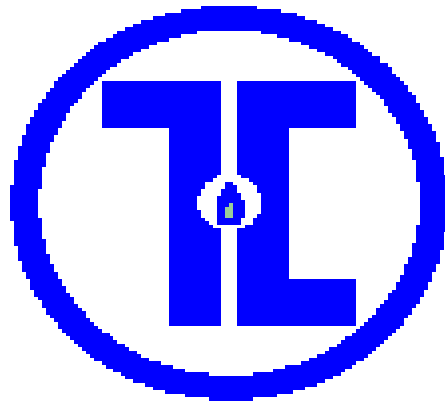


# **TOURO COLLEGE**

## **GRADUATE SCHOOL OF PSYCHOLOGY**



### **MS PROGRAM**

### **SCHOOL PSYCHOLOGY**

## **INTERNSHIP HANDBOOK**

**Effective June 1, 2009**

Graduate School of Psychology  
School Psychology Program  
43 West 23rd Street, Room 313  
New York, NY 10010  
212-463-0400 ext 5552  
E-mail: [psychology.gsp@touro.edu](mailto:psychology.gsp@touro.edu)

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## The Internship Experience

Dear Intern:

This information packet includes information about your internship experience. The internship is required by the New York State Education Department to fulfill the requirements for your certification.

The function of the internship is to provide you with an apprenticeship experience that includes a variety of roles and functions in which a school psychologist must be competent. It is an important part of your training and affords you opportunities to apply the theoretical and practical training from your coursework to everyday school and/or childhood situations. The experience should include:

- Orientation to the educational, agency, and/or clinic process
- Information gathering, assessment, diagnosis, and report writing
- Direct counseling (including counseling and behavior management)
- Indirect intervention (including consultation)
- Consultation with parents, teachers, and other school personnel involved with the child's welfare
- Staff development training

Students are typically ready for internship following the completion of most coursework. The internship requires 1,200 hours of supervised practice, which may be completed part-time or full-time. A minimum of 600 of these hours must be completed in a school setting. Any alternate setting for the remaining hours may be an educational facility or clinic/agency setting in which you will have professional contact with children between the ages of 3 and 21. Your internship must be approved by the Program Director, and must include supervision by a certified school psychologist, who may also be a licensed psychologist, with weekly direct supervisory contact of at least 2 hours. **It is unlikely there will be a salary provided for this experience.**

The school psychology program maintains information on available internship sites, and additional resources for finding an internship site are available (see below). Your faculty advisor will help guide you through the process of locating an internship, but it is **your** responsibility to initiate and secure placement.

You will be required to maintain a Daily Log documenting all activities and experiences related to the school psychology duties you perform, as well as a Situation Journal containing 30 detailed descriptions of particular activities from your Daily Log. The required formats for both the Daily Log and the Situation Journal are located in the appendices of this document, and will be made available by the seminar instructor. Redacted copies of your Daily Log and Situation Journal will become part of your culminating project.

You must attend a weekly seminar to review and discuss your experiences. This seminar will be scheduled during normal class times. Requirements for the seminar will be made available by the instructor.

The Internship Coordinator will visit your internship site once each term for the purpose of reviewing your performance. Your on-site supervisor will be asked to complete an evaluation, which will be collected and reviewed by the faculty and Internship Coordinator before being discussed with you.

As a student intern, you will be required to purchase liability insurance, as described later in this Handbook.

## **Courses required for internship:**

Students must have completed the following 13 courses (39 credits) to be eligible for internship:

1. Psy 603 School Psychology Proseminar
2. Psy 604 Statistics for School Psychologists
3. Psy 612 Psychometric Theory
4. Psy 620 Developmental Psychology
5. Psy 623 Developmental Psychopathology: Children and Adolescents
6. Psy 624 Cognitive Assessment and Intervention – Elementary and Secondary Students
7. Psy 625 Academic Functioning: Educational Interventions
8. Psy 628 Assessment of Social-Emotional Functioning
9. Psy 630 Individual and Group Counseling
10. Psy 633 Educational Assessment
11. Psy 634 Introduction to Child Neuropsychology
12. Psy 660 Consultation
13. Psy 701 Integrating Evaluation and Report Writing Skills

## **Finding an Internship**

Finding an internship placement can be an incredibly daunting task. While faculty advisors and the Internship Coordinator are available to help guide students through the process of locating placements, it is the student's responsibility to initiate and secure placement.

New York City public schools only allow interns accepted into the Psychologists in Training (PIT) program, though City internships may be completed in private or parochial school system (see the following listings). Students may complete internships in the boroughs outside of NYC (e.g., Nassau, Suffolk, and Westchester Counties) in the public, private and parochial schools. Internships may be completed outside of New York State, though students are strongly discouraged from doing so.

The following steps are recommended by both the College and NASP when searching for placement:

- Review listings of previous internship sites utilized by Touro students. These listings are available from your faculty advisor or the Program Director.
- Talk to students in your program who are on internship or have recently completed one. They will be able to tell you about their experiences and the advantages and disadvantages of various sites. They may also be able to assist you with the application process and help you prepare for any interview.
- Contact the directors of psychological services in local school systems to determine if there are positions available. A listing of all public and private schools in New York (organized by town) is available at <http://www.localschooldirectory.com/state-schools/NY>.
- Consult the Directory of Non-Public Schools and Administrators for the State of New York (private and parochial schools), available at <http://www.nysed.gov/admin/bedsdata.html>.
- Contact your local Board of Cooperative Educational Services (BOCES) human resources office.
- Consult resource/service lists from the Jewish Board of Family and Children's Services (JBFCS, <http://www.jbfcs.org/programs/index.php>), Council for Jews with Special Needs (CJSN, [www.cjsn.org/relatedlinks.asp](http://www.cjsn.org/relatedlinks.asp)), and Jewish Child Care Association (JCCA, <http://www.jccany.org>)
- Get in touch with your local or state school psychology association and ask about internship sites in your area. For example, the New York State Psychological Association (NYSPA) offers featured placements on its web site, as well as an annual internship fair: [http://www.nyspa.org/index.php?option=com\\_content&view=article&id=47&Itemid=100](http://www.nyspa.org/index.php?option=com_content&view=article&id=47&Itemid=100)
- Look for internship announcements in the NASP Communiqué and other professional newsletters, newspapers, or on-line databases.
- If you are in a doctoral program, and are interested in an APA- accredited internship, contact APA and APPIC for information on accredited internships.
- Consult with your graduate program director or advisor.

## **Applying for Internship**

*From Selecting a School Psychology Internship: Tips for Graduate Students (NASP, 2003, 2007)*

Although each school district, department of education, or agency may handle the process differently, the general steps are likely to be universal:

- Timelines: Many internship sites require that applications be submitted well in advance of the internship. For example, APA and APPIC internships have a formal application process that must be completed during the fall prior to internship. Many school districts have similar deadlines. Be sure to check the deadlines well in advance. Generally, you should begin your planning at least a year in advance.
- Send a cover letter indicating your interest in an internship as well as your program's internship requirements. Include a personal resume or vita with this letter of introduction and interest.
- Typically, those systems or agencies that are interested in your application will contact you to set up a time for an interview. The interview process will vary widely depending on the system to which you are applying. You may have a series of individual interviews or one interview with several psychologists and administrators. Some systems may require you to submit samples of your work or have you complete a writing sample at the time of your interview.
- You may be contacted for a second-round interview or with an offer of a position. Most school systems have a deadline by which you must provide them with a response. Be sure to follow all requirements and respond to all inquiries and deadlines in a timely manner.
- Determine if some form of state-required basic skills test or if a temporary or provisional certification or license is required for sites or states you are considering.
- Once you accept a position, develop a written plan with assistance from your program director or advisor. Specify the responsibilities of your training program and internship site in providing supervision, support, and evaluation of performance.

Information on preparing for the internship application, questions to ask on the internship interview, and important considerations for selecting an internship placement are also available at the NASP publication, *Selecting a School Psychology Internship: Tips for Graduate Students*, included in the appendices.

## **Additional Internship Information**

### Internship Hours

- A maximum of 7 hours may be credited per day
- One half-hour must be included for lunch on a full day
- Work done at home may not be used as part of your 600-hour internship experience

### Daily Logs and Situational Journals

- Must be collected by the seminar instructor on a bi-weekly basis
- All logs and journals must be signed by the site supervisor to verify time and experiences

### Site Information

The Site Profile and Contract must be completed before the intern can begin working (i.e., no hours will be credited until these forms have been submitted and the Program Director has approved the internship site)

### Liability Insurance

**Every student is required to purchase liability insurance**, which is available at a reasonable cost from private vendors or professional organizations. Information is available at the web sites for the National Association of School Psychologists (NASP, <http://www.nasponline.org/students/insurance.aspx>) and the American Psychological Association (APA, <http://www.apait.org/apait/products/studentliability/>).

### Culminating Project

Various materials from the internship experience will be used as essential components for students' School Psychology program culminating projects, including Daily Logs and the Situation Journal. Students are strongly encouraged to keep electronic or paper copies of these materials in addition to those submitted to the internship seminar instructor. For more information on the culminating project, please see the School Psychology Program Handbook.

## **Internship Site Visitation**

Each site and site supervisor must be visited and approved by the Internship Coordinator or Program Director in order for a student to earn credit for their internship experience. Failure to complete the site visitation, establish the appropriateness of the setting, or confirm the site supervisor's credentials may result in termination of the internship experience. Students are responsible for working with the Internship Coordinator and Program Director to schedule and facilitate their site visitations by providing relevant information on the Internship Profile Sheet and signed copies of their Internship Contract. Both forms are available in the Internship Handbook or at the School Psychology program website.

It is strongly recommended that students meet with their site supervisor(s) prior to the start of the internship experience to discuss dates on which the student and site supervisor can meet with the Internship Coordinator or Program Director, and that students coordinate the date and time of the site visitation. Site visitations should be scheduled during the regular school day. Interns should have their logs and journals available on the day of visitation.

Site Profiles and Contracts (completed and signed originals) must be sent to:

Dr. Reuben Castagno  
43 West 23<sup>rd</sup> Street, Room 313  
New York, NY 10010

# TOURO COLLEGE

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### SCHOOL PSYCHOLOGY PROGRAM

43 WEST 23RD STREET NEW YORK, NY 10010

(212) 463-0400 EXT. 5552

### INTERNSHIP PROFILE

Internship Semester and Year: \_\_\_\_\_

Intern Name: \_\_\_\_\_

E-mail: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Supervisor E-mail: \_\_\_\_\_

Population Grades: \_\_\_\_\_ Size (approx): \_\_\_\_\_

Expected Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

Intern Schedule (Days & Hours on site): \_\_\_\_\_

\*Please include a school calendar indicating closure days

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## INTERNSHIP CONTRACT

*(Adapted from Niagara University School Psychology Internship Contract)*

The purpose of the following agreement between the Touro College School Psychology program and the Field Experience (Practicum/Internship) Supervisor is to clarify the responsibilities of both parties in providing a high-quality internship experience for the following student, who has met the eligibility requirements to begin his/her school psychology internship:

Student Name: \_\_\_\_\_

The Field Experience Supervisor agrees:

- To provide a minimum of 1,200 on-site experience hours that include activities in each of the following domains, as described by the National Association of School Psychologists, *School Psychology II: A Blueprint for Training and Practice* (NASP, 1997):
  - Data-based decision making
  - Consultation and collaboration
  - Effective instruction and the development of cognitive/academic skills
  - Effective instruction and the development of socialization and life skills
  - Student Diversity in Development and Learning
  - School and Systems Organization, Policy Development, and Climate
  - Prevention, Crisis Intervention, and Mental Health
  - Home/School Community Collaboration
  - Research and Program Evaluation
  - School Psychology Practice and Development
  - Information Technology
- To provide two hours of weekly supervision by a certified school psychologist or approved licensed psychologist. Supervision may be based on a full week schedule, or prorated for a part-time internship, and may consist of individual and/or small-group interactions
- To foster an appropriate work environment, including space, materials, phone, Internet, office supplies, expense reimbursement (not including travel to and from the field experience site), and access to support services
- To provide timely and consistent observation and feedback on student work, including written evaluation of the student's performance

The Touro College School Psychology program agrees:

- To designate an Internship Coordinator responsible for communication between the Touro College School Psychology program and the Field Experience Supervisor
- To ensure the student is informed of and adheres to the field placement site's administrative policies, rules, standards, schedules, and practices
- To provide immediate contact in the event of an emergency
- To assign the student a final course grade that reflects the Field Experience Supervisor's evaluation of the student's performance

By signing below, both parties agree to all of the provisions above. Additionally, all parties agree to adhere to all professional standards set forth in the *NASP Professional Conduct Manual*.

**Field Experience (Practicum/Internship) Supervisor**

\_\_\_\_\_

(Print Name)

\_\_\_\_\_ Date: \_\_\_\_\_

(Signature)

**Internship Coordinator**

\_\_\_\_\_

(Print Name)

\_\_\_\_\_ Date: \_\_\_\_\_

(Signature)

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## GRADUATE SCHOOL OF PSYCHOLOGY

### SCHOOL PSYCHOLOGY PROGRAM

43 WEST 23RD STREET NEW YORK, NY 10010

(212) 463-0400 EXT. 5552

### DAILY LOG

Intern Name: \_\_\_\_\_

Site: \_\_\_\_\_ Date: \_\_\_\_\_

ACTIVITY	TIME
DESCRIPTION	
ACTIVITY	TIME
DESCRIPTION	
ACTIVITY	TIME
DESCRIPTION	
ACTIVITY	TIME
DESCRIPTION	

# Hours Today: \_\_\_\_\_ # Hours Cumulative: \_\_\_\_\_

Signature of On-site Supervisor: \_\_\_\_\_

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### DAILY LOG (SAMPLE)

Intern Name: John Doe

Site: ABC School of Development Date: 2/30/2010

ACTIVITY	TIME
Introduction with Dr. M.	8:00am – 9:00am
DESCRIPTION	
Dr. M. spent the morning showing me around and introducing me to many staff members in the building. We sat and talked about what my responsibilities would be and what type of things I would be able to experience. He showed me how to get into his computer and gave me all the appropriate passwords and user names. He also gave me a key to his office.	
ACTIVITY	TIME
Triennials	9:00am – 10:00am
DESCRIPTION	
I spent the morning working on my first triennial report on the computer. Then I sat with Dr. M. to go over questions that I have regarding the writing of the report and wording it and interpreting it.	
ACTIVITY	TIME
Social skills group	10:00am – 12:00pm
DESCRIPTION	
I participated in a social skills group for a small group of Kindergarten children. The session touched on "mean" people and being nice to each other. Following the social skills group, I conducted a brief 30' observation of students' behavior during free play (results attached).	
ACTIVITY	TIME
Assessment of JD	1:00pm – 3:00pm
DESCRIPTION	
I continued a previous assessment of JD, administering the <i>WJ-III Cognitive Extended Battery</i> , as well as the Bender, and began work on the evaluation report.	

# Hours Today: 6 # Hours Cumulative: 42

Signature of On-site Supervisor: \_\_\_\_\_

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**SITUATION JOURNAL**

Intern Name: \_\_\_\_\_

Site: \_\_\_\_\_ Date: \_\_\_\_\_

Description of Situation:
Actions Taken:
Outcome
Follow-Up Assessment:

Signature of On-site Supervisor: \_\_\_\_\_

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## SITUATION JOURNAL (SAMPLE)

Intern Name: John Doe

Site: ABC School of Development

Date: 2/30/2010

### Description of Situation:

A number of students this year have demonstrated school phobic or school avoidant behaviors so severe that even following home tutoring, they demonstrate extreme anxiety distress at returning to the classroom in the morning. Many of the parents seem to reinforce these behaviors, even removing some children from school following increasingly violent tantrums.

### Actions Taken:

A systematic program was implemented by which parents would spend time in an adjacent room, where students could visit periodically. The time between visitations was gradually increased over the course of the following week, and students demonstrating anxiety were involved in selecting morning activities to increase engagement.

### Outcome

Of five students demonstrating severe anxiety and/or tantrums, four were phased from the program after the first week. The final student continued to demonstrate anxious and/or avoidant behavior for the following week.

### Follow-Up Assessment:

The fifth student was referred for an evaluation of social-emotional development, the results of which suggest high, persistent levels of anxiety in both the home and school settings. Steps are being taken to reduce these symptoms in the school setting, including...

Signature of On-site Supervisor: \_\_\_\_\_

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### INTERN EVALUATION

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ District: \_\_\_\_\_

#### Data-Based Decision-Making & Accountability (2.1)

Systematically collects information to identify the problem and determine strengths & needs	1 2 3 4 N/A
Makes good use of assessment information to plan services & make decisions	1 2 3 4 N/A
Evaluates the outcome of services using data	1 2 3 4 N/A
Demonstrates mastery of the problem-solving process	1 2 3 4 N/A

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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#### School and Systems Organization, Policy Development, & Climate (NASP standard 2.6)

Is knowledgeable in the areas of general education, special education, and other educational and related services	1 2 3 4 N/A
Applies theory to promote learning, prevent problems, & create effective learning environments	1 2 3 4 N/A
Participates in the development, implementation &/or evaluation of programs that promote safe schools	1 2 3 4 N/A

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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**Prevention, Crisis Intervention, & Mental Health (NASP standard 2.7)**

Is knowledgeable about current theory & research about child/ adolescent development, psychopathology, societal stressors, crises in schools	1 2 3 4 N/A
Is able to effectively collaborate with school personnel, parents, & community in the aftermath of crises	1 2 3 4 N/A
Displays initiative & resourcefulness to meet mental health needs	1 2 3 4 N/A

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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**Student Diversity in Development & Learning (NASP standard 2.5)**

Assists in the integration of all students into instructional programs	1 2 3 4 N/A
Keeps families' cultures, backgrounds & individual learning characteristics in mind when developing interventions	1 2 3 4 N/A

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments

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**Consultation & Collaboration (NASP standards 2.2, 2.8)**

Establishes collaborative relationships	1 2 3 4 N/A
Communicates effectively with school personnel	1 2 3 4 N/A
Communicates effectively with families	1 2 3 4 N/A

Communicates effectively with children & youth	1 2 3 4 N/A
Communicates effectively with community professionals	1 2 3 4 N/A
Shows concern respect, & sensitivity to others	1 2 3 4 N/A
Appropriately mediates & resolves conflicts	1 2 3 4 N/A
Facilitates home-school communication & collaboration	1 2 3 4 N/A

Key: 1 – Beginning; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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Effective Instruction & Development of Cognitive/Academic Skills (NASP standard 2.3)

Utilizes appropriate assessment strategies to assess learning difficulties	1 2 3 4 N/A
Properly administers assessment strategies	1 2 3 4 N/A
Accurately analyzes & interprets assessment data	1 2 3 4 N/A
Connects assessment data to development of instructional interventions	1 2 3 4 N/A
Utilizes empirically-demonstrated instructional methods/ interventions	1 2 3 4 N/A
Assesses acceptability of intervention ideas	1 2 3 4 N/A
Appropriately evaluates outcomes of interventions	1 2 3 4 N/A
Uses intervention data to guide instructional decisions	1 2 3 4 N/A
Assesses treatment integrity of interventions	1 2 3 4 N/A

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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Socialization & Development of Life Skills (NASP standard 2.4)

Uses appropriate assessment strategies to assess behavioral, social, affective, & adaptive domains	1 2 3 4 N/A
Properly administers assessments	1 2 3 4 N/A
Appropriately analyzes & interprets assessment data	1 2 3 4 N/A
Links assessment data to the development of interventions	1 2 3 4 N/A
Utilizes ecological & behavioral approaches when developing behavior change programs	1 2 3 4 N/A
Assesses acceptability of intervention ideas	1 2 3 4 N/A
Appropriately evaluates outcomes of interventions	1 2 3 4 N/A
Uses intervention data to guide instructional decisions	1 2 3 4 N/A
Assesses treatment integrity of interventions	1 2 3 4 N/A

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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Research & Program Evaluation (NASP standard 2.9)

Employs principles of measurement & psychometric standards in the selection and use of assessment techniques	1 2 3 4 N/A
Critically evaluates the professional literature in the selection of assessment and intervention strategies	1 2 3 4 N/A

Uses single-subject designs in the evaluation of interventions	1 2 3 4 N/A
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Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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Written Communication & Technology (NASP standard 2.11)

Maintains thorough, organized case notes	1 2 3 4 N/A
Presents information manner that is clear and useful for intended audience	1 2 3 4 N/A
Offers relevant recommendations	1 2 3 4 N/A
Has adequate writing skills	1 2 3 4 N/A
Incorporates supervisor feedback into reports	1 2 3 4 N/A
Uses various sources of information resources & technology	1 2 3 4 N/A

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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Personal Behaviors & Professional Responsibilities (NASP standard 2.10)

Presents appropriate personal demeanor	1 2 3 4 N/A
Demonstrates dependability (punctual; follow through on tasks)	1 2 3 4 N/A
Interacts with others in a professional manner	1 2 3 4 N/A
Presents information to stakeholders in a clear manner	1 2 3 4 N/A

Responds appropriately to feedback from others	1 2 3 4 N/A
Is flexible and open to suggestions	1 2 3 4 N/A
Exhibits of comfort and ease with other professionals	1 2 3 4 N/A
Shows evidence of continued self-evaluation	1 2 3 4 N/A
Adheres to ethical and legal standards for service delivery	1 2 3 4 N/A

Key: 1 – Emerging; 2 – Adequate; 3 – Proficient; 4 – Distinguished

Comments:

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Professional Goals:

Given the above ratings of the intern's current skills, what goal(s) should be established for his/her continued professional training?

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Signatures

\_\_\_\_\_  
Internship Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern\*

\_\_\_\_\_  
Date

\*The intern's signature indicates only that this evaluation has been discussed with him/her; it does not indicate the intern's agreement with the report in part or in whole.

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43 WEST 23RD STREET NEW YORK, NY 10010

(212) 463-0400 EXT. 5552

## Internship Placement Evaluation

Student Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Please indicate the approximate percentage of time spent on each of the following activities during your internship:

Activity	Percentage Of Time
1. Psychoeducational assessment	
2. Classroom observations	
3. Professional consultation	
4. Counseling	
5. Administrative or staff meetings	
6. Professional development	
7. Case Coordination or IEP Meetings	

The strengths of this internship were the following:

This experience could have been improved in the following ways:

Please rate your level of agreement with the following statements (leave blank if an area does not apply):	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I had access to enough information to make informed decisions.	1	2	3	4	5
Teachers were available and open to consultation, collaboration.	1	2	3	4	5
I was given effective guidance on instruction and curriculum.	1	2	3	4	5
There were ample opportunities to work with diverse students.	1	2	3	4	5
I had opportunities and guidance in learning the school system.	1	2	3	4	5
The school highlighted prevention and RTI practice.	1	2	3	4	5
There were ample opportunities to consult with parents.	1	2	3	4	5
Staff and administrators understood my role in the school.	1	2	3	4	5
Information technology services and equipment were adequate.	1	2	3	4	5
I was provided consistent, attentive supervision.	1	2	3	4	5
My supervisor was well versed in school psychology practice.	1	2	3	4	5
I was provided timely and consistent feedback on my work.	1	2	3	4	5
Supervision was provided in a clear and constructive manner.	1	2	3	4	5
The facilities provided were adequate.	1	2	3	4	5
The atmosphere at my site was professional.	1	2	3	4	5
My Internship Coordinator was available to assist me.	1	2	3	4	5
Communication between the College and my site was adequate.	1	2	3	4	5
The site's administrative policies, rules, standards, etc. were clear.	1	2	3	4	5

Would you recommend this site to another student (circle one)?      Yes    No

## School Psychology Competencies

While the program is not per se either competency-based or so-called cafeteria style, there are nevertheless certain competencies that school psychologists are expected to possess and that students will be expected to develop. Students in the program will be asked periodically to rate themselves on a list of competencies as a way to check and monitor their progress. These competency ratings also serve as a program evaluation tool to provide one of many indicators of the success of the program in professional preparation:

### Assessment:

1. Select and implement procedures in areas of:
  - a. Cognitive/Preschool,
  - b. Cognitive/Elementary,
  - c. Cognitive/Secondary,
  - d. Social/Emotional/Preschool,
  - e. Social/Emotional/Elementary,
  - f. Social/Emotional/Secondary,
  - g. Academic/Preschool,
  - h. Academic/Elementary
  - i. Academic/Secondary
2. Implement various models of cognitive and academic assessments, including:
  - a. norm-based (preschool),
  - b. norm-based (elementary/secondary),
  - c. curriculum-based (preschool),
  - d. curriculum-based (elementary/preschool)
  - e. dynamic (preschool)
  - f. dynamic (elementary/secondary)
3. Accurately score formed and criterion-referenced and dynamic procedures.
4. Accurately interpret assessment information.
5. Integrate assessment information from varied sources
6. Write reports relevant to referral issues
7. Write reports comprehensible to consumers
8. Make recommendations relevant to assessment data
9. Make recommendations implementable by consumers

### Intervention

1. Implement a variety of intervention approaches relevant to the nature of the issues presented by clients.
2. Provide short term individual counseling.
3. Provide short term group counseling.
4. Awareness of community resources for families.
5. Identify the needs of families in order to connect them with appropriate resources within the school and the community.
6. Ability to implement approaches to intervention that promote self-regulation and development of higher order thinking.

## Consultation

1. Function collaboratively within consultation relationships.
2. Promote effective problem-solving approaches in consultees.
3. Offer personal sensitivity and interpersonal skills in interactions with consultees.
4. Negotiate all steps of the consultation process with classroom teachers.
5. Negotiate all steps of the consultation process with program administrators.

## Research and Evaluation

1. Design.
2. Conduct
3. Analyze, and
4. Interpret research relevant to educational settings.
5. Identify relevant sources of information to inform practice.
6. Read and interpret the research literature related to practice.
7. Design.
8. Implement program evaluation studies.
9. Write documents following APA Publication guidelines.

## Training

1. Design,
2. Implement,
3. Evaluate in-service programs for parents and teachers.

The competencies listed above are based primarily on Fagan and Wise (1994) who describe the most general school psychology roles as involving: “assessment of individual children, interventions (including individual and group counseling), and consultation (mental health, behavioral, crisis, and organizational)” (P.128). These authors also comment on additional roles of administration, research, and training. The way in which these roles are carried out needs to express an awareness of the contextual nature of behavior and the complexity of interacting events in producing any observable behavior. Awareness of context implies inclusion of factors other than just classroom or individual variables in any intervention or assessment activities, especially the need for family involvement and collaboration to promote successful learning experiences for children, and the contributions of the school as a socio-cultural system to the child’s functioning (Woody, La Voie, & Epps), 1992).

These competencies assume a knowledgebase that includes typical and atypical child development, biological foundations of development and learning, history and philosophy of education, principles of cognitive education, test development theory, implications of cultural diversity for development and service delivery, and legal and ethical issues related to school psychology practice.

In addition to the competencies listed below, Touro's School Psychology graduate students are also expected to develop values and attitudes that include the following:

- Understand and respect human diversity and its expression in parenting, schooling and learning.
- Show an attitude of commitment to enhancement of human development and assume that all individuals have meaningful capabilities that are not necessarily evident in their individual performances.
- View learners and educators in terms of their individual characteristics and not in terms of categories or labels.
- Assume a data-based, scientific, problem-solving approach to professional issues
- Function in terms of an ecologically-based contextual approach in dealing with and understanding issues with which they are involved
- Engage in all of their professional activities with a sensitivity to the needs and backgrounds of their clients
- Demonstrate and apply flexible logical thinking processes in relation to issues arising across a wide variety of domain.