least two hours of weekly individual supervision and that Doctoral level interns will receive four or more hours of individual supervision on a weekly basis at the site where the internship occurs.

For Ph.D. students, information from a state web cite denoting that the site supervisor has a psychology license must be attached. Ph.D. students must also review the Council of Directors of School Psychology Programs (CDSPP) 2012 Guidelines with their site supervisor to ensure that all CDSPP requirements are included in the contract negotiated with the school district (<https://sites.google.com/site/cdspshome/2012guidelines>).

All proposals must state that during the supervisory meetings, the site supervisor will review the experiences that occurred and provide qualitative feedback and/or recommendations about the services delivered. It should also be stated that the site supervisor will review, sign, and date the Daily Log once per week throughout the designated internship period. Proposals must also indicate that the site supervisor will complete and sign the Teachers College Intern Performance Rating Form (Appendix C) once per semester. In addition, all proposals should state that the site supervisor will show and discuss performance ratings with the intern and provide recommendations on an as needed basis. The Intern Performance Rating Form should be completed by the site supervisor and submitted to the Internship Director no later than the last day of class for the fall term and by April 15 of the spring semester..

The Proposal must state that the site supervisor will be available to receive at least one telephone call or email message per semester from the Internship Director during which the site supervisor is expected to advise the Internship Director about the quality of the intern's work.

6. Compliance with Supervision. The interns are expected to conscientiously and promptly implement recommendations for service delivery improvements that are made by the site supervisor and Internship Director.

7. Title. Prospective applicants must indicate that they will employ the title "School Psychology Intern" during the internship period. No other title may be used.

8. Compensation. For paid internships, the Proposal must specify the actual salary and additional compensation such as the provision of medical insurance. The beginning and ending dates of service should be specified. Doctoral students must be paid for their work as interns.

9. Travel Expenses. The provision of appropriate internship experiences often requires job-related travel. When such exists, the Proposal should indicate that the intern will receive reimbursement that is consistent with policies of the local educational agency.

10. Due Process. The Proposal must indicate, "All matters involving due process will be dealt with as indicated in the Teachers College School Psychology's Student Handbook."

11. Ethical and Legal Conduct. Prospective interns must state that they will abide by the ethical standards of the National Association of School Psychologists, the American Psychological Association and the laws of the State of New York or the state where the internship occurs. They must further acknowledge that particular care will be afforded to safeguarding client confidentiality. They must immediately contact the site supervisor and Teachers College Internship Director if potential ethical or legal problems are perceived.

12. Professional Conduct and Socialization. The interns are required to manage relationships with clients, parents, teachers, administrators, other interns, the site supervisor, and the Internship Director in an emotionally, socially, and ethically competent way.

13. Students Presenting Threats to Self or Others. Prospective interns should state in the Proposal that they will make every effort to protect students from harming themselves or others. If it is determined that a student presents a risk to himself/herself or others, the interns must stay with the student and notify the site supervisor, agency administration, and/or Internship Director about the situation. If none of these people can be found, interns must call 911.

GRADING AND TIMELINESS OF WORK COMPLETION

Grades are based on the quality and timeliness of the intern's work. Quality indicators include written work provided to the Internship Director, participation in supervision meetings, and feedback provided by the site supervisor on the intern's performance. Deadlines for assignments will be provided by the Internship Director, and failure to consistently abide by these deadlines will result in a lowered grade.

ED.M. AND NON-APA/APPIC PH.D. INTERNSHIPS OUTSIDE THE METROPOLITAN AREA

Generally speaking, non-paid, school-based internships are easy to obtain in the greater New York City metropolitan area (includes outlying suburbs in New York and New Jersey), with the exception of Connecticut, which does not allow students from out-of-state colleges and universities in its schools. Paid internships however are very, very rare in this area. The one consistent exception is the Psychologist-in-Training Program sponsored by the New York City Department of Education; however, applicants must be bilingual (English-Spanish preferably) to be eligible for this internship, and a year of service in the NYC public schools is required in exchange for payment. Most students who want a paid internship complete them in other parts of New York State (e.g., Syracuse) or other parts of the country (e.g., California, Virginia, Maryland, Illinois).

If you are interested in applying for an internship in another part of the country, you should consult (a) the Teachers College Internship Director, (b) State Department of Education websites for information on regulations regarding the training and certification of school psychologists in the states you are interested in going to, (c) local school districts for the availability of internships (make sure you ask the TC school psychology faculty for information on students who may be living and working in the area(s) you want to move to), and (d) the

proximity of NASP approved training programs to your internship for university-based supervision (which is required of all students).

Ed.M. students must locate a school setting and a certified school psychologist who works at the school who is willing to supervise them. Ph.D. students who apply for Non-APA/APPIC internships must receive supervision by a doctoral level licensed psychologist who is an employee of the site where they are working. A copy of the psychology license or a downloaded document from a state licensing board indicating that the proposed supervisor holds a psychology license must be submitted to the Teachers College Internship Director.

Also, students must locate and enroll in a school psychology internship course at another NASP-approved university close to the internship site that will allow them to register and receive internship supervision at that university. It is the responsibility of students to establish this collaboration. It is important to note that some universities only offer Pass/Fail grades for school psychology internship classes.

All students must prepare an Internship Proposal that is acceptable to the school administration, site supervisor, and NASP-approved program where they will enroll. Proposals must indicate when the internship will start and when it will end. Ed.M. students must expressly indicate that at least 1,200 clock hours of supervised training will take place. Ph.D. students must indicate that they will receive a minimum of 1,750 hours of supervised training by a licensed psychologist at the site where they will be trained. While Ed.M. interns do not have to be paid, Ph.D. students *must* be paid. Prospective interns must submit a copy of the proposal bearing their signature, the signature of the site supervisor, and the signature of the NASP-approved university supervisor to the Teachers College School Psychology Internship Director.

NCSP forms will not be signed by the Ed.M. Program Director until all grades have been reported and the internship has been completed.

Internship Supervision at Other Universities

Students, who receive supervision at another university, must enroll in the host university's internship course for credit. They receive supervision by faculty associated with the university and complete the tasks outlined in the university's internship course syllabus. In this scenario, students must (a) write the TC Registrar in the summer and request permission to "dual register" for the fall term, (b) register for the internship course at Teachers College for 0 credits each semester, (c) register for internship credit at another university, (d) transfer the course from the host university to Teachers College at the end of the fall semester (no later than March 15) by submitting to the TC Registrar an official transcript and a letter requesting the transfer of credit/grade, (e) have your university internship supervisor send a letter or email to the TC Internship Director at the end of the Fall term describing your progress to date and at the end of the Spring term stating that you have successfully completed the internship course (if your university internship course is Pass/Fail, we also need a statement indicating what the grade would have been had you been assigned a grade), and (f) submit to the Ed.M. Program Director and the Internship Director a Site Statement of Internship Completion printed on your internship site's letterhead and signed by your site supervisor.

Students must receive passing grades from their NASP-approved university supervisors. Students must also send a copy of any evaluations (mid-year and end-of-year) that they receive from their site and/or university supervisor to the Teachers College Internship Director. Students will have to pay the Teachers College Registration fee. All program requirements, with the exception of the completion of the remainder of the internship, must be submitted by April 15. Failure to complete all requirements by this date may result in an October graduation.

Students must submit a letter from the host university to the Teachers College Internship Director indicating that they have permission to register for the internship supervision course.

A Certificate of Equivalency is *not* required to maintain a student's full time status in the program unless the student is not an American citizen.

REGISTRATION FOR INTERNSHIP

All School Psychology students must register for School Psychologist Internship under one of the following scenarios:

Ed.M. students must register for HBSK 5480. Those who are directly supervised by the Teachers College Internship Director (i.e., students who attend supervision at Teachers College or who receive supervision at another university but do not register for credit there and are completing Teachers College requirements) are to register for 1 credit per semester. Those who are not supervised by the Internship Director (i.e., students who register for credit for supervision at another university) must register for 0 credits because they are paying tuition at another university.

Ph.D. students must register for HBSK 6480. Regardless of whether they are supervised by the Teachers College Internship Director or not, they are to register for 0 credits. However, there is a 1-credit fee, to insure that all students pay the same amount for internship.

ED.M. DEGREE AND SCHOOL PSYCHOLOGY CERTIFICATION FOR PH.D. STUDENTS

The doctoral program does not have an en-route Ed.M. It is possible, however, to obtain an Ed.M. degree once both externships (one of which must be school-based) have been completed or a school-based internship has been completed, whichever applies. Once the requirements for the Ed.M. have been completed, and an application for the degree has been submitted, students can also apply for provisional certification as a school psychologist (please talk with your advisor about procedures for the latter). All students in the doctoral program who wish to apply for the Ed.M. degree and certification are required to compile a portfolio of work they have completed in the course of their training. The Internship Director will provide a detailed list of necessary documents for the portfolio and will aid students in assembling their portfolios.

The portfolio must be completed prior to obtaining provisional certification as a school psychologist or graduation, whichever comes first. Students who are not intending to practice immediately in a school following graduation should consult with their advisor regarding when or if they should to apply for provisional certification.

PRAXIS EXAM & NCSP APPLICATION

Students in the Ed.M. program and Doctoral students who wish to receive an Ed.M. degree are required to pass the National Association of School Psychologists (NASP) PRAXIS exam for certification prior to graduation. Ed.M. students should take the exam in the Fall semester of their third (internship) year. Doctoral students should take it in the Spring semester of their school-based externship or internship, whichever applies. Students must report their score on the exam to the Director of the Ed.M. Program. The faculty will not sign off on certification and graduation forms until they have received the score. Information about dates, locations, and costs for the administration of the PRAXIS exam can be found at <http://www.ets.org/praxis/about/praxisii>. It is the student's responsibility to provide the Program Director a copy of the score report form upon its receipt from ETS. *Students should not ask ETS to send the report to Teachers College. Rather, students should send their personal PRAXIS pdf results directly to the Director of the Ed.M. Program.*

Upon successful completion of the internship, students who pass the PRAXIS exam as indicated by NASP standards also meet all requirements for recognition as a Nationally Certified School Psychologist (NCSP). While application for the NCSP is not a program requirement, school psychologists with this credential are widely recognized as meeting high standards for training and continued professional development. More information about applying for the NCSP credentials can be found on the NASP website at <http://www.nasponline.org/certification/index.aspx>.

Students seeking National and State School Psychology Certification should abide by the following regulations:

1. They must obtain a Statement of Internship Completion that is signed by your internship site supervisor. The Statement should be on school letterhead. A copy of the Statement of Internship Completion form is attached. This form must only be completed and signed during the last week of internship.
2. Graduates who wish to obtain National Certification as a school psychologist should fill out the online document from NASP and submit a hard copy of the Verification of Completion of School Psychology Program form to Professor Saigh during the week of June 27th with a self-addressed and stamped envelope. This form may be found along with other NCSP application materials at <http://www.nasponline.org/certification/becomeNCSP.aspx>. Professor Saigh will only sign this if he has received a signed Statement of Internship Completion from the Internship Site Supervisor on school letterhead. Once he receives both documents with a self-addressed and stamped envelope, he shall mail the signed NASP certification form to applicants in his capacity as the Ed.M. Director.
3. Graduates should also complete the Internship Verification form that must be signed by the school-based Internship Supervisor and send it to Dr. Stevens in her capacity as the School Psychology Internship Director with a self-addressed and stamped return envelope. Given this, Dr. Stevens will mail the signed NASP certification form to applicants.
4. Graduates should contact the College Office of Teacher Certification regarding provisional certification as a school psychologist in this state after graduation and after

they have obtained the Statement of Internship Completion that was signed by their Internship Site Supervisor. That office requires the Program to provide them with copies of the Statement of Internship Completion before acting on requests for State certification.

5. Graduates seeking provisional certification in New York must provide the College Office of Teacher Certification with documentation attesting that they completed DASA training. Interns must give their DASA training certificates to Dr. Stevens no later than April 15 prior to their graduation.

SCHOOL PSYCHOLOGY CERTIFICATION WITH A BILINGUAL EXTENSION

The Ed.M. Program in School Psychology is approved by the State of New York to offer the Bilingual Extension (see http://www.nystce.nesinc.com/PDFs/NY_flds24-59_objs.pdf for more information).

To obtain the extension you must complete the regular curriculum and:

1. Pass a New York State proficiency examination (Bilingual Education Assessment) in English and your non-English language.
2. Take 2 additional courses. Choose from the following:
BBSQ 5111 Assessment and Evaluation
BBSQ 5120 Communication Disorders in Bilingual/Bicultural Children,
or,
A&HB 4021 Foundations of Bilingual/Bicultural Education
3. Complete a bilingual internship under the supervision of a certified school psychologist who has the Bilingual Extension.

APPENDICES

Appendix A: Internship Proposal/Contract

**Teachers College, Columbia University
Department of Health and Behavior Studies
Program in School Psychology
Proposal for a School Psychology
Masters-Specialist Internship Placement**

[Students who are proposing an internship placement should prepare a written statement addressing each of the following items.]

1. Begin with the statement:

This proposal is for a 1200 hour masters-specialist internship placement in school psychology for the 20xx-20xx academic year. The internship will be completed at the _____ school, with five full days per week spent at the site and no more than 300 hours spent in off-site activities. The internship will commence on _____ and continue until _____.

2. Description of Site:

Include the following characteristics, at a minimum:

Location of district, size of district (number of schools, size of schools, number of support staff, type of support staff, who is in charge of support staff, etc.), ethnicity of district, number of special education students (% classified, ED, LD, OHI etc.), type of classes offered (i.e., self-contained 15:1; 12:1:1; 8:1; inclusion, etc.).

Name, level, address, and organization of school(s) in which you will be interning [age range served, number and type of students (e.g., developmentally delayed), number of teachers/support staff (i.e., how many interns, resource room, psychologists, speech/lang., etc.).

Description of intern work space (own office? phone? computer?) and ability to network with other in-district psychologists (monthly psychology meetings?). Safety provisions that exist to protect faculty, staff, and students. How records and test protocols will be stored and the measures that will be in place to protect the files.

Any other unique characteristics of the district or the school. Special programs? Activities? Parental involvement (SEPTA, PTA, Parents' center? English instruction for parents?)

3. Intern Responsibilities: [include the following statements; where indicated, include an estimate of the weekly hours expected to be devoted to the activity – these hours should add up to an approximately 30-35 hour work week]:

a) I will conduct two or more behavior modification interventions and submit written reports involving these interventions (__ hours/week).

b) I will conduct one or more consultations per semester and prepare written reports of one consultation per semester (__ hours/week).

c) I will provide supportive counseling and submit a written summary of one or more cases per semester (__ hours/week).

d) I will make one in-service Power Point presentation per semester and submit the Power Point slides, handouts, and Presentation Rating Forms.

e) I will conduct psycho-educational evaluations and write comprehensive reports based upon those evaluations (__ hours/week). I will submit two psycho-educational reports per semester.

f) I will conduct classroom observations and integrate written summaries of those observations in the psycho-educational reports (__ hours/week).

g) I will participate in meetings such as Student Study Teams, Instructional Support Teams and/or CSE meetings (__ hours/week).

h) I will maintain a daily log of activities performed throughout the internship and the amount of time that was spent on these activities.

i) During Teachers College supervision, I will make one case presentation per semester based on an actual case seen at the internship site. I will offer constructive comments or suggestions to facilitate the professional progress of my classmates during supervision.

j) I will attend a minimum of two training sessions per semester at the Albert Ellis Institute or attend two child psychiatry grand rounds at a university-affiliated teaching hospital.

k) I will complete a minimum of 50 hours of professional development training during the nine month internship. Professional development training may occur at national, state, or local conferences, grand rounds, the Ellis Institute or at the actual internship site.

l) I will attend the annual meeting of one of the following organizations: a) National Association of School Psychologists or a state affiliate, b) Association for Behavior and Cognitive Therapy (ABCT), or c) American Psychological Association.

m) I will complete the Harassment, Bullying, Cyberbullying, and Discrimination In Schools Prevention And Intervention (DASA training) workshop.

n) I will complete the Intern's Evaluation of the Internship Form at the end of the first semester and the Teachers College School Psychology Internship Exit Interview Form upon the completion of the internship.

In addition to the two or more hours of weekly individual supervision that I will receive in the field, I will also attend at least three hours of group supervision per month at Teachers College. I will conscientiously and promptly implement recommendations for service delivery improvements that are made by the site supervisor and Internship Director. I will be assigned to the same work schedule and calendar time as is other school psychology staff employed by the local educational agency.

Additional activities should be clearly described and the amount of time that will be devoted to these additional activities per week must be stated. You should have at least a total of 30 hours per week. Examples of additional activities may include school psychology related services such as research, program development, and or participating in department/team meetings.

4. Supervisor Responsibilities:

Include the statements:

a) (**supervisor name & degree**) is a certified school psychologist [**if licensed, also state licensed psychologist**] who was never denied a certificate in the State of New York or any

other state and has been employed as a certified school psychologist in any state for at least three years.

b) **(supervisor name & degree)** is on site ___% of the time [**note: can't be less than 50%**].

c) **(supervisor name & degree)** will provide the intern, (your name), with at least two hours of face-to-face supervision per week for the duration of the internship during which the site supervisor will review the experiences that occurred and provide qualitative feedback and/or recommendations about the services delivered. For PhD. Students there must be two additional hours of supervision which may be group supervision.

d) **(supervisor name & degree)** agrees to limit direct supervision to no more than two interns per academic year.

e) **(supervisor name & degree)** agrees to receive at least one telephone call, email, and/or site visit from the Teachers College Internship Director per semester. The site supervisor's ratings and comments, information relative to the intern's progress, and any concerns regarding an individual intern's performance may be discussed during private meetings.

f) **(supervisor name & degree)** will contact the Internship Director immediately by phone and/or email if there is a breach of this contract or any significant problems arise related to the intern's fulfillment of duties described above (including issues related to attendance).

g) **(supervisor name & degree)** will review and sign the daily log on a weekly basis, review and sign all reports and assignments to be submitted to the Internship Director, and complete one Intern Performance Rating Form each semester. The site supervisor will show and discuss performance ratings with the intern and provide recommendations on an as needed basis.

5. Title:

State : I will have the title of School Psychology Intern for the duration of the internship. [**Any other title such as "Assistant School Psychologist" may not be used.**]

6. Compensation:

State the salary and fringe benefits (e.g., medical insurance), if any, that you will receive for your services as an intern. Also state: I will receive reimbursement for travel required by the internship site that is consistent with the policies of the local educational agency.

7. Insurance:

State: A copy of my professional liability insurance for the designated internship period will be submitted to the Internship Director prior to registration. This insurance will provide \$1,000,000 worth of coverage or more. [**Students who do not provide a copy of their insurance policy at the start of the semester will not be allowed to continue.**]

8. Due Process:

State: All matters involving due process will be dealt with as indicated in the Teachers College School Psychology's Student Handbook. If issues are communicated by the site supervisor to the Internship Director about the intern's performance, the Internship Director will speak to the intern and an appropriate plan of action will be developed between the Internship Director, the site supervisor, and the intern. If necessary, this may entail a revision of the intern's proposal to reflect new terms of the internship or the intern's responsibilities or a withdrawal from the internship.

9. Ethics & Professional Conduct:

State: In all instances, I will abide by the ethical standards of the National Association of School Psychologists, the American Psychological Association and the laws of the State of New York (or the state where the internship occurs). Particular care will be afforded to safeguarding client confidentiality. I will manage relationships with clients, parents, teachers, administrators, other interns, the site supervisor, and the Internship Director in an emotionally, socially, and ethically competent way.

10. Students Presenting Threats to Self or Others: I will make every effort to protect students from harming themselves or others. If it is determined that a student presents a risk to himself/herself or others, I understand that I am expected to stay with the student and notify the site supervisor, agency administration, and/or Internship Director about the situation. If none of these people can be found, I will call 911.

11. Statement of Completion:

State: Upon successful completion of the internship, the Internship Coordinator will provide me with a statement of internship completion. I will also submit a statement of internship completion signed by my site supervisor during the last week of the internship.

12. Signatures:

Include your name, title, phone, email, date and signature following item #11, in the following format:

 (Your name)
 School Psychology Intern
 (Your phone #)
 (Your email)

 Date

I have read and approved (your name)'s internship proposal for a full-time masters-specialist school psychology internship at (school's name).

 (Site Supervisor's Name & Degree)
 Site Supervisor
 Address
 (Phone #)
 (Email)

 Date

 Helen Stevens, Ph.D.

 Date

Internship Director
Dept. of Health & Behavior Studies
Teachers College
Columbia University
525 West 120th Street
New York, NY 10027
hs2834@tc.columbia.edu

Additional notes (remove before submitting proposal): Before registering for the internship, applicants must submit photocopies of certificates of completion of the following seminars required by New York State (or the state where the internship occurs): **School Violence Prevention and Intervention Seminar** and **Child Abuse Identification and Reporting**. In addition, proof of Liability Insurance must be provided to the Internship Director. Students will not be allowed to register for internship without this documentation. All students receiving supervision at Teachers College must register for 1 credit in the Fall and Spring in HBSK 5480 School Psychology Internship.

Prospective interns should consult with the TC Internship Director, potential host agencies and site supervisors in preparing an internship proposal. The Internship Director will review initial drafts of the proposals and make recommendations on an as needed basis. Prospective interns should revise their proposals on the basis of the feedback that they receive and resubmit them to the TC Internship Director. Given the approval of the Internship Director, a final copy of the proposal bearing the names and signatures of the student and site supervisor should be submitted to the Internship Director, who will re-review the proposal and sign it after it meets with her approval.

For Fall registration, proposal drafts must be received by June 1 of the previous semester. For Spring registration, proposals must be received by November 1 of the previous semester. Students are strongly encouraged to email the Internship Director if they have any questions about these procedures.

APPENDIX B
INTERNSHIP ACTIVITIES KEY
SCHOOL PSYCHOLOGY INTERNSHIP
WEEKLY INTERNSHIP LOG

Reporting Period: From _____ **To** _____
Intern's Name: _____ **Intern's Signature:** _____
Read and Approved
Supervisor's Name: _____ **Supervisor's Signature:** _____
Read and Approved
Internship Director: Helen Stevens, Ph.D. Signature _____

Behavioral Modification Interventions	1
Book Reviews	2
Classroom Observations	3
Grand Rounds and Conference Attendance	4
Consultations (Teacher/Parent)	5
In-Service Presentations	6
Professional Development Trainings	7
Meetings (CST, CSE, Team, other)	8
Psycho-educational Evaluations	9
Supervision On-site	10
Supervision at Teachers College, Columbia University	11
Supportive Counseling (Individual /Group)	12
Administrative Tasks	13
Other	14

Example June 1, 2015– Monday

TIME	ACTIVITY TYPE	ACTIVITY DESCRIPTION
8:00-8:30	2	Review literature, articles
8:30-10:00	12	Review social skills information
10:00-11:00	7	Attend training on control theory
11:00-12:10	13	Review client list, scheduling
12:10-1:00	14	Lunch with supervisor
1:00-2:00	12	Counseling with individual client, social skills cards
2:00-2:55	12	Counseling with supervisor, individual client
3:00-4:00	10	Supervision regarding scheduling and client list and psycho-educational evaluations
8:00-9:00	11	Supervision at TC

Example June 2, 2015 - Tuesday

TIME	ACTIVITY TYPE	ACTIVITY DESCRIPTION
8:00-8:45	9	Review files
8:45-10:00	8	CSE meeting
10:00-10:50	9	Testing
10:50-11:30	5	Consultation meeting with teacher
11:30-12:45	9	Testing
12:45-3:00	9	Scoring & report writing

Cumulative Internship Work Hours: _____

Cumulative Supervision Hours at Site: _____

Appendix C: Intern Performance Rating Form (Site Supervisor)

TEACHERS COLLEGE COLUMBIA UNIVERSITY PROGRAM IN SCHOOL PSYCHOLOGY INTERN PERFORMANCE RATING FORM BY SITE SUPERVISOR

Intern Name _____ Date _____

Site Supervisor's Name _____

Please rate the quality of the intern's work based on your observations and interactions with the intern and/or the reports of the institutional staff. Please use the rating scale below. The intern is not required to be rated at the highest (4) level in any area. The intern is required to achieve an overall rating of 3 in each of the five broad categories to successfully complete the Internship.

Rating Scale:

Rating	Explanation
N/A	Not applicable or not observed. This rating is to be used when the activity in question is not part of placement expectations or the rater has not had an opportunity to observe or rate the intern on this item.
1	Inadequate. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, the intern's suitability for this field of work should be evaluated.
2	Needs Improvement. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment.
3	Meets Expectations. Most interns will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations.
4	Exceeds Expectations. Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

<i>I. PSYCHOEDUCATIONAL EVALUATION SKILLS</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>NA</i>
<i>The intern:</i>					
a. Demonstrated knowledge of varied models and methods of assessment (including testing, observation, and interviews, etc.)	4	3	2	1	NA
b. Assessed and diagnosed student cognitive functioning and learning problems and strengths	4	3	2	1	NA
c. Assessed and diagnosed student behavioral and social-emotional problems and strengths (including functional analysis of behavior)	4	3	2	1	NA
d. Accurately administered, scored, and interpreted psychoeducational instruments	4	3	2	1	NA
e. Used non-biased methods in assessing students from different cultural and/or linguistic backgrounds	4	3	2	1	NA
f. Used multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods)	4	3	2	1	NA
g. Integrated relevant cognitive, environmental, emotional,	4	3	2	1	NA

social, medical, and family factors in the assessment process					
h. Generated cognitively and developmentally appropriate recommendations based on the assessment results	4	3	2	1	NA
i. Included recommendations that enhanced social development and life-related skills	4	3	2	1	NA
j. Used assessment data to make decisions at the classroom, school, or school district level	4	3	2	1	NA
k. Wrote coherent, focused, and well-organized psychoeducational reports	4	3	2	1	NA
Overall Evaluation of Psychoeducational Evaluation Skills:	4	3	2	1	NA

Comments: _____

II. CONSULTATION AND COLLABORATION SKILLS	4	3	2	1	NA
<i>The intern:</i>					
a. Planned instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	NA
b. Implemented instructional consultation with school personnel and/or parents	4	3	2	1	NA
c. Implemented behavioral consultation with school personnel and/or parents.	4	3	2	1	NA
d. Implemented mental health consultation with school personnel and/or parents..	4	3	2	1	NA
e. Collaborated with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels	4	3	2	1	NA
f. Demonstrated sensitivity to student and family diversity in selecting and implementing consultation strategies	4	3	2	1	NA
g. Collaborated with other professionals to create linkages between schools, families, and the community	4	3	2	1	NA
h. Demonstrated an understanding of schools and families as systems; assessed system resources to address student needs	4	3	2	1	NA
i. Gave an informative and well-organized in-service presentation to school personnel, teachers, administrators, and/or parents	4	3	2	1	NA
j. Consultation work was associated with positive academic outcomes.	4	3	2	1	NA
k. Consultation work was associated with positive behavioral outcomes.	4	3	2	1	NA
l. Consultation work was associated with positive mental health outcomes.	4	3	2	1	NA
Overall Evaluation of Consultation and Collaboration Skills	4	3	2	1	NA

Comments: _____

III. INTERVENTION SKILLS	4	3	2	1	NA
The intern:					
a. Demonstrated an understanding of cognitive and developmental psychology related to student learning and mental health	4	3	2	1	NA
b. Demonstrated an understanding of reading, writing, and math curricula related to student learning	4	3	2	1	NA
c. Demonstrated an understanding of study skills, reading comprehension, and time management interventions	4	3	2	1	NA
d. Demonstrated an understanding of state and federal laws/regulations affecting services to students and families	4	3	2	1	NA
e. Demonstrated an understanding of laws and procedures for handling crises (including assessment for suicidal ideation/threats and child abuse and neglect)	4	3	2	1	NA
f. Developed behavioral and/or cognitive behavioral interventions based on the assessment data	4	3	2	1	NA
g. Demonstrated sensitivity to student and family diversity in selecting and implementing intervention strategies	4	3	2	1	NA
h. Sought and appropriately used school/community resources for clients and families; demonstrated knowledge of public and private agencies	4	3	2	1	NA
i. Implemented interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills.	4	3	2	1	NA
j. Evaluated interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills.	4	3	2	1	NA
k. Provided or contributed to prevention and intervention programs that promoted mental health	4	3	2	1	NA
l. Provided crisis intervention assistance when needed/requested	4	3	2	1	NA
j. Intervention work was associated with positive academic outcomes.	4	3	2	1	NA
k. Intervention work was associated with positive behavioral outcomes.	4	3	2	1	NA
l. Intervention work was associated with positive mental health outcomes.	4	3	2	1	NA
Overall Evaluation of Intervention Skills	4	3	2	1	NA

Comments: _____

<i>IV. COUNSELING AND COMMUNICATION SKILLS</i>	4	3	2	1	NA
<i>The intern:</i>					
a. Provided supportive counseling that targeted student academic problems	4	3	2	1	NA
b. Provided supportive counseling that targeted student behavioral problems	4	3	2	1	NA
c. Provided supportive counseling that targeted student emotional problems.	4	3	2	1	NA
d. Managed relationships with students/clients in an emotional, social, and ethically competent way	4	3	2	1	NA
e. Demonstrated sensitivity and skill when working with culturally and linguistically diverse students/clients	4	3	2	1	NA
f. Managed relationships with school/internship site personnel and parents in an emotional, social, and ethically competent way	4	3	2	1	NA
g. Managed relationships with the Site Supervisor in an emotional, social, and ethically competent way	4	3	2	1	NA
h. Communicated opinions and data to all appropriate parties in a supportive, problem-solving fashion	4	3	2	1	NA
i. Counseling was associated with positive academic outcomes.	4	3	2	1	NA
j. Counseling was associated with positive behavioral outcomes.	4	3	2	1	NA
k. Counseling was associated with positive mental health outcomes.	4	3	2	1	NA
Overall Evaluation of Counseling and Communication Skills	4	3	2	1	NA

Comments: _____

<i>V. PERSONAL AND PROFESSIONAL CHARACTERISTICS</i>	4	3	2	1	NA
<i>The intern:</i>					
a. Demonstrated initiative and appropriate level of independence in performing responsibilities	4	3	2	1	NA
b. Recognized his/her limitations and assumed responsibilities that reflected training and knowledge	4	3	2	1	NA
c. Responded appropriately to supervision and implemented recommendations for service delivery improvements	4	3	2	1	NA
d. Demonstrated knowledge and skills needed to acquire career-long professional development	4	3	2	1	NA
e. Observed schedules/deadlines and kept appointments	4	3	2	1	NA
f. Completed all required reports, forms, and logs in a timely manner	4	3	2	1	NA
g. Adhered to ethical and legal standards of professional practice; safeguarded client's confidentiality	4	3	2	1	NA

h. Provided services that had a measurable positive influence on students, families, and/or teachers	4	3	2	1	NA
i. Made appropriate use of information technology to enhance quality of services (including adaptive technology, presentation, statistics, and word processing packages, etc.)	4	3	2	1	NA
Overall Evaluation of Personal and Professional Characteristics	4	3	2	1	NA

Comments: _____

Please comment on the performance of the intern relative to any area that may not have been covered on this form or any area that needs more elaboration.

Comments: _____

 Site Supervisor's Signature Date

 Intern's Signature Date

Appendix D: Internship Portfolio Rating Form (Internship Director)

INTERNSHIP PORTFOLIO EVALUATION FORM

Intern Name _____ Date _____
 Internship Director Helen Stevens, Ph.D.

Portfolio Checklist

Note: Complete portfolios are due April 15

Evidence of:	YES	NO
Comprehensive and Appropriately Formatted Curriculum Vita		
Psychoeducational Evaluations (minimum 4)		
Behavioral Modification Interventions (minimum of two with one addressing an academic problem and the second a behavioral problem)		
Consultations (minimum 2)		
Counseling Case Summaries (minimum 2)		
In-service Presentations (minimum two 40-minute or four 20-minute presentations)		
PowerPoint Slides and Handouts		
Audience Rating Forms		
Book Reviews (2)		
Daily Logs		
Attendance/Participation in a State or National Conference in Psychology (proof of registration fee payment)		
Completion of Training/Workshop in the Identification and Reporting of Child Abuse or Maltreatment		
Completion of Training/Workshop in School Violence and Intervention		
Completion of Workshop in Harassment, Bullying, Cyberbullying, And Discrimination In Schools Prevention And Intervention (DASA training)		

Comments: _____

Please rate the quality of the intern's work based on your observations and interactions with the intern and/or the reports of the institutional staff. Please use the rating scale below. The intern is not required to be rated at the highest (4) level in any area. The intern is required to achieve an overall rating of 3 in each of the five broad categories to successfully complete the Internship.

Rating Scale:

Rating	Explanation
N/A	Not applicable or not observed. This rating is to be used when the activity in question is not part of placement expectations or the rater has not had an opportunity to observe or rate the intern on this item.
1	Inadequate. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, the intern's suitability for this field of work should be evaluated.
2	Needs Improvement. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment.
3	Meets Expectations. Most interns will possess skills and judgment sufficient to meet

	professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations.
4	Exceeds Expectations. Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

<i>I. PSYCHOEDUCATIONAL EVALUATION SKILLS</i>	4	3	2	1	NA
<i>The intern:</i>					
a. Demonstrated knowledge of varied models and methods of assessment (including testing, observation, and interviews, etc.)	4	3	2	1	NA
b. Assessed and diagnosed student cognitive functioning and learning problems and strengths	4	3	2	1	NA
c. Assessed and diagnosed student behavioral and social-emotional problems and strengths (including functional analysis of behavior)	4	3	2	1	NA
d. Accurately administered, scored, and interpreted psychoeducational instruments	4	3	2	1	NA
e. Used non-biased methods in assessing students from different cultural and/or linguistic backgrounds	4	3	2	1	NA
f. Used multiple sources of information in the assessment process (e.g., interviews, observations, review of records, other informal methods)	4	3	2	1	NA
g. Integrated relevant cognitive, environmental, emotional, social, medical, and family factors in the assessment process	4	3	2	1	NA
h. Generated cognitively and developmentally appropriate recommendations based on the assessment results	4	3	2	1	NA
i. Included recommendations that enhanced social development and life-related skills	4	3	2	1	NA
j. Used current psychological and educational research in conducting assessment and making decisions/recommendations	4	3	2	1	NA
k. Demonstrated an understanding and mastery of single-subject research designs	4	3	2	1	NA
l. Used assessment data to make decisions at the classroom, school, or school district level	4	3	2	1	NA
m. Wrote coherent, focused, and well-organized psychoeducational reports	4	3	2	1	NA
Overall Evaluation of Psychoeducational Evaluation Skills	4	3	2	1	NA

Comments: _____

<i>II. CONSULTATION AND COLLABORATION SKILLS</i>	4	3	2	1	NA
<i>The intern:</i>					
a. Planned instructional, behavioral, or mental health consultation with school personnel and/or parents	4	3	2	1	NA
b. Implemented instructional, behavioral, or mental health	4	3	2	1	NA

consultation with school personnel and/or parents					
c. Collaborated with school personnel and/or parents in planning and decision-making at group (e.g., classroom) and/or system levels	4	3	2	1	NA
d. Evaluated outcomes and effectiveness of instructional, behavioral, or mental health consultations with school personnel and/or parents	4	3	2	1	NA
e. Demonstrated sensitivity to student and family diversity in selecting and implementing consultation strategies	4	3	2	1	NA
f. Demonstrated an understanding of schools and families as systems; assessed system resources to address student needs	4	3	2	1	NA
g. Gave an informative and well-organized in-service presentation to school personnel, teachers, administrators, and/or parents	4	3	2	1	NA
h. Consultation work was associated with positive academic outcomes.	4	3	2	1	NA
i. Consultation work was associated with positive behavioral outcomes.	4	3	2	1	NA
j. Consultation work was associated with positive mental health outcomes.	4	3	2	1	NA
Overall Evaluation of Consultation and Collaboration Skills	4	3	2	1	NA

Comments: _____

III. INTERVENTION SKILLS	4	3	2	1	NA
<i>The intern:</i>					
a. Demonstrated an understanding of state and federal laws/regulations affecting services to students and families	4	3	2	1	NA
b. Demonstrated an understanding of laws and procedures for handling crises (including assessment for suicidal ideation/threats and child abuse and neglect)	4	3	2	1	NA
c. Identified goals for behavioral interventions, operationalized the targeted behavior(s), and obtained baseline data	4	3	2	1	NA
d. Developed behavioral and/or cognitive behavioral interventions for behavioral problems based on the assessment data	4	3	2	1	NA
e. Identified academic goals of intervention, operationalized targeted behavior(s), and obtained baseline data.	4	3	2	1	NA
f. Developed behavioral and/or cognitive behavioral interventions for academic problems based on the assessment data.	4	3	2	1	NA
g. Used current empirical research in designing behavioral and/or cognitive behavioral interventions for academic problems.	4	3	2	1	NA
h. Monitored/assessed targeted behaviors during the	4	3	2	1	NA

interventions; graphically depicted baseline data and data points					
i. Evaluated social validity of behavioral and/or cognitive behavioral interventions	4	3	2	1	NA
j. Evaluated outcomes and effectiveness of behavioral and/or cognitive-behavioral interventions using data from single-case designs	4	3	2	1	NA
k. Implemented interventions with individuals and/or groups that contributed to development of academic, social, and life-related skills	4	3	2	1	NA
l. Effectively provided or contributed to prevention and intervention programs that promoted mental health	4	3	2	1	NA
m. Effectively provided or contributed to prevention and or intervention programs that promoted academic achievement	4	3	2	1	NA
n. Effectively provided or contributed to prevention and or intervention programs that addressed behavioral problems.	4	3	2	1	NA
o. Effectively provided or contributed to prevention and or intervention programs that addressed mental health issues.	4	3	2	1	NA
Overall Evaluation of Intervention Skills	4	3	2	1	NA

Comments: _____

<i>IV. COUNSELING AND COMMUNICATION SKILLS</i>	4	3	2	1	NA
<i>The intern:</i>					
a. Provided supportive counseling that targeted student educational, behavioral, or emotional problems	4	3	2	1	NA
b. Demonstrated sensitivity and skill when working with culturally and linguistically diverse students/clients	4	3	2	1	NA
c. Managed relationships with the Internship Director in an emotional, social, and ethically competent way	4	3	2	1	NA
d. Communicated opinions and data to all appropriate parties in a supportive, problem-solving fashion	4	3	2	1	NA
e. Clearly and comprehensively conceptualized verbal case presentations	4	3	2	1	NA
f. Counseling was associated with improved academic performance	4	3	2	1	NA
g. Counseling was associated with improved student conduct.	4	3	2	1	NA
h. Counseling was associated with improved mental health	4	3	2	1	NA
Overall Evaluation of Counseling and Communication Skills	4	3	2	1	NA

Comments: _____

<i>V. PERSONAL AND PROFESSIONAL CHARACTERISTICS</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>NA</i>
<i>The intern:</i>					
a. Responded appropriately to supervision and implemented recommendations for service delivery improvements	4	3	2	1	NA
b. Demonstrated knowledge and skills needed to acquire career-long professional development	4	3	2	1	NA
c. Observed schedules/deadlines and kept appointments	4	3	2	1	NA
d. Completed all required reports, forms, and logs in a timely manner	4	3	2	1	NA
e. Adhered to ethical and legal standards of professional practice; safeguarded client's confidentiality	4	3	2	1	NA
f. Made positive contributions that facilitated the progress of other interns during supervision	4	3	2	1	NA
Overall Evaluation of Personal and Professional Characteristics	4	3	2	1	NA

Comments: _____

<i>VI. Research Skills</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>NA</i>
<i>The intern:</i>					
a. Demonstrated skills to apply and evaluate research as a foundation for service delivery.	4	3	2	1	NA
b. In collaboration with others, used various techniques and technology resources for data collection, measurement, analysis, and program evaluations.	4	3	2	1	NA
c. Evidenced research proficiency to assess and evaluate individual or problems.	4	3	2	1	NA
Overall Evaluation of Personal and Professional Characteristics	4	3	2	1	NA

Comments: _____

Please comment on the performance of the intern relative to any area that may not have been covered on this form or any area that needs more elaboration.

Comments: _____

Internship Director's Signature Date

Intern's Signature Date

Appendix E: Behavior Modification Report

1. **Behavioral Observation.** Prepare a one page behavioral observation.
2. **Participant(s).** Describe the participant(s) with reference to age, IQ, DSM-5 diagnosis (if available), and any other objective characteristic that may be relevant with reference to treatment planning.
3. **Target Behaviors.** Given the behavioral observation that you prepared, write a description of two or three target behaviors. Be sure to use operational terms. Consult with teachers, school officials, and/or parents to make sure that these are the behaviors that are most problematic.
4. **Antecedents and Consequences.** Describe any observed antecedents and consequences.
5. **Behavioral Assessment Method.** Name the behavioral assessment procedure (frequency counts, discrete categorization, interval recording, or duration of response) that will be used. Also include a completed data collection sheet as an attachment that corresponds with the assessment modality that you selected.
6. **Baseline Data.** Observe behavior and prepare a Baseline Power Point generated figure with a minimum of four data points for the behaviors in question.
7. **Interpretation.** Interpret the data making reference to the mean, range, and the presence or absence of a trend as indicated by a visual inspection of the data. Also comment on the amount of variance as denoted by the range relative to the mean.
8. **Scientific Literature.** Search the literature and identify a treatment of choice that is supported by scientific data outcomes, given the target behavior.
9. **Reference.** Provide a full reference for an empirical study that demonstrated efficacy for a problem that is similar to the one that you identified.
10. **Summary.** Provide a 100-word summary describing the published paper.
11. **Treatment.** Prepare a description of how you handled the reported problems. Write this in the form of a list. Be exceptionally specific and use behavioral language. Consult with teachers, school officials, and or parents to make sure that they understand and support the use of the intervention. It is important to determine if they feel that the ends justify the means before treatment is started (social validity). Are the specific treatment goals really what society wants?
12. **Design.** Select a single case-design that may be used given the stated problems and proposed intervention. In 50-100 words, explain why you selected the design in question. Note, AB and ABA designs are not acceptable unless extensive justification is provided.
13. **Collect Data.** Given the stated target behavior, assessment method and design, observe and record data across phases.
14. **Figure.** Prepare a Power Point generated figure with a minimum of four data points for the behaviors in question for all phases (including Baseline) of the intervention. Be sure to label axes and include a legend with an explanation of what the data involve (e.g., * = Seat leaving).
15. **Interpretation.** Interpret the data by making reference to the mean, range, presence or absence of a trend as indicated by a visual inspection of the data for each phase. Also comment on the amount of variance as denoted by the range relative to the mean by phase.
16. **Treatment Efficacy.** Make conclusions about treatment efficacy in terms of percentage change relative to baseline. Do so by comparing mean baseline estimates to subsequent intervention outcome means. Was the intervention effective relative to baseline functioning?
17. **Social Validity.** Develop a social validity questionnaire and administer it to the participant(s), teacher, and parents/guardians. Include the questionnaire with the

ratings per group. Were consumers satisfied with the results? Did the ends justify the means? Would consumers recommend the treatment to others? Mean ratings may be used if multiple participants were treated. Interpret the outcomes and draw conclusions.

18. **Data.** Collected data must be attached to the report as an Appendix.

BEHAVIOR MODIFICATION REPORT EVALUATION FORM

INTERN NAME: _____

INTERNSHIP DIRECTOR: Helen Stevens, Ph.D.

DATE OF EVALUATION: _____

Rating Scale:

Rating	Explanation
N/A	Not applicable or not observed.
1	Inadequate.
2	Needs Improvement.
3	Meets Expectations.
4	Exceeds Expectations.

Task	1	2	3	4	N/A
1. Behavioral Observation					
2. Participant(s)					
3. Target Behaviors					
4. Antecedents and Consequences					
5. Behavioral Assessment Method					
6. Baseline Data					
7. Interpretation					
8. Scientific Literature					
9. Reference					
10. Summary					
11. Treatment					
12. Design					
13. Collect Data					
14. Figure					
15. Interpretation					
16. Treatment Efficacy					
17. Social Validity					
18. Data Attached		YES		No	
19 Evaluation of Treatment Efficacy (Review of Actual Data and Efficacy Claims in Reports)					

Appendix F: Academic Behavior Modification Report

1. **Behavioral Observation.** Prepare a one page behavioral observation.
2. **Participant(s).** Describe the participant(s) with reference to age, IQ, DSM-5 diagnosis (if available), and any other objective characteristic that may be relevant with reference to treatment planning.
3. **Target Behaviors.** Given the behavioral observation that you prepared, write a description of one or two target behaviors. Be sure to use operational terms. Consult with teachers, school officials, and/or parents to make sure that these are the behaviors that are most problematic. This must involve academic problems such as turning in homework on time, quality of homework as denoted by a teacher's grades, academic achievement as reflected by classroom tests or standardized tests.
4. **Antecedents and Consequences.** Describe any observed antecedents and consequences.
5. **Behavioral Assessment Method.** Name the behavioral assessment procedure (frequency counts, grades, test scores).
6. **Baseline Data.** Obtain at least three examples of target behavior before intervention and include these with this report. Be sure to label the examples as "Baseline Target Behaviors." Attach data to the report.
7. **Interpretation.** Interpret the data making reference to stability of the problem over time. In some cases when applicable, graph the data and report range, and the presence or absence of a trend as indicated by a visual inspection of the data. When applicable, obtain information from the teacher in the form of anecdotal notes regarding reported levels of academic impairment relative to peers. In cases involving under achievement on classroom tests, report the student grades relative to the class average.
8. **Scientific Literature.** Search the literature and identify a treatment of choice that is supported by scientific data outcomes, given the target behavior.
9. **Reference.** Provide a full reference for an empirical study that demonstrated efficacy for a problem that is similar to the one that you identified.
10. **Summary.** Provide a 100-word summary describing the published paper.
11. **Treatment.** Prepare a description of how you handled the reported problems. Write this in the form of a list. Be exceptionally specific and use behavioral language. Consult with teachers, school officials, and or parents to make sure that they understand and support the use of the intervention. It is important to determine if they feel that the ends justify the means before treatment is started (social validity). Are the specific treatment goals really what society wants?
12. **Design.** Select a single case-design that may be used given the stated problems and proposed intervention. In 50-100 words, explain why you selected the design in question. Note, AB and ABA designs are not acceptable unless extensive justification is provided.
13. **Collect Data.** Given the stated target behavior, assessment method and design, observe and record data across phases. Attach the data that you collect to the report.
14. **Figure.** Prepare a Power Point generated figure with a minimum of three data points for the behaviors in question for all phases (including Baseline) of the intervention. Be sure to label axes and include a legend with an explanation of what the data involve.
15. **Interpretation.** Interpret the data by making reference to the mean, range, presence or absence of a trend as indicated by a visual inspection of the data for each phase.

- Also comment on the amount of variance as denoted by the range relative to the mean by phase.
16. **Treatment Efficacy.** Make conclusions about treatment efficacy in terms of percentage change relative to baseline. Do so by comparing mean baseline estimates to subsequent intervention outcome means. Was the intervention effective relative to baseline functioning?
 17. **Social Validity.** Develop a social validity questionnaire and administer it to the participant(s), teacher, and parents/guardians. Include the questionnaire with the ratings per group. Were consumers satisfied with the results? Did the ends justify the means? Would consumers recommend the treatment to others? Mean ratings may be used if multiple participants were treated. Interpret the outcomes and draw conclusions. .

ACADEMIC BEHAVIOR MODIFICATION REPORT EVALUATION FORM

INTERN NAME: _____

INTERNSHIP DIRECTOR: Helen Stevens, Ph.D.

DATE OF EVALUATION: _____

Rating Scale:

<i>Rating</i>	<i>Explanation</i>
N/A	Not applicable or not observed.
1	Inadequate.
2	Needs Improvement.
3	Meets Expectations.
4	Exceeds Expectations.

Task	1	2	3	4	N/A
1. Behavioral Observation					
2. Participant(s)					
3. Target Behaviors					
4. Antecedents and Consequences					
5. Behavioral Assessment Method					
6. Baseline Data					
7. Interpretation					
8. Scientific Literature					
9. Reference					
10. Summary					
11. Treatment					
12. Design					
13. Collect Data					
14. Figure					
15. Interpretation					
16. Treatment Efficacy					
17. Evaluation of Treatment Efficacy (Review of Data and Efficacy Claims in Reports)					
18. Social Validity					
19. Data Attached From Baseline		YES		NO	
20. Data Attached From Treatment		YES		NO	
21. Data Attached From Follow Up		YES		NO	

Appendix G: Internship Presentation Rating Form

TEACHERS COLLEGE COLUMBIA UNIVERSITY PROGRAMS IN SCHOOL PSYCHOLOGY INTERNSHIP INSERVICE PRESENTATION RATING FORM

Intern's Name: _____ **Date** _____

Please rate the quality of the intern's presentation as based on your observations. In doing so, insert a check in the box that most accurately corresponds with your opinion.

1. The material was presented in a clear and well-organized manner.

5 Superior	4 Above Average	3 Average	2 Below Average	1 Extremely Inadequate	Not Applicable	No Information
------------	-----------------	-----------	-----------------	------------------------	----------------	----------------

2. The presentation was comprehensive.

5 Superior	4 Above Average	3 Average	2 Below Average	1 Extremely Inadequate	Not Applicable	No Information
------------	-----------------	-----------	-----------------	------------------------	----------------	----------------

3. The intern demonstrated facility in the use of technology through the use of Power Point slides.

5 Superior	4 Above Average	3 Average	2 Below Average	1 Extremely Inadequate	Not Applicable	No Information
------------	-----------------	-----------	-----------------	------------------------	----------------	----------------

4. The intern was able to effectively answer questions regarding the presentation.

5 Superior	4 Above Average	3 Average	2 Below Average	1 Extremely Inadequate	Not Applicable	No Information
------------	-----------------	-----------	-----------------	------------------------	----------------	----------------

5. The presentation was educationally and/or clinically relevant.

5 Superior	4 Above Average	3 Average	2 Below Average	1 Extremely Inadequate	Not Applicable	No Information
------------	-----------------	-----------	-----------------	------------------------	----------------	----------------

Please feel free to comment or offer recommendations about the presentation.

Appendix H: Intern's Evaluation of the Internship Form

TEACHERS COLLEGE COLUMBIA UNIVERSITY PROGRAMS IN SCHOOL PSYCHOLOGY INTERN'S EVALUATION OF INTERNSHIP FORM

Date _____
Site Supervisor _____

Intern's Name _____
Site _____

Please complete this form to rate the quality of your internship experiences. Please indicate the degree of your agreement or disagreement with the statements below using the following rating scale:

5
Very Strongly
Agree
4
Strongly Agree
3
Agree
2
Disagree
1
Strongly
Disagree
N/A
Not Applicable

<i>Statements:</i>	5	4	3	2	1	N/A
1. The experiences that I had during the internship improved my ability to assess and diagnose learning, behavioral, and social-emotional problems.	5	4	3	2	1	N/A
2. The experiences that I had during the internship improved my ability to generate recommendations that are cognitively and developmentally appropriate given the ages, mental abilities, and the behavioral deficits or excess of students.	5	4	3	2	1	N/A
3. The experiences that I had during the internship improved my ability to conduct behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
4. The experiences that I had during the internship improved my ability to evaluate the efficacy of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
5. The experiences that I had during the internship improved my ability to evaluate the social validity of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
6. The experiences that I had during the internship improved my ability to implement instructional, behavioral and mental health consultation with school personnel and parents relative to children's instruction and learning, and mental health.	5	4	3	2	1	N/A

7. The experiences that I had during the internship improved my ability to counsel students.	5	4	3	2	1	N/A
8. The experiences that I had during the internship allowed me to implement information technology (e.g., PowerPoint) in ways that enhanced the quality of services.	5	4	3	2	1	N/A
9. The experiences that I had during the internship allowed me to integrate knowledge and apply skills through the provision of a wide range of services that had a measurable positive influence on youth and families.	5	4	3	2	1	N/A
10. The experiences that I had during the internship helped me to understand the role of cultural differences in manners, values, and mores of culturally and linguistically diverse populations.	5	4	3	2	1	N/A
11. The experiences that I had during the internship helped me to work effectively with culturally and linguistically diverse populations.	5	4	3	2	1	N/A
12. My Site Supervisor managed relationships with me in an emotionally, socially, professionally, and ethically appropriate way.	5	4	3	2	1	N/A
13. My Site Supervisor worked hard to facilitate my training.	5	4	3	2	1	N/A
14. My Site Supervisor helped me to fulfill the agreed upon terms of the internship contract.	5	4	3	2	1	N/A
15. The teachers that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A
16. The parents that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A
17. The agency where the internship was performed lived up to the agreed upon provisions in the internship contract.	5	4	3	2	1	N/A
18. The quality of services that my Site Supervisor provided was satisfactory.	5	4	3	2	1	N/A
19. The books that I reviewed contributed to my professional development.	5	4	3	2	1	N/A
20. The experiences that I had during the internship	5	4	3	2	1	N/A

improved my ability to link assessment results to appropriate interventions.						
21. I would recommend an internship at the site where I worked to prospective interns without reservation.	5	4	3	2	1	N/A
22. I believe that the internship contributed to my professional development as a school psychologist.	5	4	3	2	1	N/A
23. The experiences that I had during the internship improved my ability to conduct supportive counseling that targeted student educational and/or emotional problems.	5	4	3	2	1	N/A
24. I assisted educational administrators in making data-based decisions for purposes of accountability or to address system level problems.	5	4	3	2	1	N/A
25. The experiences that I had during the internship improved my ability to conduct functional analyses of behavior by identifying antecedent conditions, developing operational descriptors of subsequent behavior, and identifying consequences.	5	4	3	2	1	N/A

26. Please comment on the quality of the services that the Site Supervisor provided. Please feel free to comment on specific areas of strength and/or weakness.

27. Please comment about any other aspect of your internship that may not have been covered on this form. Please feel free to comment on specific areas of strength and/or weakness.

Appendix I: Internship Exit Interview Form

TEACHERS COLLEGE COLUMBIA UNIVERSITY PROGRAMS IN SCHOOL PSYCHOLOGY INTERNSHIP EXIT INTERVIEW FORM

Intern's Name _____

Date _____

Site Supervisor _____

Internship Site _____

Internship Director _____

Please complete this form to rate the quality of your internship experiences. Please indicate the degree of your agreement or disagreement with the statements below using the following rating scale:

5	4	3	2	1	N/A
Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable

<i>Statements:</i>	5	4	3	2	1	N/A
1. The experiences that I had during the internship improved my ability to assess and diagnose learning, behavioral, and social-emotional problems.	5	4	3	2	1	N/A
2. The experiences that I had during the internship improved my ability to generate recommendations that are cognitively and developmentally appropriate given the ages, mental abilities, and the behavioral problems of students.	5	4	3	2	1	N/A
3. The experiences that I had during the internship improved my ability to conduct behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
4. The experiences that I had during the internship improved my ability to evaluate the efficacy of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
5. The experiences that I had during the internship improved my ability to evaluate the social validity of behavioral and cognitive behavioral interventions that targeted student educational and/or behavioral problems.	5	4	3	2	1	N/A
6. The experiences that I had during the internship improved my ability to conduct supportive counseling that targeted student educational and /or emotional problems.	5	4	3	2	1	N/A

7. My experiences at the conference that I attended were professionally and/or socially rewarding.	5	4	3	2	1	N/A
8. The experiences that I had during the internship improved my ability to implement instructional, behavioral and mental health consultation with school personnel and parents relative to children's instruction and learning, and mental health.	5	4	3	2	1	N/A
9. The experiences that I had during the internship improved my ability to counsel students.	5	4	3	2	1	N/A
10. The experiences that I had during the internship allowed me to implement information technology (e.g., Power Point slides) in ways that enhanced the quality of services.	5	4	3	2	1	N/A
11. The experiences that I had during the internship allowed me to integrate knowledge and apply skills through the provision of a wide range of services that had a measurable positive influence on youth and families.	5	4	3	2	1	N/A
12. The experiences that I had during the internship helped me to understand the role of cultural differences in manners, values, and mores of culturally and linguistically diverse populations.	5	4	3	2	1	N/A
13. The experiences that I had during the internship helped me to work effectively with culturally and linguistically diverse populations.	5	4	3	2	1	N/A
14. My Site Supervisor managed relationships with me in an emotionally, socially, professionally, and ethically appropriate way.	5	4	3	2	1	N/A
15. My Site Supervisor worked hard to facilitate my training.	5	4	3	2	1	N/A
16. My Site Supervisor helped me to fulfill the agreed upon terms of the Internship Contract.	5	4	3	2	1	N/A
17. The teachers that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A
18. The parents that I consulted with were receptive to recommendations.	5	4	3	2	1	N/A
19. The agency where the internship was performed lived up to the agreed upon provisions in the Internship	5	4	3	2	1	N/A

Contract.						
20. The quality of services that my Site Supervisor provided was satisfactory.	5	4	3	2	1	N/A
21. I assisted educational administrators in making data-based decisions for purposes of accountability or to address system level problems.	5	4	3	2	1	N/A
22. The books that I reviewed contributed to my professional development.	5	4	3	2	1	N/A
23. The experiences that I had during the internship improved my ability to link assessment results to appropriate interventions.	5	4	3	2	1	N/A
24. I would recommend an internship at the site where I worked to prospective interns without reservation.	5	4	3	2	1	N/A
25. I believe that the internship contributed to my professional development as a school psychologist.	5	4	3	2	1	N/A
26. I believe that the internship contributed to my being able to effectively manage relationships with clients, colleagues and members of the public in an emotionally, socially, and ethically competent manner.	5	4	3	2	1	N/A
27. The experiences that I had during the internship improved my ability to conduct functional analyses of behavior by identifying antecedent conditions, developing operational descriptors of subsequent behavior, and identifying consequences.	5	4	3	2	1	N/A
28. The experiences that I had during the internship improved my ability to implement and evaluate theoretically and empirically sound educational and mental health prevention and intervention programs for school personnel, families and children.	5	4	3	2	1	N/A

29. Please comment on the quality of the services that the Site Supervisor provided. Please feel free to comment on specific areas of strength and/or weakness.

30. Please comment about any other aspect of your internship that may not have been covered on this form. Please feel free to comment on specific areas of strength and/or weakness.

Appendix J: Statement of Internship Completion

**TEACHERS COLLEGE COLUMBIA UNIVERSITY
PROGRAMS IN SCHOOL PSYCHOLOGY**

Teachers College Statement of Internship Completion

Date: _____

This is to certify that (name of student) _____
successfully completed a (number of hours) _____ hour school psychology internship at
(name and address of school) _____
_____.

The internship began on (date) _____ and was completed on (date)
_____.

The site supervisor (name) _____ provided a minimum of 2
hours per week of on-site supervision.

The intern received _____ hours of face-to-face supervision at the internship site by the Site
Supervisor.

The Site Supervisor is a Certified School Psychologist in the State of
_____.

A university based supervisor (name) _____ provided a minimum of
3 hours per month of off-site supervision.

The university supervisor is a Certified School Psychologist in the State of New York.

During the course of the internship, the intern behaved in an ethical and professional way.

Helen Stevens, Ph.D.
School Psychology Internship Director

Appendix K: Site Statement of Internship Completion

[School Stationary]

Site Statement of Internship Completion

This is to certify that (name of student) _____
 successfully completed a (Number of Hours) _____ hour school psychology internship at
 (name and address of school) _____.

The internship began on (Date) _____ and was completed on (Date)
 _____.

The site supervisor (Name) _____ provided a minimum of
 2 hours per week of on-site supervision.

The intern received _____ hours of face-to-face supervision at the internship site by the Site
 Supervisor.

The Site Supervisor is a Certified School Psychologist in the State
 of _____.

During the course of the internship, the intern behaved in an ethical and professional way and
 successfully completed the terms of the internship.

 Signature of Site Internship Supervisor

 Date