

The School Psychology Practicum and Internship Handbook

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EXHIBIT 1.1

Sample 1st Year Practica Syllabus

School Psychology Program—Practica I Seminar, Spring Semester
SPS 6800, Section 504, 1414 Walter Hall, Mondays, 1:00–3:00 p.m.
Matthews Sanders, EdS, NCSP, School Psychologist License #SS123
Office Hours Mondays, 9:30 a.m.–12:30 p.m.; Phone 123.456.7890, e-mail xxy@coe.edu

COURSE DESCRIPTION AND OBJECTIVES

Practica is designed to provide graduated professional skill development in both complexity and level of responsibility for psycho-educational services. Experiences are selected to offer interaction with diverse populations in a sequential process of graduated assignment complexity and responsibility. During the latter half of the course, as a measure of developing professional competencies, each student will present results of a clinical case that she/he has personally conducted under the supervision of his/her site supervisor. Case selection is closely juxtaposed with core academic curriculum and will reflect applied skills as the appropriate empirical foundation is acquired. Therefore, second semester cases will include administration of additional academic measures and case intervention recommendations designed from empirically based research. Course objectives will include:

- Procedural knowledge of professional practice issues
- Demonstrated assessment competencies in administering, scoring, and interpreting the Wechsler Individual Achievement Test, 3rd edition (WIAT-III); Gray Oral Reading Test, 5th edition (GORT-5); Comprehensive Test of Phonological Processing, 2nd edition (C-TOPP-2); and Test of Word Reading Efficiency, 2nd edition (TOWRE-2)
- Ability to make empirically based intervention recommendations
- Case presentation skill development

COURSE GRADES

Grades are assigned on a satisfactory (S) or unsatisfactory (U) basis. These grades are based on completion of requirements listed in this syllabus as documented by practicum activity logs and individual consultation, completion of goals developed with the on-site supervisor, supervisor evaluations, and participation in weekly seminar class. A grade of satisfactory (S) is awarded when all requirements are met at a level clearly expected of practicum students (e.g., competency, professional conduct). A grade of unsatisfactory (U) may be given in consultation with the site and University supervisors when there is an agreement (after review of concerns with student) that the general site-based practicum expectations have not been met. More than two absences from practicum seminar also may result in an unsatisfactory grade. This may result in the need to repeat the practicum experience for the semester. Students will complete

a minimum of 300 clock hours yearly (10 hours week/30 weeks/150 hours per semester) in approved practicum activities. Practicum activities include (but are not limited to) weekly attendance and participation in seminar class, assessment, intervention, therapy, consultation, support activities, and related supervision. These activities will be documented in a log and reviewed by site and University supervisors.

PRACTICUM ACCOMMODATIONS

Students requesting classroom seminar or practicum fieldwork accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations. Additional information on disability services at Matthews University and student rights are available at: 123.456.7890

STUDENT INSURANCE

Students in the School Psychology Program must accept personal responsibility for any injuries they may sustain while performing any required practicum placements. Neither the school, school district, clinics, nor the University provides workers' compensation for students while they are engaged in field experience practica, required by the program. Therefore, *we strongly encourage all students to maintain health insurance* to cover any injury they might sustain while participating in a required field placement in an educational setting. Health insurance coverage is available through the University Student Services Office at a significantly discounted rate. Should a student be injured while in a required field setting, he or she will not be covered by workers' compensation insurance.

In addition, all students registered and/or participating in practica must maintain professional liability insurance. Lawsuits involving student school/clinical cases are rare; however, in that event liability insurance may provide some individual protection for legal fees associated with defense. Student liability insurance is required for all students beginning the first semester and must be renewed annually. A copy of confirmation of insurance must be provided and will be placed in the student's permanent file. Students may acquire professional liability insurance through their NASP and/or APA member benefits.

REQUIRED TEXT

Thomas, A., & Grimes, J. (Eds.). (2008). *Best practices in school psychology* (5th ed.). Washington, DC: National Association of School Psychologists (www.nasponline.org; ISBN # 978-0-932955-70-8).

Additional readings will be assigned in practica seminar as pertinent issues arise from clinical case discussions.

TESTS TO REVIEW

Pearson Corporation. (2009). Wechsler Individual Achievement Test (3rd ed.). San Antonio, TX: Pearson.

Torgesen, J., Wagner, R., & Rashotte, C. (1999). Test of Word Reading Efficiency (2nd ed.). San Antonio, TX: Pearson.

Wagner, R., Torgesen, J., & Rashotte, C. (1999). Comprehensive Test of Phonological Processing (2nd ed.). San Antonio, TX: Pearson.

Wiederholt, J. L., & Bryant, B. R. (2001). Gray Oral Reading Test (5th ed.). San Antonio, TX: Pearson.

Woodcock, R. W., McGrew, K. S., & Mather, N. (2014). Woodcock Johnson IV Tests of Achievement. Itasca, IL: Riverside Publishing.

COURSE REQUIREMENTS/ASSIGNMENTS
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PRACTICUM HOURS/LOG

_____ Signed supervision verification form

_____ Completion of 300 annual practicum hours verified with signed practicum log

_____ Site supervisor evaluation form

ACADEMIC ASSESSMENTS

WJ-IV-TA Test Review and Administration: Students will complete an administration of the WJ-IV-TA (Woodcock Johnson Tests of Achievement, 4th Edition) core subtests. This administration may be administered to a peer. Students will fully administer subtests 8, 12, 13, 15, and 16. Students will review and become familiar with administration, content, and scoring for subtests 1-7, 9-11, and 17-20. Students will have a peer review the protocol to check for errors in scoring and administration. Students will turn in the following to the instructor for review:

- Protocol (reviewed and initialed by peer)
- Computer generated score-report
- Reflection statement with thoughts on changes and your administration skills

Feedback will be provided to students by both their peer (who will review the materials) and the instructor on their administration and scoring of the new subtests of the WJIV-TA.

Wechsler Individual Achievement Test, Third Edition (WIAT-III): Students will complete at least one administration of the Wechsler Individual Achievement Test, 3rd Edition (WIAT-III) to a school-aged child/adolescent. Students will turn in the following for review:

- Completed protocol (reviewed and initialed by peer)
- Self-evaluation forms (found at end of syllabus)
- Computer generated score-report
- Written summary report to include demographic information, reason for referral, behavior observations, results, and summary (sample reports are provided by the assessment course instructor)

Please have your peer supervisor review your protocol and scoring before submitting this assignment. Feedback will be provided to students on their performance administering, scoring, and writing the results and behavioral observations for their administration of the WIAT-III.

In addition to the WIAT-III, students will learn how to administer and score the Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2), Gray Oral Reading Tests, 5th Edition (GORT-5), and Test of Word Reading Efficiency, Second Edition (TOWRE-2). Students may utilize these instruments in completing the reading case in their academic assessment and intervention class.

DIBELS ADMINISTRATIONS

Students will be assigned to a class/group of students at Williamsburg Elementary where they will administer the selected DIBELS probes for that grade-level. These data are utilized as part of the school's TIER I, Response-to-Intervention (RtI) progress-monitoring system. The school psychology supervisors at the site will evaluate each graduate student's performance in administering the probes and provide this feedback to the practicum instructor. Students will also complete a self-reflection on their performance. The spring administration dates will be announced in class.

PEER-MENTORING/SUPERVISION

Attend weekly mentoring meetings with peer-mentor/supervisor. Every other week meetings should be in person, alternate weeks' meetings may be via phone or e-mail. The peer mentor is a valuable source of informal information and assistance with protocol scoring/report reviews. Participation is mandatory.

KEY TASK/ASSIGNMENT: CLINICAL CASE PRESENTATION

The comprehensive case review must include a formal presentation (typically PowerPoint of pertinent data) that does not disclose the identity of the child. Summary handouts of relevant data for all students in the class are expected and data formats should include visual representations (e.g., SPSS/EXCEL intervention repeated measure graphs, CBM tables, or norm distribution graphic denoting child's broad factor scores). In addition, data from standard scores (e.g., CTOPP, GORT, TOWRE) should be included. Following the formal presentation, the student will lead a discussion with the group to include questions/answers on case issues.

The student will be prepared to discuss any outcome data such as sustained intervention results and teacher/parent or child study team service decisions based on the evaluation results. In addition, the student should address any changes in the evaluation or intervention process that may have been warranted in retrospect based on his/her own personal reflection of the case. The class and instructor will provide feedback and suggestions to the presenter regarding case factors, resources, and/or previous similar case experiences.

Case Components

- The referral reason/question, background information including records review (e.g., developmental, medical, academic, social, attendance, state testing results)
- Classroom observations and evaluation results including cross comparison of convergent and divergent information
- intervention recommendations, implementation, and/or outcome data
- questions/issues student *would like to collaborate* on with the group

Case Presentation Scoring Matrix

Exceptional	Students demonstrates excellent knowledge of data interpretation and integration in generating targeted evidence-based intervention recommendations for all warranted areas. Delivered presentation in an engaging, succinct, cohesive, and organized manner.
Accomplished	Student demonstrates good knowledge of data interpretation and proposes some evidence-based interventions. Delivered presentation in a well-organized manner.
Developing	Student demonstrates good data reporting with emerging interpretation and integration skills. Delivered presentation information adequately.
Unsatisfactory	Student demonstrates little knowledge of data interpretation or ability to align evidence-based interventions based on data results.

Course Outline

Class Sessions Are Subject to Change as Practicum or Professional Issues Arise

Jan 6	Syllabus Review, Placements, Roles & Responsibilities, Verification of Placement Form, Schedule Clinical Case Presentations, DIBELS Administration Review
Jan 13	Woodcock-Johnson – IV review administration and scoring – Part I Reading: Course Syllabus, WJ-IV Examiners Manual Chapters 2–4; Chapter 36 Thomas & Grimes text: Braden & Joyce, Best Practices in Making Assessment Accommodations Open Forum Discussion – Clinical Site Issues <i>DIBELS Administration Week at Williamsburg Elementary</i>
Jan 20	DIBELS debrief, WJ-IV review administration and scoring – Part II Open Forum Discussion – Clinical Site Issues Reading: Chapter 30 Thomas & Grimes text: Gravois & Gickling, Best Practices in Instructional Assessment Due: DIBELS administration check-list and reflection. Verification Practica Placement Form

Jan 27	<p>WIAT-III: Administering & Scoring Open Forum Discussion – Clinical Site Issues</p> <p>Reading: WIAT-III Examiner's Manual (Chapters 1- 3); Chapter 17 Thomas & Grimes text: Lichtenstein, Best Practices in Identification of Learning Disabilities; Chapter 28 Thomas & Grimes text: Malecki, Best Practices in Written Language Assessment & Intervention</p> <p>Due: WJ-IV practice administration checklist and reflection</p>
Feb 3	<p>WIAT-III: Administration & Scoring; Writing the Results Open Forum Discussion – Clinical Site Issue</p>
Feb 10	<p>CTOPP-2: Administering & Scoring Open Forum Discussion – Clinical Site Issues</p> <p>Reading: CTOPP-2 Manual</p> <p>Due: WIAT-III practice administration and reflection</p>
Feb 17	No Class: NASP Annual Convention Details at www.nasponline.org
Feb 24	<p>GORT-5 & TOWRE-2: Administration & Scoring; Share Experiences From NASP Conference, Open Forum Discussion – Clinical Site Issues</p> <p>Reading: GORT-5 & TOWRE-2 Manuals</p> <p>Due: CTOPP-2 practice administration</p>
Mar 3	NO CLASS: Spring Break
Mar 10	<p>WIAT-III debrief, TOWL-4 & Key Math administration Open Forum Discussion – Clinical Site Issues</p> <p>Reading: Chapter 26 Thomas & Grimes text: Clarke, Baker, & Chard, Best Practices in Mathematics Assessment and Intervention with Elementary Students; Chapter 27 Thomas & Grimes text: Ketterlin-Gelles, Baker, & Chard, Best Practices in Mathematics Instruction and Assessment in Secondary Schools</p> <p>Due: Practicum log with site supervisor signature, GORT-5 & TOWRE-2 practice administrations</p>
Mar 17	<p>Clinical Case Presentations: Open Forum Discussion – Clinical Site Issues</p> <p>Due: TOWL-4 & Key Math practice administrations</p>
Mar 24	<p>Clinical Case Presentations: Open Forum Discussion – Clinical Site Issues</p>
Mar 31	<p>Clinical Case Presentations: Open Forum Discussion – Clinical Site Issues</p>
April 7	<p>Clinical Case Presentations: Open Forum Discussion – Clinical Site Issues; Site Supervisor Evaluations Distributed</p>
April 14	<p>Clinical Case Presentations: Open Forum Discussion – Clinical Site Issues</p>
April 21	<p>Complete annual evaluation forms (site, site supervisor, and peer supervisor); discussion of faculty approval policy for submitting NASP and APA conferences proposals (deadline in June). Due: Site supervisor evaluation form, practicum log (site supervisor signature, summary table and pie chart of 300 hours)</p>

PORTFOLIO REQUIREMENTS and TIMELINE

Goal: Defend 3rd Year (February for EdS; by appointment for PhD)

Product	Timeline Program Year	EdS	PhD
Professional Goals Statement (Update yearly)		X	
Psychological Evaluation – Specific Learning Disability with Reflection Paper	3	X	
Literature Review of Academic Interventions	3	X	
Psychological Evaluation – Mental Health Diagnosis (e.g., ADHD, ODD, Anxiety, Depression case) with Reflection Paper	2–3	X	
Literature Review of Mental Health Interventions Pertinent to Psychological Evaluation Noted Above	3	X	X
Consultation Case Summary with Reflection Paper	3	X	X
Academic Intervention Case with Reflection Paper	2–3		X
Social-Emotional/Behavioral Intervention Case with Reflection Paper	2–3		X
Publication Submitted	2–3		X
National Conference Presentation	3–4		X

All final portfolio products are reviewed and approved by the defense committee chair.

Practicum Seminar: Clinical Case Presentation Feedback

1st Year Students Spring Semester

Student Name: _____ Date: _____

1 = Unsatisfactory —————> 5 = Excellent

Presentation Content						
Well-organized, logical sequence	1	2	3	4	5	N/A
Easy to comprehend rationale/introduction	1	2	3	4	5	N/A
Comprehensive in covering the topic/case	1	2	3	4	5	N/A
Sophistication of content	1	2	3	4	5	N/A
Scholarly rigor in supporting findings	1	2	3	4	5	N/A
References, citations noted, as needed	1	2	3	4	5	N/A
Resources/references provided as needed	1	2	3	4	5	N/A
Knowledgeable in answering questions	1	2	3	4	5	N/A
Educational value of presentation	1	2	3	4	5	N/A
Diversity						
Visual Aids include persons of diversity	1	2	3	4	5	N/A
Nongender bias language is employed	1	2	3	4	5	N/A
Multiple perspectives are explored	1	2	3	4	5	N/A
Multicultural perspectives acknowledged	1	2	3	4	5	N/A
Diversity is valued and respected	1	2	3	4	5	N/A

Presentation Materials						
PowerPoint easy to read/concise slides	1	2	3	4	5	N/A
PowerPoint visual/educational appeal	1	2	3	4	5	N/A
Length of presentation adequate (Min. 30min)	1	2	3	4	5	N/A
Handouts legible, organized, good quality	1	2	3	4	5	N/A
Value of any additional resources distributed	1	2	3	4	5	N/A
Speaking Skills/Rapport with Audience						
Effective oral presentation skills	1	2	3	4	5	N/A
Clear voice quality, pace, and volume	1	2	3	4	5	N/A
Speech speed/pacing for comprehension	1	2	3	4	5	N/A
Variety and emphasis in tone	1	2	3	4	5	N/A
Enthusiasm/stimulation of interest in topic	1	2	3	4	5	N/A
Encourages audience participation	1	2	3	4	5	N/A
Respect for all audience questions	1	2	3	4	5	N/A
Grade	Pass <input type="checkbox"/>		Fail <input type="checkbox"/>			

EXHIBIT 1.2

Sample 3rd Year Practica Syllabus

School Psychology Program – Practica III Fall Seminar
SPS 6899, Section 509, 1414 Walter Hall, Tuesdays, 1:00-3:00pm
Dr. William Broker, NCSP, Psychologist License #PY123456
Office Hours Wednesdays, 9:30am-12:30pm; Phone 123.456.7890, e-mail xxy@coe.edu
Office Hours Mondays, 9:30am-12:30pm; Phone 123.456.7890, e-mail xxy@coe.edu

COURSE DESCRIPTION AND OBJECTIVES

As an integral component of professional development, practica provides the opportunity to enhance understanding of theory and research presented in coursework through practical application. Experiences are designed to offer interaction with diverse populations in a sequential process of graduated assignment complexity and responsibility. Advanced practicum for doctoral students provides experience with peer-supervision and an opportunity to explore areas of professional interest, generally related to the specialization. During the fall semester, each student will present results of a comprehensive clinical case the student has personally conducted under the supervision of his/her site supervisor. Third year case presentations are differentiated from previous years in the expectation for case complexity, level of independence in conducting the assessment, sophistication of interventions, and ability to critically defend any treatment decisions. Cases may be selected from professional portfolio products. Components may include academic, intellectual, social-emotional, adaptive, personality, medical records review, mental health diagnostic impressions, and comorbidity data as determined by the type of case selected. Presentations of intervention cases also will discuss intervention design, implementation methods, and outcome data. In addition, students will provide an in-depth presentation of the systems-level evaluation project completed at their respective practica sites. As noted by the instructor, projects will address evaluation of outcome data for a systemic Tier I/ Tier-II/ Tier III academic or behavioral intervention implemented at your practica site. Peer-supervision (by mentoring second-year students) is also required. Course objectives include:

- Demonstrated competency in conducting comprehensive assessments and development of specialization expertise
- Ability to make empirically based intervention recommendations
- Case presentation and instrument critique skill development
- Development of peer-supervision skills through limited responsibility peer-mentoring and discussions of best practices in family-parent collaboration readings
- Experience with systems-level program evaluation

COURSE GRADES

Grades are assigned on a satisfactory (S) or unsatisfactory (U) basis. These grades are based on completion of requirements listed in this syllabus as documented by practicum activity logs and individual consultation, completion of goals developed with the on-site supervisor, supervisor evaluations, and participation in weekly seminar class. A grade of satisfactory (S) is awarded when all requirements are met (e.g., clinical case and instrument critique presentations) at a level clearly expected of practicum students (e.g., competency, professional conduct). A grade of unsatisfactory (U) may be given in consultation with the site and University supervisors when there is an agreement (after review of concerns with student) that the general site-based practicum expectations have not been met. More than two absences from practicum seminar also may result in an unsatisfactory grade. This may result in the need to repeat the practicum experience for the semester. Students will complete a minimum of 300 clock hours yearly (10 hours week/30 weeks/150 hours per semester) in approved practicum activities. Practicum activities include (but are not limited to) weekly attendance and participation in seminar class, assessment, intervention, therapy, consultation, support activities, and related supervision. These activities will be documented in a log and reviewed by site and University supervisors.

PRACTICUM ACCOMMODATIONS

Students requesting classroom seminar or practicum fieldwork accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations. Additional information on disability services at the University and student rights are available at 123.456.7890

STUDENT INSURANCE

Students in the SPP must accept personal responsibility for any injuries they may sustain while performing any required practicum and internship placements. Neither the school, school district, nor the University provides workers' compensation for students while they are engaged in field experience, practica, or internships required by the SPP. Therefore, we strongly encourage all students to maintain health insurance to cover any injury they might sustain while participating in a required field placement in an educational setting. Should a student be injured while in a required field setting, he or she will not be covered by workers' compensation insurance.

In addition, all students registered and/or participating in practica must maintain professional liability insurance. Lawsuits involving student school/clinical cases are rare; however, in that event liability insurance may provide some individual protection for legal fees associated with defense. Student liability insurance is required for all students beginning the first semester and must be renewed annually. Once students have joined one of the national

professional organizations, they may apply for liability insurance. A copy of confirmation of insurance must be provided and will be placed in the student's permanent file.

REQUIRED TEXTS

Thomas, A., & Grimes, J. (Eds.). (2008). *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists. (Publication is 2600 pages in 6 volumes and is also available on CD, through www.nasponline.org ISBN # 978-0-932955-70-8.)

ADDITIONAL READINGS

Additional readings will be added as clinical issues emerge and as relevant State Technical Assistance Papers and other documents are released throughout the semester.

Course Outline

Aug. 27th	Introduction, Syllabus Review, Placements, Roles/Responsibilities, Communication, Confidentiality, Mandatory Reporting, HIPPA Confidentiality, Liability Insurance, Finger Printing/Security, Abuse Reporting, Review Doctoral Student Supervision Contracts, Goals Statements, FCTE/PRAXIS Exams, Verification of Placement Forms, Test Library Policy Agreements, Consent to Exchange Information, Assignment of Case Dates, Writing Edits Checklist for Draft Supervision of Peer Reports
Sept. 3rd	Professional Supervision Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision Reading: Text, Thomas & Grimes Chapters 43–46
Sept 10th	Professional Supervision Readings: Text, Thomas & Grimes Chapters 47–50 Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision DUE: HIPPA Certification, Goals Statement, Verification of Placement Form, Copies of Peer-Student Supervision Contracts, Consent to Share Information, Insurance
Sept. 17th	Professional Supervision Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision Reading: Text, Thomas & Grimes, Chapters 51–54
Sept. 24th	Professional Supervision Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision Reading: Text, Thomas & Grimes, Chapters 55–58
Oct. 1st	Professional Supervision Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision Reading: Text, Thomas & Grimes, Chapters 59–61
Oct. 8th	Advanced Assessment/Intervention Critique Case Presentations Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision
Oct. 15th	National and State Educational/Mental Health Policies, Legislative Initiatives Update (State Technical Assistance Memos) Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision

Oct. 22nd	Advanced Assessment/Intervention Critique Case Presentations Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision
Oct. 29th	Advanced Assessment/Intervention Critique Case Presentations Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision
Nov. 5th	Advanced Assessment/Intervention Critique Case Presentations Open Forum Discussion of Clinical Cases, Systems-Level Project & Peer-Supervision
Nov. 12th	Systems-level Evaluation Project Presentations Open Forum Discussion – Clinical Issues & Peer-Supervision Due: Practicum Log
Nov. 19th	Systems-level Evaluation Project Presentations Open Forum Discussion – Clinical Issues & Peer-Supervision Site Supervisor Evaluation Forms Distributed
Nov. 26th	Thanksgiving Holiday – No Class
Dec. 3rd	Systems-level Evaluation Project Presentations Open Forum Discussion – Clinical Issues & Peer-Supervision Due: Site Supervisor Evaluation
Dec. 10th	Individual Meetings to Review & Close Out Clinical Case Reports Due: Final Log w/Supervisor's Signature (Include Summary Table & Pie Chart)

ADVANCED PRACTICUM REQUIREMENTS

PEER SUPERVISION

Each third year student is assigned as the peer-supervisor of two to three 2nd year students. The peer-supervisor consults with the supervisees weekly. Every other week, consultations are to be held in person (face-to-face). On alternate weeks, supervisors may consult by phone. Additionally, they are available for consultation with supervisees as questions arise. Supervising students are careful to respect appropriate confidentiality of both written and spoken information during these consultations. Supervision is provided related to scoring protocols and general report edits.

SPECIALIZED CLINICAL PRACTICE

To acquire experiences consistent with specialization and career goals, an individualized practicum experience will be arranged for 3rd year students. In collaboration with the site supervisor and faculty advisor, a written set of professional goals will be determined and a summary provided to the practicum coordinator.

CLINICAL CASE PRESENTATION

The comprehensive case review must include a formal presentation (i.e., PowerPoint) that does not disclose the identity of the child and includes all pertinent case data. Summary handouts are provided for all students in the class. Visual representations of data may include EXCEL graphs, CBM tables, or norm distribution graphic denoting child's scores. Please use cases from the professional (not working) portion of portfolio and cases not presented in other classes. Following the formal presentation, the student will lead a discussion with the group to include questions/answers on case issues and review of any resource referrals for parents (e.g., CARD). In addition, the student should address any changes in the evaluation or intervention process that may have been warranted based on his/her own personal reflection of the case. The class and instructor will provide feedback and suggestions to the presenter regarding case factors, resources, and/or previous similar case experiences.

PROGRAM EVALUATION PRESENTATION

Each student will present a 30-minute review of the systems-level program evaluation project conducted during this semester at the practica site. As noted by the class instructor, the project must review the implementation components of a Tier I/Tier II/ or Tier III intervention protocol if drawn from a school site or an intensive-level treatment protocol if drawn from a clinic setting. Ten full weeks of systems-level data analysis is required with targeted recommendations for improvement of the program.

DOCUMENTATION

Practicum students are required to provide documentation of practica activities in a practicum log. These logs will be reviewed periodically by the site supervisor and the practicum coordinator. Activities include (but are not limited to) weekly attendance and participation in seminar class, assessment, intervention, therapy, consultation, in-service presentation, and peer-supervision.

EXHIBIT 2.1

Sample Practica Log

School Psychology Program Practica Log

Horatio Martinez

Date	Time	Age	Gender	Ethnicity	Disability	Language	Activity	Therapy	Intervention	Consultation	Interviews	Observation	Assessment	Supervision	Problem Solving Mtgs	Total
1/9	11:30–1:30						Practicum Seminar- Group Supervision							2		2
1/10	8:00–10:30	10	M	NA		Eng	administered RIAS; observed WJ ACH and WJ Cog						2.5			2.5
1/10	10:30–12:30						Problem Solving Team Mtg- Data Review								2	2
1/10	1:00–2:00	8	F	AA	SLD	Span	Reading Tutoring - Error Analysis		1							1
1/10	2:00–2:30	6 6 7	M M M	W	n/a	Eng	Counseling - Social Skills Group	.5								.5
1/10	2:30–3:00	12	F	H	InD	Eng	Behavioral Observations					.5				.5
Totals Hours								.5	1	0	0	.5	2.5	2	2	8.5

EXHIBIT 3.1

Sample Site Supervisor Evaluation of Practica Student Form

Student: _____ Year in Program: _____

Practicum Site: _____ Supervisor: _____

Please utilize the ratings matrix noted below when completing this form. The purpose of this rating is to document applied competencies, measure professional attributes, and inform professional progress needs. Evaluations should be based on observed behaviors of the student during performance at the site. The results will be shared with the student and determine the practica course grade, as well as utilized in composing his/her annual evaluation.

Rating	Descriptor
1	Unsatisfactory: The candidate requires significant supervision of this activity and is not yet prepared to demonstrate this skill.
2	Developing: The graduate student is developing this competency and still requires close supervision to be successful in this endeavor
3	Satisfactory: The student demonstrates emerging base-line level skills in this area with a moderate level of supervision and feedback.
4	Accomplished: The graduate student can demonstrate this skill in routine situations with minimal supervision required.
5	Exceptional: The student consistently demonstrates high skill competency requiring minimal supervision and can modify this skill across situations.
N/A	Not observed (Given the degree track and/or the student's year in the program, this item may not have yet been required)

Assessment/Data-based Decision Making and Accountability

1. Knowledge of assessment methods and data collection	1	2	3	4	5	N/O
2. Utilizes data for effective decision-making/problem solving	1	2	3	4	5	N/O
3. Evaluates response to services based on outcome data	1	2	3	4	5	N/O

Consultation and Collaboration

4. Knowledge of consultation/collaboration, and communication	1	2	3	4	5	N/O
5. Utilizes consultation/collaboration to promote effective services	1	2	3	4	5	N/O
6. Demonstrates skills in consultation design, implementation	1	2	3	4	5	N/O

Interventions and Instructional Support to Develop Academic Skills

7. Knowledge of cultural and social influences on academics	1	2	3	4	5	N/O
8. Knowledge evidence-based curriculum/instructional strategies	1	2	3	4	5	N/O
9. Utilize outcome data to evaluate services	1	2	3	4	5	N/O

Interventions and Mental Health Services to Develop Social/Life Skills

10. Knowledge of cultural and social influences on behavior	1	2	3	4	5	N/O
11. Knowledge evidence-based behavioral/mental health strategies	1	2	3	4	5	N/O
12. Utilize outcome data to evaluation mental health supports	1	2	3	4	5	N/O

Schoolwide Practices to Promote Learning

13. Knowledge of systems' structure, organization, and resources	1	2	3	4	5	N/O
14. Analysis of school-wide data to identify need patterns	1	2	3	4	5	N/O
15. Promotion of positive behavioral and learning strategies	1	2	3	4	5	N/O

Preventive and Responsive Services

16. Knowledge of evidence-based prevention strategies	1	2	3	4	5	N/O
17. Utilize screening data to identify early warning risk factors	1	2	3	4	5	N/O
18. Implementation of crisis responsive services	1	2	3	4	5	N/O

Family and School Collaboration Services

19. Knowledge of family systems, strengths, needs, and culture	1	2	3	4	5	N/O
20. Utilizes evidence-based strategies to support families/children	1	2	3	4	5	N/O
21. Applies methods to develop collaboration with families	1	2	3	4	5	N/O

Diversity in Development and Learning

22. Knowledge of individual differences, abilities, disabilities	1	2	3	4	5	N/O
23. Utilizes principles and research related to diversity factors	1	2	3	4	5	N/O
24. Demonstrates understanding and respect for diversity	1	2	3	4	5	N/O

Research and Program Evaluation

25. Demonstrates knowledge of systems-level research	1	2	3	4	5	N/O
26. Knowledgeable of methods of program evaluation	1	2	3	4	5	N/O
27. Effectively implements program evaluation	1	2	3	4	5	N/O

Legal, Ethical, and Professional Practice

28. Knowledge of ethical, legal, and professional standards	1	2	3	4	5	N/O
29. Utilizes responsive ethical and professional decision-making	1	2	3	4	5	N/O
30. Safeguards confidentiality in reports and interactions	1	2	3	4	5	N/O

EXHIBIT 3.2

Student Consent for Exchange of Information

Graduate Student Name: _____ (Please Print)

School Psychology Practicum Consent for Exchange of Information

I hereby agree that personally identifiable performance information regarding my work at practica, including academic and professional qualifications, skill competencies, and character, may be provided by my academic program to my practicum site. I further agree that, during any practica, similar information may be provided by the practicum site supervisor to my graduate program. I understand that such exchange of information shall be limited to my graduate program and any practica site and such information may not be provided to other parties without my consent.

School Psychology Graduate Student Signature

Date _____

Practicum Site Supervisor Signature

Date _____

Practicum Seminar Instructor Signature

Date _____

School Psychology Practicum Coordinator Signature

Date _____

EXHIBIT 3.3

Sample Practica Student Evaluation of Site Supervision Form

Practica Student Evaluation of Practicum Site Supervisor

Site Supervisor: _____ Site Location: _____

Year in Program _____ Student Degree Track (PhD or EdS) _____

1 = poor, 2 = below average, 3 = satisfactory, 4 = very good, 5 = excellent

1. Available for supervision on a regular basis	1	2	3	4	5
2. Provides constructive feedback with positive focus	1	2	3	4	5
3. Listens to my point of view	1	2	3	4	5
4. Addresses issues promptly during supervision	1	2	3	4	5
5. Helps me consider legal and ethical issues in my work	1	2	3	4	5
6. Solicits feedback about his/her supervision practices	1	2	3	4	5
7. Helps me with administration, score, report writing	1	2	3	4	5
8. Gives guidance/resources for intervention design	1	2	3	4	5
9. Facilitates my participation in team meetings	1	2	3	4	5
10. Clearly defines expectations for my role	1	2	3	4	5
11. Models and guides consultation activities	1	2	3	4	5
12. Is timely in responding to questions/communication	1	2	3	4	5
13. Provides guidance/awareness of diversity factors	1	2	3	4	5
14. Offers collegial support for my success	1	2	3	4	5
15. Demonstrates expert knowledge content	1	2	3	4	5

List Strengths: _____

List Limitations: _____

EXHIBIT 3.4

Sample Practica Student Evaluation of Practica Site/Facilities Form

Practicum Student Evaluation of the Field Site

Practica Site Location: _____ Semester/Year: _____

Directions: Please circle the appropriate response to the following questions regarding
your practicum site and facilities

Facilities/Materials/Organizational Structure

1. Dedicated office space was provided for my practica work	YES	NO
2. Adequate supplies were available (i.e., paper, pens etc.)	YES	NO
3. Secure storage for psychological reports & data was provided	YES	NO
4. Access to test kits/protocols was readily available	YES	NO
5. Computer access was provided and secure	YES	NO
6. Secure mailbox available for return of rating scales etc.	YES	NO
7. Private areas for interviewing/conferences was available	YES	NO
8. Appropriate testing/evaluation conditions were available	YES	NO
9. My roles as a practica student was clearly defined	YES	NO
10. I was treated with respect by all faculty/staff/personnel	YES	NO

List Field Site Strengths:

List Field Site Limitations:

EXHIBIT 3.6

**Practica Supervisors' Evaluation
of Practica Coordinator**

School Psychology Program

Practicum Supervisors' Evaluation of Practicum Coordinator

Circle the number that best describes your opinion of the Practicum Supervisor's performance during this semester. Rating Scale: Excellent = 5, Very Good = 4, Good = 3, Adequate = 2, Unsatisfactory = 1.

1. Facilitating student placements at sites	5	4	3	2	1
2. Responsiveness to e-mail/phone inquiries	5	4	3	2	1
3. Follow-up when students need remediation	5	4	3	2	1
4. Confidentiality in discussions regarding student	5	4	3	2	1
5. Rapport with supervisors	5	4	3	2	1
6. Respect for supervisors point of view	5	4	3	2	1
7. Soliciting regular feedback on practicum	5	4	3	2	1
8. Knowledge of School Psychology professional issues	5	4	3	2	1
9. Assistance in providing supervision resources	5	4	3	2	1
10. OVERALL EVALUATION	5	4	3	2	1

Practica Coordinator Strengths: _____

Suggestions for Enhancing Practica Coordinator Role: _____

EXHIBIT 4.1

Sample Peer Supervisor Contract

Peer-Supervisor/Mentor Agreement

Student Mentor Name: _____ Student Mentee Name: _____

The overarching goals of the peer-supervisor/mentor alliance is to provide scaffolded supports for acclimation to the graduate program, facilitate successful navigation of the program's structure, and to foster open communication and assistance with requirements. The peer supervisor/mentors will act as liaisons for the Practicum Coordinator with assigned mentees through weekly peer-supervision meetings. The following sections highlight supervision goals, logistics of supervision, methods of providing feedback, ethical and liability issues, and clarification of the student mentor's role in supervision of the mentee.

• Supervision Goals

- The goals of the supervision relationship are:
 - to help the mentees gain self-evaluative skills
 - increase mentees confidence in his/her decisions as a practicum student
 - assist mentee to gain skill and fluency in skills she/he is practicing
 - provide opportunities to practice data/testing/report presentation skills and obtain feedback to foster professional skill development
 - foster mentee's self-initiation of problem solving skills
 - provide mentees with opportunities to objectively discuss practicum issues
 - provide mentees with peers familiar with their training to help guide them in evaluation and intervention options
 - provide the student mentors with experience in supervising peers in their field
 - additional supervision, discussion, and review of mentee's work in order to ensure best practices and appropriate service delivery
 - provide a link to the Practicum Coordinator to assist with monitoring progress and concerns of mentee
- The peer-mentor will serve as an advisor to the mentees in regards to rapport-building and meeting assignment requirements with their site mentors. The peer-mentor **does not** replace **nor** override any decisions or requests made by the mentee's site supervisor or faculty advisor.

• Methods of Mentee Feedback

- During each meeting, the peer-mentor is responsible for noting issues brought to their attention by the mentee and to discuss how the situation is dealt with. The mentor will then follow up with the issues during subsequent meetings. Any issues or concerns that arise as a result of the practicum support meeting should initially be brought to the peer-mentor attention. If the problem is not handled satisfactorily, then the mentee should approach the Practicum Coordinator with the issue.
- At the conclusion of the year, the peer-mentor will provide feedback on the mentees' performance and the mentee will offer feedback on the mentor as part of the program's

annual review. However, this feedback information will not be included in student yearly evaluations. The peer-mentor will take into consideration the strengths and areas for growth of each mentee, and how well each mentee handled him/herself while at the practicum site, developed problem solving skills, responsiveness to feedback, and general progress during the year. The mentees will take into account the method and responsiveness of the peer-mentor to issues and concerns addressed during practicum support meetings.

- Mentees' progress will be monitored in weekly practicum support meetings through a variety of methods such as reviewing/providing feedback on drafts of case reports, reviewing/providing feedback on videotapes of testing sessions, and providing feedback on completed test protocols and administration and scoring of assessments (e.g., IQ, achievement, and behavior forms).
- **Clarify Peer-Mentor Role**
 - Each peer-mentor will be responsible for being aware of the general practicum requirements and deadlines each of his/her mentees needs to meet for the academic year. He/she will also be responsible for keeping a log of the meetings and periodically discussing a checklist of the assignments the mentees needs to complete.
 - The peer-mentor cannot alter the assignments required through classes. The peer-mentor role is to help the mentee problem-solve when complicated issues arise, assist in learning new techniques, review evaluations, and coach teacher/parent interviewing (as noted in syllabus).
 - The peer-mentor will provide leadership to the mentee through supervision.
 - Foster self-supervision in mentees.
- **Logistics of Supervision**
 - The peer-mentor is responsible for maintaining weekly contact with the mentee. This can best be accomplished with every other week face-to-face meetings with mentees (20 minutes) and alternating weeks individual phone and/or e-mail contact. The mentor will contact each mentee to determine the best time and place for the meetings. In the event that either party has to cancel a meeting, the other person should be notified as soon as possible making every effort to contact before the meeting time. A new meeting must be rescheduled within the next week.
 - Weekly meetings will be conducted with peer-mentor and mentees to share activities that have been accomplished, discuss any issues that have arisen (e.g., concerning assessment, counseling, consultation, and parent-teacher interactions), and determine support needed for upcoming week. Time and location of the meeting will be arranged so that it fits both the mentor and mentee's schedule.
 - Peer-supervision with the peer-mentor does not replace practicum seminar or participation in practicum group discussions. It provides an additional forum for discussion of practicum issues from an advanced peer perspective.
 - Mentees are required to keep a record of their activities (e.g., activity log) as well as issues they have regarding practicum and bring them to the weekly supervision meetings for review and discussion.
 - Individual supervision will be arranged as needed.
 - The peer-mentor should have all mentees' phone and e-mail addresses and vice versa.

- **Ethical and Liability Issues**

- It should be understood that limits of confidentiality apply to this peer supervisor/mentor relationship. The mentee must discuss issues of possible or actual harm to a child/client (e.g., child abuse/neglect/, suicidal ideation) with the field-based practica supervisor and the program Practicum Coordinator when the situation arises, as the mentee is a mandatory reporter. However, if the mentees inform the peer-mentor of any activity that indicates a child or the mentee is at risk for abuse, or is a threat to him/herself, the peer-mentor is required to report this information to the Practicum Coordinator promptly. If the mentee informs the peer-mentor of activity that may not be in the best interest of the children they are serving (e.g., unethical, unprofessional, or otherwise inappropriate behavior), then the peer-mentor is required to report this activity to the Practicum Coordinator.
- The Practicum Coordinator is responsible for addressing issues that arise between mentees and peer-mentor during their practicum experiences. Therefore, if issues arise that need to be brought to the attention of the Practicum Coordinator, it is the mentees and/or peer-mentor responsibility to do so.
- Students will follow the ethical principles of school psychology.
- All students will maintain professional liability insurance for practica activities as well as a personal health policy to cover any practica on-site injury as mandated by the program and university requirements noted in the student handbook.
- On-site mentors and the Practicum Coordinator are responsible for structuring practicum activities and mentees responsibilities during practicum. Therefore, students will comply with mentors' requests. This does not mean a student should not ask questions or provide alternative solutions to situations; it does mean that the final decision is up to the mentor. If a disagreement occurs between the practicum student and the on-site mentor, attempt to find a solution through active problem solving with the mentee, if this is not possible, contact the Practicum Coordinator (refer to Practicum Handbook for more details.)

I have read and understand the contents of this contract for supervision with my assigned student mentor.

Mentee's signature Student

Mentor signature

Date

Please print mentee name

Please print mentor name

EXHIBIT 4.2

Sample Peer Supervisor Performance Feedback Form

School Psychology Program

Peer Supervisee Name: _____ Peer Supervisor Name _____

Academic Semester/Year: _____ Date: _____

Please complete the form based on your interactions with your student supervisee. As indicated previously, this information will NOT be used as part of the annual student evaluation. It is to be used to continue to develop the supervision component of the school psychology program. Ideally you should review the contents of your evaluation with your supervisee and share ideas for further development of skills. If significant concerns are noted on the form, follow-up with those individuals were be implemented, as needed.

1-Unsatisfactory, 2-Needs Improvement, 3-Satisfactory, 4-Outstanding, N/O - Not Observed

Professional Practice and Supervision

1. Understands practica site requirements	1	2	3	4	N/O
2. Understands practica class requirements	1	2	3	4	N/O
3. Abides by school/clinic rules and procedures	1	2	3	4	N/O
4. Responsive to feedback from peer-supervisor	1	2	3	4	N/O
5. Keeps supervisor informed of unusual events	1	2	3	4	N/O
6. Demonstrates awareness of level of competency	1	2	3	4	N/O
7. Consistently follows through on commitments	1	2	3	4	N/O
8. Is prompt in meeting deadlines	1	2	3	4	N/O
9. Establishes priorities and manages time efficiently	1	2	3	4	N/O
10. Is punctual for appointments and meetings	1	2	3	4	N/O
11. Is prepared and organized for meetings	1	2	3	4	N/O
12. Takes responsibility for own actions	1	2	3	4	N/O
13. Displays initiative and resourcefulness	1	2	3	4	N/O
14. Presents a professional appearance	1	2	3	4	N/O
15. Communicates and listens effectively	1	2	3	4	N/O
16. Is tolerant and respectful of others	1	2	3	4	N/O
17. Treats others in a professional manner	1	2	3	4	N/O
18. Is proactive in problem-solving	1	2	3	4	N/O
19. Relates well to students, parents, and colleagues.	1	2	3	4	N/O
20. Interacts well with students from diverse backgrounds	1	2	3	4	N/O

Assessment					
21. Identifies nature of referral problem	1	2	3	4	N/O
22. Plans appropriate assessment components	1	2	3	4	N/O
23. Knows strengths and weaknesses of assessments	1	2	3	4	N/O
24. Is sensitive to sources of bias in instruments	1	2	3	4	N/O
25. Accurately collects observational interval data	1	2	3	4	N/O
26. Integrates assessment data in report	1	2	3	4	N/O
Intervention					
27. Identifies child behavioral reinforcers	1	2	3	4	N/O
28. Designs behavioral plan with teacher buy-in	1	2	3	4	N/O
29. Accurately collects progress monitoring data	1	2	3	4	N/O
30. Follows counseling protocol	1	2	3	4	N/O
31. Sensitive to individual differences/backgrounds	1	2	3	4	N/O
41. Demonstrates awareness of community resources.	1	2	3	4	N/O

Please elaborate on the peer-supervisee’s performance on any items that you rated 1 or 2 so that we may have a more complete understanding of any areas of weakness.

Please provide comments about the benefits/strengths of the peer-supervision experience:

Signatures

A copy of this document will NOT be filed in the practicum student’s permanent Program file.

Student Supervisor _____ Date _____

Student Supervisee _____ Date _____

EXHIBIT 5.1

Sample Practicum Site Research Approval Letter

John Smith, Ed.D. Principal
XYZ Elementary School
246 Project Street, Template City, NJ 12345
(123) 456-7890

February 3, 2015
Institutional Review Board
ABC University
Sample Hall, Room 456
123 Model Avenue
Template City, NJ 78910

Dear Members of the Institutional Research Board at ABC University:

I understand that Ms. Jane Doe, a graduate student in the School Psychology Program at ABC University will be conducting a research study in our school, XYZ Elementary on "Oral Reading Fluency Outcomes for First Grade Students." We acknowledge that the anticipated timeframe for data collection is 4/1/15-6/20/15 and will work with Ms. Doe to assist in this effort. She has informed me that scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be collected for all first grade students enrolled in XYZ Elementary. The design of the study and security measures to remove individually identifiable information from scores and securely store data have been described to my satisfaction.

I support this research project and will provide assistance as necessary to facilitate its successful completion. If you have any questions, please do not hesitate to contact me. I can be reached at the phone number and address listed above.

Sincerely,

John Smith

John Smith, Ed.D., School Principal

EXHIBIT 5.2

Institutional Review Board Parental Consent Letter Sample

ABC Developmental Research School
1234 NE 4th Street, Madison, GA 65321
Phone: 123.456.7890

Parent/Guardian Consent

Dear Parent/Guardian:

I am a graduate student with the School Psychology Program in the College of Education at Madison University. During the 2015-2016 academic year, I will be conducting research at ABC Developmental Research School under the supervision of Dr. Alan Ramos, a faculty member in the School Psychology Program. The research study will investigate the effects of supplemental learning activities to enhance the acquisition of foundational reading and math skills for young children. The purpose of this study is to compare basic reading and math skills acquired in Kindergarten when utilizing supplemental curricula from the Dynamics in Reading and Math curricula in an afterschool program. The results of the study may help teachers enhance their core curricula outcomes with additional activities that reinforce learning concepts. These results may not directly help your child today, but may benefit future students. With your permission, I would like to ask your child to volunteer for this research.

In this study, regular progress monitoring data for core reading and math skills for all of the children with consent will be reviewed. Half of the children with consent will be invited to participate in an additional 20 minutes of instruction on reading and math incorporating strategies from the Dynamics in Reading and Math curricula in an after school program. Although the children's names will be placed on their initial scores for matching purposes, their identity will be kept confidential to the extent provided by law. We will replace their names with code numbers. Results will only be reported in the form of group data. Participation or non-participation in this study will not affect the children's grades or core curricula.

You and your child have the right to withdraw consent for your child's participation at any time without consequence. There are no known risks or immediate benefits to the participants. No compensation is offered for participation. Group results of this study will be available in August 2016 upon request. If you have any questions about this research protocol, please contact me at 123.456.4890. Questions or concerns about your child's rights as research participant may be directed to the IRB office, Madison University, Box 000002, Madison, GA, 65321.

Dr. Alan Ramos

Martha Martin

Dr. Alan Ramos (supervisor)

Martha Martin (Graduate Student)

I have read the procedure described above. I voluntarily give my consent for my child, _____, to participate in this study of supplemental reading/math instruction effects. I have received a copy of this description.

Parent/Guardian

Date

2nd Parent/Witness

Date

Statement of Interest – Doctoral, School Setting

Dear Internship Selection Committee:

I am writing to express my interest in a school psychology pre-doctoral internship position at the Applebee School District. I believe that my graduate coursework and varied supervised training experiences make me a strong candidate for an internship position within the CDE Department. I am especially excited by the opportunity to support the CDE Department's focus on providing training to school professionals, collaboratively focusing on systemic needs, and engaging in school consultation and behavioral interventions through your internship program.

My training and field-based supervised experiences have enabled me to deliver a range of services to children of varying backgrounds and abilities. I have had the opportunity to conduct FBAs and Behavior Intervention Plans, utilize a variety of assessment tools, and communicate evaluation results to parents and school professionals. I participated in practicum across ten different schools over the course of four years, where I learned how to quickly connect with staff, immerse myself in school communities, work with different supervisors, and transition to new settings. I have had extensive training in MTSS and PBIS and was fortunate to be involved in the initial stages of implementation at one of my school placements. I am confident that this knowledge and experience can be applied and expanded upon at Applebee School District. I also believe that my abilities to work as part of a collaborative team, function independently in professional settings, seek supervision when needed, and engage in best practices are strengths that could be an asset to your department.

During my pre-doctoral internship, I would like to further develop my skills in supporting children with challenging behavioral and neurodevelopmental needs through Functional Behavioral Assessments, Behavior Intervention Plans, and a school consultation model based on evidence based practice. I am also hoping to advance my training through the delivery of behavioral services based on applied behavior analysis. The CDE Department maintains a strong reputation and focus in all of these areas; thus, I believe this internship is ideally suited for my professional goals.

Applebee School District's CDE Department has made clear efforts to actively engage in system-level interventions to support school-wide prevention efforts. Last year, I completed over 200 practicum hours at the Diner School District to explore my interest in system-level work. I believe that experience and my doctoral coursework have prepared me to be a change agent in schools and I seek to explore this aspect of the school psychologist role during internship. It is evident that Applebee School District would meet these training goals and also increase my knowledge through a breadth of supervised experiences.

My commitment to providing services to diverse populations drove me to train and work in an urban city like Metropolis, and also motivates me to pursue an internship in a setting like Applebee School District. In addition to my breadth of experience, I have excellent interpersonal skills, a great work ethic, and a strong desire to help students succeed.

I feel strongly that a position with Applebee School District will provide me with a rich and challenging opportunity. It would be a pleasure to meet with you and discuss how my qualifications and interests match the expectations of your site. I very much look forward to hearing from you and the possible opportunity to interview with the CDE Department at Applebee School District. Thank you for considering my application.

Sherlock Huges, M.Ed., BCBA

Statement of Interest – Specialist Level, School Setting

[Date]

[Name]

[Address]

Dear Mr. Gonzo,

I am writing to apply for a School Psychology internship with Q Public Schools. I believe that the supervision Q Public Schools can provide, combined with the variety of opportunities and experiences offered to all of your interns, is an ideal setting to further my training. Additionally, your school system has been highly recommended to me by my professor, Dr. Sigmund Freud. I believe my graduate preparation and supervised experiences combined with my work ethic and desire to grow professionally would contribute to the excellent reputation forged by the Department of Psychological Services in Q Public Schools.

As you will see from my CV, all of my past work experiences have involved working with children. I have worked with children as young as 3 and as old as 18 in various locations around the country. I am very proud to have worked with children who come from various ethnic and socio-economic backgrounds. I am very dedicated to promoting diversity, which is evidenced by the leadership positions I held during my undergraduate studies at Indiana University. In fact, my commitment to multicultural settings drove me to move to Metropolis for graduate school and also motivates me to apply to a system like Q Public Schools.

I am particularly drawn to Q Public Schools given the leadership role that school psychologists play in crisis prevention and intervention. Having gone through NASP's comprehensive PREPaRE training, I feel that I can help hone the skills I learned, develop new skills, and help contribute to the processes already in place.

I believe that through the course work I have completed, my experience working with children, and my current involvement in evaluation and research adequately prepares me for an internship position. In addition to my strong background, I have excellent interpersonal skills, a great work ethic, and a strong desire to improve my skills and my surroundings. I am excited to develop my independence as a school psychologist and I am confident that I would be suitable for Q Public Schools' internship program. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Homer Sanders

EXHIBIT 6.3

Internship CV for Specialist-Level Student Sample 1

[NAME]

[Address]

School Psychology Program
Department of Educational Psychology
[University name/address]

[Phone number with area code]

[E-mail]

EDUCATION

Education Specialist, School Psychology

[Institution], [City, State]

NASP approved program

Anticipated Completion: [Date]

Bachelor of Arts, Psychology

[Institution], [City, State]

Graduated: [Date]

ACADEMIC HONORS AND AWARDS

[Date]

[Award]

AREAS OF PROFICIENCY

Fluent in Spanish – Speaking, writing and reading

PROFESSIONAL EXPERIENCES

August 2012 – Present

School Psychologist Intern

Psychological Services Department, xxxxx County Schools

- Conduct special education evaluations
- Participate in problem-solving process
- Provide social skills counseling
- Consult with teachers on interventions regarding Response to Intervention/RtI
- Collaborate with staff on systems level interventions, including crisis response
- Interpret/present psychological evaluations to decision making teams

October 2011 – Present

Research Assistant

Project XYZ, University of xxxx

- Administer assessments to students to evaluate intervention effectiveness
- Analyze video observations to monitor intervention fidelity

January 2011 – Present Substitute Teacher
xxxx Public Schools

- Execute lesson plans created by teachers
- Collect classwork from students
- Monitor behavior and document student activities in teacher's absence

May 2011 – July 2011 Assessor
Project XYZ, University of xxxxx
Supervisor: xxxx xxxxx

- Assessed prekindergarten students with Phonological Awareness Literacy Screening
- Administered the Dynamic Indicator of Basic Early Literacy Skills for Beginning Sounds and Letter Identification
- Administered the Peabody Picture Vocabulary Test to pre-kindergarten students

Teaching Experience

June 2008 – August 2008 Social Studies Teacher
XYZ Public Schools
Supervisor: xxxxx xxxx

- Coordinated lesson plans for nine weeks' worth of social studies enrichment classes
- Lectured daily on topics of immigration awareness through videos, creative projects, and a structured research paper
- Created multiple group activities dealing with sociological thinking to promote creativity and teamwork amongst students
- Tutored struggling students after school with homework, class work, and personal projects
- Created a conditioning elective with various workouts implemented through games promoting a healthy lifestyle through health and fitness
- Recorded grades and progress for thirty students as well as conducted parent teacher conferences for updates on semester progress for each student
- Prepared students for end of summer Open House presentation showcasing their work to parents and community leaders
- Formulated evaluations for thirty students for the use of academic placement in summer of 2009

Graduate Practicum

Spring 2011

Academic Assessment

xxxxx Elementary School

Supervisor: xxxx xxxx

- Observed classroom instruction
- Observed supervisor providing a range of assessments in the areas of reading, writing, and spelling
- Assessed reading skills of a second grade student that included a teacher interview, an environmental evaluation, and a reading assessment
- Communicated assessment results to teacher and other school personnel through detailed report with suggestions for interventions

Fall 2010 – Spring 2011

DIBELS Administration

xxxx School

Supervisor: xxxxx xxxx,

- Administered Dynamic Indicators of Basic Early Literary Skills to a 2nd grade class, for progress monitoring purposes

Fall 2010

Applied Behavior Analysis

xxxxxx Elementary School

Supervisor: xxxx xxx

- Observed and collected behavioral data on a first grade student referred for a behavioral evaluation
- Conducted a functional behavioral assessment
- Presented results to child's teacher
- Applied principles of applied behavioral analysis to determine appropriate behavior intervention

Related Volunteer Experience

Spring 2006 – Spring 2009

Project XYZ

University of xxxxxxxxx

- Tutored student with school work for an hour every week
- Counseled student with problems at home and school
- Mentored student with goal of passing the Stanford-10, the required standardized exam for students to pass to the next grade level or graduate high school
- Assisted in set-up and running of fundraisers to raise money for spring semester trip

Test Administered	Batería III Woodcock-Muñoz Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition Comprehensive Test of Phonological Processing Curriculum Based Assessment Dynamic Indicators of Basic Early Literacy Functional Assessment of Academic Behavior Functional Assessment for Instruction in Reading Kaufman Brief Intelligence Test, Second Edition Kaufman Assessment Battery for Children, Second Edition Kaufman Test of Educational Achievement, Second Edition Leiter-R Attention and Memory Battery Peabody Picture Vocabulary Test, Third Edition Reynolds Intellectual Assessment Scales Stanford-Binet Intelligence Scales (SB5), Fifth Edition Test of Word Reading Efficiency Universal Nonverbal Intelligence Test Wechsler Individual Achievement Test, Second Edition Wechsler Intelligence Scale for Children, Fourth Edition Wechsler Intelligence Scale for Children, Fourth Edition (Spanish) Wechsler Nonverbal Scale of Ability Woodcock-Johnson, Third Edition- Test of Achievement Woodcock-Muñoz Language Survey, Revised Normative Update
Professional Conferences	[State] Association of School Psychologists, October 2010 National Association of School Psychologists, February 2012
Professional Affiliations	[State] Association of School Psychologists National Association of School Psychologists School Psychology Graduate Student Association
Graduate Course Work	Psychological Foundations Developmental Psychopathology Learning Theory Seminar in Cultural Diversity Human Development Assessment Introduction Psychoeducational Assessment Cognitive Assessment Academic Assessment Social – Emotional Assessment

Professional School Psychology

Law and Ethics in School Psychology

Issues and Problems in School Psychology

Internship Seminar in School Psychology

Educational Foundations

Academic Assessment and Interventions for Diverse
Learners

Issues in ESOL

Interventions

Applied Behavior Analysis

Cognitive – Behavioral

Counseling and Systems Level Interventions

School Consultation

Supervised Field Experience

Practicum in School Psychology (9 credit course hours)

Internship in School Psychology (8 credit course hours)

EXHIBIT 6.4

Internship CV for Specialist-Level Student Sample 2

Address Xxxx Xxxx, B.S. e-mail address
Phone number

EDUCATION

Education Specialist in School Psychology, Expected in August 2013

University of xxxxxxxx, xxxx, xx

NASP-Approved Program

Department of Educational Psychology

Bachelor of Science in Psychology, Minor in Education, May 2008

Cum Laude

University of xxxx, xxxx, xx

Associate of Arts, May 2005

Honors, Dean's List

xxxxx Community College, xxxx, xx

INTERNSHIP

xxxx High School District, xxxx, MA, 8/12 – Present

Supervisors: xxxx xxxx, MEd, xxxx xxxxxxxx, EdS, NCSP

Responsibilities include 1200 hours of on-site supervised school psychology services, including psychoeducational assessment for initial consents and re-evaluations (e.g., observations, developmental histories, parent/teacher interviews, background and intervention data reviews, cognitive, achievement, adaptive, and social-emotional measure), participation in Student Success Team Meetings and Student Case Study meetings, review of Individualized Educational Plans (IEP), teacher consultation, comprehensive report-writing and intervention recommendations.

GRADUATE PRACTICA

xxxxxx Elementary School, xxxxx/xxxxx, xx, 8/11 – Present

Supervisor: xxxxxxxx xxxx, EdS, NCSP

Responsibilities included 200 hours of on-site supervised school psychology services including psychoeducational assessments (e.g., observations, developmental histories, parent/teacher interviews, background and intervention data reviews, cognitive, achievement, adaptive, and social-emotional measures), observation and participation in school staffing meetings, review of Individualized Educational Plans (IEP), teacher consultation, as well as comprehensive report-writing and intervention recommendations.

ASSESSMENT INSTRUMENTS ADMINISTERED

Beery-Buktenica Developmental Test of Visual-Motor Integration (Berry-VMI)
Behavioral Assessment System for Children – 2nd Ed. (BASC-II)
Behavior Observation of Students in Schools (BOSS)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Classroom Observation Recording
Comprehensive Test of Phonological Processing (CTOPP)
Conners – 3rd Ed. (Conners 3)
Critical Reading Inventory
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Functional Assessment of Academic Behavior (FAAB)
Gray Oral Reading Test – 4th Ed. (GORT)
Peabody Picture Vocabulary Test – 4th Ed. (PPVT)
Phonological Awareness Literacy Screening (PALS)
Test of Auditory Processing Skills – 2nd Ed. (TAPS-2)
Test of Word Reading Efficiency (TOWRE)
Test of Visual-Perceptual Skills – 3rd Edition (TVPS-3)
Wechsler Individual Achievement Test – Third Edition (WIAT-III)
Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)
Wechsler Adult Intelligence Scale (WAIS)
Wide Range Assessment of Memory and Learning – 2nd Edition (WRAML-2)
Woodcock-Johnson III - Test of Achievement (WJ-TA III)
Young Children’s Achievement Test (YCAT)

REFERENCE LETTERS AVAILABLE UPON REQUEST

EXHIBIT 6.5

Internship CV for Doctoral Student Sample

XXXXXX xxx XXXXXX
Address
Phone
e-mail

EDUCATION

University of xxxx August 2008 – Present
School Psychology Program
Doctoral Student in APA-accredited and NASP-approved program
Specialization: Neuropsychology
Dissertation Project: xxxx xxxxx xxxxxxxx xx
Expected date of graduation: xxxxx

Master of Education, School Psychology, 2010
Masters Project: xxxxx xxxxxxx xx xx xxxxxxx

University of xxxxx August 2003 – May 2006
Bachelor of Arts, Magna Cum Laude, 2008
Major: Psychology
Minor: Spanish

CLINICAL EXPERIENCE

University of xxx, xxxx Hospital – xxxxxx Medical Services
Department of Pediatrics
Therapist, and Consultant December 2011 – Present
Provided outpatient therapy to children and adolescents who are medically fragile; assisted children with medication management issues; provided psychoeducation and behavioral management strategies; attended weekly supervision; collaborated with nurses and medical doctors; generated progress notes, and treatment summaries.
Supervisor: xxxx xxxxxx, MD

University of xxxx, Project xxxxxx

XXXXX Academy

xxxx, xx

Research Assistant

May 2010 – Present

Administered psychometric and CBA instruments for a federally funded study of reading intervention in a juvenile correctional facility; trained employees on psychometric instruments; collected and organized data, including databases; supervised undergraduate assistants; conducted fidelity and reliability checks; developed and assisted with research including publications and presentations.

Supervisors: xxxxx xxxx, PhD and xxxxxx xxxx, PhD

University of xxxxx, Children's xxxxx Hospital and Clinic

Division of Pediatrics

Therapist, Assessor, and Consultant

May 2011 – Present

Conducted exposure-based cognitive behavioral therapy, habit reversal therapy, ABA, and family therapy to treat anxiety, mood, and behavioral disorders in youth, adolescents, and adults; conducted clinician-administered assessments, semi-structured screening instruments, and clinical intake interviews; provided psychoeducation to parents; consulted with schools to facilitate student reentry.

Supervisor: xxxxxx xxx, PhD and xxxx xxxx xx, PhD

University of xxxx, xxxxx Hospital

Department of Allied Health Psychology

Assessor and Consultant

January 2011 – August 2011

Administered pediatric neuropsychological batteries; consulted with neuropsychologists and other students to interpret results; assessed for cognitive strengths and weaknesses in children with possible learning disabilities, developmental disorders, mood disorders, and/or executive functioning difficulties; conducted clinical interviews, provided diagnoses, generated reports, attended weekly supervision meetings.

Supervisor: xxxxx xxxxxx, PhD

xxxxx Center

Psychometrician

August 2010 – May 2011

Administered full neuropsychological batteries to adults; consulted with neuropsychologists and other medical professionals to interpret results; conducted assessments for cognitive strengths and weaknesses in individuals affected by neurological or neurodegenerative disorders; participated in screening and intake interviews.

Supervisors: xxxxx xxxx, PhD and xxxxx xxxxxx, PhD

Adolescent Behavioral Center

Assessor and Consultant August 2009 – August 2010
Worked with severely emotionally disturbed students to improve social, behavioral and educational outcomes; conducted structured behavioral observations, psychoeducational assessments, curriculum-based measures, and evidence-based interventions to assist with academic and behavior problems; acted as a consultant in collecting and analyzing systems-level data in regarding use of the WRAT-4, and Key-math.
Supervisors: xxxxx xxxx, PhD

University of xxxx, Project Xxxxxxx

Pre-Kindergarten Assessor September 2007 – May 2009
Administered and scored the Early Language and Literacy Classroom Observation (ELLCO), Phonological Awareness Literacy Test (PALS), and the Peabody Picture Vocabulary Tests (PPVT-III) to rural school communities
Supervisor: xxxx xxx, PhD

Xxxxx School

Assessor and Consultant August 2008 – May 2009
Conducted FBAs, psychoeducational evaluations, curriculum-based measures, and evidenced-based interventions to assist students with academic and behavior problems; worked with children, teachers, and other school staff to improve educational outcomes.
Supervisor: xxxx xxx, EdS

PROFESSIONAL EXPERIENCE

University of xxxxx, Athletic Association

Strategy Skills Tutor June 2010 – Present
Provide meaningful academic support to student-athletes with documented learning disabilities; abide by NCAA, University of xxxx, and University Athletic Association rules; teaching strategy and organizational skills to promote academic success.
Supervisor: xxxxxx xxxxx, MA

University of xxxxx, Office of Assessment & Accreditation

Graduate Assistant January 2009 – August 2010
Provided technical support to assist with accreditation efforts for the College of Education; assisted with data entry and organization; maintained data and work samples in the Educator Assessment System (EAS); collaborated with faculty to develop a paper and presentation for the American Association for Teacher Education (AACTE) Annual Conference; helped prepare for the National Council for Accreditation of Teacher Education (NCATE) review.
Supervisors: xxxxx xxxxx, PhD

University of xxxxx, Xxxx Study

Undergraduate Peer Tutor

January 2006 – May 2008

Provided study skills training, tutoring, and test preparation assistance to undergraduate students in psychology, history, sociology, and political science; attended professional development sessions on conflict mediation, suicide prevention (QPR), and time management.

Supervisor: xxxxx xxxx, PhD

PROFESSIONAL SERVICE

University of xxxxx, Student Organization

Vice President

August 2010 – March 2011

Collaborated with other members of the School Organization; attended faculty meetings; provided assistance to program faculty during interviews, and various other activities; interviewed prospective students; assisted in matching incoming students.

Supervisor: xxxx xxxx, PhD

National Association of School Psychologists (NASP)

Student Leader

June 2009 – March 2011

Worked on student initiatives; promoted the profession; distributed resources to students; increased student involvement and communication across programs; developed student-related activities.

University of xxxxx, Phi Delta Theta Fraternity

Chapter Advisory Board Chairman

August 2008 – August 2010

Maintained the standards and risk-management policies of the Phi Delta Theta Fraternity; acted as a liaison between the University of xxxx and the fraternity; provided counsel to the executive board members; collaborated with the Educational Foundation and the Housing Corporation; assisted with capital campaign.

RESEARCH EXPERIENCE AND GRANT EXPERIENCE

University of xxxxx, Project Xxxx

School of Special Education

Research Assistant

Spring 2012

Assisted with development, research, and submission of a professional development tool under Institute of Education Sciences (IES) grant.

Principal Investigators: xxxx xxxx

University of xxxxx, [State] Department of Education

Co-investigator

May 2009 – May 2010

Investigated the measures and processes used to determine gifted placement within public schools. Specifically, we investigated the psychometric properties of behavioral checklists which are being used by school districts to aid in the identification of gifted students.

Supervisor: xxxx xxxxx, PhD

PUBLICATIONS

*Invited

+Peer Reviewed

¹Equal Contribution

*+xxxx, x. x., xxx, x. x., xxx, x. x., & Xxxxxx, x. x. (in preparation)

[Title. *Journal of xxxxxx.*

+ xxxx, x. x., xxx, x, & xxxx,x. (2014). xxxx xxxxx xxxxx. Xxxx xxxxxx, xx(x), xx-xxx.

PRESENTATIONS

xxxx, x., Xxxxxx, x. x., & xxxx, x. (2012). Xxxxx xxxx xxx. Presentation given at the xxxxx xxx Annual Conference, xxxxx, xx.

TEACHING EXPERIENCE

University of xxxx, School of Human Development

Lecturer – Human Growth and Development Fall 2010 – Spring 2011/Fall 2012 – Summer 2013

Independently developed course materials and syllabus, delivered lectures, facilitated classroom activities and discussions, graded assignments, and addressed ethical issues.

Student enrollment: approximately 35 students per semester.

Supervisor: xxxxx xxxx, PhD

EDITORIAL EXPERIENCE

Ad Hoc Reviewer

Journal of Xxxxx xxx

Fall 2010

HONORS AND AWARDS

2009 xxxx Award
2011 College of Education xxxxx Scholarship
2008 – 2010 Phi Delta Theta Graduate Academic Scholarship

PROFESSIONAL MEMBERSHIPS

2009 – Present American Psychological Association Division 16 (APA)
2008 – Present National Association of School Psychologists (NASP)
2008 – Present [State] Association of School Psychologists (FASP)

GRADUATE COURSEWORK

Psychological Foundations

Human Growth and Development
Developmental Psychopathology
History of Psychology
Social Psychology of Education

Educational Foundations

Academic Assessment and Interventions
Issues in ESOL
Learning Theory

Professional School Psychology

Issues & Problems in School Psychology
Law & Ethics in Psychology
Internship Seminar in School Psychology

Interventions

Direct Interventions I: Applied Behavior Analysis
Direct Interventions II: Cognitive-Behavioral Approaches
Direct Interventions III: System Level Interventions
Consultation in Schools

Assessment

Psychoeducational Assessment I: Cognitive
Psychoeducational Assessment II: Social/Emotional
Psychoeducational Assessment III: Learning Disabilities

Supervised Field Experience

Practicum in School Psychology I (6 credits)
Practicum in School Psychology II (6 credits)
Practicum in School Psychology III (6 credits)
Internship in Psychology (2013)

Research Methods

Quantitative Foundations of Educational Research (6 credits)
Advanced Quantitative Foundations of Educational Research (4 credits)
Evaluation of Educational Instruments and Systems
Supervised Research (6 credits)
Dissertation Research (20 credits)

Academic Specialization: Neuropsychology

Psychopharmacology
Cognitive Bases of Behavior
Advanced Physiological Psychology
Neuropsychology of Aging
Advanced Practicum in Pediatric Neuropsychology

REFERENCES

Xxxx xxx, PhD, Professor, School Psychology Program

Address, Phone, E-mail

Xxxx xxx, PhD, Professor, School Psychology Program

Address, Phone, E-mail

Xxxx xxx, MD, Clinical Associate Professor, Xxx Hospital, Department of Pediatrics

Address, Phone, E-mail

TESTS ADMINISTERED

A Developmental NEuroPSYchological Assessment (NEPSY-II)

Achenbach Child Behavior Checklist (CBCL)

Adaptive Behavior Assessment System – Second Edition (ABAS-II)

AIMSweb Benchmark and Progress Monitoring

Behavior Assessment System for Children – Second Edition (BASC-2)

Behavior Rating Inventory of Executive Functioning (BRIEF)

Benton Judgment of Line Orientation (JLO)

Boston Naming Test (BNT-II)

Bracken Basic Concept Scale Third Edition – Receptive (BBCS-3:R)

California Verbal Learning Test – Second Edition (CVLT-II)

Child Depression Inventory (CDI)
Children's Memory Scale (CMS)
Children's Yale-Brown Obsessive Compulsive Scale (CY-BOCS)
Chronic Pain Coping Inventory (CPCI)
Comprehensive Test of Phonological Processing (CTOPP)
Connors Rating Scale (CRS)
Controlled Oral Word Association (COWA)
Curriculum Based Assessment (CBA)
Delis-Kaplan Executive Function System (D-KEFS)
Dementia Rating Scale second Edition (DRS-2)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Early Language and Literacy Classroom Observation (ELLCO)
Expressive Vocabulary Test (EVT-2)
Eyberg Child Behavior Inventory (ECBI)
Functional Assessment of Academic Behavior (FAAB)
Functional Behavior Assessment (FBA)
Geriatric Depression Inventory (GDI)
Grays Oral Reading Test-Fourth Edition (GORT-IV)
Minnesota Multiphasic Personality Inventory – Adolescent (MMPI-A)
Neuropsychological Assessment Battery (NAB)
Phonological Awareness Literacy Test (PALS)
Personality Assessment Inventory (PAI)
Physical and Neurological Examination for Soft Signs (PANESS)
Reading Alliance Scale for Children (RASC-r)
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)
Revised Behavior Problem Checklist-PAR Edition (RBPC)
Reynolds Child Manifest Anxiety Scale (RCMAS)
Rey Complex Figure Test (RCFT)
Ruff 2 & 7 Selective Attention Test (Ruff 2 & 7)
Social Skills Questionnaire (SSQ)
Student Styles Questionnaire (SSQ)
Survey of Pain Attitudes (SOPA)
Test of Memory and Malingered (TOMM)
Test of Word Reading Efficiency (TOWRE)
Trail Making Test (Trails A & B)
Universal Test of Nonverbal Intelligence (UNIT)
Vanderbilt ADHD Diagnostic Rating Scale (VADRS)
Victoria Symptoms Validity Test (VSVT)
Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)
Wechsler Abbreviated Scale of Intelligence (WASI)
Wechsler Adult Intelligence Scales – Third Edition (WAIS-III)
Wechsler Individual Achievement Test – II (WIAT-II)
Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)

Wechsler Memory Scale – Third Edition (WMS-IV)
Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)
Wisconsin Card Sorting Test (WCST)
Wide Range Achievement Test 4 (WRAT4)
Woodcock-Johnson Tests of Achievement – Third Edition (WJIII-Ach)
Woodcock-Johnson Tests of Cognitive Abilities – Third Edition (WJIII-Cog)
Yale-Brown Obsessive Compulsive Scale (Y-BOCS)

Statement of Interest – Doctoral, Clinical Setting

AB, PhD
Internship Training Program
Psychological Services Department

Dear Dr. B:

I am pleased to submit application materials for the ABC Pre-doctoral Internship Program. After a comprehensive review of your internship program description that emphasizes development across all domains of practice, it is clear that the opportunities available at your site align with my clinical interests and professional goals. Thus, with enthusiasm, I express my intention to apply for an internship for the 2016–2017 academic year with the ABC program.

I envision the internship year as a unique opportunity to increase my experience with a range of presenting problems in assessment, intervention, and exposure to new frameworks for understanding health and behavior. The ABC pre-doctoral is particularly appealing to me given the range and diversity of opportunities offered including crisis intervention and cross-cultural counseling. Additionally, the apparent focus of providing trauma-informed and culturally sensitive practices to the diverse students served in ABC would offer me a uniquely valuable preparation experience.

Throughout graduate school, I have gained clinical experience in a wide variety of settings, including an outpatient behavioral health unit, a university disability resource center, a K–12 developmental research school, a community mental health center, and a juvenile correctional facility. Within these environments, I have engaged in individual, family, and group therapy and conducted many comprehensive psychological evaluations. These experiences have prepared me to participate in a more rigorous training experience such as that offered through the ABC internship program. I am excited about the possibility of continuing to learn as an intern at your site while contributing to the great services already provided.

In the aforementioned settings, I have enjoyed providing psychological services to many children and adolescents with learning disabilities, ADHD, emotional disturbances, obesity, phobias, OCD, and other anxiety disorders during practicum experiences. As a result, I am especially eager to continue working with individuals impacted by such disorders during internship. Furthermore, I look forward to broadening my skill set by participating in projects unique to ABC.

I am very excited about your internship and believe there is a great fit between my skills, training needs, and goals and the opportunities available at your site. Through my previous experiences, I believe I have the foundational skills and experiences to efficiently manage the many responsibilities of an advanced internship. Please find enclosed the required application materials, including the completed Online APPIC application for

psychology internship, curriculum vitae, official transcript of graduate work, letters of recommendation, and requested supplemental information. Please contact me if I can provide you with any additional information. Thank you for your consideration of my application and I look forward to discussing this opportunity with you and your team in the future.

Sincerely,

Jack Jackson, MA

EXHIBIT 7.2

Internship Log Summary Graphs Sample

Internship Log Summary

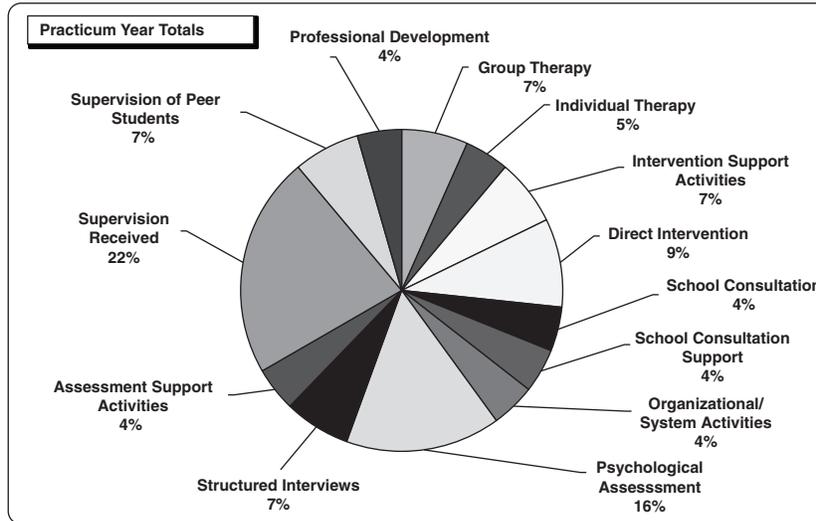


EXHIBIT 7.3

Norm-Reference Distribution Curve

Norm-Reference Distribution Curve

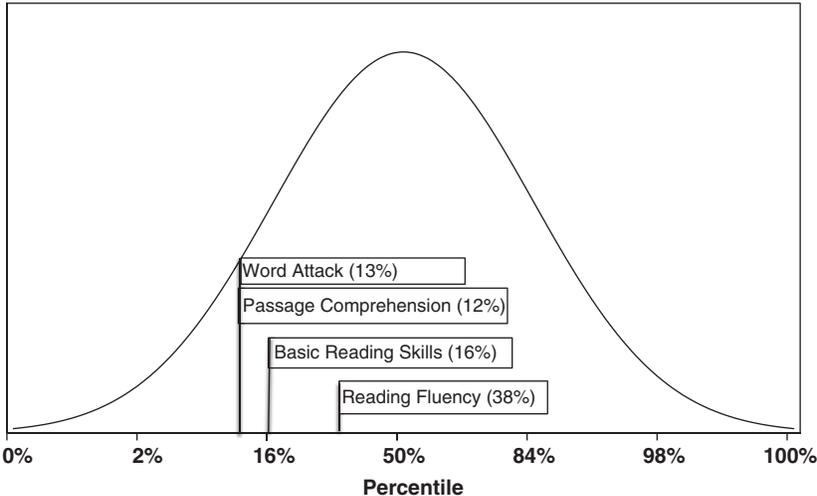


EXHIBIT 7.4

Internship Evaluation Form Sample 1

Internship Evaluation Form

Intern: _____ Field Supervisor: _____

Internship Location: _____

University Supervisor: _____

Directions: Please rate the intern on each competency area based on actual observations and/or other appropriate sources (e.g., parents, teachers, students). Rate each category independently, using the following scale points:

- 4 **Exceptional:** The candidate consistently aligns practice with national and state standards at the appropriate level of rigor in a practical setting. The candidate can alter and implement this skill in various situations with minimal to no supervision required.
- 3 **Accomplished:** The candidate usually aligns practice with national and state standards at the appropriate level of rigor in a practical setting. The candidate is independent in routine situations with minimal to no supervision required.
- 2 **Developing:** The candidate is developing the ability to align practice with national and state standards at the appropriate level of rigor. The candidate requires coaching and supervision to implement this skill in the practical setting.
- 1 **Unsatisfactory:** The candidate demonstrates little knowledge of how to align practice with national and state standards at the appropriate level of rigor. The candidate is not yet prepared to demonstrate this skill in a practical setting.
- ND **No Data:** Competence not evaluated due to insufficient data to make a rating at this time.

I. Data-based Decision Making and Evaluation of Practices	ND	1	2	3	4
1. Demonstrates knowledge of theories and research on methods of assessment and data collection to identify student strengths and needs, develop effective services, and/or measure outcomes.					
2. Analyzes multiple sources of qualitative and quantitative data across domains (cognitive, academic, social/emotional/behavioral) to inform decision-making and to design/implement services.					
3. Uses data to monitor student progress (academic, social/emotional/behavioral), mental health, and to evaluate the effectiveness of services and programs.					
4. Shares results of assessments in appropriate and understandable ways (orally and in written reports) with students, parents, and other stakeholders (e.g., teachers, administrators, school teams).					
5. Applies technology to analyze, organize, and integrate assessment results.					

II. Consultation and Collaboration	ND	1	2	3	4
1. Demonstrates knowledge of theories and research on methods of consultation, collaboration, and communication applicable to individual, families, groups, and systems.					
2. Uses a systematic and comprehensive collaborative problem-solving framework to promote effective implementation of services and programs that permeates all aspects of service delivery.					
3. Collaborates with school-based and district-level teams to develop and/or maintain a multi-tiered continuum of services.					
4. Consults and collaborates at appropriate levels (individual, family, group, and systems) to implement effective services and programs.					
5. In collaboration with others, uses assessment and data collection methods to implement and evaluate the effectiveness of services and programs (cognitive, academic, social and life skills).					
6. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.					
7. Collaborates with school personnel to foster student engagement and appropriate school behavior.					

III. Direct Interventions	ND	1	2	3	4
1. Demonstrates knowledge of theories and research on influences (e.g., biological, developmental, cultural, and social) on academic/social-emotional functioning and considers them in interventions.					
2. Plans and designs instruction/interventions based on data, and aligns efforts with school and district improvement plans as well as state and federal mandates.					
3. Applies evidence-based practices to implement and evaluate student instruction/interventions that support cognitive and academic skills.					
4. Applies evidence-based practices to implement and evaluate student interventions supporting socialization, and mental health.					
5. Identifies, provides, and refers for supports designed to help students overcome learning barriers.					

IV. Indirect Interventions (Direct services to children and youth)	ND	1	2	3	4
1. Demonstrates knowledge of theories and research on school structure, organization, and theory; general and special education.					
2. Develops intervention support plans that help the student, family, or community agencies and systems of support to create and maintain effective and supportive learning environments that enhance critical thinking and maximize the learning potential of all children.					
3. Demonstrates knowledge of theories and research on resilience and risk factors, prevention, and crisis intervention.					

(Continued)

(Continued)

IV. Indirect Interventions (Direct services to children and youth)	ND	1	2	3	4
4. Appropriately engages parents and community partners whenever appropriate in the planning and design of instruction/interventions for a variety of student outcomes.					
5. Develops and implements prevention services and programs that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors.					
6. Provides a continuum of crisis intervention services (crisis prevention, response, and recovery).					
7. Promotes safe school environments.					

V. Diversity in Development and Learning	ND	1	2	3	4
1. Demonstrates knowledge of theories and research on individual differences and diversity factors for children, families, and schools.					
2. Promotes multicultural understanding and dialog that facilitates family-school partnerships.					
3. Respects cultural and linguistic background of students, parents, teachers, and stakeholders.					
4. Maintains a climate of fairness and support among students, parents, teachers, and stakeholders.					
5. Modifies assessments and testing conditions to promote reliable and valid assessment of children and youth from diverse backgrounds and with diverse learning needs.					
6. Adapts and designs instruction/interventions based on assessment data and the differing needs and diversity of students.					
7. Promotes effective functioning for students, parents, teachers, and other stakeholders with diverse characteristics, cultures, and backgrounds.					

VI. Research and Program Evaluation	ND	1	2	3	4
1. Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods.					
2. Demonstrates skills to evaluate and apply research as a foundation for service delivery.					
3. Independently, and in collaboration with others, uses data to monitor student progress and adjust instruction/interventions and programs when necessary.					
4. Uses various current techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices.					

VII. Legal, Ethical, and Professional Practice	ND	1	2	3	4
1. Knowledge of relevant legal, ethical, and professional standards.					
2. Engages in responsive ethical and professional decision-making.					
3. Complies with national and state laws, district/agency policies, and professional standards.					
4. Develops a personal and professional growth plan that enhances professional knowledge, skills, and practices as well as addresses areas of need.					
5. Engages in targeted professional growth opportunities and reflective practices.					
6. Implements knowledge and skills learning in professional development activities.					

VIII. Professional Work Characteristics	ND	1	2	3	4		ND	1	2	3	4
1. Respect for human diversity						8. Creativity					
2. Oral communication skills						9. Dependability					
3. Written communication skills						10. Cooperation					
4. Effective Interpersonal skills						11. Independence					
5. Responsibility						12. Personal Stability					
6. Adaptability/flexibility						13. Professional Self-Image					
7. Initiative											

IX. Overall Intern Rating	No Data	Unsatisfactory	Developing	Accomplished	Exceptional
	N/D	1	2	3	4

Please attach a separate letter to summarize the intern's key strengths and weaknesses. Where weaknesses are indicated, describe the kinds of experiences needed to strengthen them to a level of competence where little or no supervision is required.

Intern's Signature _____ Date _____

Field Supervisor's Signature _____ Date _____

University Supervisor's Signature _____

EXHIBIT 7.5

Internship Log Sample 2

Internship Log

Intern: _____ Field Supervisor: _____

Week of:	Total Week's Hours:	Cumulative Hours:
----------	---------------------	-------------------

Number Cases	Young Child (0-5)	Child (6-12)	Adolescent (13-18)	Young Adult (19-25)
New				
Continued				
Discontinued				

Client ID	Age	Sex	Race	Language	Diagnosis	Hours	Type Service

	Hours	Details (e.g., type of assessment/intervention/supervision, participants)
Assessment		
Therapy		
Intervention		
Consultation		
Supervision		

Intern Signature

Date

Field Supervisor Signature

Date

EXHIBIT 7.6

Internship Log Sample 3

Internship Log

School Psychology Internship Activities Log – ANNUAL SUMMARY																							
Intern Name:																							
Months	Types of Activities											Number of Assessments			Number of Clients								
	Group Therapy	Individual Therapy	Intervention	Intervention Support	Consultation	Consultation Support	Systems/Organization	Assessment	Assessment Support	Supervision	Supervision of Peers	Professional Develop.	TOTAL HOURS	WISC-IV or WISC-V	WJ-III or WJ-IV (Cog/Ach/Lang.)	TOTAL NUMBER OF ASSESSMENTS	Young Child (age 0-5)	Child (6-12)	Adolescent (13-18)	Young Adult (19-25)	Adult (> 25)	TOTAL NUMBER OF CLIENTS	
January																							
February																							
March																							
April																							
May																							
June																							
July																							
August																							
September																							
October																							
November																							
December																							

EXHIBIT 7.7

Internship Evaluation Form Sample 2

Internship Evaluation Form

Intern: _____ Field Supervisor: _____

Internship Location: _____

University Supervisor: _____

Directions: Please rate the intern on each competency area based on observations and/or other appropriate sources. Use the following descriptors: **Competent** (performs in accordance with state and national standards with no supervision), **Developing** (performs in accordance with state and national standards with some supervision), or **Emerging** (does not perform in accordance with state and national standards *or* requires extensive supervision). If a skill has not been observed in your setting, please note that separately.

1. Data-Based Decision Making and Accountability	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			
2. Consultation and Collaboration	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			
3. Interventions and Instructional Support to Develop Academic Skills	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			

4. Interventions and Mental Health Services to Develop Social and Life Skills	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			
5. School-Wide Practices to Promote Learning	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			
6. Preventive and Responsive Services	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			
7. Family-School Collaboration Services	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			
8. Diversity in Development and Learning	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			

9. Research and Program Evaluation	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			
10. Legal, Ethical, and Professional Practice	Competent	Developing	Emerging
<i>Describe the intern's level of skill and competency in this area.</i>			

Intern's Signature _____ **Date** _____

Field Supervisor's Signature _____ **Date** _____

University Supervisor's Signature _____ **Date** _____

Thank you for your evaluation and continued supervision for this intern!

Sample School Psychology Doctoral Internship Agreement

School Psychology Doctoral Internship Agreement

Agreement Between [Site] and the University of _____ School Psychology Program for the Provision of a Pre-Doctoral Internship in School Psychology for [Name].

This agreement is between, and among, the _____ (“the Internship Site”), the School Psychology Program at the University of _____, (“the Program”), and _____ (“the Intern”). It is understood that the participating parties will cooperate in the conduct of professional activities relating to the internship as described below.

This Agreement will be in effect from _____ through on, or about, _____; the Intern will work at the Internship Site on the same work hours as do the Internship Site’s regular psychological services staff. The Internship, as recorded in the signed monthly internship logs, will total at least 1500 hours in length.

General Agreements:

A. The Program agrees:

1. To recommend for placement at this Internship Site only those prospective interns who have satisfactorily completed all of the pre-internship coursework and practicum requirements as specified by the Program’s curriculum.
2. To appoint an Internship Coordinator who shall serve as the primary administrative liaison between the Program and the Internship Site.
3. To meet with the Internship Site’s designee(s) prior to the beginning of the Internship in order to secure agreement on the Intern’s experiences, expectations, supervision, and other such matters. In the case of internships occurring outside of the vicinity or state of the program, this provision may be met by phone contact with the agreement of all parties.
4. To visit the Internship Site at least twice during the course of the Internship to consult with the Internship Site’s designee(s) regarding the Intern’s activities and progress, and to meet with the Intern and others as appropriate. In the case of internships occurring outside of the vicinity or state of the program, this provision may be met by phone contact with the agreement of all parties.
5. To actively solicit from both the Internship Site and the Intern their respective written evaluations of progress of the Internship.
6. To be available on reasonable notice for consultation to the Internship Site and/or the Intern regarding any problems or issues that may arise during the Internship.
7. To furnish the Internship Site with information about the Program, as the Internship Site may require.

8. To perform other duties or functions that may be necessary to insure the Internship experience meets the requirements as specified by applicable professional standards and relevant certifying bodies.
9. To provide a regularly scheduled university based internship seminar for Interns instructed by an appropriately credentialed psychologist or school psychologist when case conceptualizations, reviews, or advisement are part of the role of the seminar.

B. The Internship Site agrees:

1. To provide a School Psychology Internship which emphasizes the training needs of the Intern, and which includes such experiences as are necessary to gain initial competence as a School Psychologist.
2. To negotiate with the Program and the Intern a specific set of experiences that will be included in the Internship, and to monitor the Intern's activities to insure that the agreed-upon experiences are occurring.
3. To assure that all aspects of the Intern's work are conducted within the prevailing standards of practice.
4. To designate one person as the "primary supervisor" who is primarily responsible for coordinating the experience of the Intern. Additional involvement by the Intern with other psychological staff is expected and encouraged. Collaborative work with representatives from other disciplines is desirable.
5. To provide a minimum of two hours a week of regularly scheduled, face-to-face individual supervision with an appropriately credentialed school psychologist or licensed psychologist. At least one hour per week of the supervision must be from the primary supervisor.
6. To keep the University informed regarding the Intern's progress, including at least two written evaluations, and to immediately notify the Program if problems arise or are anticipated.
7. To designate the trainee status of the Intern by the titles "school psychology intern, school psychology resident intern, or interning psychological resident" or some equivalent title that clearly designates the status of "intern".
8. To assure that reports by the Intern are co-signed by the psychologist or school psychologist responsible for the Intern.
9. To provide the Intern with training opportunities to assist in increasing awareness, sensitivity, knowledge, and practice about issues impacting the psychological development and social development of racial, ethnic, linguistic, and/or economic minorities.
10. To pay the intern a stipend of \$_____ and _____ benefits as stipulated in the (separate) contract letter provided to the Intern.

C. The Intern agrees:

1. To provide the Internship Site with any material that it may request regarding the prospective Intern's progress in the Program, previous work, or other relevant credentials.
2. To negotiate a specific set of expectancies for the Internship, as described in B.2 above.

Sample School Psychology Specialist Internship Agreement

School Psychology Specialist Internship Agreement

The University of _____, hereinafter called “the University”, acting by and within the above mentioned programs, and the School District [or Site], hereinafter called “the District”, acting by and through the [Identify roles of supervisory roles at institution and internship site], mutually agree that an internship program for *INSERT INTERN NAME HERE* will be provided at the Internship Site. The intern shall be provided with training and supervision opportunities which will assist in increasing the intern’s awareness, sensitivity, knowledge, skills, and practice relevant to students’ educational, social, and psychological development together with the health status of racially, ethnically, and economically diverse students.

The District agrees and promises to:

- A. Provide to the school psychology intern the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills.
- B. Provide a training experience of a minimum of 1,200 supervised hours, A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years A minimum of 600 hours will be completed in a school setting (as defined by NASP 2010 Standards for Graduate Preparation for School Psychologists).
- C. Provide a clearly designated actively licensed/certified psychologist or school psychologist who is responsible for the integrity and quality of the internship program. (However, it is not essential for the person to be the one providing the supervision described below.)
- D. Provide internship supervision of at least an average of two hours per week of regularly scheduled formal, face-to-face clinical supervision for full-time and the equivalent ratio for part-time with the specific intent of discussing school psychological services rendered directly by the intern. The majority of the field-based supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focuses on the intern’s attainment of competencies. The mentor, an appropriately credentialed school psychologist, must provide at least one hour of individual supervision per week but may delegate other hours of supervision to appropriately credentialed members of the staff at [Site]. If a portion of the internship is conducted outside of the school setting (e.g., hospital, juvenile justice, community agency), as noted in Standard 3.3, provision of field supervision is provided from a psychologist holding the appropriate state psychology credential for practice in the internship setting.
- E. Provide an additional average of at least two hours a week in scheduled learning activities (e.g., case conferences involving cases in which the intern is actively involved, seminars dealing with professional issues, in-service training). These activities may be

in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings and observing other units in delivery of mental health and/or educational services. The supervision and education described will account for at least 10% of the intern's time. Some of these activities may occur at times other than the regular workday.

- F. Allocate at least 25% of the intern's time to direct client services to include intervention, consultation, and assessment.
- G. Assure the intern may spend up to [10% for specialist-level; 20% for doctoral-level] of his or her time in research activity. If the research topic is not in keeping with the program of the internship agency, the research activities should not impinge on or diminish the intern's learning activities or the District's activities.
- H. Assure that the intern has unscheduled and scheduled opportunities to interact professionally with other school psychology interns, psychologists, and persons from other disciplines and agencies.
- I. Provide an appropriate work environment, including adequate equipment, materials, secretarial services, and office facilities.
- J. Designate a title such as intern, resident, fellow, or other designation of trainee status.
- K. Assure that reports by the intern to consumers are co-signed by the licensed or certified psychologist or school psychologist responsible for the intern.
- L. At a minimum, evaluate the intern's experience consistent with specific training objectives at mid-year, the end of the year, and other times as needed.
- M. Certify that the internship requirements have been met by providing appropriate recognition of the intern's successful completion of the internship.
- N. Inform the University of changes in the District's policy, procedures, and staffing that might affect the internship experience.
- O. Provide to the intern a written statement about salary, insurance, and reimbursement for travel, holidays, and other benefits, if applicable.

The University agrees and promises to the following:

- A. Certify at the time of arrival of the intern:
 - 1. Completion of coursework in scientific, applied and specialty areas, including assessment/diagnosis, consultation, and intervention;
 - 2. Completion of a formal course on ethical, legal, and professional standards.
- B. Notify the Internship Supervisor of any change in the student's status prior to the internship.
- C. Provide a Coordinator of Internship who shall maintain an ongoing relationship with the Internship Supervisor.
- D. On request of the Internship Site, withdrawal from employment any intern whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the Site. The University may reassign or withdraw an intern in placement after consultation with appropriate representatives from the Site if such alteration is in the best interests of the intern, the Site, or the University.

It is mutually agreed that:

- A. The school psychology intern shall function within the policies of the Site.
- B. The school psychology intern shall receive due process at the same level as other [Site] staff consistent with the existing policy and applicable law. The University and [Site] will not discriminate on the basis of race, color, creed, age, national origin, gender, or disability.
- C. This agreement shall remain in effect indefinitely and is subject to review and revision at the request of either party by July the first of each year. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

Signatures

_____ Date _____
Coordinator of Internship
District Internship Site

_____ Date _____
Coordinator of Internship
University _____, School Psychology Program

_____ Date _____
School Psychology Intern

School-Based Psychoeducational Case Report

Learning Disability with Social Skills and Attention Needs

PSYCHOEDUCATIONAL REPORT

This report contains privileged and confidential information and may only be released with written parental consent, except as provided by law.

Child's Name: Shanila Price

Date of Birth (DOB): xx/x/xxxx

Chronological Age (CA): 9 years, 1mo

Grade: 3rd

Date of Report: May, 2nd, 2015

Parent(s)/Guardian(s): Mr. and Mrs. Price

Dates of Evaluation: 2/5/2015 through 4/2/2015

Sex: Female

Evaluator(s): Ms. Maggie Zuker, B.S.

Supervisor: Maria Rodriguez, Ed.S., NCSP

I. INSTRUMENTS ADMINISTERED AND INTERVIEWS

Review of Educational Records

Developmental History

Interviews with Parent and Teachers

Observations

Wechsler Individual Achievement Test, Third Edition (WIAT-III)

Kaufman Assessment Battery for Children, Second Edition (KABC-II)

Behavioral Assessment System for Children, Second Edition (BASC-2)

Social Skills Improvement System (SSIS)

II. BACKGROUND INFORMATION

Reason for Referral

Shanila was referred for a comprehensive re-evaluation to assess her academic progress and social-emotional functioning due to continued concerns regarding her academic performance and interactions with peers and adults. The Student Success Team (SST) recommended academic and social-emotional functioning information inform educational planning and interventions support services. Parental consent for evaluation was obtained on 2/4/2015. Shanila passed her hearing, vision, and a speech/language screenings on 2/5/15.

Social/Developmental History

Shanila is a nine-year old third grade student that has attended Rolling Oak School since kindergarten. A developmental history interview with Shanila's mother and father, noted that she had a full-term birth without complications. Although her height was somewhat low from the ages of three to six, she currently has average range weight and height. Reportedly, Shanila reached motor developmental milestones within normal developmental expectations (e.g., sitting up at 6 months, speaking first words at 8 months, walking at 13 months, using short sentences at 13 months, potty trained at 2 years). She does not have a history of serious illnesses or injuries and does not take any medications.

Shanila currently lives with her mother, father, and baby brother. Mrs. Price noted that Shanila is very organized, enjoys listening to music, playing outside, and interacting with siblings. In regards to Shanila's academic performance, Mrs. Price described her as a student who works hard and wants to do well, but has some difficulty paying attention at times. In particular, she stated that Shanila's performance in math is "okay" and she has more difficulty with reading comprehension. Mrs. Price expressed that Shanila is generally confident, but she sometimes expresses negative self-comments (e.g., "I'm failing") regarding her academic performance. Furthermore, Shanila can become frustrated and give up when she has trouble successfully completing her academic work. Mrs. Price indicated that Shanila has a hard time expressing herself with people who are new to her and socializing with other students/staff; although, she is talkative at home and when attending synagogue.

Regarding her social relationship with her parents, Mrs. Price explained that Shanila requires a lot of supervision. Specifically, Shanila prefers to be involved in everything her mother does (e.g., cooking). In addition, Shanila sometimes yells if frustrated; deliberately disobeys; has a short attention span; doesn't seem to listen or follow directions; and doesn't respond well to criticism.

III. ACADEMIC AND BEHAVIORAL HISTORY

Academic History

Shanila did not meet grade level benchmarks in reading and math during her kindergarten school year. Due to her academic deficits on progress monitoring measures, she began to receive supplemental small group instruction in reading and language in addition to attending the school's Summer Adventures in Literacy (SAIL) program. Shanila appeared to benefit from supplemental small group reading instruction and SAIL attendance, as she demonstrated grade level proficiency in reading throughout her first grade school year. However, she continued to experience difficulties in math and began receiving intensive math intervention during the second half of her first grade school year. Because Shanila continued to experience difficulties in reading, math, and writing during her second grade school year, she received intensive reading and math interventions, and attended the SAIL program. At the end of her second grade school year, Shanila met grade level benchmarks for Oral Reading Fluency (ORF), but she did not meet grade level benchmarks in reading comprehension, vocabulary, and math problem solving. A review of her current academic data indicates that reading comprehension, vocabulary, writing, and math problem solving remain a concern. She does, however, demonstrate strengths in basic math calculation. Shanila continues to receive intensive reading and math supports due to her difficulties in these academic areas.

Kindergarten. Academic data demonstrates that Shanila's academic skills in reading and math was generally below grade level during her kindergarten school year.

Kindergarten Curriculum Based Measures

	January	March	June
Reading	Below Grade Level	Below Grade Level	Below Grade Level
Math	Below Grade Level	Below Grade Level	On Grade Level

First Grade. Shanila demonstrated grade level proficiency in reading during her first grade school year. She continued to experience difficulties in math. Her performance on math curriculum based measures shows that her math skills were below grade level throughout most of the school year.

First Grade Curriculum Based Measures

	Fall	January	March	June
Reading	On Grade Level	On Grade Level	On Grade Level	On Grade Level
Math	On Grade Level	Below Grade Level	Below Grade Level	On Grade Level

Second Grade. Academic data shows that Shanila’s academic skills in reading, math, and writing was below grade level during her second grade school year.

Second Grade Curriculum Based Measures

	Fall	Winter	Spring
Reading	Below Grade Level	Below Grade Level	Below Grade Level
Writing	Below Grade Level	Below Grade Level	Below Grade Level
Math	Below Grade Level	Below Grade Level	Below Grade Level

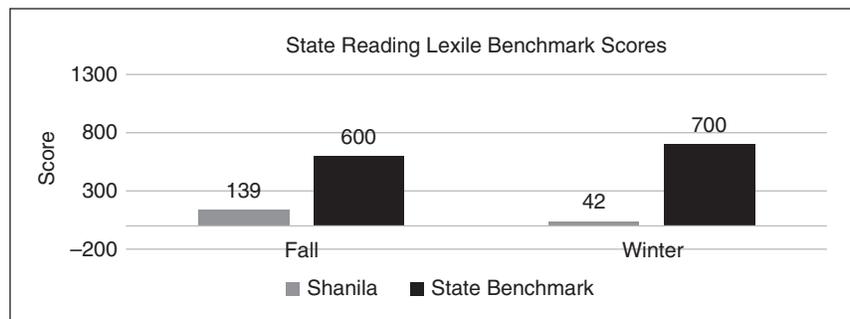
2nd Grade Stanford Achievement Test-10th Edition (SAT-10)		
	Percentile Rank	Expected Grade Level Percentile
Reading		
Comprehension	21 st	39 th
Vocabulary	3 rd	39 th
Math		
Problem Solving	1 st	39 th
Math Procedures	40 th	39 th

SAIL Second Grade Curriculum Based Measures

	End of Year	End of SAIL	Expected Level
Dynamic Indicators of Basic Early Literacy (DIBELS) Oral Reading Fluency	106wpm	119wpm	90wpm
SAT-10 Reading Comprehension	21 st percentile	24 th percentile	39 th percentile

wpm=Words Per Minute

Third Grade (current). Current academic data indicate that Shanila continues to struggle in the areas of reading comprehension, vocabulary, writing, and math problem solving. Shanila’s performance on math CBMs demonstrates that she has strong math calculation skills.



Third Grade Curriculum Based Measures

	Fall	Fall Benchmark	Winter	Winter Benchmark
Reading				
Gates-MacGinitie Reading Vocabulary	19 th Percentile	39 th Percentile	22 nd Percentile	39 th Percentile
Gates-MacGinitie Reading Comprehension	42 nd Percentile	39 th Percentile	27 th Percentile	39 th Percentile
State Test Practice			11	24
Writing				
Narrative Prompt	1	2	1	2.5
Expository Prompt			1.5	2.5
Math				
Math Facts +0-9	26	25	26	26
Math Facts +10-18	24	15	36	20
Math Facts -0-9	30	10	27	15
Math Facts -10-18	19	10	14	10
Everyday Math			77%	80%

Tiered Academic Support	
Kindergarten	
Tier 1	<i>Reading:</i> Daily 90 minute reading block (Fall, Winter, Spring) <i>Math:</i> Daily core math instruction (Fall, Winter Spring)
Tier 2	<i>Reading:</i> Daily small group instruction (Winter, Spring)
First Grade	
Tier 1	<i>Reading:</i> Daily 90 minute reading block (Fall, Winter, Spring) <i>Math:</i> Daily core math instruction (Fall, Winter Spring)
Tier 2	<i>Math:</i> Daily small group instruction (Winter, Spring)
Tier 3	<i>Math:</i> Daily intensive small group instruction (Winter, Spring)
Second Grade	
Tier 1	<i>Reading:</i> Daily 90 minute reading block (Fall, Winter, Spring) <i>Math:</i> Daily core math instruction (Fall, Winter Spring)
Tier 2	<i>Reading:</i> Daily small group instruction for decoding (Fall, Winter, Spring) <i>Math:</i> Daily small group instruction (Winter, Spring)
Tier 3	<i>Reading:</i> Daily intensive instruction for reading comprehension (Winter) <i>Math:</i> Daily intensive small group instruction (Winter, Spring)
Third Grade (Current)	
Tier 1	<i>Reading:</i> Daily 90 minute block <i>Math:</i> Daily core math instruction
Tier 2	<i>Reading:</i> Daily small group instruction and one-to-one instruction as needed <i>Math:</i> Daily small group instruction <i>Language:</i> Small group language support
Tier 3	<i>Reading:</i> Daily intensive instruction for reading comprehension <i>Math:</i> Daily intensive instruction <i>Language:</i> Push in one-to-one support

Behavioral History

Kindergarten. A review of Shanila's records indicates that Shanila's classroom behaviors and social skills were a concern. Specially, Shanila engaged in limited interactions with others. In regards to Shanila's classroom participation, Shanila frequently provided verbal responses that were wrong or disconnected from conversations and demonstrated difficulties paying attention and understanding/remembering directions for independent activities.

First Grade. Shanila began receiving small group counseling during the spring due to concerns regarding her social interactions. The Second Steps Curriculum was utilized to help Shanila develop adaptive social skills, including empathy building and emotional regulation. Due to limited progress, recommendations were made for Shanila to continue tiered behavioral support in the following school year.

Second Grade. Shanila received small group and individual counseling to further improve her social skills. The Second Step Curriculum was utilized to help Shanila recognize emotions,

develop appropriate social skills to help her meet new people, initiate/end conversations, and engage in active listening. Furthermore, goals were established to help Shanila learn to improve her reciprocity skills in social interactions, give/receive compliments, and problem solve when unsure how to complete an activity. Recommendations were made for her to continue individual counseling supports targeting peer interaction skills.

Third Grade (current). Shanila is currently receiving individual counseling to address social skills difficulties and inappropriate classroom behaviors. The Second Steps Curriculum and Social Skills Improvement System (SSIS) were utilized to help Shanila build affective vocabulary; gain empathy skills and perspective taking; improve her conversational and active listening skills; and learn how to appropriately join a group and ask for help. Additional counseling goals included teaching Shanila positive self-affirmation statements and strategies to cope with shifting routines. She has demonstrated the ability to express her feelings with visual prompts and maintain conversations about preferred topics. Additionally, Shanila has skill knowledge regarding how to join a group/maintain friends and demonstrate appropriate classroom behaviors (e.g., listening to instructor, attending to lesson, and asking for help). Overall, Shanila has made progress; although slowly and she still exhibits significant intervention needs at this time.

Tier Social-Emotional and Behavioral Supports	
Kindergarten	
Tier 1	Teacher implemented classroom wide social-emotional curriculum
Tier 2	N/A
Tier 3	N/A
First Grade	
Tier 1	Teacher implemented classroom wide social-emotional curriculum
Tier 2	Small group counseling to address social skills (Spring)
Tier 3	N/A
Second Grade	
Tier 1	Teacher implemented classroom wide social-emotional curriculum
Tier 2	Small group counseling to address social skills (Fall, Winter)
Tier 3	Individual counseling (Spring)
Current	
Tier 1	Teacher implemented classroom wide social-emotional curriculum
Tier 2	Counseling – small friendship group
Tier 3	Individualized counseling to address social skills and appropriate classroom behaviors (Fall, Winter, Spring)

IV. PREVIOUS EVALUATIONS

Shanila was referred for a psychoeducational evaluation in the spring of 2013 as a result of her slow academic progress in language and early reading skills. Her shyness and social skills also were areas of concern. Therefore, an interview with Shanila's mother and a classroom observation were conducted. A review of the results of the evaluation indicate that Shanila

experienced difficulties with peer and adult interactions: limited conversation; teasing others; listening and following directions; difficulty with speech and expression; and paying attention. In addition, the following results were reported based on an administration of the Early Diagnostic Reading Assessment (ERDA). Overall, Shanila demonstrated strengths in phonological awareness, fluency (measured by reading target words in context), and reading comprehension. She experienced difficulties with syllables and rhyming, letter recognition, receptive and expressive vocabulary, and story retell.

Due to continued concerns regarding Shanila's academic and behavior performance and language skills, a comprehensive psychoeducational and speech & language evaluation was conducted in the spring of 2013. Shanila's achievement in reading and math were assessed with the Wechsler Individual Achievement Test-3rd edition (WIAT-III) and the KeyMath-3, respectively. The results of the evaluation indicated that Shanila's oral reading fluency was a strength, but she demonstrated difficulties with pseudoword decoding and reading comprehension. Shanila's total math abilities fell in the below average range with significant deficits in numeration skills, computation, and numerical problem solving. Her Nonverbal cognitive ability, as measured by the Kaufman Assessment Battery for Children-2nd Edition (KABC-2), fell within the average range.

V. CURRENT EVALUATION

Teacher Interviews

Shanila's 3rd grade teacher and two interventionist teachers were interviewed. They described her as a student who loves horses, running, and outdoor activities. Regarding Shanila's skills and performance in academic domains, the following accounts were provided. According to one of the teachers, Shanila enjoys reading. Although she has improved in her ability to make predictions related to written text, all of Shanila's teachers noted that she has trouble with reading comprehension. Shanila's teachers explained that she enjoys basic math computations and quickly answers math facts with automaticity. However, she tends to exhibit greater difficulty with math problem solving. In respects to Shanila's skills in writing, Shanila's teachers reported that she typically writes concrete and basic facts as opposed to providing descriptive statements/words, and her writing generally lacks creativity. Overall, Shanila has difficulty comprehending abstract content. She performs better when presented concrete material with picture references and with one-on-one, step-by-step, and structured instructions.

In regard to Shanila's work habits, one of her teachers explained that she reads quickly. However, her reading is not always accurate and she often fails to stop for errors. Teachers indicated that Shanila does not like to be wrong. When working alone during higher order thinking tasks, she may refrain from asking for help and pretend to complete her work or copy other students' work instead. Teachers also mentioned that she participates more in group discussions, especially with peer prompting.

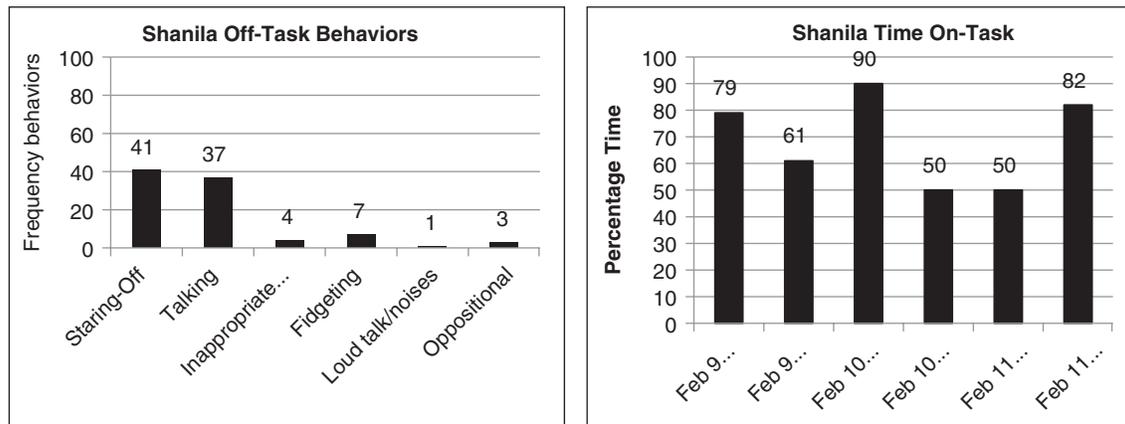
Shanila's teachers commented on her peer interactions noting she seems to be playing with and talking more to other students since counseling. However, she does not appear to have built significant friendships with other students and her peer interactions are sometimes inappropriate. Shanila's teachers indicated that she does not always seem to know how

to respond to students' attempts to include her in games, and her play sometimes seems developmentally inappropriate (e.g., following students around to join play group and hitting students to get their attention).

With regards to classroom behaviors and adult interactions, Shanila's teachers reported that she sometimes yells out of turn and laughs at inappropriate times. Furthermore, she occasionally exhibits oppositional behaviors such as refusing to do nonpreferred work, talking out of turn, and slow compliance with teachers' requests. When asked to describe classroom interventions implemented to address Shanila's behaviors, her current 3rd teacher stated that she has tried verbal warnings, writing plans, and Tier I class-wide prosocial curricula.

Behavioral Observations

Shanila was observed on six occasions during structured classroom time. On average, Shanila was on-task 70% of the time. Off-tasks behaviors frequently occurred during independent and non-teacher led small group activities, especially during the reading block. Staring-off and talking at inappropriate times occurred most often. Across observations, Shanila appeared easily distracted by the movement resulting in inappropriate talking and also often appeared to be daydreaming or staring. Other low frequency behaviors were noted including inappropriate statements (e.g., telling peer that his work was incorrect) and slow compliance with the teacher requests.



Test Session Behaviors

Shanila was talkative and maintained good eye contact throughout test administrations. Hence, rapport was easily established and maintained. She also was cooperative and attentive, eager to speak and provide answers; as she frequently asked the examiner to let her know what was coming up next. The examiner utilized reinforcement during both test administrations to maintain Shanila's engagement. This consisted of allowing Shanila to earn and place stickers on a sheet of paper after each subtest, so that Shanila could visually see her progress. The reinforcers seemed to motivate Shanila to persist with testing, as she often stated that she was aiming to fill the sheet.

Shanila generally persisted with difficult items and frequently used strategies to help her answer the questions (e.g., thinking aloud and using visual stimuli for cues). Although,

she showed some signs of frustration on one subtest during the KABC-II administration, Shanila was eager to successfully complete the tasks presented and generally showed care in responding. Therefore, results of this evaluation, should be considered a valid estimate of abilities at this time.

Reading

Reading Composite. The Wechsler Individual Achievement Test (WIAT-III) was administered to assess Shanila's academic achievement in the area of reading. On the Early Reading Skills subtest, she performed significantly below average (SS=69, 2nd percentile) She was able to recognize and produce rhyming words, identify the onset sounds of words, and encode words. However, she had difficulties identifying paired words beginning with the same single/two sounds and paired words ending with the same single sound. On the Total Reading composite, which reflects performance in reading comprehension, word reading, pseudoword decoding, and oral reading fluency, Shanila performed in the below average range (SS= 89, 23rd percentile). While overall reading scores can be helpful to understand general reading performance, more specific information was gathered to identify areas of strength and weakness in the five key benchmarks of reading acquisition noted below and to determine the need for instructional supports.

Phonics. Phonics refers to the ability to understand letter-sound relationships in text. On the WIAT-III Basic Reading composite, which reflects performance in real word and non-word reading, Shanila performed in the average range (SS= 93, 32nd percentile).

Fluency. Fluency refers to one's ability to quickly and accurately read text. The results of the WIAT-III further examined Shanila's oral reading fluency (ORF). Her score was in the high average range (SS=113, 81st percentile) with oral reading rate also in the high average range (SS=112, 79th percentile) and reading accuracy below average (SS=83, 13th percentile). Administration observations indicated that Shanila made errors by trying to rush the task and omitting words as she read which negatively impacted her level of reading comprehension.

Comprehension. Comprehension refers to the ability to understand the meaning of text. On the WIAT-III Reading Comprehension subtest, Shanila performed in the below range (SS=72, 3rd percentile). The reading comprehension measure involved asking Shanila to silently read passages and answer questions that were all orally presented to her. She also had the opportunity to refer back to the passage while answering the questions, which she took advantage of during the testing session. Although Shanila generally performed better on explicit questions, she made frequent errors regarding the recollection of specific, concrete details specified explicitly within the passages. Additionally, Shanila did not successfully answer any of the questions that required her make inferences about the text based on background knowledge and related information provided in the passages.

Writing. The Wechsler Individual Achievement Test- Third Edition (WIAT-III) was administered to assess Shanila's academic skills in the area of writing. On the Written Expression composite of the WIAT-III, which reflects performance in sentence composition, essay composition, and spelling, Shanila performed in the below average range (SS=85, 16th percentile). Her performance on the subsections of grammar and mechanics as well as word count were at the average range (SS=92, 30th percentile; SS=111, 77th percentile, respectively).

Theme and development of her essay text indicated neglect to provide an identified thesis and conclusion, and her entire essay was a run on sentence (SS=89, 23rd percentile). Furthermore, Shanila made a few spelling errors that appeared to reflect difficulties with phonemic awareness related to hearing sounds in words (e.g., sockter vs. soccer).

Shanila's performance on the sentence composition tasks corresponded with the below average range (SS=71, 3rd percentile). The sentence composition subtest consisted of two components, including sentence building and sentence combining. Shanila performed within the significantly below to below average range with corresponding percentile ranks of .5 and 14, respectively. Specifically, she experienced difficulties combining two to three sentences into one. During the sentence building tasks, Shanila was asked to write a sentence that included a presented word. She demonstrated appropriate mechanic skills during these tasks. However, she frequently misused the word provided in her constructed sentences due to confusing the words with similar sounding words (e.g., an vs. and; of vs. off; and or vs. our). Shanila's performance in spelling was average range (SS=93, 32nd percentile).

Math

Broad Mathematics. The Wechsler Individual Achievement Test- Third Edition (WIAT-III) was chosen to assess Shanila's academic achievement in the area of mathematics including problem-solving, numerical operations, and math fluency. For broad mathematics, Shanila performed within the below average range (SS= 87, 19th percentile).

Numerical Operations. Shanila's performance on the Mathematics composite of the WAIT-III reflects average skills on the numerical operations subtest, with a score that corresponds to the 63rd percentile rank. She demonstrated strengths in single to triple digit addition, single to double digit subtraction, and single digit multiplication.

Math Fluency. Math fluency is an area of strength for Shanila including skills in her rate and accuracy when completing addition, subtraction, and multiplication problems (Addition SS=132, 98th percentile; Subtraction SS=105, 63rd percentile; Multiplication SS=136, 99th percentile).

Problem-Solving. Math Problem Solving skills appear to be the only area of skill struggle within the math subtests. She performed within the below average range (SS=72, 3rd percentile). Overall, Shanila demonstrated strengths in answering questions that required her to solve basic addition and subtraction problems presented in the form of word problems. However, she had difficulty with some specific types of problems (i.e., completing complex patterns; telling the time on an analog clock; analyzing basic features on a bar graph and identifying differences in monetary value of coins).

Intellectual Functioning

The Kaufman Assessment Battery for Children, Second Edition (KABC-II) was administered to obtain an estimate of Shanila's cognitive abilities. The Fluid-Crystallized Index (FCI) measures five broad abilities (sequential, simultaneous, learning, planning, and knowledge) and is considered an overall measure of one's general cognitive ability. Shanila obtained a FCI within the below average range of cognitive functioning (SS=72, 3%). Her Nonverbal Index (NVI) was in the low average range (SS=84, 14%).

Sequential. Shanila's ability to replicate sequential or serial ordered items to solve problems is in the average range (SS= 94, 34th percentile). Tasks assessing this skill required her to remember sequences of information and recall this information to answer questions. During these tasks, Shanila demonstrated use of metacognitive strategies to remember and recall information presented to her (e.g., repeating the information quietly to herself).

Simultaneous. Shanila's ability to manipulate abstractions, rules, generalizations, and recognize patterns is in the below average range (SS= 87, 19th percentile). Tasks assessing this skill required Shanila to solve problems using visual stimuli, spatial manipulations, and nonverbal reasoning. When asked to solve complex mazes with manipulatives, Shanila appeared to impulsively respond to some of the items. Furthermore, Shanila frequently noted that she could not successfully complete the task presented ("I'm a failure at this"), when asked to recreate a series of modeled or pictured designs using triangle shaped manipulatives.

Learning. Shanila's ability to store and efficiently retrieve newly learned or previously learned information is in the significantly below average range (SS= 70, 2nd percentile). Tasks assessing this skill required her to memorize names of pictures and be able to identify them when they were presented in various ways.

Planning. Shanila's ability to solve novel problems by using reasoning abilities such as induction and deduction is in the significantly below average range (SS=69, 2nd percentile). Tasks assessing this skill required Shanila to place pictures in order of sequential events and identify patterns in groups of pictures presented to her. Shanila enjoyed these tasks and often commented about the sequential order of items.

Knowledge. Shanila's ability to demonstrate the breadth and depth of knowledge acquired from one's culture is in the below average range (SS=72, 3rd percentile). Tasks assessing this skill required Shanila to identify pictures that best exhibited the meaning of various words presented to her as well as solve riddles. Shanila was able to identify pictures of words that she was familiar with; however, she demonstrated difficulties solving increasingly complex riddles.

Social/Emotional Assessments

The Behavioral Assessment System for Children, 2nd Edition (BASC-2) was administered to Shanila's mother and two of her teachers. The BASC-2 is an omnibus behavior rating scaled designed to broadly assess children and adolescents' emotional and behavioral functioning. Shanila's mother and current 3rd grade teacher also completed the Social Skills Improvement System (SSIS) rating scales. The SSIS rating scales uses a multi-rater approach to identify students suspected of having significant social skills deficits, and provides a brief assessment of problem behaviors.

Social Emotional: BASC-2 Parent Ratings. Shanila's mother completed the BASC-2, Parent Rating Scale and indicated at-risk concerns for anxiety. At-risk concerns also were indicated for hyperactive behaviors, aggression, conduct problems, and attention. Specifically, items noted that Shanila often cannot wait her turn; interrupts others; disobeys; and gets into trouble. Furthermore, she is sometimes dishonest to escape responsibility for her actions, deceives others, and sneaks around. Mrs. Price reported concerns in the clinically significant range for withdrawal with specific concern for her hesitancy to make new friends.

With respects to Shanila's adaptive skills, Mrs. Price reported that Shanila generally demonstrates normal range leadership skills, functional communication, activities of daily living, and overall adaptability. In contrast, she rated difficulty with social skills in the clinical range indication that Shanila is sometimes easily annoyed by others and she generally does not display behaviors that will help her maintain friendships.

Social Emotional: BASC-2 Teacher Ratings. Two of Shanila's teachers completed the BASC-2 Teacher Rating Scale indicating at-risk to clinically significant concerns for externalizing behaviors (hyperactivity, conduct problems, and aggression), school problems (learning and attention), and behavioral symptoms (atypicality and withdrawal). With respects to externalizing behaviors, Shanila's teachers noted concerns about her sitting still; interrupting others; defying teachers; and annoying/teasing other children. Shanila's teachers generally reported inconsistent ratings for internalizing behaviors (anxiety and depression), ranging from average to at-risk concerns. Although Shanila's teachers reported inconsistent ratings for anxiety and depression, both teachers noted that Shanila worries often; says she's afraid to make mistakes; worries about the opinions of other students; seems lonely at times; is easily upset and negative about things; sometimes states that she does not have any friends; and complains about being teased. Teacher ratings also indicate that Shanila's problems in school may be attributed to learning problems and attention, as these ratings were both in the at-risk range.

In regards to Shanila's social interactions, Shanila's teachers noted that she is easily annoyed with others and exhibits clinically significant withdrawal and atypical behaviors. According to Shanila's teachers she sometimes refuses to talk; has trouble making new friends; takes a longer time processing information; does not seem to understanding body language and social cues; laughs excessively in a high pitch tone; stares at others; says things that make little sense; and acts confused. The teachers also reported at-risk to clinically significant concerns regarding her adaptive behaviors. Specifically, she has difficulties with functional communication, adjusting to changes in routine, and demonstrating adequate leadership and social skills.

Social Skills Improvement System (SSIS). Because Shanila's mother and teachers endorsed items that suggest that Shanila lacks adequate social skills, the SSIS Parent Rating Form and Teacher Rating Form was given to Mrs. Price and Shanila's current 3rd grade teacher. At the subscale level, the result of the ratings shows a general agreement between their perceptions of Shanila's social skills. Both raters reported that Shanila's Communication, Assertion, Empathy, Engagement, and Self-Control are all in the below average level. In contrast, Shanila's mother indicated that Shanila's Responsibility is at the average level, while Shanila's teachers indicated that her Responsibility is at the below average level. Shanila's teacher rated her Cooperation level as falling within the average range, compared to Mrs. Price who reported Shanila's Cooperation level as falling within the below average range.

Reflecting on Shanila's strengths, the following behaviors were reported on the parent and teacher rating forms. Shanila is generally responsible with other people's things, makes eye contact when talking to others, and speaks in the appropriate tone of voice. Furthermore, she pays attention to her mother's instructions and follows household rules. Mrs. Price reported that Shanila almost always expresses her feelings when wronged and often questions unfair rules. Shanila's teacher's ratings also reveal that Shanila demonstrates the following strengths in

the classroom: asking for help more often than not; staying calm when teased; participating in games/group activities; and starting conversations.

Overall, Mrs. Price reported that Shanila's Social Skills (SS=64, 1st percentile) are well below average range. Similarly, Shanila's teacher's ratings indicate that her Social Skills (SS=58, 1st percentile) fall within the below average range. These results suggest that Shanila has significant difficulties exhibiting appropriate social skills.

V. SUMMARY AND RECOMMENDATIONS

Shanila is a nine-year old third grade student that has attended Rolling Oak School since Kindergarten. Her mother noted that Shanila enjoys listening to music, playing the piano, being outside, and interacting with siblings. Although she is experiencing difficulties, Mrs. Price expressed that Shanila wants to do well in school. Similarly, Shanila's teachers described her as a student who loves horses, running, and outdoor activities. Shanila was evaluated during the spring of her first grade school year and documentation indicates that she did not meet criteria for special education at that time. Successively more intensive interventions have been implemented for Shanila since first grade to address academic difficulties in the areas of reading and math. While Shanila has demonstrated proficiency levels in basic reading skills and math calculations, her WIAT-III and classroom CBM performance indicates that she continues to experience difficulties with reading comprehension, vocabulary, math problem solving, and writing.

Previous interventions have also been implemented since her first grade year to address inappropriate classroom behaviors and social skills. These interventions have included tier 1 prosocial classroom curricula, inclusion in small friendship group counseling as well as individualized counseling. Overall, Shanila has made gradual progress. Although she is engaging in more peer interactions and generally follows directions, Shanila's teachers noted that she sometimes disobeys, refuses to comply with teachers' request, talks/laughs at inappropriate times, is easily distracted, stares at others, and can withdrawal at times from other students. In general, Shanila's mother noted at-risk to clinically significant ratings in withdrawal and at-risk concerns for hyperactivity, aggression, conduct problems, attention, anxiety, and social skills. Shanila's teachers reported at-risk to clinically significant concerns for hyperactivity, conduct problems, aggression, school problems, learning, attention, atypicality and withdrawal. Because Shanila often expresses a desire to avoid failing in addition to being worried about her peers' opinions, one of Shanila's teachers also rated anxiety and depression within the at-risk range. Furthermore, Shanila's teachers reported at-risk to clinical ratings for adaptability, social skills, leadership, and functional communication. Parent and teacher ratings on the SSIS also demonstrate that her social skills are well below the average level.

Furthermore, the current estimate of her general cognitive abilities are in the below average range of functioning. Within her cognitive profile sequential learning is a relative strength, which may explain Shanila's increased performance with concrete, step-by-step structured tasks, particular those presented with visual cues. Based on the above assessment results, her slow response to interventions provided has been inadequate with persisting skill gaps. Any special education placement considerations remain a parent/school personnel team decision. Therefore, the following recommendations noted below are made to support Shanila's

s academic progress, reduce inappropriate classroom behaviors, and improve her social and problem solving skills. Facilitating factors for her success include her desire to perform well in school, her positive regards for classes, and her parental supports for educational achievement.

- **Reading:** Continued intervention utilizing explicit instruction with immediate feedback is recommended. Given that Shanila performs better with structured tasks, graphic organizers and story maps could be used to help her identify important text elements; arrange words to make sentences; identify the sequence of events, grammar, setting, characters, problems, and resolutions; practice organizing information to gain understanding; and restating the main idea in her own words using. Shanila also may benefit from explicit and systematic vocabulary instruction by decreasing the amount of information she has to infer. Shanila would benefit from being exposed to word-rich stories and target words in varied and meaningful contexts. She would also benefit from being provided direct and incidental vocabulary instruction with multiple opportunities to practice and use target words. The following specific skills gaps were noted; difficulty differentiating paired words beginning or ending with the same sound, reading accuracy, difficulty making inferences, and errors in remembering concrete factual details in stories. It is important to note that some of her errors appeared to be related to rushing tasks. Thus, prompts to *slow down*, *stop-and-think*, or *take her time reviewing* may be helpful.
- **Math:** Continued intervention to address math problem solving is recommended. Explicit instruction can be delivered with immediate feedback. The following seven-step process may help Shanila improve her math problem solving skills: (1) Read the problem; (2) paraphrase the problem (orally or in print); (3) draw the problem; (4) create plan (with support) to solve the problem; (5) predict the answer; (6) compute the answer; (7) check the answer. Regarding complex numerical operations, Shanila may benefit from having ongoing access to a number line and a calculator, in addition to one-to-one supports.
- **Writing:** Shanila may benefit from intensified intervention to address writing skills. She may benefit from the direct use of graphic organizers to help her plan her writing. Additionally, writing instruction targeting sentence construction, combining sentences, the use of descriptives, and how to develop a thesis and a conclusion are warranted.
- **Individualized Social Skills Counseling:** Because Shanila continues to demonstrate social skills needs despite some prior progress toward intervention goals, individualized counseling in this area is warranted. The following specific needs are noted: replacement behaviors for staring at others, use of appropriate tone, reciprocity in conversation, scripts for introducing herself and kind communications, as well as some empathy building exercises to help her understand how others may feel when criticized or stared at. Additionally, some aggression and conduct problems. Therefore, problem-solving curricula addressing these needs is recommended.
- **Self-Affirmation Statements and Immediate Feedback:** Given that Shanila frequently comments on her failures and seems to worry about her academic progress and peer relationships, it is important to teacher her self-affirmations and writing these on an index card (e.g., "I am a hard worker", "I can do my best", "I can play well with other children") or reminder bracelet may be helpful.

- **Classroom Behavior: Throughout test and counseling sessions,** Shanila displayed more appropriate behaviors with the use of a sticker reinforcement sheet. Therefore, she may benefit from positive reinforcement strategies using visual stimuli. Because Shanila responds to one-to-one feedback and is at times is inattentive and off-task, she may also benefit from discreet cues or signals including teacher monitoring in close proximity to remind her to stay on task. Furthermore, Shanila appeared to understand the content in counseling sessions when presented visually. Hence, she may also benefit from visual cues regarding appropriate classroom behaviors.
- **Intellectual Functioning:** Based on teachers' reported and Shanila performance on the KABC-II, Shanila may benefit from step-by-step, concrete, structured tasks. Because Shanila experienced difficulties retrieving newly learned or previously learned information, she may also benefit from the use of memory aids and strategies to help her recall a greater amount of information (e.g., rehearsal/repetition; visual aids; break procedures down into smaller tasks; and lesson summaries using graphic organizers).

Maggie Zuker, B.S.
School Psychology, Practicum Student

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Certified School Psychologist # 12345

**Shanila Price's Assessment Results: Wechsler Individual Achievement Test, 3rd ed.
(WIAT-III)**

Composites/Subscales	Standard Score	Percentile	Descriptive Category
Total Reading	89	23	Below Average
Early Reading Skills	69	2	Significantly Below Average
Basic Reading	93	32	Average
Word Reading	90	25	Average
Pseudoword Decoding	97	42	Average
Reading Comprehension and Fluency	90	25	Average
Reading Comprehension	72	3	Below Average
Oral Reading Fluency	113	81	High Average
Oral Reading Accuracy	83	13	Below Average
Oral Reading Rate	112	79	High Average
Written Expression	85	16	Below Average
Alphabet Writing Fluency	119	90	High Average
Spelling	93	32	Average
Essay Composition	101	53	Average
Grammar and Mechanics	92	30	Average
Word Count	111	77	Average
Theme and Development and Text Organization	89	23	Below Average

(Continued)

(Continued)

Composites/Subscales	Standard Score	Percentile	Descriptive Category
Sentence Composition	71	3	Below Average
Sentence Building	84	14	Below Average
Sentence Combining	61	.5	Significantly Below Average
Mathematics	87	19	Below Average
Math Problem Solving	72	3	Below Average
Numerical Operations	105	63	Average
Math Fluency	127	93	Above Average
Math Fluency- Addition	132	98	Above Average
Math Fluency- Subtraction	105	63	Average
Math Fluency- Multiplication	136	99	Above Average
Total Achievement	82	12	Below Average

Kaufman Assessment Battery for Children (KABC-II)

Scale Indexes	Standard Score	Confidence Interval	Percentile	Descriptive Category
Sequential/Gsm	94	84-104	34th	Average
Number Recall	10		50 th	Average
Word Order	8		25 th	Average
Simultaneous/Gv	87	78-98	19th	Below Average
Rover	6		9 th	Below Average
Triangles	10		50 th	Average
Learning/Glr	70	63-79	2nd	Significantly Below Average
Atlantis	6		9 th	Below Average
Rebus	3		1 st	Significantly Below Average
Planning/Gf	69	62-78	2nd	Significantly Below Average
Story Completion	4		2 nd	Significantly Below Average
Pattern Reasoning	5		5 th	Below Average
Knowledge/Gc	72	64-82	3rd	Below Average
Verbal Knowledge	6		9 th	Below Average
Riddles	4		2 nd	Significantly Below Average
Nonverbal Index	84	78-90	14th	Below Average
Fluid-Crystalized Index	72	66-78	3rd	Below Average

Behavior Assessment System for Children- 2nd Edition – Parent Rating Form

Clinical Scales	T score	Percentile
Hyperactivity	66*	93
Aggression	64*	91
Conduct Problems	69*	96
Anxiety	60 *	84
Depression	41	17
Somatization	36	3
Atypicality	52	71
Withdrawal	75**	99
Attention Problems	68*	94
Adaptive Scales		
Adaptability	43	27
Social Skills	25**	1
Leadership	49	44
Activities of Daily Living	58	78
Functional Communication	45	26
Externalizing Problems	69*	95
Internalizing Problems	45	33
Adaptive Skills	43	22

**clinically significant * at risk

Behavior Assessment System for Children- 2nd Edition – Teacher Rating Form

Clinical Scales	Teacher 1		Teacher 2	
	T score	Percentile	T score	Percentile
Hyperactivity	73**	96	73**	96
Aggression	71**	95	66*	92
Conduct Problems	70**	94	65*	91
Anxiety	61*	86	51	62
Depression	54	76	65*	92
Somatization	42	19	50	64
Attention Problems	62*	85	68*	94
Learning Problems	68*	93	64*	89
Atypicality	77**	97	67*	94
Withdrawal	86**	99	75**	97
Adaptive Scales				
Adaptability	30**	3	30**	3
Social Skills	28**	1	30**	2

(Continued)

(Continued)

	Teacher 1		Teacher 2	
Leadership	34*	4	36*	8
Study Skills	45	31	35*	9
Functional Communication	19**	1	28**	3
Externalizing Problems	73**	97	69*	95
Internalizing Problems	53	70	57	80
School Problems	66*	93	67*	94
Adaptive Skills	29**	2	29**	3

**clinically significant * at risk

Social Skills Improvement System, Parent and Teacher Rating Scales

Parent Scores	Standard Score/ %	Descriptive
Social Skills	64 / 1st	Well Below Average
Communication		Below Average
Cooperation		Below Average
Assertion		Below Average
Responsibility		Average
Empathy		Below Average
Engagement		Below Average
Self-Control		Below Average
Teacher Scores		
Social Skills	58 / 1st	Well Below Average
Communication		Below Average
Cooperation		Average
Assertion		Below Average
Responsibility		Below Average
Empathy		Below Average
Engagement		Below Average
Self-Control		Below Average

EXHIBIT 9.2

Counseling Intervention Report: Test Anxiety and Withdrawal

COUNSELING SUMMARY REPORT

This report contains privileged and confidential information and may only be released with written parental consent except as provided by law.

Name: Derek Carroll **Date of Report:** X/XX/XX **Grade/Age:** 5th/ 11 years, 3 months
Practica Student Counseling Co-facilitator: Ally Hodge
Supervising Counselor: Ms. Shelia Maxwell Ed.S., School Psychologist, NCSP
Session Dates: 11/10/14, 11/17/14, 12/11/14, 1/12/15, 1/19/15, 1/26/15, 2/2/15, 2/9/15

EDUCATIONAL REFERRAL

Derek was initially referred due to concerns regarding possible test-taking anxiety including self-derogatory statements before tests, his global predictions of failure on math tests, and some withdrawal and nervous gestures on tests (e.g., biting nails, taping, staring at work items without attempting them). These behaviors were most frequently exhibited during math group assignments, quizzes, and tests. In addition, his teacher noted concerns for decreasing scores as the math curricula demands for higher order critical thinking skills have increased and there is less emphasis on calculation or rote math facts. It was noted he turns in all math homework and his parents note he studies ahead for math quizzes but reports “his brain freezes” and he can’t remember how to do the problems on a test.

EDUCATIONAL HISTORY

Derek has attended Westside Elementary School since kindergarten. Over the past few years, he has earned primarily average to above average grades in all of his courses, with the exception of math grades that have a downward trend. Table 1 (below) summarizes his grades during third and fourth grades as well as the first semester of fifth grade.

Table 1. Derek’s Course Grades for Grades 3-5

	3rd Grade	4th Grade	5 th Grade <i>Fall Semester</i>
Reading	A	A	A
Writing	B	B	A
Math	A	B	C-
Science	A	B	B
Social Studies	A	A	B

Derek's performance on the State Comprehensive Assessment Test (SCAT) over the past two years is indicated in Table 2 (below). During fourth and fifth grades, he earned proficient or near proficient scores in reading on the SCAT; however, he consistently performed below grade level in math. Table 3 indicates his performance on the Stanford Achievement Test, 10th Edition (SAT-10). Although he did not meet the school's performance criteria (i.e., scores corresponding to the 40th percentile or higher) in either reading or math on the 2010 administration of the SAT-10, he did meet these standards in math the following year (in fourth grade).

Table 2. Derek's Performance on the SCAT in Grades 3-4

Date/Grade	Reading			Math		
	Scale Score	Developmental Score	Level	Scale Score	Developmental Score	Level
3/2010 (3rd Grade)	284	1203	3	143	574	1
3/2011 (4th Grade)	296	1443	2	246	1220	1

Table 3. Derek's Performance on the SAT-10 in Grades 3-4

Composite/Subtest	3/2010 (3rd Grade)		3/2011 (4th Grade)	
	Scale Score	Percentile	Scale Score	Percentile
Total Reading	563	7	588	16
Comprehension	549	4	594	20
Vocabulary	566	14	579	17
Total Math	541	5	616	48
MathPro	527	5	625	59
Problem-solving	549	7	609	39

INTERVENTION GOALS

Counseling sessions were adapted from the *Coping Cat* curriculum, a cognitive-behavioral intervention program designed to increase children's understanding of the interrelations among thoughts, behaviors, and feelings in coping with anxiety. Sessions were designed to increase Derek's skills in identifying anxious feelings and distinguishing them from similar and dissimilar feelings. Other intervention goals included increasing his knowledge of the physiological symptoms of anxiety, the interrelations among cognition, emotion, and behavior, and effective relaxation strategies.

PRE-COUNSELING ASSESSMENT

Over the course of the intervention, Derek's progress and outcomes were evaluated in a number of ways. The following describes the assessment procedures that were used to evaluate Derek's skills and behaviors both prior to and following intervention.

Assessment of Skill Knowledge: Relaxation Strategies

Prior to intervention, Derek's baseline knowledge of relaxation strategies was assessed. He was prompted with the following statement: "Tell me some strategies you know for calming yourself down when you feel nervous." When given this prompt, Derek thought for a long time before noting maybe he could take deep breaths to calm down, which is something his teacher had taught him. Further conversations with Derek during the pre-counseling assessment indicated that deep breathing was the only strategy he knew for calming himself in anxiety-provoking situations and that he was unclear as to when and how to apply this strategy. When demonstrated, he took deep/fast breaths in rapid sequence that appeared actually increase his anxiousness and create some shortness of breath.

Behavior Assessment System for Children-Progress Monitor Form (Internalizing)

The BASC-2 Progress Monitor-*Internalizing* is a brief progress monitoring measure used to assess internalizing symptoms and behaviors. Using this assessment, Derek's teacher rated his behaviors both prior to and following the counseling intervention. Scores below 60 denote behaviors in the average range, whereas scores of 60 and above denote behaviors in the at-risk to clinical range. Lower scores on this measure indicate more adaptive behaviors. Prior to intervention, Derek's internalizing behaviors were rated in the at-risk range ($T = 62$). Regarding Derek's behavior, his teacher endorsed statements such as "is nervous" and "worries about making mistakes."

Testing Behaviors Observations

Derek's behaviors were observed during math bi-weekly quizzes before and during the counseling intervention. The frequency of interference and maladaptive behaviors were noted for biting nails, nervous finger tapping, and staring at test items for over 30 seconds without attempting them.

DESCRIPTION OF INTERVENTION

Sessions from the Coping Cat curriculum were modified to develop a targeted intervention plan for Derek. Additional evidence-based strategies (e.g., relaxation techniques) were incorporated into the sessions as well. Each week, Derek met with the counselor for 30 minutes. The following describes topics and strategies presented each week during the counseling session.

Session 1: Building Rapport

The counselor met with Derek to introduce herself and to begin building rapport. The counselor indicated to Derek that she would be meeting with him each week, and the purpose of this session and future sessions was discussed. His assent to participate was obtained.

Session 2: Identifying Anxious Feelings

The counselor discussed the nature of anxious feelings as well as how they are similar to and different from other types of emotions (e.g., excitement, happiness and sadness). In particular, differences between feelings of anxiety and sadness were reviewed. The counselor and Derek

discussed ways in which anxious feelings may be adaptive (e.g., fleeing when in real danger, impetus to study hard for tests) and also review various scenarios in which an individual might feel anxious and the feelings are counter-productive (e.g., when taking a test or when participating in a competition and the anxiety cause one to *freeze*). His homework included keeping a journal to note times he felt anxious feelings and whether the feeling were helpful or not.

Session 3: Identifying Somatic Responses to Anxiety

The session began with a review of Derek's journal and a discussion of his insights into his own feelings. The counselor and Derek identified common physiological precursors and indicators that help individuals recognize the onset of anxiety (e.g., fast heartbeat, quick breathing, sweating, tense muscles, tapping, nail biting etc.). In particular, Derek identified his personal somatic responses to anxiety (i.e., upset stomach, quick breathing, and fast heartbeat). His homework assignment was to not when he notices his own somatic responses and what he is doing and thinking at that time.

Session 4: Relaxation Training

The session began with a review of Derek's journal and a discussion of his insights into recognizing his own somatic responses to anxiousness. The counselor modeled two relaxation techniques for Derek, including progressive muscle relaxation and deep breathing. Subsequently, Derek was given multiple opportunities to practice these techniques with direct feedback. Finally, specific scenarios in which the strategies might be useful were discussed. His homework assignment was to try the techniques two each day and to note how he felt afterwards.

Session 5: Identifying anxious self-talk and learning to challenge thoughts

The session began with a review of Derek's journal and a discussion of his use of relaxation techniques he had learned in the prior session. Two additional relaxation strategies were presented; kinesthetic movement and imagination station. The kinesthetic movement (i.e., pressing on floor with feet, pushing tongue against roof of mouth) were introduced as a more adaptive method of release tension in a classroom setting to replace nail biting (which was maladaptive) and finger tapping (which was disturbing others). He also was asked to identify thoughts he has when he starts to feel anxious (e.g., "I'm going to fail this test."). "Thought traps," or maladaptive patterns of thinking described in the Coping Cat manual, were discussed (e.g., the "perfectionist" and the "blinders"). Derek practiced challenging these thoughts with more adaptive self-talk in session. Specifically, Derek and the counselor collaborated to identify replacement self-affirmation statements (e.g., "I studied and I am ready", "I am smart", "I am a good student", "Math is fun") that could be used in place of self-derogatory ones. He choose to adopt, "I studied and I am ready" as his mantra and made a discrete bracelet as a personal cueing reminder. His homework assignment was to practice his relaxation techniques and use his mantra noting in his journal the preceding thoughts and somatic reactions to any anxious feelings as well as his feelings after using his strategies.

Session 6: Reviewing anxious and coping self-talk and developing problem-solving skills

The session began with a review of Derek's journal. He was taught one final relaxation technique, imagery (i.e., imagining his favorite place on the beach) and provided a phone app to

that portrayed this image. Moreover, strategies for challenging anxious self-talk were reviewed (from the previous week). A problem-solving framework for identifying anxious self-talk and taking appropriate steps to reduce anxious feelings was discussed and practiced. Finally, Derek reviewed his self-affirmations (developed during the previous session). His homework assignment was to utilize the new phone relaxation application, continue practicing his other relaxation techniques, and to note thoughts when anxiousness occurred.

Session 7: Introducing self-evaluation and self-reward

Derek learned strategies for evaluating his use of relaxation and problem-solving techniques include a feature on the phone application that could monitor his use of the app, note his feelings, and graph his progress toward relaxation. He also generated ideas for possible rewards to acknowledge instances of success with these strategies. His homework was to continue using the relaxation strategies in preparation for the term math test. Derek was told that sessions would conclude at the next meeting.

Session 8: Review and Closure

The counselor met with Derek one last time to provide closure to the intervention, to reassure him that he could contact her throughout the year if needed, and to answer any remaining questions. A brief post-intervention measure was administered to test his recall of strategies taught. A brief celebration acknowledged his accomplishments throughout the sessions. He was informed that a booster session would be conducted following spring break to review his progress.

Session 9: Booster

Following the spring break, a booster session was utilized to remind Derek of his strategies and to review his perceptions of his own progress.

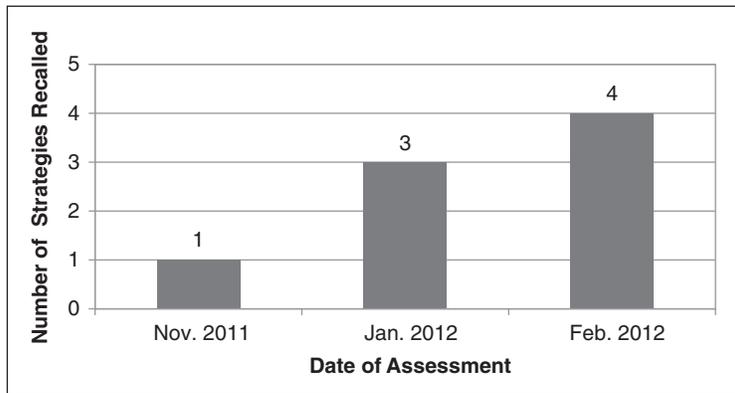
POST-COUNSELING ASSESSMENT

Measures from the pre-counseling assessment also were used to evaluate Derek's progress and outcomes both during and following the intervention. In particular, Derek was administered two additional skill knowledge assessments, and Derek's teacher completed a second BASC Progress Monitor rating form after the sessions were complete. Finally, classroom observations were conducted across the duration of the intervention. The following describes the results of these assessments.

Assessment of Skill Knowledge: Relaxation Strategies

In addition to completing the skill knowledge assessment prior to intervention, Derek also completed this assessment in January following winter break and in February. Similar to the first administration, Derek was asked to tell the counselor about strategies he knew for calming himself. In January, Derek was able to name and accurately describe three strategies (i.e., deep breathing, progressive relaxation, and imagery). At the February booster session, Derek was able to identify and describe four relaxation techniques (i.e., deep breathing, progressive muscle relaxation, kinesthetic movement, and imagery). Figure 1 (below) illustrates Derek's progress in learning these techniques throughout the intervention.

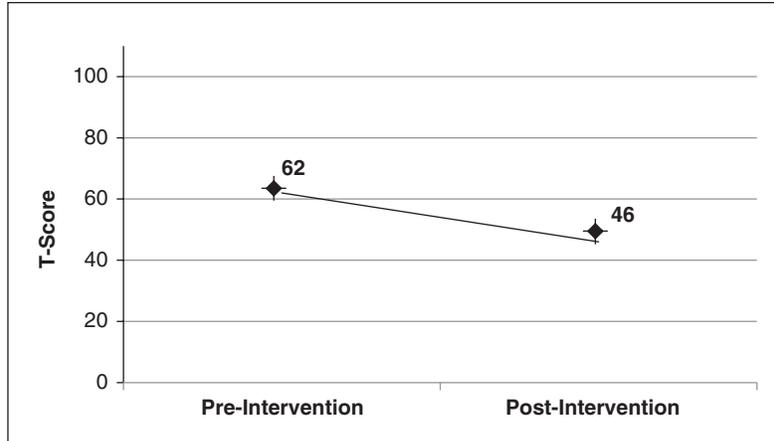
Figure 1. Assessment of Skill Knowledge (Maximum Score of 5 Correct Answers)



Behavior Assessment System for Children-Progress Monitor Form (Internalizing)

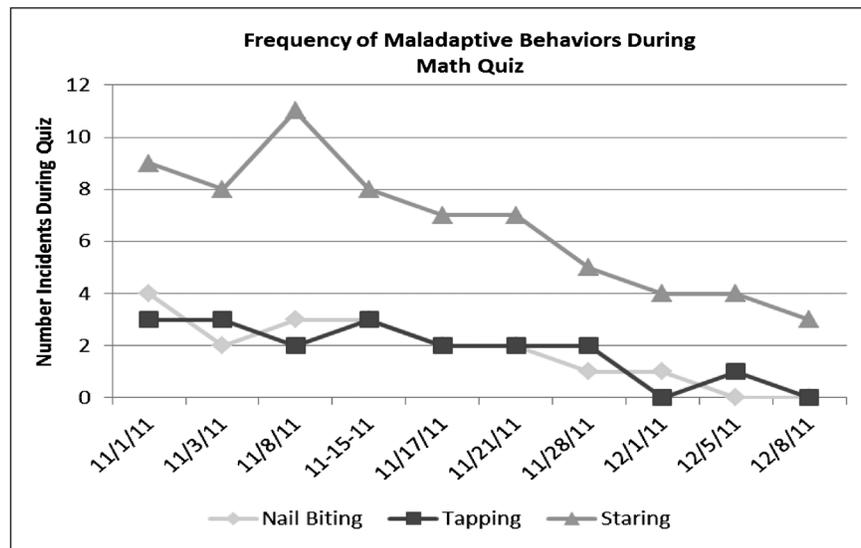
Prior to and following intervention, Derek’s teacher completed the BASC-2 Progress Monitor—*Internalizing* to evaluate his behaviors. Initially the score was in the at-risk range and at the end of intervention it was in the average range. Results of this assessment before and after the intervention are displayed in Figure 2 (below).

Figure 2. BASC-2 Progress Monitoring—Internalizing



Classroom Observations

Classroom observations were conducted prior to and during intervention to document the frequency of interference/maladaptive test-taking behaviors (i.e., nail biting, finger tapping, and staring at items over 30 seconds before attempting them). Observations were made during bi-weekly math quizzes (15 minutes each). As noted in the graph below, problematic behaviors decreased.



SUMMARY AND RECOMMENDATIONS

Derek is an eleven-year-old, fifth grade student at Westside Elementary School. Throughout elementary school, he achieved average to above average grades in most of his coursework, although math grades are recently lowering. His performance on the SCAT in both third and fourth grade indicated that he consistently met grade level standards in reading but has performed below grade level in math. He was referred for short-term counseling intervention due to concerns regarding perceived test-taking anxiety (i.e., nail biting, not attempting items promptly, tapping) and derogatory self-statements, particularly in regards to his performance in math. As a result, an eight week counseling intervention with a post therapy booster session was developed to assist Derek in learning more adaptive coping strategies. This intervention was based on the Coping Cat program and was grounded in a cognitive-behavioral approach.

Various measures were administered both prior to and following the intervention to assess Derek's knowledge of coping strategies and his behaviors in the classroom environment. Results of skill knowledge assessments (in which he was asked to identify and describe potential relaxation strategies) indicated that his repertoire of self-calming techniques increased over the course of intervention (from one strategy to four strategies). Moreover, teacher ratings of Derek's behavior on the BASC Progress Monitor-*Internalizing* indicated that his internalizing score went from the at-risk range to the average range. Finally, classroom observations, in which maladaptive test behaviors were noted indicated lower nail biting, finger tapping, and staring behaviors. Math quiz scores also were reported as improving.

Based on these results, it appears that Derek has increased his knowledge of coping strategies for managing test anxiety. As such, the following recommendations are made to support Derek's continued progress in the school setting.

- Derek may benefit from prompts/cues to apply his newly learned relaxation strategies in the classroom. These cues may include private teacher cues, note cards, or other visuals that

will remind him to apply relevant strategies when appropriate. Prompts should be accessible to Derek throughout the day, especially prior to and during stress-inducing activities (e.g., before a math test).

- To further reduce potential test-taking anxiety, Derek may benefit from instruction in test-taking strategies. These strategies may include topics such as studying and preparing for exams and responding to common types of test questions.
- To review and reinforce information and strategies presented during the counseling intervention, Derek should be provided with booster sessions, as necessary.

Clinic-based Psychoeducational Case Report

Specific Learning Disabilities With Mixed Anxiety/Depressive Characteristics

CONFIDENTIAL

Psychological Report

Name: Antwan Williams

Date of Birth: 01/21/1997

Age: 11 years

Grade: 5th (Retained in Kindergarten)

Dates of Evaluation: 02/25/2009

Evaluators: Samuel Goldstein, M.Ed.

Walter Sorice, Ph.D.

This report contains privileged and confidential information and may only be released with written parental consent, except as provided by law.

I. REASON FOR REFERRAL

Antwan was referred to the center by his guidance counselor and his mother Ms. Nicole Williams. This referral was initiated due to mutual concerns about Antwan's psychosocial adjustment and academic functioning. Specifically, Antwan is reported to express a limited range of emotions, exhibit frequent depression type symptoms, have a poor self-concept, seem anxious at times and have limited social interactions with other students. Additionally, he has difficulty with reading fluently, understanding what he reads, expressing his ideas in written language, attending to instruction, completing assignments, and basic organizational skills (e.g., ordering his materials in his work environment). The purpose of this evaluation is to gain a better understanding of the nature of Antwan's difficulties and to provide resources and strategies to help Antwan's caregivers and teachers remediate these difficulties.

II. BACKGROUND

Developmental and Medical History

Based on his mother's report (Ms. Williams), Antwan weighed 7-pounds, 5-ounces at birth. No significant pregnancy or delivery concerns were reported. Antwan had regular eating and sleeping patterns, adapted easily to change, sustained attention well and had a generally cheerful mood as an infant. Overall, he is reported to have an easy temperament. His early developmental milestones were met within normal limits, with no concerns about delays in basic skill acquisition. Ms. Williams first noticed symptoms of inattention in Antwan in Kindergarten. He began having difficulties with following directions, listening when being read a book, paying attention when talking with others, and completing an activity in a reasonable amount of time. Furthermore, Antwan also began to complain of frequent headaches around this time. According to Ms. Williams, she suspects these headaches are sometimes triggered by academic and interpersonal stress (e.g., fighting with his siblings). She also notes physician visits over time indicate no physical reason for the headaches.

Psychosocial History

Antwan lives in Martin County with his mother, Ms. Nicole Williams and his 13-year old sister, April, and 12-year old brother, Anthony. Antwan also has a younger half-sister (4-year old Veronica) who lives with his father. Ms. Williams is employed as a Retail Specialist and Antwan's father (Mr. Eric Sanders) works in education. Antwan's parents separated shortly after his first birthday. Antwan is reported to get along well with his father and to see him on a regular basis. At home, Antwan and his sisters frequently argue and fight with each other. More specifically, Ms. Williams reports that Antwan's older siblings can be bossy and dominating at times (i.e., name calling, teasing, etc.).

Ms. Williams is highly concerned about Antwan's emotional state. In particular, she worries that his academic difficulties may be adversely affecting his self-esteem. Antwan often feels embarrassed when he does poorly on academic activities (e.g., tests, assignments), sometimes becomes moody or irritable, and begins to worry about his future performance. He is reported to believe that he is not as smart as are other students; is easily affected by negative moods or negative experiences; and he sometimes gets angry when he experiences mild setbacks or failures. Mrs. Williams also reports that Antwan often overeats, complains of not feeling well on school mornings, has difficulty falling and staying asleep, and frequently complains about being tired. She notes his bedtime is irregular between homes and that he likes to listen to loud music at night or leave the TV on. His father, Mr. Sanders reports that Antwan follows his directions well although he sometimes has to repeat them, complies with a regular bedtime routine, and that he has about three close friends with whom he plays with regularly. He mentioned Antwan does need multiple reminders to complete his homework and put it in his book bag. In lieu of sibling relationships, Mr. Sanders noted he does not allow arguing or fussing when the children are at his home and generally they only need one stern reminder, otherwise they know they will lose privileges (e.g., computer time, movie night). Mr. Sanders is concerned that Antwan reports some issues with his peer relations at school (feeling neglected by same-age peers, and he is sometimes reluctant to initiate social contacts with new children).

Previous Psychoeducational Information

Antwan was evaluated by the School Board of Martin County to assess his educational needs in Kindergarten. On the Reynolds Intellectual Assessment Scales (RIAS), he obtained a composite intelligence index score in the average range (SS=102). His performance was better on subtests that assessed his nonverbal reasoning skills (i.e., SS=113) than it was on tests that assessing his verbal reasoning skills (i.e., SS=94, average range). Antwan's memory skills on the RIAS also were in the average range (SS=103). Basic Reading (SS=76), Reading Comprehension (SS=73), Spelling (SS=79), and Written Expression abilities (SS=72) were in the below average range on the Woodcock Johnson Tests of Achievement, Third Edition (WJ-III-TA). In contrast, his Math Calculation (SS=80) and Math Reasoning (SS=85) abilities were in the low average range and his Picture Vocabulary (SS=110) and Oral Comprehension (SS=100) abilities were in the average range on the WJ-III-TA. Antwan's processing speed on the Woodcock Johnson Tests of Cognitive Abilities, Third Edition (WJ-III-COG) was in the average range (SS=108). Antwan's reading abilities on the Test of Early Reading Ability, Third Edition (TERA-III) (SS=61), and

his auditory perceptual quotient on the Test of Auditory Perceptual Skills-Revised (TAPS-R) (SS=76), were in the well below to below average range. Antwan was identified as having a Specific Learning Disability (SLD) as a result of this evaluation and deemed eligible to receive Exceptional Student Education (ESE) services to address his learning problems.

Antwan has received ESE services since Kindergarten, including small group reading instruction and co-teach individualized instruction. He also has been instructed in the Read Naturally program to increase his reading fluency and his teachers use Dolch words to increase his sight-word identification. However, Antwan continues to struggle in reading despite these interventions. Specifically, he has great difficulty sounding out what he reads, identifying sight words, reading fluently, writing legibly, expressing his ideas in written language, knowing what and how to study, completing assignments independently, and remembering instructions for assignments. Antwan's current reading level is estimated to be at the 2nd or 3rd grade level and his State Comprehensive Achievement Test (SCAT) scores in reading (level 1, range 1-5) and writing (level 2) were below grade expectations. He obtained a level 3 (average, on benchmark) for his SCAT in math. Antwan's individualized education plan (IEP) includes goals for Curriculum and Learning Environment. Program modifications/accommodations include providing small group instruction, extended time on tests/tasks, frequent breaks, verbal encouragement, and having some test items read aloud to him.

III. CURRENT EVALUATION

Measures Administered:

Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)

Children's Memory Scale (CMS)

Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III-TA), Form A

Test of Word Reading Efficiency (TOWRE), Form A

Behavior Assessment System for Individuals, Second Edition (BASC-2)

Parent, Teacher, and Self-Report Forms

Conners-3—Parent Form

Beck Youth Inventories, Second Edition (BYI-2)

Behavior Assessment System for Individuals-Student Observation System (BASC-SOS)

Behavior Rating Inventory of Executive Functioning (BRIEF)

Parent and Teacher Forms

Record Review

Parent Interview

Teacher Interview

Classroom Observation

IV. ECOLOGICAL EVALUATION

Teacher Interview

Antwan's 5th grade regular education teacher, and his Exceptional Student Education (ESE) teacher were interviewed. Both teachers reported that Antwan had significant problems with

reading and spelling. Specifically, Antwan struggles with word attack skills, reading fluency, and comprehension. He is proficient with many sight words but he continues to struggle with achieving phonological awareness and with his phonics skills. Antwan currently obtains core and supplemental reading instruction through Triumphs Intervention Series, the Reading Excellence Word Attack and Rate Development Strategies (REWARDS), and Read Naturally curricula.

Teachers described Antwan as a child who is likeable, follows classroom procedures and rules well, and obeys adults, and acts civilly toward his peers. They indicated that his math skills are an area of relative strength, although he has not yet demonstrated mastery of basic math facts. Antwan's teachers also reported that he sometimes demonstrates difficulty attending to instruction and completing tasks independently. He is disorganized and has difficulty finding his materials and supplies. He requires a great deal of repetition and verbal prompting throughout the school day. They also noted that at times his affect is flat and he has low confidence in his abilities. Further he sometimes appears tired and lacks energy as though he has not had enough sleep. He infrequently initiates social interactions with his peers outside of his best friends and he appears to prefer to sit by himself and watch as others interact during social activities.

Classroom Observation

Antwan was observed in his regular education classroom on three separate occasions. The observation periods included, a whole group teacher-directed shared reading activity with students at their tables, small group instruction, and whole group teacher-led reading with the children on the carpet. For the first observation, there were 20 students present in his class and they were seated in groups of 3-4 students at small tables. Antwan was seated toward the side of the room, near a wall of classroom windows. Students were instructed to follow along in their individual books. Antwan sat quietly during this 20-minute activity but he frequently looked out the window to watch children on the playground instead of following along in his book.

After the shared reading activity concluded, students were instructed to form into reading groups. Antwan readily moved to a table in the center of the room. Three other students and the teacher joined Antwan at this table for supplemental instruction. The teacher gave a series of oral directions, which Antwan followed well. Then each group completed a practice test in preparation for the "real" test that was scheduled to take place the following day. Higher order thinking questions were asked and then the students were instructed independently record their responses. This was followed up with an oral discussion of students' responses. Antwan maintained a quiet demeanor, but willingly responded when called on during this activity. His behavior during this observation period was generally on-task and consistent with behaviors demonstrated by his classmates. He complied with teacher requests, completed his work as directed, and easily transitioned between activities.

A formal observation also was completed using the BASC Student Observation System. Antwan was observed in class during whole group reading instruction in which children sat in a circle on the carpet. Antwan exhibited positive adaptive behaviors 53% of the total observation interval. These behaviors included listening to, and completing work as directed. Problem behaviors were evident during 47% of the interval. These behaviors included inattention (e.g., looking out the window, flipping through the pages of the book while the teacher read

from the chapter book, staring). Across observations, Antwan was best engaged when seated with a small group for instruction and most off task during less structured reading whole group instruction or when seated next to the windows for independent work.

V. PSYCHOEDUCATIONAL EVALUATION

Behavior During Testing

Antwan was evaluated over a two-day period at the State University. On both days Antwan was brought to the clinic by his mother, Ms. Williams.

Psychological Evaluation

Rapport was established easily with Antwan. Upon presentation, his mood appeared congruent and his affect was full range. Antwan greeted the examiner warmly with a smile and a handshake. However, Antwan's tended to respond to the examiners prompts with short answers. Antwan's level of activity was typical for his age and he generally persisted on difficult tasks, although he appeared momentarily distracted a few times. He was provided breaks during testing and did not appear to become overly frustrated with difficult items, as he smiled when he was unable to answer challenging items. Generally, Antwan was slow and careful in responding and he seemed attentive to quick-paced tasks. However, at times Antwan appeared distracted on tasks that required him to sustain his attention for extended periods of time. For example, Antwan seemed to stare off into space, look down in his lap, and fiddle with the buttons on his shirt on a task that required him to remember and repeat number sequences. Overall, despite of the noted issues, Antwan was very cooperative during testing and he appeared at ease and comfortable. Considering Antwan's cooperative and positive behaviors the results of this evaluation are considered an accurate estimate of his current functioning.

Academic Achievement Evaluation

On the second day of the evaluation Antwan was accompanied to the clinic by his mother. The evaluator initiated a social conversation with Antwan and he responded to questions eagerly making good eye contact with the evaluator. He put forth good effort throughout the assessment. Considering Antwan's positive and cooperative behaviors the results of this evaluation are considered an accurate estimate of his academic functioning at this time.

VI. COGNITIVE FINDINGS

Overall Cognitive Abilities

Antwan was administered the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV) to assess his intellectual abilities. The WISC-IV is a commonly used intelligence test that allows for the calculation of a full scale intelligence quotient (FSIQ) as well as composite scores that describe narrower cognitive abilities. This measure has a mean of 100 and any scores that are in the range of 85-115 are considered to be within the average range. Antwan's FSIQ of 97 (42 percentile) on the WISC-IV is in the average range compared to other children his age and background. No significant discrepancies were noted between his verbal comprehension,

perceptual reasoning, processing speed, or working memory abilities. The following section describes Antwan's abilities in greater detail.

Verbal Comprehension

Verbal abilities are in the average range (SS=98, 45%). He exhibited a relative strength in being able to describe how objects or concepts are similar. He was able to articulate his answers clearly and demonstrate an understanding of abstract concepts on tasks that required him to comprehend the meaning of words or concepts.

Perceptual Reasoning

Antwan's perceptual abilities are in the average range (SS=98, 45%). Overall, Antwan demonstrated age appropriate skills on tasks that required him to identify relationships among figures or concepts and copy patterned designs using blocks.

Processing Speed

Ability to complete simple cognitive paper and pencil tasks quickly and efficiently fell in the average range (SS=97, 42%). Antwan put forth good effort and appeared to be motivated by being timed while completing processing speed tasks.

Memory

Antwan was administered the Children's Memory Scale (CMS) and portions of the WISC-IV to examine his overall memory ability, as well as his short-term visual memory, long-term visual memory, short-term verbal memory, long-term verbal memory, and working memory. The CMS has a mean of 100 and scores that are in the range of 85-115 are considered to be within the average range. Similarly, scale scores of 10 +/-3 are considered average. Antwan's overall memory as measured by the CMS was in the high average range (SS= 119, 90%). The following sections describe Antwan's memory skills in detail to provide a more comprehensive view of his memory abilities.

Visual memory

Antwan's ability to store and recall visual information after a short delay on the CMS is well developed (i.e., Visual Delayed, SS=122, 93%) and a strength for him. His Visual Immediate memory is in the average range (SS=109, 73%). Therefore, it is important for him to carefully attend to information when it is first presented.

Verbal Memory

Antwan's immediate recall of verbal information on the CMS is in the average range (SS= 106, 66%), whereas his delayed recall of verbal information falls in the high average range (SS= 112, 79%). An examination of Antwan's verbal memory suggests that he appears to benefit from practice and rehearsal when learning decontextualized verbal information (such as unrelated word pairs). Thus, he may benefit from having additional time to process and organize decontextualized verbal information.

Delayed Recognition

Delayed recognition abilities on the CMS are in the high average range (SS=112, 79%). After being presented with information (both visually and verbally), Antwan was able to accurately remember salient details and discriminate from correct and incorrect answer choices.

Working Memory

Working memory refers to the ability to keep information in immediate awareness while using that information to solve a problem. Antwan's auditory working memory abilities fluctuated considerably as assessed on the WISC-IV and the CMS, with Antwan's performance on the WISC-IV falling in the average range (SS=97, 42%), and in the below average range on the CMS (SS= 74, 5%). The variability in Antwan's performance may be accounted in part by his difficulty with attention regulation and control, and by the fact that the CMS relies on recall of more complex strings of verbal information, which may have been more taxing on his working memory.

Attention and Executive Functioning

Two teachers completed the BASC-2 to provide information on Antwan's overall psychosocial functioning. T-scores of 50 +/- 10 are considered average. Based on these reports, Antwan has considerable difficulties with regulating his attention at home and at school even though Antwan himself did not endorse having attention problems at school which may indicate a lack of personal awareness. Specific indicators included forgetting things, being easily distracted, difficulty with organization of work materials, difficulty listening to directions, careless mistakes due to missing details, difficulty with concentration, and sometimes appearing not to hear instruction. These items are consistent with observational interview data. His mother's responses to the Conners-3 also suggest significant concerns with inattention.

Antwan's mother and a teacher also completed the Behavior Rating Inventory of Executive Function (BRIEF) to measure his executive functioning in everyday situations. Higher percentiles on the BRIEF indicate more problematic symptoms. Based on Ms. William's responses, Antwan exhibits difficulties with executive functioning at home in most areas assessed, including behavior regulation (i.e., Antwan's ability to inhibit impulsive responses, adjust to changes in routine or task demands, and modulate emotions), and metacognitive skills (i.e., sustain working memory, plan and organize, initiate goal-oriented behaviors, monitor his own behavior, and organize his materials). In contrast, his primary teacher reported significant concerns with Antwan's metacognitive skills but not with Antwan's behavioral regulation in the classroom.

Behavior Regulation

Behavioral inhibition relates to the ability to resist impulses and to control one's behavior at the appropriate time. Individuals with behavioral inhibition difficulties often have trouble resisting impulses and considering the potential consequences of their actions before they act. Antwan's lower behavioral regulation scores in the home environment contrast with those scores in the school environment, suggesting that he may be less able to resist impulses at home.

This is especially the case if he becomes emotionally upset as Antwan may experience sudden mood changes and fits of anger if he thinks that he is being victimized by others. According to Ms. Williams, Antwan often loses his temper at home when perceiving he is being provoked or teased by his siblings.

Metacognitive Skills

Metacognitive skills allow an individual to think about his or her own thinking. These skills assist an individual with regulating his or her behavior to accomplish goals or desired outcomes. According to teacher ratings, Antwan is reported to have difficulties with getting started on activities, planning a sequence of actions (e.g., preparing for a test), and organizing his materials. Many of these difficulties may stem from Antwan's limited metacognitive abilities.

VII. ACADEMIC ACHIEVEMENT RESULTS

Antwan's achievement in the areas of reading, writing, and mathematics was assessed with the Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III-TA) and the Test of Word Reading Efficiency (TOWRE). These tests have a mean of 100 and scores between 85 and 115 are in the average range.

Reading Skills

Results from the WJ-III-TA suggest that Antwan's broad reading abilities are in the below average range (SS= 64, 1%). More specifically, his phonemic awareness, phonics, fluency, vocabulary, and comprehension abilities are reviewed below to more clearly illustrate his reading abilities.

1. Phonemic Awareness refers to the ability to distinguish between and manipulate sounds in spoken language. This skill is exhibited when children rhyme and segment parts of sound within words. Antwan's phonemic awareness was found to be in the low average range (SS=83) on the WJ-III-TA (word attack) and in the very low range (SS=69) on the TOWRE (phonemic decoding efficiency). On both subtests, Antwan was able to produce initial consonant sounds in "cvc" and cvce words, but was unable to produce sounds of such digraphs as "ch" and "sh". He also demonstrated inconsistent vowel sound production. For example, when he was presented with the pseudoword "sluke," he pronounced the word as "sluk."
2. Phonics refers to the ability to understand that written letters represent a spoken sound. This skill enables children to decode a written word into a spoken word. Antwan's phonic's skills were found to be in the below average range on the WJ-III-TA (letter/word identification) and the TOWRE (sight word efficiency) (SS = 70 and 73 respectively). Antwan was able to identify several unisyllable words (e.g., then, far). However, he frequently misidentified words by reading them as words with similar visual patterning. For example, when given the word "fine", he said "fire".
3. Fluency refers to the ability to read quickly and accurately with appropriate expression. Fluent readers can concentrate on the meaning of what they read because they do not need to decode words while reading. Antwan's reading fluency was in the below average range

(SS=69) on the WJ-III-TA (reading fluency). Antwan worked slowly on this subtest and frequently rubbed his eyes and yawned. It is noted he only made two errors on the items he completed.

4. Vocabulary refers to all the words an individual knows and can use. Knowing how words relate to each other is a foundational skill essential for comprehension. Antwan's vocabulary skills were primarily measured during a speech and language evaluation that occurred concurrently with this evaluation at the clinic. Based on their findings Antwan's vocabulary falls in the average range (SS=98) as measured by the Clinical Evaluation of Language Fundamentals (CELF-4).
5. Comprehension refers to the ability to understand what one has read. This includes, for example, understanding the plot of the story, main idea, and comparing and contrasting characters. Antwan's comprehension skills were in the below average range (SS= 67) as measured by the WJ-III-TA (passage comprehension). Antwan was able to respond to items containing pictorial cues but he was unable to select correct responses when the cues were removed.

Writing Skills

Broad written language. The WJ-III-TA Broad Written Language cluster provides a broad, comprehensive view of a child's written language achievement. Task demands for this cluster include spelling single-word responses, writing simple sentences quickly, and expressing ideas well in sentence form. Antwan's score of 65 (1%) on this cluster was in the below average range. Specifically, his score of 54 on the spelling subtest indicates that he has very limited spelling abilities. Antwan was able to spell common two and three-letter sight words such as "he" and "six", but had difficulty spelling words that contained common vowel patterns and digraphs. Antwan's score of 86 on the writing fluency subtest suggests that he is in the low average range for being able to quickly write simple sentences with acceptable English syntax. However, Antwan did not capitalize or punctuate words when constructing sentences. Antwan's score of 79 on the writing samples subtest suggests that he is below average in being able to spontaneously write meaningful sentences. Antwan was able to write sentences that expressed complete thoughts related to a pictorial prompt, but he was less successful when he asked to construct compound sentences and sentences with elaboration.

Math Skills

Broad math. The WJ-III-TA Broad Math cluster provides a broad, comprehensive view of the individual's math achievement level. It measures problem solving, number facility, automaticity, and reasoning. Antwan's broad math achievement score of 88 (20%) was in the low average range. Specifically, his score of 89 on the calculation subtest suggests that his ability to perform mathematical computations also is in the low average range. Antwan was able to add and subtract multi-digit numbers with regrouping, but he was unable to compute multiplication and division facts. Antwan demonstrated knowledge of least common denominator on items involving addition and subtraction of fractions; however, he had difficulty completing the second step of the computation. Antwan's score of 77 on math fluency subtest was in the below average range. He worked slowly and accurately on this subtest, which indicates that it takes

him additional time to process quantitative information. Antwan's ability to analyze and solve practical math problems was in the average range and an area of relative strength as measured by a score of 95 on the applied problems subtest. Antwan was able solve two-step problems involving money, mileage, and time. Antwan used a variety of strategies to solve problems and he seemed more animated and energetic during this subtest.

VI. PSYCHOSOCIAL FUNCTIONING

Emotional Functioning

Antwan's learning and academic difficulties were reflected in his mother's and primary teacher's responses on the BASC-2 and Conners-3, which indicate that Antwan has significant learning and attention problems. In addition, their responses suggest that Antwan has internalizing and externalizing problems at home and at school, including aggression at home and symptoms of depression and anxiety both at home and at school. Antwan's responses to rating scales as well as to a clinical interview indicate that he worries about school and his academic performance. Antwan often feels as if he is not as smart as other students and has low self-efficacy for learning. On the BASC-2, Antwan reported feeling inadequate in general (e.g., "I never get anything right") and having an external locus of control (e.g., "things go wrong for me, even when I try"). Additionally, Antwan's negative self-concept appears to be impacting his psychosocial functioning. Collectively, these findings suggest that Antwan is easily overwhelmed by challenging academic tasks as he generally feels incapable of succeeding on challenging activities and powerless to succeed despite his efforts to try harder on tasks.

Mild to moderate anxiety and depression concerns also have been reported for Antwan. Both Ms. Williams and a teacher report on the BASC-2 suggest that Antwan is exhibiting significant somatic concerns and mild symptoms of depression. Antwan's responses to the BASC-2 self-report were consistent with parent and teacher reports with regard to elevated somatization levels. On the Beck Youth Inventories, Second Edition (BYI-2), Antwan endorsed mild symptoms of depression and anxiety. On the BASC-2, Antwan endorsed items indicating that he is never able to relax, that he worries all the time, and that he often worries that bad things are going to happen to him. Furthermore, on the Beck Anxiety Inventory-Youth (BAI-Y), Antwan's overall anxiety level was in the mildly elevated range and he reported that he often worries about getting bad grades, about the future in general, and that he is sometimes afraid that bad things are going to happen to him. However, it is important to note that upon close review of items, not all DSM-5 criteria for anxiety or depression were met at this time.

School and Peer Relationships

Antwan reports that he has no close friends in his primary classroom but that he has four close friends in other classes and he is happy with that. In general, Antwan stated that he gets along well with his friends and his mother reported no significant peer relations concerns on the Conners-3. Despite his academic difficulties, Antwan maintains a generally favorable attitude towards school and his teachers. For example, Antwan stated that he cares about school and that he feels like his teacher cares about him on the BASC-2.

Family Relations

Antwan lives with his mother and two siblings. He visits regularly with his father and his half-sister during weekends or summer breaks. Antwan frequently feels he is teased and picked-on by his older siblings at his mother's home. Antwan reported that he has a positive relationship with his parents on the BASC-2; however, he may be experiencing negative effects from sibling interactions. Ms. Williams stated that Antwan sometimes loses his temper and acts out at home. Her reports on the BASC-2 indicate that Antwan sometimes acts aggressively at home as he is reported to tease others, engage in name-calling, and to sometimes hit others. Since these behaviors are not reported in the school environment, his father's home and were not endorsed by Antwan on the Beck Disruptive Behavior Inventory-Youth (BDBI-Y) or the Beck Aggression-Negativity Inventory-Youth (BANI-Y), his aggressive behaviors may be exacerbated when he is provoked by his siblings.

VII. SUMMARY AND MAIN FINDINGS

Antwan is an 11-year old student who is in the 5th grade at Martin Copper Elementary. Antwan was referred to the clinic by his mother, Ms. Nicole Williams, and personnel at his school who are concerned about his psychosocial functioning and academic progress. Antwan is reported to express a limited range of emotions, have some depression characteristics, have a poor self-concept, and have limited social interactions with other students. Additionally, he was noted to have difficulty with reading fluently, understanding what he reads, expressing his ideas in written language, attending to instruction, completing assignments, and basic organizational skills (e.g., ordering his materials in his work environment). The purpose of this evaluation is to gain a better understanding of the nature of Antwan's difficulties and to provide resources and strategies to assist Antwan's achievement.

Antwan's overall intellectual abilities are in the average range. Antwan's memory abilities were in the high average range and his ability to store and recall visual information after a short delay appears to be stronger than his immediate recall of visual and auditory information. Therefore, it is important to allow Antwan time to organize and process novel information to allow for adequate consolidation of his long term memory. Assessment of Antwan's executive functioning abilities revealed several areas of weakness. In particular, he exhibits difficulties with selective attention, planning, organization, and self-monitoring, and inhibitory control and cognitive flexibility. Antwan also has difficulty regulating his negative emotions and behaviors in the home environment.

Results from the academic achievement evaluation indicate that Antwan's overall level of achievement is below average. His academic skills are in the very low range. Antwan's fluency with academic tasks and his ability to apply academic skills are both in the below average range. When compared to children at his age level, Antwan's standard scores are in the average range in math reasoning. His broad mathematics, math calculation skills, and written expression scores are in the low average range. However, he is well below average in his broad reading and broad written language abilities.

Antwan has significant learning problems and elevated inattention problems that appear to be impacting his overall psychosocial functioning. Results from this evaluation suggest

that Antwan also appears to be experiencing psychosocial stress resulting from being called names and teased by his siblings. Additionally, mild to moderate anxiety and depression characteristics have been reported for Antwan by his mother although full diagnostic criteria for those diagnoses are not met at this time. Finally, data are consistent with a diagnosis of ADHD Inattentive Presentation given long-term consistent difficulties with attention, careless mistakes, forgetfulness, distraction, organization, and listening across settings.

Diagnostic Formulation

314.00 Attention Deficit/Hyperactivity Disorder, Predominately Inattentive Presentation

315.00 Specific Learning Disorder with Impairment in Reading

315.2 Specific Learning Disorder with Impairment in Written Expression

VIII. RECOMMENDATIONS

The following recommendations are suggestions that may be implemented in the school, home, or community depending upon availability of resources and teacher or parent preference. An educational specialist representative will be pleased to provide assistance in the implementation of any of these recommendations.

Psychological Recommendations

1. Results of this evaluation suggest that Antwan presents with symptomatology associated with an Attention Deficit Hyperactivity Disorder, Predominantly Inattentive Type. However, when considering Antwan's symptoms of depression and anxiety, as well as negative self-concept and fragmented sleep are not consistent across home settings; therefore, full criteria are not met for depression or anxiety diagnosis at this time. Some of Antwan lethargy may change once his sleep patterns are further explored. It is recommended that Antwan's sleep routine include low physically strenuous or highly stimulating activities ½ hour prior to bedtime; that his sleep environment be regulated for quiet, comfort, and minimal light; and that a regular bedtime be established prior to school days. Once sleep hygiene is thought to be better regulated, it would be helpful for parent and teachers to complete a new set of rating scales to further consider or rule out depression and anxiety characteristics.
2. Individuals with behaviors similar to Antwan have benefited from various attention supports and regulation interventions. These interventions address the learning environment, the nature of instruction, and educational materials.
 - a. Environmental changes found to be helpful for individuals with attention problems include:
 - i. Preferential seating, near the teacher and away from noise or visually distracting areas (e.g., moving his seat away from windows);
 - ii. Clearly posted schedules and rules;
 - iii. A clutter-free, well-organized environment;
 - iv. Seating near positive peer models;
 - v. A consistent place to complete homework that has all necessary materials within easy reach;
 - vi. Allow for purposeful movement during the day.

- b. Instructional interventions found to be helpful for individuals with attention problems include:
 - i. Clear, concise verbal directions;
 - ii. Reduced volume of homework;
 - iii. Subtle cues to stay on task;
 - iv. Reminders to work carefully and to proofread;
 - v. Behavior management programs that provide immediate and positive consequences for positive behavior, frequent feedback, and the opportunity to re-earn points lost for undesirable behavior.
 - c. Educational materials that have been found to be helpful for individuals with attention problems include:
 - i. Multiple sets of textbooks and materials, both at home and at school, to aid in organizational problems;
 - ii. Simple materials without many distracters.
3. Memory Strategies. Antwan demonstrates working memory difficulties. Some useful strategies are outlined below:
- a. Reduce working memory loads in structured activities. This can be done in a number of ways, including:
 - i. decreasing the amount of material to be stored (e.g., shortening sentences to be written, or number of items to be remembered);
 - ii. increasing the meaningfulness and familiarity of the material to be remembered;
 - iii. simplifying the language demands of verbal material (e.g., using simple active constructions rather than passive forms with embedded clauses in activities involving remembering sentences, and in instructions);
 - iv. reducing processing demands;
 - v. re-stating multi-step tasks into separate steps, supported by memory aids if possible;
 - 4. Repetition. Antwan may benefit from continual repetition when learning new concepts. Main ideas and skills should be repeated and reemphasized regularly in order to help him learn material.
 - 5. Antwan's mother and teachers expressed concerns with Antwan's internalizing problems including symptoms of depression, anxiety, and somatization. It is important to monitor symptoms. Any changes in eating or sleeping patterns should be immediately reported to Antwan's primary care physician.
 - 6. Antwan may benefit from cognitive-behavioral therapy to address poor self-concept related to academic and social difficulties. Additionally, Antwan and his family also may benefit from family therapy targeted at developing effective coping strategies, sibling relationships, and parenting strategies to help encourage positive family interactions at home.
 - 7. Antwan's self-concept appears to be impacted by his academic difficulties. Therefore, it is recommended that he:
 - a. Is given specific praise (at home and at school) for trying academic tasks (e.g., Antwan, I see you understand the importance of... in this paragraph you have written).
 - b. Is given partial credit for tests that include essays and following procedures.
 - c. Has the opportunity to make his learning meaningful by relating tasks to what he already knows.

Educational Recommendations

1. Word Identification/Phonics Skills:

- a. Manipulative letter work can reinforce spelling patterns through encoding and decoding. For instance, when working on r-controlled vowels, the teacher may write “star” on a dry erase board for the student to read. The teacher may then instruct the student to “change star to stir.” Thus, both encoding and decoding are emphasized. It may be valuable to use both real and nonsense words to decrease Antwan’s reliance on visual memory during this activity.
- b. Teaching syllable types, common spelling patterns, and affixes are a valuable way to improve decoding skills. It is also helpful to teach the meanings of common roots and affixes to improve students’ vocabulary skills. Again, using letter tiles, dry erase boards, magnets, or cards with common word parts can be used to provide manipulative word work at the syllable level. For Antwan, it will again be important to include work with nonsense words to decrease his reliance on visual memory during this activity. When using nonsense words that are made from roots and affixes, it can be fun to make up definitions for the words as well.

2. Reading Comprehension

- a. Antwan may benefit from using graphic organizers while reading. These can include Venn diagrams, semantic maps, time lines, etc.
- b. Antwan should continue to be instructed in reading comprehension strategies. Strategies include, but are not limited to, peer-assisted learning strategies and reciprocal teaching.

3. Written Expression and Writing Fluency:

- a. The use of graphic organizers, word banks, or other planning devices for writing activities will be helpful. Many such materials are available. For instance, graphic organizers are available free of charge from the State Department of Education website under Parent Resources.
- b. A Talking Dictionary would be a very useful means of facilitating vocabulary development and spelling.

4. Math Computation and Math Fluency:

- a. To help facilitate Antwan’s proficiency with basic math facts, it may be helpful to include fluency timings of basic math skills. When conducting fluency practice, it is helpful to create reasonable, short term goals. Having Antwan graph his progress and compare that to a goal line will also be helpful.
- b. It may be helpful to teach Antwan to check his work to help ensure correct execution of calculation skills in problems with multi-step procedures. Estimation can be used to determine if an answer is “in the ballpark.” In addition, reversal of procedures can be used to determine if an answer is exactly correct.

It was a pleasure having the opportunity to work with Antwan and his family. Please do not hesitate to call us at the clinic in case you have questions or comments.

Samuel Goldstein, M.Ed.
School Psychology Practica Student

Walter Sorice, Ph.D., NCSP
Licensed Psychologist, #PY0001

Psychometric Summary

Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)

	Standard Score	Percentile	95% Band
Full Scale IQ	97	42	92-102
Verbal Comprehension	98	45	91-105
Perceptual Reasoning	98	45	91-106
Working Memory	97	42	90-105
Processing Speed	97	42	88-106
Verbal Comprehension Subtests			
	Scaled Scores	Perceptual Reasoning Subtests	Scaled Scores
Similarities	13	Block Design	11
Vocabulary	8	Picture Concepts	8
Comprehension	8	Matrix Reasoning	10
Working Memory Subtests			
	Scaled Scores	Processing Speed Subtests	Scaled Scores
Digit Span	9	Coding	8
Letter-Number Sequencing	10	Symbol Search	11

Standard score of 100 is average and scores between 85-115 are in the average range

Children's Memory Scale (CMS)

	Standard Score	Percentile	95% Band
Visual Memory			
Immediate	109	73	93-125
Delayed	122	93	104-140
Verbal Memory			
Immediate	106	66	96-116
Delayed	112	79	101-123
General Memory	119	90	109-129
Attention/Concentration	75	5	64-86
Learning	109	73	99-119
Delayed Recognition	112	79	100-124

Standard score of 100 is average (scores between 85 and 115 fall in the average range)

Woodcock-Johnson Tests of Academic Achievement, Third Edition (WJ-III ACH)

	Standard Score	Percentile	95% Band
Letter-Word Identification	70	2	64-75
Reading Fluency	69	2	59-78
Word Attack	83	14	78-89
Passage Comprehension	67	1	58-76
Broad Reading	64	1	59-69
Basic Reading Skills	75	5	71-79
Calculations	89	22	78-99
Math Fluency	77	6	71-82
Applied Problems	95	36	89-101
Quantitative Concepts	92	29	82-102
Broad Math	88	20	82-93
Math Calculation Skills	82	11	74-90
Math Reasoning	93	33	88-99
Spelling	54	0.1	45-64
Writing Fluency	86	18	75-98
Writing Samples	79	8	68-90
Broad Written Language	65	1	58-72
Written Expression	80	9	70-89

Standard score of 100 is average (scores between 85 and 115 fall in the average range)

Test of Word Reading Efficiency (TOWRE)

	Standard Score	Percentile
Sight Word Efficiency	73	4
Phonetic Decoding Efficiency	69	2
Word Reading Efficiency	65	1

Standard score of 100 is average (scores between 85 and 115 fall in the average range)

Behavior Assessment System for Children (BASC-2) – Teacher Rating Scale

Clinical Scales	T Score	Percentile
Hyperactivity	44	35
Aggression	50	69
Conduct Problems	52	71
Externalizing Composite	49	54
Anxiety	42	24
Depression	64*	91
Somatization	47	54
Internalizing Composite	51	64
Attention problems	78**	99
Learning Problems	87**	99
Atypicality	75**	96
Withdrawal	89**	99
School Problems	85**	99
Behavioral Symptoms Index	70**	96
Adaptive Scales		
Adaptability	41	20
Social Skills	30	2
Leadership	31	1
Study Skills	30	2
Functional Communication	27	6
Adaptive Skills Composite	29	2
VALIDITY INDEX SUMMARY		
F	Acceptable	
Response Pattern	Acceptable	
Consistency	Acceptable	

*indicates At-Risk **indicates Clinically Significant

Behavior Assessment System for Children (BASC-2) – Parent Rating Scale

Clinical Scales	T Score	Percentile
Hyperactivity	58	82
Aggression	70**	95
Conduct	62*	89
Externalizing Composite	65*	92
Anxiety	47	40
Depression	63*	89
Somatization	80**	98
Internalizing Composite	66*	93
Attention problems	66*	92
Atypicality	57	81
Withdrawal	62*	89
Behavioral Symptoms Index	66*	93
Adaptive Scales		
Adaptability	39	16
Social Skills	35	7
Leadership	31	2
Activities of Daily Living	36	9
Functional Communication	37	18
Adaptive Skills Composite	33	5
VALIDITY INDEX SUMMARY		
F	Acceptable	
Response Pattern	Acceptable	
Consistency	Acceptable	

*indicates At-Risk **indicates Clinically Significant

Behavior Assessment System for Children (BASC-2) – Self-Report

Clinical Scales	T Score	Percentile
Attitude to School	48	48
Attitude to Teacher	56	75
Sensation Seeking	39	14
School Problems	47	41
Atypicality	43	28
Locus of Control	56	75
Social Stress	53	64
Anxiety	57	78
Depression	48	58
Sense of Inadequacy	64*	91
Somatization	62*	86
Internalizing Problems	56	76
Attention problems	58	79
Hyperactivity	54	70
Inattention/Hyperactivity	57	77
Emotional Symptoms Index	58	81
Relations with Parents	50	46
Interpersonal Relations	42	20
Self-Esteem	52	47
Self-Reliance	32	5
Personal Adjustment	42	20
VALIDITY INDEX SUMMARY		
F	Acceptable	
Response Pattern	Acceptable	
Consistency	Caution	
L	Acceptable	
V	Acceptable	

*indicates At-Risk **indicates Clinically Significant

Conners 3-Parent Rating Form

Scales	T Score
Conners 3 Content Scales	
Inattention	67*
Hyperactivity/Impulsivity	46
Learning Problems	74**
Executive Functioning	67*
Aggression	49
Peer Relations	64*
DSM-IV-TR Symptom Scales	
ADHD Predominantly Inattentive Type	67*
ADHD Predominantly Hyperactive-Impulsive Type	50
Conduct Disorder	55
Oppositional Defiant Disorder	55
Assessment of Validity	
Positive Impression	Probably valid
Negative Impression	Probably valid
Inconsistency Index	Probably valid

*= elevated; ** = very elevated

Behavior Rating Inventory of Executive Functioning (BRIEF)

Scale/Index	Mrs. (PARENT)		Mrs. (TEACHER)	
	T score	%ile	T score	%ile
Inhibit	60	86	48	65
Shift	70**	96	49	65
Emotional Control	64	92	54	81
Behavioral Regulation Index (BRI)	67*	93	50	70
Initiate	65*	90	72**	95
Working Memory	69*	94	90**	>99
Plan/Organize	74**	96	77**	96
Organization of Materials	66*	94	90**	>99
Monitor	69*	97	78**	97
Metacognitive Index (MI)	72**	95	84**	98
Global Executive Composite (GEC=BRI+MI)	72**	96	73**	96
Validity scales				
Inconsistency	Acceptable		Acceptable	
Negativity	Acceptable		Acceptable	

Scores of 65 or higher are considered of clinical significance (*65-69 = moderately elevated; \geq **70 = significantly elevated)

Beck Youth Inventories, Second Edition

Scales	T Score	Classification
Self-concept	34	Much lower than average
Anxiety	55	Mildly elevated
Depression	58	Mildly elevated
Anger	54	Average
Disruptive Behavior	44	Average

Scores of 65 or higher are considered of clinical significance

Sample Academic Position Cover Letter

11-25-15

Dr. Rubin Martin
Search Committee Chair
University of Edgewater
4949 Walter Hall
PO Box 85964
Charleston, SC 29401

Dear Dr. Martin and Search Committee Members:

I am writing to express my interest in the Assistant Professor position for the School Psychology program in the Professional Educators Department at the University of Edgewater. As you will note on my vita, my graduate training and recent internship experiences align well with the skill areas noted in your job announcement; teaching intervention coursework, research related to internalizing disorders, and supervision contributions to the program's clinic. In addition, I have met early supervision requirements for licensure as a psychologist in your state and plan to take the Examination for Professional Practice in Psychology (EPPP) exam this summer, thus will soon be eligible to offer services in your program's outpatient clinic.

At this time, I have two published journal articles and one manuscript in review. Each publication is based on original research findings related to effective school-based interventions for generalized anxiety disorder in adolescents. The first publication reviews a study investigating a twelve week cognitive-behavioral therapy (CBT) program focusing on empowering students with self-defeating thought patterns and low self-esteem. In the second publication, this work was extended to include a four week intervention protocol utilizing Socratic questioning methods to challenge and restructure cognitive distortions. As noted, positive outcomes were indicated for both studies. My long-term research interests include refining this line of inquiry to include school-based CBT intervention protocols for students with depression and bereavement. I also hope to further contribute in these areas of interest through my research and professional presentations. To date, I have presented research findings at two state and two national conferences.

In addition, I have taught two sections of an undergraduate child development course that included full responsibility for lectures, course exams, and student mentorship. Student ratings for these courses have consistently remained high. During my internship at the Walter's Medical Center for children, I provided intake psychological assessments for children and adolescents receiving out-patient therapy for a range of both internalizing and externalizing disorders. As part of a multi-disciplinary team my responsibilities also included cofacilitating counseling sessions and collaborating with school districts as students transition from in-patient back to school.

In reviewing your program's handbook, website, and clinic services, I am excited about the research opportunities and caliber of training program offered. A copy of my vita and manuscripts are enclosed. Please feel free to contact me if you have any questions or require any further information. I look forward to the opportunity to meet with you and the search committee.

Sincerely,

Name, credentials

E-mail address

EXHIBIT 10.2

Sample School District Position Cover Letter

2-6-15

Elizabeth Sanchez, Ed.S., NCSP
Lead School Psychologist
Briley Public School District
5555 Providence Circle, Building H
Iowa City, IA 52243

Dear Ms. Sanchez and Colleagues:

I am writing to express my strong interest in the School Psychologist position opening in your school district. Your job advertisement emphasizes a number of training perspectives and skills that I believe align well with my educational background and professional experiences. The primary focus on providing indirect interventions to students through teacher collaboration and systems-level universal screening data analysis consultation with school administrations are key components of my graduate training. Additionally, my vita reflects two years of practica experience working within a multi-tiered systems of support model (MTSS) school engaging in these activities. My internship placement in the Des Moines School District also provided extensive opportunities to participate in school leadership meetings, MTSS problem-solving team discussions, and systems-level collaboration on tiered interventions for both academic and behavioral needs.

As you will note on my vita, my internship experiences also have included providing assessments across cognitive, adaptive, academic, and social-emotional realms. Direct intervention service delivery experiences include providing small group and individual counseling for social skills and anger management, as well as designing and implementing behavioral contracts and supports. My professional engagement activities have included student membership in the National Association of School Psychologist (NASP) and the Iowa School Psychologists Association (ISPA) as well as attendance and volunteer participation in the conferences for both organizations. Additionally, I recently co-presented a teachers' professional development workshop, in my internship school district, on graphing and interpreting progress monitoring data.

In reviewing your school district's website, county educational programs, and online psychological services guide for parents, I have noted the pervasive consideration for strong prevention and early intervention services. I am excited about the potential opportunity to interview with your district and perhaps become a member of this type of service delivery model. A copy of my transcripts, vita, reference letters, and the requested sample reports are enclosed. Please feel free to contact me if you have any questions or require additional information. I look forward to the opportunity to meet with you and your colleagues.

Warmest Regards,

Name, credentials

E-mail address

Sample Entry-Level Academic Career Vita

CURRICULUM VITA

Name, Address, E-mail, Phone, Website

EDUCATION

2015 Doctor of Philosophy, University of Florida, School Psychology, APA-accredited
Dissertation: Effects of Short-term Cognitive-behavioral Therapy Applications in School-based Tiered Intervention for Ninth Grade Students. Chair Dr. Lisa Dominique

2009 Bachelor of Arts, University of South Florida
Thesis: Brief Solution-Focused Therapy Counseling Intervention Effects with 4th Graders
Chair, Dr. Leslie Brook, 4.0 GPA, *summa cum laude*

RESEARCH ASSISTANTSHIPS

2013–2014 Behavioral Tier I RtI Intervention for Bullying Prevention Education Project:

A behavioral intervention curriculum was designed and implemented for six weeks for all third grade level students in an elementary school. Pre- and post-test data were analyzed for changes in knowledge of prosocial/antibullying behaviors as well as incidence frequency. Responsibilities included curricula implementation, data collection and coding, data analysis, and contributing to literature review. Supervisor: Dr. Wanda Yadon.

2011–2013 Behavior Modification Intervention for Externalizing Behaviors Grant:

Conducted two-year review of school-wide positive behavior modification implementation. Analysis of outcomes variables including discipline infractions, suspensions, attendance, and GPA. Responsibilities include literature review and data entry. Supervisor: Dr. Carlos Martinez.

TEACHING ASSISTANTSHIP

2010–2011 Human Development Course

Fall and spring semesters, responsibility for proctoring exams, grading papers, maintaining student advisement office hours, presented two lectures. Supervisor: Dr. Allen Carter.

INTERNSHIP

Columbia County School District

Callen Middle School – Oak High School. Provided psychological assessments (i.e., cognitive, adaptive, academic, social-emotional, functional behavioral analysis), consulted

on behavioral management interventions, co-facilitated group counseling for bereavement and social skills, participated in problem-solving team reviews and eligibility staffing meetings, and created peer-mentoring program for 7th graders. Supervisor: Dr. Amala Patel.

PUBLICATIONS

- Sulkowski, M., & Joyce-Beaulieu, D. (in press). School-based service delivery for homeless students: Relevant laws and overcoming access barriers. *American Journal of Orthopsychiatry*, 84(6):711–719.
- Joyce-Beaulieu, D., & Grapin, S. (2014). Support beyond high school for those with mental illness. *Kappan*, 96(4) 29–33.
- Soutullo, O., Palma, L., & Joyce, D. (2014). DSM-5 Depression symptoms and interventions: What school psychologists need to know. *Florida Association of School Psychologists Newsletter* 40(1), 34–47.
- Saklofske, D., Joyce, D. K., Sulkowski, M. L., & Climie, E., (2013). Models for the personality assessment of children and adolescents. In D. H. Saklofske, C. Reynolds, & V. L. Schwann (Eds.), *The Oxford handbook of child psychological Assessment* (pp. 348–365). New York: Oxford University Press.
- Joyce, D., & Grapin, S. (November, 2012). School psychologists' role in facilitating successful postsecondary transitions for students with disabilities. *Communique*, 41(3), 1–22.
- Sulkowski, M. L., Joyce, D. K., & Storch, E. A. (2011). Treating childhood anxiety in schools: Service delivery in a response-to-intervention paradigm. *Journal of Child and Family Studies*. doi:10.1007/s10826-011-9553-1.
- Brooke, L., Marvin, A. T., Williams, D., & Joyce, D., (2011). Brief solution-focused therapy counseling intervention effects with 4th graders. *School Psychology Quarterly*, 2(1), 1–12.

EDITORIAL SERVICE

Editorial Board, Student Member, *School Psychology Quarterly*, 2014

PROFESSIONAL PRESENTATIONS

- Joyce, D., Dominique, L., & Copper, W. (2015). Effects of Short-term cognitive-behavioral therapy applications in school-based tiered intervention for 9th graders. Presented at the National Association of School Psychologists Conference, Washington, DC.
- Joyce-Beaulieu, D., Parker, J. (2014). Response-to-intervention/ multi-tiered systems of support implementation. Presented at the Florida Association of School Psychologists Annual Conference, Sarasota, FL.

- Poitevien, C., Klinepeter, E., Wilson, C., & Joyce-Beaulieu, D. (2014). Hospital to school transition for cancer survivors. Presented at the Florida Association of School Psychologists Annual Conference, Sarasota, FL.
- Joyce-Beaulieu, D., Flores, C., Parker, J., & Kraul, K. (2014). Applied Counseling Skills for Schools, Presented at the Pasco County School Psychologists Annual Professional Development Colloquium. Tampa, FL.
- Joyce, D., Parekh, N., Flores, C., Poitevien, C. Kraul, K., & Waldron, N. (2014). Cognitive-Behavioral Counseling Skills for Effective School-based Interventions. Presented at the National Association of School Psychologists Conference, Washington, DC.

PROFESSIONAL ORGANIZATIONS

- American Psychological Association, Student Member
- American Psychological Association, Division 16, Student Member
- Florida Association of School Psychologists, Student Member
- National Association of School Psychologists, Student Member

AWARDS/HONORS

- 2015 College of Education Dissertation Award
- 2013 Graduate Student Research Scholarship -Psychological Corporation
- 2006 Volunteer of the Year Award – Sunshine Day School

REFERENCES

- Dr. Caroline Joiner, Department Chair, School of Learning, College of Education, University of Florida, 123 Walter Hall, PO Box 6543, Gainesville, FL, 32699, Phone: 123.456.7896, joinerc@coewonderful.edu
- Dr. Amala Patel, School Psychologist, Columbia County School District, Building A, 444 Robertson Ave, Gainesville, FL, 33566, Phone: 123-456-7899, patel@columbiacountyeducation.org
- Dr. Karen Kline, Professor, School Psychology Program, College of Education, 449 Corian Building, PO Box 12345, Gainesville, FL, 12223, Phone: 123.456.7899, kline@coewonderful.edu

EXHIBIT 10.4

Sample Entry-Level Practitioner Career Vita

CURRICULUM VITA

Maria Vitani, EdS

University of Kendral

EDUCATION

Education Specialist

University of Kendral, Educational Psychology, NASP Approved, August 2015

Master of Arts in Education

University of Kendral, Foundations of Education, August 2012

Thesis: Behavioral Referral Rate Reduction for Children Receiving Social Skills Training

Bachelor of Arts

University of Westchester, Psychology, 2008–2012

Thesis: Effects of Peer Mediation on Discipline Referral Rates for Fourth Graders, 4.0 GPA, *summa cum laude*

PROFESSIONAL CERTIFICATIONS

State Department of Education Educator Certification, 2015

Exceptional Students of Other Languages (ESOL) Certification, 2009

Second Step Train-the-Trainer Certification, 2008

CLINICAL/TEACHING EXPERIENCE

University of Kendral

Teaching Assistantship: Full responsibility for undergraduate course materials selection, all lectures, and grading.

Course Name	Semester	Course #/Section	Overall Rating (1–5)
Human Development	Summer 2014	EDF3195/0318	4.23
Human Development	Summer 2013	EDF3195/0318	4.10

PROFESSIONAL ACTIVITIES

Internship

Madera County Schools

School Psychologist Internship: Conducted Psychoeducational assessments including Functional Behavioral Assessments, Curriculum Based Assessments, Social-emotional Assessments, Specific Learning Disability assessments; member of school problem-solving team; provided Tier I systems-level data reviews; provided Tier II and Tier III intensive counseling utilizing cognitive-behavioral therapy and brief solution-focused therapy techniques as well as behavioral plan design and implementation supports. 2014-2015

Extern/Practica Experiences

Robertson County Schools

Consultation Practicum: Consulted with school principal and teachers using Mental Health, Behavioral, Instructional, and Organizational Consultation Models. Conducted Curriculum Based Assessments for reading and math. 2013-2014

Marcel Charter School

Assessment/Intervention Practicum: Provided IQ, academic, and social-emotional assessments; cofacilitated Tier II reading/writing/math interventions, provided reading after-school tutoring; provided progress monitoring and data analysis for behavioral plans and check-n-connect program. 2012-2013

Veteran's Medical Center Hospital

Assisted patients with schizophrenia, depression, and physical disabilities (paraplegic/quadruplegic) in psychiatric and geriatric wards with memory building tasks, use of supportive technologies, and administered intake interviews and structured developmental history. 2012-2013

Women's Shelter – HOPE

Completed training program, cofacilitated support groups with residents, follow-up calls to victims advising them of the center's assistance, programs, and in-take procedures. 2012-2013

PUBLICATIONS

Vitani, M. (2012). Learning disabilities: College students. In C. Cooper & E. Mann (Eds.), *Encyclopedia of School Psychology: A Reference for the Education of Children, Adolescents, and Adults with Disabilities* (pp. 1254-1255). Hoboken, NJ: John Wiley & Sons.

PROFESSIONAL PRESENTATIONS

K. Jabar, Williams, S., & Vitani, M. (2014). Response-to-Intervention/Multi-tiered Systems of Support Implementation Reading Interventions. Presented at the Maryland Association of School Psychologists Annual Conference, Baltimore, MD.

PROFESSIONAL SERVICE

Maryland Association of School Psychologists Executive Board: Student Representative, 2012-2014

PROFESSIONAL ORGANIZATIONS

American Psychological Association, Student Member

American Psychological Association, Division 16, Student Member

Maryland Association of School Psychologists, Student Member

National Association of School Psychologists, Student Member

REFERENCES

Dr. Martha Walters, Department Chair, Educational Psychology, College of Education, University of Kendra, 1112 Williams Hall, Phone 123-456-7899, e-mail mwalters@xyzmailing.com

Detoni Williams, School Psychologist, Madera County Schools, Phone: 123-456-7899, e-mail dwilliams@xyzmailing.org

Marvin Antonio, School Psychologist, Madera County Schools, Phone: 123-456-7899, e-mail mwantonio@xyzmailing.net

EXHIBIT 10.5

Sample Candidate Colloquia Rating Form

Search for Assistant Professor in School Psychology Position

Candidate Colloquia Rating Form

Candidate's Name: _____

Directions: Please complete your candidate rating form and return to the program director by noon on December 5th, 2015. The rating may be submitted anonymously.

1. How do you rate the candidate's suitability for this position?

- _____ Excellent, recruit immediately
- _____ Very Good, deserves strong consideration
- _____ Consider, many strengths that could be asset to program
- _____ Poor, notable weaknesses

2. Please describe the candidate's strengths and potential areas of contribution

3. Please describe any candidate weaknesses or concerns

Which of the following candidate interview events did you attend (please mark all that apply).

- _____ Individual or Group Interviews
- _____ Research Colloquium
- _____ Teaching Colloquium
- _____ Other (e.g., meals, escort, social event)

Which of the following best describe your current position?

- Graduate Student
- Faculty
- Administrator
- Staff

Please note any additional information you think is important regarding this candidate's consideration for the position.

Thank you for your feedback!